



**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE**

**A QUALITATIVE DESCRIPTIVE STUDY OF MONITORING AND
EVALUATION PRACTICE IN INTERNATIONAL LIVESTOCK
RESEARCH INSTITUTE LIVESTOCK PROJECTS**

**BY: ROSSI HAILE
GSR/5302/13**

**A Project Work Submitted To Addis Ababa University School of Commerce in Partial
Fulfillment of the Requirement for Master of Arts in Project Management**

JULY, 2022

ADDIS ABABA, ETHIOPIA

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ADVISOR: Dr. BANTIE WORKIE

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STATEMENT OF DECLARATION

I, Rossi Haile, hereby declare that this project work titled “a qualitative descriptive study of monitoring and evaluation practice in international livestock research institute livestock projects” is being completed in partial fulfillment of the Master of Arts in Project Management degree with the guidance and support of project work advisor Dr. Bantie Workie. I fulfilled all ethical standards while working on the project and appropriately acknowledged all references and sources. I completed this project on my own and it is not being submitted for a degree or Master's program at this or any other school.

Rossi Haile

Signature

Date

STATEMENT OF CERTIFICATION

This is to certify that Rossi Haile's project work titled “a qualitative descriptive study of monitoring and evaluation practice in international livestock research institute livestock projects” submitted in partial fulfillment of the requirements for the degree of Master of Arts in Project Management, complies with the university's regulations and meets the accepted standards in terms of originality and quality.

Dr. Bantie Workie

Project Work Advisor

Signature _____ **Date** _____

APPROVAL

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Approved By:

	Name	Signature	Date
1. External Examiner	_____	_____	_____
2. Internal Examiner	_____	_____	_____
3. Advisor	_____	_____	_____

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Rossi Haile

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ACRONYMS

BeCA	Biosciences Eastern and Central Africa
FAO	Food and Agriculture Organization
ILO	International Labour Organization
ILRI	International Livestock Research Institute
M&E	Monitoring and Evaluation
MoA	Ethiopian Ministry of Agriculture
PM&E	Participatory Monitoring and Evaluation
UNDP	United Nations Development Programme
US	United States
USAID	United States Agency for International Development
USD	United States Dollar

ABSTRACT

Monitoring and Evaluation (M&E) is the combination of monitoring and evaluation which together provides the knowledge required for effective project management, reporting and accountability of responsibilities. Since agriculture is a critical industry in nations such as Ethiopia and it is the greatest contributor to total economic growth and poverty alleviation, the focus of this study are livestock projects implemented in International Livestock Research Institute (ILRI), Ethiopia. ILRI is a non-profit international agricultural research organization committed to improve the lives of people in developing countries via livestock research. This project work is meant to study how M&E practices are used in livestock projects implemented by ILRI Ethiopia. To undertake this, a descriptive research design with a qualitative data was used to gather data from fifteen interviewees from five case projects. The analysis was made using computer aided approach which is coding using Microsoft Word. Findings from the study show that the case projects are familiar with M&E plan. M&E stakeholder participation, M&E human resource capacity and M&E training and these components are really impactful on the performance of the projects. Regular amendment of M&E plans, consideration of additional stakeholders and regular provision of M&E trainings are the key recommendations for projects implemented in ILRI. Further researches with reduced bias and inclusive of other M&E practices are suggested.

Key Words: Monitoring, Evaluation, Plan, Stakeholder Participation, Human Resource Capacity, Training, Project Performance

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION

In Ethiopia, International Livestock Research Institute (ILRI)'s research focus on long-term intensification of mixed crop–livestock systems through increasing productivity and value chain development and reduced vulnerability through market development, risk reduction, and livelihood diversification. These works of the organization fascinates me because I fully understand that Ethiopia has a wealth of natural resources to tap into and become prosperous.

A number of projects have been designed and are already in operation in ILRI. With the knowledge I acquire, an organization is unable to see and analyze previous operations in accordance with the project plan and move forward while maintaining timeliness, cost, scope and quality without adequate project monitoring and evaluation (M&E) practice. For this reason, I would like to study about how ILRI manages to use M&E for the livestock projects it is undertaking.

1.2. BACKGROUND OF THE STUDY

This project work is meant to study how performance of livestock projects in ILRI is influenced by M&E practices. Projects are by their very nature transient which have specific start and end dates. They exist to create a new product or service that does not currently exist i.e. a project is unique (Watts, 2014).

Agricultural projects are intended to improve a country's food security by enhancing agricultural production and market access for crop and livestock products in specific areas. Agriculture is a critical industry in nations such as Ethiopia, since it is the greatest contributor to total economic growth and poverty alleviation. As a result, focusing on these projects and managing them efficiently would contribute to the sector's growth and development, as well as a stronger economic position for the country.

According to Project Management Institute's (2017) definition, the application of knowledge, skills, tools and techniques to project activities in order to achieve project requirements is known as project management. It is performed by implementing and integrating the project management processes of initiating, planning, executing, monitoring and controlling, and closing that have been identified for the project. This enables organizations to complete projects efficiently and effectively. The modern project management idea emerged between the 1900s and the 1950s (Kwak, 2003).

In project management, there is a continuous management function known as M&E that assesses whether progress is being made toward reaching desired goals, identifying challenges in implementation, and highlighting any unexpected consequences (positive or negative) from their original plan (FAO, 2022).

In an agricultural research and extension system, M&E are essential instruments for managing and assessing the efficiency and efficacy of investments (Rajalahti, Woelcke & Pehu, 2005).

The American tradition continues to have an impact on the international position of M&E research, both in terms of theory and methodology. In terms of trends, number of authors and their influence, degree of professionalization, academic program focus, legislation and institutionalization of evaluation, development of models and approaches for evaluation, evaluation capacity building initiatives, evaluation standards and guiding principles, number and attendees of evaluation conferences and workshops, publications and their impact factor, the United States (US) is considered the motherland of the field (Basheka & Byamugisha, 2015).

In the context of Africa, Egypt is the world's originator of M&E. More than 5,000 years ago, the ancient Egyptians regularly monitored their country's crop and livestock outputs (Masuku & Ijeoma, 2015). From this it is clear that M&E is not a new practice in Africa.

M&E was viewed as predominantly a project-based activity in the 1970s. The main goal of M&E is to serve as a management tool for providing timely feedback and warnings about whether or not a project is on track. Focus of interest was on the monitoring of inputs and

outputs. M&E activity transitioned from the project level to the sectoral level after a decade (1980s). The focus was moved away from monitoring inputs and outputs and toward measuring outcomes. Then, in the 2000s, poverty alleviation had shifted from a minor worry to a major one for practically all countries. The Millennium Development Goals established a goal of halving global poverty by 2015 as the first goal. Poverty monitoring operations were combined with project and sector-based M&E efforts. This also represented the beginning of the realization that M&E information had uses beyond serving as a tool for policymakers and planners and that making it available to the general public and civil society might improve public sector accountability and good governance (Edmunds & Marchant, 2008).

Although the terms monitoring and evaluation are sometimes used interchangeably, they are two separate sets of organizational tasks that are linked but not identical. They share the goal of learning from what things are being done and how they are being done by concentrating on efficiency, effectiveness, and impact (Shapiro, 2001).

The systematic and routine collecting of information from projects and programs is referred to as monitoring. Its goals are to learn from past experiences in order to improve future practices and activities, to have internal and external accountability for the resources used and the results obtained, to make informed decisions about the initiative's future and to promote empowerment of initiative beneficiaries (Sportanddev.org, no date).

An evaluation is a systematic and objective assessment of a current or completed project, program, or policy, including its design, implementation, and outcomes. The assessment should provide credible and meaningful information, allowing recipients and donors to incorporate lessons learned into their decision-making processes (European Commission Civil Society Fund in Ethiopia, 2017).

Many researchers come to the conclusion that there is a positive relationship between project management practices and the performance of projects. M&E practices have a substantial impact to either the success or failure of projects. According to the findings of the research (Claude et al., 2022), project M&E favorably improved agriculture project performance in the Ngororero District of Rwanda. Therefore, with the application of the M&E system,

organization can achieve their missions and goals and help all the beneficiaries involved in their works.

It is hoped that the outcomes of this study would motivate different sectors to use M&E for the right reasons, as well as urge others to start using it and as a consequence, increase project performance.

1.3. BACKGROUND OF ILRI

ILRI is a non-profit international agricultural research organization committed to improve the lives of people in developing countries via livestock research. It was established on September 21, 1994 by an Establishing Agreement signed by the governments of Kenya, Ethiopia, Denmark, Sweden, and the Swiss Confederation, as well as the United Nations Environment Programme. ILRI is headquartered in Nairobi, Kenya and is co-hosted by the Ethiopian government and has 14 offices across Asia and Africa, employs over 700 people, and has an annual operating budget of approximately USD 80 million (ILRI, 2022a).

ILRI envisions a society in which all people have access to enough food and livelihood opportunities to reach their full potential. The mission of ILRI is to increase food and nutritional security and decrease poverty in developing countries by conducting research on the efficient, safe, and sustainable use of livestock (ILRI, 2018).

ILRI is chosen for this study because it is one of the organizations that use M&E in its project undertakings, a management tool which has an influence on project performance and the performance of these projects in this institution can impact the country's growth.

1.4. STATEMENT OF THE PROBLEM

As described in the above section of this paper, ILRI is one of the international organizations working on livestock advancements. It also implements projects to reach its goals. And the goal of having projects is to ensure that they provide results by working as intended. M&E is designed to help improve project performance by tracking the whole project process and providing critical information for making critical modifications.

Livestock is an important source of animal protein, power for crop cultivation, means of transportation, export commodities, manure for farmland and household energy, crop failure security and means of wealth accumulation (Management Entity, 2021).

Ethiopia is thought to have Africa's greatest livestock population. This livestock sector has contributed significantly to the country's economy and continues to promise to support the country's economic development. Cattle, sheep, goats, horses, mules, donkeys, camels, poultry, and beehives are estimated to be 70 million, 42.9 million, 52.5 million, 2.15 million, 0.38 million, 10.8 million, 8.1 million, 57 million, and 6.99 million in number in rural and pastoral sedentary regions, respectively (Central Statistical Agency, 2020/21).

As a result of being involved in livestock-related research and projects, ILRI bears a substantial amount of responsibility for improving what has been done so that Ethiopia's vast livestock population results in major productivity increases for the country. Yet little research has described what challenging factors are influencing the performances of agricultural projects in ILRI Ethiopia and also there seems to be a lack of strong studies regarding the practices of M&E in those projects.

Therefore, the goal of this project work is to learn how ILRI uses M&E in its project implementation, as well as what critical activities are lacking and what changes should be made to other coming livestock projects so that Ethiopia is well benefited from well performing livestock projects. Furthermore,

1.5. RESEARCH QUESTIONS

The following research questions guided the study:

- I. How M&E plans are practiced in ILRI's livestock projects in Ethiopia?
- II. How stakeholder participations in M&E are practiced ILRI's livestock projects in Ethiopia?
- III. How human resource capacities of M&E team are practiced ILRI's livestock projects in Ethiopia?
- IV. How M&E trainings to project team members are practiced in ILRI's livestock projects in Ethiopia?

1.6. OBJECTIVES OF THE STUDY

1.6.1. GENERAL OBJECTIVE OF THE STUDY

The main objective of this project work was to describe the practices of M&E in livestock projects in ILRI Ethiopia.

1.6.2. SPECIFIC OBJECTIVE OF THE STUDY

I was guided by the following specific objectives:

- To describe the practice of M&E plans in ILRI's livestock projects in Ethiopia.
- To describe the practice of stakeholder participations in M&E in ILRI's livestock projects in Ethiopia.
- To describe the practice of human resource capacities of the M&E teams in ILRI's livestock projects in Ethiopia.
- To describe the practice of M&E trainings to project team members in ILRI's livestock projects in Ethiopia.

1.7. SIGNIFICANCE OF THE STUDY

The study is seen to be important for ILRI and the projects implemented by it since it provides additional insight into the M&E practices that influence project performance, allowing the organization to scale up its operations. The findings of the study aids personnel working in the subject of project management, especially in M&E, in better understanding the impact of various M&E techniques on project performance, whether at ILRI or elsewhere undertaking projects. Access to essential information on determinants of project performance for ILRI's present and future projects, would assist stakeholders such as government offices, notably the Ethiopian Ministry of Agriculture (MoA) and other project donors/sponsors. Future researchers can be benefited from the study since it provides them with literature on the findings as well as recommendations for additional research into the influence of M&E on project performance. With the findings of this study, it was intended that organizations would begin to monitor and evaluate projects only for the purpose of enhancing project performance, rather than as a requirement of the funder.

1.8. SCOPE OF THE STUDY

This study aimed to describe M&E practices in ILRI's livestock projects in Ethiopia. It looked at M&E practices of planning, human resource capacity, training, and stakeholder participation. The investigation focused on ILRI's livestock projects which are in progress and to be completed in 2022 and which are under the research theme 'Prosperity'. The participants of the study were the organization's staffs who directly or indirectly participate on M&E practices of the projects under study.

Animal and human health, Feed and forage development, Livestock genetics, Policies, institutions and livelihoods, Sustainable livestock systems, Impact at scale and The Biosciences eastern and central Africa (BecA)-ILRI Hub are research programs available in ILRI. The study was limited to five projects that are under the above research programs but focusing on prosperity. Research themes, other than prosperity, such as environment, food, gender and health were not included in the study.

1.9. LIMITATION OF THE STUDY

There were limitations in data collection where some of the targeted respondents were unable to provide detailed information on the interview questions raised to them due to their busy work schedules. In addition, I was limited by time constraints which were set by my school.

1.10. CONCEPTUAL DEFINITION OF TERMS

Project: is a temporary undertaking that aims to produce a unique product, service, or outcome (Project Management Institute, 2017).

Monitoring: is the systematic and ongoing gathering, analysis, and application of data for management control and decision-making (European Commission Civil Society Fund in Ethiopia, 2017).

Evaluation: is the assessment of an ongoing or completed operation, program, or policy, including its design, implementation, and outcomes, in a systematic and objective manner (International Federation of Red Cross and Red Crescent Societies, 2002).

Monitoring and Evaluation (M&E): is the combination of monitoring and evaluation which together provide the knowledge required for effective project management and reporting and accountability responsibilities (European Commission Civil Society Fund in Ethiopia, 2017).

Monitoring and Evaluation Plan: is a document that aids in tracking and assessing the outcomes of interventions over the course of a program's lifespan (Compass, no date).

Monitoring and Evaluation Training: is training for the entire project team on how M&E will be done including individual roles and responsibilities.

Human Resource Capacity: is the presence of knowledgeable, experienced, and skilled persons in a public or private organization or institution who undertake certain jobs and responsibilities (Kariuki, 2019).

Stakeholder Participation: is having a common understanding of a project's decision-making process and participating in it (Siles, 2022).

Project Performance: In this study, project performance will mean project success that is delivery of a project within the allocated time period, within the budgeted cost, at the proper performance or specification level, with acceptance by the customer/user, with minimum or mutually agreed upon scope changes, without disturbing the main work flow of the organization and without changing the corporate culture (Kerzner, 2010).

1.11. ORGANIZATION OF THE STUDY

The project work report is organized into five chapters. Chapter 1 deals with the introduction and background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of study, limitation of study, conceptual definition of terms and organization of the paper. Chapter 2 mainly consists of the literature review of the study. It has an introduction, theoretical review, empirical review and the conceptual

framework of the study. Chapter 3 contains the research methodology which consists of research approach, research design, sampling design, data collection method, data collection tools/instruments employed, credibility and dependability, data collection procedure, the methods of data analysis used and ethical consideration employed. Chapter 4 handles the results and discussion/data presentation, analysis & interpretation. Chapter 5 presents conclusions, recommendation and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter is about reviews of different sources prepared by various authors regarding M&E practices in projects.

2.2. THEORETICAL CONCEPTS

Project success is not just creating deliverables but also giving deliverables to the projects' beneficiaries with the best way possible and ensuring that those deliverables can be used to achieve the reason for the project's existence (Newton, 2016). To achieve this, projects should be well managed using effective tools in project management. M&E are the well-known tools which play big roles in success of projects.

Monitoring is an activity that determines whether or not a current project is on track. Its uses include receiving participant input, collecting data, observing project operations, assessing contextual changes, and alerting of possible difficulties (Singh, Chandurkar & Dutt, 2017).

Evaluation is a procedure that analyzes all aspects of a program consistently and objectively in order to determine its overall worth or relevance. It is used to deliver trustworthy information to decision-makers in order for them to develop approaches to obtain more of the desired outcomes (ILO, 2015).

M&E are distinct but complementary activities. When monitoring delivers information, evaluation clarifies the reality, bringing the larger project context to the forefront (Kabonga, 2019).

One of the practices in M&E systems is an M&E plan which is a document that defines the aims and objectives of an M&E strategy as well as its essential components (ToloData, 2019). Its goal is to urge project workers to think clearly about what they intend to accomplish in terms of M&E before project execution begins, and to ensure that those plans are appropriately documented (Simister, 2015).

An M&E plan should provide background information, define what the M&E system will measure (indicators linked to the objectives of the strategic/program plan being monitored and evaluated), and how the M&E system will operate to enable these measurements to take place (Görgens & Kusek, 2009).

An M&E plan will assist to ensure that data is used properly to make projects as successful as possible and that outcomes can be reported at the end (Compass, no date).

It is critical in any M&E system to have enough human resource to carry out key duties such as data collecting, analysis, reporting, learning and data management (INTRAC, 2019). The M&E system cannot work without skilled personnel who carry out the M&E activities for which they are accountable. Focusing on human capacity for M&E will increase the M&E system's quality. Understanding the skills required and the capacity of staffs working in the M&E system, as well as addressing capacity gaps, is therefore important to the M&E system (Görgens & Kusek, 2009).

Training for a variety of M&E tools, methodologies, approaches, and concepts should be made available to enable the M&E team be more productive. Continuous capacity building through training aids in overcoming limited expertise with various M&E techniques. A sufficient supply of trained human resources with the necessary skill sets is crucial for the long-term viability of an M&E system (Acevedo, Krause & Mackay, 2012).

Every project is completed because someone wants it to be done. The individual who wants it done is referred to as the project customer. Stakeholder refers to everyone who has an interest in a project and is a broader phrase than customer (Newton, 2016). Donors, implementers and project beneficiaries are the people who care about a project's success. It appears natural that bodies who are interested in a project should be participating in the M&E system (Sherriff, 2022).

Participation of stakeholders in monitoring and evaluation is critical because it keeps projects on track and frequently guarantees early detection of problems, reducing the possibility of substantial cost overruns, time delays, and non-conformity to project specifications. One of the most prevalent reasons for program and project failure is insufficient stakeholder involvement. As a result, every effort should be taken to promote

broad and active stakeholder participation in the planning, monitoring, and evaluation processes (UNDP, 2009).

2.3. EMPIRICAL REVIEW

Table 1: Summary of Empirical Literature Review

Researchers	Focus	Findings
Alex, 2016	The relationship performance of M&E systems have with training of employees and stakeholder involvement	Employee training determines to a great extent the effectiveness of the M&E systems. Involvement of stakeholder only in initial stages of M&E process.
Simwaka, 2020	The influence M&E plans and M&E training have on project performance	The findings of this research revealed that M&E has an impact on project performance.
Murei, Kidombo, and Gakuu, C., 2017	The amount to which human resource capacity for M&E influences horticulture project performance.	M&E human resource capacity had a significant influence on performance of Horticulture projects.
Waithera and Wanyoike, 2015	The influence of training staff and personnel, stakeholder participation and political interference on M&E performance of youth funded agribusiness projects.	There was no significant relationship between stakeholder's participation in M&E activities and the projects' M&E performance. Only the training of staff had a statistically significant influence on project M&E performance of youth funded agribusiness projects. Increase in the level of personnel training is associated with an increase in M&E performance of the projects.

CHAPTER THREE

METHODOLOGY

This chapter outlines the various elements of research methodology that I used in conducting the study, including research approach, research design, sampling designs, sources of data, research instrument and data collection procedure, data analysis techniques, credibility and dependability and finally ethical consideration of the project work.

3.1. RESEARCH APPROACH

The three most prevalent research approaches are quantitative, qualitative, and mixed methods (Williams, 2007). Quantitative research is a research approach that prioritizes quantification in data gathering and analysis, whereas qualitative research is a research method that often focuses on words rather than numbers in data collection and analysis (Bryman, 2012). The mixed methods approach to answer research questions that require both numerical and textual data (Williams, 2007).

A quantitative research approach comprises collecting and analyzing numerical data using specific statistical methods to answer questions like who, how much, what, where, when, how many, and how (Apuke, 2017).

Qualitative research approaches respect the depth of meaning. These approaches enable people to develop a thorough understanding of a subject. They are based on inductive designs that strive to generate meaning and producing rich, descriptive data (Leavy, 2017).

Mixed methods research is a kind of investigation that involves gathering both quantitative and qualitative data, combining the two types of data, and employing unique designs that may include philosophical assumptions and theoretical frameworks (Creswell, 2014).

As a result, I applied qualitative research approach since the purpose of this study is to explore, describe, and gain a complete knowledge of the M&E practices in ILRI's livestock projects as the respondents describe the existing M&E practices in their own words. It was accomplished by gathering textual data from respondents and describing M&E activities. To

use this approach, I used case studies. Case study is an in depth investigation of a phenomenon to determine variables influencing a status of a subject of a study (Simwaka, 2020). The case study approach was employed since it assists in creating deep understanding about study matters as they are and because it can be done in small size of study subjects.

3.2. RESEARCH DESIGN

A research design is the conceptual blueprint within which research is conducted. Exploratory research design, descriptive research design, explanatory research design and experimental research design are the broad types of research designs (Akhtar, 2016).

Among these research designs, a descriptive research design is the sort of study that I utilized since it assists in describing the existing situation in ILRI's livestock projects regarding M&E activities, challenges the respondents face while practicing M&E and what is required to use M&E effectively and reach to the goals of each projects. A descriptive study is a research study that aims to describe systematically a condition, problem, phenomena, service, or program, or it depicts views regarding an issue. The primary goal of such investigations is to describe what is common in relation to the issue/problem under consideration (Kumar, 2011).

3.3. SAMPLING DESIGN

3.3.1. Population of Interest of the Study

The population of interest for a study is constituted of different entities one aims to understand and to whom or to which the study results may be generalized or transferred and is the primary group about which the research is concerned (Casteel & Bridier, 2021). In this study, the projects that were under consideration to make up the population of interest are a total of twenty five active livestock projects undertaken in ILRI Ethiopia.

3.3.2. Target Population of the Study

A target population is a defined group from which a sample is selected and to which any conclusions formed from the sample are applicable (Banerjee & Chaudhury, 2010). The

units of analysis for this study were active livestock projects that are implemented by ILRI, projects which are located in Ethiopia, projects that have end date in 2022 GC and projects which are under the research theme prosperity. Alternatively, the data sources were respondents comprising project managers, project coordinators and M&E officers of the livestock projects under study.

3.3.3. Sampling Frame

The sampling frame is a collection of sample units from which the sample is taken (Peterson, Baker & McGaw, 2010). To determine sample for this study, I took ten ongoing livestock projects performed by ILRI in Ethiopia, due to be finished by the end of 2022 GC and which are under the theme prosperity.

Table 2: Sample Frame

PROJECT NAME	ILRI RESEARCH PROGRAM
African Dairy Genetic Gains	Livestock genetics
Agriculture to nutrition Ethiopia project	Livestock genetics
Epidemiology and control of peste des petits ruminants in Ethiopia	Animal and human health
EQUIP–Strengthening smallholder livestock systems for the future project	Feed and forage development
Gender planning	Policies, institutions and livelihoods
Global burden of animal diseases	Animal and human health
Overcoming forage challenges in Africa: exploring sequence diversity in Napier grass to fast-track breeding projects at national level	Feed and forage development
Programme for climate-smart livestock systems	Sustainable livestock systems
Urban food markets in Africa: Incentivizing food safety using a pull-push approach	Animal and human health
Women in business: chicken seed dissemination in Ethiopia	Policies, institutions and livelihoods

Source: Research Data, 2022

3.3.4. Sample Size

Prior to conducting a study, qualitative researchers seldom specify the sample size. They choose their cases progressively, not restricting the number of participants until the data reaches saturation (Ishak & Bakar, 2014). Therefore, because the aim of this study was to gain a better understanding of M&E practices existing in ILRI's livestock projects; five projects as a case study were believed to be to provide a good picture of the issue and help reach data saturation. From each chosen project, one project manager, one project coordinator and one M&E officer were taken as respondents. As a result, this study included five project managers, five project coordinators, and five M&E officers which were a total of fifteen respondents.

Table 3: Projects' Information

Project Name	Project Description	Identified Gaps	Objectives
Agriculture to nutrition Ethiopia project	A project operating in 20 villages in Ethiopia targeting 800 women and young children. It focuses on how agriculture can deliver positive nutrition outcomes for smallholder farming families through the implementation of robust, evidence-based nutrition-sensitive interventions.	-Trends of African people to eat for hunger but not for health -High nutritional demand of pregnant women and children	-To enable families grow nutritious food on their land -To make smallholder farming families earn incomes from selling what they produce
EQUIP– Strengthening smallholder livestock systems for the future project	A project working on creating inventory of available feed materials useful for livestock productivity, on promotion of strategies to increase the yield, quality and preservation of fodder, on determination and meeting nutrient requirements of indigenous livestock with balanced rations and on improving the capacity to analyze the nutritional value	-Less feed quantity and quality	-To create knowledge, skills, techniques and products that will boost livestock production

	of livestock feed.		
Gender planning	This project seeks to assist ILRI and its partners in making gender the "new normal" in livestock research and development by bringing it to the forefront of livestock agendas and investments and pushing technical and transformational interventions to help women improve their lives via livestock.	-Only gender mainstreaming without appropriate interventions	-To create actionable learning and implementation agenda for transformative work on gender in livestock -To enable women achieve better lives through livestock.
Global burden of animal diseases	This project identifies animal health system shortcomings and provides remedies to meet the demands of smallholder farmers, commercial businesses, and society as a whole	-The presence of endemic and emerging diseases -Lack of a systematic way to determine the burden of animal disease on the health and wellbeing of people	-To investigate and apply approaches to improve understanding of the burden of animal disease in farming systems in Ethiopia
Women in business: chicken seed dissemination in Ethiopia	The project's mission is to create, promote, and evaluate women-led chicken companies in Ethiopia in order to promote economic empowerment of young women while simultaneously increasing food and nutrition security in their homes.	-Lack of women economic empowerment	-To empower women -To improve livelihoods -To improved nutrition

Source: Research Data, 2022

3.3.5. Sampling Techniques

The type of information a researcher seeks to gather and which category of persons and documents or which area would be most suited to obtain it from, define the sort of sampling to be engaged in qualitative research. As a result, the emphasis is on the sample that provides the greatest and most in-depth information that the researcher requires (Njie & Asimiran, 2014).

A nonprobability sample is generally more appropriate for qualitative research. Non-probability samples include convenience, quota, purposive, snowball, deviant case, sequential, theoretical, and adaptive samples (Neuman, 2014).

Purposive sampling which is also known as judgment, selective, or subjective sampling is a sampling approach in which a researcher chooses individuals of the population to participate in the study based on one's own judgment (Dudovskiy, 2022). Therefore, I employed purposive sampling and picked samples depending on the capacity of the projects and respondents to offer information on the study's research questions. One of the criteria I considered was the individual's closeness to the project's M&E practice and they had to be identified as the staff persons of ILRI. This technique could also help me to save time and cost. The five projects that I purposefully chose, in the hope that their performance will have an influence on the sector's growth and the lives of the beneficiaries, are mentioned in Table 3 below, along with the respondents' job position and number.

Table 4: Sample Size

Types of Projects	Project Managers	Project Coordinators	M&E Officers
Agriculture to nutrition Ethiopia project	1	1	1
EQUIP–Strengthening smallholder livestock systems for the future project	1	1	1
Gender planning	1	1	1
Global burden of animal diseases	1	1	1
Women in business: chicken seed dissemination in Ethiopia	1	1	1
TOTAL	5	5	5
	RESPONDENTS		15

3.4. DATA COLLECTION METHODS

Document analysis, archival records, interviews, direct observations, participant-observation, and physical artifacts are the most typical data sources utilized in case studies. One of the most significant is the interview (Yin, 2009). As a result, I collected data from more than one source, which is from interviews and the websites of ILRI. This allowed for more persuasive findings.

3.5. DATA COLLECTION INSTRUMENT

For this study, interview guide was used as data collection instrument. Another source of information to increase credibility of this study used was the ILRI website.

An interview guide is a series of questions that have been produced to act as a guide for researchers in gathering information or data on a given issue (Adosi, 2020). I prepared an interview guide having ten basic open ended questions which helped respondents give relevant information regarding the research questions. The interview guide was divided into five sections. The first section included questions about the respondents' demographic characteristics, the second had questions about general background information on the projects in which the informants are involved in, the third had queries about the M&E system available at ILRI and its significance on projects, the fourth had questions about project performance and the fifth had questions about information on the M&E practices which this study focused on.

3.6. CREDIBILITY AND DEPENDABILITY

3.6.1. Credibility of the Instrument

The extent to which qualitative researchers can establish that their data is accurate and appropriate is referred to as credibility (Denscombe, 2010). To demonstrate this, triangulation or using of multiple data sources which are related to the research questions were applied.

3.6.2. Dependability of the Instrument

Dependability refers to a qualitative researcher's ability to establish that the study's conclusions are consistent with the raw data obtained (Denscombe, 2010). To ensure the dependability of the study, I presented information gathered from respondents actually without making any changes.

3.7. DATA COLLECTION PROCEDURE

Before the start of data collection, I obtained the necessary authorizations which include an introduction and support requesting letter for conducting the study from the Addis Ababa University, School of Commerce. I presented the letter to ILRI, introduced myself and asked for permission to do the project work. After permission was granted, I administered the interview according to schedule I prepared after getting the respondents' consent. In the meantime, I looked for valuable data from documents regarding the research questions.

3.8. DATA ANALYSIS TECHNIQUES

The analysis of qualitative data is primarily concerned with the study of conversation and text. There are several techniques of analyzing qualitative data. The key ones include content analysis, grounded theory, discourse analysis, conversation analysis and narrative analysis. For this study, I analyzed the collected data using content analysis approach. Content analysis has the potential to deeply analyze and quantify contents in text (Denscombe, 2010). And I believe the findings I got using this approach helped me to get different concepts and understandings about M&E practices in ILRI's livestock projects.

Collected data was organized in order to make it easily identifiable. I primarily transcribed all the interview data into text. Those texts were then analyzed by computer aided approach using Microsoft Word.

3.9. ETHICAL CONSIDERATIONS

In terms of ethics, the study offered the participants a lot of consideration throughout data collecting. The respondents gave first their consent for the interview to be administered.

Then the nature and objective of the study were explained to participants. All respondents' personal information and identities were kept private, and the data acquired both from the interviews and the documents were only utilized for the purpose of this study. Extreme caution was exercised in order to avoid thoughtless mistakes and neglect, particularly during data collection. Bias in data analyzing, data interpretation and other parts of the study were eliminated. The study was adhered to the greatest standards of integrity, including keeping promises and agreements, honesty, and consistency of thought and action.

The pre-existing information I had about the organization, the concept of M&E and activities in ILRI regarding the research questions were strictly controlled to manage a confirmation bias. That is, every responses gathered from the data collection phase were put exactly as they were said and whenever vague ideas were responded probing questions were raised to get clarification about the thought and experiences of the respondents.

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. INTRODUCTION

The chapter presents the analysis and interpretation of data collected from respondents who were interviewed. The aim of the study was to describe the M&E practices in livestock projects implemented in ILRI, Ethiopia. The practices the study focused on were specifically M&E plan, M&E stakeholder participation, M&E human resource capacity and M&E training. The data analysis was based on qualitative data obtained from respondents. The first component of this chapter discusses the data analysis used in this study. The study's findings and interpretations are discussed in the second part of this chapter. It is divided into four sections, each of which is arranged according to the study's research questions.

4.2. ANALYSIS

Initially, I proposed working on ten ongoing livestock projects being conducted by ILRI, however owing to time constraints and the adequacy of the data acquired to meet the study questions, I only used five of the ten projects to gather data.

I approached fifteen respondents with similar interview guide having ten relevant open ended questions regarding the research questions. The interview guide is attached as annex at the end of this paper. I used my phone to record the interviews, but three of the respondents refused to allow me to do so because they wanted to remain anonymous, so I could only take notes. I spent 30 - 45 minutes on every session making sure all of the questions were well answered. The fewest interviews I conducted in a day were two, and the most were four. I attempted to transcribe and analyze as soon as possible to avoid forgetting essential information and piling up interview records to transcribe. Because I mostly employed short forms, the notes gathered from unrecorded respondents were also modified to make sense. I transcribed the data into text using Microsoft Word in my laptop computer. The average number of pages of transcribed material included the questions raised was six.

Content analysis is the method of analysis that was used for this project work. I utilized content analysis to identify the existence of certain words or concepts in the qualitative data I collected. I was able to quantify and analyze the presence, meanings, and relationships of such words or concepts by using this technique (Palmquist, 2019).

Determine an acceptable coding strategy, create an anchor code for each of the research questions, find relevant excerpts, assign a code and lastly categorize codes are the four qualitative data coding stages employed (Adu, 2019).

Accordingly, I chose In vivo coding strategy initially to preserve the respondents' views and experiences as they are. In vivo coding derives codes from the data itself. This technique makes use of the participants' language and vocabulary, allowing codes to represent the participants' perspectives. It also assists researchers in gaining a thorough understanding of the firsthand stories, thoughts, and meanings stated by research participants (Delve, no date).

Coding is the act of tagging or labeling raw data in order to determine whether various portions of the data under examination have something in common, pertain to the same topic, or may contain words about the same emotion (Denscombe, 2010).

My next step was to create *M&E plan*, *M&E Stakeholder Participation*, *M&E Human Resource Capacity* and *M&E Training* as anchor codes to represent the research questions.

Anchor codes are labels or codes assigned to research questions that assist the researcher in organizing the data obtained in connection to the research questions. Creating anchor codes makes it easier to categorize the codes, saving time and minimizing the stress of determining which code goes to which question (Adu, 2019). As a result, every time I coded, I made sure to write the anchor code first, followed by the code that answers the specific study question in the 'comment' function of my Microsoft Word document. That manner, I was able to readily organize codes according to the research questions they are related to.

Counting the number of times a specific set of codes appear is an essential measure for determining the frequency of phenomena (Saldaña, 2013). Therefore, from the fifteen transcripts, I could count four hundred twenty initial codes generated.

Since, the initial codes were too much to be presented for the audience of this study, they were consolidated so that it is possible both to reduce the data volume and know the frequency of their being mentioned in the transcripts. This method is known as clustering or sorting since it involves arranging codes into clusters depending on what they have in common. As a result, groupings of codes are referred to as categories (Adu, 2019). Codes and categories which didn't have relevance to the research questions were avoided. And those having a frequency of less than three were categorized in clusters named as 'others' to show that they are less relevant.

4.3. INTERPRETATION AND DISCUSSION

This section of the study explains how the data acquired and analyzed will be given significance. The table below (Table 4) contains information on the participants. The participants are collection of project managers, project coordinators and M&E officers of the five purposely selected projects which are implemented by ILRI.

Table 5: Demographics of Participants

Participant's ID	Age	Gender	Years of Experience	Qualification
R1	45	M	7	MSc. in Agricultural Economics
R2	33	M	4	MA in Business Administration
R3	47	M	6	MA in Business Administration
R4	42	M	6	MSc. in Sociology
R5	40	M	2	MSc. in Natural Resources Management & Sustainable Development
R6	60	M	5	MSc. in Animal Breeding
R7	55	M	5	MA in Project management
R8	52	M	6	MA in Monitoring & Evaluation
R9	37	M	2	MA in Project management
R10	51	M	3	MA in Monitoring & Evaluation
R11	39	M	5	MA in Monitoring & Evaluation
R12	61	M	6	MSc in Animal Genetics
R13	42	M	4	MSc. in Agricultural Economics
R14	48	M	8	MA in Project management
R15	40	M	5	MA in Business Administration

The five projects that were taken in this study are livestock projects that were put under ILRI's research theme 'prosperity'. This research theme focuses on livestock and their contribution to economic development of countries. According to ILRI (2022b), globally livestock contributes over 40% of agricultural GDP and provides livelihoods and income for at least 1.3 billion people. Despite their importance, livestock get just a small portion of agricultural development support in low and middle-income nations. To fulfill the increased demand for animal products, smallholder productivity and output are critical. Therefore projects under the research theme 'prosperity' work towards empowering the agriculture sector by supporting smallholders, by employing young people and women while also diversifying businesses beyond keeping animals.

4.3.1. M&E Plan

Table 6: M&E Plan

Cluster 1: Having M&E plan with its components (69)	Cluster 2: Well planned M&E plans lead to implementation of the project in planned scope, budget and time (45)	Cluster 3: Others (2)
Existing written M&E plan (15)	In terms of scope, budget and time (15)	Including achieving intentions and resources required (2)
M&E activity plan (15)	Positively relating with project performance (15)	
Listing indicators (9)	Being critical (15)	
Budgeting (7)		
Decision making in advance of execution (7)		
Predetermining roles and responsibilities (7)		
Developing M&E framework (5)		
Identifying problems proactively (4)		

Source: Research Data, 2022

The categories created in response to the research question I raised and as well as the respondents' responses about how M&E plans impact the success of livestock projects in ILRI, are shown in the table above.

The first category (Cluster 1) was referenced sixty one times in the transcripts, making it the most common. The codes underneath it indicate information supplied by respondents concerning the presence of an M&E plan, the components of the M&E plan, and what purposes they believe the M&E plan has to help them succeed in their project undertakings.

The second category (Cluster 2) is next, and respondents to the interview described it 45 times (2nd most frequent). The codes for this category were developed from the respondents' explanations on why the M&E strategy is essential to the performance of projects.

The final group (Cluster 3), which receives the least attention, has codes that illustrate the utility of an M&E plan.

I asked the participants a specific interview question to learn more about their knowledge of the subject: "How do you describe the M&E plan for the project you are involving in?" All of the interviewees stated that they had an M&E plan for their projects. Unless those began working on their prospective project after it had already begun, all respondents were involved in its design. Participants described the M&E plan as a decision-making tool before execution. They stated that it is enabling them to spot problems before they cause significant damage to the project. Most project plans are created during the project planning phase, as stated by one of the interviewees: *"Detailed M&E plan is set up and thoroughly documented at project start-up with all stakeholders engaging in it."* A vital step in effectively monitoring and evaluating projects is to have an M&E strategy in place from the outset of the project. According to Shapiro (2001), in order to ensure that projects are successful, data on their goals should be gathered as early as possible by including an M&E plan into the overall project plan. Though it is the least mentioned by participants in relation to the research question, the code 'Including achieving intentions and resources required' also indicates that the M&E plan has a powerful character in terms of clearly putting aimed goals for M&E and required resources to achieve those goals for projects.

I probed them with questions on which critical components were included in their project's M&E plan. *"The created M&E plan comprises components such as M&E frame work, M&E activity plan, roles and duties of M&E team which offer the M&E plan a structure to be utilized for monitoring and evaluating the project efficiently."* one respondent noted.

It is clear from the respondents' data that the M&E plans for the projects show how M&E would be handled by clearly putting information on key indicators, stakeholders, a list of data sources, how, when, and by whom data would be collected, who would analyze the data, the budget for the activities, how to use the data, and what intervention could help to achieve the project's objectives using the data.

I also asked if the respondents could relate this M&E practice with the projects' performance. And I could find that all respondents responded that well-planned M&E activities help the livestock projects they are involved in to avoid scope creep, misuse of budgets and unwanted extension of projects' time for completion. The creation of an M&E plan is a necessary step in managing the process of analyzing and reporting progress toward project outputs and objectives (USAID, 2021).

The respondents' key rationale for having an M&E plan and its impact on project performance is to eventually have a well-performing project that follows the overall project plan. As a result, it is a tool that they have been utilizing to track the progress of the projects and the value that they will offer to everybody who benefits from them. According to the responses, women, children, and farmers in general have been impacted and have seen a change in their livelihood as a result of these projects. The data from respondents of the project Agriculture to Nutrition Ethiopia verifies that 750 of the targeted 800 women are able to have their own poultry farm and can both feed their family and sell all extra produce. It is believed that well planned and implemented M&E plan leads to the success of the project. This finding is consistent with Rumenya and Kisimbi's (2020) study, which indicated that the project M&E plan was positively and strongly connected with project performance.

4.3.2. M&E Stakeholder Participation

This section of the study offers the findings, interpretation and discussion of how M&E stakeholder participation affects the performance of ILRI livestock projects considered by this research study. The categories derived from the data obtained from the study's respondents are presented in the table below.

Table 7: Stakeholder Participation

Cluster 1: Transparent and in advance awareness of activities and their consequence lead to efficient project performance (56)	Cluster 2: Proper selection of stakeholders, their activities and phases of engagement (39)	Cluster 3: Others (17)
Being critical (13)	Stakeholder analysis (13)	Being relevant (1)
Positively relating with project performance (13)	Determining what to monitor and evaluate and how (6)	Early detection of crisis (1)
In terms of scope (7)	Bodies impacted by success or failure of project (6)	Keeping projects on track (1)
Accepting of deliverables (6)	Involving of stakeholders on specific stages (5)	Accountability in project work (1)
Establishing credibility of process (6)	Powerful to be threat or opportunity (5)	Helping to make improved decisions (1)
Leading to improvement in decision making (5)	Funders, beneficiaries and managers (4)	Helping to make works transparent (1)
In terms of scope, budget and time (3)		Participating stakeholders helps achieving vision (1)
Active involvement (3)		Participating to create ownership (1)
		Participation to get timely information (1)
		Sharing activities and results (1)
		Taking up correcting actions (1)
		Choosing stakeholders (1)
		Funders and beneficiaries (1)

		Governments, public and private sectors (1)
		Participating in all phases (1)
		Participating in control and corrective measures and entire process (1)
		Using stakeholders at various level (1)

Source: Research Data, 2022

I created three categories, which are collections of codes derived from the data I gathered. They are designed to answer the research question: "How does stakeholder participation in M&E influence the performance of ILRI's livestock projects in Ethiopia?"

The first category (Cluster 1) is a collection of codes that appear fifty six times in the responses of interviewees. This makes it the most frequent in regard to the study question being addressed. The codes beneath it show respondents' perceptions of what it meant to them to allow stakeholders to engage in M&E activities and its influence on project success.

The second category (Cluster 2) is a set of codes containing data from respondents regarding who the stakeholders are, why they were chosen, and when they will be engaged. It is referenced thirty-nine times in the transcribed data; making it the second most frequent in relation to the specific research topic about M&E stakeholder participation and its influence on project performance.

The third category (Cluster 3) is made up of codes that indicate less frequent issues related to the specific study question asked. It was found seventeen times in the transcript.

In my interview, I specifically asked, "Is it common to involve stakeholders in the M&E process?" If so, what criteria are used to let stakeholders involve, and why are they involved? The data acquired from respondents who took part in the interview revealed that stakeholders are required to engage in many elements of the projects, including M&E process. The following comment given by a participant below expressed the perception that all participants had of what a stakeholder is. *"Stakeholders are bodies who benefit from the projects' outcomes and those who contribute to make the projects alive.* The respondents

stated that ILRI projects are required to employ a modern approach known as participatory monitoring and evaluation (PM&E). PM&E is a strategic management approach that provides managers, employees, and stakeholders at all levels with a set of tools and techniques for regularly planning, continuously monitoring, periodically measuring, and reviewing project performance in terms of indicators and targets for efficiency, effectiveness, and impact (Jamaal, 2018). This technique is believed to provide beneficiaries and other groups a voice in the projects. It also provides the implementers with a genuine context for the projects and allows them to collaborate to address any problems that may arise.

In the transcripts, the code stakeholder analysis was referenced thirteen times. It is the notion of selecting the appropriate and essential stakeholders to participate in project M&E processes. Analyzing which stakeholders are necessary to engage at various stages of the project, as well as what they anticipate from the project, is critical in order to save money and time.

"To allow stakeholders to engage, we first prepare a complete list of stakeholders, which also helps us not to miss the crucial ones" stated one responder. Farmers, project teams, donors, and collaborating organizations were the most often cited stakeholders in the transcripts. According to the replies of the participants, allowing these stakeholders to engage in M&E helps projects realize their original goal. This practice is done during M&E planning and included the M&E plan. The duration of stakeholders' engagement is also determined by the relevance of their viewpoint on a particular problem. As one respondent put it, *"goat farmers are the people our project considers to be beneficiaries/stakeholders. However, this does not imply that they are involved in every aspect of the M&E process. They have a limited role in serving as data providers."*

I discovered from the collected data that allowing stakeholders to engage in M&E processes had benefits for the projects. Among these are the following: stakeholders can clearly see the activities in M&E right from the start of the project phase and set indicators collaboratively, they are aware of critical points and can pose questions and provide feedback whenever

necessary, which intern gives them the feeling of ownership, and the information that the stakeholders require is transparent.

By asking a question, "How do you associate M&E stakeholder participation with project performance?" All of the replies I received were favorable, indicating that it is a vital activity for project success. *"I can say the input the project is gathering from the stakeholders and their engagement in M&E have been enabling us to constantly make better decisions as we observe the good and negative results of the project"* said one respondent. This is consistent with Ruwa's (2016) results that stakeholder participation in M&E had a beneficial influence on project performance since stakeholders were able to hold implementers responsible, adding to efficiency in terms of time, money, and project sustainability.

4.3.3. M&E Human Resource Capacity

The codes produced from respondents' data about M&E human resource capacity and its impacts on project performance are clustered into four categories. The table below depicts their presentation.

Table 8: Human Resource Capacity

Cluster 1: Increased human resource capacity is critical and lead to implementation of the project in planned scope, budget and time (30)	Cluster 2: Motivated , skilled and adequate in number M&E team work towards a project's success (22)	Cluster 3: Need and job qualification assessment is done to know human resource capacity (19)	Cluster 4: Others (7)
In terms of scope, budget and time (15)	Improving skills (11)	Assessing job qualification (12)	Being critical (2)
Positively relating with project performance (15)	Providing incentives (8)	Assessing need (7)	Being relevant (1)
	M&E professional (3)		Lack of value of M&E plan without developed human resource

			capacity (1)
			Having technical expertise (1)
			No knowledge gap (1)
			Being adequate (1)

Source: Research Data, 2022

The first category (Cluster 1) is the most frequent mentioned thirty times in the transcript, with codes indicating respondents' data on the availability of human resource capacity and its positive impact on project performance.

The second category (Cluster 2) is the second most common set of codes mentioned twenty times and indicating respondents' data on characters and skills human resources must have to participate in M&E for project success.

The third category (Cluster 3) is referenced nineteen times in the transcript (third most frequent) and contains codes that indicate respondents' ideas on what kind of assessments are needed to understand and develop M&E human resource capacities.

The fourth group (Cluster 4) is the least stated, with various and less relevant codes to the specific research question.

The first interview question I asked on M&E human resource capacity was, "What skills are skills are required from the project's staffs to involve in M&E process?" I discovered an answer in the second category. Respondents said that M&E human resources, who are well experienced, motivated, and in sufficient numbers to perform specific responsibilities can handle the M&E process successfully. Respondents also replied that M&E professionals should have technical expertise in M&E. *"By technical expertise, I mean the skills that M&E staffs should have in planning and implementing M&E, undertaking field work to obtain crucial data, analyzing and reporting data, and assessing accomplishments and restrictions connected to M&E activities."* one respondent stated.

The second question posed to research participants was, "What major measurements are taken to deal with low human resource capacity of the M&E process?" The data I obtained indicated their various experiences in increasing project M&E human resource capacity through incentives, trainings, and promotions.

What are the statuses of the ILRI staff members participating in the M&E process and who evaluates their status, I questioned in a probing way. One respondent stated, *"In ILRI, whenever a vacancy is out for a certain job position a thorough assessment is done to find the best suitable person for the position. If the employee is expected to be involved in M&E processes, the job description would include M&E responsibility. So, I have not seen a knowledge gap on staffs including myself about M&E activities"* This statement represents a lot of information provided by respondents on how peoples' technical abilities to participate in M&E procedures are originally assessed even before they obtain the job. That is, all M&E process participants are capable of operating successfully in the field. The above respondent is entirely confidence in himself and his colleagues working in the M&E process, as they have extensive expertise in planning, implementing, and utilizing data obtained through M&E processes.

"Once hired, examining the present M&E staffs' skills have not been done on a regular basis, however, trainings on new skills necessary for M&E are given on occasion" remarked one employee." This demonstrates a lack of ongoing follow up by the responsible bodies of M&E personnel's knowledge status, which results in a lack of familiarity with current new information in the sector.

"How do you relate M&E human resource capacity and project performance?" I asked another question, and all respondents mentioned that human resource capacity is a critical idea that has helped them achieve success in scope management, efficiency in budget use, and time management on the projects they are involved in. This is supported by one of the respondents' response, *"Well, humans are one of the important resources that have to be there to accomplish effective M&E that can lead to successful projects."* The majority of respondents stated how competent employees participating in the M&E process make key

judgments in appropriately utilizing the data obtained, which can influence the entire project.

This conclusion is consistent with Omunga and Gitau's (2019) study that M&E human resource capacity has a favorable and significant impact on project performance.

4.3.4. M&E Training

This portion of the paper contains the study's findings on M&E training, as well as their interpretation and discussion. Below is the table presenting the categories developed by codes generated from respondents' data about M&E training.

Table 9: M&E Training

Cluster 1: Knowledgeable, skilled personnel with secured job in M&E result in project performance (46)	Cluster 2: Irregularity and lack of budget lead to inefficiency of M&E trainings (24)	Cluster 3: Presence of on job, outside ILRI trainings and trainings by personal initiative (19)	Cluster 4: Need assessment (18)	Cluster 5: Others (3)
Acquainting with current knowledge (11)	No regularity (10)	Outside ILRI (7)	Assessing need (7)	Sense of security at work place and promotion (1)
In terms of budget and time (9)	Being less critical in relation with project performance (8)	On the job (5)	Assessing needs by M&E officer (6)	Improving knowledge and skills (1)
Positively relating with project performance (7)	Budget requiring (6)	Personal initiative (4)	Assessing needs by project manager (5)	
Building capacity (5)		On the job and outside ILRI (3)		
M&E planning, collection of data, analysis and reporting (5)				

Being regular (5)				
Sense of security at work place (4)				

Source: Research Data, 2022

There are five categories created in relation to M&E training. The first category (Cluster 1) is the most frequent, appearing 46 times in the transcript. It comprises codes that indicate replies from respondents on how competent M&E staff can make a project go well.

The second category (Cluster 2) is the second most often stated by respondents, with twenty-four mentions. It represents information on the inefficiency of M&E training practice in the projects in which they are participating.

The third category (Cluster 3) is referenced nineteen times, and the codes beneath it indicate respondents' replies to the types of trainings they get.

The fourth group (Cluster 4) is referenced eighteen times in relation to need assessment practice for M&E trainings.

In terms of the study question concerning M&E training, the fifth group (Cluster 5) is the least important.

The first question I asked the respondents about M&E training was, "What is ILRI's experience regarding M&E training for project staffs?" All respondents agreed with the statement one respondent provided me: "*ILRI is an institution that gives training for all sorts of fields in order to enhance the human resources working there.*" *It also offers M&E training to M&E personnel.*" This means that it is a well-known M&E technique that assists participants in developing themselves and being capable of working productively in the field.

However, respondents stated that irregularities and a lack of funds cause M&E trainings to be less successful than they could be. They claimed that there are times when budget is an issue, when training supplies are inconsistent, and when trainings are not well organized.

These are seen as negative aspects that may lead to a failure to employ the two resources, namely time and budget, which have an impact on project performance.

As a probing question I raised “Who does the need assessment for M&E training and provide training?” to the respondents. From their response, I could know that these respondents are experienced with the practice of need assessment before M&E trainings are conducted. Need assessments are believed to really save unnecessary costs and wastage of time because what kinds of trainings are mandatory and to whom are realized in advance. M&E officers and project managers work collaboratively to assess the need for M&E training for those who are going to be participated in M&E. One respondent also mentioned that *“for the project I am working on, majorly, the project’s M&E officer work on the need assessment. That is not limited to them but they collect required data from the entire project’s staff directly working on M&E.”*

“What are the purposes and focuses of M&E trainings?” was the second main question I raised to respondents. Their responses were that purposes and focuses of M&E trainings are to acquaint personnel working on M&E with current knowledge regarding M&E. One respondent said *“The purposes and focuses of M&E trainings are the use new technologies and improved tools, to effective budget M&E activities, to properly involve stakeholders in M&E and other development trainings of both hard and soft skills.”* Respondents also mentioned that the benefits gotten from M&E trainings are inclusive of making the respondents knowledgeable, skilled at the same time it creates the feeling of being wanted for their current position (secured job). Training is the process of instilling confidence in individuals at work so that they can perform better. There is no question that training is a crucial part of human resource development in order to accomplish an enterprise's overall goals (Karim, Huda & Khan, 2012).

The last question I raised to the respondents was “How do you relate M&E training and project performance?” The respondents answered this questions related to their experience in M&E trainings types they are provided during their work in their respective projects saying that there are trainings availed to them on their job and there are also times they go to other places or organizations to get training. And also there are times they themselves take

the initiative to read books, or watch YouTube videos to acquaint themselves with necessary M&E knowledges. These experiences made them do efficiently the M&E activities and could help them utilize the information gathered from M&E to improve the performances of the projects they are engaged in.

“Since M&E training capacitate the M&E personnel it will have a direct impact in creating a skilled and knowledgeable staffs that can make the project’s goal happen.” is one of the responses from respondents in relation of the M&E practice and project performance. People with technical expertise and confidence can provide relevant knowledge and make the working environment successful which leads to success of the projects.

CHAPTER FIVE

CONCLUSION, RECOMMENDATION AND SUGGESTION FOR FURTHER RESEARCH

3.1. CONCLUSION

The study found out the M&E plan, M&E stakeholder participation, M&E human resource capacity and M&E training are not new issues for the case projects that were studied. Respondents could explain in depth about the points and their relationship with performance of the projects they are involved in. According to the findings, successful implementation of these principles has a considerable impact on project performance. It can be concluded that the M&E plan, M&E stakeholder participation, M&E human resource capacity and M&E training have a good and substantial impact on livestock project performance in ILRI Ethiopia. It is believed that the success of these projects impacted lives of different beneficiaries as the primary focus of the projects understudy is prosperity resulting from successfully implementing them which in turn will benefit to enable Ethiopia use its wealth and be benefited out of it.

3.2. RECOMMENDATION AND SUGGESTION FOR FURTHER RESEARCH

In view of the findings of the study, I suggest the following ideas below.

- To reduce bias in subsequent research, data collection must include the ultimate project beneficiaries such as livestock farmers.
- As this project work did not study enough number of M&E factors that can influence project performance, further researchers shall consider adding that.
- The survey findings suggest that M&E plan papers are generated before to the commencement of projects, but there is no mention of amending them on a regular basis, despite the fact that we live in a changing world.
- Stakeholders like farmers should be able to participate adequately by being more than a data sources so that projects can perform very well.

- The capacitated human resource should be responsible in enabling other colleagues who are working in M&E by sharing knowledges they acquire.
- Regular M&E trainings ensure that M&E personnel do not miss out on any skills they should learn. As a result, project managers and M&E officers, who were determined by this survey to be the most responsible for this practice, should take action. Furthermore, insufficient budgeting may impede the activity, therefore care should be exercised.

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ANNEX

A. INTERVIEW GUIDE

Dear respondent,

I am a master's degree candidate in project management at Addis Ababa University. You are being invited to take part in a project work titled as “a qualitative descriptive study of monitoring and evaluation practice in international livestock research institute livestock projects” which I am conducting. It is a prerequisite for me to receive my Master of Arts degree. I'd like to offer my heartfelt gratitude for your generous time and honest prompt response.

The information you provide will be used solely for academic purposes and will be kept with strict confidentiality. Please include as much detail and honesty as possible in your responses to the following interview questions.

SECTION 1: Demographic Characteristics of Respondents

- What is your gender?
- How old are you?
- What is your level of education?
- What is your current position in the institution?
- How long have you worked in current position at the institution?

SECTION 2: General Background Information of the Projects under Study

- Can you please describe about the project you are involved in i.e. its name, life span, the program it is under, its location and its goal?

SECTION 3: Monitoring and Evaluation (M&E) System

1. Describe how M&E system is executed in ILRI in the project you are involved in?

2. According to you, what are those M&E activities that have a significant effect on the successful implementation of the projects?

SECTION 4: Project Performance

3. What factors define project performance for the project you are involved in and how do you relate M&E system and project performance?

SECTION 5: Information on M&E Practices

I. PART A: M&E PLAN

4. How do you describe the M&E plan for the project you are involved in?

II. PART B: M&E STAKEHOLDER PARTICIPATION

5. Is it a common thing to involve stakeholders in M&E process? If so, what criteria are used to let stakeholders involve in it and why are they involved?

III. PART C: M&E HUMAN RESOURCE CAPACITY

6. What skills are required from the project's staffs to involve in M&E process?
7. What major measurements are taken to deal with low human resource capacity of the M&E process?

IV. PART D: M&E TRAINING

8. What is ILRI's experience regarding M&E training for project staffs?
9. What are the purposes and focuses of M&E trainings?

V. M&E PLANING, STAKEHOLDER PARTICIPATION, HUMAN RESOURCE CAPACITY AND TRAINING AND PROJECT PERFORMANCE

10. What are the relations the above variables have with project performance on the project you are involved in?

B. TIME SCHEDULE

TASK	START	END
Finalizing The Proposal		
Prepare the first draft of the proposal	1-Apr-22	20-Apr-22
Share theFirst draft of the proposal to advisor	20-Apr-22	23-Apr-22
Finish up the second draft of the proposal	23-Apr-22	17-May-22
Share the second draft of the proposal to advisor	17-May-22	19-May-22
Prepare the final draft of the proposal	19-May-22	20-May-22
Submitt the final draft of the proposal	21-May-22	22-May-22
Data Collection And Analysis		
Developing the data collection instrument	18-May-22	22-May-22
Data collection	23-May-22	29-May-22
Data analysis	23-May-22	29-May-22
Research Report Writing And Presentation		
Finalizing the Review of Related Literature	30-May-22	31-May-22
Finalizing the Research Methodology	1-Jun-22	2-Jun-22
Finalize the whole report	3-Jun-22	4-Jun-22
Submission of the first draft of the report	4-Jun-22	7-Jun-22
Preparation of the final draft of the report	7-Jun-22	8-Jun-22
Submission of the final draft of the report	9-Jun-22	10-Jun-22
Presentation	17-Jun-22	22-Jun-22

C. BUDGET

No.	Item Description	Quantity	Unit Price (ETB)	Total Cost (ETB)
	STATIONERY			
1	Ream of plain papers	1	300.00	300.00
2	Pens	3	10.00	30.00
3	Flash disk	1	500.00	500.00
4	Memory Card	1	300.00	300.00
5	Stapler	1	200.00	200.00
6	Staples	1	50.00	50.00
	SECRETARIAL SERVICE			
7	Printing final report	250	3.00	750.00
8	Photocopying	70	3.00	210.00
9	Binding final report	3	50.00	150.00
	ADMINISTRATION			
10	Transportation	15	50.00	750.00
11	Internet cost	1	699	699.00
12	Telephone bill	1	300	300.00
13	Lunch expenses	15	150	2250.00
	TOTAL			7599.00