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ASSESSMENT OF MONITORING AND EVALUATION PRACTICE

(The case study of Save the Children International)

Addis Ababa, Ethiopia

By: Helen Aklilu

A Research Project Submitted in Partial Fulfillment of the Requirements
for Obtaining the Degree of Masters of Project Management

**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
DEPARTMENT OF PROJECT MANAGEMENT**

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By: Helen Aklilu

Research Adviser: Seifu Mamo

June, 2018

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SCHOOL OF GRADUATE STUDIES
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Approval Board Committee

Signature

Examiner

Research Advisor

DECLARATION

I, the undersigned, declare that the study entitled “Assessment of monitoring and Evaluation Practice” The case study of save the children international is the result of my own effort and study that all sources of materials used for the study have been acknowledged.

I have conducted the study independently with the guidance and comments of the research advisor.

This study has not been submitted for any degree in any university. It is conducted for the partial fulfillment of the Master of Arts Degree in Project Management

Helen Aklilu

Signature

LETTER OF CERTIFICATION

This is to certify that Helen Aklilu has conducted this project work entitled “Assessment of monitoring and Evaluation Practice” The case study of save the children international under my supervision.

This project work is original and suitable for the submission in partial fulfillment of the requirement for the award of Master of Arts Degree in Project Management.

Name of research advisor: Seifu Mamo

Signature _____

ABSTRACT

Monitoring and Evaluation practices are very essential to deliver the project/program based on the interest of all stakeholders. It is also important for effective and efficient implementation of the program. Even if monitoring and evaluation is important, it is not known how and to what extent are practicing monitoring and evaluation in the context of Save the children international of meal program. This research, thus, is in the very rationale of assessing the practice and challenges associated with M&E practices of meal program in save the children with a purpose of filling this gap. Following a review of the literatures related to the problem understudy, a survey questioner was developed and distributed to 13 professionals working in meal department finally, 12 respondents filled in and returned the questioner properly

This research employed judgmental sampling technique for acquisition of quantitative data all the six challenges were found related to M&E practice by the implementation of the meal program.

Key words: M&E practice, challenges of M&E practice,

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CHAPTER ONE :INTRODUCTION

1.1 Background of the Study

According to (Shapiro, 2011) getting something wrong is not a crime. Failing to learn from past mistakes because of not monitoring and evaluating is. Monitoring and evaluation is a tool in project management. Project management is possibly the second oldest profession (Raymond, 2009). In 1896 -1910 Karol Admiecki developed the first Ghant chart – a graphical schedule for planning and controlling work. In the 1950's the DOD designed PERT or Critical Path Management or WBS. In the 1960's the approach of earned value management was developed whose objective was to monitor project progress based on time and cost. According to most literature modern project management began in the 1950s.

Monitoring is an ongoing process of data collection and analysis for primarily project control with an internally driven emphasis on efficiency of project (Crawford and Brye, 2003). Evaluation is systematic and independent. They are an assessment of an ongoing or completed project including its implementation and results (Uitto, 2004).Monitoring and Evaluation is a combination of two processes which are different yet complementary (Gorgens and Kusek, 2009). It is a process of systematically collecting and analyzing information of ongoing project and comparison of the project outcome/impact against the project intentions (Hunter, 2009).

Monitoring and evaluation systems is a set of components which are related to each other within a structure and serve a common purpose of tracking the implementation and results of a project (SAMDI, 2007). An M&E systems is made up of four interlinked sections, which are: setting up

of the M&E systems, implementation of the M&E systems, involvement of the project stakeholders, and communication of the M&E results (Guijt et al., 2002). Theoretically, an ideal M&E systems should be independent enough to be externally credible and socially legitimate, but not so independent to lose its relevance'' (Briceno, 2010). It should therefore be able to influence policy making from recommendations of lessons learned as well as be sustainable overtime for it to be responsive to the needs of the stakeholders.

According to (Nyonje, 2012), project M&E is important to different people for various reasons. M&E is important to project managers and their stakeholders (including donors/government) because they need to know the extent to which their projects are meeting the set objectives and attaining the desired effects. M&E upholds greater transparency and accountability in the use of project resources, which is particularly, required by funders or development partners (Nyonje, 2012). Third, information developed through the M&E process is vital for improving decision-making. M&E strengthens project implementation, improve quality of project interventions and enhance learning.

The Monterrey Consensus in 2002, the 2005 Paris Declaration of Aid Effectiveness, and the subsequent Accra Agenda for Action in 2008 all point to the high priority of development performance (Charline, 2010). Although M&E is a nascent field in Africa, the international agreements promoting aid effectiveness and accountability together with the increased importance for NGOs operating in Africa to demonstrate results and the requirement of host governments in regulating NGOs has led to the appreciation and recognition of the role of M&E in the development agenda.

1.2 Company Background

Save the Children is an International humanitarian, child-centered, development organization without religious, political or governmental affiliation. The organization aim to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives by improving their health, education and economic opportunities. In times of acute crisis, the organization mobilizes rapid assistance to help children recover from the effects of war, conflict, and natural disasters. Save the Children is made up of 29 member organizations working together worldwide.

Save the Children first worked in Ethiopia in the 1930s and set up its first formal office during the 1984 famine. As well as continuing to provide humanitarian and emergency relief, focus on the following programmatic areas: health, HIV and AIDS, nutrition, food security and livelihoods, water, sanitation and hygiene (WASH), education, child protection, and child rights governance innovation, research and documentation

In Ethiopia, in addition to its head office in Addis Ababa, it has 40 offices at field level working in all regions of the country. In 2011–12, SC Ethiopia reached more than 7 million people, while more than 5 million of them are children, which makes SCI the largest child-focused NGO in Ethiopia and in Africa.

1.3 Statement of the Problem

Project Management is hence acknowledged as being the most successful approach of managing changes brought about by projects. This is because it has techniques and tools that enable control and delivery of the project activities within given deliverables, timeframes and budget (Shapiro

2011). Monitoring and evaluation is one of the tools that help project managers know when plans are going according to plan and when conditions change. They provide the management with information to make decisions in regard to the project. Monitoring and evaluation (M&E) is useful to all projects, big or small, because it helps in identifying project areas that are on target and those that need to be adjusted or replaced. Different types of projects require different types of M&E systems (Shapiro, 2011).

The success of projects plays a key role in achieving organization growth and development. Most project managers appreciate that monitoring and evaluation of projects is important if the project objectives and success is to be achieved. Project monitoring and evaluation exercise adds value to the overall efficiency of project planning, management and implementation by offering corrective action to the variances from the expected standard. “Project managers are required to undertake more rigorous monitoring and evaluation of the projects and develop frameworks and guidelines for measuring impact” (Kahilu, 2010). By so doing they will achieve greater value creation for the organization through project success.

Research studies shows that In Africa including Ethiopia, project management complicated by some factors such as lack of skills in project management, political and community or societal demands.

A significant share of the failed projects was government funded or donor funded projects. According to (Yohannes, 2017) most of NGOs focus their monitoring and reporting on documenting results to satisfy the donor rather than to learn lessons or inform strategic planning. Greater time, energy and resources are invested in “upward “accountability to donors than in improving “downward “accountability to communities and other stakeholders that is vital for

strengthening NGO legitimacy. Beside that in most organization monitoring and evaluation perceive as means of incurring huge administrative cost. This has been most challenging in bringing the desired change in monitoring and evaluation practice of most NGOs

This study sought to identify and assess of M&E Practices as well as the challenges in save the children international Addis Ababa branch in implementing meal program.

1.4 Basic Research Questions

1. What are the current Monitoring and Evaluation practices of in save the children?
2. What are the key factors that affect the establishment of good monitoring and evaluation system for meal projects?
3. What challenges does save the children face while conducting monitoring and evaluation?

1.5 Objectives of the Study

1.5.1 General Objective

The general objective of this research is to assess the Project Monitoring and Evaluation Practice in save the children international Ethiopia branch.

1.5.2 Specific Objective

- To investigate the current project monitoring and evaluation practice of save the children international
- To explore the effectiveness of the current monitoring and evaluation system in the organization.
- To identify the challenges and gaps of conducting proper monitoring and evaluation.

1.6 Significance of the Study

According to Mackay there is need to assess the performance of Monitoring and evaluation systems because M&E has therefore emerged as a key policy development and performance management tool. The economic policy makers need the information generated from M&E functions to improve their economic policies while donors and stakeholders need M&E findings to ensure accountability of resources while at the same time improving the overall effectiveness of the policies.

Monitoring and evaluation faces challenges and therefore, Monitoring and evaluation systems don't perform satisfactorily and there is need for the intervention. There have been reports by donors decrying the inadequate monitoring and evaluation of projects implemented by NGOs (World Bank, 2007).

This research is aim to contribute for establishment of a comprehensive, strong and functioning project Monitoring and Evaluation (M&E) system in save the children.

The research will provide a more comprehensive overview of M&E practice in the meal related projects in SCI. In general it is useful for community development through project success; it helps to increase the scope of knowledge on this area for those who want to study further in monitoring and evaluation system of projects to bring improvement on M&E system of the organization.

1.7 Scope of the Study

Due to countless constraints, the scope of this research was to assess the M&E practice of Save the Children international Ethiopia branch while implementing a meal program. As a result the research finding may not be generalized for all projects/ programs save the children executing in Ethiopia. The major target population of the research was professionals those working as team members of the meal department only.

1.8 Limitation of the Study

This research has the following major limitations. Geographically this study has cover only the M&E practices of meal program which is implemented by save the children international Ethiopia branch.

Conceptually this study was assessing the M&E practices of the meal program under study even if there are many concepts related with project management and should be assessed.

1.9 Definition of Terms

Monitoring refers to the continuous tracking of project by way of collecting and analyzing data as the project progresses. It is the systematic process of collecting and analyzing information to track the efficiency of an organization in achieving its goals.

Evaluation refers to the process of determining the worth or significance of an activity, policy or program. It is the systematic and objective assessment of the ongoing or completed projects in

terms of design, implementation and results in order to judge issues such as program relevance, effectiveness, impact and sustainability.

Monitoring and Evaluation: Monitoring and Evaluation is the process of systematically collecting and analyzing information of ongoing project and comparison of the project outcome/impact against the project intentions.

Monitoring and evaluation systems is a set of components which are related to each other within a structure and serve a common purpose of tracking the implementation and results of a project.

Stakeholders Involvement refers to the inclusiveness of the project primary stakeholders, secondary and tertiary stakeholders in the project monitoring and evaluation process.

Non-Governmental Organization is a private voluntary association of individuals or other entities, not operated for profit or for other commercial purposes

1.10 Organization of the Research Report

The main body of the paper constructed in five chapters with different sections and sub-sections. Chapter one deals with the general introduction of the work with special emphasis on the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope and limitation of the study, operational definitions and the organization of the study.

Chapter two reviews the most significant theoretical and empirical studies of other writers on the topic of project monitoring and evaluation. Chapter three focuses on the methods of the study. Chapter four deals with the data analysis and interpretation results of the study and finally in chapter five the conclusion and recommendations parts are provided.

CHAPTER TWO Literature Review

2.1 Introductions

Through the process of monitoring and evaluation, a project is a temporary endeavor undertaken to create a unique product, service, or result (PMI, 2013). Since the purpose of this paper is to understand the M&E practice of SCI and the challenges that associated with it, it is important to understand the concept of M&E in general. Moreover, a good program/project is integrally linked to well-designed M&E practice and most of organization in the world tries or attempt to develop and implement M&E practice throughout project initiation, planning, execution and closure either from the scratch or by learning lessons from other project implementations.

2.2 Theoretical literature review

2.2.1 General Overview of Monitoring and Evaluation

Project monitoring is the continuous assessment of project implementation in relation to design schedules, and the use of inputs, infrastructure, and services by project beneficiaries Simon (1986). Project evaluation is the periodic assessment of a project's relevance, performance, efficiency, and impact both expected and unexpected in relation to stated objectives Simon (1986). Projects monitoring and evaluation provide managers and stakeholders with continuous feedback on implementation, interim and terminal evaluations.

These are conducted on projects as ways to identify necessary adjustments in project design and to assess the projects effects and their potential completion Paul (2005). Project sustainability is currently an extremely relevant concept worldwide. It refers to the continuation of a Project's goals, principles, and efforts to achieve desired outcomes (Paul 2005; Simon, 1986). The efficient and

informed utilization of project M&E tools greatly affects project outcomes and therefore it is important to analyse their utilization in various projects. This in turn informs both project managers and stakeholders on areas of improvement for the achievement of better outcomes and completion.

Kelly et al. (2008), argues that good M&E systems for civil society programs are ones which are: dynamic, participative, reflective and evolving. First, dynamic systems encourage 'learning by doing' and are promoting regular ways of seeking dynamic feedback from multiple sources about the benefits, problems and impacts of the intervention. Secondly, participative and gender sensitive systems actively seek to overcome barriers of gender, age, power, culture and other issues which limit the participation of all stakeholders in the monitoring and assessment process. Thirdly, reflective systems encourage staff, partners and stakeholders to create regular space and time for analyzing information and reflecting back on the underlying assumptions or 'theories of change' which underpin the interventions. Fourthly, evolving systems are adapting and changing in order to keep them as light and simple as possible while providing 'real time' information which informs ongoing improvement of the intervention.

The concept of PM&E is not new. PM&E draws from 20 years of participatory research traditions, including participatory action research (PAR), participatory learning and action (including participatory rural appraisal or PRA), and farming systems research (FSR) or farming participatory research (FPR). Some of these initial efforts to experiment with participatory approaches were supported by NGOs such as World Neighbors, Oxfam, Users' Perspectives with Agricultural Research and Development (UPWARD), the Agency for Cooperation and Research in Development (ACORD) and the Society for Participatory Research in Asia (PRIA) Armonia and Campilan, 1997; Bunch, 1982; Campos and Coupal, 1996; Howes, 1992; PRIA, 1981; Rugh, 1992).

By the 1980s, concepts of PM&E had already entered the policy-making domain of larger donor agencies and development organizations, most notably the Food and Agriculture Organization

(FAO), the United States Agency for International Development (USAID), the Danish International Development Agency Howes, 1992; Rudqvist and Woodford-Berger, 1996. Outside the field of development, project monitoring and evaluation can also trace its beginnings in the private sector where there has been growing appreciation for individual and organizational learning Raynard, 1998; Zadekefa., 1997.

While interest in project monitoring and evaluation processes is growing, it must be noted that there are still many local forms of PM&E that go unrecognized, as they are often regarded as common place practice and part of daily activity.

The interest in project monitoring and evaluation has grown as a result of several factors, including:

- The trend in management circles towards 'performance-based accountability, with greater emphasis placed on achieving results and objective beyond the financial reporting.
- The growing scarcity of funds, leading to a demand for greater accountability and demonstrated impact or success.
- The shift towards decentralization and devolution of central government responsibilities and authority to lower levels of government, necessitating new forms of oversight to ensure transparency and to improve support to constituency-responsive initiatives.
- Stronger capacities and experiences of NGOs as decisionmakers and implementers in the development process (Edwards and Hulme, 1995; Estrella and Gaventa, 1998; Guijt and Gaventa, 1998).

2.2.2 Definition of Monitoring and Evaluation

Despite growing interest in the subject, there is no single definition or methodology of project monitoring and evaluation. The difficulty of establishing a common definition for project monitoring and evaluation highlights the diverse range of experiences in this field, but also underscores the difficulty of clarifying concepts of 'monitoring', 'evaluation' and 'participation'.

In the field of international development, monitoring and evaluation are terms that implicitly suggest Particular meanings. Evaluations have been used by funding agencies primarily as a tool to control and manage the disbursement of resources to recipient organizations or beneficiaries.

Table 1 definition of monitoring and evaluation

<i>Core concept</i>	<i>Definitions/Features</i>
<i>Monitoring</i>	<ul style="list-style-type: none">○ Knowing where we are○ Observing change○ Kilometre check○ Regular ongoing assessment○ Routine reflection○ Feedback
<i>Evaluation</i>	<ul style="list-style-type: none">○ Reflection process to look back and foresee○ Assessment of achievements/impacts over a longer period○ Learning from experience○ Valuing○ Performance review
<i>Participation (in M&E)</i>	<ul style="list-style-type: none">○ Shared learning○ Democratic process○ Joint decision making○ Co-ownership○ Mutual respect○ Empowerment

Adopted from project management body of Knowledge 5th edition

In project monitoring and evaluation, measuring change is used for different purposes, depending on the different information needs and objectives of stakeholders. These different purposes include:

- To improve project planning and management
- To strengthen organizations and promote institutional learning
- To inform policy.

2.2.3 Steps of Monitoring and Evaluation

There are at least four major steps or stages in establishing a project monitoring and evaluation process:

- Planning the framework for the PM&E process, and determining objectives and indicators.
- Gathering data
- Analyzing and using data by taking action
- Documenting, reporting and sharing information

The planning stage is considered by many to be the most critical to the success of establishing a PM&E process. This is when different stakeholder groups first come together to articulate their concerns and to negotiate differing interests. Stakeholders will need to determine their objectives for monitoring, and identify what information should be monitored, for whom, and who should be involved. In Brazil, knowing who will use the information was a critical step in determining what should be monitored and how results and findings would be applied. Often, however, stakeholders are left out of this initial planning process.

Once stakeholders agree on objectives, indicators for monitoring will need to be selected. In many cases, different stakeholder groups usually agree on a set of common indicators, while in other cases multiple sets of indicators are identified to address the different information needs of different stakeholder groups. While there are no set rules to select indicators, one guideline is to use the acronym 'SMART': indicators should be specific, measurable, action-oriented, relevant, and time-bound. Another contrasting acronym recently offered is 'SPICED': subjective, participatory, interpreted, communicable, empowering and disaggregated (Roche, forthcoming). The acronym SPICED reflects a shift towards placing greater emphasis on developing indicators that stakeholders can define and use directly for their own purposes of interpreting and learning about change.

The next step is data gathering. A wide range of participatory methods are used for monitoring and evaluating information. The case studies in this book provide further examples of innovative techniques for project monitoring and evaluation. Many of these methods have been drawn from participatory learning methodologies, such as PRA, which comprise a range of audiovisual, interviewing and group work methods. They can also include quantitative methods, such as community surveys and ecological assessments, which are made more participatory and accessible to local people. Others have adapted methods used in the field of anthropology, including oral testimonies and direct observation Feuerstein, 1986.

Once information has been collected, the next step entails processing and analyzing data, although ideally data analysis should take place throughout the data gathering stage (Gosling and Edwards, 1995). The idea is to involve the relevant stakeholders in reflecting critically on

problems and successes, understanding the impacts of their efforts, and acting on what they have learned. What becomes critical is how stakeholders actually use information in making decisions and identifying future action.

The final stage involves documenting and reporting information. This step serves as an important means of disseminating findings and learning from others' experiences. One important issue at this stage concerns ownership and use of information. Traditionally, information has often been removed from its original source and taken elsewhere, usually to meet information requirements of funding agencies, government agencies and other outside institutions. This prevents local stakeholders from retaining ownership of the information and building their own knowledge base.

2.2.4 Tools and Methods used in M&E systems

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

M&E systems use different tools and approaches, some of which are either complementary or substitute to each other, while others are either broad or narrow (World Bank, 2002). An

evaluator however may choose to use a combination of methods and sources of information in order to cross-validate data (Nabris, 2002). The M&E systems tools include performance indicators, logical framework approach, theory-based evaluation, and formal surveys, rapid appraisal methods, and participatory methods, public expenditure tracking surveys, impact evaluation, cost benefit and cost effectiveness analysis. The selection of these tools however depend on the information needed, stakeholders and the cost involved (World Bank, 2002).

Organizations like United States Agency for International Development (USAID) policy on M & E require that their grant recipients document their M&E systems in a Performance management Plan, which is a tool designed to help them set up and manage the process of monitoring, analyzing, evaluating and reporting progress towards achieving objectives (USAID, 2012). The Performance management Plan also serves as a reference document that contains targets, a detailed definition of each project indicator, the methods and frequency of data collection, as well as who is responsible for collecting the data. It will also provide details on how data will be analyzed and evaluations required to complement monitoring data.

M&E systems vary with type, sector and country of application, (Koffi-Tessio, 2002 and Fitzgerald et al., 2009). A successful M&E systems therefore should be modified to specific setting with allowance for flexibility and imagination (Jha et al., 2010). When establishing an M&E systems, organizations should also consider experiences from other organizations (Briceno, 2010). There is therefore need to realizing the role and use of M&E systems as well as involvement of stakeholders since M&E has many audiences, who include managers, donor, field staff, partners, policy makers and program participants (CARE, 2012), thus the need for it

to effectively communicate. A well prepared and executed M&E will contribute to both project outcomes and international standards of doing things (Jha et al., 2010).

According to the experience drawn from USAID Turkey M&E plan, best practices not only include linking M&E to strategic plans and work plans, but also focusing on efficiency and cost effectiveness, employing a participatory approach to monitoring progress, utilizing both international and local expertise, disseminating results widely, using data from multiple sources, and facilitating the use of data for program improvement (Mathis et al. 2001). This is because the M&E systems that are set based on acceptable best practices“ aid in making data-based” decisions as well as provide donors with “evidence-based” project results. Hence M&E is a project asset (Mathis et al. 2001). However M&E in capacity building is still in the initial stages of development, and the standards and approaches to the tool have not been set. In instances of urgency to meet emergent social needs in Africa, the M&E is not prioritized, because there is no one-size-fit-all M&E strategy (Fitzgerald et al., 2009).

As mentioned earlier, and reaffirming the importance of M & E tools as the backbone of this study, there is need for management commitment in the accessing and proper use of each tool to produce the expected results. There should be enough finances to cater for these tools and ensure their sustainability through effective training of the personnel to use them. However, in most projects there is little being done towards implementation of a Monitoring and evaluation systems which is impact driven (DAC, 2005). In most cases the practice of M & E is a routine process with no much expected from it (Kusters, 2011), and is a way of pleasing donors (World bank, 2004) and the production of quality results is not seen (UNDP, 2002). There is no allocation of staff specific to the monitoring and evaluation department and thus the level of specialization is low (Chaplowe, 2008; UN-HABITAT, 2003). There is need for management to

show commitment towards implementing a strong and sustainable Monitoring and evaluation systems for effectiveness of their projects (World Bank, 2000). This will eventually lead to the allocation of proper budget to cater for the enormous monitoring and evaluation needs (Khan, 2003), leading to trained staff with relevant skills for monitoring and evaluation (IFAD, 2002).

2.2.5 Monitoring and Evaluation tools relevant in project completion

According to (WBG, 1998), there is need for effective M&E of projects as this is increasingly recognized as an indispensable tool of both project and portfolio management. This acknowledged need to improve the performance of development assistance calls for close attention to the provision of management information, both to support the implementation of projects and programs and to feed back into the design of new initiatives. The WBG further avers that M&E also provides a basis for accountability in the use of development resources. Given the greater transparency now expected of the development of community, governments and agencies assisting them need to respond to calls for more "success on the ground". Here, there should be examples of development projects with evidence that they have systems in place that support learning from experience. At all stages of the project cycle, M&E tools can help to strengthen project design and implementation and stimulate partnership with project stakeholders. This is because it can influence sector assistance strategy. Relevant analysis from project and policy evaluation can highlight the outcomes of previous interventions, and the strengths and weaknesses of their implementation. It can also improve project design and use of project design tools such as the logical framework results in systematic selection of indicators for monitoring project performance.

2.2.6 Influence of Management on M&E systems

Project management is the team in charge of the project and it includes: project manager, project staff, M&E staff and implementing partners (CARE, 2012). To ensure the success of the M&E systems, the management needs to support it (World Bank, 2011). According to International Federation of Red Cross and Red Crescent Societies report of 2011 on management of projects, the management is responsible for making decisions and strategic planning of the project (IFRC, 2011). It also manages the M&E systems by tracking indicators, producing quarterly project reports and annual strategic reports (IFRC, 2011). The project manager ensures that the project staffs carry out their jobs effectively (Guijt, 2002). The project staff does the implementation role where they collect monitoring data and present it in weekly and quarterly reports (IFRC, 2011).

The Management team of the project is the backbone of the project itself. Through their actions and moves they determine the direction of the project. They have the right and responsibility to know what is happening in the program or project, which aspects need corrective action, what the results are expected, and which lessons can be learned and shared with one another, but they should not simply be recipients of monitoring and evaluation reports (Langi, 2008). One effective way for management to contribute to the achievement of program or project's objectives is to be directly involved in the monitoring and evaluation process - in the formulation of critical questions and in the collection and analysis of data. This enables them to participate directly in the assessment of the relevance, performance, and success of the program or project and in recommending how to improve the quality of current and future interventions (UNDP, Who Are the Question-makers? A Participatory Evaluation Handbook, (1997). This is very critical process and thus they are required to be fully equipped in the skills of monitoring and evaluation.

The United Nations Peace building Fund credo explains that for a M&E to function as a managing tool, the project management and M&E staff need to identify and act on project improvements. Further, for M&E to be more effective, it should be coordinated by a unit within the project management in order to facilitate management's quick use of the M&E information (Guijt, 2002). It is also the project management that decides when project evaluation should be done (Welsh, 2005). If the project management fails to pay attention to the operations of the M&E, it diminishes its importance to the rest of the project staff. The M&E process hence provides useful information for decision-making to all levels of project management (Gaitano, 2011).

Management participation in M & E implementation can produce effective communication for various other objectives. These include facilitating communication of "early wins" to increase support and enlist engagement of those who are not yet engaged, ensure access of early products and services of initiatives for intended beneficiaries, mobilize additional resources to fill resource gaps, and ensure effective use of lessons learned in future decision-making (Chaplowe, 2008). Management participation throughout the programming cycle ensures ownership, learning, and sustainability of results. M & E is useful to all projects, big or small, since information gotten from it enables better decision-making by helping to identify project areas that are on target and those that need to be adjusted or replaced. Although different types of projects require different types of M&E systems, collection of data and information at all levels of the projects life cycle adds value to every stage of the project by ensuring project targets are

met. Weaknesses in the project are also identified on time and collective measures taken (Gorgens et al., 2010).

M&E systems are part of management tool which provide feedback on performance fundamental for governance and decision making of projects and NGOs (Gorgens et al., 2010). The M&E systems therefore provide information both to the internal (management) and external (donors) users. The project management uses the M&E information to make decisions, in planning, in impact assessment and for accountability (CARE 2012). Management involvement enhances the credibility of the evaluation process and ensures increased acceptance of the findings. A strong results-management process aims to engage other stakeholders in thinking as openly and creatively as possible about what they want to achieve and encourage them to organize themselves to achieve what they have agreed on, including putting in place a process to monitor and evaluate progress and use the information to improve performance (UNDP, Handbook on planning, monitoring and evaluating for development results., 2009).

The management plays a big role in budget allocation. Being the key decision makers in a project, they contribute significantly in deciding what should be given a priority in the budget. It calls for their commitment to the implementation of Monitoring and evaluation systems. It through this they will be able to look into it that adequate budget is set aside for this endeavor. However most project in Africa and other developing countries have suffered a great deal due to lack of budget to implement Monitoring and evaluation systems (IFAD, 2002). Most managers

show little or no interest at all in the implementation of active Monitoring and evaluation systems (World Bank, 2000).

An effective M&E systems also calls for the interaction between the employees, procedures, data, technology and key stakeholders, in order to ensure feasibility and ownership (Chaplowe, 2008). Although monitoring and evaluation are not of inherent value by themselves the information they provide is significant to improving performance (Mackay, 2010), which helps in learning from what/how we are doing or have done by focusing on efficiency, effectiveness, impact, relevance and sustainability (Hunter, 2009).

According to WHO (2012), the management involvement is of paramount importance, though it has various challenges such as; Unequal importance placed on the value of monitoring and evaluation across stakeholders, Lack of consensus on important terminology, Difference in approaches to monitoring and evaluating, Asymmetry in interests for each monitoring and evaluating project, and Lack of proper funding and resources allocation (Bell, 2012). These challenges if not well managed may affect the implementation of effective Monitoring and evaluation systems. However, there are suggested strategies to overcome these challenges which are; Socialization, Coordination, Management of Political Interests, Development of User-Friendly Tools and Formalization (Bell, 2012).

2.2.7 Training of Employees on M&E systems

Any organization is only as strong as its human resource capabilities. An organization without the right people with the right training is as good as dead (Musomba et al, 2013). As revealed by Musomba (2013), the technical team's ability to conduct evaluations and the value of participation of human resources in policymaking process, motivation to impact decisions can be huge determinants of how the M&E lessons are learnt, communicated and perceived.

M&E practical training is important in capacity building of personnel because it helps with the interaction and management of the M&E systems. M&E training starts with the understanding of the M&E theory and ensuring that the team understands the linkages between the project theory of change and the results framework as well as associated indicators (CPWF, 2012). Training should therefore be practical focused to ensure the understanding (CPWF, 2012). Theory of change also known as the program theory/result chain/program logic model/ attribution logic (Perrin, 2012); it is a causal logic that links research activities to the desired changes in the actors that a project targets to change. It is therefore a model of how a project is supposed to work. The function of theory of change is to provide a road map of where the project is heading while monitoring and evaluation tests and refines that road map (CPWF, 2012 and Perrin, 2012).

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According to Cole (2002), the purpose of training is mainly to improve knowledge and skills. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. Cole (2002) further argued that training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided; change management training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations; provide recognition, enhanced responsibility and possibility of increase promotion; give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and help to improve the availability and quality of staff.

2.2.8 Stakeholder Involvement on M&E systems

The concept of stakeholders' participation in development projects has evolved over time. Its roots can be traced back to community and popular participation promoted mainly by non-governmental organizations (NGOs) in the 1950s and 1960s. In the late 1970s and 1980s multilateral agencies such as Food and Agriculture Organization (FAO) and International Labor Organization (ILO) began to promote stakeholder participation in development projects and programmes. The limited success of many development initiatives was attributed to failure to involve people in the adoption of Monitoring and evaluation systems for project management (FAO, 1990, World Bank, 1998). Continued stakeholder participation in monitoring and

evaluation cannot be assumed - it must be institutionalized. The UNDP handbook of M & E for results endorses specific measures that must be built into program and project management processes to ensure involvement of stakeholders in an effective and rolling basis (UNDP, 2002).

Kakabadse (2005) in the extensive review on the stakeholder approach expressed that Corporate Social Responsibility (CSR) and stakeholder interest complement each other. In line with this, Hillman (2001) noted that a firm has relationships with constituent stakeholders group and the processes and outcomes associated with these relationships depend on the interest. The interests of all the stakeholders have value and focus of stakeholder theory is on managerial decisions making Bakabadse et al (2005), therefore, concluded that managers should pay attention to stakeholders. Monitoring and evaluation systems have been in existence since the ancient times (Kusek and Rist, 2004), however today, the requirements for M&E systems as a management tool to show performance has grown with demand by stakeholders for accountability and transparency through the application of the monitoring and evaluation by NGOs and other institutions, including the government (Gorgens et al., 2010). Development banks and bilateral aid agencies also regularly apply M&E to measure development effectiveness as well as measurement for transparency (Briceno, 2010).

The ideal situation is the involvement of all stakeholders including the donors, community, beneficiaries and people in the planning and implementation of the project in all stages of monitoring and evaluation throughout the duration of the project. In consultation and collaboration with all these, they determine what is to be monitored and evaluated, how monitoring and evaluation is to take place including identification of indicators, they do the

analysis of the data and assess the performance of the project and also offer guidance on how to proceed with the project (CORE, 2006; and Bradle et al, 2002).Monitoring and Evaluation should be Integral components of the project management cycle including project planning and design. Thinking in terms of monitoring and evaluation at the design stage facilitates the project stakeholders to think in terms of performance measurement even before implementation starts with a clear picture of expectations of what a successful project would look like (PASSIA, 2004).

Orna and Koning (2003), state that more parties will be disappointed, as not all wishes may become reality and stakeholders may create excessive expectations. This will also be the case monitoring the project under time-pressure or without stakeholders; as a result parties may feel passed-on and de-motivated. Stakeholder involvement may also become entangled when the view and opinion of stakeholder changes over time when complexity increases and insight may decrease. Further, the World Bank (2004), states that stakeholders should be involved in identifying the project, the objectives and goals and identification of indicators that will be used in monitoring and evaluation. The stakeholders are also involved in collection and analysis of the data and capturing the lessons. The role of the managers of the projects is to facilitate the monitoring and evaluation process. The ideal way is the involvement of all stakeholders including the donors, community, beneficiaries and people involved in the planning and implementation of the project in all stages of monitoring and evaluation throughout the duration of the project.

In consultation and collaboration with all these, they determine what is to be monitored and evaluated, how monitoring and evaluation is to take place including identification of indicators,

they do the analysis of the data and assess the performance of the project and be able to generate guidance on how to proceed with the project (CORE, 2006; and Bradle et al, 2002). Existing literature suggest that lack of stakeholder's participation in the adoption of Monitoring and evaluation systems is the barrier to proper monitoring and evaluation. Stakeholder's participation in the entire project is very critical because it is evident that as soon as the donors pull out from the project site and technicians leave the project collapse.

Stakeholders involvement increases the legitimacy of the decision-making process and reinforcement of democratic practices (NEA, 2004).The project team must also pay proper attention to the identification and impact assessment of projects decisions made by stakeholders outside their influence authority (Ireland, 2002). Project monitoring consist of the collection and interpretation of data and reporting information in relation to the project plans, planning and requirements, close interaction with the stakeholders is needed. Lock (2007), observed that early involvement of stakeholders in the adoption of Monitoring and evaluation systems may also pose some disadvantages. The slowing down of the decision making progress is often mentioned which may turn out costly and very undesired for in the current economic situation. As the range and nature of stakeholders in the project monitoring and evaluation will vary, the appropriate means and depth of dealing with the parties should be properly assessed; spending valuable time on insignificant stakeholders is money down the drain.

2.3 Empirical literature

The study by Koffi-Tessio (2002), on Efficacy and Efficiency of Monitoring-Evaluation Systems (MES) for Projects Financed by the Bank Group that was done in Burkina Faso, Mauritana, Kenya, Rwanda and Mozambique, through desk review and interviews, for projects approved between 1987 and 2000. Monitoring-Evaluation systems are not meeting their obligatory requirements as decision making tool; instead their activities are viewed as controlling by a bureaucratic management. The poor acquisition of the appropriate M&E systems by NGOs is also attributed to the organizations over emphasis on the physical infrastructure (for instance computer equipment's, working capital etc) rather than methodological and conceptual training.

Jaszczolt et al., (2010) in their opinions and conclusions on experience in implementing a local Government Administration Component of the World Bank funded Development Program (RDP), recommended that: NGOs need to be educated on M&E through handbooks in order to increase quality, a national professional association of evaluators also needs to be established to aid in developing technical skills among the M&E specialists, and last but not least to develop a widely accessible depository for evaluation reports as a system where organizations can learn from previous experiences.

The Public Benefit Organization Act, 2013 first schedule, part II section 13 on monitoring, evaluation and reporting, calls for the organizations to work together through result-based management in order to meet the needs of their beneficiaries, develop transparent reporting

policies and develop and use tools for monitoring and evaluation for development and impact of their work. They are also required to evaluate progress and success they have achieved annually.

2.4 Theoretical Framework

In development cooperation, current trends define M&E as an integral part of project cycle management. It is concerned with systematically measuring variables and processes over time (Wegayehu, 2014) and its main purpose according to (World Bank 2004), is to provide:

“Better means for learning from past experience, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability to key stakeholders”(p.5).

M&E is one of the most significance tools for managing development project special health project in developing country like Ethiopia. And also it contributes to improving the implementations of projects through enabling continuous feedback of their performance; indicate how close with the planned objectives and allowing for the identification of problems as they arise. Furthermore, based on the Development Assistance Committee, Evaluation Quality Standards, M&E contributes to the quality of project management by providing information on

How results (output, outcome, impact) are achieved and by assessing effectiveness, efficiency and relevance of a specific development intervention (Fekadu , 2011).

Based on the above information and grounds, it is important to notice that all the project team members must participate actively in the M&E process of their projects/programs-for they are related to the various stakeholders and have a better idea as to how the project is being

implemented. However, since M&E tends to put them on the 'spot' for they are the ones in charge of the 'positive' outcomes of the project – they might be hesitant and resistant to value and accept the learning objectives of M&E. In that respect, project staff and focal persons of the project have to be arranged to perform M&E of the projects by obtaining concepts and skills and by learning to accept it as a knowledge generating and sharing tool.

In M&E literature and many authors emphasize the need for training to the project staff members as part of the system adopted. Formal training contributes to ensuring that goals, limitations, pre-conditions, requirements and components of M&E are understood, and allows staff to develop the necessary implementation skills.

On the other hand, formal training cannot replace the learning process of project teams, which is necessary to internalize their own participatory approach, experiences demonstrates that knowing concepts and techniques of M&E is necessary, but does not automatically lead to committed practice (Samuel, 2001).

It is important then, to establish a stimulating and knowledge generating and sharing environment where staff members and responsible stake holders reflect, analyze and assume responsibility for the M&E process and its results. Thus, by carrying out M&E, staff members will be able to observe and reflect upon results on the spot, and to plan and act upon them while becoming participatory facilitators. While implementing M&E, they learn to identify for themselves and with other stakeholders those challenges that might have influenced the project. For instance, they have the chance to observe the adverse effects, reflect upon them, and then act

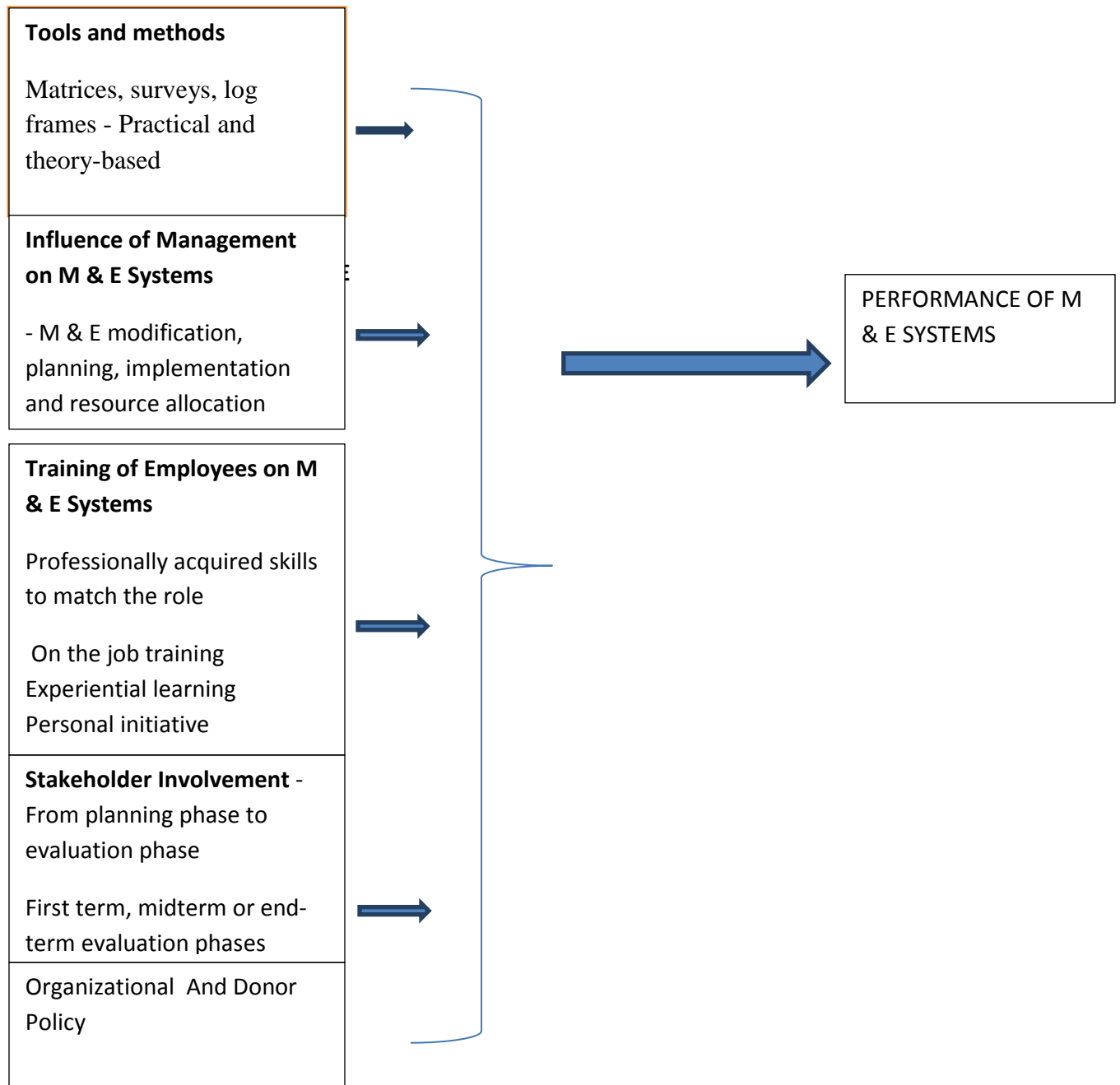
accordingly. Likewise, they will be able to observe positive outcomes of the intervention and act upon their enhancement.

In conclusion, literature reflects that knowledge can be generated and shared by people through the assistance of an external facilitator in terms of team member ability to provide feedback to participants and bring a balance into their communication rhythms. Therefore, an external facilitator engaged in M&E processes implemented by project staff and managers can, through his or her relative distance to the project, help pinpoint biases, pre-conceptions, limitations and blind spots that emerge throughout the process.

2.5 Conceptual Framework

According to Mugenda&Mugenda (2013), conceptual framework involves forming ideas about the relationship between variables in the study and showing the relationship graphically. In this research study, the independent variables are Tools and Methods, Management role, Level of training and stakeholder's involvement. These variables in turn affects the state of Monitoring and evaluation systems in the save the children international and therefore, the independent variable will be performance of M&E systems and is the variable that cannot be directly controlled.

INDEPENDENT VARIABLEDEPENDENT VARIABLE



The conceptual framework shows the relationship between the four thematic areas (the independent variables) and the dependent variable. The study sought to establish how Tools and Methods, Management Influence, Training and Stakeholder Involvement influence the performance of M & E systems. The framework also indicates the indicators used to measure the variables. Tools and methods form a basis of M& E activities. The approaches used are project selection, risk management, project initiation, planning, project execution and monitoring to ensure that controls are in place. To ensure success of M & E systems, the management needs to support it through strategic planning, tracking indicators, provision of quarterly and annual reports and identifying areas that the project needs to be improved. Equipping employees with specific skills through training is important in the M & E. Stakeholders will be concerned with the M & E systems if they are involved planning, needs identification, policy planning and budgeting, from the beginning and throughout the process, thus, through the inclusivity of all relevant stakeholders, there will be unanimous support for the process and ownership of the assessment. When these themes are blended to interlink, the outcome is performance of M & E systems

CHAPTER THREE: RESEARCH METHODOLOGY

In this section of research the paper presents the elements of research design and methodology applied in the study. It covers research design and approach, study population and sampling, sources of data, data collection instrument, procedure of data collection, data analysis procedure and data analysis method that are applied on the study are explained.

3.1 Research Design and Approach

The study is adopted a descriptive research design and utilize a survey method to collect data on M&E system organization & practices of SCI implementing Meal project.

The study uses a of quantitative and qualitative research approach. In the first phase of the study, survey conducted to assess the M&E practice of meal project implementers, and in the second phase, based on the results of the quantitative study, key informant interview and document review are employed to better understanding of the practices and factors affecting the M&E practice of the in SCI.

The primary argument for qualitative research design is that the issue under study doesn't require any means of quantitative measurement or statistical procedure with small sample size. And Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world. This research method is used: to describe variables; to examine relationships among variables; to determine cause-and-effect interactions between variables. (Burns & Grove 2005:23).

Combining multiple data sources and methods help to overcome the bias that comes from one source and method of data collection (yohannes,2017). Therefore this study use of the qualitative approach to triangulate with the information collected by the survey. The research also employs key informant interviews and program document review.

In addition descriptive survey design allows for an in-depth analysis and understanding of a particular phenomenon as it exists in the present condition (Cooper and Schindler, 2008). In descriptive survey design, objectives are predetermined allowing data collection relevant and sufficient to the study problem (Kothari, 2004). By combining both quantitative and qualitative data collection procedures, descriptive survey design allowed a researcher to gather exhaustive information in a way that reduces cost of the data collection.

3.2 Data Type and Source

The monitoring and evaluation system & practice assessment sought information from SCI members implementing meal projects with their head office in Addis Ababa.

Primary data is obtained distributing structured questionnaire to 13 staff of meal department in the save the children international. The instruments were of choice to the researcher due to

3.3 Sampling Size and Target Population

Castillo (2009) defines target population as, referring to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. For this research, the target populations were all members of save the children international members of employs working as an M&E experts/or project managers in the meal department.

The sampling method is Census, since the target population and the sample size are the same as members of the meal projects department are very few, and a total of 13 professional are participated in the questioner and responding the interview questions

3.4 Sampling Procedure

The samples of this research, which are responsible for meal projects, were selected using purposeful or judgmental sampling. Members sampled are key informants on the topic under investigation because people who are actively involved in meal project management were selected. The advantage of the sampling method is that the participants have knowledgeable and professionals about the project and they can give reliable information which help to reach on the objectives of the study.

3.5 Data Collection Procedure

Variety of data-gathering methods data was collected using standard questionnaire specifically designed to capture responses to assess the M&E practices and challenges of SCI. The practice of monitoring and evaluation of meal project measured by using the Likert scale question ranging from 1=strongly disagree to 5= strongly agree. It was also captured in to two ways, one, overall M&E practice of the meal project, second question on the challenge related to the practice.

3.6 Data Collection Instrument

Data was collected using standard questionnaire specifically designed to capture responses to assess the M&E practices and challenges of meal project in the save the children Addis Ababa branch.

The practice of monitoring and evaluation of meal project measured by using the Likert scale question ranging from 1=strongly disagree to 5= strongly agree. It was also captured in to two ways, one, overall M&E practice of the meal project, second question on the challenge related to the practice.

The questionnaire has three parts: (1) socio-demographic characteristics; (2) series of questions on the different dimensions of M&E practice assessment; and (3) challenges related to assessment practices. The questionnaire is prepared in English. Reliability of the questionnaire is checked. Data were edited manually, classified and then entered and organized.

3.7 Method of Data Analysis

The research focus on assessing the existing M&E practice of save the children international of meal program. The five point likert scale is used to assess the practice and challenges and descriptive statistical analysis for all objectives was conducted.

3.8 Ethical Consideration

The ethical issues are seriously considered. The research material which is mentioned in this paper is properly cited, the confidentiality of information and willingness of the respondent are considered during data collection.

3.9 Validity and Reliability

According to (Kotari, 2004) the questionnaire's internal validity refers to its ability to measure what it intended to measure. In other words what is found with the questionnaire actually represents the reality of what is being measured. The questionnaire was designed to ensure the respondent given at one set of questions is consistently replied in a similar manner.

The Cronbach's Alpha test has been used by the researcher to compute and measure the reliability of the six variables in the given questionnaires. According to (Kothari, 2004), the Cronbach's Alpha result of 0.7 and above implies an acceptable level of internal reliability. So, based on this assumption the consistency of the instrument for 6 items tested 0.873. Thus, the Cronbach's Alpha value of measurement under this research proved to be good (near to excellent) and can be concluded that the instrument consistency for the research is 87.3%. This shows that the instruments were reliable.

CHAPTER FOUR: RESULTS AND DISCUSSION

In this chapter, overviews of the data obtained in the study are presented, analyzed, interpreted and discussed. Descriptive statistics like frequencies and mean were used to analyze the data and the result finding from the questionnaires.

The researcher used tables to present the result. The percentages are rounded off to the nearest values to show suitable meaning. Among the 13 questionnaires that were distributed to employees as a representative of the total population 12 questionnaires were properly filled and returned which is 92.3% response rate. The two sections in the questionnaire are described and analyzed and intended to obtain respondents' perception regarding the challenges of M&E practice.

4.1 Background characteristics of Respondents

4.1.1 Demographic data of respondents

Table 2 demographic data of respondent

YEARS	FREQUENCY	PERCENTAGE
BELOW 20 YEARS	-	
20-30 YEARS	4	33.33
31-40 YEARS	5	41.66
41-50 YEARS	1	8.33
50 AND ABOVE	2	16.66
Total	12	100%

From the findings, majority of the respondents, 41% indicated that they were of age Bracket 31-40 years. 8 % indicated that they were between 41-50years while 16 % were of the respondents were above 50 years. 34% of the respondents were between 20-30 years, The findings therefore reveal that majority of people working in SCI were of productive age bracket and are mature people who are advantaged with knowledge in M&E and thus can help in assessing the performance of M & E in the organization.

4.1.2 Educational level of respondent

Table 3 educational level of respondents

Level of education	Frequency	percentage
Secondary	-	
Certificate	-	
Diploma	1	8.3
Degree	5	41.7
Masters and above	6	50
Total	12	100%

As shown in the table above, almost half of the respondents had master's Degree or above education while 41.7 % had first Degree, the rest of respondent which account 8% of the total respondent had diploma. This indicates that the respondents are well positioned to understand the overall M&E practice and can provide adequate information.

4.1.3 Job of respondent

Table 4 Job categories of respondents

	Frequency	Percentage
M&E officer	3	25
Project manger	1	8.3
Project officer	6	50
Other	2	16.67
Total	12	100

As shown in the table above, majority of the respondents work in the project as project officer and M&E experts, therefore, it is possible to consider that all of the respondents had in one way or another the M&E practical experience and knowledge to provide researchers with adequate information.

Generally it can be concluded from the profile of respondents that respondents were able to provide reliable information about the project monitoring and evaluation.

4.2 Practice of monitoring and evaluation in SCI

In this subsection the study results from survey respondents as well as from interview and document review are presented to show practiced with respect to the theoretical literature.

Table 5 the overall practice of monitoring and evaluation

s/n	Assessment Questions	likert scale	Frequency	Percentage
1	There is a comprehensive separate M&E plan	strongly disagree	-	
		Disagree	-	
		Neutral	1	8.3%
		Agree	8	66.67%
		Strongly agree	3	25%
		Total	12	100%
2	The purpose of your M&E plan is directed towards upward accountability (Accountability for donors)	strongly disagree	1	8.3%
		Disagree	1	8.3%
		Neutral	2	16.7%
		Agree	5	41.67%
		Strongly agree	3	25%
		Total	12	100%
3	The purpose of your M&E is directed towards down ward accountability (Results of M&E activities are used for internal purpose & learning)	strongly disagree	-	
		Disagree	5	41.67%
		Neutral	1	8.3%
		Agree	4	33.33%
		Strongly agree	2	16.7%
		Total	12	100%
4	Reporting is made in an explicit and consistent way	strongly disagree		
		Disagree		
		Neutral	1	8.3%
		Agree	9	75%
		Strongly agree	2	16.7%
		Total	12	100%
5	There is a frequent update and change in the M&E system / plan for improvement	strongly disagree	-	
		Disagree	3	25%
		Neutral	2	16.7%
		Agree	5	41.67%
		Strongly agree	2	16.7%
		Total	12	100%
6	The demand for improvement of M&E	strongly disagree	-	

	system come from project donors	Disagree	1	8.3%
		Neutral	2	16.7%
		Agree	3	25%
		Strongly agree	6	50%
		Total	12	100%
7	There is a clearly defined distribution of role for M&E	strongly disagree	-	
		Disagree	-	
		Neutral	2	16.7%
		Agree	8	66.7%
		Strongly agree	2	16.7%
		Total	12	100%
8	There is sufficient budget allocated for project specific M&E	strongly disagree	3	25%
		Disagree	3	25%
		Neutral	2	16.7%
		Agree	4	33.33%
		Strongly agree	-	
		Total	12	100%
9	Financial capacity for project specific M&E is allocated from organizational wide budget line	strongly disagree		
		Disagree	1	8.3%
		Neutral	3	25%
		Agree	5	41.67%
		Strongly agree	3	25%
		Total	12	100%
10	Project/ program decision making process make use of M&E finding	strongly disagree	1	8.3%
		Disagree	2	16.7%
		Neutral	-	-
		Agree	5	41.67%
		Strongly agree	4	33.33%
		Total	12	100%

The above table depicts the result about practice of monitoring and evaluation. With regard to this respondents were asked their opinion on whether the SCI uses a comprehensive separate M&E plan. According to the data, majority of the respondents, that constitute 91.67% confirmed with statement. This implies that the SCI has a comprehensive separate M&E plan for reviewing and coordinating the performance and it helps for data quality and for better outputs.

The responses for the direction of accountability most commonly practiced is positive for upward accountability for donors and government, majority of respondents agree which accounts more than 65% indicating that the organization plan for M&E tending to serve the interest of project financier and government. Interviewed informants also confirm that unless The organization demonstrated certain level of transparency and accountability to their donors, they do not even survive. Transparency and accountability to donors enabled them to ensure sustainability of the funds and attract more future funding. Donors are demanding more formal accountability to ensure that their donations are being used properly

4.4 Tools and Methods used in M & E systems in Save the children international

Table 6 tools and method system in SCI

Tools and methods	Frequency	Percentage
Performance Indicators		
Cost Benefit and Cost Effectiveness Analyses	1	8.3%
Logical Framework (Log frame)	4	33.3%
Theory based evaluation methods	2	16.6%

Result based approach	3	25%
Total	12	100%

From the findings, 33 % confirmed that Logical Framework approaches were widely used in M & E systems, while 25 % of respondents indicated to have used result based approaches. Out of the 13 respondents, 2 of them indicated to have used Cost Benefit Analysis and Cost Effective Analysis approaches when evaluating projects. These findings concur with Calder (2013) who agreed that projects feel comfortable when using the Log frame approaches to evaluate project performance. The findings further second World Bank (2011) report that applauded project monitoring and evaluation successes to the effective use of Log frame matrices in monitoring of project outcomes.

4.4 Management Influence on M & E Systems

The researcher sought to find out how management team influenced the systems used in M & E in various aspects.

Table 6 management influence on M&E system

Management Influence	Frequency	Percentage
M & E designing-change of objectives	1	8.3
M & E modifications	1	8.3
Planning of M & E	1	8.3
Implementation of M & E systems	3	25
Resource Allocation	6	50
Total	12	100

From the above findings, half of respondents affirmed that the management was happy to allocate resources for purposes of conducting the M & E, meaning their influence was felt in the resource allocation phase, while 25% agreed that management influenced M & E through the implementation phase. 8.3% of respondents said that management influenced M & E systems in the planning phase.

Those who felt that management influenced M & E systems in the design and modification phases trailed at 8%. These findings are in congruent with Njama (2015) findings that leadership influenced M & E systems and their outcomes through the allocation of resources in the beginning of every development project.

4.5 Training

The researcher sought to find out whether staff had been trained on M & E of projects. From the findings, 50% of the respondents confirmed that they acquired their M & E through on the job training, popularly referred to as OJT, while those who acquired their M & E skills through professional training were 21% and those taking a personal resolve and initiative to acquire those skills tied at 13%. 14% confirmed to have gained their M & E skills by continuous practice of M & E activities hence gaining their skills through work experience. This is in consistent with International Federation of Red Cross and Red Crescent Societies Project/Programme Monitoring and Evaluation Guidelines, which affirms that Project officers and managers are the best people to steer M & E process since they are conversant with Project planning and management tools, most of which are used in conducting M & E of all development projects and programmes(IFRC, 2011).

4.6 Information on Stakeholders' Involvement

This section presents findings on involvement of stakeholders, level of stakeholders' involvement, and point of involvement and objectives of stakeholder's involvement

4.6.1 Stakeholder involvement

Respondents were requested to indicate the extent to which stakeholders were involved in participating in M & E activities. Their responses are illustrated in the following distribution.

Table 7 The Extent of stakeholder involvement

Extent of stakeholder Involvement	Frequency	Percentage
Small extent	3	25
Moderate Extent	2	16.67
Large Extent	7	58.33
Total	12	100

From the findings, majority of respondents, 58% indicated that they involved stakeholders in the M & E activities and process to a large extent. A lesser number, representing 16 % of the total respondents indicated that stakeholders were moderately involved, while 25% respondents indicated that stakeholders were involved to a small extent. The results therefore suggestive that most respondents were in agreement that Save the children involved the stakeholders in M & E thus leading to high level of participation and this influences to a large extent the effectiveness of M & E systems toward achieving positive results.

4.6.2 Stakeholder Involvement Stage

The study requested the respondents to indicate the point at which they involved stakeholders in M & E process. The findings are indicated in the table below.

Table 8 stakeholder involvement stage

Extent of stakeholder Involvement	Frequency	Percentage
First term M & E	2	16.33
Midterm M & E	1	8.3
End term M & E	3	25
In all stages	6	50
Total	12	100

From the above findings, 50% of the respondents agreed with the statements that stakeholders were involved at all stages of M &E process namely, from first term, mid-term and end-term evaluation processes, while 25% maintained that stakeholders were involved during the end-term evaluation process. Those who felt that stakeholders were called upon to participate during midterm evaluation process were 8.3%, while a trickling 16.33 of the total number of respondents disagreed with their peers, citing that stakeholders were involved during the first-term evaluation process.

4.7 Challenges of M&E practice

s/n	Items (challenges)	Likert scale	Frequency	Percentage
1	Lack of senior management support from M&E department	Strongly disagree	3	25
		Disagree	1	8.3
		Neutral	-	
		Agree	4	33.33
		Strongly agree	4	33.33
		Total	12	100
		Strongly disagree	1	8.3
2	Failures of understanding and communication can be taken as a challenge	Disagree	3	25
		Neutral	1	8.3
		Agree	4	33.3
		Strongly agree	4	33.3
		Total	12	100
3	Poor cooperativeness on activities	Disagree	6	50
		Neutral	2	16.66
		Agree	3	25
		Strongly agree	1	8.3
		Total	12	100
4	Inconsistent use of checklist for successful implementation	Strongly disagree	4	33.3
		Disagree	2	16.6
		Neutral	1	8.3
		Agree	3	25
		Strongly agree	4	33.3
		Total	12	100
5	Lack of focus on and throughout process	Strongly disagree	5	41.66
		Disagree	2	16.6
		Neutral	2	16.6
		Agree	2	16.6
		Strongly agree	1	8.3
		Total	12	12
6	Application of insufficient resources	Strongly disagree	1	8.3
		Disagree	3	25
		Neutral	2	16.6
		Agree	4	33.3
		Strongly agree	2	16.6
		Total	12	12

Monitoring and evaluation practice is highly exposed to different challenges. It is not different for SCI to confront with such challenge as do in other project undertakings. Participants of the study forwarded their opinion towards the challenges in their monitoring and evaluation practice of SCI meal program using six items displayed in the above table.

For the first question majority of the respondents that account for 65% believed that there was a challenge associated with the support of senior management. However, a significant percent of them that account 30.7% of respondents were opposing the idea. This implies that SCI project lacks senior management support and motivation from M & E department.

With respect to communication and common understanding among the M&E team, the data shows that most of the respondents considered failure of communication and common understanding as a major challenge. This was supported by 66% of the respondents which indicating that the project is challenge in implementing the M&E program.

If a project is to be successfully monitored and evaluated stakeholders around it need to have a finger print contributions by cooperating the M & E team in providing the required data. On the same table participants were asked the extent to which stakeholders involved in the SCI activities are cooperative. Accounting for 33.3 %, asserted that poor cooperativeness of people is among the major challenges observed in the meal Programs.

M&E program requires having consistent use of checklist for evaluating the project. However, when the M&E team is using the evaluation checklists inconsistently the ultimate result of the program becomes frustrated and inconsistent. With regard to this, participants of this study have expressed their idea on whether the evaluation checklists are consistently used by the M&E team. To this question 50 % of the respondents replied that there is a problem associated with the consistent usage of the evaluation checklist among the evaluation team.

And the remaining percent of respondents maintained opposite ideas even some of them didn't give any idea. From this analysis it is clearly known that the meal program is facing a challenge on the implementation of its project.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

The research tried to assess the monitoring and evaluation practice of the meal project. Based the collected data through the questionnaire, the following core findings were obtained.

Over all it can be said that the existing monitoring and evaluation practice of meal program of study area is good.

Based on the findings discussed in the previous chapter the following conclusions are drawn in line with the objective and research questions to be answered.

5.2 Summary of findings

Though, Majority of the participants agree on the presence of separate comprehensive M&E plan for the program, This implies that the SCI has a comprehensive separate M&E plan for reviewing and coordinating the performance and it helps for data quality and for better outputs.

As presented in the findings the organization conducts monitoring and evaluation activities to satisfy the information need of their donors, this is due to the demand for information comes from donors or government stakeholders as agreed by most respondents. Meaning, information for learning and improvement seems less practiced. Among several reasons to use and disseminate M&E results, improving program intervention and strengthening program institutionalization are very important aspects of M&E.

Regarding the allocation of appropriate budget for M&E, the respondent agree on the proper budget is not allocated for monitoring and evaluation. This hinder the effectiveness of

monitoring and evaluation system since one of the fundamental M&E requirements is allocation of sufficient funds for Monitoring and evaluation activities.

In regards to tools and methods used in M & E, the researcher found out that SCI used for tools and methods while conducting M & E. In the order of popularity, they ranged from Logical Framework approach popularly known as Log frame, result based assessments, cost benefit and cost effective analyses, and performance indicators to public expenditure tracking surveys.

From the numbers that indicated to have ease of use of the above stated M & E tools, the researcher resolved that the respondents only used these tools as part of compliance with M & E policies and donor requirements.

In regards to management influence on M & E systems, the researcher found out that management were happy to allocate resources for M & E assessments. This revelation was proof that the management knew the importance of sufficient resource allocation to projects during the planning and implementation phases. From the majority endorsement of the large extent of management influence in M & E activities, the researcher affirmed the fact that management's role in determining what can be achieved in implementation, strengthening and sustainability of M & E systems is far-fetched. The study found that the management's level of commitment determined the great extent to which the effectiveness of M & E systems would go.

With regarding to the assessment of for the challenges of conducting M&E practice, based on the participant's response on challenges it is positive on all listed item, but varied with magnitude of response. These will give insight for the responsible body to give emphasis on those points in improving their practice.

To conclude on the driver of accountability is donor's interest. As indicated by majority of respondents, still donor compel organization to collect the information, improve quality of services provided, integrate beneficiaries and enhance capacity building. Despite being donor driven, the literature reviewed and interview findings proved most of the organizations primarily view M&E as a pressure and burden imposed by donors.

On the job training was highly commended as opposed to professional training, which may not necessarily take care of all aspects around M & E. Management influence on M & E systems was high in resource allocation. However, it is worth mention that if the management is not experts, cases of misplaced resources could be recorded or deliberate delays of projects which do not favour minority affluent while such projects may be a life saver to majority poor.

With respect to challenges in the M&E practice, several challenges are evidenced from the study. Among others, inadequate senior management support, less cooperative work area and the lie. Moreover, lack of consistence of check list that affects the effective monitoring and evaluation program.

5.3 Recommendation

Based on the research findings, the following are the recommendations by the researcher:-

- Save the children should invest on professionally intensive training of their employees on the M & E tools.
- The organization should allocate adequate funds to M & E activities and, in the spirit of stewardship and accountability, ensure there is autonomy and independence in utilization of funds.
- The management should be proactive in designing of M & E systems and offer timely support and guidance to ensure that M & E activities are well executed and results communicated to form part in decision making and future planning.