Practices and challenges of Monitoring and Evaluation of HIV/AIDS program: A case study of Addis HIV/AIDS Prevention and Control Office (AAHAPCO).

By Tamiru Demeke

Reg. No GSD/0331/06

Submitted to

School of Commerce Addis Ababa University

A THESIS PRESENTED TO ADDIS ABABA SCHOOL OF COMMERCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF ARTS IN PROJECT MANAGEMENT.

February, 2018

Addis Ababa

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

DEPARTMENT OF PROJECT MANAGEMENT

GRADUATE PROGRAM

Practices and challenges of Monitoring and Evaluation of HIV/AIDS program: A case study of Addis HIV/AIDS Prevention and Control Office (AAHAPCO).

BY TAMIRU DEMEKE ESHETU

Approved by Board of Examiners

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ADVISOR	**SINGNATURE**	**DATE**
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DECLARATION

I (Tamiru Demeke Eshetu) hereby declare that this research titled **“Practices and challenges of Monitoring and Evaluation of HIV/AIDS program: A case study of Addis HIV/AIDS Prevention and Control Office (AAHAPCO)**” is entirely my original work and that has never been submitted to any University.

Student name: Tamiru Demeke Eshetu

Signature:______________________

Date: ________________________

This research project has been submitted for examination with my approval as the Addis Ababa School of Commerce Supervisor.

Name: Dr. Solomon Markos

Signature:______________________

Date: ________________________

STATMENT OF CERTIFICATION

This is to certify that Mr. Tamiru Demeke Eshetu has completed his thesis titled **Practices and challenges of Monitoring and Evaluation of HIV/AIDS program: A case study of Addis HIV/AIDS Prevention and Control Office (AAHAPCO)**". As I have evaluated, his thesis is appropriate to be submitted as a partial fulfilment requirement for the award of Master of Art degree in Project Management.

Thesis Advisor Name: Dr. Solomon Markos

Signature:______________________

Date: ________________________

ACKNOWLEDGMENTS

I give special thanks to God for giving me strength to sail through this course and the opportunity to study, amidst all the hassles of life. I wish to appreciate my supervisors, Dr. Solomon Markos for his support and professional guidance. I want to acknowledge both Ato Shweit Areaya and Sister Felekech Andarge Head and Vice Head of Addis Ababa HIV/AIDS Prevention and Control Office respectively for their willingness and the support they provided me during conducting this study in their office. I want to thank also all respondents who were willing to share their precious time to fill the questionnaire of this research. Finally, I want to thank my wife and children who encouraged me all the time while I was conducting this research.

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Acronym

AAHAPCO	Addis Ababa HIV/AIDS Prevention and Control Office
AIDS	Acquired Immune Deficiency Syndrome
EMSAP	Ethiopian Multi-Sectoral HIV/AIDS Project
FDRE	Federal Democratic Republic of Ethiopia
FHAPCO	Federal HIV/AIDS Prevention and Control Office
HAPCO	HIV/AIDS Prevention and Control Office
HIV	Human Immunodeficiency Virus
M&E	Monitoring and Evaluation
MOH	Ministry of Health
NACS	National AIDS Council Secretariat
NGOs	Non-Government Organizations
NSF	National Strategic Framework
PLHIV	Persons living with HIV/AIDS
RHB	Regional Health Bureaus
UN	United Nations

Abstract

Monitoring and evaluation (M&E) is the most important component in the project management. Despite its importance, the effectiveness of M&E system is affected by various factors. Addis Ababa HIV/AIDS Prevention and Control Office (AAHAPCO) runs HIV/AIDS projects which are supported by government of Ethiopia and international organizations. This research aims to assess the practices of M&E in AAHAPCO and identify the challenges. The method used for this study was census. This method was selected for two main reasons. The first reason is the number of staffs who were engaged in project implementation and M&E activities were few. The second reason was to obtain sufficient data from the aforementioned staff. During data collection, out of the total project and M&E staffs who were supposed to be fill the questionnaire, more than 90% of them filled and returned the questionnaires provided to them. The research found that although most of the respondents have first degree and ample work experience in project management and M&E, majority of them did not have sufficient knowledge about M&E policy, framework, guidelines and procedures of the office because they were neither oriented nor provided these documents at the time of or after employment. The second finding of this research is that M&E is practiced regularly and in participatory approach and also the management utilise the information produced by M&E staff. However, the M&E officers do not have sufficient technical knowledge of M&E but perform their activities using the tradition method that they were told to do. The third finding is that the practice of M&E is challenged by lack of budget, the existence of different reporting requirement by different funders, time consuming implementing activities, and lack of skill in M&E. Thus, it is recommended that AAHAPCO should build the capacity of M&E officer by providing orientation and providing the M&E policy, procedures and manuals to new employees and also enabling the old-timer M&E staff to get training or formal education in M&E. Moreover, AAHAPCO should allocate sufficient budget for M&E activities.

Key words: *HIV/AIDS, Monitoring and Evaluation, Practice, Challenges, AAHAPCO*

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Ethiopia has planned and is working towards the goal of being one of the middle income countries as 2027/2028. In fact, this requires, among others, to eradicate poverty and improve the health status of population. Elimination if not reducing the incidence and prevalence of HIV/AIDS is one of the health issues that is planned to be addressed (MOFED, 2012)

Various reports that were issued by both the government of Ethiopia and International organizations including United Nations Agencies as well as both academic and non-academic researches clearly indicated that in the past two decades, the Government of Ethiopia has invested heavily in health system strengthening guided by its pro-poor policies and strategies resulting in significant gains in improving the health status of Ethiopians. As a result, Ethiopia has done remarkably well in meeting most of the MDG targets. Among the notable achievements include achievement of MDG-4 with a 67 percent drop in under-five mortality from the 1990 estimate that contributed to an increase in average life expectancy at birth from 45 in 1990 to 64 in 2014. A 69 percent decrease in maternal mortality from a high estimated base of 1400 per 100,000 live births. An improvement in contraceptive prevalence rate from 3% to 42% has led to a drop in total fertility rate from 7.7 in the 1990s to 4.1 in 2014(MOH, 2015).

For the above mentioned achievement the collaborative interventions instituted by various all stakeholders played paramount role. Especially, with respect to HIV/AIDS, because of the unreserved efforts of the government of Ethiopia and its development partners, mortality and morbidity due to HIV/AIDS, Tuberculosis and malaria has reduced markedly. Also, HIV new infection was dropped by 90% and mortality cut by more than 50% among adults. The decline in mortality was profound from 2005 onwards partly due to TB/HIV collaborative activities, including the initiation and scaling up of free ART services. Along with the collaborative efforts of both government of Ethiopia and its development partners, the participation and ownership feelings of community members for HIV/AIDS prevention and control interventions contributed significantly for the reduction of HIV/AIDS incidence, prevalence and deaths due to AIDS (Ibid)..

According to the HIV related estimates and projections for Ethiopia (FMOH/FHAPCO, 2012), the adult HIV prevalence is estimated at 1.2% (0.8% in males and 1.6% in females) and the adult HIV incidence stood at 0.03% in 2014. This indicates that Ethiopia has achieved the MDG target of halting and reversing the epidemic well ahead of time by reducing HIV new infection by 90% and mortality by more than 50% among adults in the last decade. Ethiopia is one of the few sub-Saharan African countries with a “rapid decline” of HIV burden, with a reduction by 50% of new HIV infections among children between 2009 and 2012 Annual rate of AIDS related deaths has declined from 106,761 deaths in 2002 to 41,451 in 2012. Empirical data from the AIDS Mortality Surveillance study shows a steady decline in AIDS related mortality from 2001 to 2009. AIDS-related deaths among men declined from 41% (2001) to 11% (2009); and from 51% (2001) to 14% (2009) among women. The mortality and incidence rates have dropped by about two-thirds since the initiation of ART program in 2005. Although the incidence and prevalence rates have shown a declining trend, Ethiopia’s large population means that there are more than 750,000 people living with HIV/AIDS. Moreover, HIV prevalence is still very high in some of the regions and peri-urban areas of Ethiopia. Additionally, there are people with high risk behaviors. The HIV prevalence is relatively higher among residents of urban areas and the higher quintiles in wealth and education.

Ethiopia is on track in achieving the MDG 6 target of universal access to treatment of HIV/AIDS by having 344,344 PLWHIV were currently on ART by the end of EFY 2006 out of the target of 431,644 who need ART, with achievement of 79.8% ART coverage among adults (MHO, 2014).

For implementation of HIV/AIDS programs significant amount of funds were mobilized from international donors such as World Bank, Global Fund, UN Agencies, foreign governments, the government of Ethiopia and the people of Ethiopia. The funds mobilized were utilized through Federal HIV/AIDS Prevention and Control Office (FHAPCO) and regional HIV/AIDS Prevention and Control Offices (RHAPCOs). Addis Ababa HIV/AIDS Prevention and Control Office (AAHAPCO) one of the RHAPCOs that is mandated by proclamation to mobilize resources from various sources, coordinate HIV/AIDS intervention and monitoring and evaluating the implemented HIV/AIDS interventions (Charles G. Kamau and Mohamed, 2015).

Accordingly, during the past two decades, AAHAPCO mobilized various millions of Birr and utilized it for the prevention and control of HIV/AIDS through different local non-government organizations, civic societies, city administration offices and community based organizations.

Because of the efforts of the above mentioned AAHAPCO and its partners, the HIV/AIDS prevalence and incidence rate was declined significantly. Vvarious years annual reports of AAHPACO, FHAPCO and MOH, AAHAPCO clearly show that AAHAPCO was successful in implementation of the HIV/AIDS project and as a result of this, notwithstanding the contributions of other factors, the prevalence of HIV/AIDS in Addis Ababa City was declined from 9.2% (7.3% for male and 11.0 for female) in 2010 to 3.7% (2.5% for male and 4.9% for female) in 2016(FHAPCO and MOH, 2011, FHAPCO, 2007, AAHAPCO, 2012).

As mentioned earlier, monitoring and evaluation is one of the AAHAPCO's mandates and it is expected to perform such activity. Accordingly, in collaboration with many partners, AAHAPCO has prepared M&E frameworks; standards; tools and methods for data generation; collection; compilation; analysis and dissemination. Data are then used to monitor the progress a program towards the predetermined targets, results-based funding and the evaluation of large-scale programs. For instance, United Nations HIV/AIDA Joint Program (UNAIDS), World Bank, Presidential Emergency Fund for HIV/AIDS (PEPFAR) along with its subsidiaries such as Center for Disease Control (CDC) and NASTAD, United Nation Emergency Fund for Children (UNICEF) and United Nation Population Fund (UNFPA) provided technical and financial supports for developments of M&E framework and guideline in relation to the HIV/AIDS program they provided support (UNICEF and UNFPA, 2011, FHAPCO and UNAIDS, 2002, FHAPCO and PEPFAR/CDC/NASTAD, 2007).

The aforementioned M&E framework and guidelines clearly shows the standard M&E indicators, data collection procedures and tools, as well as roles and responsibilities for implementing a functional national HIV M&E system

The main goals of the above mentioned M&E framework and guidelines were to strengthen the M&E system in AAHAPCO and to capacitate their M&E specialists in practicing M&E activities properly by collecting and analyzing data on time and present the result of the M&E to the management for decision as necessary. So that AAHAPCO has been practicing M&E using these framework and guidelines

However, there is no research so far conducted by independent body that confirms whether the practice of M&E in AAHAPCO was to the standard and also there is no independent study that identifies the challenges that AAHAPCO faces while practicing M&E. This research will try to fill this gap.

1.2 Statement of Problem

Since the start of supporting the HIV/AIDS programs, donors promoted about the importance of M&E and they make it as one of the requirement to get financial support. Thus, in every HIV/AIDS project, it was mandatory to include M&E. The main reasons, among others for such requirement was to ensure accountability, transparency and to learn from experience apart from monitoring the performance of a project during implementation and the outcome of the project after completion as well as to evaluate the impact of the project after long time of the project completion.

In order to achieve this objective, with the support of donors, training was given on M&E to various employees who are working in different government and non-government organizations especially who are engaged in prevention and control of HIV/AIDS.

Because M&E was promoted and become a requirement by donors, it is considered as a donor requirement only in lieu of considering as project management tool.

In fact, it is undeniable that M&E is very essential in improving performance of projects. But it is difficult to practice it mainly due to its complexity, multidisciplinary and skill intensive processes nature.

Because of the peculiar nature of M&E as well as it is usefulness to ensure accountability, transparency and improve the performance of projects, governments are taking it as important tool and they try to integrate it with their existing system though sometimes they put the M&E in their structure without assigning the appropriate person. They did this just to show they have the M&E section/department.

Even if M&E has got attention of both government and non-government organizations leaders including donors, the practice of M&E is not as per the standards that are stipulated in various M&E literatures such as those standards that are developed by OECD countries as well as M&E associations monitoring and evaluation standards. Moreover, those M&E professionals who try to practice M&E face challenges from internal and outside bodies such as not providing the necessary inputs sufficiently. For instance, those employees who are assigned to do M&E fail to perform their activities as per the developed M&E frameworks and did not allow stakeholders to participate in M&E cycle, etc. On the other hand, those people who are working as M&E officers faces challenges such as lack of budget support from management, incentives to perform well.

It is apparent that as mentioned earlier for prevention and control of HIV/AID huge amount of funds were mobilized from various sources by both federal government as well as regional governments. Also, strategies, and project planning, implementation and M&E guidelines and frameworks were developed and implemented by AAHAPCO and its partners. It is also known that, in fact, I participated in many of them; monitoring and evaluation were conducted every time.

In spite of all these, there is relatively little known about the M&E practices and related challenges on projects executed by AAHAPCO because there is no an independent study done on this issue. Thus, this study therefore, seeks to assess the practices and challenges of monitoring and evaluation in HIV/AIDS Program in the case of Addis Ababa HIV/AIDS Prevention and Control Offices and its subsidiary offices that are working in Addis Ababa City.

1.3 Objectives of the study

General objective

The general objective this study is to assess the practices of M&E and challenges that AAHAPCO faces while practicing M&E.

Specific Objectives

The specific objectives of this study are the following:

- To assess local practices of M&E in AAHAPCO
- To identify challenges that AAHAPCO encountered during implementation of M&E.
- To forward recommendations based on findings to improve the practices of M&E and overcome unsolved challenges.

Research Questions

1. What policy, framework, guidelines, procedures & structures are in place for M&E in AAHAPCO and its subsidiary offices?
2. How and to what extent M&E is practiced in AAHAPCO and its subsidiary offices?
3. What major challenges AAHAPCO and its subsidiary offices encountered while implementing M&E?

1.4 Significance of the study

Since this non-commissioned and done purely for academic purpose, it is free from the interference of any one that may have interest. However, AAHAPCO can accept the findings and recommendations fully or partially or can reject totally.

Notwithstanding, the above mentioned idea, if AAHAPCO accepts the findings and recommendations of this study, it will get the following benefits;

- The management of AAHAPCO, donors and other stakeholders will understand the importance of M&E and will provide the necessary support to improve the practices of M&E in it,
- AAHAPCO will design strategies to overcome the identified challenges
- AAHAPCO will be benefited from the contribution of M&E in ensuring the existence of accountability and transparency during implementation of projects

1.5 Scope of the study

The scope of the study will be limited to AAHAPCO but those HAPCOs that are working at Sub-City level will be included during data collection. The reason for this is that though Sub-City HAPCOs do not have accountability to AAHAPCO, they are working using the fund transferred to them from AAHAPCO. Thus, the AAHAPCO M&E system is established up to Sub-City level and they are responsible to report their activities to AAHAPCO and also their activities will monitored and evaluated by AAHAPCO. Thus, the study will be meaningful if Sub-City HAPCOs are included in the study.

The study tried to address the eight dimensions of M&E; the existing M&E system, M&E practices, employees' capacity building on M&E, stakeholders' involvement in M&E, determinant factors of M&E, utilization of information produced by M&E, and opportunities and challenges of M&E.

1.6 Organization of the study

The study is organized into five chapters. Chapter One, which is this introduction that consists of the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, and organization of the study. Chapter Two contains both literature review and conceptual framework which outlines the relationship between the dependent and independent variables identified in the subject of study. Chapter four consists of the research methodology, which is divided into research design, target population, sample size and sampling procedure, research instrument, data collection procedures, and data analysis techniques. The fifth chapter contains data analysis, presentation, interpretation, conclusion and recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.1. Theories of monitoring and evaluation

2.1.2. Definition of monitoring

Various organizations, practitioners and researchers defined monitoring in different ways in accordance to their context. Nevertheless, except the wording differences most of them defined or explained monitoring in similar way as follows.

"Monitoring is a routine or continuous activity that uses the systematic collection and analysis of data during the life of a project along the lines of pre-set procedures and indicators which will eventually show the success or failure of the project"(Jaap Koot, ACF, 2011 , Casley and Kumar K., 1987, FHI, 2004, Kersty Hobson et al., 2013, Khatiala, 2013, UDS, 2017, Bamberger and E., 1986, Cleland and Ireland, 2002, Jennings P and S., 2001, Francis Nyaga Karani et al., 2014, Zamazulu Mtshali, 2015),.

However, the council on higher education of South Africa defined monitoring differently *as "a particular type of formative evaluation that relies on routine management information in order to establish whether a program is achieving its targets or outcomes, or what changes have occurred in a state"*(CHE, 2004).

2.1.2Uses/Benefits of monitoring

According to various literatures reviewed, monitoring will (i) help the organization to check the efficiency and effectiveness of a project, (ii)serve as a starting point for evaluation, (iii) help to check systematically the conditions and situation of beneficiaries, (iv) help to improve both the design and performance of a project by overcoming challenges that a project faces because it provides feedback to the project management regularly, (v) enable the project management to identify the variation between plan and actual performance of the project as long as the project/program allocated sufficient financial and human resources for monitoring, and it is implemented properly (Francis Nyaga Karani et al., 2014, Jane et al., 2011, UNICEF, n.d., Michael and Eleanor, 1986, ACF, 2011 , Beryl Mohr et al., n.d.)

2.1.3 Advantages and disadvantages of monitoring

Monitoring has its own advantages and disadvantages. The advantages of monitoring are making evaluation easy efficient and useful, create opportunities to build the capacity of M&E staff, and support the continuous assessment of the organization and its activities(Beryl Mohr et al., n.d.). On the other hand, the disadvantages of monitoring are it taking away staff from core functions at which they could be more productive and this exposes the organization for hidden cost, if the monitoring is less objective, the information that it produce will be less credible, and the monitoring activities will exposed to various types of error if the M&E staff do not have sufficient knowledge and technical skill in monitoring(Beryl Mohr et al., n.d.).

2.1.4. Types of monitoring

There are different types of monitoring even if people assume that monitoring is one and the same. As mentioned in the document of ACF, there are nine types of monitoring as mentioned below(ACF, 2011);

a. Result/progress monitoring: This type of monitoring assesses the effect and change brought about by the project, in terms of the three levels of results (outputs, outcomes and impact).

b. Process or activity monitoring: This type of monitoring focuses on assessing whether resources or inputs (e.g. funds, goods in kind, human resources) are being used at the planned rate, and activities are happening in line with activity plans to deliver outputs.

c. Financial monitoring: This type of monitoring involves two activities- comparing the income raised and the expenditure expended are in accordance to the plan and comparing the actual cost of inputs and activities against the budget. These will help to identify the financial gap that exists between income and expenditure as well as actual cost and the budget allocated.

d. Beneficiary monitoring: This type of monitoring compare beneficiaries' perception and satisfaction about the project and the satisfaction they obtained from the project respectively by collecting feedback or comment from them as well as other stakeholders using different mechanisms that include but not limited to feedback (comment) box, regular community meetings, monitoring visits, etc.

e. Context monitoring: This type of monitoring will assess the changes that occurred in the context in which the project is being carried out. The changes in context will include funding, political, security and legislative context.

f. Market monitoring: This type of monitoring will assess the changes that occur in the market such as the availability and price of goods in order to identify that supply of and demand for goods/services.

g. Compliance monitoring is the type of monitoring that tries to assess whether a project is working in accordance to the rules and regulations stipulated in the project document, contract agreement, key sector standards, as per the country's rules and regulation.

h. Risk or assumption monitoring: This type of monitoring is conducted in order to identify whether there is any change in assumptions made about the project and risks to it.

i. Capacity monitoring: This type of monitoring will assess whether the capacity building activities performed by the project among beneficiaries, communities and/or organizations became sustainable after the end of the project.

2.1.5 Definitions of evaluation

Likewise monitoring, practitioners, researchers and organizations defined in various ways. Though the way they defined evaluation varies in terms of wording only, the following definition contains the whole idea that they mentioned in their definition of evaluation.

> *"Evaluation is a scientific based assessment that involves systematic collection of information about the activities, characteristics and outcomes of a specific program to determine its merit or worth, efficiency, effectiveness, impact, to indicate whether a project is towards the correct direction with respect to attaining the intended objective, and to confirm whether the benefits generated by the project are shared among different groups"(Bamberger and E., 1986, Kersty Hobson et al., 2013, UNICEF, n.d., PSC, 2008, UNDP, 2009, Kusek and Rist, 2004, ACF, 2011 , Barasa, 2014, Beryl Mohr et al., n.d., FHI, 2004, Khatiala, 2013, Shapiro J., 2011, Simon, 1996, UDS, 2017, Wachamba, 2013 , WHO, 2009, Zamazulu Mtshali, 2015, Francis Nyaga Karani et al., 2014).*

However due to misunderstanding, people assume that evaluation is the same as review and auditing.

In fact, evaluators sometime use standards that are developed by different organizations in order to examine the performance of a specific project/program against these standards. For instance using the Organization for Economic Co-operation and Development (OECD)- Development Assistance Committee (DAC) criteria such as Impact, Coherence, Coverage, Relevance / Appropriateness, Effectiveness and Efficiency various humanitarian projects are evaluated (OECD, 2002).

2.1.6 Purpose/aim of evaluation

Following the definitions of evaluation the next question that will be raised is that what is the objective/aim or purpose of evaluation. According to various writers the objective of evaluation is determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability(PSC, 2008, UDS, 2017, CHE, 2004).

2.1.7 Methods of evaluation

Though the methods of evaluation vary in accordance to the purpose of the evaluation, there are two methods of evaluation that are briefly described as follows:

a) Accountability-oriented evaluation method: This method tries to hold implementers to account over the extent to which intended objectives have been met and results (particularly impact) achieved, and if not, why not. This method is used by external and independent evaluators (ACF, 2011).

b) Learning-oriented evaluation method: This method also tries to analysis and draw lessons learned why some things have or have not worked by focusing on the process of activities. This method is used by internal staff (ACF, 2011):

2.1.8 Use/Benefits of Evaluation

The benefits of evaluation includes (i) providing credible and useful information for decision-making by both recipients and donors, (ii) helping to assess the changes occurred among the target group members because of the intervention (iii) enables to know to what extent the project had achieved its objective and was effective during implementation, (iv) helping to track the outcomes and impacts of program or projects at the larger population level rather than at project/program level (PSC, 2008, UDS, 2017).

2.1.9 Types of Evaluation

There are different types of evaluations and among these the most known are discussed below.

i) **Formative evaluation** is an evaluation that is conducted while a project/program is on-going with the intention of improving the strategy or way of functioning of the project or organization(Francis Nyaga Karani et al., 2014). As this type of evaluation is carried out at the early stages of the project implementation and focuses on the utilization of resources, the findings of the evaluation will serve as a feedback to the project implementers (Beryl Mohr et al., n.d., Abalang, 2016).

ii) **Summative evaluations is an opposite of** formative evaluation in that it is carried out after the completion of a project/program. This type of evaluation measures the intervention outcomes; documents intervention processes, helps to draw lessons and provides information on the effectiveness of the intervention (Beryl Mohr et al., n.d.).

iii) **Mid-term evaluation. This** is a formative evaluation that is conducted at the mid of the project implementation period and assess performance of the project and identify the external or internal factors that affect the project performance (Beryl Mohr et al., n.d., Abalang, 2016).

iv) **End-of-project evaluations:** This is also known as end term evaluation and terminal evaluation. This is summative evaluation that is carried out by independent external evaluator at the end of a project to assess whether the project achieved the intended objectives (ACF, 2011).

v) **Impact evaluation or ex-post evaluation:** This is also summative evaluation which will be undertaken sometime after project is phased out to assess whether the project has brought long-term changes among beneficiaries and their community members (ACF, 2011).

vi) **Meta-evaluation:** This is different type of evaluation that is designed to aggregate findings or draw common findings from a series of evaluations (ACF, 2011).

vii) **Real-time evaluations (RTEs):** These are conducted during a project's implementation to get real-time analysis of progress against higher-level objectives and facilitate immediate recommendations on changes to the project to improve implementation

2.1.10 Monitoring and evaluation (M&E)

The above discussions show the concepts of monitoring and evaluation (M&E) separately. Even if monitoring and evaluation have their own definitions and seem independent, they are interdependent and complementary(Kusek and Rist, 2004, UDS, 2017).

Monitoring and evaluation (M&E) in general can be defined as acquiring, analyzing and making use of relevant, accurate, timely and affordable information from multiple sources for the purpose of program improvement, decision-making and to show accountability and project impact (UNAIDS, 2011, Mackay, n.d., Caroline Stem et al., 2003, Francis Nyaga Karani et al., 2014, Beryl Mohr et al., n.d., Zamazulu Mtshali, 2015).

Table 2.1 Comparisons of M&E

MONITORING	EVALUATION
Clarifies program objectives	Analyses why intended objectives results were or were not achieved
Links activities and their resources to objectives	Assesses specific causal resources to objectives contributions of activities to results
Translates objectives into performance	Examines implementation process

MONITORING	EVALUATION
indicators and sets targets	
Routinely collects data on these indicators, compares actual results with targets	Explores unintended results
Reports progress to managers and alerts them to problems	Provides lessons, highlights significant accomplishment or program potential and offers recommendations for improvement
Periodic, regular	Episodic
Keeping track / oversight	Assessment
Improve efficiency adjust work plan	Improve effectiveness, impact, future programming
Inputs, outputs, process outcomes, work plans	effectiveness, relevance, impact, cost effectiveness
Conducted by program managers community workers community (beneficiaries) supervisors, funders	Conducted by program managers supervisors, funders external evaluators community (beneficiaries)

Sources: adopted from various literatures

2.1.11 Uses/benefits of monitoring and evaluation

Monitoring & benefit helps to (i) make effective and timely decision, and determine the future of an intervention by exploring opportunities (Beryl Mohr et al., n.d., UNDP, 2009), (ii) determine the relative values of activities, the effectiveness of processes and the impact of an intervention on the people at whom it is aimed and (iii) identify, select and articulate appropriate standards of performance, review the current structure of the project, identify potential gaps or challenge, look at issues around accountability, and make recommendations on potential modifications, or improvements that could be implemented(Beryl Mohr et al., n.d.).

2.1.12 Theoretical framework and Theories on M&E

Introduction

> *"Without theory it is hard to talk about practice and without practice, theory has no meaning." Moll, 1990*

A theory is defined as a set of statements or principles devised to explain a group of facts or phenomena especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena. Wilkins (1964), as cited in Anthony, defined theory as *"a plausible explanation about reality that must now be tested"*(Anthony, 2000). According to Davidson (2008), as cited in Abalang J. A., a theory is "a set of properly argued ideas intended to explain a phenomenal by specifying variables of the laws that relate the variables to each other" (Abalang, 2016).

Theories are analytical tools for understanding, explaining, and making predictions about a given subject matter(Bickman. L., 1987).

The theory and methodology of M&E went back to the 1960s and 70s when social programs were developed on a grand scale and heavily supported by US federal funding under the policies of the “War on Poverty” and the “Great Society” (Rossi et al., 2004).Since then new theories of evaluation practice, methods, and tools were developed and refined to address a much broader and diverse range of evaluation practice challenges. Currently, the theory and practice of M&E moved from linearity to a systems view (H.S. Bhola, 2006a).

A theoretical framework of M&E is defined as a collection of interrelated concepts, that guides research by determining what should be measure, and what statistical relationships will be looked for(Abalang, 2016).

In this section some of evaluation theories and the theoretical frameworks that I could access their documents are discussed briefly as follows.

Theories of evaluation

There are a number of theories on evaluation that reflect different perspectives and argument. Among those theories of evaluation the most common theories are briefly discussed as follows.

a) **Evaluation theory:** As Miller (2010 cited in Ilan Katz et al) suggests, ‘ evaluation theory is intended to provide evaluators with the bases for making the myriad of decisions that are part of designing and conducting an evaluation’. According to this theory, an evaluator will able to determine the role of the evaluator and the relationship to the subject/s of the evaluation, select evaluation questions and matching with suitable methods as well as participants, and the information needed (Ilan et al., 2016).

Contrary to the above definitions, Anthony (2000) argued that it is not fair to use the term ‘evaluation theory’ because (a) even if all evaluations test some theory, they do not test the important links in the causal pathway, (b) evaluation theorists do not agree on the use of the term “theory based” or “theory based” for evaluation that has some theoretical implication (c) some are stretching these terms to the point at which every evaluation that goes beyond the “black box” is labelled theoretically driven, (d) black-box evaluations that test the effects of interventions that have good empirical underpinnings are being labelled theory-based, and (e) the word theory is used in at least four major approaches (theory-based, theory-driven, theory of-action in PDE, and what constitutes a theory in each one is described a bit differently (Anthony, 2000).

Despite the existence of perspective difference on the existence of evaluation theory, this research support the first perspective that says there is evaluation theory and tries to assess the outlooks in relation to this argument as follows.

Evaluation theory is also called theory based evaluation. It looks at how a change occurs and needs to be supported by an outcome evaluation, which captures the results (the 'then' part of the 'if' / 'then' statement). One such form of outcome evaluation could be Outcome Mapping, which attempts to depict the relationship between strategies and intended results. These results will include both short-and longer-term outcomes and may also reflect changes at different levels (Earl et al., 2001). The benefits of evaluation theory are (a) helps to assesses project effectiveness in achieving its goals and in determining the relevance and sustainability of an on-going project and (b) helps to compare the project impact with what was set to be achieved in the project plan (Abalang, 2016). However, evaluation theory has its own limitations such as "for any evaluation process for projects to be successfully done must be done within a supportive institutional framework" (Abalang, 2016). This implies that evaluation cannot be done in developing countries where such problem is prevalent.

b) Systems Theory

System theory is concerned with the concept of systems understood as 'wholes'. The notion of a 'system' is understood as

> *"a set of elements connected together which form a whole, this showing properties which are properties of the whole, rather than properties of its component parts" (Jes Hejbøll and Mads, 2009).*

Systems thinking' imply that the world can be understood in terms of complex interacting 'wholes' that have inherent characteristics attributable to 'wholeness' rather than properties of component parts. Within systems theory Peter Checkland, as cited in Jes Hejbøll Larsen & Mads Østerbye, conceived a way of 'thinking about systems' to make the theory as a 'whole' more practically applicable with specific reference to the complexity of, what he called "*Human Activity Systems.*"(Jes Hejbøll and Mads, 2009).

Checkland invented two types of system under system theory: hard system and soft system. Hard systems are associated with systems engineering and system analysis approaches that influenced early project management practice. Hard systems work along clear logic linkages and assume a high level of linearity, and research in this way of thinking is responsible for the introduction of inputs, outputs, and project logic models (such as the LFA) into management practice(Jes Hejbøll and Mads, 2009).

When applied to social systems, hard systems approaches have been highly criticized for oversimplifying a complex reality, by operating on the assumption of closed system conditions–which we have shown in this paper to be a rare scenario in social development practice (Jes Hejbøll and Mads, 2009).

The soft system, recognizes that in some situations, part of the problem is to define the nature of the problem(s), wherefore solutions are difficult to plan. The notion of this system emerged from Checkland's work with describing human activity systems, when applying systems engineering as a problem solving model. Soft systems problems are characterized as unstructured, meaning that "*the designation of objectives itself is problematic.*" (Jes Hejbøll and Mads, 2009).

When Jes and Mads explain the relation between soft system and log frame analysis approach they said that that the reality of social development practice seemingly aligns much better to the concept of soft systems. That is, the development project is a multi-stakeholder environment defined by ill-structured problems that are difficult to objectify, high permeability and involves complex moral and political aspects. This then means that we have a hard systems solution being applied to a soft system problem (Jes Hejbøll and Mads, 2009).

c) Social science theory

Fortunately, in the last decade in particular, much progress has been made on incorporating social science theory into evaluation, primarily in the health field. Indeed, evaluators are being encouraged to engage in theory testing and/or logic model development (Hornik and Yanovitzky, 2003).

An evaluation research team typically consists of program staff in charge of program planning and a program evaluator. Often, project/program evaluators are considered as social scientists. Yin (2003), Cole (1999) and Noar (2006) argue that a project/program evaluation team should have theorist otherwise the evaluation activity is a futile exercise and wasting resources. Thus, all project/program evaluator and also other project team members should be involved in theory/logic model development so that the theoretical underpinnings of the project are grounded in more than evaluator assumptions (Cole, 1999, Noar, 2006 , Yin, 2003).

d) Scale-up Theory

Scale-up theory suggests that the scale-up process almost always takes place in complex systems with emerging characteristics. In such settings the outputs and outcomes that seem prudent to measure initially may turn out to be less useful over time. While traditional formative (process) and summative (outcome) evaluation is useful once an innovation has been established and scaled up, M&E during scale-up calls for different evaluation approaches. One such approach, developmental evaluation, offers a fresh and dynamic perspective on evaluation and explicitly takes complexity and use of M&E information into account. A main tenet of developmental evaluation is that it seeks to gain an understanding of the emergent dynamics and interactions that occur during implementation. Developmental evaluators themselves are not usually external to the innovation and implementation process but are part of the scale-up process. This not only gives the evaluator intimate knowledge of the innovation and context for implementation but also access to stakeholders who are engaged in the process. It also allows for the learning that takes place through evaluation to be immediately applied (FAM, 2013).

e) Program Theory

Program theory is commonly called as the function of a program theory. This is to ascertain the theoretical sensibility of the program. Program theory is a theory that consists of the organizational plan which deals with how to garner, configure, and deploy resources, and how to organize program activities so that the intended service system is developed and maintained. (Glynn Sharpe, 2011, Lipsey, 2000, Reynolds, 1998, Rogers P. J., 2000b, Rogers, 2000c, Rogers P. et al., 2000a, Rossi et al., 2004).

This theory consists of a set of statements that describe a particular program, explain why, how, and under what conditions the program effects occur, predict the outcomes of the program, and specify the requirements necessary to bring about the desired program effects (Sidani and Sechrest, 1999, Glynn Sharpe, 2011, Abalang, 2016).

Program theory has three components-activities, output or outcome and the means to that will be used to achieve the intended outcome. In this theory, the critical inputs, the components of a program, the means by which the components will be delivered, the amount of treatment required to induce outcome and the required aspects to produce the expected outcome are described in detail. These processes ultimately contribute to achieving the desired outcome. (Glynn Sharpe, 2011, Sidani and Sechrest, 1999, Lipsey, 2000).

f) Theory of Change

Theory of change is part of the program theory that emerged in the 1990s as an improvement to the evaluation theory. A theory of change is a tool used for developing solutions to complex social problems. It provides a comprehensive picture of early and intermediate term changes that are needed to reach a long term set goal. It therefore provides a model of how a project should work, which can be tested and refined through monitoring and evaluation. A theory of change is also a specific and measurable description of change that forms the basis for planning, implementation and evaluation. Most projects have a theory of change although they are usually assumed. The theory of changes helps in developing comprehensible frameworks for monitoring and evaluation. It is mainly used by NGOs and donors to articulate long term impact on projects (Wachamba, 2013).

g) Theory-based Evaluations

Following the development of program theory, the process of conducting a theory-based evaluation can commence to test the model hypothesized to explain the program and the mechanisms utilized to reach the intended outcomes (Glynn Sharpe, 2011, Rogers, 2000c, Rogers P. J., 2000b, Rogers P. et al., 2000a). Theory-based evaluation has similarities to the Log Frame approach but allows a much more in-depth understanding of the workings of a program or activity—the “program theory” or “program logic.” In particular, it need not assume simple linear cause-and effect relationships (World Bank, 2004). While conducting theory based evaluation, an evaluator should investigate a number of vital components in order to make the findings reliable, valid, meaningful, and interpretable. Furthermore, an evaluator should take into account the intended purpose of the findings and the level of complexity before he/she start the evaluation in that these two issues will direct the purpose and intricacy of the evaluation(Rogers P. et al., 2000a, Lipsey, 2000, Glynn Sharpe, 2011).

h) Stakeholders theory

A stakeholder is “any group or individual who can affect or is affected by the achievement of an organization’s objectives”. According to stakeholders’ theory, M&E of development projects in particular as well as projects are owned collectively by members of political communities to address the different needs of stakeholders. Any one that violates the rules and regulations issued by the country government will be penalized. In aggregate, the above views point to the fact that there is a positive relationship between stakeholder pressures and the effectiveness of monitoring and evaluation. The above theory relates to stakeholder involvement on monitoring and evaluation on performance of water projects (Fredrick and Makori, 2016).

i) Theory of constraints

Eliyahu Goldratt, who championed the "theory of constraints" in his popular book The Goal, advocates an alternative approach to managing slack, as cited in Erik and Clifford. According to Goldratt, a project network may be constrained by both resources and technical dependencies. He called this situation as "critical-chain" because the project is trapped due to lack of resources and technical supports. Each type of constraint can create task dependencies, and in the case of resource constraints, new task dependencies can be created! The critical chain refers to the longest string of dependencies that exist on the project. Goldratt uses the critical chain concept to develop strategies for accelerating the completion of projects. These strategies are based on his observations about time estimates of individual activities (Erik W. Larson and Clifford F. Gray, 2011).

2.1.13 Approaches of Monitoring and Evaluation

Effectiveness of project monitoring and evaluation is dependent on the approach of M&E. There are various M&E approaches that are pronounced by M&E practitioners and researchers. Among these approaches the two M&E approaches that are logical approach and pragmatic approach are discussed briefly as follows.

Logical approach uses frameworks for formal systematic analysis while pragmatic approach, that is inherently orderly and structured, allows for greater flexibility and immediate reactions to achieve outputs (Darrell, 2013).

i. A Logical framework Approach

Various organizations that are engaged in managing different types of projects/programs for designing, monitoring and evaluating projects/programs use logical framework approach (LFA) as a tool (Charles and Humam, 2015). This approach was developed during late 1960s in a response to a number of project evaluations, which had identified certain elements responsible for the limited success that USAID endured. The Logical Framework was initially used by the USAID to make a standardized presentation of projects to systemize their project approval. The thought behind LFA came from Management by Objectives (MBO), which is a tradition within American management science. Following USAID, various aid organizations use LFA for their project planning, monitoring and evaluation up to now (Jes Hejbøll and Mads, 2009, Roduner et al., 2008). In order to use this approach, the project/program intended for implementation should have both goals and objectives (Darrell, 2013).

Table 2.2 Standard Logical framework 1

	Project Description (Intervention Logic, Objective Hierarchy)	**Performance Questions and Indicators (Objectively Verifiable Indicators, Targets)**	**Monitoring Mechanisms (Means of Verification, Source of Verification-information)**	**Assumptions (External Factors)**
Overall objective (Goal, Development Objective)	The overall objective of the project which will be achieved in the long term but it will not be achieved fully by the project alone. **Scope of project management** The project will partially achieve the overall objective	The indicators will measure the extent to which a project contribute to the overall objective has been made. Features which can be measured or at least described precisely in terms of quantity and quality respectively and which show a change in situation. Indicators will be used during evaluation. However, it is often not appropriate for the project itself to try and collect this information.	Above mentioned	Not required for overall objective
Project purpose (Project Development Objective, Specific Objective)	Purpose of the project is the central specific objective(s) of the project in terms of sustainable benefits to be delivered to the beneficiaries. Project purpose describes intended situation at the end of the project **Scope of project management**: The attainment of the purpose is primarily dependent on the project results (outputs), but depends also on factors beyond the project's control.	Indicators are Conditions at the end of the project indicating that the purpose has been achieved	Above mentioned	Factors and conditions not under direct project control, but necessary to achieve the overall project objective
Results (Outputs)	Results (outputs) are tangible products and services delivered or competences and capacities established directly as a result of project activities by the	Indicators are measures of the quantity and quality of results. Result indicators are predominantly used during monitoring and review.	Above mentioned	Factors and conditions not under direct project control, but necessary to achieve the project purpose

	Project Description (Intervention Logic, Objective Hierarchy)	Performance Questions and Indicators (Objectively Verifiable Indicators, Targets)	Monitoring Mechanisms (Means of Verification, Source of Verification-information)	Assumptions (External Factors)
	completion date. **Scope of project management**: Results are under the control/responsibility of project management			
Activities	Activities are specific tasks (work program) to be undertaken during the project's lifetime in order to obtain results.(sometimes optional within the matrix itself). **Scope of project management**: Critical factors for carrying out activities are professional skills, the availability of sufficient financial resources and the absorption capacity of the local partners as well as of the target groups and beneficiaries.	Means : Sometimes a summary of resources/means is provided. Indicate what are the inputs required, main resources to be applied e.g.: technical assistance, personnel, equipment, training, studies, supplies, etc	Costs: cost and budget is to be provided	Factors and conditions not under direct project control, but necessary for results to be achieved as planned

Source: Government of The Republic Of Serbia EU Integration Office (Milica, 2011)

ii. Outcome Mapping Approach

Outcome Mapping (OM) was developed a decade ago by the Canadian International Development Research Centre (IDRC) an alternative approach to overcome the weaknesses of LFA. planning, monitoring and evaluating development impact (Earl et al., 2001).

Outcome Mapping focuses on 'outcomes', defined as the changes in behavior, relationships, activities, and action of the people with whom a program works directly (so called 'boundary partners'). In practical terms, OM consists of a set of tools and guidelines for steering project or program teams through an iterative process to identify their desired change and to work together with boundary partners in order to bring about the anticipated changes. Outcome Mapping allows modification of the interventions over time according to the complexity of the change process. Unlike LFAs, OM balances learning and multiple accountabilities, by identifying the use of M&E data and by employing participatory and use-oriented approaches to M&E (Kees et al., 2013)

iii. A Pragmatic Approach

A pragmatic approach was developed by the pragmatic philosophical school of thought that has interest to link the practice with theory. Indeed, in this instance, theory arises out of practice or what should be done in the real world. In fact, this idea was pronounced by those people who forwarded normative recommendation in order to answer for the question what should be done to achieve clarity and comprehension. Applying a normative approach to M&E focused on collection of information and use of collected data to measure effectiveness and efficiency. Whereas pragmatic approach to M&E would entail measuring risk by considering two factors that is the impact of the measurable objective under consideration and the likelihood that objective will have an impact (Darrell, 2013). In other words, a pragmatic approach to M&E will involve risk analysis where the findings and outcomes are illustrated by way of a grid or matrix to summarize low to high potential for achieving objective.

Pragmatic approach to M&E is ideal approach however in the real world practitioners are limited to use it always or as they want due to different constraints.

iv. Log frame to Pragmatism in the Real World

Surprisingly, a less pragmatic approach includes consideration of assumptions for the subsequent implementation of interventions for successful achievement of measurable objectives. The process is relatively organized and structured, giving the appearance of being pragmatic. A pragmatic approach to M&E will involve risk analysis where the findings and outcomes are illustrated by way of a grid or matrix to summarize low to high potential for achieving objectives. At best, these approaches can be time consuming, requiring capital and human resources for program implementation. This entails M&E under the most ideal scenario, with support from the CEO and the executive management team. Monitoring and evaluation will then be raised to the highest level of importance. Monitoring and evaluation can, however, take a back seat to seemingly more important organizational functions.

2.1.14 Monitoring and Evaluation system

Literatures largely defined a system as a collection of components or parts that are organized around a common purpose or goal (Wachamba, 2013). From the definitions given by various literatures, it is possible to understand that an M&E system is made up of the set of interlinked activities.

Monitoring and evaluation systems have been in existence since the ancient times (Kusek and Rist, 2004), however today, the demand for M&E systems increased as it serves as a management tool to measure the performance of an organization. Due to this, government, non-government and other national and international organizations establish M&E system.

A monitoring and evaluation (M & E) system is an important tool for any program, as it can accurately pin-point whether a program is making a difference, for whom it is making this difference, and the particular areas of the program that are performing well or are underperforming. Also the information provided by the M & E system can be used to make informed decisions on improving the program and to know whether the investments made in the program in terms of time, effort and resources are paying off or not (Mahamed, 2013).

In the context of M&E it is therefore important to understand the linkages between the elements of a system and by first identifying the elements or components (Zamazulu Mtshali, 2015).A project M&E system has six components that include (1) Clear statements of measurable objectives for the project and its components, (2) a structured set of indicators covering: inputs, process, outputs, outcomes, impact, and exogenous factors, (3) data collection mechanisms capable of monitoring progress over time, including baselines and a means to compare progress and achievements against targets, (4) where applicable building on baselines and data collection with an evaluation framework and methodology capable of establishing causation (i.e. capable of attributing observed change to given interventions or other factors), (5) clear mechanisms for reporting and use of M&E results in decision-making and (6) sustainable organizational arrangements for data collection, management, analysis, and reporting.

The design of an M&E system should start at the same time as the overall project preparation and design, and be subject to the same economic and financial appraisal, at least to achieve the least-cost means of securing the desired objectives.

The ‘supply side’ of M&E design should not be overlooked as skilled and well-trained people are required for good quality data collection and analysis. When considering the supply side of M&E, the scarcity of skilled human resource should be considered.

Monitoring and evaluation systems must be expanded beyond inputs and outputs - e.g. must include unusual threats to livelihoods, an understanding of the changes in the external environment, social, cultural, environmental and fiscal impact of programs (Frances and Anna, 2017).

The reasons for establishing M&E system include to (i) Guide understanding of progress against project objectives, (ii) measure the effectiveness, efficiency and impact of the project, (iii) meet the internal and external accountability requirement, and (iv) contribute to learning that informs current and future programming (Jane et al., 2011):

Theoretically, it is believed that an M&E system is supposed to be independent so that its findings and recommendations will be credible and socially legitimate. Therefore, it will have the power to influence policy and decision makers at different levels and also it will be responsive to the needs of the stakeholders.

Evaluations of existing M&E systems by agencies have shown certain common characteristics, weaknesses, and recurrent problems which are important causes of divergence between the theory of M&E and actual practice in the field. These are worth bringing to the attention of both designers and operators of M&E systems, as problems to be avoided in the future: An M&E system is said to be poor if (a) it collects more data than needed or can be processed, (b) it is inadequate in terms of quantity and quality, (c) it misses or delayed baseline studies, (d) it delays data processing and analysis activities, and presentation of result, and (e) its results are not utilized by project staff and other stakeholders for any reasons (H.S. Bhola, 2006b).

Principles of M&E system

Different literatures briefly put the principles of M&E system that every organization should pursue while establishing M&E system. For instance Deborah et al mentioned that an M&E should (i) be simple & affordable, (ii) have clear purpose and scope, (iii) use indicators that are simple to measure and interpret, (iv) be in favor of Gender/vulnerable group &pro-poor, (v) have transparency & integrity, (vi) Relevant to and easily comprehensible against plans, (vii) Participatory and focused on beneficiary needs, and (viii) accessible to stakeholders (e.g. affected populations, partners, donors, Government) (Jane et al., 2011, Deborah et al., 2003).

2.1.15 Effective monitoring and evaluation system

An effective M&E provides means of accountability, demonstrating transparency to the stakeholders and facilitates organizational learning through documenting lessons learned in implementation of the projects and incorporating the same in the subsequent project planning and implementation or through sharing experience with other implementers (Fredrick and Makori, 2016).

The effectiveness of an M&E system is analyzed or evaluated from three dimensions: (a) institutional design, monitoring and evaluation. The institutional design of an M&E systems is evaluated with respect to the ability of the M&E system to capture, process, store and communicate M&E information. The M&E system monitoring part is evaluated with respect to the ability to provide credible and valuable information to the decision makers and other stakeholders. The M&E system evaluation part is evaluated in terms of the ability of the system to produce the desired output to project/program manager and stakeholders (Stephen and Ian, 2013).The effectiveness of an M&E system is also measured by the utilization of the information produced by it (Wachamba, 2013).

Furthermore, an effective M&E system will use two tools that are considered as core. These tools are Project logical framework and Project M&E. The first tool summarises the project plan and ways of measuring achievements while the second tool summarises M&E data to be collected, how, frequency and by whom. Without these two core tools, an M&E system cannot be effective (Jane et al., 2011).

2.2 Findings from empirical literatures

Many nations in the world implement M&E system. There are some African countries that implemented M&E system. Among those African countries that implemented M&E system, the results of seven African countries are presented briefly as follows.

Kenya

A study conducted in Kenya on the determinants of effective M&E of government funded water projects, reveals that the M&E system of the projects obtained government support in terms of leadership and allocation of sufficient budget. The support provided, made the M&E system effective and sustainable. As a result of this, the M&E system has had some influence on the government budget process. However, the M&E system was suffering from lack of participation of key stakeholders, human capital, and infrastructural challenges (Fredrick and Makori, 2016, CLEAR, 2012).

Bennin

In Bennin, the M&E system has adequate capacity and high level of political support for M&E. Nevertheless, it had three challenges that is (a) to collect data from the pertinent population group and to access the collected and processed data, (b) shortage of M&E

professionals though the existing few M&E staff obtained basic M&E training, and (c) the Information gathered through the M&E system was not sufficiently taken into account by the concerned bodies (CLEAR, 2012).

Ghana

In Ghana, the M&E system was an integral part of the policy formulation and implementation process. Because of this, the output of the M&E process was used for, amongst others, informing national development planning, policy dialogue within government and with civil society organizations and development partners. However, Ghana's M&E system had some challenges such as severe financial, institutional, operational and technical capacity constraints; and fragmented and uncoordinated information, particularly at the sector level (CLEAR, 2012).

Uganda

In Uganda, the M&E system is coordinated by a unit in the Office of the Prime Minister (OPM). The evaluation tools prepared by the M&E system is presently used by government include ministerial policy statements and budget framework papers, half-annual and annual cabinet retreats to review government performance, the community information system, the annual budget performance report. Nevertheless, Uganda's M&E system has some challenges that include (a) data harmonization at all levels, (b) lack of professional capacity in terms of skills and experience in M&E, (c) the demand for M&E products for informed decision making by policy makers was low, (d) the incentive framework to drive M&E practices in public service systems is also still weak, and (e) poor information dissemination and the inability of the institution to build capacity for the timely generation and distribution of information (CLEAR, 2012).

South Africa

In South Africa, as compared to other African countries, the practice and acceptability of M&E is high. This happened because of the opportunities existed in the country for instance the political commitment of the country's leaders at top level, the existing enabling environment created by the government, the opportunities created to influence public sector reform, M&E is taken as national agenda by the government, M&E is linked with National Productivity Institute, and learning from others.

Nevertheless, the M&E system in South Africa is not free from challenges. These challenges were lack of hands on political leadership, the sustainability across political cycle is questionable, the absence of clear understanding about M&E system among stakeholders, fragmented and poor data systems, lack of coherence and consistency across national government, High expectations for M&E to deliver quickly, lack of M&E culture and skills, little public communication and lack of practical technical mechanism to build alliances and strong work relationships (CLEAR, 2012).

Burundi

In Burudni also the availability of structure within the presidency, the stability for new system and the involvement of all parties in M&E were taken as opportunities to implement M&E system in the country. However, the challenges in this country were the fragmentation of M&E management in government, limited capacity to collect statistical data, lack of finance for M&E and low commitment of sector ministers.

Ethiopia

Unlike the above mentioned countries, there is no information about the existence of opportunities for M&E system in Ethiopia. Rather, only the challenges are mentioned in few documents. According to these documents, the challenges of M&E system in Ethiopia, include, lack of awareness and understanding of the benefits of evaluation, knowledge gap in the technical application of evaluation principles, techniques, tools as well as the design of appropriate M&E system, absence of harmonized M&E processes, guidelines, and structures with details of data collection and analysis methods, data quality assurance, and feedback mechanism from local to the national level, absence of strong statistical system and technologies that deliver on the data needs of M&E system, lack of coordination and harmonization among evaluation capacity development approaches, existence of different types of M&E system which makes data aggregation difficult, and limited focus on impact (Fasika, 2013).

From the above mentioned points it is possible to conclude that M&E system in Africa has little opportunities and various challenges. The challenges are most of them emanated from lack or absence leadership commitment and enforcement of law.

The practices of M&E system at organizational level

Those studies that focused on assessing the practices of M&E system observed that organizations:

a) did not have skilled human resource for M&E system
b) failed to integrate the M&E system with their existing working system
c) did not coordinate the M&E system due to absence of standardized tools for consistent and uniform reporting (Zamazulu Mtshali, 2015).

d) did not allocate sufficient budget for M&E system (Tengan et al., 2014).

Another study that was conducted on effective use of monitoring and evaluation systems in managing HIV/AIDS related projects revealed that the M&E system of NGOs was effective mainly due to the participation of stakeholders and the M&E process implementation helped in ensuring the utilization of funds and capacity of M&E staff. (Francis Nyaga Karani et al., 2014).

2.3 The importance of M&E for HIV/AIDS programs

According to UNAIDS, monitoring and evaluation is important for HIV/AID program. Thus, monitoring and evaluation helps to track what is being done and whether the program is making a difference, allow program managers to calculate how to allocate resources to achieve the best overall result.

In the book titled AIDS in Nigeria, the importance of M&E is clearly described under subheading of Monitoring and Evaluation Of HIV/AIDS In Nigeria. According to this book M&E is important for HIV/AIDS prevention and control programs in that it will help donors, government authorities, beneficiaries and other stakeholder to ensure the delivery of the best possible services to the targeted population and selected beneficiaries on time and equitably (Oluwole et al., n.d.).

As mentioned in the aforementioned book, the response to HIV/AIDS was suffering from two sides. Those influential people such as religious leaders, political lobbies and the general population were against the HIV/AIDS programs for various reasons. On the other hand, those higher level authorities who can make decision on their countries' all issues became reluctant to support the efforts to fight HIV/AIDS rather they paid more attention on health interventions that are politically insensitive such as maternal mortality and child nutrition. It is in this context that M&E is perhaps most useful. Only careful measurements of the success of existing initiatives can persuade reluctant policy-makers to expand program efforts. To gain the public's and politicians' approval for public expenditure on development programs, the evaluation field has adopted performance or results-based M&E. In some countries, such as India, public service performance contracts are being used in government reforms to prove accountability and to learn from the process of project, program, or policy implementation.

2.4 Conceptual Framework of M&E

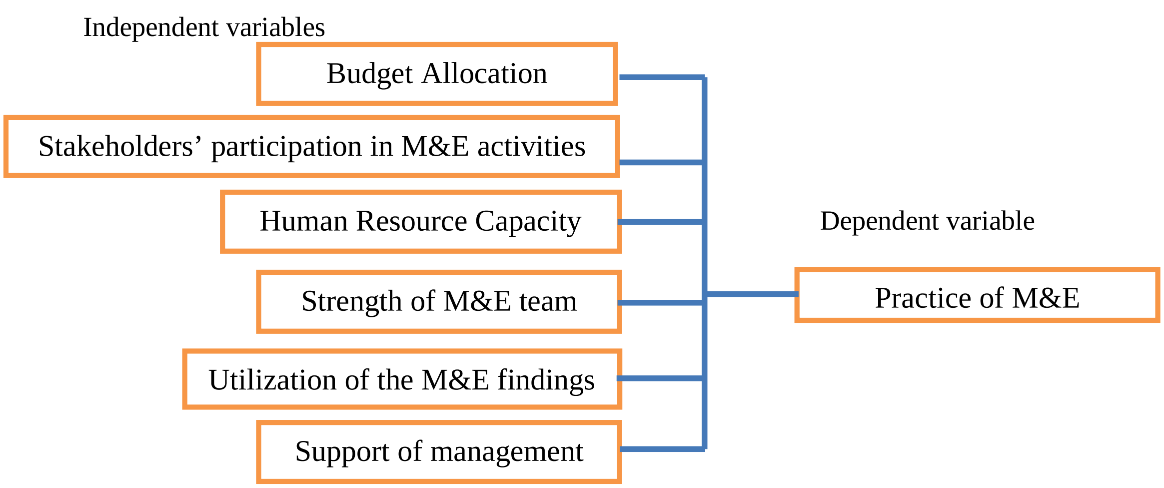
A conceptual framework is a virtual or written product that explains, either graphically or in narrative form, the main things to be studied- the key factors, concepts, or variables and the presumed relationships among them (Fredrick and Makori, 2016).

Conceptual framework is also a structured that can be developed , from a set of broad ideas and theories Conceptual framework helps a researcher to properly identify the problem he/she is looking at, frame his/her questions and find suitable literature. Most academic research uses a conceptual framework at the outset because it helps them to clarify their research question and aim (Fredrick and Makori, 2016).

This study will adopt a conceptual framework to describe the relationship between the practices of M&E and the factors including challenges that affect the practices of M&E. This section provides a structural description of the relationship between the variables forming the concepts of the study on the practices of M&E in AAHAPCO. The framework below is an illustration of possible factors influencing the practices of M&E. The independent variables are grouped together in the left but not in order of importance. The dependent variable is placed on the right hand connected with an arrow as a sign of direct relationship.

Factors that determine the practices of M&E

Figure 1.1 Conceptual framework



Source: adapted from various literatures by the researcher

As indicated in figure 1 above, of course explained in many literatures, the practice of an M&E in an organization will be determined by six factors namely budget allocation, stakeholders participation in M&E, human resource capacity, strength of an M&E team, dissemination of reports and support of management.

Budget allocation

Budget allocation is one of the factors that determines the effectiveness of a M&E. Kelly and Magongo, 2004 cited in PHILIP argue that in order to make the practice of M&E effective, organizations should allocate 5 to 10 percent of the total project budget that they allocated (Philip, 2016). Various literatures indicate that the practice of M&E weakened due to insufficient allocation of budget for M&E. For instance according to IFAD report, most project in Africa and other developing countries have suffered a great deal due to lack of budget to implement Monitoring and evaluation systems (Guijt and Woodhill, 2002). Similarly World bank in its report confirmed that most managers show little or no interest at all in the implementation of active Monitoring and evaluation systems (World Bank, 2004). So that they are not interested to allocate sufficient amount of budget for M&E (Abalang, 2016).

Stakeholders' participation in M&E

The concept of stakeholders' participation in development projects traced back to the 1950s. However, in the late 1970s and 1980s the importance and benefits of stakeholders' participation in M&E was promoted and some organizations like UNDP recommended that the participation of stakeholders in M&E should not be real in that interests of all the stakeholders have value. However, the level of stakeholders' participation should be neither too much nor too little (Philip, 2016, UNDP, 2009, Abalang, 2016).

Human Resource Capacity

The technical capacity of M&E staff is paramount factor for the effectiveness of a M&E. Thus, M&E staff should be well equipped with specific skills through training specifically in M&E (Kusek and Rist, 2004). In its" framework for a functional M&E system, (UNAIDS, 2008) notes that, not only is it necessary to have dedicated and adequate numbers of M&E staff, it is also essential for this staff to have the right skills for the work.

On the other hand, if M&E is practiced by those untrained and inexperienced people, then the M&E activities will be costly, time consuming and will not produce the desired result such as M&E reports.

Strength of M&E team

For good practice of M&E, the strength of the M&E team is paramount. The strength of M&E team is measured by number of member that are included in the M&E team, the experiences that the M&E staff have and clearness of the roles and responsibilities of M&E

staff. If an M&E team is strong enough then the practice of M&E will be better and also challenges will be reduced significantly.

Dissemination of reports

The ultimate result of M&E is not only producing reports but also disseminating them to the concerned bodies and to the public. If the practices of producing and dissemination M&E reports are done properly, then it is possible to say, the M&E practice is successful in achieving the predetermined objective.

Support of management

The support of the management for M&E team is paramount to make a M&E efficient and effective in all aspects (World Bank, 2011). In order for the M&E to be more effective it should be coordinated by a unit within the project management in order to facilitate management's quick use of the M&E information (Guijt and Woodhill, 2002). If M&E system is not supported by the management of the organization, it will not provide useful information for decision-making to all levels of project management (Gaitano, 2011).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Methodology

In this chapter, the research design, area of study, population, sample of the population, sampling technique, instrument for data collection, validation of the questionnaire, administration of the instrument and method of data analysis are presented.

3.2 Research Design

For this study survey design is selected because it helps to answer the research questions and the objectives of the study. Survey design is defined as a "means to collect data regarding the characteristics, actions and/or opinions of study subjects" (Priscilla A. Glasow . , 2005). Susan G. also defined a survey design as "a method of collecting data in a consistent, or systematic, way (Guyette, 1983)."

While using survey design, it is a must to pursue two steps: develop sampling plan and following procedures to obtain population estimate from the sample and estimating the reliability of those population estimates. The sampling plan describes the approach that will be used to select the sample, how an adequate sample size will be determined, and the choice of media through which the survey will be administered. Following the procedures to obtain population estimate from the sample includes identification of the desired response rate and the preferred level of accuracy for the survey (Priscilla A. Glasow . , 2005).

When the population size is relatively small, less than 200, it is possible to gather data from the entire population which is known as census (Israel, 1992, Levy and Lemeshow, 2008).

Accordingly, census design was selected for this study because the number of individuals who will be involved in the study was 33 which is less than the aforementioned number. Thus, all these employees were study subjects that were considered as data were gathered from the entire population who fulfil the criterion i.e. being office the survey design followed census approach.

3.3 Population of the Study and Sample of the Study

The target population for this research were the employees of AAHAPCO and its subsidiary offices. Out of these, the samples of the study were those employees who fulfill the following eligibility criterion.

- The head/vice head of the AAHAPCO
- The head of Sub City HAPCO

- Program manager/officers in AAHAPCO or Sub City HAPCO, and
- M&E officers in AAHAPCO or Sub City HAPCO.

As the number of these target population is small, as mentioned above, total population sampling technique was used and all the entire population that meet the criteria included in the study (Ilker Etikan et al., 2016).

3.4 Research Approach

The research approaches that were used for this study were quantitative and descriptive as described below.

Quantitative approach

This study is a quantitative study because it is concerned with the numbers and frequencies by which the practices and challenges of M&E were presented.

Description approach

Descriptive research design is selected mainly because it allows for an in-depth analysis and understanding of a particular phenomenon as it exists in the present condition (Yogesh, 2006). In descriptive survey design, objectives are predetermined allowing data collection relevant and sufficient to the study problem (Kothari, 2014).

This study followed descriptive approach and compiled with the characteristics of descriptive research and described the responses of the interviewed individuals how they practiced M&E and the challenges that they face while doing M&E activities.

3.5 Data Collection Method

For this study the researcher designed structured questionnaire for interview and distributed to those AAHAPCO and Sub City HAPCOs' employees who fulfilled the above mentioned eligibility criteria to be included in the study.

The questionnaire (see Appendix) designed was titled as "Practices and challenges of M&E in HIV/AIDS Projects in the case of AAHAPCO". The content of the instrument was based on the information obtained from reviewed literature.

The questionnaire had eight sections as described below:

Section "1", was general information that consists of demographic questions such as sex, level of education, position, work experience, etc;

Section “2”, consists of questions that help to assess the M&E system in AAHAPCO and Sub City HAPCOs;

Section “3” contains questions that help to assess the practices of M&E in AAHAPCO and Sub City HAPCOs;

Section “4”, contains questions that help to assess about the utilization of information produced by M&E;

Section “5” contains questions that help to identify factors that affect the practice of M&E;

Section “6” contains questions that help to identify the strengths and weakness of M&E;

Section “7” contains questions that help to assess the challenges of practicing M&E; and

Section “8” contains questions to ask the recommendations of the interviewees.

The instrument was structured in various ways including Lekert scale and options.

After the pilot testing and all necessary modifications, the questionnaires were administered directly to the chosen sample for the study. Thirty-three copies of the questionnaire were duplicated and of these 31 of them were successfully completed and returned.

Accordingly, data were collected using this questionnaire in that it was suitable to capture data that were relevant to the study’s objectives and research questions.

Method of Data Analysis

The data collected were entered into SPSS software and analyzed using descriptive statistics method including frequencies, graphs and tables.

Data analysis and presentation

After collection of data, the researcher ensured the quality of the collected data, and then entered into computer using the entry module of the SPSS software. Following the data entry operations, the data were be further reviewed to handle data inconsistencies, missing data, etc.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter comprises of data analysis, presentation and interpretation of the findings. The data presented includes response rate, background information of the respondents and a presentation of findings against each individual objectives of the study. The data analysed and presented was based on the responses to the items in the questionnaires schedules. Descriptive statistics are also used in analysing the findings of this research project.

4.2 Response Rate

The study targeted 33 respondents drawn from Addis Ababa HIV/AIDS Prevention and Control Office (AAHAPCO) and its subsidiaries in 10 Sub-Cities of Addis Ababa. However, 31 (94%) respondents responded and returned questionnaires. This response rate is adequate for analysis.

4.3. Background information

4.3.1 Profiles of the respondents during the study

The background information of the respondents included: gender, highest level of education and how long they had worked for the organization. Profiles of the respondents who participated in this study are shown in the Table 4.1.

Table 4.1 Profiles of the respondents 1

Variable	Attribute	Frequency	Percent
Gender	Male	20	65
	Female	11	35
Total		**31**	**100**
Highest level of Education	Degree	21	68
	Master and above	10	32
Total		**31**	**100**
Years worked in organization	Less than one year	9	29
	2-3 years	2	6
	4-5 years	4	13
	More than 5 years	16	52
Total		**31**	**100**
Position	Process owner	13	42
	Project officer	10	32
	M&E officer	8	26
Total		**31**	**100**

As indicated in Table 4.1, the majority of the respondents are males who have BA, MA and MSc degrees in both social and health related fields. However, the number of females who have masters and above a little bit higher than those males who have the same education level. With respect to work experiences, 13 (65%) of male respondents served more than five years while only 3 (27%) respondent females served for similar years. Out of 13 process owners only 3 (23%) of them are females and out of eight M&E officers only 2 (25%) of them are females. These indicate that the share of females in terms of serving for long time and assuming is very low. Especially, the number of females who are working as M&E officer is very low though the reason is not yet identified.

From the above analysis it is possible to conclude that AAHAPCO has well educated employees and more than half of them served for long time in the organization followed by large number of new employees. All the M&E officers who were contacted for this study served more than two years in the organization. This implies that the organization has employees that have institutional memory and good experiences in their respective position especially in M&E. Having such staff is useful for every organization to make its system sustainable and the employees also will internalize it. If this happen the efficiency and effectiveness of that organization will increase, other things remain constant. From this perspective, AAHPACO is lucky in retaining such employees and these employees are able to run the day to day activities of the organization without chronic or serious problems or disturbance.

4.3.2. Capacities related to M&E

Under the capacity assessment, the respondents were asked to share their views in relation to the training they took, where did they get the training, whether the training helped them to carry out M&E activity, if M&E professionals have clear duties and responsibilities, and if their organization has capacity development plan. The study sought to assess whether the respondents obtained training on M&E before they participated in M&E activities despite their positions.

The finding indicates that out of the total respondents 21 (68%) of them obtained training in M&E and out of M&E officers who participated in this study 7 (88%) of them have got training on M&E. The respondents were also asked where they took the training. According to their responses, 15 (70%) of them were trained in their work place by attending on job training and short term trainings that were prepared by the organisation for which they are working and its partners. The remaining 6 (30%) respondents obtained training in school and in other areas by their own initiatives. Among those respondents who took M&E training 16 (76%) of them agreed that the training they took helped them to carry out M&E activities effectively while only 5 (24%) of them are not sure whether the training helped them or not. On the other hand, among interviewed M&E officers, 6 (75%) of them said the training they took enabled them to carry out their M&E activities effectively.

With regard to capacity development plan, 13 (42%) of the total respondents know that their organization has M&E capacity development plan while 11 (35%) of the respondents said that their organization does not have such plan. The remaining 7 (23%) respondents said they do not know whether their organization has such plan or not. Among M&E officers, however, only 3 (38%) of them said that their organization has M&E capacity development plan while 2 (25%) of them said they do not know whether their organization has such plan or not and 3 (38%) of them said that their organization does not have M&E capacity development plan.

With respect to having clear duties and responsibilities, the respondents were asked if they agreed that the M&E staffs have clear duties and responsibilities. Out of the total respondents 15 (48%), 11 (36%) and 5(16%) of them agreed, not sure and disagreed with this question respectively.

From the above analysis it is possible to infer that AAHPACO was able to build the capacity of the majority of its employees in M&E. Especially, the organization has paid attention to its M&E officers. The training provided enabled both the M&E officers and other employees to do their activities effectively especially in relation to M&E. However, only few of the M&E officers know that their organization has M&E capacity development. This might be due to lack of access to information or AAHPACO did not disclose its plan to all staff equally. Moreover, the study found that many of the employees and the majority of M&E officers do not believe that the roles and responsibilities of M&E officers are clearly defined.

4.4 Assessment of the overall M&E system of AAHAPCO

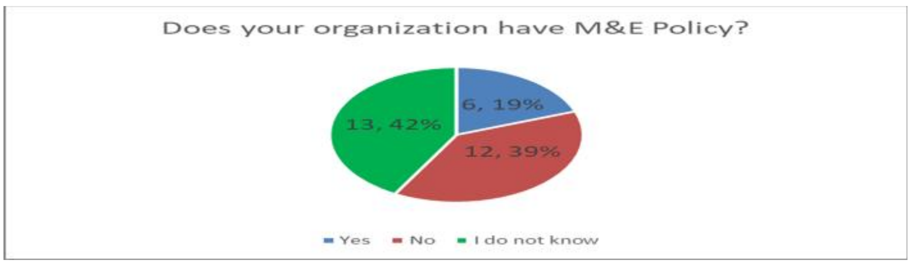
This study attempted to assess the situation of the M&E system that exists in AAHAPCO. Accordingly, the results obtained from the respondents are presented as follows.

The respondents were asked whether AAHAPCO has M&E unit, section or department. Among the respondents, 17 (55%) of them responded positively. Contrary to this, 6(75%) of M&E officer said that M&E is not organized as unit, section or department in their organization. Among those respondents who said M&E is organized as unit/section or department, 9(56%), 5(31%) and 2(13%) of them said that M&E is responsible to Sub City Process owner, AAHAPCO, Process owner and Sub City Health Bureau respectively.

In fact, there is confusion among the respondents about understanding of the AAHAPCO structure because there are M&E head and subordinates. However, at the sub city level, there is one M&E officer who is directly responsible to Sub city head and though there is no unit, the position is considered as a unit. But such understanding does not exist in the mind of M&E officers.

The respondents were also asked if their organizations have M&E policy. As indicated in figure 4.1, 13 (42%) and 12 (39%) of the respondents said that their organizations do not have M&E policy and they do not know whether their organizations have M&E policy. Moreover, among those respondents who said their organizations have M&E policy, only half of them i.e. 3 respondents have awareness about the M&E policy. This shows that the M&E officers and other professionals are working without knowing what the M&E policy says. This certainly makes the M&E system ineffective and inefficient.

Figure 4.1 The availability of M&E policy



The other question that respondents were asked was whether their organization have M&E manual. According to their response, above half of the respondents do not know whether their organization have M&E manual and only 5 (16%) of the respondents know that their organization have M&E manual. Along with this, those respondents who said that their organizations have M&E manual were asked whether they are aware of the manual. Four of these respondents said that they are aware of the manual. This apparently indicates that the majority of professionals including M&E officers are working without having knowledge about the M&E manual (Figure 4.2).

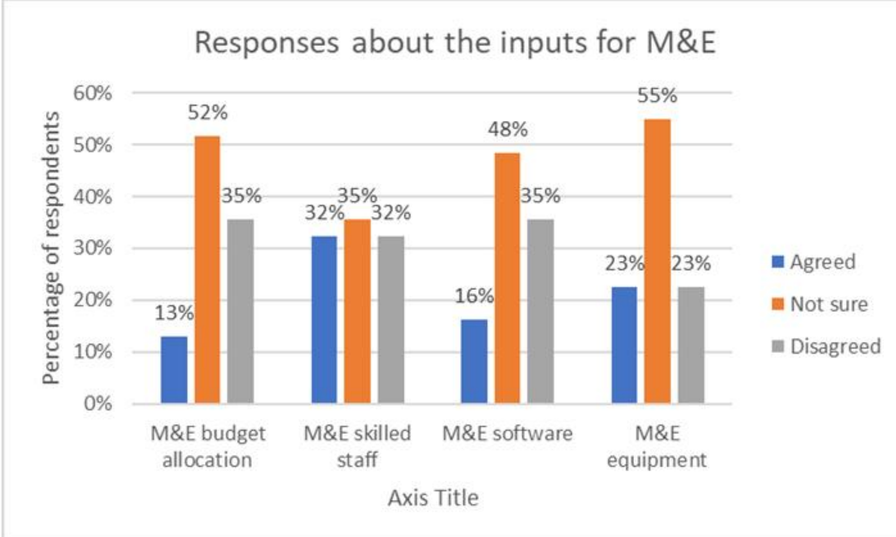
Figure 4.2 Availability of M&E manual

It is apparent that AAHAPCO has both M&E policy and manual. However, as above discussions indicate, the majority of respondents do not have information about M&E policy and manual because perhaps AAHAPCO did not give then orientation about these two important documents.

Budget is an important input to carry out every type of tasks. Similarly, M&E activities require sufficient budget. From this perspective, respondents were asked whether AAHAPCO allocated sufficient budget for M&E activities. For this question more than half of the respondents said that they are not sure whether AAHAPCO allocated sufficient budget for M&E activities. The other 11 (35%) of the respondents do not know about the allocated budget for M&E activities. With respect to the availability of skill staff for M&E, only 10 (32%) of the respondents agreed that AAHPACO hired skilled professionals for M&E activities. But the majority (26, 68%) of the respondents either do not know or not sure whether AAHAPCO hired skilled human resource for M&E activities. With respect to availability of software and equipment that are paramount for M&E activities, only 5 (16%) and 7(23%) of the respondents agreed that AAHAPCO has software and equipment to facilitate the M&E activities (Figure 4.3).

This discussion clearly indicates that AAHAPCO does not inform about the resources allocated for M&E activities. Because of this, the M&E officers and others try to perform M&E activities without having information about the resources allocated. This certainly affected the performance of the M&E system.

Figure 4.4Resources allocated for M&E

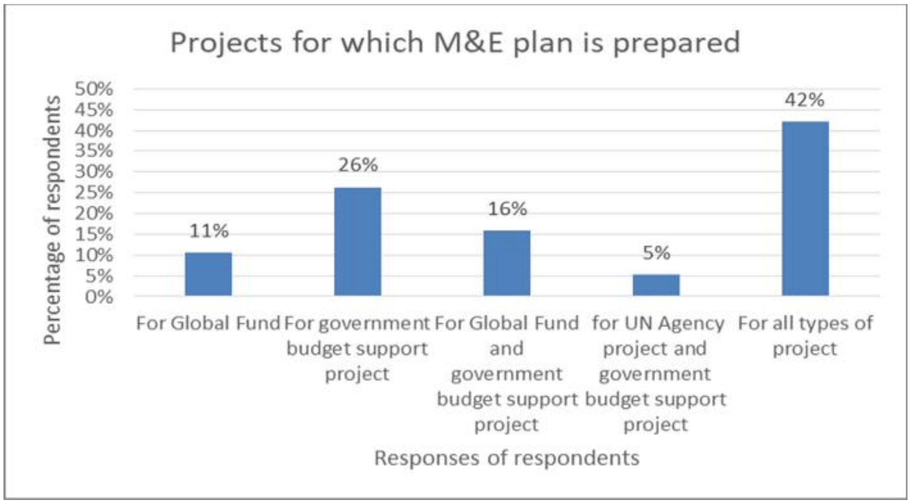


4.5 M&E practices in AAHAPCO

The practices of M&E includes preparing work plan, knowing tools, fixing periods during which M&E activities will be performed, collecting data and using the collected data. From this perspective, respondents were asked some questions and their responses are discussed as follows.

The first question that was forwarded to respondents was to mention if their organizations have M&E plan. Accordingly, 19 (61%) of respondents said that their organizations have M&E plan. However, 9(29%) and 3(10%) of the respondents said there is no M&E plan in their organizations and they are not sure whether there is M&E plan in their organizations respectively. Furthermore, those respondents who said there is M&E plan were asked to which project such plan is prepared. As indicated in figure 4.4 8 (42%) of the respondents said M&E plan is prepared for all types of projects. Following this, 5 (26%) of respondents said that M&E plan is prepared for those projects or activities that are supported by government budget. This clearly indicates that those employees who are directly and indirectly working on M&E do not have similar attitude towards the preparation of M&E plan. Even there is heterogeneous attitude about to which project M&E plan is prepared. This implies professionals do not follow the appropriate procedure to carry out M&E and even they do not have adequate knowledge about the importance of M&E plan. As a result of this, it is possible to deduce that the practice of M&E in AAHAPCO has some gap.

Figure 4.4 Projects for which M&E plan is prepared

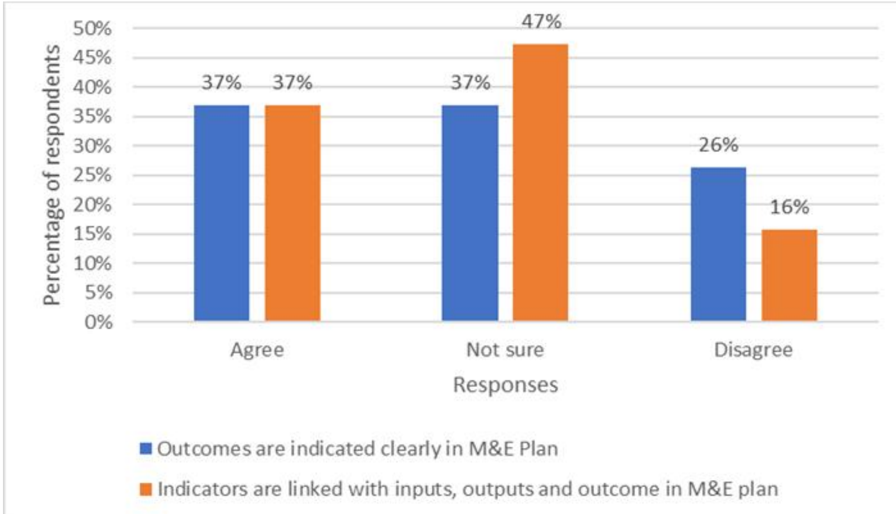


Those respondents who said there is M&E plan were further asked technical questions such as "are outcomes indicated in M&E plan in a way they can be easily monitored and evaluated, are indicators linked with inputs, outputs, and outcomes in M&E plan and what are the M&E tools?" The aim of these and other related technical questions was to assess whether the M&E and other project professionals practice M&E in their organization properly.

Figure 4.5 clearly indicates that out of 19 respondents who said their organizations have M&E plan, seven (37%) of them agreed that outcomes are properly stated in a way they can be easily monitored and indicators are linked with inputs, outputs and outcomes. However, the other 7 (37%) and 9 (47%) respondents said that they are not sure that outcomes and indicators were put in M&E plan as mentioned above respectively. The remaining 5(26%) and 3(16%) respondents disagreed on the responses of those respondents who said we agreed.

As indicated in figure 4.5, the majority of the respondents did not agree with the statements related to outcome and indicators. This might be due to lack of knowledge. The response of "I am not sure" clearly indicates that these respondents do not have sufficient knowledge to evaluate and judge whether the outcomes are clearly indicated in M&E plan in a way they can be easily monitored and indicators are linked with input, output and outcomes. The response of "disagree" does not necessarily imply that the respondents provided such response based on knowledge. Thus, from these implications, it is plausible to deduce that the respondents do not have sufficient technical knowledge on M&E.

Figure 4.5 Responses for questions related to outcome and indicators

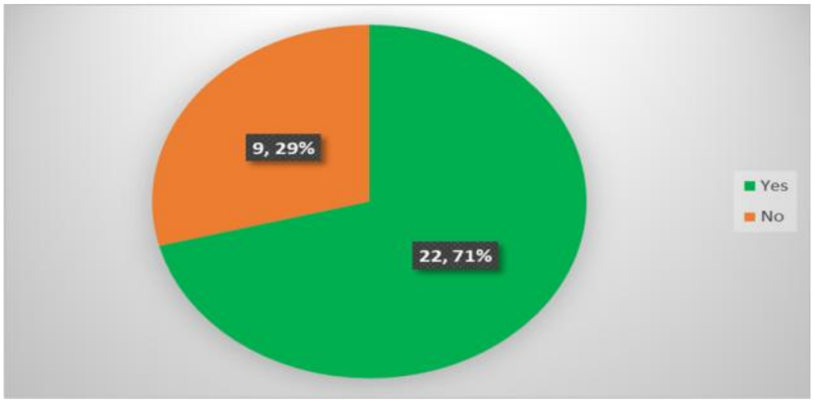


Respondents were asked whether they know the M&E tools and if they know to mention them. As shown on figure 4.6, 22 (71%) of the respondents said that they know the tools of M&E. However, from the list of items that they mentioned as a tool, it was possible to see that non-of them were able to write the correct tools of M&E. Further these respondents were asked to rate the applicability of these tools and the extent of utilizing these tools during M&E. Since they do not know the correct tools of M&E, it is found in appropriate to consider and analyse their responses in this regard.

The correct M&E system tools according to World Bank are performance indicators, logical framework approach, theory-based evaluation, and formal surveys, rapid appraisal methods, and participatory methods, public expenditure tracking surveys, impact evaluation, cost benefit and cost effectiveness analysis(World Bank, 2002).

From the above analysis it is possible to deduce that despite their work experiences, the M&E officers and other employees who are working directly and indirectly on project do not have basic theoretical and technical knowledge about M&E. This shows that there is lack of skilled human resources in M&E.

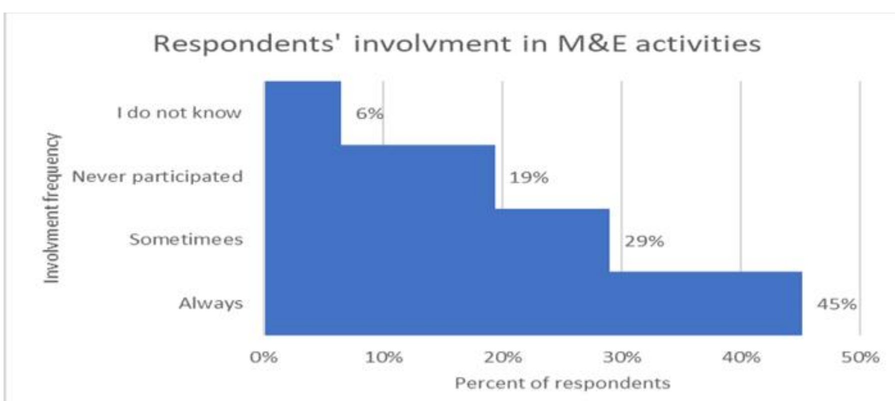
Figure 4.6 Respondents who know M&E tools



The other question that was forwarded to respondents in relation to the practice of M&E was the frequency M&E activities. Twenty one (68%) respondents said that in their organizations, M&E activities are carried out quarterly though the remaining respondents said that M&E activities are carried out annually, bi annually and monthly. This shows that AAHAPCO conducted M&E activities regularly.

Those employees who were participated in this study were asked to what extent they involved in M&E activities. As shown in figure 4.7, 14 (45%) respondents always involved in M&E activities whereas 9 (29%) respondents were involved sometimes. Six (19%) respondents said that they never participated in M&E activities. This apparently indicates that AAHAPCO has pursued participatory M&E approach which is very good and should be encouraged. Those respondents who said they were involved in M&E activities were asked what type of data they collected from the concerned bodies and almost all of them said that they collected both qualitative and quantitative data even if they use different terminologies to express these terms.

Figure 4.7 Respondents' involvement in M&E activities



In the M&E system, the existence of data quality control method is paramount because any M&E report that is produced with poor quality data is not acceptable by any one. Thus, in order to check whether AAHAPCO has data quality control method, respondents were asked if there is data quality control method in their organization M&E system. Out of 23 respondents who were involved in M&E activities, 13 (57%) respondents said there is data quality control method in M&E system followed by 6 (26%) respondents who said there is no data quality control method in the M&E system and only 4 (17%) respondents said that they do not know whether there is data quality control method in the M&E system. From this response, since many of the respondents believed that there is data quality control method, it is possible to presume that AAHAPCO has data quality control method which is good indicator for the existence of somewhat good M&E system.

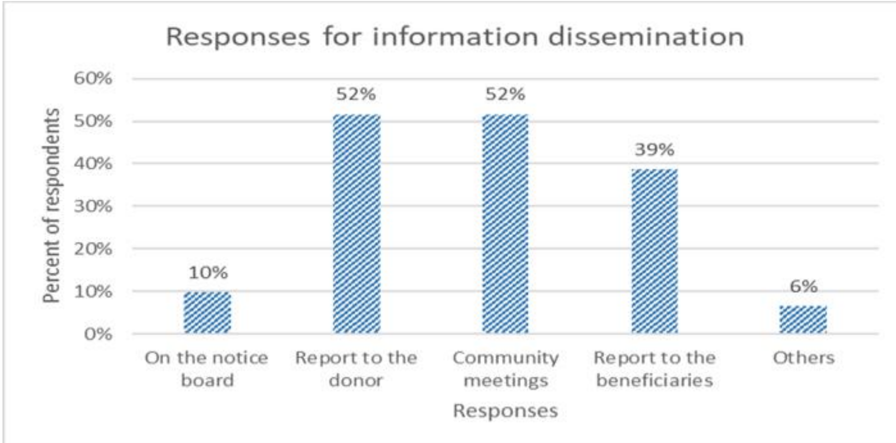
The main findings of this study in relation to the M&E practices in AAHAPCO are (a) M&E activities are conducted at regular time, (b) AAHAPCO pursues participatory approach while conducting M&E activities, (c) many of employees do not have knowledge on M&E policy and manuals and (d) many of employees do not have sufficient technical knowledge about M&E.

4.6 Utilization of information provided by M&E system

The main aim of an M&E system is not only to produce reliable and accurate data and information about the activities that is monitored and/or evaluated but also disseminate the findings of M&E to stakeholders. These stakeholders in turn will take important measures based on the information produced and disseminated by the M&E system. From this perspective, respondents were asked some questions to assess the utilization of information produced by M&E.

Respondents were asked what type of information are reported in the M&E reports and out of the total respondents 23 (71%) respondents mentioned that the M&E reports contain information related to plan and actual performance along with strengths and weakness prevailed during the reporting period. Out of the total respondents, 16 (52%) respondents said that the M&E findings are reported to donors and to the community. Twelve (39%) respondents said that M&E findings are reported to beneficiaries. This shows that M&E findings are disseminated to donors, community members and beneficiaries.

Figure 4.8 Information dissemination means



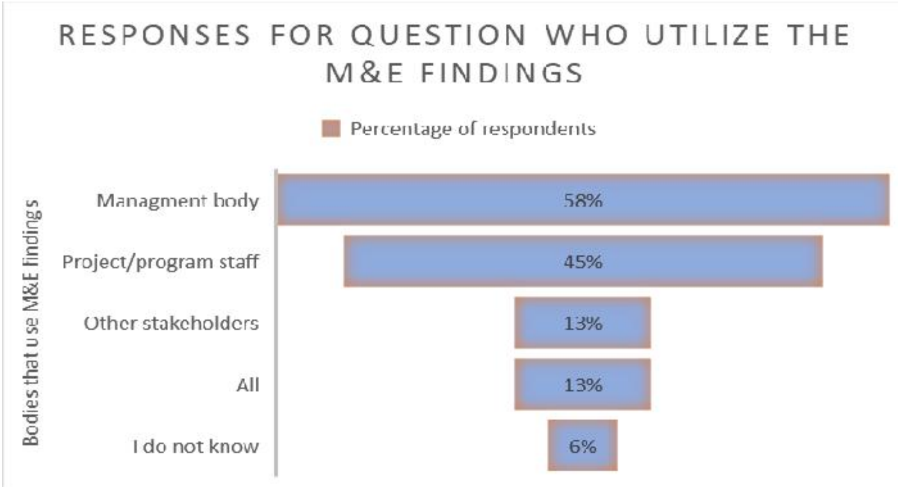
The other important issue in utilization of information produced by M&E system is the accessibility of the information to pertinent employees because M&E officers and other pertinent employees will improve their activities if and only if they have access to the information produced by M&E.

With respect to accessibility of information, respondents to what extent they agree to the statement that says " M&E information is accessible to all staff of your office". Accordingly, 18 (58%) respondents agreed while 7 (23%) respondents disagree on this statement. The remaining 6 (19%) respondents said they are neutral. This implies that AAHAPCO makes M&E information accessible to its employees though it should work hard to improve the accessibility of M&E information to all staffs.

An M&E system is said to be successful if the information it produced is utilized by the pertinent bodies. From this perspective, respondents were asked who utilize the information produced by M&E system. According to the response of 18 (58%) respondents, management bodies utilize the M&E findings followed by 14 (45%) respondents who said the M&E findings are utilized by project/program officers. Only 4 (13%) respondents said that the M&E findings are utilized by other stakeholders and all the above mentioned users.

This shows that the management and project/program officers of AAHAPCO utilize the M&E findings for their action.

Figure 4.9 Bodies that utilize the M&E findings



The respondents were also asked whether the stakeholders and their office use the M&E findings and information for their decision making. Table 4.2 shows that according to the response of 21 (68%) respondents, stakeholders use the information and findings of M&E system for their decision making. Similarly, 22 (71%) respondents said that AAHAPCO use the information and findings of M&E for its decision making.

From this analysis it is possible to deduce that the information and findings of M&E are used for decision making which is encouraging.

Table 4.2 Findings of M&E are used for decision making

Variable	Attribute	Frequency	Percent
M&E information and findings are used for decision making by stakeholders	Agreed	21	68
	Not sure	10	32
Total		**31**	**100**
M&E information and findings are used for decision making by my office	Degree	22	71
	Master and above	9	29
Total		**31**	**100**

4.7 Factors that affect the practice of M&E

It is apparent that the practice of M&E is affected by various factors. The study sought to find out whether the respondents have awareness about to what extent the factors that are mentioned to them affect the practices of the M&E. The responses were rated on a five-point

Likert scale where" 5 – highly affect; 4 - affect; 3 – moderately affect; 2 – Slightly affect and 1 – Not at all.

Accordingly, respondents were asked which factor affects the practice of M&E in AAHAPCO. As indicated in Table 4.3 for above 61% of the respondents budget allocation highly affect the practice of M&E , for 58% of the respondents of the practice of M&E is highly affected by Stakeholders Participation, Strength of M&E team, and Support of management for 52% and 48% of the respondents Utilization of the M&E findings and Human resource capacity highly affect the practice of M&E respectively. On the other hand, for 32%, 29%, 16% and 13% the practice of M&E is moderately affected by Stakeholders Participation, Human resource capacity, Utilization of the M&E findings, Support of management, Strength of M&E team and Budget allocation respectively.

This analysis indicates that the majority of the respondents have good awareness about the factors that affect the practice of M&E.

The above mentioned factors were also analysed in terms of the percentage of respondents who said the factors affect the practice of M&E highly, moderately, slightly and at all. This analysis is presented in Table 4.3.

Table 4.3Factors that affect the practices of M&E

Factors	Highly affect	Moderately affect	Slightly affect	Not at all	Total
Budget allocation	19 (61%)	4 (13%)	6 (19%)	2 (6%)	31 (100%)
Stakeholders Participation	18 (58%)	10 (32%)	3 (10%)	0%	31 (100%)
Human resource capacity	15 (48%)	10 (32%)	4 (13%)	2 (6%)	31 (100%)
Strength of M&E team	18 (58%)	5 (16%)	6 (19%)	2 (6%)	31 (100%)
Utilization of the M&E findings	16 (52%)	9 (29%)	5 (16%)	1 (3%)	31 (100%)
Support of management	18 (58%)	9 (29%)	4 (13%)	0%	31 (100%)

The above data were analysed using likert scale method in terms of mean and standard deviations and the results are presented in table 4.4.

Table 4.4 Factors that affect the practices of M&E

Factors	Mean	Standard Deviation
Strength of M&E team	3.77	1.431
Support of management	3.74	1.032
Budget allocation	3.68	1.351
Human resource capacity	3.61	1.308
Utilization of the M&E findings	3.61	1.202
Stakeholders Participation	3.61	.844

As indicator in Table 4.4, the response given for strength of M&E team had a mean of 3.77 and standard deviation of 1.43. This clearly indicates that the respondents believed that the strength of M&E team most highly affect the practice of M&E. The responses given for support of management had a mean of 3.74 and standard deviation of 1.0. This shows that most respondents believed that the support of management most highly affect the practice of M&E. The response given for budget allocation also had a mean of 3.68 and standard deviation of 1.35. This indicates that most of the respondents believed that budget allocation highly affect the practice of M&E. The responses given for human resource capacity, utilization of the M&E finding and stakeholder participation had similar mean which was 3.68 though the standard deviations vary. This implies that many respondents believed that these three factors highly affect the practice of M&E. In general, the above likert scale result clearly show that the practice of M&E is affected by the above mentioned factors and the missing of one or more of these factors will jeopardise the practice of M&E. The same result was found in different researches (Philip, 2016, Francis Nyaga Karani et al., 2014, Abalang, 2016)

4.8 Strengths and weakness of M&E system

The respondents were asked to evaluate the M&E system of AAHAPCO and list out the strengths and weaknesses of the M&E system. Though the respondents forwarded various strengths and weaknesses, they are summarized and presented as follows.

Respondents were asked to mention the strengths of the M&E system of AAHAPCO and they mentioned that the M&E system of AAHAPCO has four strengths. These strengths are (a) preparing reports as per the standard already given by the office and submitting these reports timely, (b) planning and coordination are in good level, (c) having good work relationship with other departments in the office and (d) providing technical support and capacity building training to stake holders.

The weaknesses of M&E system according to the respondents' responses are (a) it does not evaluate itself to identify its strengths and weaknesses, (b) the M&E unit/section/department has poor network system with other stakeholders, (c) lack of consistency in performing M&E activities, and (d) lack of clarity with program staff in relation to duties and responsibilities and also absence of accountability.

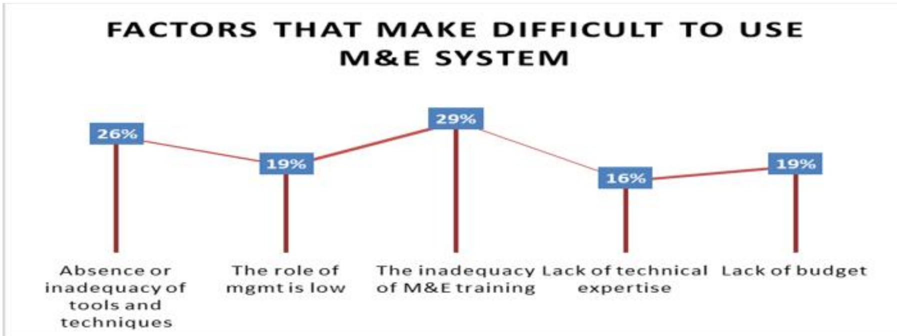
From this analysis it is possible to understand that the M&E officers and others have somewhat good understanding about the M&E system and if these people get some technical support, they will strengthen the M&E system by avoiding the weaknesses they observed.

The respondents were asked to rate the effectiveness of the M&E system in AAHAPCO. Accordingly, 16 (52%) and 8 (26%) respondents said the M&E system is effective and ineffective respectively. The remaining 7(22%) respondents said they do not know whether the M&E is effective or not. Those respondents who said the M&E system is effective and ineffective were asked to mention evidence for their response. However, very few respondents put some evidences for their responses. According to their responses, the M&E system was effective because the M&E system produced reports timely, there is strong reporting system and capacity building training is provided for all staffs. On the other hand, the M&E system was ineffective and the evidences or justifications for this claim are (a) lack of technical support from AAHAPCO, Lack of supportive supervision and no feedback for reports and Less integration with program staff.

The strengths and weaknesses of any system is measured by the factors that make the use of M&E system difficult. From this perspective, the respondents were required to evaluate their M&E system and mention if there face difficulty in using the M&E system and if any to point out these factors.

Among the total respondents, 22 (71%) respondents said that they have difficulties in using the M&E system. These respondents again were requested to list down the factors that make difficult to use the M&E system. As indicated in figure 4.10, 9 (29&) and 8 (26%) respondents said that inadequacy of M&E training and absence or in adequacy of tools and techniques are the factors that make difficult the use of M&E system. For 6 (19%) respondents the low management role in supporting the operation of M&E and lack of budget are the contributing factors for the difficulty of using the M&E system. Lack of technical expertise is considered as contributing factor that make the use of M&E system difficult for 5(16%) respondents.

Figure 4.10 Factors that make difficult to use M&E system



The above mentioned respondents were further asked what measures were taken to avoid the aforementioned difficulties. For this question only few respondents said that AAHAPCO provided training and allocated budget to overcome the aforementioned difficulties.

This analysis clearly indicates that the M&E system becomes weak mainly due to lack of technical skill and lack of budget.

4.9 Challenges of M&E Practice

Challenges are external factors that will affect the practice of M&E as the practitioners will be in trouble to perform as planned. From this perspective, respondents were asked to mention the challenges they face while implementing the M&E.

The respondents were asked to express their agreement for statements that are mentioned as challenges. As indicated in Table 4.5, the majority of the respondents agreed that, the main challenges for M&E system in AAHAPCO are the existence of different reporting format or requirements that are presented by different donors, implementing activities are time consuming, in adequacy of budget for M&E activities and lack of skilled human resources. Apart from these challenges, the respondents were asked to mention other type challenges they have, if any. Very few numbers of respondents said that absence of M&E manual, staff turnover, and not including M&E activities in the annual work plan of projects are the challenges that they face to during implementing M&E activities.

From the above discussion it is possible to conclude that the challenges of the M&E system of AAHAPCO are related to the allocation of budget and the skills of professionals who are working directly and indirectly on M&E.

Table 4.5Challenges of M&E system in AAHAPCO

Challenges	Attribute	Frequency	Percentile
Different funders have different reporting requirements	Agree	28	90%
	Neutral	3	10%
Total		31	100%
Assigned targets are difficult to understand	Agree	7	23%
	Neutral	5	16%
	Disagree	19	61%
Total		31	100%
Selected indicators are difficult to understand	Agree	5	16%
	Neutral	4	13%
	Disagree	22	71%
Total		31	100%
Implementing activities is time consuming	Agree	17	55%
	Neutral	4	13%
	Disagree	10	32%
Total		31	100%
M&E requirements for funders are very detail	Agree	11	35%
	Neutral	10	32%
	Disagree	10	32%
Total		31	100%
Budget allocated for M&E is inadequate	Agree	23	74%
	Neutral	3	10%
	Disagree	5	16%
Total		31	100%
The organization lack M&E skill	Agree	24	77%
	Neutral	4	13%
	Disagree	3	10%
Total		31	100%

Finally, the respondents were asked to forward their recommendations to overcome the weakness and challenges of M&E system in AAHAPCO. Accordingly, most of the respondents forwarded the following recommendation.

1. As compared to the amount of M&E activities, even if there is a restriction not to exceed the M&E budget 15% which was passed by the Ministry of Finance and Charity and Society Agency, AAHAPCO should persuade the aforementioned organizations to increase the M&E budget.

2. Without the support of the management of AAHAPCO, it is impossible to strengthen the M&E system. Thus, AAHAPCO management should provide the necessary technical and financial support as per the request of the M&E team.
3. Capacity building is one of the most important factors for the proper implementation of M&E. As indicated in this study, even if the M&E staff worked for long time in AAHAPCO, still they lack the knowledge about the standard of M&E activities. Thus, AAHAPCO should enable these staff to be trained in M&E.
4. AAHAPCO and other pertinent organizations should make effort to retain experienced and knowledgeable staffs.
5. AAHAPCO and other stakeholders should utilize the findings and recommendations of M&E system for their decision making.

Chapter Five: CONCLUSION AND RECOMMENDATION

5.1 Conclusion

It is obvious that the practices of M&E are affected by various factors. The researcher has tried to assess what look like the practices of M&E in AAHAPCO. Based on the research finding, it is possible to conclude that

Even if AAHAPCO has educated and well experienced M&E staff, these staff did not get training that would make them qualified M&E practitioners. They performed the M&E activities using the traditional way that their preceders left for them. In addition to this, AAHAPCO did not orient and provide the M&E policy, procedures and manuals to new employees. As a result of this, the M&E staffs do not have sufficient technical knowledge in M&E and thus, in AAHAPCO, M&E is not practiced as per the technical standards that are stipulated in various M&E literatures.

Moreover, the M&E system of AAHAPCO was challenged by different reporting requirement of different funders, time consuming M&E activities, lack of budget for M&E and lack of skilled human resource in M&E.

5.2 Recommendations

Based on the findings that are articulated in this report, the following practical recommendations are forwarded.

1. AAHAPCO should provide M&E policies and manuals as well as orientation and continuous training for new and old-timer employees so that they will have good M&E theoretical and technical knowledge that will enable them to carry out M&E activities effectively.
2. AAHAPCO should allocate sufficient budget for M&E activities
3. The management of AAHAPCO should provide continuous support for M&E unit/section/department so that the M&E team will be strong.

Suggestions for Further Research

This study tries to address a number of relevant issues to assess the practice of M&E system in AAHAPCO but it still did not investigate other paramount issues that are related to M&E system for instance what were the causes for not providing training to M&E staff, the reason for not providing orientation and document of M&E policy, procedure and manuals, the reason for not allocating sufficient budget for M&E among others. Thus, the researcher hereby wants to indicate research areas such as determinants of evaluation of M & E systems for HIV/AIDS projects on which research can be done.

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Introduction and consent form

Tamiru Demeke

Mobile; 0911-661041

Addis Ababa.

__th August, 2017

Dear Sir/Madam,

My name is Tamiru Demeke a graduate student of the Addis Ababa University School of Commerce. I am conducting a research on the ‘Practice and Challenges of Monitoring and Evaluation system in AAHAPCO. This is partial fulfillment of the degree in Masters of Arts in Project Management. You have been selected to participate in this study. The findings of this study will be of value in strengthening monitoring and evaluation systems of your and other similar organizations. I would appreciate it if you kindly assist me by responding to all the items attached in the questionnaire. Your participation in this study is on voluntary base. You are kindly requested to respond to questions to the best of your knowledge. You Can terminate the interview at any time.

Your name and that of your organization need not to appear anywhere in the questionnaire unless you so wish. The information you provide is confidential and will be used for academic research purposes only. Your cooperation will be greatly appreciated. Thank you in advance.

With great respect Tamiru Demeke,

GSD/0331/06

SECTION 1 : GENERAL INFORMATION		**Skip**
1.1Sex	1. Male 2. Female	
1.2 Level of education	1. Secondary school completed 2. Certificate 3. Diploma 4. Degree 5. Masters and above	
1.2 Position	6. Office Head 7. Program/project Manger 8. Program/Project Officer 9. M&E Manager 10.M&E Officer 11.Other (specify)________	
1.3 Number of years worked in M&E the organization	1. Less than 1 year 2. 2 – 3 years 3. 4 – 5 years 4. More than 5 years	
1.4 In which organization you are currently working	1. __________________ Sub City 2. AAHAPCO	
1.5 Have you been trained on Monitoring and Evaluation?	1. Yes 2. No	
1.6 If your response for Q 1.5 is 'Yes', where were you trained?	1. Work place training 2. School 3. Personal initiative 4. Gained in the process of working	
1.7 In your office, the M&E staff have clearly defined roles and responsibilities	1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree	
1.8The training you took helped you to carry out M&E effectively.	1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree	
1.9 Does your organization have M&E capacity development plan for its employees?	1. Yes 2. No 3. I do not know	
SECTION 2: THE FOLLOWING QUESTIONS DEALS ON ASSESSING YOUR ORGANIZATIONS' OVER ALL M&E SYSTEMS		
2.1 Does your organization have M&E unit/section/department	1. Yes 2. No	If response is 'No' skip to 2.3
2.2 If your response for Q2.1 is Yes, to whom the M&E unit/section/Department is responsible?	______________________________	

<table>
<tr><td>2.3 Please put ‘X’ in the box for the following each question.
a) My organization have M&E Policy
b) My organization have M&E guideline/manual</td><td>Yes No I do not know</td><td>If response is ‘No’ or ‘ I do not know’ skip to Section 3</td></tr>
<tr><td>2.4. Please put ‘X’ in the box for the following each question
a) Are you aware of the M&E policy
b) Are you aware of the M&E guidelines</td><td>Yes No</td><td></td></tr>
<tr><td>2.5 If your response for Q 2.4a is yes, please state the name of the document/s and or provide a copy</td><td>___________________________________</td><td></td></tr>
<tr><td>2.6 If your response for Q 2.4b is yes, please state the name of the document/s and or provide a copy</td><td>___________________________________</td><td></td></tr>
<tr><td>2.7 My office allocated sufficient budget for M&E activities</td><td>1. Strongly agree
2. Agree
3. Not sure
4. Disagree
5. Strongly disagree</td><td></td></tr>
<tr><td>2.8 My office allocated the following resources sufficiently.
a) Skilled staff
b) Software’s
c) Equipment</td><td><table><tr><td>Strongly agree</td><td>Agree</td><td>Not sure</td><td>Disagree</td><td>Strongly disagree</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></td><td></td></tr>
<tr><td colspan="3">SECTION 3 : THE FOLLOWING QUESTIONS FOCUS ON EXPLORING THE M&E PRACTICES IN YOUR ORGANIZATION</td></tr>
<tr><td>3.1 Does your office have M&E plan?</td><td>1. Yes
2. No</td><td>If your response is ‘No’ skip to 3.3</td></tr>
<tr><td>3.2 If your response for Q 3.1 is ‘Yes’, to which project/program your office prepare M&E plan? (multiple response is possible)</td><td>1. For Global fund only
2. For UN Agency project only
3. For projects that are supported by other funder
4. For HIV/AIDS activities supported by government budget
5. For all types of project
6. There is no M&E plan at all</td><td>If your response is ‘No M&E Plan’ skip to 3.5</td></tr>
<tr><td>3.3 In the M&E plan, the outcomes are clearly indicated in a way to be monitored and evaluated.</td><td>4. Strongly agree
5. Agree
6. Not sure
7. Disagree
8. Strongly disagree</td><td></td></tr>
</table>

3.4 In the M&E plan, indicators are clearly linked to the inputs, outputs, outcomes and impact of the project.	1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree	
3.5 If your response is 'no M&E plan at all' what do you think is the reason	1. It is irrelevant 2. Projects are too small 3. Lack of expertise 4. Other, specify	
3.6 Do you know tools that are used for monitoring and evaluation in your office?	1. Yes 2. No	If your response is 'No' skip to Q 3.11.
3.7 If your response for Q 3.6 is 'Yes', can you mention their names	___________________________________	
3.8 How would you rate the applicability of these tools?	1. Very Easy 2. Easy 3. Difficult 4. Very difficult 5. Other (specify)____________________	
3.9 What do you think is the reason for your response above?	____________________________________	
3.10 In your opinion, how do you rate extent of utilization of the M&E tools during monitoring and evaluation?	1 - Very low 2 – Low 3 - Not sure 4 – high 5 – Very high	
3.11 How frequent your office carries out monitoring? (multiple response is possible)	1. Annually(After 12 months) 2. Bi annually (After 6 months) 3. Quarterly(After 3 months) 4. Monthly 5. Never	
3.12 To what extent you were involved in M&E activities?	1. Always 2. Sometimes 3. Never participated	
3.13 What kind of data were collected during M&E?	___________________________________	
3.14 Was there data quality control method in M&E system?	1. Yes 2. No 3. I do not know	
SECTION 4: UTILIZATION OF INFORMATION PRODUCED BY M&E		
4.1 What types of information are reported in the M&E reports?	___________________________________	
4.2 How did your organization disseminate the findings of M&E? (Multiple responses are possible).	1. No dissemination 2. On the notice board 3. Report to the donor 4. Community meetings 5. Report to the beneficiaries	

	6. Other (Specify)	
4.3 M&E information is accessible to all staff of your office.	1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree	
4.4 Who utilize the M&E findings?	1. Management body 2. Project/program staff 3. Beneficiaries 4. Other stakeholders 5. I do not know	
4.5 The above mentioned users use the M&E information and findings for their decision.	1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree	
4.6 Your organization's officials use the M&E findings to make decisions.	1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly agree	
Section 5: Factors that affect the practice of M&E		
Among the following factors which of them affect the practice of M&E in your office (1 is most highly, 2, highly, 3. Moderately, 4. Slightly, and 5. Not at all		
Please put 'X' mark in the box under the table	1 2 3 4 5	
a) Budget allocation		
b) Stakeholders participation in M&E		
c) Human Resource Capacity		
d) Strength of M&E team		
e) Utilization of the M&E findings		
f) Support of management		
g) Others (Specify)		
SECTION 6: STRENGTHS AND WEAKNESS OF M&E		
6.1 In your opinion, what are the strengths of your organization's M&E system?	____________________________________	
6.2 In your opinion, what are the weaknesses of your organization's M&E system?	____________________________________	
6.3 How would you rate the effectiveness of the M&E system in AAHAPCO?	1. Very effective 2. Effective 3. Ineffective 4. Very ineffective 5. Don't know	
6.4 Can you mention evidence for your response of Q 6.3	____________________________________	
6.5 Do you have any difficulties in using the M&E system?	1. Yes 2. No	
6.6 If your response for Q 6.5 is 'yes', what do you think is contributing to the difficulty? (multiple response is possible)	1. Absence or inadequacy of tools and techniques 2. The role of management to the	

	operations of the M&E was low 3. The inadequacy of M&E training 4. Lack of technical expertise of the staff 5. Lack of budget 6. Others_________________________	
6.7 What measures your organization took to correct the above mentioned weakness?	__________________________________	
SECTION 7: OPPORTUNITIES AND CHALLENGES OF M&E		
7.1 Did your organization have opportunities to strengthen or improve the M&E system in your office	1. Yes 2. No	If your response is 'Yes', skip to Q 6.3
7.2 If your response for Q 7.1 is 'Yes', mention the opportunities	__________________________________	
7.3 Did your office use the opportunities that you mentioned above?	1. Yes 2. Partially 3. Not at all	
7.4 If your response for Q 6.3 is 'partially' or 'Not at all' who do you think were the reasons?	__________________________________	

7.5 Please read the following each question and put 'X' mark in the space that is found under one of the choices that you select	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
a) Different funders have different reporting requirements.					
b) Assigned targets are difficult to understand					
c) Selected indicators are difficult to understand					
d) Implementing M&E activities is time consuming.					
e) M&E is not given the relevant importance					
f) M&E requirements for funders are very detailed					
g) The budget to carry out M&E activities is inadequate					
h) The organization lacks M&E skills					

7.6 Please list any additional M&E challenges that are being faced by your organization

____

____

7.7 What measure your organizations took to remove or reduce the challenges that you put 'X' mark under strongly agreed, agreed or neutral ?

SECTION 8: RECOMMENDATION

8.1 What recommendations would you give to help improve the M&E systems in AAHACO and its subsidiary offices?

Thank you for your participation.