ASSESSMENT OF MONITORING AND EVALUATION PRACTICES OF PRODUCTIVE SAFETY NET PROGRAM (PSNP) IN THE MINISTRY OF AGRICULTURE

RESEARCH PROJECT REPORT

BY

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Assessment of Monitoring and Evaluation Practices of Productive Safety Net Program in MoA in Ethiopia

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DECLARATION

This is my original research study, and has never been submitted to any other examination body. No production of the research should be done without my consent or that of Addis Ababa University

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CERTIFICATE

This is to certify that the thesis entities "*ASSESSMENT OF MONITORING AND EVALUATION PRACTICES OF PRODUCTIVE SAFETY NET PROGRAM (PSNP) IN THE MINISTRY OF AGRICULTURE*.", submitted to Addis Ababa University School of Commerce for the award of degree in Master of Project Management and is a record of bona fide research work carried out by Mr. Mulugeta Abebe Aynalem, under my guidance and supervision.

Therefore, I hereby declare that no part of this thesis has been submitted to any other university or institution for the award of any degree or diploma.

Advisor Name	Date	Signature
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DEDICATION

This study is dedicated to my wife, Ms. Fikirtemariam Yacob, my son Marken Mulugeta, and my daughter Veronica Mulugeta, for their support and understanding during my study period.

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Finally, I would like to thank God for granting me the grace, wisdom, and knowledge.

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LIST OF ABBREVIATIONS AND ACRONYMS

FDRE Federal Democratic Republic of Ethiopia

MoA Ministry of Agriculture

PSNP Productive Safety Net Programme

M and E Monitoring and evaluation

IFAD International Fund for Agricultural Development

RBM Results-based management

UNDP United Nations Development

SPSS Statistical Package for the Social Sciences

MS Microsoft

ToC Theory of change

ABSTRACT

The general objective of the study was to examine the monitoring and evaluation performance practice of the Productive Safety Net Program (PSNP) in Ethiopia. To achieve this objective, a non-experimental descriptive field survey research design was applied to measure the variables and test their effects using statistical methods. The research employed a purposive sampling technique to select 32 respondents out of the total population of 159.Closed and open-ended questionnaire was used to collect the necessary data and information. Data analysis was conducted using SPSS Ver. 20. Result outputs and interpretation were conducted using simple descriptive statistical methods. Presentation and appraisal were held using summary tables and graphs.

The findings of the study showed that M & E performance practices have been operational at planning process, technical expertise, stakeholder involvement and management participation. But, the level and extent of variations and influences on M & E performance vary across each these four stages. More importantly, information obtained from respondents revealed that management participation was found to have the lowest importance value in view of M & E planning process, technical expertise, stakeholder involvement and management participation. Also, stakeholder involvement compared to other factors was found to be insignificant in terms of M & E performance. In addition, the response rate analysis indicated those details, cost and decision-making as key factors for effective M & E planning.

In conclusion, the findings of the study revealed that monitoring and evaluation performance currently practiced by the PSNP is more closely linked to the M & E planning process, technical expertise and management participation, but little with stakeholder involvement. Therefore, it is recommended that to enhance the existing M&E performance practice of PSNP there should be a strengthened capacity building mechanism, awareness creation, active participation and engagement of stakeholders together with adequate financial support and ICT infrastructure.

***Keyword**: Productive Safety Net Program, Monitoring and Evaluation Performance, Ethiopia*

Chapter One

1. Introduction

1.1. Background of the Study

A growing number of governments are working to improve their performance by creating systems to measure and help them understand their performance (Mackay, 2007). One of the key factors in the achievement of sustainable socio-economic development is the development and implementation of efficient and effective M&E system. M&E is a powerful public management tool that can be used to help policymakers and decision makers track progress and demonstrate the impact of a given project, program, or policy (Kusek, J.& Rist,R., 2004). Monitoring and evaluation (M&E) are at the center of sound governance arrangements. They are necessary for the achievement of evidence-based policy making, budget decisions, management, and accountability (Mackay, 2007).

Robust monitoring and evaluation (M&E) frameworks characterize and support the growth of social protection systems around the world. M&E offers the most productive tools for assessing whether social protection programs achieve their main goals, while providing guidance for improving program and systems performance. M&E serves broader learning objectives - building a knowledge base that serves as a global public good. It provides evidence on social protection's core impacts, while exploring why and how the interventions work, contributing insight into how best to strengthen the value for-money that systems produce. M&E can also provide evidence that reinforces the political will to scale-up and sustain social protection systems (OECD, 2019).

A good M&E system promotes a continuous learning cycle, fosters transformation in social protection, and improves service delivery. Moreover, an M&E framework that harmonizes indicators from across social protection programs can help to overcome potential fragmentation at the policy and program level, while reaping benefits in terms of cost and capacity synergies (Transform, 2017).

Ramlatu et al., (2015) study elaborated that the importance of M&E for social protection program can be viewed from two perspectives. On the one hand, M&E fulfils an inward-looking function by improving program management. On the other hand, M&E serves an outward looking function by increasing program accountability. The study further explained that Inwards-facing M&E could be seen as having three main objectives namely improving program design: Solving problems in program implementation and prioritizing and budgeting. On the other hand, the two accountability functions played by outward facing M&E are ensuring accountability within the government and providing public information for external accountability.

The Productive Safety Nets Program (PSNP) is one of the Government of Ethiopia's flagship reform programs launched in 2005.The purpose of the program is to improve the efficiency and productivity of transfers to food insecure households, thereby reducing household vulnerability, improving resilience and promoting sustainable community development. During the first three phases (2005-2015), the PSNP benefited about 8 million people with a budget of about USD 500 million per year (Gilligan et al., 2009), making it one of the largest social protection programs in sub-Saharan Africa (Slater and McCord, 2013).

The Ethiopian PSNP has reduced poverty, increased productivity, supported livelihood and ensured food security, especially in rural areas. The PSNP has a positive effect on nutrition outcomes and the acquisition and protection of productive assets (Mohamed, 2017; Gebresilassie, 2014) and has lifted more than 1.5 million people out of poverty (World Bank, 2015). The transfers provided through the RPSNP have also been shown to increase agricultural productivity (IFPRI, 2017). At the same time, beneficiaries are more likely to access health and education services (Devereux et al., 2006).

Consequently, the 5th phase Rural Productive Safety Net Program (PSNP) was launched in 2021 targeting to benefit more than 8 million people in the coming 5 years in 408 PSNP districts. The overall budget allocated for the fifth phase PSNP is 2.38 billion USD, of which 65 percent of the funding is to be covered by development partners and 25 percent by the government.

Considering the potential contribution of the program to economic development, it is imperative to ensure that the inputs (resources), activities and processes are managed efficiently and effectively. This can he achieved via the effective implementation of monitoring and evaluation

(M&E) which seeks to manage and measure performance of the project throughout the lifecycle of the project (Tengan & Aigbavboa, 2016; Tengan & Aigbavboa, 2018).

However, one of the aspects of social protection programs that is often given insufficient attention is the establishment of a more comprehensive, strong and functioning program Monitoring and Evaluation (M&E) system, that goes beyond the undertaking of few specific ad hoc external studies to provide systematic and continuous information for internal improvement and external accountability. (Ramlatu et al., 2015) Whether due to budget constraints, lack of trained staff, fear of evaluation, or lack of motivation, M&E is still "rarely used for Safety Net Programs in the developing world", despite it being a "hallmark of good public management" (Grosh et al, 2008).

In the case of Ethiopian PSNP, a study conducted by Reach Project, 2019 revealed that has encountered multiple challenges related to monitoring and evaluation. The PIM outlines a monitoring and -evaluation system based on a combination of progress monitoring, periodic assessments of key program components, and household surveys and impact assessments. However, many PSNP impact evaluations lack accuracy, timeliness, and comprehensiveness. Accurate and routine impact evaluations, and the data that are used to inform decisions, are typically dated. The study further concluded that without clear, community-based indicators, the program's success is difficult to measure (Reach Project, 2019).

Besides, most of the research undertaken regarding the Ethiopian PSNP revolve around the impacts of the program. There is limited research regarding the M&E of the Ethiopian PSNP. Most importantly, the factors that affect the performance of Ethiopian PSNP M&E is missing in the literature. The role played by M&E in contributing to the broader spectrum of successful PSNP delivery is essential and, as such, should be recognized across sectors of the Ethiopian economy. Given the scope, role and the amount of resource invested in the Ethiopian PSNP, there is a need for research that will lead towards the development and implementation of an effective and efficient M&E system.

Therefore, this research assessed the M&E of the Ethiopian PSNP. The research investigated and conceptualized M&E as a four-factors-integrated model comprising planning process, technical expertise, stakeholder involvement and management participation from an extant literature

review. The research identified the linkage between the aforementioned factors and the performance of the Ethiopian PSNP M&E.

1.2. Background of the Program under Study

The Productive Safety Net Program is Ethiopia's rural safety net for food insecure households (PSNP). The initiative, which was designed to combat chronic and transitory food insecurity, has assisted food insecure households in Afar, Amhara, Dire Dawa, Harari, Oromiya, Southern Nations, Nationalities and Peoples (SNNP), Somalia, and Tigray National Regional States of Ethiopia. The program provides monetary and/or food assistance to these families (Programme Implementation Manual, 2016).A brief history and profile of PSNP is given below.

PSNP Phases 1 and 2: Following the drought of 2002/2003, Ethiopia's government founded the New Coalition for Food Security to identify essential initiatives to reduce the number of emergency appeals, which saved lives but did nothing, to protect household assets or alleviate Ethiopia's food insecurity. Prior to 2005, several efforts, including the PSNP, provided food and/or cash transfers to food poor households in severely food insecure woredas receiving food aid annually. In order to establish household assets and facilitate graduation from the PSNP, another parallel program, the OFSP, supplied productive asset packages on credit and invested in socio-economic infrastructure.

PSNP Phase 3: The PSNP's third phase saw a major expansion as well as some significant advancement in terms of program design and implementation. The PSNP was expanded into two new regions, Somalia and Afar, based on the previous phase's successes and lessons gained; improvements were made in the timeliness of transfers and the quality of public works, and there was a growing shift from food to cash transfers. The OFSP was renamed the Household Asset Building Program (HABP), with the goal of increasing household assets through increased technical help, business planning, and lending from competent financial institutions. This five-year period has been extended by six months and will conclude in June 2015**.** In addition, the later Growth and Transformation Plan (GTP) aimed to improve smallholder household and pastoralist productivity and production, strengthen marketing systems, improve private sector participation and engagement, expand the amount of land under irrigation, and lower the number of households that are chronically food insecure. As a result, the

PSNP supports the previously mentioned strategy and contributes to four major policies: the Social Protection Policy, Disaster Risk Management Policy, National Nutrition Programme (NNP), and Climate Resilient Green Economy Policy (CRGE, 2018).

OBJECTIVES OF THE PROGRAMME: The PSNP goals are developed in three stages. The policy objectives, the program goal, and the program outcomes are all listed here. The PSNP's contribution varies depending on the level you're at. In terms of policy objectives, the PSNP is one of several programs or initiatives that contribute to achieving these goals. Despite the fact that other interventions are also crucial to accomplishing the goal, the PSNP aims to provide a more yielding contribution, as stated in the program goal (and achieving the goal is beyond the power of the PSNP alone). The PSNP's contribution and progress toward this goal will be assessed on a regular basis through its impact evaluations. The PSNP, on the other hand, is capable of achieving the program's goal.

GOAL OF THE PROGRAMME: The PSNP 4 has the following objectives: "Food security and nutrition improved, as well as resilience to shocks and livelihoods, for rural households exposed to food insecurity." While the PSNP is projected to make a significant contribution to this aim, further interventions as well as a more general enabling environment will be required to achieve it**.** The PSNP's contribution to achieving this goal will be assessed on a regular basis using indicators such as the percentage (percent) of children aged 6 to 23 months who receive a minimum acceptable diet, household dietary diversity, average asset holdings value, and the number of different income sources. These variables are critical for analyzing and comparing PSNP participants, a control group (or counterfactual), and those who have dropped out of the program (graduates). In addition, indicators provide spaces for evaluating the PSNP's impact on participating households as well as the program's contribution to achieving long-term livelihood security. In addition, data will be disaggregated to examine the different impacts based on the gender of the household head and the gender of the household member participating in livelihood-enhancing activities, such as credit or livelihood transfer.

SUCCESS OF THE PROGRAM: "Enhanced involvement in a strengthened rural safety net, livelihood, food insecure female/male headed households, as well as nutrition services households," according to the program's outcome. The program's success is due to a combination

of factors, including the expansion of program components, improved implementation quality, the introduction of instruments and tools that can help with implementation and are one of the building blocks of a larger system, and key activities that improve program beneficiaries' access to key social services, particularly in relation to nutrition. Except for Gambella and Benishangul Gumuz, the PSNP is a countrywide program that encompasses all of the country's regions. The maximum yearly caseload for the program is expected to be 10 million clients, including 8.3 million chronically food insecure clients and the ability to serve an additional 1.7 million transitory clients if needed. During a joint seasonal evaluation in December each year, transitory needs will be evaluated using data supplied by the early warning system (MoA, 2016).

Households with able-bodied adult labor participate in public works and get transfers for six months of the year, according to widely accepted literature. The development of community assets such as roads, water infrastructure, schools, and clinics has received increased attention in public works projects focusing on integrated community-based watershed development, soil and water conservation measures, rangeland management (in pastoral areas), and the development of community assets such as roads, water infrastructure, schools, and clinics (MoA, 2016).

Until far, research has helped livelihoods through enhancing the availability of natural resources such as water and cultivatable land, improving soil fertility, increasing agricultural production, and improving market access, as well as strengthening climate resiliency and catastrophe risk management (MoA, 2016).

Furthermore, the program facilitates linkages between wellbeing and food security issues, particularly for pregnant and lactating women who have antenatal care and nutrition-related co-responsibilities (soft conditionality) as they transition to temporary direct support, but also for public works clients whose participation in nutrition behavioral change communication (BCC) sessions counts towards their public works requirement, such as households without labor capacity, permanent rehabilitative housing, and permanent rehabilitative housing. In addition, the program provides clients with technical assistance and training in livelihood activities (crop and livestock, off-farm, and employment) in order to help them diversify their incomes and assets.

Many beneficiaries who engage in livelihood activities are sent to loan providers, according to reports; nonetheless, the program continues to give non-repayable livelihood transfers to the

poorest households, allowing them to build assets more quickly while avoiding a debt cycle (MoA, 2016).

Despite the program's many benefits, previous research has failed to explain the connections between monitoring and evaluation processes and implementation practices, as well as the impact of M&E process, technical expertise, stakeholder involvement, and management participation on program M&E performance. As a result, the purpose of this research is to fill information gaps in these areas. These interventions, taken together, aim to enhance resilience, improve nutrition, assist households in becoming food self-sufficient and, eventually food secure.

1.3. Statement of the problem

Monitoring and evaluation can assist an organization in extracting useful information from past and ongoing actions that can be utilized to fine-tune, reposition, and prepare for the future. It would be hard to determine whether work is progressing in the proper direction, whether progress and success can be claimed, and how future efforts may be improved without adequate planning, monitoring, and evaluation (UNDP, 2009).

The success of projects is critical to the growth and development of an organization. Most project managers understand that project monitoring and assessment are critical to achieving project goals and success. By providing corrective action for deviations from the expected norm, the project monitoring and evaluation exercise provides value to the overall efficiency of project planning, management, and implementation. "Project managers must conduct more thorough monitoring and assessment of their projects, as well as build frameworks and criteria for assessing impact" (Kahilu, 2010). By doing so, they will be able to generate more value for the company through project success.

Limitations in the application of monitoring and evaluation as a component of the project management cycle contribute to poor project performance. The introduction of new tools, processes, and breakthroughs in project monitoring and assessment methodologies help development projects perform better. Evidence of project performance versus targets is required by project donors, recipients, and stakeholders. Various techniques to monitoring and evaluation

practices have been used by several programs at various phases of their development. In many cases, M&E is enforced as a donor requirement, with 10 percent of the overall project budget set aside for the purpose of M&E. Only a few projects have looked at specific areas of M&E practice and their impact on project success.

Several studies are undertaken on this topic. In Ethiopia's Productive Safety Net Program, evaluation of specific M&E techniques of process design, technical knowledge, stakeholder involvement, and management participation, as well as their impact on project performance, is limited. Reviewing these M&E techniques is critical and requires prompt attention or action in order to comprehend project accomplishments and make informed judgments about how to improve project performance.

Several research findings revealed that projects with inadequate or absent monitoring and evaluation processes performed worse on average in terms of scope, timeliness, and resource use. Projects that are successful are able to continue after the donor has withdrawn (Robert, 2010).

Despite the fact that the Productive Safety Net Program (PSNP) currently has a sophisticated monitoring and evaluation system in place, there are still significant gaps in the translation of monitoring and evaluation findings to PSNP design and implementation. These findings are currently fed into larger reports on lessons learned, but there are no formal mechanisms for incorporating these findings into program design, and no checks and balances in place to ensure program adjustments are made (Van Domelen and Coll-Black, 2009).

To ensure that the findings from both monitoring missions and evaluations are incorporated into the PSNP design for future implementation, the monitoring system now in place in PSNP needs to be more tightly tied to program choices (Dicks, 2012). As a result, assessing the monitoring and evaluation procedures of Ethiopia's productive safety net program helps to bridge the information gap and improve the current performance of the M and E system in this program.

1.4. Research questions

The below were research questions this study attempts to address:

1. How does M and E performance practice of PSNP been operational in Ethiopia?

2. How is M and E performance linked with M and E planning process?
3. How is M and E performance linked with M and E technical expertise of the program?
4. How is M and E performance linked with M and E stakeholder involvement?
5. How is M and E performance linked with M and E management participation?
6. To what extent M and E performance is influenced by M and E planning process, technical expertise, stakeholder involvement, and management participation?

1.5. Objectives of the Study

1.5.1. General Objective

The general objective of the study was to examine the monitoring and evaluation performance practice of the Productive Safety Net Program in Ethiopia currently managed by the Ministry of Agriculture.

1.5.2. Specific Objectives

1. To assess the linkage between M and E performance and M and E planning process,
2. To assess the linkage between M and E performance and technical expertise of the program,
3. To assess the linkage between M and E performance and stakeholder involvement,
4. To assess the linkage between M and E performance and management participation, and
5. To assess/determine the influence of M and E planning process, management and implementation on M and E performance of PSNP.

1.6. Significance of the study

The research findings will help scholars in the project management field specifically monitoring and evaluation to gain a better understanding of the influence of specific practices of M and E on project performance. The study will also inform strategic programming in donor-funded projects. The collection and analysis of information related to progressive project monitoring and evaluation to establish best practices in M and E for improved project performance will be used by managers and experts working in donor-funded projects. They will establish existing gaps in practice of M and E and identify opportunities for improvement for increased project outcomes. The study will make significant contributions in providing a better understanding with regard to the complex association between M & E practice and project performance for better project

results. The findings and recommendations of the study will help to improve the efficiency and effectiveness projects that are being implemented for the realization of the aspiration of Vision 2030 and the achievement of the Sustainable development goals (SGDs). In addition, the study will generate new information and knowledge that can be used by other researchers and scholars in the undertaking of further study.

The study findings will immensely benefit the program (PSNP) to evaluate the effectiveness of its monitoring and evaluation practices in project management with the aim of enhancing the project performance as well as accountability to stakeholders with regard to resource utilization along with the project impact. Project/program managers, project staff, and donors will acknowledge gaps existing monitoring and evaluation system which if looked at could lead to improvement in their project achievements. Moreover, the findings arrived at will add significant value to the pool of knowledge to scholars specializing in project management especially in the implementation of monitoring and evaluation practices. It will also provide stakeholders with know-how on how to set-up and execute monitoring and evaluation practices that will be strong by avoiding the mistakes pointed out in the study.

1.7. Scope of the study

The study was conducted at the FDRE Ministry of Agriculture targeting on PSNP program managers, other staff and stakeholders of the program. And it will be only based on principles and practices of PSNP. The study assessed four M & E practices of planning, technical expertise, stakeholder involvement, management participation and their influence on project monitoring and effectiveness. The study limited to PSNP guidelines on monitoring and evaluation practices with little emphasis to other government policies. The study also will focus on latest phase (PSNP4) which is being funded by the World Bank and being implemented by the Ministry of Agriculture, and limiting itself to Six (6) year period of 2016-2021 of project implementation cycle. Six years is long enough for one to determine and accurately predict the trend in any given project.

1.8. Limitation of the Study

The study relied on information provided by project staffs to measure M and E practices and their effectiveness. To minimize and control information bias, the identity of respondents will be

withheld. Assured of confidentiality in the request consent form. The study will review available strategic documents for validation of information filed by respondents.

The findings of the study will be limited to PSNP program practices of M and E in relation to effective M & E and may have less control of the many other factors that may directly influence project M and E effectiveness. Literature review covered studies on varied organizations with different study design. The study will focus on PSNP projects hence results found will only indicate M&E effectiveness of the program.

1.9. Definition of Key Terms

A project is a short-term endeavor performed to develop a one-of-a-kind product, service, or outcome (PMI, 2017).

A program is a collection of related projects, subsidiary programs, and program activities that are managed as a whole to accomplish benefits that would be hard to attain if they were handled individually (PMI, 2017).

Monitoring: Monitoring a program or intervention entails gathering routine data that assesses progress toward program objectives. It's a metric for measuring how well a software works over time. Its purpose is to provide stakeholders with the information they need to make well-informed decisions about program effectiveness and budget allocation (Frankel & Gage, 2007).

Evaluation: Evaluation measures how well the program activities have met expected objectives and/or the extent to which changes in outcomes can be attributed to the program or intervention (Frankel & Gage, 2007).

Monitoring and Evaluation Practices: are activities done during the planning, implementation, communication and reporting of monitoring and evaluation

Program management is defined as the application of knowledge, skills, and principles to a program to achieve the program objectives and to obtain benefits and control not available by managing program components individually.

Chapter Two

2. Review of Related Literatures

This section of the study focuses on supportive and relevant references related to this study subject to PSNP. The theoretical review section addresses explicit areas covering concept, meaning, practices and nature of monitoring and evaluation processes, importance and scope of the study, project performance. On the other hand, the empirical review addresses quantitative data and information ascertaining to the research objectives and questions.

2.1. Concepts of Monitoring and Evaluation

2.1.1. Meaning of Monitoring and Evaluation

Monitoring and evaluation (M&E) is a mix of data collection and analysis (the monitoring portion) and assessing whether or not a program or intervention has met its objectives (the evaluation element) (the evaluation component). The evaluation process includes short-term outputs, such as project deliverables, as well as immediate and longer-term project outcomes, such as changes in behavior, practice, or policy as a result of the project. A detailed and unbiased review of a current or completed project is known as project evaluation (ILO, 2008).

The newly and widely accepted definition and meaning of project monitoring and evaluation is, it is a process of collecting and analysing information in order to understand the progress, success, and effectiveness of a project. Evaluation is an important aspect of project management. It can facilitate the successful completion of the project, and inform decisions about the future of both the project at hand and other projects (ILO, 2008; Zarinpoush, 2006; UNDP, 2002).

From a practical approach, project assessments that examine relevance, performance, and other factors must be related to objectives. A chosen procedure for analyzing progress toward reaching a goal in a systematic and objective manner is evaluation. In the context of results-based management, outcome evaluation is increasingly being considered as a series of exercises rather than a single event, involving evaluations of varied breadth and depth carried out at various

periods in time in response to changing needs for evaluative knowledge and learning. (UNDP, Handbook on Monitoring and Evaluating for Results, 2002).

Cognizant to this above view, project managers and responsible officials should ensure that project evaluations are credible and independent and contribute to organizational learning whilst reinforcing accountability and transparency on one hand; and, the effectiveness of program activities is measured through evaluation. expected objectives and/or the extent to which changes in outcomes can be attributed to the program or intervention on the other hand. The difference in the outcome of interest between having or not having the program or intervention is known as its "impact," and measuring this difference and is commonly referred to as "impact evaluation" (Zarinpoush, 2006; UNDP, 2002).

Process evaluation (also known as Formative or Implementation Evaluation) looks into the project's continuing operations. It focuses on what staff and participants have to say, if the target population is being serviced, and whether aspects of the project are operating as intended and which portions are not. The results of a method evaluation can assist the project management in improving the project's operation or implementation (Zarinpoush, 2006).

Through outcome evaluation, the level to which a project has impacted participants can be determined (also known as impact evaluation). It focuses on the project's short-, medium-, and long-term objectives1. The results of outcome evaluation should be able to detect or predict both positive and negative effects of the project. The needs that drove the project can also be assessed through outcome evaluation to see if they were addressed or if they still exist (Zarinpoush, 2006).

Beyond which the relevant partners analyse the information from monitoring and evaluation to ensure that appropriate decisions are made in a timely manner. This can improve project implementation and the probability that it will attain the planned objectives.

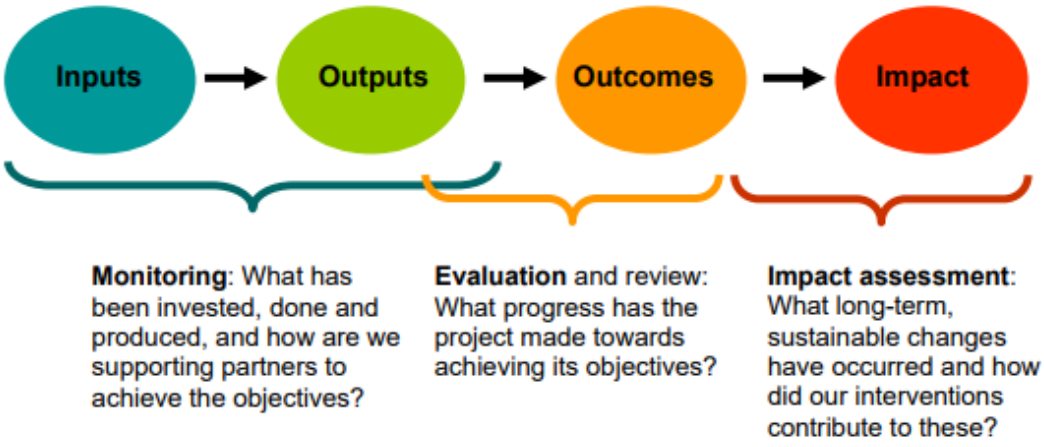


Figure 1: Monitoring, Evaluation and Impact Assessment

Quite numerous scholars give conclusions on the usefulness of this above framework for programme evaluation by stating, "an evaluation must respond to the needs and interests of the stakeholders and provide information that facilitate decisions are making."

Apart, monitoring is routine work that is project-internal. After a project begins, monitoring checks whether activities are performed and output produced as planned, and makes adjustments if needed. Monitoring is a key component of management work, since it involves managing the plan's initial objectives and changing actions and output in response to numerous changes that occur during the project's implementation.

To perform monitoring in an appropriate way, an organizational system needs to be established within the project at the planning phase. Sufficient considerations as to who monitors what and when, and through what kind of decision-making process the results are reflected in adjustments, etc., must be conducted before the start of the project. Monitoring mainly verifies the output, activities, input, and important assumptions of the logframe and carefully keeps track of the actual situation of the implementation process not mentioned in the logframe. Monitoring helps to consider whether the activities should be continued as planned, whether the probability that the important assumptions are true is high, and whether there are prospects that the objective will be achieved. When doing so, the objectives, output indicators, and targets established in the ex-ante evaluation study become the base for the comparison with the plan.

Control and monitor The process of recording, reviewing, and reporting overall progress to satisfy the project management plan's performance targets is known as project work (PMI, 2017). The Organisation for Economic Co-operation and Development (OECD) (2002a) defines monitoring and evaluation in this plan document as follows:

Monitoring is a continuous function that uses systematic data collection on specified indicators to provide management and key stakeholders with indications of the extent of progress and achievement of objectives, as well as progress in the use of allocated funds, in an ongoing development intervention. (p. 27).

A project, program, or policy, whether ongoing or concluded, is reviewed in a systematic and objective manner, including its design, implementation, and outcomes. The purpose is to determine the goals' relevance and achievement, as well as the efficiency, effectiveness, impact, and long-term viability of the development. An assessment should give information that is both reliable and valuable, allowing recipients and donors to incorporate lessons gained into their decision-making processes (Kusek, Jody Sall; Rist, Ray C., 2004 p. 21).

2.1.2. Monitoring

This is the systematic collecting and analysis of data on a regular basis in order to track program execution against pre-determined aims and objectives. Its goal is to determine whether or not the PSNP provided appropriate services. Monitoring, it appears, clarifies program objectives, connects activities and resources to objectives, converts objectives into performance indicators and sets targets, collects data on these indicators on a regular basis, compares actual results to targets, reports progress to managers, and alerts them to problems (Kusek, Jody Sall; Rist, Ray C., 2004). "Monitoring delivers information on where a policy, program, or project is at any given time (or over time) compared to corresponding aims and outcomes," these writers explain. Monitoring focuses in particular on efficiency, and the use of resources."

On the basis of the foregoing perspectives, it is clear that monitoring keeps track of activities and results, as well as signals problems that need to be addressed along the way; however, monitoring is descriptive and may not be able to explain why a specific problem has arisen, or

why a specific outcome has occurred or failed to occur. Evaluation, on the other hand, deals with questions of cause and effect, assessing or estimating the value, worth, or influence of an intervention on a regular basis, usually once a year or at the end of a program or project phase.

2.1.3. Evaluation

This is the objective assessment of an ongoing or recently completed project, program or policy, its design, implementation and results. It answers the question "What has happened as a result?". According to the definition, evaluation entails investigating why intended results were or were not achieved, evaluating specific casual contributions of activities to results, investigating unintended outcomes, providing lessons, highlighting significant accomplishments or program potential, and making improvement recommendations. Because evaluation takes into account the intervention's relevance, efficacy, efficiency, and long-term viability. It will show why aims and results are being met or missed, as well as address causality issues (Nandwa Muyuka, "N.D").

2.1.4. Importance of Monitoring and Evaluation

The key benefits of monitoring and controlling are that it allows stakeholders to understand the current state of the project, to recognize the actions taken to address any performance issues, and to have visibility into the future project status with cost and schedule forecasts. (ibid. p. 105) Monitoring and evaluation (M and E) helps those involved with any type of projects to assess if progress desired is being achieved. The M and E benefits the key actors involved in community development in the following ways:

M & E can help project executors (such as a firm Community Relations Team, a company/NGO alliance, or a company foundation) better manage their projects. A project manager can analyze what is working and what isn't by tracking progress against set goals, and then determine what modifications should be made to the project. As a result, it is feasible to improve the way things are done in the project management organization.

M & E can be used by firms to demonstrate progress to internal management and external stakeholders, whether they are executing a project or supporting it through partnership or funding. Measurable outcomes can be used to justify continued funding and demonstrate the return on investment of community development projects to management and shareholders.

Externally, M & E outcomes can indicate a company's commitment to and skill in community development, allowing it to keep its social license to operate. This enables businesses to make informed decisions about significant projects and determine where to spend.

Participating in M and E allows community people and NGOs to have a say in the design and implementation of community development programs. M & E also serves as a significant accountability mechanism by providing feedback on whether programs are meeting their objectives in accordance with community needs and aspirations.

- Evaluating project results is helpful in providing answers to key questions like:
- What progress has been made?
- Were the desired outcomes achieved? Why?
- Are there ways that project activities can be refined to achieve better outcomes?
- Do the project results justify the project inputs?

2.1.5. Process and stages of Monitoring and Evaluation

Monitoring is a type of project management that takes place throughout the duration of the project. Monitoring entails gathering, measuring, and analyzing data and trends in order to improve processes. Continuous monitoring provides insight into the project's health and reveals any areas that may require special attention to the project management team. Control entails determining corrective or preventive actions or re-planning, as well as following up on action plans to see if they remedied the performance issue (ILO, 2008).

More importantly, the monitoring and evaluation Project Work process is concerned with: - Comparing actual project performance against the project management plan; Assessing performance periodically to determine whether any corrective or preventive actions are indicated, and then recommending those actions as necessary; Checking the status of individual project risks; Providing data to assist with status reporting, progress monitoring, and forecasting; Providing predictions to keep track of existing costs and schedules; Maintaining an accurate and up-to-date information base about the project's product(s) and related documents until the project is completed; Following up on approved changes after they've been put in place; When the project is part of a bigger program, it is necessary to provide proper reporting on project progress

and status to program management, as well as to ensure that the project remains aligned with the business needs.

The relevant partners analyse the information from monitoring and evaluation to ensure that appropriate decisions are made in a timely manner. This can improve project implementation and the probability that it will attain the planned objectives.

The optimum time to determine intended objectives and how they will be monitored is during the project planning stage. This will help guide future planning and ensure that the data needed to evaluate the project's success is available when it's time to assess it.

The evaluation of a project takes a holistic approach to the project as a whole. The overall project's success or failure is defined by how well it meets its objectives. The evaluation process results in the refinement of policy and implementation. However, it is not yet institutionalized in most government planning agencies.

Effective project evaluation requires that evaluation standards, criteria and indicators are established during the early stages of the project planning process. A preliminary assessment framework should be included in the identification and collection of baseline data, with specifications on the selection of evaluation criteria, in addition to cost-benefit analysis, the use of control groups for comparison analysis, baseline measures, and sampling: these are key result areas specified in measurable terms, as well as the selection of evaluation techniques: aside from cost-benefit analysis, use of control groups for comparative analysis, baseline measures, and sampling.

Similarly, the M&E planning process requires time schedule parameters in cases where project results are not visible immediately after project completion; project evaluation should be scheduled. Budget for evaluation: Organization and staffing requirements: the size of the evaluation team, its qualifications, reporting relationships, and access to project information and staff should all be outlined; participation of beneficiaries: the evaluation process should be designed in such a way that it allows the intended beneficiaries to play an important role in it.

The main evaluation technique, cost-benefit analysis, tries to determine how successful a country will be in achieving national goals by pursuing a specific strategy versus opportunities lost

because it has committed its measure if the societal/ macroeconomic costs and benefits computed in the feasibility and appraisal process reflect what actually happened. In light of shifting government priorities, this may necessitate recompilation and/or rearrangement of societal/macroeconomic costs and benefits.

2.1.6. Methods of Monitoring and Evaluation

Poverty Reduction and Economic Management Unit of the World Bank categorizes methods of monitoring and evaluation into nine types: Cost-Benefit Analysis, Causality Frameworks, Benchmarking, Process Evaluations, Executive Evaluations, Impact Evaluations, Assessment of Indicators and Assessment of Evaluations as discussed in the following table. (Busjeet)

Table 1: Monitoring and Evaluation Methods and Uses

No.	**M&E Methods**	**Uses**
1	Ex Ante Distributional Analysis	This method is in particular useful for new or redesigned programs with lacking or limited investigation of target populations and other stakeholders. Despite the upfront expenditures, investing in this strategy can be very cost effective in the long run, since it allows for program adjustments and refining prior to execution, and as a result, programs are likely to be more focused. In addition, distributional research can provide essential insight into the political implications of new policies.
2	Cost-Benefit Analysis	This strategy is most commonly employed in investment programs where the benefits and costs can easily be represented in monetary terms, such as infrastructure or agricultural initiatives. However, there have been numerous cost-benefit analysis solutions to overcome this problem. Cost-benefit analysis relies heavily on assumptions and forecasting; it may thus be less suitable for programs planned to be operating in unstable environments.
3	Causality Frameworks	This strategy can be used for any program; developing a good causality framework is an important basis for excellent program design and evaluation. The process underlying the development of the causality

No.	M&E Methods	Uses
		framework is important and often involves multiple stakeholders in discussions and training of program staff if they are not familiar with the method. Therefore, developing good causality frameworks can be time and labor intensive.
4	Benchmarking	This method is suitable for programs that rely on performance indicators to guide management decisions. It is often used by higher-level policymakers to identify well and poorly performing programs that are suitable for comparison. Benchmarking supports the adoption of realistic and challenging targets in programs. It can be difficult to find appropriate benchmarks because of data constraints or lack of cooperation from affected programs.
5	Process Evaluations	This strategy is critical for informing decision-making during the policy cycle's implementation and follow-up stages. Implementing this method can be costly due to significant expenditures in designing an acceptable design and guaranteeing quality without recognized quality standards and its necessary contextual nature (operations vary by location). Once quality is assured, process assessments are usually quite economical and can provide exceptional value for money information.
6	Executive Evaluations	This method is suitable in the context of larger evaluation initiatives, driven by central agencies, such as the office of budgeting or the planning department, when these for example have a desire (i) to complement other more focused and in depth evaluations used in government with a rapid evaluation method and (ii) provide overall performance information to stakeholders other than those directly involved in a program such as budget offices, congress, and the public.
7	Impact Evaluations	This strategy has been used to transmit information internationally and is known to yield very trustworthy statistical findings. The ethical and political

No.	M&E Methods	Uses
		implications of employing randomized trials have been discussed. The application of this method is further limited by budget constraints, as these analyses demand a significant amount of time and resources. As a result, the strategy is best suited to larger, more comprehensive projects.
8	Assessment of Indicators & Assessment of Evaluations	These methods can be very cost effective, helping in particular to enhance M&E capacity in organizations and ensure sustainability of M&E initiatives. A barrier to the use of these methods is that in the context of limited budgets there is often little money left for M&E quality control after evaluations have been completed.

2.2. Theories of Monitoring and Evaluation

A theoretical approach to M&E can be described as a set of knowledge which helps understand the study and practice of M&E from several viewpoints (Waithera & Wanyoike, 2015). The theory defines a body of knowledge that organizes, classifies, describes, predicts or helps in understanding and controlling a topic (Shadish, Cook &. Leviton, 1991). Evaluation theory, Theory of Change and Program Theory are reviewed below

2.2.1. The evaluation theory

According to Shadish (1998), evaluation theory is the knowledge base of the evaluation profession and needs to be guarded seriously by all evaluation professionals. According to McCoy et al., (2005), evaluation theory compares the project impact with what was set to be achieved in the project plan, thereby assessing effectiveness in achieving project goals and in determining the relevance and sustainability of an ongoing project. Shapiro (2004) informs that two forms of evaluations exist, depending on when it is undertaken. These are formative and summative evaluations. Formative evaluation (interim or mid-term evaluation) is concerned more with efficient use of resources to produce outputs and focuses on strengths, weaknesses and challenges of the project and whether the continuous implementation of the project plan will be able to deliver the project objectives or whether it needs redesigning (Passia, 2006). A

summative evaluation is undertaken at the end of the project and aims at determining how the project progressed and what went right and wrong and capturing any lessons learned.

2.2.2. Theory of change

The theory of change (ToC) approach first emerged in the USA as early as the mid-1990s with the aim of improving evaluation theory and practice (Stein & Valters, 2012). Theory of change did not only seek to improve evaluation theory and practice but also evolved because of the emphasis placed on outcome and accountability by project and program funders (James, 2011; Stein & Valters, 2012).

Varied definitions exist regarding what theory of change stands for in different organizations in the evaluation field (Stein & Valters, 2012). A theory of change is described as a critical thinking process or tool that provides a comprehensive outlook of the early and intermediate changes that are needed to achieve a long-term goal or objective. (Callistus, Clinton, Wellington,2021). Taplin and Clark (2012) assert that theory of change is a rigorous and participatory process in planning for long-term goals of a project by stakeholders through the identification of conditions or interventions which are believed will cause the achievement of the project long-term objective Theory of change can therefore be explained as assumptions about how direct interventions contribute to achieving project success (Weiss, 1995).

Theory of Change also explains the process of change by outlining causal linkages in an initiative, i.e., its shorter-term, intermediate, and longer-term outcomes. The identified changes are mapped – as the "outcomes pathway" – showing each outcome in logical relationship to all the others, as well as chronological flow.

2.2.3. Program theory

Program theory assesses whether a program is designed in such a way that it can achieve its intended outcomes. The program theory is a guidance theory in the evaluation of projects as it shows the capacity of the program to attend to specific problems within projects that need to be reviewed. It further offers guidance on what areas need to be emphasized during the evaluation process (Donaldson, 2001).

Where appropriate, this theory comes in handy to provide solutions and the alternate actions to be carried out to obtain the intended results for projects to be evaluated. Further, it can be used to enhance decision making and expand conceptions of solutions to any project problems (McClintock, 1990). Rossi, Lipsey and Freeman (2003) describe program theory as consisting of the organizational plan which deals with how to gather, configure and deploy resources and how to organize program activities so that the intended service system is developed and maintained.

The theory also deals with the service utilization plan which looks at how the intended target population receives the intended amount of the intended intervention through interaction with the program service delivery system. Finally, it looks at how the intended intervention for the specified target population brings about the desired social benefit impacts.

2.3. Description and Empirical Evidence of Key determinants of effective monitoring and evaluation

The frequency of the determinants as cited in the reviewed literature was indicated so as to establish the ranking of determinants that influence effective implementation of M&E. In sum, the top three most discussed influencing factors of effective M&E established through the review of the relevant literature are planning process , technical expertise, stakeholder involvement and management participation from a combination of diverse industries and context. Together, these four M&E determining factors are considered for the development of the study conceptual framework.

2.3.1. M&E Planning Process and Budgetary Allocation

Frankel et al. (2007) describe an M&E plan as a central document which explains in detail the program's objectives and the interventions developed to achieve these goals. A study conducted by Mackay & World Bank. (2007) in Washington, indicated that planning for monitoring and evaluation was critical in enhancing better project performance on government projects. An M&E plan is necessary for every project. Key components of the M&E plan, according to Badom (2016), consist of a clear, measurable and achievable objective based on which indicators will be defined. Secondly, the M&E plan contains a SMART set of indicators covering all the elements of the project, namely inputs, process or activity, output, outcome and impact.

Seasons (2003) studied the realities of M&E in municipal planning. In his study, M&E planning process is outlined as one of the factors that determines the effectiveness of M&E practice. He concluded that the planning process influenced the effectiveness of M&E. He asserted that it appears to be the case that M&E are usually forgotten during the planning stage of the project or program implementation. That is, M&E are not planned for before projects or programs get underway, resulting in dire consequences for the project outcome. Appropriate indicators served as the benchmark to measure performance, the ultimate of the M&E process. In the absence of appropriate indicators, M&E are ineffective.

Emnet (2021) in her study of the factors affecting the effectiveness of monitoring and evaluation practices in the case of Technoserve Ethiopia, coffee initiative program finds out that there is a strong positive relation between the effectiveness of M&E practice and M&E planning process. Similarly, Cyrus & Rosemary (2018) studied the monitoring and evaluation practices and performance of county funded education projects in Makueni county, Kenya. The study revealed that M&E planning is an important factor in determining the effectiveness of the project.

Peninah (2018) also studied the monitoring and evaluation practices and performance of global environment facility projects in Kenya taking the case of United Nations Environment Program. The study sought the level of application and practice of planning process by assessing the practice of funds allocation, establishing M & E plans, utilizing those plans and control mechanism. The result of the study shows that planning for monitoring and evaluation was critical on performance of UNEP GEF projects in Kenya

Allocating adequate financial resources for M&E during budgeting is imperative to achieve the effectiveness of M&E (Kimani, 2014). The successful implementation of M&E is firmly rooted in the provision of the adequate financial resource (Kimani, 2014; Mugambi & Kanda, 2013; Mugo et al., 2015; Muiga, 2015; Musomba et al., 2013; Ogolla & Moronge, 2016; Oloo, 2011; Seasons, 2003). Sufficient funds allocated for monitoring and evaluation activities are necessary. Hwang and Lim (2013) are of the view that budgetary performance could lead to project success. It is therefore vital to realistically draw up a clear budget line specific to M&E and incorporate it into the overall project cost.

The scope and complexity of M&E, as well as the number of stakeholders involved in the M&E, should, however, be considered when budgeting since it will influence the amount of budget allocated. A form of budgetary disbursement for M&E activities is necessary to ensure that funds are available throughout the M&E process. Timely release of M&E funds having regard to the M&E duration will also influence the allocation of budget for M&E. The sources of funding (internally generated funds or donor funding) is critical in sustaining budgetary allocation. To guarantee that budgeting is done correctly and efficiently, the need for periodic auditing (internal/external) of the M&E budget will ensure budget allocations are sustained and rightly so, influence the M&E of projects effectively.

Several studies confirmed the effect of budget allocation on the effective implementation of monitoring and evaluation. Musomba et al. (2013) studied the factors affecting the effectiveness of M&E of constituency development fund projects in Kenya which established budgetary allocation as one of the factors that had a greater chance to ensure good M&E. In a similar study, the efficacy of M&E functions in achieving project success in Kenya was investigated by Kamau and Mohamed (2015). The study finds out that the strength of the monitoring team and the environment that will ensure effective M&E of projects such as funds' availability affect the performance M&E practice. Mwangi et al. (2015) also identified budgetary allocation as important influencing factors to the practice of M&E.

In addition, Hardlife and Zhou (2013) found that the availability of sufficient finances significantly influences the success of an M&E system. Mugo and Oleche (2015) studied the M&E of development projects and economic growth in Kenya and identified the amount of budgetary allocation as one of the noteworthy factors determining the successful implementation of an M&E system in development projects in Kenya. A study conducted in Ghana identified budgetary allocation as one of the barriers to the implementation of M&E.

In other studies, a study undertaken to determine the effectiveness of the M&E of government-funded water projects revealed that budgetary allocation is one of the factors that influence the successful completion of donor water projects owing to inadequate M&E (Ogolla & Moronge, 2016). Mugambi and Kanda (2013) carried out a study to determine factors affecting the M&E of community-based projects. The study identified the relationship or involvement of budgetary

allocation in affecting M&E. Similarly, Muiga (2015) studied influencing factors regarding the use of M&E systems in public projects where it was found that training budgetary allocation is one of the factors that induced the M&E systems in public projects. Muiga (2015), Oloo (2011) also identified budgetary allocation as one of the important factors influencing the effectiveness of M&E of constituency development fund projects in the Likoni constituency.

2.3.2. Technical Expertise

M&E is a technical activity and therefore the technical capacities of an M&E unit and its staff/team are important as these underpin the effective implementation of M&E. Technical capacity is a unique and practical knowledge possessed by the project team whereas training is a planned experience that assists individuals to acquire new skills, knowledge and attitude to address developmental problems (USAID, 2010). The strength of an organization in dealing with M&E is associated with its human resource capacity (Muiga, 2015); without skilled personnel, M&E systems cannot work on their own (Mulandi, 2013).

Studies have acknowledged the important role played by the level of the technical capacity and training in M&E to achieve project success (Mugo et al., 2015; Muiga, 2015; Mulandi, 2013; Musomba et al., 2013; Ogolla & Moronge, 2016; Oloo, 2011; Otieno Okello, 2015; Waithera et al., 2015). The presence of systems and financial resources are necessary but on their own, they cannot sufficiently guarantee project success, but rather ownership and technical capacity development (UNDP, 2009).

According to Otoo, Agapitova & Behrens, (2009), the capacity to plan, manage, implement and account for results ensured the achievement of development goals and objectives, hence the need for development of M&E capacity. Planning, managing and implementing the M&E process of projects are successful with the right training in M&E. Given the influence of capacity development on the effective and efficient M&E implementation of projects, the training, either self or corporate training of staff, of an M&E unit cannot be overstated.

Several studies underlined the importance and critical role played by technical capacity and training in the effectiveness of M&E. Musomba et al. (2013) studied the factors affecting the effectiveness of M&E of constituency development fund projects in Kenya which established

four independent variables that influence the effective M&E to affect project success. The study indicates that the level of training is one of the factors that had a greater chance to ensure good M&E.Human resources is one of the factors that substantially influenced the effective M&E system of public health programs studied among school-based handwashing programs in Kwale County, Kenya (Otieno Okello, 2015).

Mwangi et al. (2015) identified the technical capacity of the M&E team as one of the important influencing factors to the practice of M&E. The level of training of M&E staff and continuous training of staff on M&E were also identified as necessary factors (Musomba et al., 2013; Waithera & Wanyoike, 2015). In addition, Hardlife and Zhou (2013) found that the availability of adequate skilled personnel and technical competence regarding the application and utilization of an M&E system significantly influence the success of an M&E system.

Mugo and Oleche (2015) studied the M&E of development projects and economic growth in Kenya and identified the training of the personnel on M&E as one of the noteworthy factors determining the successful implementation of an M&E system in development projects in Kenya. A study undertaken to determine the effectiveness of the M&E of government-funded water projects in Kenya revealed that monitoring team capacity and management skill influence the successful completion of donor water projects owing to inadequate M&E (Ogolla & Moronge, 2016).

Mulandi (2013) studied the performance of M&E systems in selected non-governmental organizations in Kenya. The study revealed data quality, human capacity as one of the factors that influence the performance of M&E systems regarding access and the provision of accurate and quality information. Similarly, Muiga (2015) studied influencing factors regarding the use of M&E systems in public projects where it was found that training levels as one of the factors that induced the M&E systems in public projects. Oloo (2011) identified the level of training as one of the important factors influencing the effectiveness of M&E of constituency development fund projects in the Likoni constituency.

2.3.3. Stakeholder Involvement

Freeman et al. (2010) described stakeholders as a group of people in whose support lies the survival of the organization or company. In M&E, the involvement of stakeholders is critical for many reasons. Key project stakeholders' involvement in M&E will drive the need to meet their expectations and to create an opportunity to share M&E responsibilities. For the effective M&E , all important stakeholders such as financiers , beneficiaries , government representatives and the like must be involved in every aspect of the M&E process (Elias and Cavana ,2000; Muiga, 2015). Stakeholders must therefore be identified early prior to the start of the project (Elias & Cavana, 2000).

Stakeholder involvement is premised on the effective and conducive project environment to foster effective stakeholder involvement and interaction in the entire M&E process. The recognition and composition of stakeholders in project committees and having regard for their competencies, knowledge and interest are important to encourage and sustain the involvement of interested parties in the M&E practice (Magondu, 2013). It is important to explicitly outline the stake or interest of all identified stakeholders (Elias & Cavana, 2000). The process of M&E results in the generation of an M&E report; proper communication of M&E reports among stakeholders and appropriate implementation of these reports are imperative to sustain the continuous involvement of stakeholders in M&E.

There is ample empirical evidence that supports the important role played by stakeholder involvement for the effective implementation of M&E. Musomba et al. (2013) in the study of the factors affecting the effectiveness of M&E of constituency development fund projects in Kenya indicates that stakeholder participation had a greater chance to ensure good M&E. In a similar study, the efficacy of M&E functions in achieving project success in Kenya was investigated by Kamau and Mohamed (2015) stakeholder representation is identified as one of the factors that will ensure effective M&E of projects.

Otieno Okello, (2015) identified stakeholder participation as one of the factors that substantially influenced the effective M&E system of public health programs studied among school-based handwashing programs in Kwale County of Kenya. Stakeholder participation or involvement

was identified as one of the influential factors in the success of M&E (Mwangi, Nyang'wara & Ole Kulet, 2015; Waithera & Wanyoike, 2015).

Mugo and Oleche (2015) studied the M&E of development projects and economic growth in Kenya and identified stakeholders' participation as one of the noteworthy factors determining the successful implementation of an M&E system in development projects in Kenya. Kimweli (2013), studying the role of M&E practices in the success of donor-funded food security intervention projects in Kibwezi District, Kenya, bemoaned the failure of M&E toward achieving food security to the exclusion of the community in the M&E process. Again in Nairobi County, Kenya, a study to determine the effectiveness of the M&E of government-funded water projects revealed that stakeholder involvement as one of the factors that influence the successful completion of donor water projects owing to inadequate M&E (Ogolla & Moronge, 2016).

Mugambi and Kanda (2013) carried out a study to determine factors affecting the M&E of community-based projects. The study identified the relationship or involvement of stakeholders as one of the determining factors affecting M&E. Muiga (2015) in the study of the influencing factors regarding the use of M&E systems in public projects found out that stakeholder participation as one of the factors that induced the M&E systems in public projects. Oloo (2011) also identified stakeholder participation as one of the important factors influencing the effectiveness of M&E of constituency development fund projects in the Likoni constituency.

2.3.4. Management Participation

M&E leadership is imperative in the M&E process and is provided at two levels; leadership amongst other key stakeholders and leadership towards labor or artisans. Given this, therefore, leadership is an essential characteristic in the M&E process to ensure improved productivity (Zakaria et al., 2015).

According to Luthra and Dahiya (2015), effective leadership is all about communicating effectively. Effective leadership therefore requires excellent communication skills (Luthra &. Dahiya, 2015). It is further asserted by Luthra and Dahiya (2015) that a clear set of values and indoctrinating these values into project team members will get team members to follow the leader to achieve the vision, thereby making him or her an effective leader. The World Health

Organization (WHO) (2008) reports that good management skills, that is, clarity of task and purpose, good organizational skills and good delegatory skills of leaders, are central for effective leadership. Leaders must be knowledgeable (Popa, 2012). Complementing the managerial skills of leaders, leaders with technical knowledge on M&E and project implementation in the construction industry is necessary.

According to Kolzow (2014), leadership competencies such as the ability to inspire others to deliver task, the collaborative orientation of leaders, exhibiting intelligence and learning agility, practicing accountability and exerting real judgment cannot be overlooked if leadership effectiveness is to be achieved.

Peninah (2018) underlined that management support and commitment can be put in two categories, and these are project sponsorship, with the other one being project life-cycle management. Peninah (2018) further noted that management support and participation in the course of the programming cycle guarantees ownership, solid, and sustainability of the project results.

All in all ,in accomplishing effective leadership in the M&E of projects, leaders of construction projects must demonstrate effective communication, managerial skills, technical knowledge, leadership competencies and emotional intelligence.

Several studies confirmed the role and importance of management participation in ensuring effective M&E. In this regard, Ofer (2008) found out that there are top management support processes helped in significantly improving project performance.

Peninah (2018) study of the monitoring and evaluation practices and performance of global environment facility projects in Kenya revealed that the management participation in monitoring and evaluation was found to have a significant effect on performance of the studied projects. Meanwhile, a study conducted to determine the effectiveness of the M&E of government-funded water projects in Kenya revealed that management skill is one of the influencing factors for the successful completion of donor water projects owing to inadequate M&E (Ogolla & Moronge, 2016).

Njama's (2015) study of determinants of effectiveness of a monitoring and evaluation system for projects taking AMREF Kenya wash program as a case concluded that management has a significant role in determining the effectiveness of M&E. The study further stated that a smoother process can be ensured through the organization's leadership in the M&E system by involving in the design of the M&E systems and allocating adequate resources. Similar conclusion is reached by Emnet (2021) study of the factors affecting the effectiveness of monitoring and evaluation practices Technoserve Ethiopia, coffee initiative program.

2.4. Conceptual Framework

A conceptual framework, also referred to as a research framework (Frankel & Gage, 2007), presents the relationships between relevant factors that may have an impact on the achievement of goals and objectives. The section conceptualizes monitoring and evaluation as a four-factor framework. The section asserts that the M&E of projects will require planning process of M&E, technical expertise, the involvement of all parties to the project (stakeholder) and management participation.

The proposed conceptual framework therefore presents the degree of influence and relationship that exists between factors, i.e., variables which will result in a desirable outcome or impact. The variables defined here represent the independent and dependent variable. The independent variable influences and determines the effect of dependent variables, namely planning process, technical expertise, stakeholder involvement and management participation. The dependent variable, M&E performance, is that factor which is observed and measured to determine the effect of the independent variable. The conceptual framework presented in figure 3 below is therefore proposed to ensure effective M&E in project delivery.

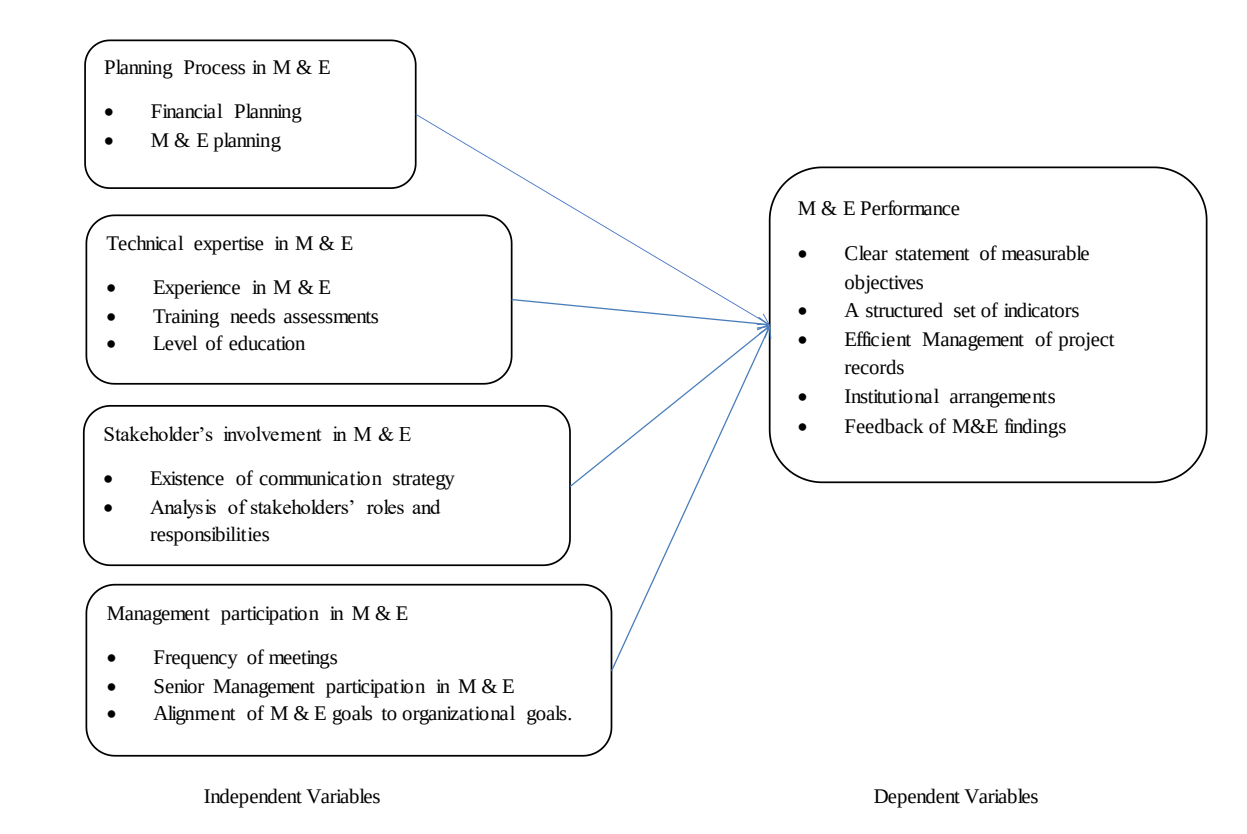


Figure 2: Conceptual Framework of the Study

2.4.1. Structural Components and Specification of the Conceptual Framework

This study conceptualizes the relationship between the exogenous variables described above and the other causal factors which connect both the objective and the subjective measurements in the M&E of projects. The variables were identified from the review of the existing literature. This brought to light critical determinants of the factors that ensure effective M&E of project delivery. The M&E of project delivery is influenced by planning process, technical expertise, stakeholder involvement and management participation.

2.4.2. Theoretical Underpinning and Justification of The Conceptual Model

The program theory and the theory of change summarize the essential variables needed for effective M&E; hence, they both merit as justifiable theories to underpin the current study. The program theory evaluates how well a program or project is designed to achieve its intended outcomes. This helps to put an emphasis on areas that need critical attention for effective M&E.

Similarly, for M&E to be effectively implemented, an understanding of what needs to be monitored and evaluated is a critical variable that demands attention. This will therefore require the development of the capacities of M&E staff and teams of an organization through training to fulfil the set goals of the project.

The theory of change rightly described the capacity development of M&E teams as articulating the underlying expectation of the M&E process. Another critical matter needing urgent attention for effective M&E is to ensure accountability of the M&E process. Also, a key aspect of the theory of change is the opportunity for organizations to communicate selected changes in processes to partners. Taplin, Clark, Collins and Colby (2013) informed that the theory of change drives communication through the outcome pathways and narrative to stakeholders and builds core capacities for M&E. The combined theories underscore the variables' planning process, technical expertise, stakeholder involvement and management participation conceived for the development of a conceptual framework.

2.5. Summary of Literature Review

The review has established the need for effective monitoring and evaluation practices in projects and programs interventions. It has shown that monitoring and evaluation (M and E) has increasingly been recognized as an essential tool for the management of the project. It calls for close consideration to information provision by the management to support project implementation. A complete feedback loop is important in designing new project initiatives. In addition, M and E also offers a provision for accountability in the course of the utilization of the development resources. A detailed examination of the study reveals that, despite the necessity of adopting and implementing strong M and E practices in PSNP, insufficient attention has been paid to questioning and examining the program's M and E system's efficacy.

Few researchers have mentioned that few studies have been done on the monitoring and evaluation practices of Productive Safety Net Program (PSNP) of Ethiopia in the Ministry of Agriculture. This study will strive to address the knowledge gap to determine the practices of monitoring and evaluation of PSNP at FDRE Ministry of Agriculture.

Chapter Three

3. Research Methodology

This chapter discusses the methodology of the study and highlights the research design, target population, sampling technique, data collection instruments and data analysis and presentation.

Since the study requires careful observations and detailed documentation of a phenomenon of interest, descriptive research was employed. Furthermore, this type of research uses scientific method and therefore, is more reliable than casual observations. Therefore, the study followed a descriptive type of research since it aimed to observe what practices of M and E are employed in the PSNP of MoA.

3.1. Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The selection of a research design is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study (Creswell, 2009).

Research design is a comprehensive plan for data collection in an empirical research project. It's a "blueprint" for empirical research that aims to answer specific research questions or test specific hypotheses, and it has to include at least three processes: (1) data collecting, (2) instrument construction, and (3) sampling (Bhattacherjee, 2012).

Field surveys are non-experimental designs in which independent variables or treatments are not controlled or manipulated, but their effects are measured and tested using statistical methods. Field surveys use a survey questionnaire or, less frequently, a structured interview to obtain snapshots of habits, beliefs, or events from a random sample of people in field settings (ibid). As a result, in this study, a descriptive field survey using survey questionnaires was used. This approach aimed at collecting data without manipulating the research variables or the respondents in an attempt to assess practices of M and E during the processes of M and E planning,

deployment of technical expertise, involvement of stakeholders in M and E and management participation and compared the set standards of effective PM and E.

3.2. Description of study variables

A concept which can take on different quantitative values is called a variable. As a result, variables such as weight, height, and wealth are all examples. Qualitative phenomena (or characteristics) can also be quantified based on the existence or absence of a certain attribute (s). If one variable depends upon or is a consequence of the other variable, it is termed as a dependent variable, and the variable that is antecedent to the dependent variable is termed as an independent variable (Kothari, 2004). In this study planning process for M and E, technical expertise of the M and E team, stakeholder's involvement in the M and E process and management participation in the M and E are independent variables whereas effective M and E (M and E Performance) is the dependent variable.

3.3. Description of Target Population

The target population refers to the specific group relevant to a particular study. Sampling is the statistical process of selecting a subset (called a "sample") of a population of interest for purposes of making observations and statistical inferences about that population. The sampling process comprises of several stage.

The first stage is defining the target population. A population can be defined as all people or items (unit of analysis) with the characteristics that one wishes to study. The unit of analysis may be a person, group, organization, country, object, or any other entity that you wish to draw scientific inferences about. (Bhattacherjee, 2012).

The target population of this study was the 159 employees in the MoA and implementing the PSNP programme under six directorates of the Ministry (Including core, support, regular and contractual staff).

Table 2: List of Directorates in MoA Implementing the PSNP

S.No.	Directorates Implementing PSNP	Directors	Professional Staff		Support Staff	Total Staff	Ratio
			M&E Officers	Other P.Staff			
1	Food Security Coordination Directorate	1	21	3	11	36	23%
2	Natural Resource Development Protection Directorate	1	2	39	8	50	31%
3	Agricultural Extension Directorate	1		23	4	28	18%
4	Rural Job Opportunity Creation Directorate	1		19	4	24	15%
5	Children, Women & Youth Affairs Directorate	1		7	2	10	6%
6	Poultry Development Directorate	1		7	3	11	7%
	Total Staff	**6**	**23**	**98**	**32**	**159**	**100%**

3.4. Sampling technique/methods and sample size

The second step in the sampling process is to choose a sampling frame. This is an accessible section of the target population (usually a list with contact information) from where a sample can be drawn. The last step in sampling is choosing a sample from the sampling frame using a well-defined sampling technique. Sampling techniques can be grouped into two broad categories: probability (random) sampling and non-probability sampling. Probability sampling is ideal if generalizability of results is important for your study, but there may be unique circumstances where non-probability sampling can also be justified. (Bhattacherjee, 2012). The process of sampling takes in to account various issues and will depend on the organization type, purpose, complexity, time constraints and previous research in the area. The study used purposive expert sampling which is a non-probability sampling. As Bhattacherjee (2012) explained this is a technique where respondents are chosen in a non-random manner based on their expertise on the phenomenon being studied. Moreover, this type of sampling technique refers to the process by which a researcher selects a sample basing on the experience or knowledge of the group that is to be sampled.

The standard formula for calculating the sample size is:

$$\text{Sample size} = \frac{\frac{z^2 \times p\,(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p\,(1-p)}{e^2 N}\right)}$$

Equation 1: Sampling size Formula

Where,

- N is the population size
- z is the z-score
- e is the margin of error (confidence interval)
- p is the standard of deviation

Therefore since the population size is small and purposive sampling was employed, it was logical to take 90% confidence level and the z value will be 1.65, e value 0.1 and a standard deviation of 50% i.e. p value of 0.5, then the sample size was 48 for the target population of 159 staff.

3.5. Data collection – source, types, instruments

The study relied on both primary and secondary sources of data. The primary data was comprising of information collected from programme staff in the Ministry of Agriculture to answer the objectives of the study. The questionnaires were administered by trained research assistants to be completed by the respondents. The respondents were given a time frame within which they were required to respond to the questionnaire. Upon completion, the research assistants collected the questionnaires and ensured high completion rate and returned of the completed questionnaires.

Secondary data involved data that were collected from other past data that had been collected and tabulated through graphs, charts, and reports. This type of data were collected from reference materials, which have key information and were helpful to this research study. Collection of secondary data was obtained through desk review, which was either be from internal or external sources. The external source includes publication press, newspapers, libraries, and various research related organizations. The survey examined implementation of the practices of M and E in the programme under study. Secondary data included data collected from relevant literature in libraries such as journals, annual reports, books, case records, workshop proceedings and periodicals.

3.6. Data analysis – model, techniques, software

Numeric data collected in a research project can be analyzed quantitatively using statistical tools in two different ways. Descriptive analysis refers to statistically describing, aggregating, and presenting the constructs of interest or associations between these constructs. Inferential analysis refers to the statistical testing of hypotheses (theory testing). (Bhattacherjee, 2012).

The filled questionnaires were checked for completeness at two levels where the data collectors verified that questionnaires were complete before they were taken to the researcher to do the final verification. This was done to ensure that any anomalies detected will be corrected immediately before the questionnaires were taken from the respondents. Data analysis was started once all the data had been captured. Closed-ended questions were analyzed using nominal scales into mutually exclusive categories and frequencies by employing descriptive statistics using the statistical package for social sciences (SPSS) software and MS Excel. Open-ended question was analyzed using conceptual content analysis. Analysis involved the production and interpretation of frequencies counts and tables that described and summarized the data. The study also applied means, correlations and factor analysis to provide conclusions and comparisons on the variables. Study questions were tested using the Chi-Square.

3.7. Reliability and validity analysis

The study used validity and reliability tests to ensure meaningfulness and consistency of the results by using purposive sampling and considering the knowledges and experiences of the interviewee. Widely agreed is that Cronbach's coefficient greater than 0.7 (70%) is used to attest

the reliability of dataset. With this, the analysis result showed that Cronbach's coefficient is 0.966 (96.6%), which is within acceptable range value.

3.8. Ethical Consideration

Ethics is defined by Webster's dictionary as conformance to the standards of conduct of a given profession or group. Such standards are often defined at a disciplinary level though a professional code of conduct, and sometimes enforced by university committees called even Institutional Review Board. Research ethics is important because, science has often been manipulated in unethical ways by people and organizations to advance their private agenda and engaging in activities that are contrary to the norms of scientific conduct.

Voluntary participation and harmlessness, anonymity and confidentiality, disclosure and analysis and reporting are some of the expected tenets of ethical behavior that are widely accepted within the scientific community (Bhattacherjee, 2012).

The goal of ethics is to ensure that no one is harmed or suffers adverse consequence from the research activities. Given the often-sensitive relationships between researcher and respondents, reasonable safeguards were built in this study based on ethical considerations and requirements. Therefore, the information that the researcher received during the period of this study was treated in confidence and purely for academic purposes. Names or respondents were not used or mentioned in this study.

Chapter Four

4. Data Analysis, Presentation and Discussion

This chapter outlines an analysis and a discussion of study results and findings.

4.1. Demographic Information of the Respondents

The questionnaire contained two sections. Section A required the respondent to give personal information in order to analyze respondents demographics while section B required the respondent to give information on monitoring and evaluation practices and M and E performance.

Table 3: Summary of Demographic Characteristics of Respondents

Sex of Respondents		
	Frequency	Percent
Female	4	12.5
Male	28	87.5
Total	32	100.0
Age of Respondents in Years		
	Frequency	Percent
31-40 years	24	75.0
41-50 years	8	25.0
Total	32	100.0
Level of Education		
	Frequency	Percent
Post graduate level	20	62.5
University degree	12	37.5
Total	32	100.0
Length of service with PSNP		
	Frequency	Percent
Less than five years	12	37.5

5-10 years	16	50.0
Over 10 years	4	12.5
Total	32	100.0
Job position		
	Frequency	Percent
Manager/Director	2	6.3
M and E Officer	9	28.1
Expert	18	56.3
Support Staff	3	9.4
Total	32	100.0

4.1.1. Respondents' Response Rate

The study recorded a response rate of 67%. The study enrolled 48 respondents who are staff of PSNP program in the Ministry, AA, out of whom 32 successfully responded to the study questionnaire. The study sought to establish the demographic characteristics of the respondents. Eighty eight percent of respondents were male while 12% were female however; the sex composition has no impact on the statistical power on the data. The study though had adequate representation of both sexes.

The respondents had cumulative representation of 62.5% with post graduate level and 37.5% university degree level of education. According to Murphy and Myors (2004), education level determines the respondents' ability to comprehend the survey questions. The study enjoyed high proportion responses from highly educated participants. The study enrolled 75% of respondents between 31 and 40 years, 25% between 41-50 years, and 0% over 50 years.

A majority of the respondents were between the age of 31 and 40 (75%). The age distribution of the respondents to the study is outlined in Table 3.

Study respondents reported varied periods of stay at the Ministry with 37.5% having worked for a period less than 5 years, 50% having worked for a span of 5-10 years while 12.5% had worked for over 10 years. The demographic enrolled on the study helped to provide a diverse perception of staffs on the practice of M and E and effect on M and E performance.

4.1.2. Cross-Tabulation Analysis

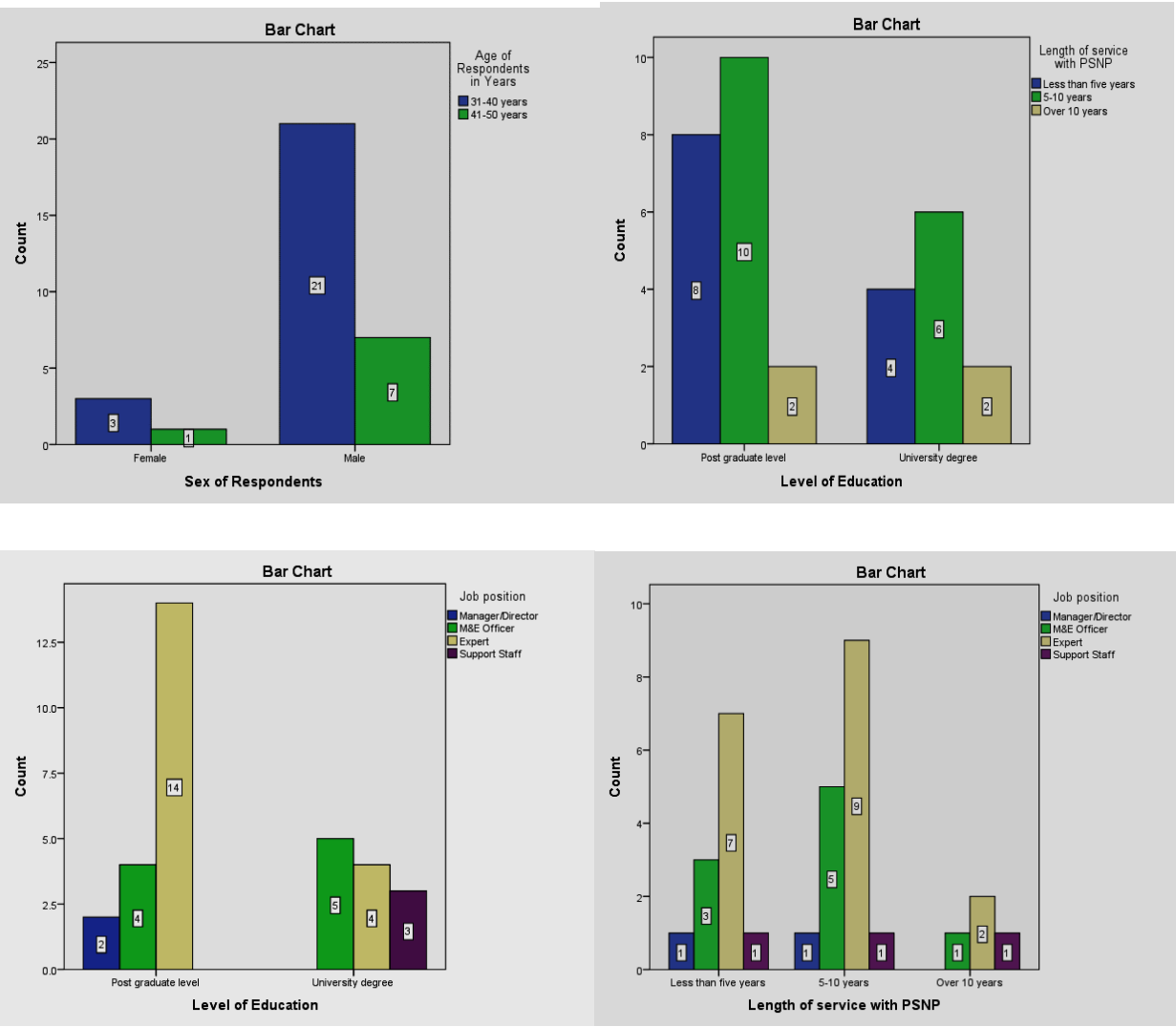


Figure 3: Cross-Tabular Analysis

4.2. Planning Process

The study sought the level of application and practice of planning process. The practice of funds allocation, establishing M and E plans, utilising those plans and control mechanism assessed.

PSNP staff responded that the programme has varied planning process practices and experiences as per the results and findings of the study. A cumulative 62.5% of respondents agreed to the fact that the programme allocates funds for monitoring and evaluation at its initial stages of planning. The highest percentage of respondents (68.8%) who agreed with the fact that the project allocates funds for M and E. The below summary table indicates the overall result obtained from Multinomial Analysis.

Table 4: M & E Planning Process Data Analysis

Variables		N	Marginal Percentage
Average M & E Planning Process	Neutral	3	9.4%
	Agree	20	62.5%
	Strongly agree	9	28.1%
Allocation of fund to M & E	Disagree	1	3.1%
	Neutral	2	6.2%
	Agree	20	62.5%
	Strongly agree	9	28.1%
Programme contains M and E Plan	Disagree	1	3.1%
	Neutral	2	6.2%
	Agree	16	50.0%
	Strongly agree	13	40.6%
Planning process is well detailed	Disagree	1	3.1%
	Neutral	4	12.5%
	Agree	16	50.0%
	Strongly agree	11	34.4%
Planning process contains cost of M and E	Neutral	3	9.4%
	Agree	22	68.8%
	Strongly agree	7	21.9%
Control mechanism of the programme	Disagree	1	3.1%
	Neutral	10	31.2%
	Agree	15	46.9%
	Strongly agree	6	18.8%

Variables		N	Marginal Percentage
Planning process support decision making	Neutral	8	25.0%
	Agree	14	43.8%
	Strongly agree	10	31.2%
Valid		32	100.0%
Total		32	

50% and 40.6% of the respondents agree and strongly agree, respectively that the programme plan contains M and E Plan which account 90% of the respondents.

Staffs had considerable awareness of how planning process was helping to estimate the costs of required resources for M and E. A high percentage (68.8%) and 21.9% agreed and strogly agree, respectively that planning process was helping to estimate the cost of required resources for M and E.

For the control mechanism of the programme 46.9% and 18.8% of respondents agree and strongly agree, which is a relatively high response rate. Regarding the use of planning process to support decision making during project implementation, a response rate of 43.8% for agree and 31.2% for strogly agree were observed. Table 4 has a summary of results and findings of various attributes of planning process for the programme in Ethiopia.

Dyason, 2010 describes monitoring as regular collection and analysis of information involving program or intervention; and evaluation as an assessment of project progress. It is an ongoing process mainly based on predetermined targets and activities that are highlighted during the planning phase.

As Clarke (2011) noted organizations that have developed comprehensive strategic/operational plans makes the most progress with regular monitoring of their work. As per IFAD 2012

Monitoring and evaluation per se guides resource allocation in projects and measures their sufficiency and effective utilization

4.3. Technical Expertise of the M and E practices

34.4% of the respondents for the technical expertise M and E practices show neutral reflection to staff training, flexibility of programme design, and training need analysis. Similar number of respondents (50%) were in agreement to both staff training and skill determination. All respondent in one way or the other were agreeable that technical skills are a huge determinant how best monitoring and evaluation analysed. This finding is in affirmation with the findings of Venessa and Gala (2011) who found that technical capacity and expertise of the staff in conducting evaluations seemingly influences M and E process. Training gives employees the knowledge of the principles, methodology, and tools applied in M and E. It improves the organization performance of M and E activities.

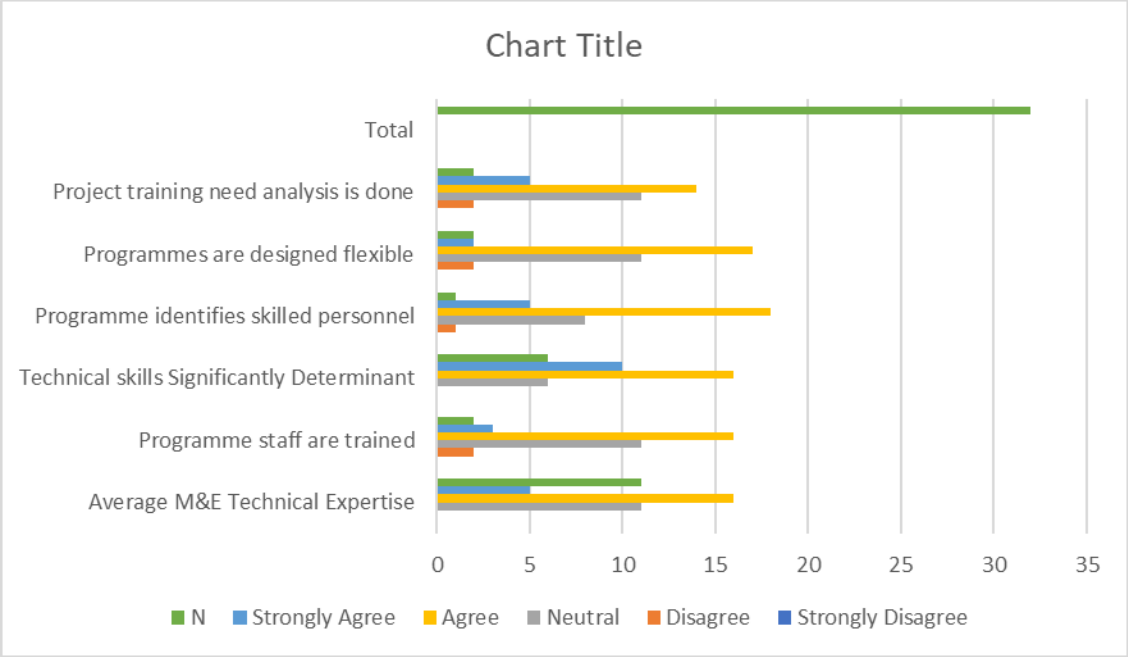


Figure 4: Technical Expertise Data Analysis

Table 5: Technical Expertise Data Analysis

Variable	Response	N	Marginal Percentage
Average M and E Technical Expertise	Neutral	11	34.4%
	Agree	16	50.0%

	Strongly agree	5	15.6%
Program staff are trained	Disagree	2	6.2%
	Neutral	11	34.4%
	Agree	16	50.0%
	Strongly agree	3	9.4%
Technical skills Significantly Determinant	Neutral	6	18.8%
	Agree	16	50.0%
	Strongly agree	10	31.2%
Program identifies skilled personnel	Disagree	1	3.1%
	Neutral	8	25.0%
	Agree	18	56.2%
	Strongly agree	5	15.6%
Programs are designed flexible	Disagree	2	6.2%
	Neutral	11	34.4%
	Agree	17	53.1%
	Strongly agree	2	6.2%
Project training need analysis is done	Disagree	2	6.2%
	Neutral	11	34.4%
	Agree	14	43.8%
	Strongly agree	5	15.6%
Valid		32	100.0%
Missing		0	
Total		32	

4.4. Stakeholder Involvement

The study sought to establish level and approaches of stakeholder involvement on the programme. The findings revealed 37.5%, 34.4% and 21.9% response rate for neutral and agree, and strongly agree respectively; where as a response rate of 3.1% and 9.4% of the respondents disagree and strongly agree, respectively.

Table 6: Stakeholders Involvement Data Analysis

Case Processing Summary			
		N	Marginal Percentage
Average Stakeholder Involvement in M and E	Disagree	1	3.1%
	Neutral	13	40.6%
	Agree	15	46.9%
	Strongly agree	3	9.4%
Stakeholder analysis is done	Disagree	2	6.2%
	Neutral	12	37.5%
	Agree	11	34.4%
	Strongly agree	7	21.9%
Stakeholders feedback is well captured	Disagree	5	15.6%
	Neutral	11	34.4%
	Agree	12	37.5%
	Strongly agree	4	12.5%
Communication strategy is developed	Disagree	4	12.5%
	Neutral	9	28.1%
	Agree	15	46.9%
	Strongly agree	4	12.5%
Participation of stakeholders	Disagree	2	6.2%
	Neutral	10	31.2%
	Agree	14	43.8%
	Strongly agree	6	18.8%
Stakeholders influence the service	Disagree	3	9.4%
	Neutral	14	43.8%
	Agree	12	37.5%
	Strongly agree	3	9.4%
Valid		32	100.0%
Missing		0	
Total		32	

The stakeholder involvement is essential in project management as some stakeholders have high stakes in the project while others have significant influence over the project deliverables (Kenon, Howden and Hartley, 2010).

Njuki, Kaaria,, Chetsike and Sanginga (2013) found that active monitoring and evaluation strengthen learning and change at both community and institutional level. It also enhances success of M and E activities by promoting negotiation of outcomes that different stakeholders expect from the programme. Stakeholders' participation in M and E also facilitates the assessment of project from multiple perspectives.

Shenhar (2011) recommended application of community engagement and support of local capacities during the programme cycle. Communities can be involved directly in the identification of their own needs, defining the objectives of the programme, implementing the activities as well as monitoring and evaluating the project. As per Donaldson (2013) stakeholder must be involved in discussions on how, why and what project activities are to be implemented. Njuki et al (2015) suggested that to improve project outputs, outcomes, and the results there was need to integrate the local stakeholders. Sunindijo (2015) confirmed that equipping project staffs and managers with the right skills and expertise improves practice of M and E and general performance of projects. Studies have identified abstract, personnel, political, and technical skills as essential. Some other skills identified by other studies are emotional intelligence, interactive personal skill, transformational leadership, ostensible sincerity, excellent management, and contract administration. The findings show lack of a structured system for stakeholder involvement in project development cycle. Stakeholders are least involved in project monitoring and evaluation.

4.5. Management Participation

Application of M and E is a quality assurance exercise that task project managers clarify objectives and prepare realistic goals that clearly articulates what resources needed, what outputs to produce and how those outputs stimulate development change.

Table 7: Management Participation Data Analysis

Case Processing Summary			
		N	Marginal Percentage
Average Management Participation in M & E	Disagree	1	3.1%
	Neutral	9	28.1%
	Agree	15	46.9%
	Strongly agree	7	21.9%
Visible support of management	Disagree	3	9.4%
	Neutral	5	15.6%
	Agree	19	59.4%
	Strongly agree	5	15.6%
Management communication	Disagree	2	6.2%
	Neutral	7	21.9%
	Agree	16	50.0%
	Strongly agree	7	21.9%
Use of lessons learned	Disagree	4	12.5%
	Neutral	9	28.1%
	Agree	12	37.5%
	Strongly agree	7	21.9%
Ownership, Learning and Sustainability	Disagree	2	6.2%
	Neutral	12	37.5%
	Agree	13	40.6%
	Strongly agree	5	15.6%
Management ensures acceptance	Disagree	3	9.4%
	Neutral	4	12.5%
	Agree	19	59.4%
	Strongly agree	6	18.8%
Total		32	100.0%

The application of management participation principles in implementation of PSNP was generally good. A high number of respondents reported visible support and commitment by

management towards programme implementation. 59.4% and 15.6% of respondents agree and strongly agree, respectively that there is visible support and commitment by management towards the M and E performance. In addition, 59.4% and 18.8% of respondents agree and strongly agree for management ensures acceptance.

Respondents cited diverse M and E practices perceived to influence performance of M and E system of PSNP. Chaplowe, and Cousins (2015) recommends appropriate training for all those involved in M and E to feel empowered to convince all other stakeholders of their benefits. M and E practices ensures that the project/program results at right levels of impact, acceptance, output, process along with products measured to offer a framework for accountability.

4.6. M & E Performance

Table 8: Monitoring and Evaluation Performance Data Analysis

Case Processing Summary			
		N	Marginal Percentage
Average M and E Performance	Disagree	1	3.1%
	Neutral	6	18.8%
	Agree	20	62.5%
	Strongly agree	5	15.6%
Programme has clear objectives	Disagree	1	3.1%
	Neutral	2	6.2%
	Agree	19	59.4%
	Strongly agree	10	31.2%
Programme has structured indicators	Disagree	1	3.1%
	Neutral	2	6.2%
	Agree	16	50.0%
	Strongly agree	13	40.6%
Efficient project records	Disagree	1	3.1%
	Neutral	8	25.0%
	Agree	20	62.5%

	Strongly agree	3	9.4%
Efficient institutional arrangement	Disagree	2	6.2%
	Neutral	7	21.9%
	Agree	17	53.1%
	Strongly agree	6	18.8%
There is a feedback system	Strongly disagree	1	3.1%
	Disagree	3	9.4%
	Neutral	6	18.8%
	Agree	18	56.2%
	Strongly agree	4	12.5%
Valid		32	100.0%
Missing		0	
Total		32	

As shown in table 8, similar high response rates, 59.4, 62.5%, 50.0%, 62.5%, 53.1% and 56.2%, for planning process, technical expertise, stakeholders' involvement, and management participation show agreement of all the indicators are determinants of the M and E performance

4.7. Determinants of M and E Performance

4.7.1. Correlation Analysis (Tests)

The purpose of conducting correlation analysis and test is to understand whether or not M and E performance determined by the interaction effect of independent factors. The overall correlation between the dependent variable (M & E performance) and cumulative average values of M & E planning, technical expertise, stakeholders' involvement, and management participation is summarized in Table 9 below.

Table 9: Correlation Analysis (Test)

Variable	Correlation	Average M and E Planning Process	Average M and E Technical Expertise	Average Stakeholder Involvement in M and E	Average Management Participation in M and E	Average M and E Performance

Variable	Correlation	Average M and E Planning Process	Average M and E Technical Expertise	Average Stakeholder Involvement in M and E	Average Management Participation in M and E	Average M and E Performance
Average M & E Planning Process	Pearson Correlation	1	0.560**	.327	.601**	0.519**
	Sig. (2-tailed)		0.001	.067	.000	0.002
	N	32	32	32	32	32
Average M & E Technical Expertise	Pearson Correlation	.560**	1	.510**	.543**	0.503**
	Sig. (2-tailed)	.001		.003	.001	0.003
	N	32	32	32	32	32
Average Stakeholder Involvement in M & E	Pearson Correlation	.327	.510**	1	.489**	0.190
	Sig. (2-tailed)	.067	.003		.005	0.297
	N	32	32	32	32	32
Average Management Participation in M & E	Pearson Correlation	.601**	.543**	.489**	1	0.568**
	Sig. (2-tailed)	.000	.001	.005		0.001

Variable	Correlation	Average M and E Planning Process	Average M and E Technical Expertise	Average Stakeholder Involvement in M and E	Average Management Participation in M and E	Average M and E Performance
	N	32	32	32	32	32
Average M & E Performance	Pearson Correlation	.519**	.503**	.190	.568**	1
	Sig. (2-tailed)	.002	.003	.297	.001	
	N	32	32	32	32	32
**. Correlation is significant at the 0.01 level (2-tailed).						

Based on this above table, the correlation analysis test shows that M and E planning process, M and E technical expertise, and management participation had significant positive relation with M and E performance, whereas stakeholders' involvement had non-significant relation with MandE performance.

4.7.2. Independent Samples Test using Boxplot

This section tries to analyze and explain the degree of deviations and significances of item questions based on the response rate of respondents using boxplot. The below consecutive figures illustrate the result analysis outputs attributed to M and E planning process, the technical expertise, the stakeholder's engagement, management participation and M and E performance.

A box plot also known as Five Number Summary, summarizes data using the median, upper quartile, lower quartile, and the minimum and maximum values. It allows you to see important characteristics of the data at a glance (visually). This also help us to visualize outliers in the data set.

"Box plot," is used to visually summarize and compare groups of data. The box plot uses the median, the approximate quartiles, and the lowest and highest data points to convey the level, spread, and symmetry of a distribution of data values. (Williamson, Parker, & Kendrick, 1989)

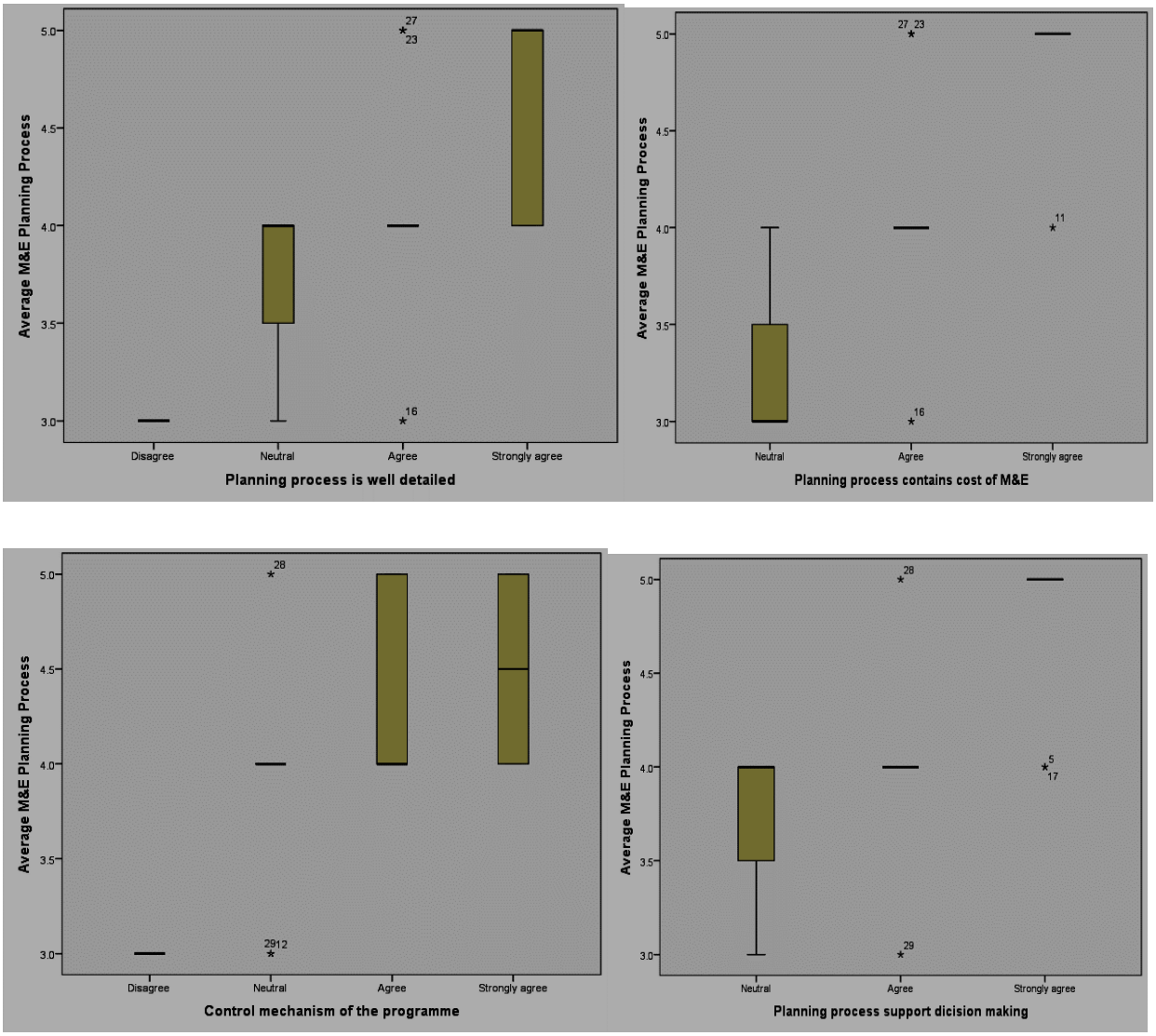
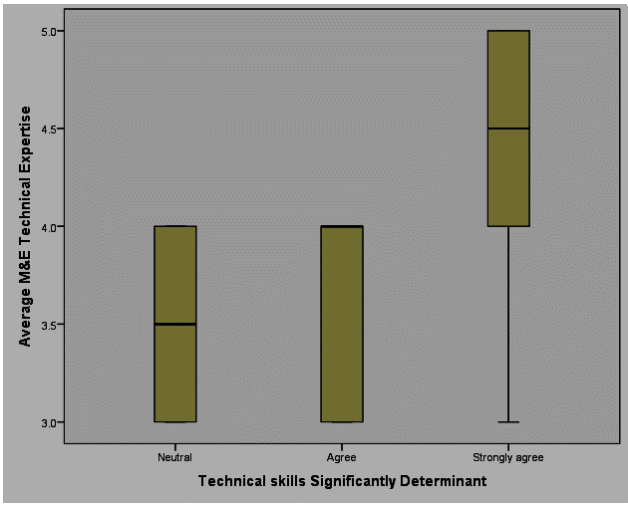


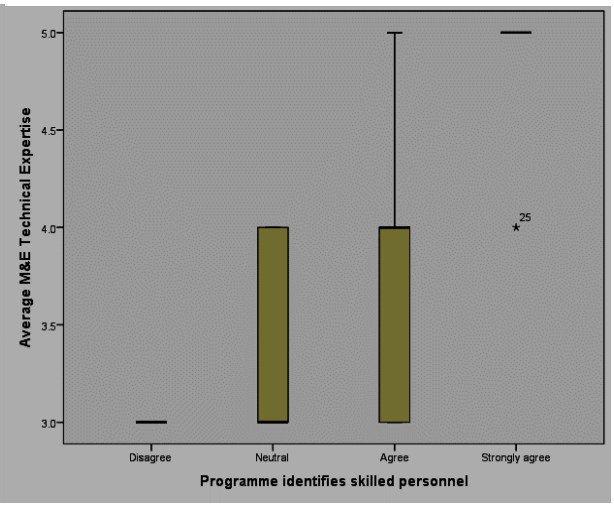
Figure 5: M & E Planning Process

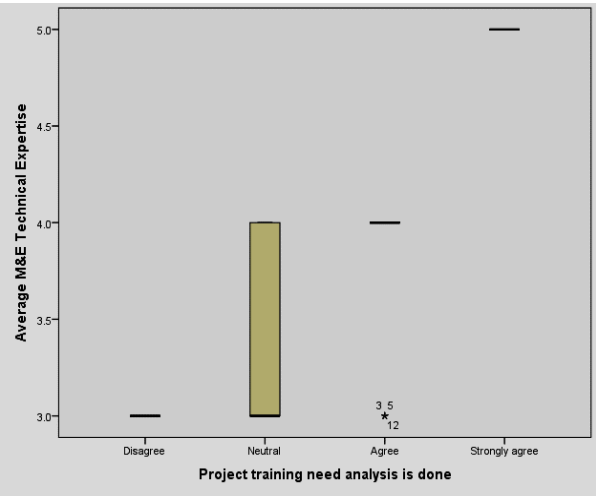
Based on the above figure, the response rate varies significantly by item questions forwarded to M and E Planning process. With respect to detainees of the M and E planning process the majority of respondents reflected between 'neutral and strongly agree', while for M and E cost they reflected neutral. Besides for control mechanism and support decision making their response show agree, straggly agree and neutral, respectively. This implies that the extent of

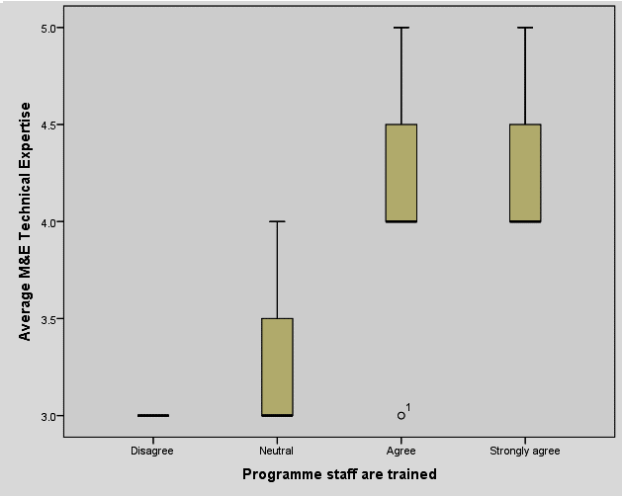
dispersion and degree of deviation among respondents are so observable in view of planning process. Apparently, the degree of skewness differs significantly for detailed planning, cost and planning for decision making.

As a remark, the findings showed that the M and E planning process are determined by all considered factors but with varied degrees of importance value. The response rate analysis indicated those details, cost and decision-making as key factors for effective M and E planning.









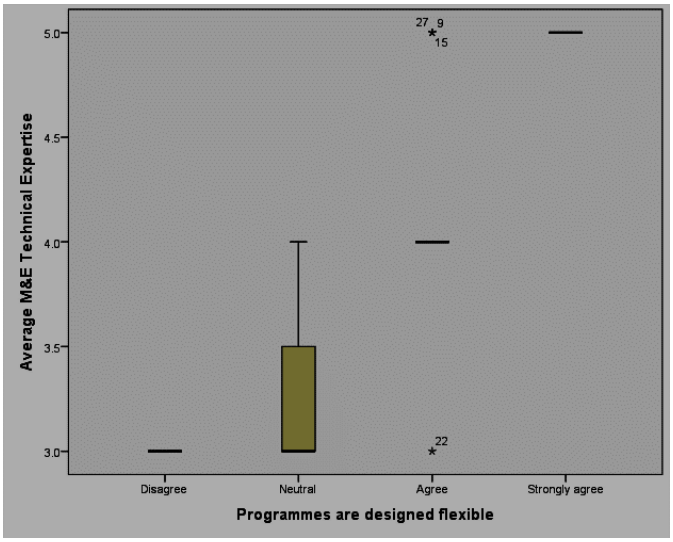
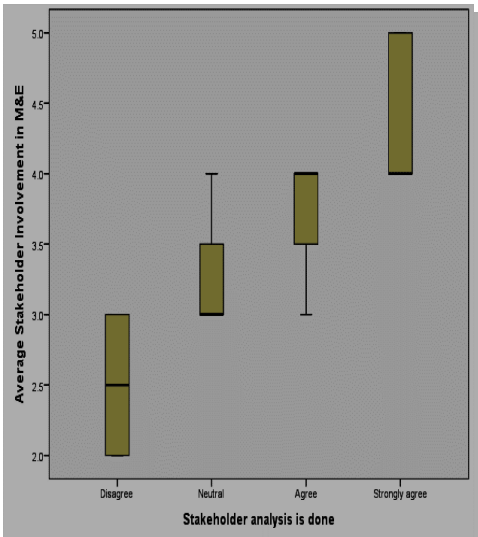
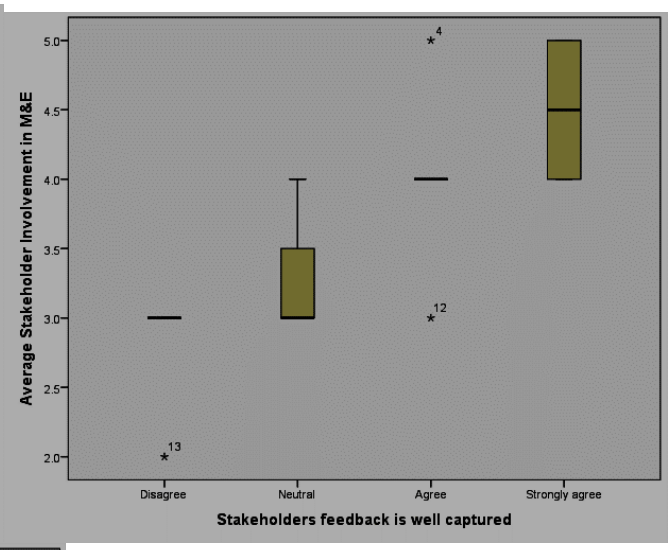


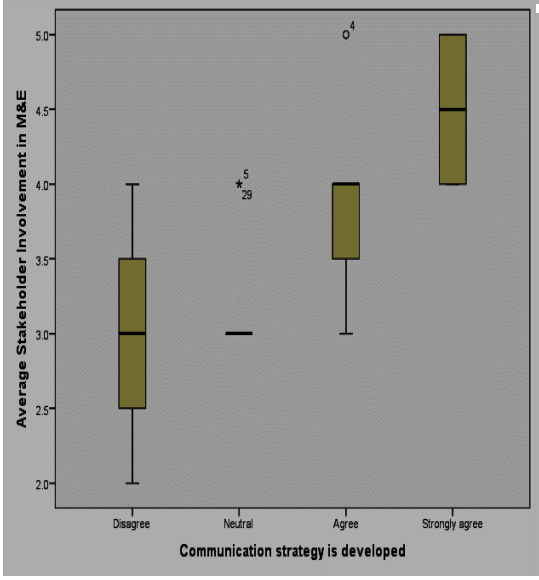
Figure 6: Technical Expertise

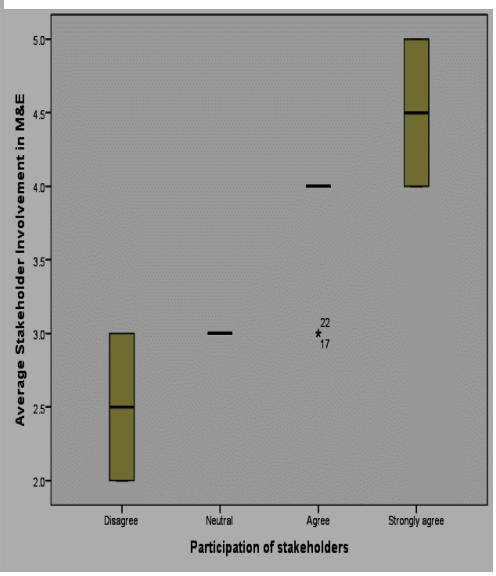
In the technical expertise analysis, as shown in the above figures, the result reveals inconsistent and variability for each of the questions provided under technical expertise. With this, the response rate is highly determined by the employment of trained staff. Whereas for the second factor skilled personnel and program flexibility showed within neutral and agree, meaning moderately determinant.

In remark the findings showed technical expertise as determined by trained staff, skilled personnel and program flexibility.


Average Stakeholder Involvement in M&E
5.0
4.5
4.0
3.5
3.0
2.5
2.0
Disagree
Neutral
Agree
Strongly agree
Stakeholder analysis is done


Average Stakeholder Involvement in M&E
5.0
4.5
4.0
3.5
3.0
2.5
2.0
4
12
13
Disagree
Neutral
Agree
Strongly agree
Stakeholders feedback is well captured


Average Stakeholder Involvement in M&E
5.0
4.5
4.0
3.5
3.0
2.5
2.0
4
5
29
Disagree
Neutral
Agree
Strongly agree
Communication strategy is developed


Average Stakeholder Involvement in M&E
5.0
4.5
4.0
3.5
3.0
2.5
2.0
22
17
Disagree
Neutral
Agree
Strongly agree
Participation of stakeholders

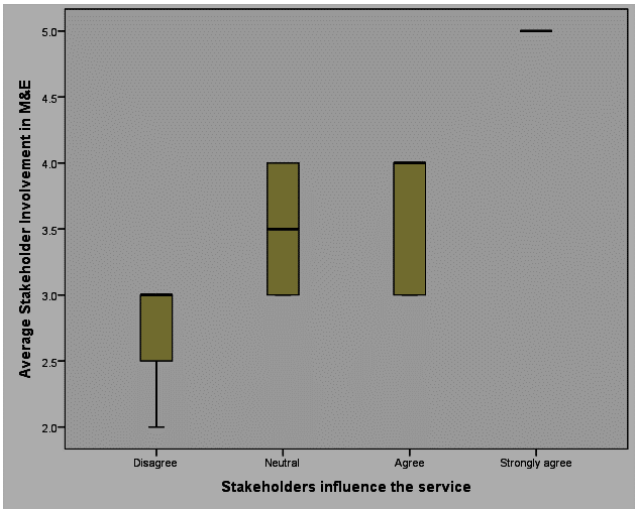
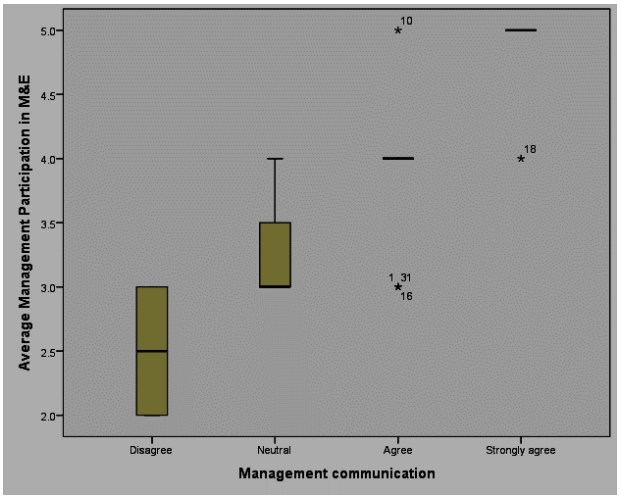
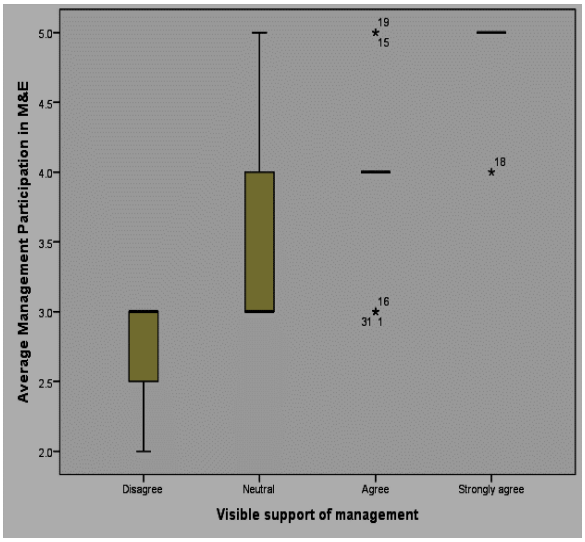

Average Stakeholder Involvement in M&E
5.0
4.5
4.0
3.5
3.0
2.5
2.0
Disagree
Neutral
Agree
Strongly agree
Stakeholders influence the service

Figure 7: Stakeholders Engagement

As can be seen in the above figure, stakeholder involvement is determined by all considered factors but with varied degrees. Accordingly, stakeholders analysis, their participation, communication strategy and stakeholders feedback are highly determinant while stakeholders influence to the service is moderatly determinant. This is in line with previous studies.





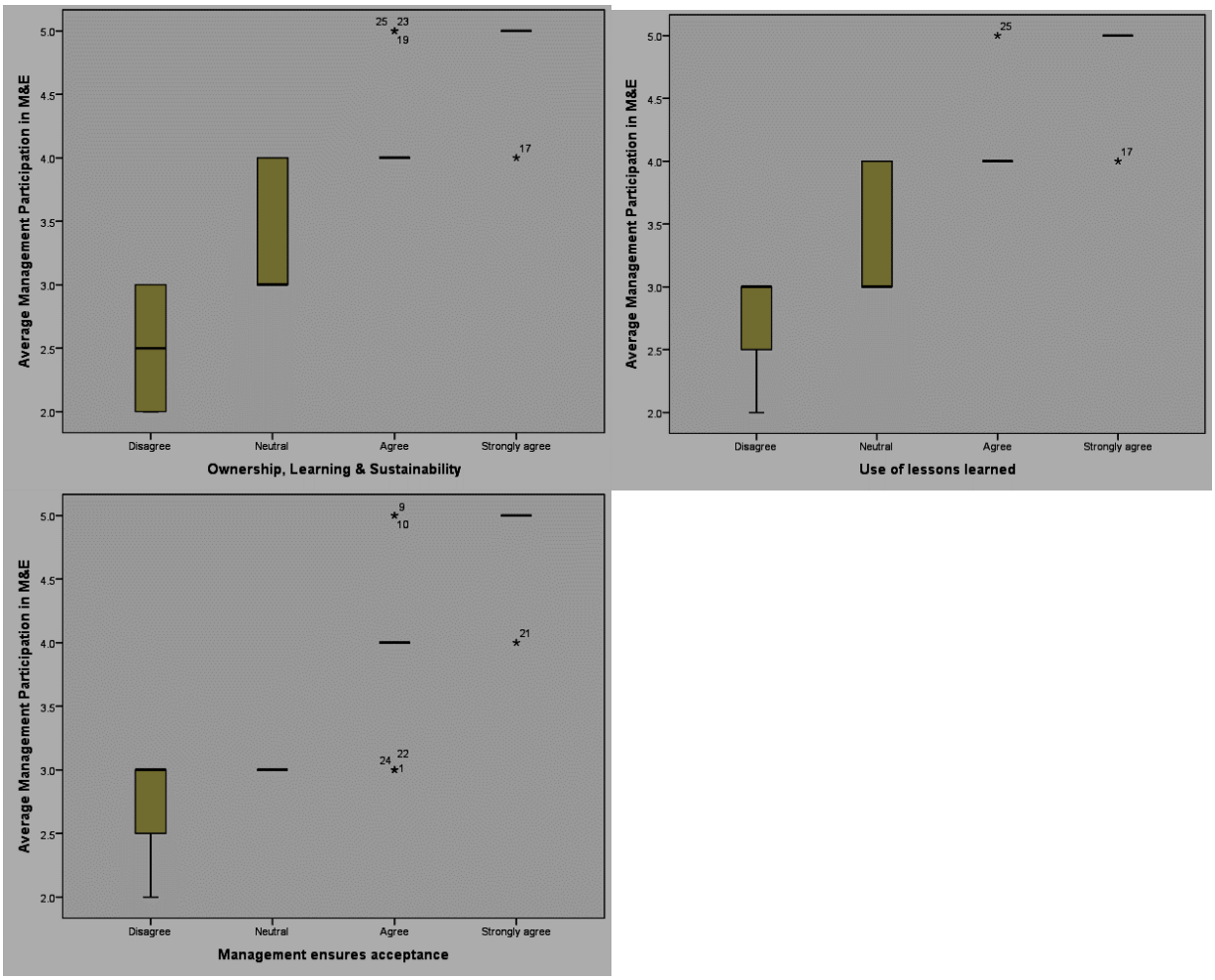
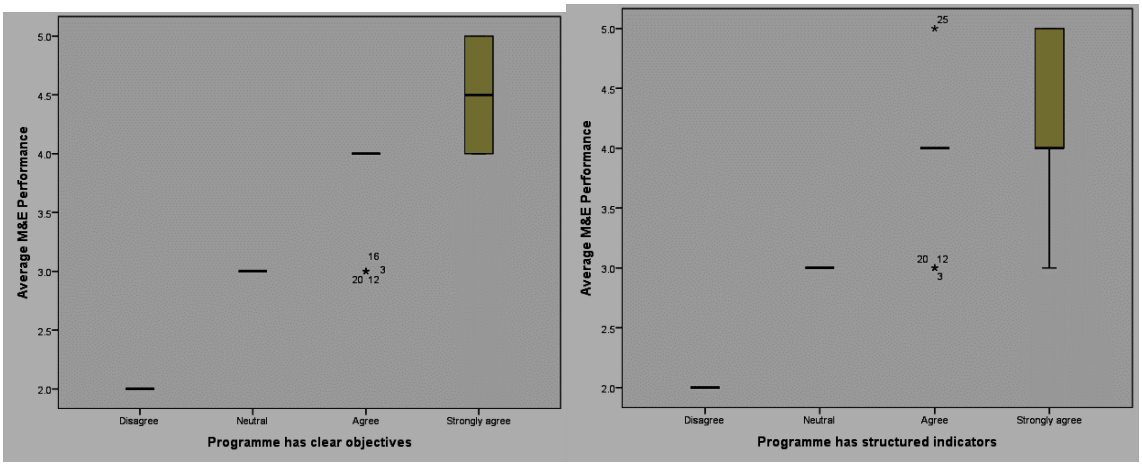
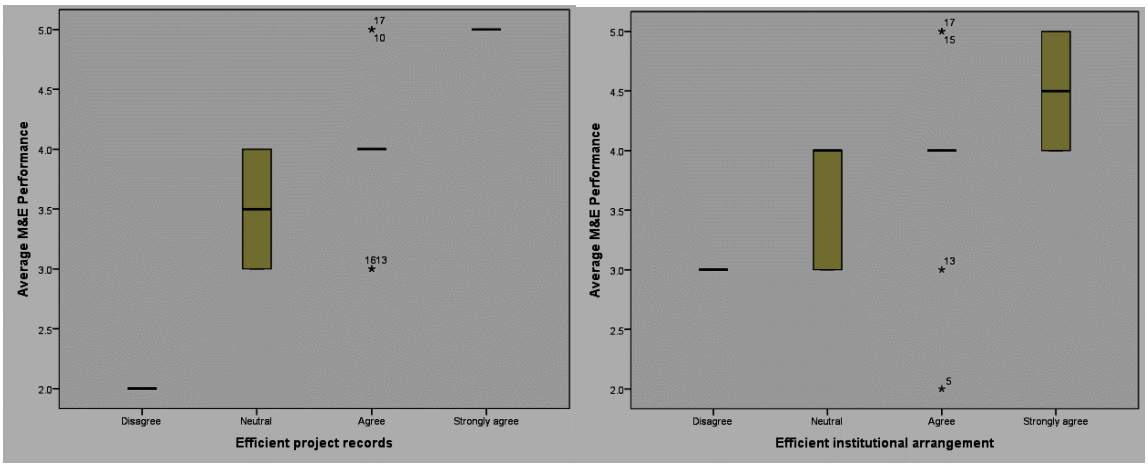


Figure 8: Management Participation

This above figure clearly shows least importance value of management participation, compared to M & E planning, technical expertise and stakeholders' involvement, in monitoring and evaluation of PSNP program and the majority of respondents responded within disagree and neutral scale values. The result indicates in contrast with previous findings.





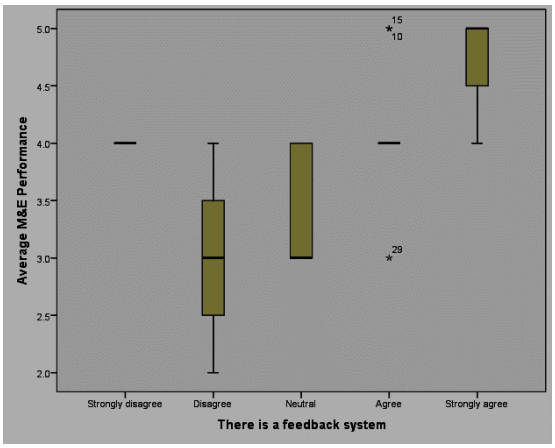


Figure 9: M and E Performance

This above figure values illustrated the monitoring and evaluation performance waited against indicative variables, i.e., clear objective, structured set of indicators, efficient project records, efficient institutional arrangement and feedback system. Apparently, the findings of this study revealed that all these factors significantly determine M and E performance project record efficiency.

4.7.3. One-Way ANOVA

With the need to justify for the effect of item questions of the independent variables: planning process, technical expertise, stakeholders' engagement and management participation on the performance of M and E, the study revealed that M and E planning process, management participation and technical expertise significantly affect M and E performance, as showed in the table below.

Table 10: ANOVA Result output

Variable	Treatments			Sum of Squares	df	Mean Square	F	Sig.
Average M & E Planning Process	Between Groups	(Combined)		3.975	3	1.325	5.377	0.005
		Linear Term	Unweighted	.614	1	.614	2.490	0.126
			Weighted	2.926	1	2.926	11.873	0.002
			Deviation	1.049	2	.525	2.128	0.138
	Within Groups			6.900	28	.246		
	Total			10.875	31			
Average M & E Technical Expertise	Between Groups	(Combined)		3.792	3	1.264	3.193	0.039
		Linear Term	Unweighted	2.019	1	2.019	5.102	0.032
			Weighted	3.758	1	3.758	9.494	0.005

			Deviation	.033	2	.017	.042	0.959
	Within Groups			11.083	28	.396		
	Total			14.875	31			
Average Stakeholder Involvement in M & E	Between Groups	(Combined)		1.367	3	.456	.903	0.452
		Linear Term	Unweighted	.006	1	.006	.013	0.911
			Weighted	.562	1	.562	1.113	0.301
			Deviation	.805	2	.403	.798	0.460
	Within Groups			14.133	28	.505		
	Total			15.500	31			
Average Management Participation in M & E	Between Groups	(Combined)		6.517	3	2.172	4.685	0.009
		Linear Term	Unweighted	2.830	1	2.830	6.103	0.020
			Weighted	6.294	1	6.294	13.574	0.001
			Deviation	.223	2	.111	.240	0.788
	Within Groups			12.983	28	.464		
	Total			19.500	31			

More importantly, the study reveals consistency in terms of correlation analysis test and ANOVA. To elaborate more, stakeholders participation in both analysis is found to be least correlated with insignificant effect on M & E performance. But, imperial study outputs widely cited in the literature section showed a contrasting result in this regard. This entails that the existing practice of PSNP needs urgent and timely revision subject to stakeholders involvement linked with M & E performance.

2.4. Suggestions and Opinions of Respondents

The respondents of this study also gave important suggestions and opinions with respect to M and E performance and its determinant factors to ensure the objectives and targets of PSNP.

General comments forwarded from respondents:

- There is experience sharing of good lessons-learned in the program
- Currently database system is launched for data collection, management, and further evaluation. This data base system will increase the quality of data
- Mid-term and end line evaluation by external evaluators is conducted
- In addition to regular monitoring and evaluation of the program, independent consultants also check and evaluate the program performance based on the indicators
- The right institutional framework or the right system free from the interference of micro managers who deliberately abuse or distort the system
- Conflict and COVID-19 affected the program
- There is funding gap (capital budget limitation)

Specific Comment

- Adequate, skilled and well-trained manpower, government commitment should shift from conventional to result-Based Monitoring and Evaluation system, and employ improved infrastructure/ ICT System (like develop web based M & E System)
- The implementation of all project work is very limited
- Planning and implementation review are being conducted by external evaluators
- Financing is a challenge to implement M & E as well as other interventions the program aspires to do
- Bottom-Up planning trend that involves the participation of local beneficiaries and incorporation of the beneficiaries' feedback influence the effectiveness of the M & E practices

Chapter Five

5. Summary of Key Findings, Conclusion and Recommendation

This section tries to address the major conclusions obtained from result analysis, and later enriched with recommendations.

5.1. Summary of Key Findings

In this section, key findings are summarized and discussed in view of the M & E practices of the PSNP run by the Ministry of Agriculture.

Accordingly, the assessment findings showed that the demographic characteristics of the respondents as 88% percent of respondents were male while 12% were female with adequate representation of both sexes. The study also enrolled 75% of respondents between 31 and 40 years, 25% between 41-50 years, and null for over 50 years. The findings of the study showed that M & E performance practices have been operational at planning process, technical expertise, stakeholder involvement and management participation. But, the level and extent of variations and influences on M & E performance vary across each these four stages. More importantly, information obtained from respondents revealed that management participation was found to have the lowest importance value in view of M & E planning process, technical expertise, stakeholder involvement and management participation. Also, stakeholder involvement compared to other factors was found to be insignificant in terms of M & E performance. In addition, the response rate analysis indicated those details, cost and decision-making as key factors for effective M & E planning.

In summary, the findings of the study revealed that monitoring and evaluation performance currently practiced by the PSNP is more closely linked to the M & E planning process, technical expertise and management participation, but little with stakeholder involvement.

5.2. Conclusion

The reliability test analysis, held using Likert-scale rating criteria, result showed a high pedigree Cronbach's coefficient value (0.966) which indicates generated information is usable and valid for the target PSNP.

The descriptive analysis for demographic characteristics of respondents in view of M and E performance, held using crosstabulation technique, result showed insignificant.

Mean comparison, using bivariate technique, held between main and item category variables showed variations. It is concluded that M and E planning process and M and E technical expertise have a positive and significant effect on performance of PSNP projects in Ethiopia. Given this finding, the various responsible authorities should consider employing experts who will help them in coming up with effective monitoring and evaluation plans as this will help in guiding the planning process. Apart from that, the authorities should also consider upgrading the skills of their technical staff on monitoring and evaluation.

Multinomial analysis result showed that huge degree of differences for item questions.

Correlation matrix analysis result showed a standard and valid result showing a correlation coefficient value of 1 for each set of variables. Besides, further correlation analysis held between M and E planning, technical expertise, stakeholders' involvement and management participation.

Independent samples test analysis, using factorial analysis illustrated with boxplots, showed management participation has least determinant of M and E performance while others were found to be highly determinant of M & E performance.

One-way-ANOVA the study reveals that stakeholder's participation least correlated with insignificant effect on M and E performance.

Suggestions and feedback obtained from respondents, specific comments in particular, were in agreement with the study findings and research questions.

5.3. Recommendations

Based on those above conclusions, the below are recommendations for effective M and E performance of the PSNP in foreseeable future.

So as to fill huge gaps on the understandings of respondents on the linkages between independent and dependent factors, the program should develop a refreshment training to enhance awareness level and performance in the future. More in this, the lowest rank value given from respondents for management participation should be filled through experience sharing and knowledge management.

So as to enhance the existing M and E performance practices, knowledge/skill gaps in ICT infrastructure and database management system, there should be provision of appropriate technology and adequate resources. On top of that, they can also consider building capacity of their employees on planning for monitoring and evaluation. The responsible authorities should provide scholarships and study leaves for employees who are eligible for technical training in monitoring and evaluation as this will help in boosting the M and E technical expertise.

The existing practice of PSNP needs urgent and timely revision subject to stakeholders' involvement linked with M and E performance.

Above all, active participation and enrollment of stakeholders and continual financial and technical support from partners should be put in place to ensure effective M and E.

5.4. The Way Forward

Based on the identified gaps and limitations, the below listed study areas are recommended

The linkage between management participation and M and E planning process and stakeholder participation. Equally, further study on the role of stakeholder participation for M and E performance in similar programs in site and project specific areas should be conducted.

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Annex

Annex 1.1. Questionnaire

RESEARCH QUESTIONNAIRE

AAU _ College of Business and Economics

School of Commerce

Dear Respondent,

I am a student at Addis Ababa University pursuing a Master degree in project management. As part of course requirement, I am doing a research on Assessing MandE Practices of Productive Safety Net Program in FDRE, MOA. I therefore, humbly request for your assistance and cooperation in responding to the questions attached herewith. The information given be treated with utmost confidentiality and will be used only for academic purpose. Thank you in advance for your cooperation.

MULUGETA ABEBE AYNALEM

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Direction

Kindly respond by ticking the provided alternative answers or writing a comment on the space provided. You are not required to disclose your identity.

Section A: Demographic Characteristics of Respondents

1. Sex: Male ☐ Female ☐

2. Age (Tick as applicable)

a) Under 30 years ☐

b) 31 – 40 years ☐

c) 41 – 50 years ☐

d) Over 50 years ☐

3. Highest level of education qualification/qualification

a) Post graduate level ☐

b) University degree ☐

c) Tertiary College ☐

d) Secondary ☐

4. Length of continuous service with PSNP?

a) Less than five years ☐

b) 5-10 years ☐

c) Over 10 years ☐

5) Current Job Position

a) Manager/director ☐

b) M & E Officer ☐

c) Expert ☐

d) Support staff ☐

Section B: Monitoring and Evaluation Practices

6. Indicate your level of agreement by to the following statements by putting marks or X signs in the box.

1-Strongly disagree, 2-Disagree, 3- neutral, 4-Agree and 5-Strongly agree.

S. No.	Planning Process	1	2	3	4	5
1	At the programme initial stage, the programme allocated funds for monitoring and evaluation					
2	The programme plans contain the M and E planning process					
3	The planning process is well detailed and utilised					
4	The planning process helps to estimate the cost of the required resource for M and E					
5	The project is able to develop a control mechanism to keep the programme on track					
6	The planning process support decision making during programme implementation					
	Technical Expertise					
7	Programme staff are trained in order to equip them with technical expertise necessary to carry out M and E					
8	Technical skills are a huge determinant on how bets monitoring and evaluation is done					
9	The programme identifies skilled personnel to carry out the monitoring and evaluation functions					
10	The programmes are design is flexible to achieve better project results.					
11	Project training need analysis is done to ensure the right skills are acquired to manage the M and E activities.					
	Stakeholder Involvement					
12	Stakeholder analysis is done to ensure all the stakeholders are involved in programme monitoring					
13	Stakeholders feedback is well captured and analysed for implementation					
14	Communication strategy is developed to address the flow of information					
15	Participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M and E.					

16	It enables the stakeholders to influence the product acceptance based on their needs.					
	Management Participation					
17	There is visible support and commitment by management towards the project performance.					
18	Management participation helps produce effective communication to meet the project objectives.					
19	Ensure effective use of lessons learned in different projects for future decision making and improved project delivery					
20	It ensures ownership, learning, and sustainability of results					
21	Management involvement enhances the credibility of the evaluation process and ensures increased acceptance of the findings					
	M & E Performance					
22	The programme has clear statement of measurable objectives					
23	The programme has outlined a structured set of indicators					
24	Efficient Management of project records has been employed					
25	The programme has efficient institutional arrangement					
26	There is a feedback system of M and E findings					

7. What other practices influence effectiveness of M and E practice of the Programme?

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