ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

Project management master's program

Assessing the Importance of Project Planning, Monitoring and Evaluation on project success: A case study of Abune Gorgorios School Building Project

By: Dadi Weyifen

Advisor:Worku Mekonnen (PhD)

A Research Project Submitted to Addis Ababa University School of Commerce in Partial Fulfillment of the requirements for the Award of Masters of Arts in Project Management

June, 2018

Addis Ababa, Ethiopia

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Approved By Board of Examiners

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Advisor _____Signature _____Date _____

DECLARATION

I, the undersigned, declare that this research paper entitled “Assessing the Importance of Project Planning, Monitoring and Evaluation on project success: A case study of Abune Gorgorios School Building Project” is submitted to the Partial Fulfillment ofMaster of Art Degree in Project management (MA). And it is my original work, and thiswork has not been previously formed as the basis for the award of any academic Degree orDiploma Program in this or any other institution. Any materials borrowed from other sources,whether published or unpublished have been properly cited and acknowledged in accordancewith appropriate academic conventions.

Declared by:

Name: Dadi Weyifen

Signature_____

Date_____

CERTIFICATE

This is to certify that this project work, “Assessing the Importance of Project Planning, Monitoring and Evaluation on project success: A case study of Abune Gorgorios School Building Project” undertaken by Dadi Weyifen 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.

_____

Worku Mekonnen (PhD)

Research Project Advisor

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Abbreviations and Acronyms

BCM	Beneficiary Contact Monitoring
e.g.	Example
IFRC	International Federation of Red Cross and Red Crescent Societies
IUCN	International Union for Conservation of Nature and Natural Resources
LFA	Logical Framework Approach
M&E	Monitoring and Evaluation
MFR	Managing for Results
NGO	Non -Government Organization
PED	Planning and Evaluation Department
PMBoK	Project Management Body of Knowledge
PMLC	Project Management Life Cycle
PPM	Project Planning Matrix
RBM	Results Based Management
ROA	Orientated Assistance
RTEs	Real-time Evaluations
S.C	Share Company
SOW	Statement of Work
UNDP	United Nations Development Program
USAID	United States Agency for International Development
ZOPP	Objective Oriented Project Planning

Abstract

This study was intended to describe the importance of project planning, monitoring and evaluation on project success in Abune Gorgorios school building projects. Hence, the data were collected by semi-structured and focus group from respondents and validated with document analysis and analyzed qualitatively. Setting the clear goals and objectives, having project planning process, monitoring the project throughout the project life cycle, and evaluating the project informative and final evaluating types using real time evaluation methods are the findings of this study. The study discovered that project planning, monitoring and evaluation, and using tools and techniques played an important role in determining the success of projects In contrast to these, lack of well-organized project documentations and lack o project risk management plan. At last, further study including beneficiary communities; improving project documentation, improving the use of logical framework and result based management system are the recommendations of the study.

Key words: planning, monitoring, evaluation, project management practice

Chapter one
Introduction

1.1 Background of the Study

In PMBOK guide (Newtown, 2013) a project is a temporary endeavor undertaken to create a unique product, service, or result. The temporary nature of projects indicates that a project has a definite beginning and end. The end is reached when the project's objectives have been achieved or when the project is terminated because its objectives will not or cannot be met, or when the need for the project no longer exists.

According to (Newtown, 2017), the project management processes employed to meet project objectives. Project management processes are grouped in five Project Management Process Groups:

1. Initiating Process Group. The process(es) performed to define a new project or a new phase of an existing project by obtaining authorization to start the project or phase.
2. Planning Process Group. The process(es) required to establish the scope of the project, refine the objectives, and define the course of action required to attain the objectives that the project was undertaken to achieve.
3. Executing Process Group. The process(es) performed to complete the work defined in the project management plan to satisfy the project requirements.
4. Monitoring and Controlling Process Group. The process(es) required to track, review, and regulate the progress and performance of the project; identify any areas in which changes to the plan are required; and initiate the corresponding changes.
5. Closing Process Group. The process(es) performed to formally complete or close a project, phase, or contract.

These five Process Groups are independent of the application areas, (such as marketing, information services, or accounting) or industry focus (such as construction, aerospace, telecommunications). Individual processes in the Process Groups are often iterated prior to completing a phase or a project. The number of process iterations and interactions between processes varies based on the needs of the project.

Good planning, monitoring and evaluation enhance the contribution of organization by establishing clear links between past, present and future initiatives and development results. Monitoring and evaluation can help organization extract relevant information from past and

ongoing activities that can be used as the basis for programmatic fine-tuning, reorientation and future planning. Without effective planning, monitoring and evaluation, it would be impossible to judge if work is going in the right direction, whether progress and success can be claimed, and how future efforts might be improved (UNDP, 2009).

1.2 Background of the organization

The Esdros Construction Trade and Industry S.C aim to be a multi-disciplinary, but it is primarily concerned with working on education. There were a known teacher/yeneta/ in the 18th century of Ethiopian history. His name is Esdros, the company named with this known teacher to remember him.

Esdros Construction Trade and Industry S.C. is a share company established to engage in construction, trade and industry sectors. Currently, the Company is engaging in education sector and has five branches in and outside Addis Ababa. It will soon launch other sectors as per its strategic plan (esdros, 2018).

Raising capital will be guided by the founders and elected directors of the Board of Directors. The share company established based on commercial registration no. MT/AA/3/000/796/2004.

1.3 Statement of the Problem

The basic goal in any industry is to achieve the completion of project within time and stipulated budget. It is the same with construction industry. The construction industry being one of the most complex, fragmented, schedule and resource driven industry, is always facing serious problems like low productivity, low quality, delay, cost overrun etc. (Memon et al., 2011).

Cost overrun in construction is a worldwide phenomenon, and its effects are normally a source of friction between owners, project managers, and contractors (Creedy et al., 2010). Azhar and Farouqui (2008) observed that the trend of is more severe in developing countries. As the construction industry continues to grow in size, so do planning and budgeting problems. This is because it is common for projects not to be completed on time and within the initial project budget (Apolot et al., 2012).

According to this study preliminary discussion with employees in Esdros Construction Trade and Industry S.C. there were schedule and cost overrun in the school building projects. Hence, the purpose of this study is to assess the importance of project planning, monitoring and evaluation on project success in Esdros Construction Trade & Industry S.C by how managers are undertaking this three project management process groups.

1.4 Research Questions

The following are the basic research questions:

- What are the importances's of project planning for the project success?
- What are the importances's of project monitoring for project success?
- What are the importances's of project evaluation in maintaining project success?

1.5 Objectives of the Study

1.5.1 General Objective

The general objective of this study is to assess the importance of project planning, monitoring and evaluation on project success in the case of Abune Gorgorios School building project.

1.5.2 Specific Objectives

- To assess project planning processes, which have importance's on project success in the Abune Gorgorios School building projects;
- To assess project monitoring, which have importance's on project success in the Abune Gorgorios school building projects;
- To assess project evaluation, which have importance's on project success in the Abune Gorgorios school building projects.

1.6 Significance of the Study

This study can be helpful for the project to demonstrate the contribution of effective project management processes and techniques so as to improve the practice of upcoming project to be done in the Company. That is to attain the goals of the project within planned time, under the given budget and at agreed or targeted quality required of products efficiently and effectively.

This study will also be an input to identify in which of the life cycle of the project that the project needs improvement. Moreover, the study will also help to understand the role of

practicing project management process and applying it for further development. In addition, this paper work will serve as a future reference for researchers on the subject matter.

1.7 Scope of the Study

The study focused only on two specific project i.e. Lebu and Bethel branch Abune Gorgorios School building project. This study is only concentrated on assessing the importance project planning, monitoring and evaluation practices, through the generally accepted project management knowledge areas defined by PMBOK, which will enhance the management of projects.

1.8 Organization of the Study

This thesis study organized in five chapters. The first chapter consists of background of the study, statement of the problem, research questions, objective of the study, significance of the study, scope of the study, and the organization of the study. The second chapter presents the literature review. Chapter three deal with research design and methodology of the research. The fourth chapter contains analysis of the results .The fifth chapter contains conclusion and recommendations. Finally, references, appendices and other important documents are attached as in the last part of the research project.

Chapter two

Literature Review

2.1 Projects and Project Management

A project is a temporary endeavor undertaken to create a unique product, service, or result. The temporary nature of projects indicates a definite beginning and end. Temporary does not necessarily mean a project has a short duration. A project's end is reached when the objectives have been achieved or when the project is terminated because its objectives will not or cannot be met, or when the need for the project no longer exists. The decision to terminate a project requires approval and authorization by an appropriate authority (Newtown, 2017).A project is a sequence of unique, complex, and connected activities that have one goal or purpose and that must be completed by a specific time, within budget, and according to specifi cation(Wysocki, 2014). A project is within a program as an undertaking thathas a scheduled beginning and end, and that normally involves some primarypurpose (Kerzner, 2003).

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet project requirements. Project management is accomplished through the appropriate application and integration of the project management processes identified for the project (Newtown, 2017).According to (Kerzner, 2003)Project management may now be defined as the process of achieving project objectivesthrough the traditional organizational structure and over the specialties of the individualsconcerned. Project management is applicable for any ad hoc (unique, one-time,one-of-a-kind) undertaking concerned with a specific end objective.

2.2 Project Success

In project management literature, the outcome of a project is frequently conceived of in terms of success or failure although identifying just what constitutes these can be problematic. In general there is lack of consensus on how to define success, lack of success and failure and despite their frequent use, such terms are perceived to be vague and difficult to measure (Fowler and Walsh, 1999). There have been various attempts over the history of project management to define suitable criteria against which to define and measure project success.

Perhaps the most well recognized of these is the long established and widely used “iron triangle” of time, cost and quality (Atkinson, 1999). Ikal (2009) argues that although the definition of quality is potentially very broad in relation to the iron triangle, it is often restricted to meeting scope or functional and technical specifications. Several authors have suggested that meeting time, cost and quality specifications are not only relevant criteria; for example project management efficiency and effective project team functioning are also important (Baccarini, 1999).

Time dimension of assessing project success is the most common aspect brought out in the literature review. Pretoriuset et al. (2012) found out that project management organizations with mature time management practices produce more successful projects than project management organizations with less mature time management practices. Project time is the absolute time that is calculated as the number of days/weeks from start on site to practical completion of the project. Speed of project implementation is the relative time (Chan, 2001).

Completion of the project within the budget is another dimension that is used to measure project success. Chan (2001) states that cost can be computed in form of unit cost, percentage of net variation over final cost and so on. The project monitoring and evaluation team may control the costs using Program Evaluation and Review Technique (PERT) and Critical Path Method (CPM) techniques. Projects often face cost overruns during the implementation phase; hence a proactive approach is essential for monitoring project costs and detection of potential problems (Cheng et al, 2012).Related to cost aspect of measuring project success, is technical performance.

Quality achievement by projects is also another dimension of assessing project success. The quality of projects and project information has a significant influence project success (Raymond & Bergeron, 2008). Closely related to the quality and technical requirement dimensions is the scope. Project completion within scope is considered as one of the success factor. The project charter or statement of work requires the implementers to develop a scope of work that was achievable in a specified period and that contained achievable objectives and milestones (Bredillet, 2009).

Another important dimension in project success includes customer satisfaction (Dvir, 2005). A project that in the final analysis leads to customer satisfaction would be said to be

successful. Evaluating the performance of project is beneficial to both the stakeholders by enabling them to appraise the services received and to project manager by helping them to improve their services (Besner & Hobbs, 2008). Project success relates to the end product's goals in terms of performance and fulfilling the technical requirements, as well as customer satisfaction.

Successful projects also contributes to company's success in long term in terms of gaining a competitive advantages; enhancing company's reputation; increasing the market share; and reaching specified revenue and profits (Al-Tmeemy, 2011). In short project success can be defined on the basis of completion within scheduled time, completion within reasonable cost and within budget, quality achievement, meeting of technical requirement, project achieving user satisfaction and finally achievement of organizational objectives.

2.3 Project Management Life Cycle

A project life cycle is the series of phases that a project passes through from its start to its completion. A project phase is a collection of logically related project activities that culminates in the completion of one or more deliverables. The phases can be sequential, iterative, or overlapping. The names, number, and duration of the project phases are determined by the management and control needs of the organization(s) involved in the project, the nature of the project itself, and its area of application. Phases are time bound, with a start and end or control point (sometimes referred to as a phase review, phase gate, control gate, or other similar term). At the control point, the project charter and business documents are reexamined based on the current environment. At that time, the project's performance is compared to the project management plan to determine if the project should be changed, terminated, or continue as planned.

The project life cycle can be influenced by the unique aspects of the organization, industry, development method, or technology employed. While every project has a start and end, the specific deliverables and work that take place vary widely depending on the project. The life cycle provides the basic framework for managing the project, regardless of the specific work involved.

Though projects vary in size and the amount of complexity they contain, a typical project can be mapped to the following project life cycle structure (see Figure 2-1):

- Starting the project,
- Organizing and preparing,
- Carrying out the work, and
- Closing the project(Newtown, 2017).

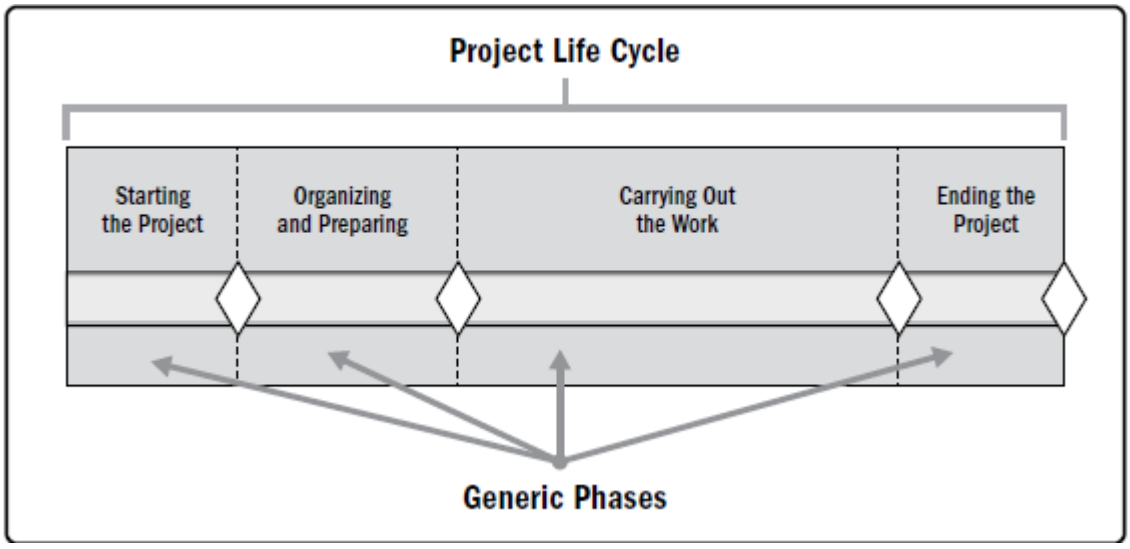

Figure 2- 1: Generic Depiction of a Project Life Cycle

Source: Newtown, 2017

A project management life cycle (PMLC) is a sequence of processes that includes:

- Scoping
- Planning
- Launching
- Monitoring and controlling
- Closing

the projects to which it applies. A valid PMLC always starts with a scoping process and ends with a closing process. All five of the processes must each be done at least once and may be repeated any number of times in some logical order (Wysocki, 2014).

2.4 Project Planning

Planning can be defined as the process of setting goals, developing strategies, outlining the implementation arrangements and allocating resources to achieve those goals. It is important to note that planning involves looking at a number of different processes:

- Identifying the vision, goals or objectives to be achieved
- Formulating the strategies needed to achieve the vision and goals
- Determining and allocating the resources (financial and other) required to achieve the vision and goals
- Outlining implementation arrangements, which include the arrangements for monitoring and evaluating progress towards achieving the vision and goals

There is an expression that "failing to plan is planning to fail."While it is not always true that those who fail to plan will eventually fail in their endeavors, there is strong evidence to suggest that having a plan leads to greater effectiveness and efficiency. Not having a plan—whether for an office, program or project—is in some ways similar to attempting to build a house without a blueprint, that is, it is very difficult to know what the house will look like, how much it will cost, how long it will take to build, what resources will be required, and whether the finished product will satisfy the owner's needs. In short, planning helps us define what an organization, program or project aims to achieve and how it will go about it (UNDP, 2009).

Successful project management, whether in response to an in-house project or a customer request, must utilize effective planning techniques. The first step understands the project objectives. These goals may be to develop expertise in a given area, to become competitive, to modify an existing facility for later use, or simply to keep key personnel employed.

The objectives are generally not independent; they are all interrelated, both implicitly and explicitly. Many times it is not possible to satisfy all objectives. At this point, management must prioritize the objectives as to which are strategic and which are not.

If the project is large and complex, then careful planning and analysis must be accomplished by both the direct- and indirect-labor-charging organizational units. Theproject organizational structure must be designed to fit the project; work plans and schedulesmust be established so that maximum allocation of resources can be made; resourcecosting and accounting systems must be developed; and a management information andreporting system must be established(Kerzner, 2003).

2.5 Project Monitoring

Monitoring is 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. A project/program usually monitors a variety of things according to its specific informational needs (IFRC, 2011).

2.5.1 Common Types of Monitoring

Results monitoring tracks effects and impacts. This is where monitoring merges with evaluation to determine if the project/program is on target towards its intended results (outputs, outcomes, impact) and whether there may be any unintended impact (positive or negative). For example, a psychosocial project may monitor that its community activities achieve the outputs that contribute to community resilience and ability to recover from a disaster.

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. It is often conducted in conjunction with compliance monitoring and feeds into the evaluation of impact. For example, a water and sanitation project may monitor that targeted households receive septic systems according to schedule.

Compliance monitoring ensures compliance with donor regulations and expected results, grant and contract requirements, local governmental regulations and laws, and ethical standards. For example, a shelter project may monitor that shelters adhere to agreed national and international safety standards in construction.

Context (situation) monitoring tracks the setting in which the project/program 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. For example, a project in a conflict-prone area may monitor potential fighting that could not only affect project success but endanger project staff and volunteers.

Beneficiary monitoring tracks beneficiary perceptions of a project/program. It includes beneficiary satisfaction or complaints with the project/program, including their participation, treatment, access to resources and their overall experience of change. Sometimes referred to as beneficiary contact monitoring (BCM), it often includes a stakeholder complaints and

feedback mechanism. It should take account of different population groups, as well as the perceptions of indirect beneficiaries (e.g. community members not directly receiving a good or service). For example, a cash-for work program assisting community members after a natural disaster may monitor how they feel about the selection of program participants, the payment of participants and the contribution the program is making to the community (e.g. are these equitable?).

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. For example, a livelihoods project implementing a series of micro-enterprises may monitor the money awarded and repaid, and ensure implementation is according to the budget and time frame.

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. For example, a National Society's headquarters may use organizational monitoring to track communication and collaboration in project implementation among its branches and chapters (IFRC, 2011).

2.5.2 Monitoring Best Practice

- Monitoring data should be well-focused to specific audiences and uses(only what is necessary and sufficient).
- Monitoring should be systematic, based upon predetermined indicators and assumptions.
- Monitoring should also look for unanticipated changes with the project/program and its context, including any changes in project/program assumptions/risks; this information should be used to adjust project/program implementation plans.
- Monitoring needs to be timely, so information can be readily used to inform project/program implementation.
- Whenever possible, monitoring should be participatory, involving key stakeholders this can not only reduce costs but can build understanding and ownership.
- Monitoring information is not only for project/program management but should be shared when possible with beneficiaries, donors and any other relevant stakeholders (IFRC, 2011).

2.6 Project Evaluation

IFRC (2011) defines evaluation as an assessment, as systematic and objective as possible, of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. Similarly, UNDP (2009) define 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, like monitoring, can apply to many things, including an activity, project, program, strategy, policy, topic, theme, sector or organization. The key distinction between the two is that evaluations are done independently 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. 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.

2.6.1 Major Evaluation Types

There is a range of evaluation types, which can be categorized in a variety of ways. Ultimately, the approach and method used in an evaluation is determined by the audience and purpose of the evaluation. As shown below key evaluation types summarized according to three general categories. It is important to remember that the categories and types of evaluation are not mutually exclusive and are often used in combination (IFRC, 2011).

- **Based on evaluation 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 (IFRC, 2011).

- **Based on who conducts the evaluation**

Internal or self-evaluations are conducted by those responsible for implementing a project/program. They can be less expensive than external evaluations and help build staff capacity and ownership. However, they may lack credibility with certain stakeholders, such as donors, as they are perceived as more subjective (biased or one-sided). These tend to be focused on learning lessons rather than demonstrating accountability.

External or independent evaluations are conducted by evaluator(s) outside of the implementing team, lending it a degree of objectivity and often technical expertise. These tend to focus on accountability. Secretariat-funded interventions exceeding 1,000,000 Swiss francs require an independent final evaluation; if undertaken by the project/program management, it should be reviewed by the secretariat's planning and evaluation department (PED), or by some other independent quality assurance mechanism approved by the PED.

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 (IFRC, 2011).

- **Based on evaluation technicality or methodology**

Real-time evaluations (RTEs) are undertaken during project/program implementation to provide immediate feedback for modifications to improve ongoing implementation. Emphasis is on immediate lesson learning over impact evaluation or accountability. RTEs are particularly useful during emergency operations, and are required in the first three months of secretariat emergency operations that meet any of the following criteria: more than nine months in length; plan to reach100,000 people or more; the emergency appeal is greater

than10,000,000 Swiss francs; more than ten National Societies are operational with staff in the field.

Meta-evaluations are used to assess the evaluation process itself. Some key uses of meta-evaluations include: take inventory of evaluations to inform the selection of future evaluations; combine evaluation results; check compliance with evaluation policy and good practices; assess how well evaluations are disseminated and utilized for organizational learning and change, etc.(IFRC, 2011).

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. Therefore, they typically occur after project/program completion during a final evaluation or an ex-post evaluation. However, impact maybe measured during project/program implementation during longer projects/programs and when feasible (IFRC, 2011).

2.6.2 Evaluation – Criteria and Standards

According to IFRC (2011), proper management of an evaluation is a critical element for its success. There are multiple resources to support evaluation management.

1. **Utility.** Evaluations must be useful and used.
2. **Feasibility.** Evaluations must be realistic, diplomatic and managed in a sensible, cost effective manner.
3. **Ethics and legality.** Evaluations must be conducted in an ethical and legal manner, with particular regard for the welfare of those involved in and affected by the evaluation.
4. **Impartiality and independence**. Evaluations should provide a comprehensive and unbiased assessment that takes into account the views of all stakeholders. With external evaluations, evaluators should not be involved or have a vested interest in the intervention being evaluated.

5. **Transparency.** Evaluation activities should reflect an attitude of openness and transparency.
6. **Accuracy.** Evaluations should be technically accurate, providing sufficient information about the data collection, analysis and interpretation methods so that its worth or merit can be determined.
7. **Participation.** Stakeholders should be consulted and meaningfully involved in the evaluation process when feasible and appropriate.
8. **Collaboration.** Collaboration between key operating partners in the evaluation process improves the legitimacy and utility of the evaluation.

2.7 Monitoring and Evaluation plan and project success

The initiation phase is critical to the success of the project as it establishes its core foundations. Effective project planning takes into consideration all aspects of planning including stakeholder engagement, benefits mapping, risk assessment, as well as the actual plan (schedule) itself. The three most cited factors for project failure are: lack of stakeholder engagement, lack of communication, and lack of clear roles and responsibilities.

Developing an M&E plan requires a proper understanding of the project, inputs, processes, output and outcomes according to (Cooke, Bill, &Uma, 2001). The inputs required would include human resources with M&E technical capacity and resources, authority and mandate to develop the M&E plan and technology infrastructure as noted by (Kalali, Ali & Davod K, 2011). The process would involve advocating for the need for M&E, assessing strategic information needs (including planning for M&E utilization dissemination), achieving consensus and commitment among stakeholders, particularly on indicators and reporting structure & tools, developing mechanism for M&E plan review, and preparing document for final approval. Detailed M&E planning commences by breaking down the components into sub-components to produce a product (deliverables) breakdown structure as far as breakdown is feasible.

The next step is to produce further detail of the activities, tasks and dependencies required (the work breakdown structure), together with the sequencing of activities needed to produce the many sub-deliverables or component products. Finally, we achieve a level of granularity needed to manage the project on a day-to-day basis. This is typically represented as a schedule.

It should be noted that the M&E plan needs to be written during the initial stages of project development (Pfohl, 1986). Project changes can affect the M&E plan performance monitoring and impact evaluation. It is important to change the M&E plan as the project changes so that project performance and success can be accurately measured according to (World Bank, 1980). Having an internal M&E capacity facilitates adjustments to the M&E plan since flexibility and regular review of program results is necessary.

An important criticism of many development projects is that they are too inflexible in planning, and that once projects are initiated the initial project plan is adhered to even if significant motivation exists to change it. This undermines the learning ethos of development. Projects should therefore plan for adaptation, specifically by trying to do the following: Design the process, as well as objectives, at the higher levels. Identify the forums and processes that will be used to involve stakeholders in project review and adaptation, and build in flexibility to respond to unplanned opportunities; Focus on clear goals (impacts) and purposes (outcomes), rather than over specifying activities and outputs; Budget for experimentation and for the unexpected. If the project is testing a new approach, then the budget should reflect this and more money should be allocated to later years when there is more certainty about expanding the approach. Also leave a portion of the budget and staff time for activities that do not fit into established categories. The crucial thing to remember is that the development intervention is not about words in a plan, but changes in the lives of people, and in particular the intended beneficiaries. It is essential that development managers keep their focus on the intended impact, rather than on the rigidity of the planning format.

A key aspect worth including in the M&E plan is how the project's informational needs and how data will be collected, managed and analyzed, then the next step is to plan how the data will be reported as information and put to good use. Reporting is the most visible part of the M&E system, where collected and analyzed data is presented as information for key stakeholders to use. Reporting is a critical part of M&E because no matter how well data may be collected and analyzed, if it is not well presented it cannot be well used – which can be a considerable waste of valuable time, resources and personnel. Reporting project achievements and evaluation findings serves many important functions; Advance learning among project staff as well as the larger development community; Improve the quality of the services provided; Inform stakeholders on the project benefits and engage them in work that furthers project goals; Inform donors, policy makers and technical specialists of effective

interventions (and those that did not work as hoped) and develop a project model that can be replicated and scaled-up.

As we can see, project planning sets the crucial foundation for project M&E, and these can significantly affect the success or failure of an M&E process. Unintentionally, M&E is often set up to fail during the initial project design. Initial project design fundamentally influences M&E through five key design weaknesses. First, during project implementation, the effectiveness of M&E will be greatly influenced by the attitude and commitment of local people and partners involved in the project and how they relate and communicate with each other. A poorly planned project will in most cases not generate positive relationships. The second design fault is when project lacks logic in its strategy of has unrealistic objectives, making good M&E almost impossible. This is because the evaluation questions and indicators often become quite meaningless and will not produce useful information. Furthermore if you don't know clearly where you are heading then you will not know how best to use any information that might be produced. The third is when the design team does not allocate enough resources to the M&E system. Critical resources include: funding for information management, participatory monitoring activities, field visits, etc time for a startup phase that is long enough to establish the M&E and monitor and reflect, and expertise, such as a consultant to support M&E development. The fourth factor is critical if M&E systems are to generate the learning that helps a group of project partners continually improve implementation and strategy. The more rigid a project design is, the more difficult the project team will have in adjusting it as a result of change in the context and understanding of interim impacts. Fifth, it is important that during design, the broad framework of the M&E is established. It is still unfortunately the case that most project plans do not pay sufficient attention to M&E planning, with the result that M&E is "tagged on" as an afterthought. Put simply, effective project planning is absolutely critical to the success of an M&E process, and an effective M&E process is a crucial component of successful projects.

Managing development projects require an operational M&E system. The M&E system is the set of planning, information gathering and synthesis, refection, and reporting processes, along with the necessary supporting conditions and capacities required for the outputs of M&E to make a valuable contribution to decision making and learning

2.8 Tools and Techniques and Project Success

Projects require different M&E needs depending on the operating context. It is therefore important, when preparing an M&E plan to identify methods, procedures, and tools to be used to meet the project's M&E needs (Chaplowe, 2008). There are many tools and techniques used to aid project managers in planning and controlling project activities which include: project selection and risk management tools and techniques; project initiation tools and techniques; project management planning tools and techniques; project management executing tools and techniques; and project management monitoring and controlling tools and techniques.

Most projects mainly use two principal frameworks: result framework and logical framework (Jaszczolt et al., 2010). A framework is an essential guide to monitoring and evaluation as it explains how the project should work by laying the steps needed to achieve the desired results. A framework therefore increases the understanding of the project goals and objective by defining the relationships between factors key to implementation, as well as articulating the internal and external elements that could affect the project's success. A good M&E framework can assist with ideas through the project strategies and objectives on whether they are ideal and most appropriate to implement.

The Logical framework (Log frame) identified internationally, is one of the most common tool and technique used in both planning and monitoring of projects. The Log frame also is a tool that is applicable for all organizations both government and nongovernmental that are engaged in development activities. It is a matrix that makes use of M&E indicators at each stage of the project as well as identifies possible risks. The logical framework hence shows the conceptual foundation on which the project M&E system is built (Chaplowe, 2008). It also works well with other M&E tools (Jaszczolt et al., 2010). The log-frame (logical framework) has four columns and rows that link the project goals and objectives to the inputs, process and outputs required to implement the project.

M&E systems use different tools and approaches, some of which are either complementary or substitute to each other, while others are either broad or narrow. The M&E system tools include performance indicators, logical framework approach, theory-based evaluation, formal surveys, rapid appraisal methods, participatory methods, public expenditure tracking surveys, impact evaluation, cost benefit and cost effectiveness analysis. The selection of these tools however depend on the information needed, stakeholders and the cost involved (World Bank, 2002).

Table 2. 1: General Structure of Log frame

Narrative Summary	Objectively Verifiable Indicator	Information source	Risks and Assumptions
Wider objective	How to measure wider objectives	How to check the measurement	What assumptions are made
Project purpose	how to measure immediate objectives	How to check the measurement	What assumptions are made
Outputs	How to measure outputs produced	How to check the measurement	What assumptions are made
Inputs / Activities	How to measure inputs	How to check the measurement	What assumptions are made

Source: IUCN (2000)

2.9 Empirical Literature Review of the Study

This part of the literature will present related articles and journals which are related to the research topics. Faniran et al. (1994) conducted a study on effect construction planning and the data were collected using questionnaire. The interaction between the variables sets were explored using simple correlation. Correlation analysis showed that planning effectiveness is likely to be improved if more time is invested in construction planning prior to commencement of work on-site, attention is focused during construction planning on systematically evaluating alternative construction methods and selecting the most appropriate and construction plans are regularly reviewed and revised after construction work has commenced on-site. The results also showed that project environment variables and organizational characteristics of construction firms have significant relationships with planning efforts and planning effectiveness. The time invested in planning and control, respectively, was found to increase as projects increased in size. As project complexity increases more efforts tend to be invested in control while, on the other hand, as uncertainty increases in the project environment, more efforts tend to be invested in planning. Less time was found to be invested in construction planning as the degree of competition in contract procurement increased. Furthermore, planning effectiveness was found to improve as

construction projects become larger and more complex. Larger firms were found to place more emphasis on methods planning with smaller firms focusing on project control. The results suggest that the use of staff specialists for construction planning reduces planning costs. The results also suggest that as the locus of authority for decision making within the organizational hierarchy increases, less efforts are invested in planning and planning effectiveness is reduced.

Similarly, Dvir et al. (2003) conducted a study on an empirical analysis of the relationship between project planning and project success. The data were collected using questionnaire and analyzed correlation methods. The result shows that there is a significant positive relationship between the amount of effort invested in defining the goals of the project and the functional requirements and technical specifications of the product on one hand, and project success on the other, especially in the eyes of the end-user.

Likewise, a research that was conducted by G/Michael (2016), with a purpose to describe challenges in monitoring & evaluation of Gilgel Gibe 1&2 integrated watershed management project specifically, to answer what challenges planning, conducting and communicating monitoring and evaluation in the project and constraints in measuring environmental indicators . The findings of the study were absence of project document, baseline data, lack of good indictors and lack of expertise knowledge were the challenges in planning monitoring and evaluations. Then, topography, transportation access, availability of relevant data, inappropriate data collection tools, lack of scientific data analysis tools were the challenges in conducting monitoring and evaluation. Poor reporting system, limitations in using results and communication technology challenged communicating monitoring and evaluation results. Furthermore, lack of stakeholder integration, resource and technology knowhow, dependency on agricultural aspect of the watershed and lack of experience sharing with projects with hydrological monitoring system are improving stakeholder integration, preparing monitoring and evaluation framework and expanding communication technology.

In the same way, Astatikie (2017) conducted a study on project monitoring and evaluation practice in the ethiopian orthodox tewahedo church development and inter - church aid commission (eotc-dicac) projects: a case study of ensarowayu livelihood improvement project. The primary data were collected using questionnaire and interview, and he got the secondary data from books, journals, project documents and other unpublished materials. The data were analyzed in descriptive methods using SPSS 21 and Microsoft excels 2010. The

study conclude that the major challenges of for monitoring and evaluation in the project were lack of sufficient budget, donors different M&E reporting format, lack of feedback and management support. ; The organization had inadequate human resource for undertaking monitoring and evaluation at wereda level. The strength of monitoring and evaluation of the project are many among these the major one are: stakeholders participation; took lessons learned from previous project phase; the project had participate and collaborated concerned bodies such as beneficiaries, community leaders ,government bodies and donors during monitoring and evaluation activities for instance, the selection criteria and follow up during the monitoring period was sufficient; the project office had been share experience from previous project phase taken as lessons learned and finally presented its project activities to concerned stakeholders; the head office representative had strong commitment to monitor and evaluate the project activities on rugged and transport inaccessible and challenging areas; the majority of the beneficiaries of the project area were committed to participate in the project activities; a project provided the local communities with improved productivity such as fruits, vegetables, water supply, irrigation scheme and road constructions.

2.10 Conceptual Framework of the Study

The below figure defines the conceptual framework of this study.

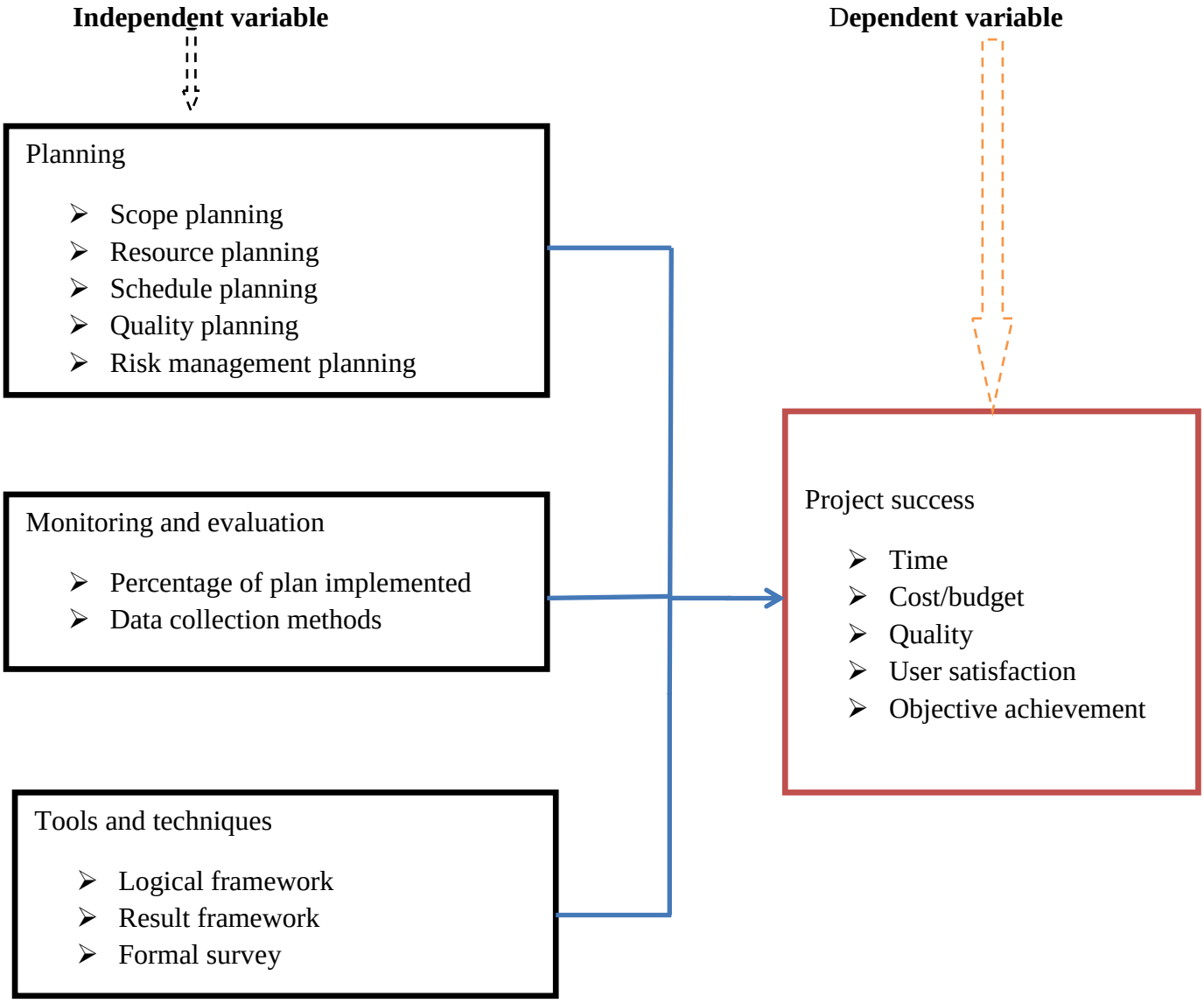

Figure 2- 2: Conceptual Framework

Source: Researcher (2018)

The independent variables for this study were planning, monitoring and evaluation, and tools and techniques. Dependent variable is factors which observed and measured to determine the effect of independent variables. The dependent variable was project success. It is conceptualized that effective project planning, monitoring and evaluation and selected tools and techniques will influence the project success.

Chapter Three
Research Methodology

3.1 Introduction

This chapter outlines how the research was conducted. It focuses on the research design, target population, data collection tools and techniques, validity and reliability and ethical consideration used in this study.

3.2 Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009).

So that an approach that used in this research was a qualitative research approach which makes the descriptive method more reliable. The core argument for qualitative research design is the problem under the study doesn't require any means of quantification or statistical procedure with small sample size. Descriptive research design is used to describe an event or phenomena as it exists at present and is appropriate when the study is concerned in specific predictions, narrative of facts and characteristics concerning individuals or situations (Kothari, 2003).

3.3 Target Population

Population refers to the entire group of people; event or organizations that a researcher wants to study.The target population for this study was 14. The study focused on projects in Lebu and Bethel Abune Gorgorios School building projects. The target population originated from the two projects participants of top management and functional management of client, project manager of consultant and project manager of contractor. The study therefore target on the population of 14 respondents.

Table 3. 1: Target Population

Sector	Position	Target population
client	Top management	8
	Functional management	2
consultant	Project manager	2
contractor	Project manager	2
Source: Survey data, 2018	**Total**	**14**

3.4 Sampling Techniques/Procedures

According to Saunders (2009), purposeful or judgmental sampling often used when working with very small samples such as in case study research and when you wish to select cases that are particularly informative. So that the sample of this research project, which are related to planning, monitoring and evaluation activities were selected using purposeful or judgmental sampling. Based on Norman (2012), members sampled are key informants on the topic under investigation because people who actively involving in project management were selected. The advantage of the sampling method is that the participants have knowledge about the topic and they can give reliable information which helped to reach objectives of the study.

3.5 Data Collection Tools and Techniques

Focus group discussion and interview were used to collect information on planning, monitoring and evaluation system of the project. It used for collecting the primary data from the top management and functional management of the organization, consultancy office and subcontractor office. The focus group discussion and interview question focused on planning, monitoring evaluation and tools and techniques. The focus group discussion and interview question is open ended questions which allow collecting qualitative data.

3.5.1 Interview

Mulu(2017) describes this kind of data collection allows direct contact between interviewer and the interviewee which give better chance of understanding nonverbal explanations and also help to understand from tone of voice of the interviewee whether he/she told the reality or not. Based on Saunders et al (2009), this research conducted a semi structured interview that there were a list of questions covered based on the responsibility and role of the interviewee. Totally 10 people were respondents of the interview questions.

3.5.2 Focused Group Discussion

Saunders et al (2009), refers that focused group discussion provides information to great extent at a particular time due to the interactive discussion between participants chosen using non-probability sampling which are ‘information rich’ on the topic under study. Saunders also agrees on the precise number of participants depending upon the nature of the participants, the topic matter and the skill of the interviewer. Hence this research conducted a one session focused group discussion with client, consultant and subcontractors. Totally 7 people were participants of the focus group discussion.

3.5.3 Document Analysis

In addition to the primary data, documentary evidence such as policies, minutes of meetings, project planning records, published and unpublished documents, books, articles and other related resources were used to supplement and triangulate the study.

3.6 Validity and Reliability

Creswell (2009) states that employing multiple data collection instruments help the researcher to combine strengthen and amend some of the inadequacies and for triangulation of the data.

In this study the data obtained from interview and FGD triangulated by document analysis; the key points of the interview also prepared as a word document and back to the interviewee for approval so that the researcher didn't misunderstand anything and finally discussed summary of the findings with key project officials.

3.7 Data Analysis and Presentation

Mulu(2017) refers qualitative data analysis allows describing a phenomena from different direction through holistic approach. The features of qualitative data indicate its diverse nature and there is no standardized procedure for analysis. Despite this, the collected data need be reduced, displayed in graphical, tabular percentage etc. and finally concluded or verified in the analysis process. Saunders, et al (2009) also explained the data analysis process in the form of summarizing (condensation) of meanings; categorization (grouping) of meanings; Structuring (ordering) of meanings using narrative are groups in analysis process.

And due to the small sample size, deriving statistical data was difficult and no advanced statistical analysis was performed in this study. Instead descriptive analysis and conclusion were drowning from the analysis of specific planning, monitoring and evaluation practice through inductive approach. Therefore, based on Creswell (2009) the results will be presented in descriptive and narrative form, graphs and charts.

3.8 Ethical Consideration

The researcher got an authorization from the target company (Esdros Construction Trade and Industry S.C) and a supporting letter from Addis Ababa University School of Commerce. All information obtained in this research will be strictly used for academic purposes and respondents will be assured of the confidentially of information given where necessary.

Chapter Four

Result and discussion

4.1 Introduction

In this chapter result and discussion presented. The data collected were analyzed qualitatively using narrations and some results are presented using graphs and charts. The results are presented as follows.

4.2 Interview Demographics

The study sought to find out the demographics of the interview participants which include gender, age, education level, experience, and current salary.

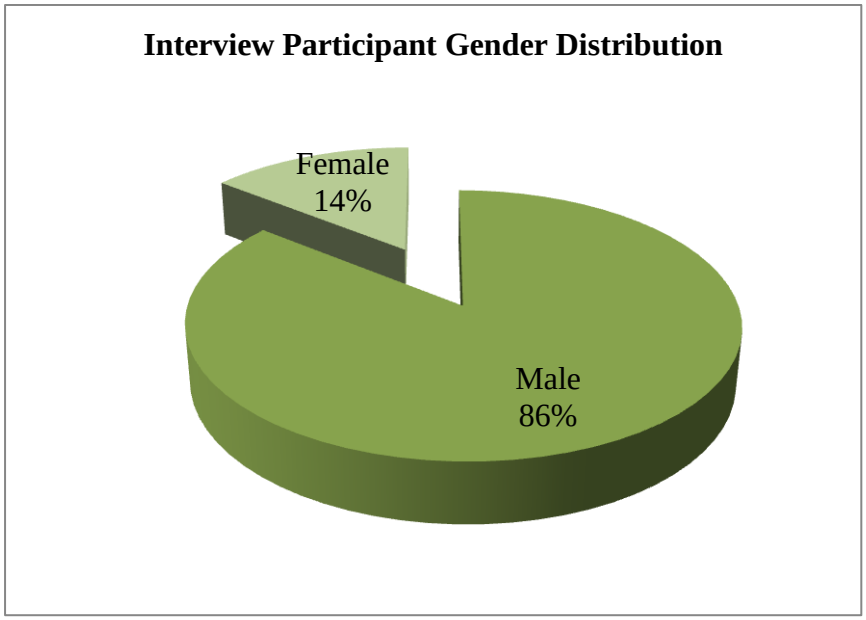

Figure 4- 1: Interview Participant Sex Distribution

Source: survey data, 2018

The sex distribution of interview participants were identified in order to see who involved more in planning, monitoring and evaluation of school building construction. The finding indicates that majority of the respondents were male (86%) and female respondents were female (14%). This implies that there was more male participant than female in school building project planning, monitoring and evaluation activities of the project.

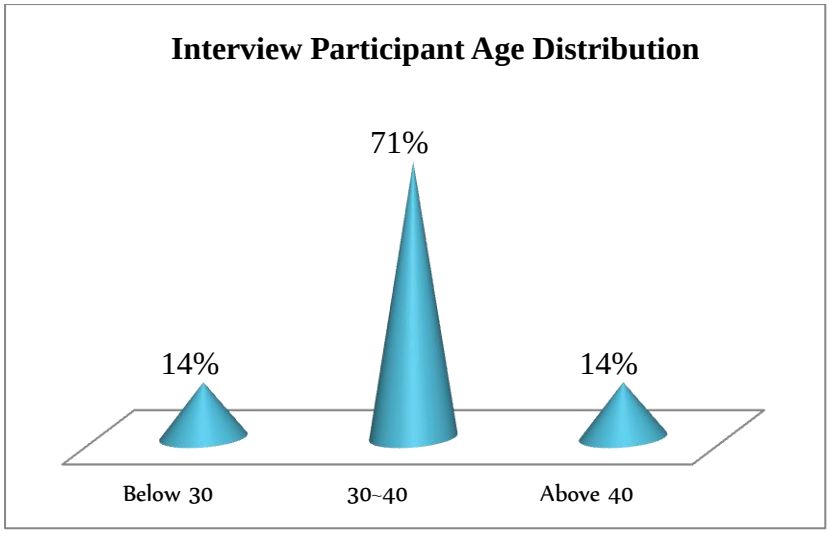

Figure 4- 2: Interview Participant Age Distribution

Source: survey data, 2018

Figure 4.1 indicates that out of total respondents 72% were aged between 30~40, 14% were aged below 30 and 14% were aged above 50 years. The highest number of the respondents was within 30~40 years. These age groups have high potential for working capacity and this is an opportunity for the project.

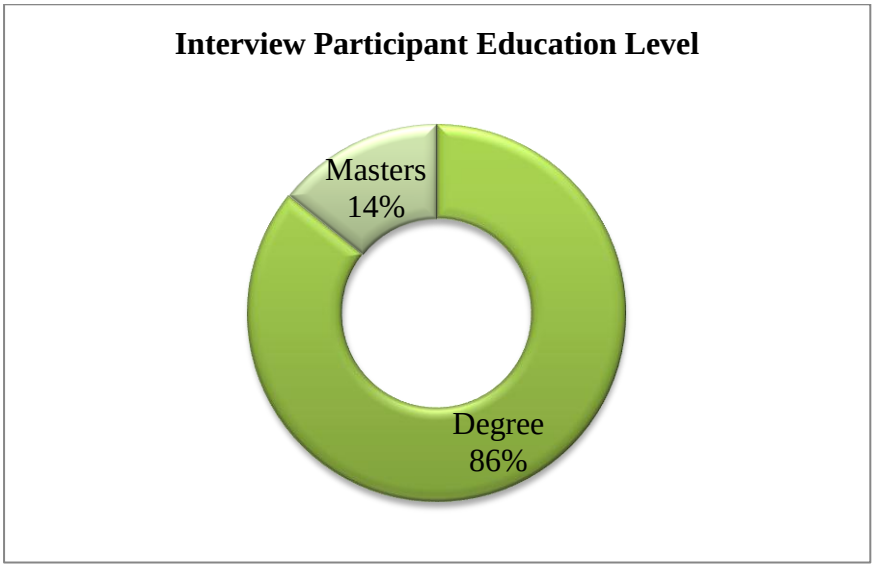

Figure 4- 3: Interview Participant Education Level

Source: survey data, 2018

As shown in Figure 4.3 out of total interview respondents14% had master's degree and 86% had first degree. Based on the respondents data 86%of respondents education level is first degree which means the project organized by the professional.

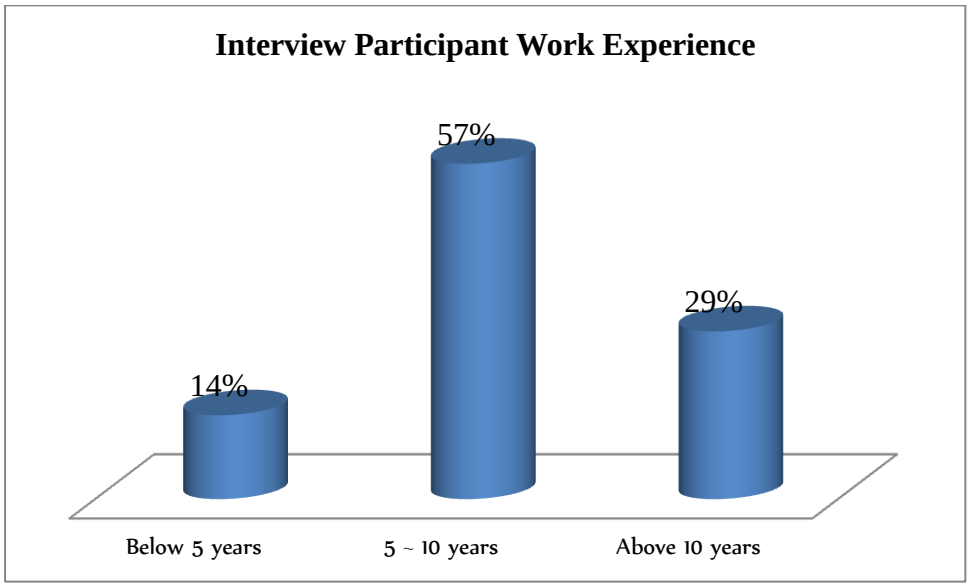

Figure 4- 4: Interview Participant Work Experience

Source: survey data, 2018

Regarding their years of work experience out of total respondents 14% has below 5 years' experience, 57% has 5 to 10 years' experience and 29% has above 10 years' experience. Based on the respondent data 57% of respondent are between 5 to 7 years and 29% are above 10 years i.e. they are highly experienced.

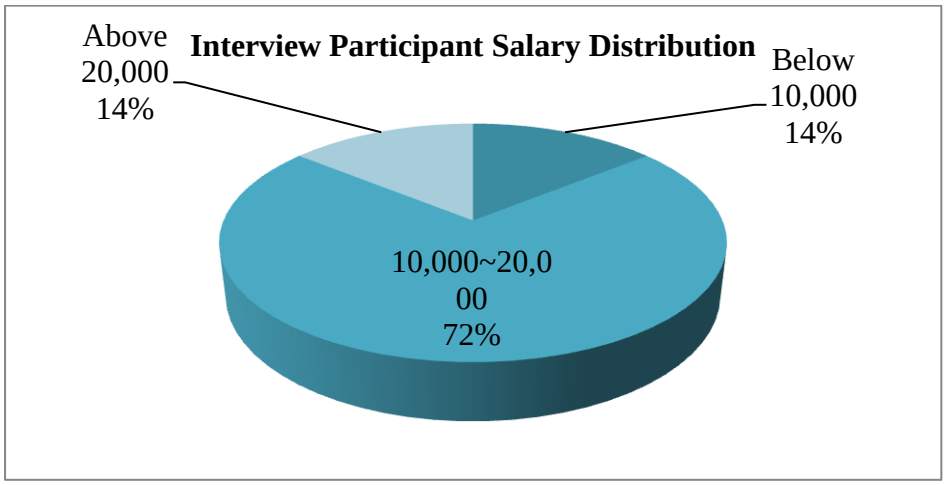

Figure 4- 5: Interview Participant Salary Distribution

Source: survey data, 2018

As indicated in the Figure 4.5 out of the total respondents 14% of the respondents earn below 10,000 birr, 72% of the respondent earn 10,000 to 20,000 birr and 14% of the respondents earn more than 20,000 birr. Majority of the income/salary of the respondent is 72% as shown in the above figure.

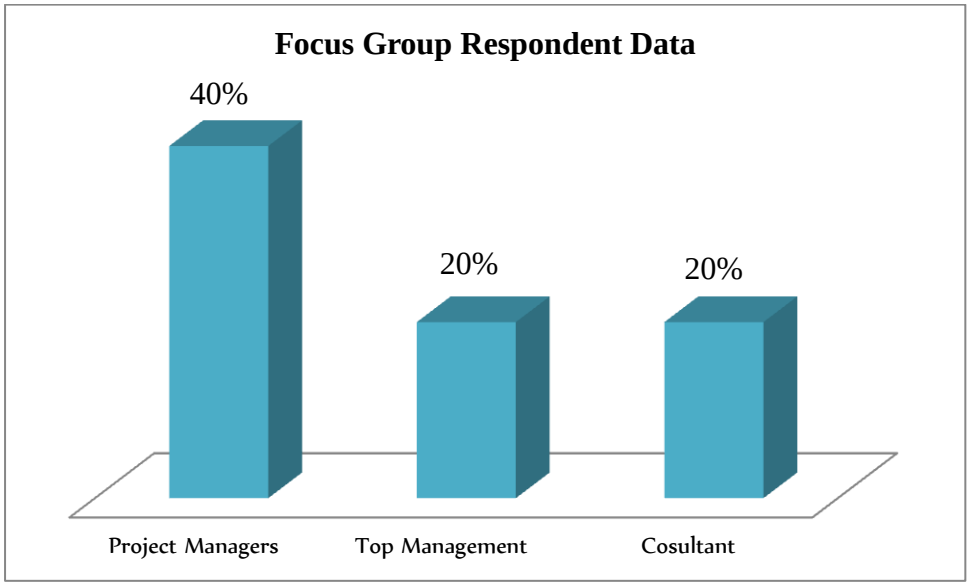

Figure 4- 6: Focus Group Respondent Data

Source: survey data, 2018

Beside the interview participant the focus group were 60% project managers, 20% top management, and 20% from consultant.

4.3 Project Planning and Project Success

The researcher were raised a question for the interview respondents and the focus group respondents about the project planning process. The question was '**Are there project planning process? If yes, "what will you do?" and "how will you do it?"**'. The researcher got "yes" answer from both and they explained their practices as follows:

- They defined all the work of the project in phases for both building projects.
- They estimated the durations of the projects. In phase one, Lebu school project was estimated to complete within two months and Bethel school project was estimated to complete within 265 days. In phase two, Lebu school project was estimated to complete with one year. Due to phase one of Bethel school project was not completed, phase two durations was not yet estimated.

- They estimated the resource (only the financial resource) to complete the project. Lebu school building project estimated to complete with 15,000,000 birr budget.
- Project had a clear goals and clear solution. Therefore, it was a traditional project. They followed a traditional project management styles.
- The works of the building project were sequential and the activities were scheduled.
- The projects were approved by the top managements.
- Both the school building project lacks a written risk management plans.

As shown in the above respondents answer, the client were clearly sets the goals and objectives, all the work of the project defined, the duration of project estimated, the financial resource estimated, the activities of the project were sequential and activities were scheduled and approved by the top managements. But, the project planning were lacks risk management plans. This research identified that 80% (except risk management plan) planning variable were planned, there were a good planning.

4.4 Monitoring and evaluation and project success

4.4.1 Monitoring

Project monitoring is the process of collection of information and tracking the progress of the project against the project plan. According to the interview and focus group discussion respondents, the progress of activities and deliverables of projects were collected two times per month (based on 15days). The following bodies were involved in monitoring process:

- Client/Esdros
- Consultant
- The subcontractor

The consultant and the client set a milestone with a schedule and inform the subcontractor. Depending on the feedback of the subcontractor the milestone will be amended. The client prepares the required material and delivers on time to the subcontractor. The consultant checks and approves the design of school project on the behalf of client. The cost variations of the project will be approved by the boards of directors.

The school building project monitored using planned excel sheets and follow the milestone of schedule projects. In addition to this, there are a meeting in 15days with client, consultant and

subcontract. There was a close monitoring throughout the project life cycle. It done through meeting, using planned schedule, quality control and the cost of the materials and labors.

There were deviations of schedule and budget in Lebu school building project, but there were not quality deviation. In Bethel school building project, there were cost deviations due to material cost increments, but there were not quality and schedule deviations.

The following were the major types of monitoring that practiced in Esdros construction trade and industry SC.

I. Process/activity Monitoring

It is a type of monitoring that tracks the use of inputs and resources, the progress of activities and the delivery of outputs. As the researcher found from the respondents, it was the main duties of the company. Since the projects were school building project, it requires close monitoring. In addition to this, they were examining the quality of project deliverable and the efficiency of the contractor on timely delivery.

II. Financial Monitoring

It is a type of monitoring that accounts for costs by input and activity within predefined categories of expenditure. In the Esdros, there was financial monitoring. The school building project of Lebu were done in two phase. In the first phase of the building project, the project completed within predefined budget and time. But in the second phase of the school building project, the project was not completed within the predefined budget and time. There were cost variation in 50% from the predefined cost and there was 5 months' time delay from the predefined schedule. In Bethel school building project, only the first phase of the project was launched. The project was not completed, but there was a cost variation. The cost variation in both projects were not the problem of financial monitoring, it was due to dramatically increment of material costs. When the cost variation occurred, it should be approved by the top management.

This research identified that there were a close project monitoring throughout the project life cycle and there were no quality deviations. The deviations of cost in both school project were due to material cost increment, the deviation were not due to lack of monitoring. It is concluded that there is a process/activity monitoring to tracks the inputs and the use of resources, and also there is also financial monitoring.

4.4.2 Evaluation

The researcher finding from the document analysis, interview and focus group discussion respondents show that there were project evaluation in the case of the two school building projects.

The project evaluation can be categorized in many ways, for the case of this research it can be categorized in to three.

I. Based on Evaluation Timing

The following were commonly practiced evaluation methods in the two school building projects.

- During the implementation of the project, there were formative project evaluations to improve the performance.
- Evaluation were conducted at the completion of Lebu school building project, to assess how well the project achieved its objectives i.e. there were final project evaluation.

II. Based on Who Conduct the Evaluation

The project were evaluated internally by the client and consultant, and it also evaluated externally by ministry of educations. Internally the school building projects performed at the end of phase one and phase two. The strength and weakness of were listed as follows:

Strengths

- Meet the objective of the client quality
- There were a good monitoring process throughout the project life cycle
- Necessary action taken when the problem occurred
- The subcontractor were willing to accept any modifications from the client
- When the cost variation occurred, the boards of directors analyze the cause and made the necessary decision.

Weakness

- The design of school project were not completed on time and approved
- The time for the design of the school projects were not enough
- The design were done by the external body

- The approval response body response were to late
- The time were short to launch the school building project

It shows that there were internal or self-evaluations and external or independent evaluations.

III. Based on Evaluation Technicality or Methodology

According to the focus group discussion and interview respondents, the evaluation technique or tools for the two building projects were real time evaluation methods (RTE). According to IFRC (2011), RTEs are undertaken during project implementation to provide immediate feedback for modifications to improve ongoing implementation.

The following were focus group discussions and interview respondent's additional comments in school building projects:

- School projects have direct relationships with time and quality of deliverables.
- There is a problem in spacing of school projects.
- The process to build school project are too long. Due to this, it takes longer time to complete the projects.
- The materials cost of the construction project increases in daily basis.
- There were no enough time to design and plan school projects.

To summarize, there were project evaluations in both school building projects. To evaluate the projects evaluation criteria and standards were set. In addition to this, there were formative and final project evaluations in order to improve the performance and the efficiency. The project evaluations were conducted both internally and externally.

4.5 Tools and Techniques and Project Success

Logical framework approaches (LFA), result based management (RBM), and formal survey are the tools and techniques for the effective project management.

As the researcher finding from the interview respondents, focus group discussion and document analysis, the company didn't use LFA and RBM tools and techniques. They used a formal survey tools and techniques for the projects.

4.6 Project Documentation

The researcher raised a question related to project documentation for the respondents. There were project documentation but it was not well organized document. Most of minutes of

meeting recorded on the project manager agenda but not in the client (as company folders). This shows that there was weak project documentation.

4.7 Project Success

Project success would be measured by completion time, cost or budget, project quality, user satisfaction and achievement of objectives.

Result of the respondents in phase II School building project of Lebu and ongoing project of Bethel project completion budget were influenced by dramatic increment of cost of materials.

4.8 Discussions

In this research, the data were collected through three data collection tools (interview, focus group discussion and document analysis). The researcher analyzed the demography of the respondents using Microsoft excel 2010 and respondents answer(the qualitative data) were analyzed manually. The following points of discussion have been identified and discussed as follows.

The survey had 70% response rate for the interview and 66.67% for the focus group discussions. In this research, efforts were made to triangulate the consistency and inconsistency of the data obtained using the above data collection tools. The researcher asked the questions 1 and 2 from semi-structured interview question to assess the project management planning importance of the company. As stated under project planning and project success of data presentations, the finding has shown consistent result. The entire interviewees stated that it had required information for planning and there were project planning process.

Similarly, the researcher were asked question 3, 4, 5 and 6 from the semi-structured interview questions to assess the importance of project management monitoring of the company. As stated under project monitoring of data presentations, the finding has shown consistent result. As obtained from the entire respondents, the progress of the activities and project deliverables were collected two times in one month; the company were using Microsoft excel 2010 to schedule the project and to record the deliverables of the projects; process/activity monitoring and financial monitoring types were common in the company. There were schedule and cost deviation in Abune Gorgorios Lebu school building project. Bethel school building project is an ongoing projects and it had a cost deviations.

Likewise, the researcher were asked question 7, 8, 9 and 10 from semi-structured interview questions to assess the project management evaluation of the company. As stated under project evaluation of data presentations, the finding has shown consistent result. There was project evaluation. The project evaluations could be categorized in to three. These are based on timing evaluation, based on who conduct evaluation and based on technicality. Based on the time evaluation, formative and final project evaluations were practiced. Based on who conduct evaluation, internal and external project evaluations were practiced. Based on technicality, real time evaluation method was practiced.

In addition, the researcher asked question 11 and 12 from semi-structured interview questions to identify the project documentation practice and to gather the overall project practice of the company. The project documents were not in well-organized formats. The respondents were raised challenges in school building projects, the process to accomplish the projects were too long and the limitation of time in project planning and designing.

Dvir et al. (2003) conducted a study on an empirical analysis of the relationship between project planning and project success. The result shows that there is a significant positive relationship between the amount of effort invested in defining the goals of the project and the functional requirements and technical specifications of the product on one hand, and project success on the other, especially in the eyes of the end-user. The project planning practiced on this research similar to the empirical study.

Astatikie (2017) conducted a study on project monitoring and evaluation practice in the ethiopian orthodox tewahedo church development and inter - church aid commission (eotc-dicac) projects: a case study of ensarowayu livelihood improvement project. The strength of monitoring and evaluation of the project are many among these the major one are: stakeholders participation; took lessons learned from previous project phase; the project had participate and collaborated concerned bodies such as beneficiaries, community leaders ,government bodies and donors during monitoring and evaluation activities for instance, the selection criteria and follow up during the monitoring period was sufficient; the project office had been share experience from previous project phase taken as lessons learned and finally presented its project activities to concerned stakeholders; the head office representative had strong commitment to monitor and evaluate the project activities on rugged and transport inaccessible and challenging areas; the majority of the beneficiaries of the project area were committed to participate in the project activities; a project provided the local communities

with improved productivity such as fruits, vegetables, water supply, irrigation scheme and road constructions. In the same way, the projects were monitored throughout project life cycles; they were clear standard and evaluation criteria's, project evaluation were conducted and the evaluation tools was real time evaluations.

Chapter Five
Conclusion and Recommendation

5.1 Summary of the Major Findings

The aim of this study was to assess the importance of project planning, monitoring and evaluation on project success in the case of Abune Gorgorios school building projects.

The approach that used in this research was a qualitative research approach which makes the descriptive method more reliable. To this end, focus group discussion (FGD) and interview methods of data collections were employed. Judgmental or purposeful sampling techniques were used to select respondents for interview and FGD from the target population.

Accordingly the basic questions were assessing the importance of project planning, monitoring and evaluations in school building projects. The study identified the client were clearly sets the goals and objectives, all the work of the project defined, the duration of project estimated, the financial resource estimated, the activities of the project were sequential and activities were scheduled and approved by the top managements. But, the project planning were lacks risk management plans. This research identified that 80% (except risk management plan) planning variable were planned, there were a good planning.

In relation to project monitoring, the study identified there were close project monitoring throughout project life cycle. There were process/activity and financial monitoring. In addition to this, there were cost and schedule deviation due to dramatic increments of material cost.

Furthermore, the researcher identified that there was project evaluation. Formative and final project evaluations were used as project evaluation. The projects were evaluated internally as well as externally using real time evaluation methods. The project documentations were not in well-organized manner.

Finally, the company didn't use LFA and RBM tools and techniques. They used a formal survey tools and techniques for the projects. Phase II School building project of Lebu and ongoing project of Bethel project completion budget were influenced by dramatic increment of cost of materials

5.2 Conclusions

The aim of this research was to study the importance of project planning, monitoring and evaluations on project success in the case of Abune Gorgorios School Building Project, the research questions were:

- What are the importances's of project planning for the project success?
- What are the importances's of project monitoring for project success?
- What are the importances's of project evaluation in maintaining project success?

The school building project is under the category of traditional project management approach with incremental PMLC model in which clear goals and solutions are primarily known in its nature.

Multiple importances identified in conducting project planning, monitoring and evaluation which leads to project success. Clear goals and objectives available, required information availability, project planning process availability, the project monitored throughout the project life cycles, projects evaluated in formative or final evaluation types, real time evaluations. In contrast to these, lack of well-organized project documentations, lack of practice in logical framework and result based management, project cost overrun and schedule deviation.

5.3 Recommendations

- Studying the importance in planning, monitoring and evaluation in wider scope, including beneficiary communities is recommended as a direction for future research.
- Knowing the importance of project documentation in project planning, monitoring and evaluation will increase the efficiency of project management.
- Improving the practice of using logical framework and result based management tools to enhance the capacity of project PM&E.

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Appendixes

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

Project management master's program

My name is Dadi Weyifen Getaneh from Addis Ababa University School of Commerce. I am carrying out a research on **Assessing the Importance of Project Planning, Monitoring and Evaluation on project success: A case study of Abune Gorgorios School Building Project** for partial fulfillment of the requirements for the award of the degree of Masters of Arts (MA) in Project Management. All information collected through this interview will only be used for academic purposes.

If you need to know the final results of the study, you may contact me via E- mail or mobile.

Thank you in advance for your voluntary participation.

Kind Regards

Dadi Weyifen

Mobile: +251911510103

Email: dadwyfn@gmail.com

Semi-structured interview questions

Section A: Background information

1. Gender_____
2. Age in years_____
3. Level of education_____
4. Experience in years_____
5. Current salary in Birr_____

Section B: planning, monitoring and evaluation

1. Are there the necessary information requirements at the project initiation? If yes please list the various types information

   ……

   ……

2. Are there project planning process? If yes, "what will you do?" and "how will you do it?"

   ……

   ……

3. Does your organization conduct project monitoring? If yes, how and when you conduct the project monitoring?

   .....

   .....

4. Is your organization using the monitoring tools or templates? If yes please explain the types of tools or

   templates……

   ……

5. Are the schedule, budget and quality of the deliverables monitored closely throughout the project's life-cycle? And how?

   .....

   .....

6. Are there any deviation from the initial planning of schedule, budget and quality? If yes, explain the area of deviation and the types of measures taken

   ……

   ……

7. Are there evaluation criteria and standards in your organization? If yes please explain the criteria and standards to evaluate the projects

   ……

   ……

8. How and by whom the project evaluation conducted?

   .....

   .....

9. When do you conduct the project evaluation?

   .....

   .....

10. What kinds of methodology or techniques you are using to evaluate the project?

    .....

    ……

11. Are monitoring and evaluation findings well documented and archives as “lessons learnt” and for future use in other related projects? If yes, explain your practice

    ……

    ……

    ……

12. If you have any additional comments, I would like appreciate very much

    ……

    ……

==========Thank you for your time! ==========

Pictures of Lebu and Bethel school building project

Source: esdros, 2018