

**INFLUENCE OF MONITORING AND EVALUATION ON
PROJECT PERFORMANCE**

**(A CASE STUDY OF CHILD FUND INTERNATIONAL-GULU
CHILD DEVELOPMENT PROJECT)**

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**A RESEARCH PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF
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DECLARATIONS

I Tekkwo Ivan hereby declare that this research report is my Original piece of work and that it has not been submitted for any award in any University or Institution

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APPROVAL

This is to certify that this research report was done under my supervision and guidance on behalf of Gulu University.

Signature:..... Date:.....

Ms. Aber peace
(supervisor)

Dedication

I dedicate this piece of work to my parents Mr. onen Charles and Mrs. Anena easter onen, Brothers; Rupiny Bill Albertinn, Awene Solomon, Mikel josua, my one and only sister, Lamara funney-fey and to my lovely cousins, kinyera moses, funny-fey ochaka and jane aketowanga for the tireless work and sacrifice towards my education.

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ABSTRACT

Monitoring and evaluation (M&E) techniques helps address the issue of measuring performance and achievement of projects. M&E has become imperative in all organization's project. No organisation pursuing development initiatives would proceed at all without M&E framework in place. This study purposed to find out the influence of M&E activities on project performance of child fund international: a case of Gulu child development project. In this study monitoring and evaluation was defined by its activities: M&E planning, M&E training, and baseline surveys while project performance was considered as the degree of goal achievement. The objectives of the study were to establish how M&E plans influence project performance; to assess the influence of M&E training on project performance and to determine how baseline surveys influence project performance. Currently, there is inadequate knowledge on the influence of M&E on project performance a situation that this study addresses. It is hoped an understanding of M&E – Project performance relationship can improve the practice of M&E and consequently project performance among NGOs, learning institutions, students of project management and researchers in M&E. The study also reviewed the evolution of M&E and examined how the discipline has evolved over time. A project successfully implemented by child fund international were analysed through a mixed research design of ex-post facto and survey to determine a possible M&E - project performance relationship. All documents for the two projects, the project appraisal reports, inception report, databases and end of project reports were reviewed. This secondary data was supplemented with primary data collected from a survey. This data was analysed using quantitative and qualitative methods. Results show that monitoring and evaluation as a management function, indeed has influence on project performance. This is demonstrated in activities like M&E planning in which prior to project implementation, appropriate performance indicators are identified and a data collection schedule is devised. How data would be analysed to show project performance is also planned under M&E. In this way all necessary measures to ensure project performance is enhanced, are taken care of under M&E planning. Further, results show that the implementers underwent M&E training, participated in baseline surveys and were privy to the M&E plans developed by child fund international. On average, 80% of the respondents gave plausible reasons why they thought M&E influences project performance in reference to the projects under study. The results showed that on average, M&E planning, M&E training and baseline survey had

statistically positive correlation with project performance at 0.92,0.725 and0.622 respectively. In conclusion, the study has shown that monitoring and evaluation has a directly proportional influence on project performance and that an M&E plan should be in place if a positive influence of M&E has to be seen. Further, M&E needs to be implemented in full and systematically in order to influence project performance. Considering that projects are implemented by institutions that have structures, it is hereby recommended that an M&E unit should be part of an organisation. Short of that, a full-time M&E officer should be part of an organisation establishment in order to enhance project learning and retain M&E memory.

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ABBREVIATIONS AND ACRONYMS

M&E	Monitoring and Evaluation
NGOs	Non-Governmental Organizations
PME	Participatory Monitoring and Evaluation
RBM	Results-Based Monitoring and Evaluation
UNDP	United Nations Development Plan
CDD	Community driven development
OECD	Organization for economic cooperation development
HIV	Human immune virus
AIDS	Acquire immune deficiency syndrome

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Monitoring refers to the regular collection and analysis of data on specific indicators to assist timely decision making, ensure accountability and provide the basis for learning. It is a continuing function that provides management and other stakeholders with valuable feedback on what is working, what isn't and why, and early indications of progress and achievement of objectives. Ongoing monitoring is integral to a flexible and responsive community driven development (CDD) program, and should serve as a management tool and as a means for advancing CDD goals of accountability, transparency and inclusion. (Water Aid (2007)

At present, many organizations view M&E as a donor requirement rather than a management tool for reviewing progress and identifying and correcting problems in planning or implementation of projects (Shapiro, 2001; Alcock, 2009; Armstrong & Baron, 2013). Donors are certainly entitled to know whether their money is properly spent but the primary use of M&E should be for the organization or project itself to see how it is performing and to learn how to do it better. Effective project monitoring and evaluation enhances the basis for evidence-based project management decisions. M&E itself as a management function, consists three key activities: M&E Planning, M&E Training and Baseline surveys (Ogula, 2002).

With the advent of globalization, organizations all over the world are grappling with internal and external demands and pressures for continuous improvements in project management to enhance performance and stay competitive (Kusek&Rist, 2004). These demands come from a variety of sources including donors, governments, private sector, civil society and the media. Whether it calls for greater accountability and transparency in exchange for foreign aid or real results, organizations must be increasingly responsive to stakeholders' demand to demonstrate tangible results (Khan, 2001).

As a consequence of this, many organizations are becoming increasingly wary of factors that determine project performance and the need to manage projects meticulously. According to Kusek and Rist (2004), one of the most powerful tools that influence the performance of a project, program, or policy is Monitoring and Evaluation (M&E). This is echoed by Shapiro (2004) that

monitoring and evaluation enable one to assess the quality and impact of a project, against project plans and work plan. Wysocki and McGary, (2003) crowns it all by saying “ If you don’t care about how well you are doing or about what impact you are having, why bother implement a project at all? You can only tell how well you are doing by monitoring performance (Wysocki&McGary, 2003)

This study deliberately uses the term M&E, as opposed to just monitoring and evaluation. This statement is about the unity between these elements, which whilst distinct at one level, are in fact necessary for a holistic understanding. The Organisation for Economic Cooperation and Development (OECD) definition of M&E are useful to consider, given their widespread use. Monitoring is seen as a continuous function that uses systematic collection of data on specified indicators to provide management and main stakeholders of an on-going project with indications of the extent of progress and achievement of objectives (OECD, 2002). Evaluation on the other hand is the systematic and objective assessment of an ongoing or completed project, programme or policy (OECD, 2002). The aim of M&E is to determine fulfilment of objectives, determine efficiency, effectiveness and impact of a project. It should involve incorporation of lessons learned into decision-making process. It also relates to the worth or significance of an activity, policy or programme (Armstrong & Baron, 2013)

Monitoring, whilst seen as an on-going management function, and evaluation as the post event function, which feeds information back to management for the next event, is too simplistic a distinction. In monitoring one is evaluating, as one is making a judgment about progress and intervening based on this judgment (UNDP, 2010). Similarly, when one does an evaluation, one does so on the basis of monitoring data, and judgments can best be made with these insights. In practice, the sequencing is not as linear as one following the other, but more dynamic depending on the situation (Khan, 2001).

Child fund international, has been selected as a case study because it is among organisations practicing monitoring and evaluation in implementation of its projects

In view of the forgoing and considering that M&E is a key component of project management that gives control over the main parameters that define a project; scope, quality, resources, completion time and cost (Kohli&Chitkara, 2008), this study, in light of the success stories at Child fund international seeks to demonstrate the influence of M&E on project performance. It is

hoped that evidence that will be generated in this study can stimulate organizations to practice M&E for right reasons and still for others to start practicing and consequently enhance project performance

Child Fund International, formerly Christian Children's Fund, Is a child development organization that has been working in Uganda since 1980 in partnership with families and communities, Child Fund International adopts participatory approaches to design, address and meet clearly defined developmental targets leading to holistic development of children in 28 districts of the country. The organization operates where conflict, poverty and disaster threaten the wellbeing of children through delivering comprehensive programs that incorporate early childhood care and development, Child, community and maternal health, HIV and AIDS, Water and sanitation, Formal and informal education, food, nutrition and livelihoods security, enhancement, diversification and generation of family/household incomes, emergency relief and disaster mitigation among others.(MerianNatukwatsaMusinguzi)

1.2 Statement of the Problem

In many organizations, project monitoring and evaluation is activity seen as a donor requirement rather than a management tool (Babbie& Mouton, 2006). For this reason, organizations especially NGOs, implement project M&E just to cope with demands and pressures from funding agencies rather than as a measure to contribute to project performance (Kusek&Rist, 2004). Very few organizations have faith in M&E partly because its influence on project performance is not well understood despite many studies having been done (Khan, 2001; Ogula, 2002; Kusek&Rist, 2004; Nyonje, Ndunge, &Mulwa, 2012). There is inadequate information on how the key activities of M&E: M&E planning, M&E training and baseline survey singularly and severally influence project performance. Simply put, the influence of M&E on project performance is not adequately established making organizations view the practice of M&E an extra burden of little or no benefit at all.

This study therefore seeked to establish specifically, the influence that M&E activities play on project performance. The study analyzed M&E plans, M&E training and baseline surveys.

1.4 Purpose of the Study

The purpose of the study was to establish the influence of monitoring and evaluation on project performance: the case of Child fund Uganda-Gulu child development project

1.5 Objectives of the Study

The following were the objectives of the study:

1. To establish how monitoring and evaluation plans influence project performance
2. To assess how monitoring and evaluation training influence project performance
3. To determine how baseline surveys influence project performance

1.6 Research Questions

The following research questions guided the study:

1. How do monitoring and evaluation plans influence project performance?
2. How does monitoring and evaluation training influence project performance?
3. To what extent do baseline surveys influence project performance?

1.7 Significance of the Study

As the demand for transparency and accountability in project management increases, more and more organizations are thinking of project monitoring and evaluation as a way of coping with the demand. There is more to M&E, however. Monitoring and evaluation can be an effective way of enhancing project performance but very few organizations have faith in it.

Therefore, other than to child fund international, this research is important to institutions like local NGOs, international organizations and more especially institutions with questionable project performance and those intending to start practicing M&E to enhance project performance. With this study, it is hoped organizations shall begin to monitor and evaluate projects with the sole aim of improving project performance and not necessarily as an obligation to the funder. This would be as a consequence of evidence that this study will bring to the fore on how M&E influences project performance.

This study is significant to academic areas (universities, colleges and academic institutions). It will enable the researcher to have practical training by integrating theoretical training obtained in classroom and real working situation,

The research is also useful to the researcher since it is one of the requirements for the award of bachelor degree in Quantitative economics of Gulu University.

1.8 Scope of the study

1.8.1 Subject scope

The study covered child fund Uganda-Gulu child development project. Specifically, the study investigated the influence of monitoring and Evaluation on the project performance, accessed how monitoring and evaluation training influence project performance and determined to what extent do baseline surveys influence project performance

1.8.2 Geographical scope

The study was conducted at the child fund international-Gulu child development project. The project was purposely selected because the researcher worked within the vicinity and therefore this may ease data collection.

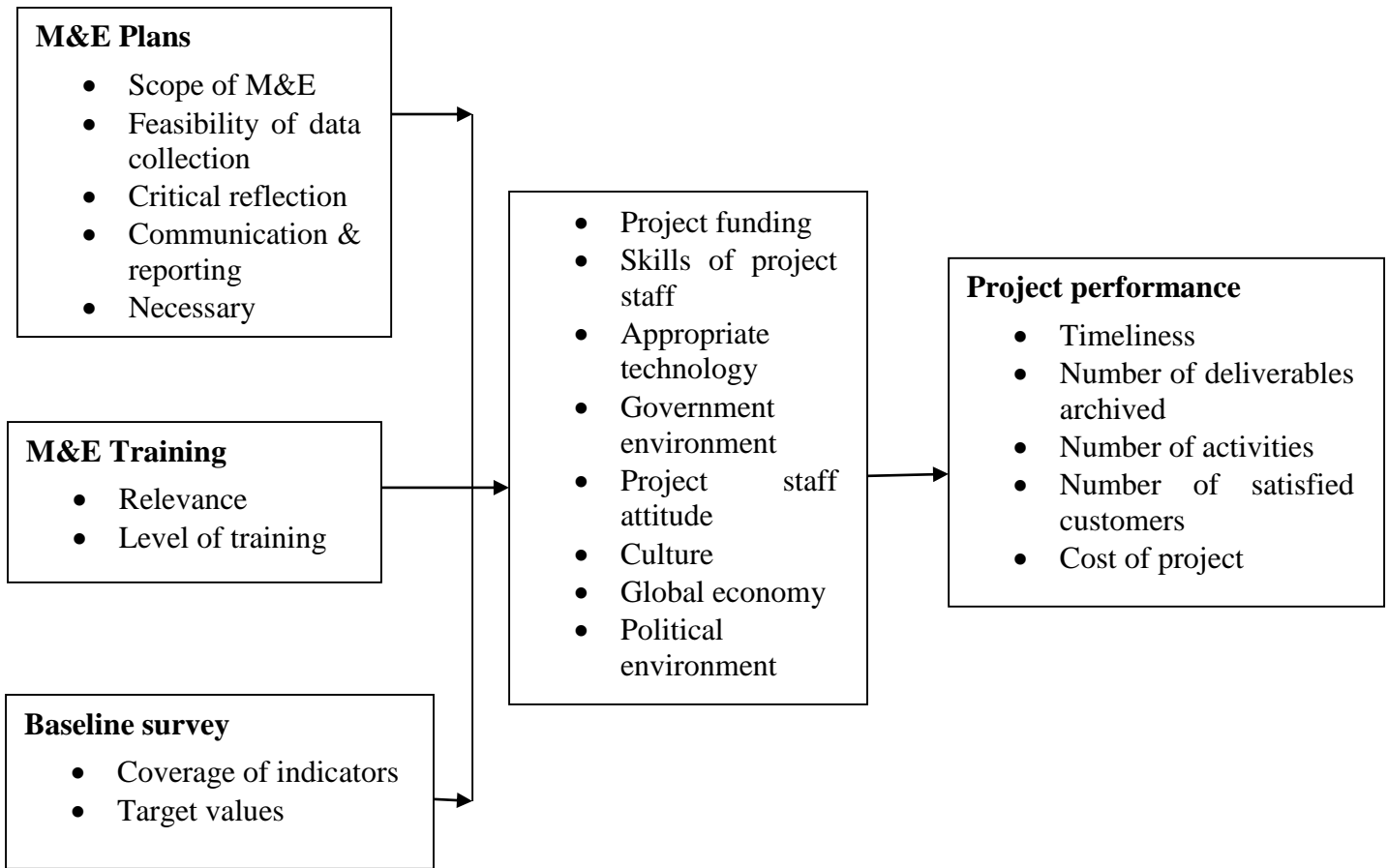
1.8.3 Time scope

The study considered a period of 4years 2013-2017. This period was selected to enable the researcher come up with coherent information from the respondents as it enabled those (Respondents) to give responses that are typical of their opinion from the observations made over this period.

1.9 Conceptual framework

Conceptual framework is a model of presentation where researcher represents the relationships graphically or diagrammatically. The independent variable(s) attempts to indicate the total influence in the study. In this research, the conceptual frame work is the concise description of phenomenon under study accompanied by usual depiction of variables under study (Jackson 2009)

Figure 1 shows a conceptual framework of the relationship between monitoring and evaluation and project performance



In this conceptual framework of the study, the independent variable, M&E, consisting of three constructs regarded as subcomponents, is considered to have a directly proportional influence on project performance. By implication, if something goes wrong with M&E, or is indeed absent, project performance is negatively affected and the converse is true. This implies that all activities of M&E should be as credible as possible so that necessary information on how the project is progressing is provided.

Project performance, which in this study, means the degree to which results have been achieved consists of timeliness, number of deliverables achieved, number of activities, number of satisfied customers and cost of project. Information on all these sub-components of project performance, are interestingly considered at project planning design. During project implementation, all that is

done is monitoring whether an activity has been done on schedule and if not evaluation provides a reason why and project management on the other hand can adjust the project plan accordingly. On the other hand, proportional relationship between M&E and Project Performance could be affected by other factors outside the control of project management. Factors such as attitude of people towards work have far-reaching consequences especially if they are people who do not take initiative. Culture of the native people is another; it may not allow them to work at certain time of the day and this may affect the implementation of the project, monitoring and evaluation and eventually the performance of the project. Other factors include the prevailing political environment at the time of project implementation, which is not guaranteed to be stable, just like the global economy and could affect funding of the project or indeed the institutions supporting the project at the time.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a critical look on the M&E and its influence on the project performance. The first part of this chapter sketches out an overview of M&E in project management, concept of performance, and analysis of the types of M&E. This chapter also accesses how M&E planning, training and baseline surveys influence project performance. A theoretical framework of this study is then presented and lastly, a summary of this Chapter.

2.2 Overview of M&E and its significance to Organizations

M&E have been in existence since the ancient times (Kusek&Rist 2004). In the present day, the need for M&E as a management tool has grown tremendously with the demand by the stakeholders for accountability and transparency as well as demonstrating the performance of the project (Gorgens 2009). Institutions such as development banks and bilateral agencies also regularly apply M&E to increase development performance of their projects as well as demonstrating transparency.

Monitoring and evaluation refers to the process of iteratively collecting and analyzing data of ongoing project and comparing the project outcomes or impact to the planned results with a view of improvements (Hunter 2009).

M&E contributes to organizational learning and knowledge sharing enabling Organizations to reflect upon and share experience and lessons from their implementation to get the full benefit of what the organization is doing, what they do and how they do it (Guist, Randwijk&Woodhill 2012). For Carol and Shoal 2013, M&E supplements and supports project and organization performance by the means of relevant information and learning. It allows development actors to learn from each other's experience, building an expertise and knowledge and reviews mistakes and offers paths for organization to learn and improve while incorporating the lessons in their policies and practices. There would also be different permutations to the above, which in turn would depend on the context and subject matter. It is for this reason that M&E can at times be a nebulous concept. The diversity can be seen in terms of methods used and the subject matter considered including the types of M&E (Jones, 2011)

2.3 Concept of Project Performance

Project performance is defined as the total quality of a project in terms of whether it has impacted the beneficiaries and whether the interventions are sustainable (Chandes et al., 2010). Key criteria against which the project performance can be evaluated against includes; whether it is relevant, efficient, effective, whether it has impacted the beneficiaries and whether the interventions are sustainable (Hill, 2005).

Relevance relates to whether the project activities are in line with the priorities of the target group, recipient and donor or sponsor. Key questions that are asked in assessing relevance are whether the goals of the project respond to the needs of the recipients and whether the activities and outputs of the project are in line with those goals. Effectiveness measures whether a certain project is able to realize its goals. Impact examines positive and negative changes as a result of the project. Efficiency assesses inputs against outputs to find out whether the project uses optimum resources possible to achieve the desired results. Sustainability assesses the ability of the project benefits to continue when the project closes (Chandes et al., 2010)

Project performance is behavior that can be evaluated with regard to whether it adds value or it makes the organization more effective (Onukwube, Iyabga and Fajana, 2010). Illriegel, Jackson and Slocum (2009) approaches performance as each person' work achievement after through exerting effort. From the above definitions, project performance touches on how the ability of workers to finish the jobs they are responsible for and how those jobs help in achieving the goals of the organization.

2.4 Types of Monitoring and Evaluation

There are two types of M&E, Results-Based Monitoring and Evaluation (RBM) and Implementation-Based Monitoring (IBM). According to Kusek&Rist (2004), RBM is designed to provide feedback on the actual outcomes and goals of projects. RBM, in this way helps in knowing if results are being met or indeed will be met as the project progresses (Naidoo., 2011)

On the hand, Implementation-Based Monitoring and Evaluation (IBM) focuses on inputs, project activities and outputs and promotes joint learning of stakeholders at various levels and catalyses commitment to taking corrective actions where necessary (Kusek&Rist; 2004, Neubert; 2010). This point again underscores the role M&E plays on project performance. Thus, it can be concluded that the current practice in project monitoring and evaluation revolves around RBM and IBM in as far as area of focus is concerned.

Regarding evaluations, There three types of evaluations: (i) Ex-ante Evaluation or Needs Assessment - is preprojectevaluation, (ii) Formative Evaluation – assesses ongoing project activities and (iii) Summative Evaluation – Its purpose is to assess a mature project’s success in reaching its stated goals. Blank (1993) adds that summative evaluation is a type of project evaluation that collects information about outcomes and related processes, strategies and activities that have led to them. , Ndunge, &Mulwa (2012)

2.5 Monitoring and Evaluation activities

M&E starts with tracking performance on processes and outputs at the begging of a compacts life and then continues to track high level outcomes and impacts at the end to concretely asses how its activities have affected poverty and economic growth(millennium challenge cooperation USA) This would include the proper management of budgets, personnel, legal and regulatory compliance with process and procedures. Deviation from any of the standards, invites censure (Naidoo I. A., 2013). In this context, M&E is seen as supporting a management function, which Cook (2006) points out “encompasses the entire management, operating systems and culture of an institution”.

On project performance, there is wide divergence of opinions in this field; the only agreement seems to be what constitutes ‘project performance’ (Murphy *et al* 1974; Pinto &Slevin 1988; Gemuenden&Lechler 1997 and Shenhare *et al* 1997). In this study, project performance, was considered as the overall quality of a project in terms of its impact, value to beneficiaries, implementation effectiveness efficiency and sustainability. M&E is analyzed to see its influence on project performance, taken to mean degree of project goal achievement

There are various processes involved in the monitoring and evaluation of projects which when done correctly can lead to improvement and good delivery of projects in future (Msila&Setlhako, 2013).

Monitoring and evaluation can help identify problems and their causes and suggest possible solutions to problems (Shapiro, 2001). In this way, M&E can have influence on project performance much as there is inadequate information on this (Singh &Nyandemo, 2004). So then, what activities are involved in M&E? According to UNDP (2009), conducting monitoring and

evaluation involves a number of complementary activities of which the most important is to formulate a plan for M&E.

2.5.1 Monitoring and Evaluation Planning and Project Performance

Good planning, monitoring and evaluation enhance the contribution of UNDP by establishing clear links between past, present and future initiatives and development results. Monitoring and evaluation can help an organization extract relevant information from past and ongoing activities that can be used as the basis for programmatic fine-tuning, reorientation and future planning. Without effective planning, monitoring and evaluation, it would be impossible to judge if work is going in the right direction, whether progress and success can be claimed, and how future efforts might be improved. (UNDP hand book, 2009)

Good planning, combined with effective monitoring and evaluation, can play a major role in enhancing the effectiveness of development programmes and projects. Good planning helps us focus on the results that matter, while monitoring and evaluation help us learn from past successes and challenges and inform decision making so that current and future initiatives are better able to improve people's lives and expand their choices.(UNDP handbook, 2009)

Of great importance to this study, is what the M&E plan outlines that influences project performance. From the studies reviewed, it has been noted that an M&E plan generally outlines the underlying assumptions on which the achievement of project goals depend, the anticipated relationships between activities, outputs, and outcomes- the logical framework. Other contents of an M&E plan are well-defined conceptual measures and definitions, along with baseline data needed; the monitoring schedule; a list of data sources to be used; and cost estimates for the monitoring and evaluation activities. Most plans also include a list of the partnerships and collaborations that will help achieve the desired results; and a plan for the dissemination and utilization of the information gained (Olive, 2002; Wysocki&McGary, 2003; Mackay 2007; Alcock 2009; Nuguti 2009). This demonstrates that planning for monitoring and evaluation takes care of all aspects that need to be in place so that there is early detection of progress or lack thereof.

Literature also reveals that there are important considerations for an M&E plan: Brignall& Modell (2010) categories these considerations into resources - how much money and time will be needed to conduct the activities. Capacity - does the project have internal capacity to carry out the

proposed monitoring and evaluation activities; including analysis of data collected? Other considerations made and also acknowledged by Armstrong & Baron (2012) are Feasibility- Are the proposed activities realistic? Can they be implemented? Timeline - Is the proposed timeline realistic for conducting the proposed activities? Ethics - What are the ethical considerations and challenges involved with implementing the proposed activities, and is there a plan in place for addressing those considerations? Has a protocol been submitted for review to a research ethics committee? With these considerations, it can be said that M&E planning is complete in terms of coverage for the purposes of giving an oversight on project direction during implementation.

2.5.2 Monitoring and Evaluation Training and Project Performance

There is need to have effective M&E human resource capacity in terms of quality and quantity. Hence M&E human resource management is required in order to maintain and retain stable M&E staff (World Bank 2011). Human capital with proper training and experience is vital for production of M&E results. This is because competent employees are also a major constant in selecting M&E systems (Koffi-Tessio, 2002). M&E being a new professional field faces challenges in effecting detection of results. There is therefore a great demand for skilled professionals, capacity building of M&E systems and harmonization of training courses as well as technical advice (Gorgens & Kusek, 2009)

Building an adequate of skilled human resource is critical for the project performance and generally is an ongoing issue. Furthermore, it needs to be reorganized that growing evaluators require more technically oriented M&E training and development that can usually be obtained with one or two workshops. Both formal training and on-the-job experience are important in developing evaluators with various operators for training and development opportunities which include; the public sector, the private sector, universities, professionals associations, job assignment and mentoring programs (Acevedo, Krause & Mackay, 2010)

Regarding M&E training, M&E resource and capacity assessment carried out earlier during project planning helps identify initial capacity gaps in M&E as well as the resources needed to conduct M&E training. Thereafter, training needs assessments can be informal based on knowledge of staff experiences and performance or can be a more formalized process (Pfohl & Jacob, 2009). The route to choose depends on the size and complexity of the project being implemented. On larger projects with more staff, it is important to be sure the training plan is very

well tailored to staff capacity gaps, as there will be a limited number of opportunities to engage with individual staff members. With training needs identified, there is need to develop an M&E training and capacity building plan that include topics to be covered and persons to be trained (Alcock, 2009). It is important to note that not all management and staff members need training in all the topics or at the same level of detail.

According to UPWARD (2011), the topics of M&E training help implementers and other data collector to understand questions like “who this is all for – who are we gathering information for, how do we expect they will use this information and why have we decided to gather the information in the ways that we have”. It is important, particularly for those responsible for collecting and sharing information for the M&E system that they understand the rationale behind the system and their role in it (UPWARD, 2011). This is yet again another hallmark of how M&E contributes to influencing performance of a project, the purpose of this study.

As alluded to earlier, M&E training should also include a review of key performance indicators to be collected. Issues covered in the review include the definition of each indicator, how the indicator is measured, how data on the indicator will be collected, the timeline for collecting and reporting the indicator, and how the indicator satisfies client needs (Alcock, 2009). In essence, such information enables implementers to understand more how M&E will contribute to project performance

On the sequence of events in M&E training, it has been observed that, normally it is tailored towards the needs of the project in terms of how complex and hence tend to vary from one project to another (Revier *et al*, 1996). The most important part of the training is however, the development of M&E tools using the project log frame matrix which, it has been argued by many researches should involve would-be users (Narayan-Parker & Nagel, 2009). Development of M&E tools through a participatory method enhances the understanding of project indicators and their importance in tracking project performance during implementation (Marsden, David, & Oakley, 2001). This understanding is critical as it enhance the chances of collecting M&E data on schedule allowing for timely detection of errors and their possible correction if needed (PAMFORK, 2007) – ultimately leading to improvement in project performance.

From the forgoing, it can be deduced that training in M&E is critical. Sending untrained staff to gather information on outcomes and impacts can result in serious compromises to the validity of information resulting in complete invalidation in some cases. It is typically best to start with trainings on the monitoring components of the system and build to evaluation pieces and the capacities needed to be built within the team.

2.5.3 Baseline Survey and project performance

A baseline survey is a study that involves analyzing the prevailing situation in order to discover where to start a project. It is recommended that implementers carry out this survey before kicking off a project since this acts as a reference tool for use in all future activities. This tool could be used by those managing the project while making future decisions. They assist in identifying the more important areas in a project which is important especially in a project with a number of goals. The outcomes of such a study can indicate the areas where more emphasis is needed and where little emphasis is required (Del Pico, 2013).

As a rule, a baseline study must be conducted before project implementation, since doing so when a project is already ongoing would not give a true status of it since an ongoing project will have an impact even if it be little (Hogger et al, 2011). This will give the managers a benchmark against which to tell whether the project was successful or not. In case a project is still a long way, and there was no baseline, the implementers may conduct one. Nevertheless, if there was no baseline study and the project has come to completion there will be only a few options for evaluating the success of the program (Marks, 2012)

A well conducted M&E planning at the inception of a project provides one with data (Hogger et al, 2011). A baseline survey is conducted during the inception of a program to identify the prevailing circumstances, (Estrella and Gaventa, 2010). In such a survey, the performance indicators are also defined. This becomes the basic unit against which program progress is measured (Frankel and Gage, 2007). It acts as a benchmark for assessing the subsequent activity efficiency and attainment of desired outcome (Armstrong and Baron, 2013), a very big contribution to influencing project performance.

Krzysztof et al (2011) argues that without a baseline, it is not impossible to assess the impact of a project. A baseline study informs decision makers on the project's impact have had on the target beneficiaries. These writers further argue that the M&E tools used during a baseline study are the

same tools used during evaluation in order to ensure that you compare “apples to apples”. Krzysztof et al (2011) argues that conducting a baseline minimizes time and other resources for designing evaluation tools. Donors also require that a baseline survey be conducted to form part of the implementation process (Abeyrama, Tilakasena, Weber, and Karl, 2008). This enables the donor in future, to monitor the outcomes of the project as it continues. For some organizations however, this requirement is the only motivation for M&E and therefore they miss on its importance (Nyonje et al, 2012)

In their Paper “Monitoring and Evaluating Urban Development Programs, A Handbook for Program Managers and Researchers”, Bamberger et al (2008) state that a baseline studies must be conducted before project implementation. Doing so when a project is already ongoing would not give a true status of it since an ongoing project will have an impact even if it be little. This will give the managers a benchmark against which to tell whether the project was successful or not. In keeping with best practices, a baseline study must be conducted before project implementation (Bamberger, 2008). Mid-term reviews, project completion reports and other evaluations are the actual benchmarks against which comparisons are made with regard to the information provided by the Baseline Study (IFAD 2010).

An M&E system provides an important tool for the allocation of all the necessary resources in and guides in the best way of achieving results. The main reason for collecting baseline information is to scale up the quality of implementation and improved development results. It should also address the concerns of all stakeholders. When this fails to be the case, then it becomes purposeless or there could have been something wrong with the methodology. When it satisfies the demands of only a single stakeholder, there is need to widen the scope of the study in order to make it more useful and relevant (USAID 2012).

It is also necessary that prior to the baseline survey, measurable indicators for gauging what has been done be identified (UNDP, 2012). They are important during the design of the questionnaire and preparation of the evaluation tool. One other consideration to be made is the target population (Gosling, Lousia, and Edwards, 2009). Like for any other activity in project implementation, for one to carry out a baseline survey, funds are needed. Researchers agree that funds are required for conducting a baseline survey.

Funding dictates the scope of the baseline study (Armonia et al, 2006). Feedback received from the local staff as the project is still ongoing affords a chance for those benefitting from the project to have a say in project activities thereby contributing to the quality of monitoring information (Hunter, 2009). A study on the influence of monitoring and evaluation on project's performance found that if you implement a project without a baseline study, you will face serious issues while tracking its progress (Rogito, 2010). According to Rogito, in the best practice a baseline should be planned and done a year prior to the main project in order to obtain real time information. This seems not to have been done according to the study findings. He concludes that the projects for the youth did not perform well as they lacked baseline surveys and therefore it was difficult to attain their objectives.

2.6 Summary of Literature Reviewed

This chapter has presented a review of literature, which has shown among others, an overview of M&E, and illustrated that given its ability to address progress of projects, it has a wider application on project performance. The chapter also presented the concept of performance. Under the section on types of M&E, this chapter shows that M&E serves several purposes, and uses different methodologies for attaining its goal of improving project performance. In the section on M&E in project performance however, M&E remains a strategy and tool for the promotion of project management, and the results generated need to be applied through a management hierarchy. Lastly this chapter highlighted more on the M&E activities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the researcher presents the methodology that was used in carrying out the study.

The chapter consists of the research design, target population, sample size, sampling procedures, research instruments, and methods of data collection, data collection procedures and data analysis and lastly the ethical considerations of the study variables

3.2 Research Design

A descriptive method of survey was used. Descriptive survey involves collection of data with the aim of testing set hypothesis or to be used to answer questions regarding the subject under study. Survey design involves data collection for testing hypothesis or answering questions concerning the status of the subjects in the study (KarlanandGoldberg, 2006). Data was collected by personally administering interviews to selected individuals with an aim of studying their attitudes and opinion and on influence of monitoring and evaluation on the project performance in child fund international-Gulu child development project

Descriptive survey design is good where facts are being sought and it gives results that are accurate. This method also enables a researcher to gather information for a specific duration and interpret the results with consideration of the existing conditions (Barney, 1991).

3.3 Target Population

Population can be defined as all the members of a real or hypothetical set of people, event or objects to which a researcher wishes to generalize the results of the study. In this study the programme managers and staffs are targeted because they are believed to be familiar with the operation of monitoring and evaluation systems. The study shall also rely more on documentary evidence about the projects under scrutiny for possible M&E – project performance relationship.

3.4 Sampling Procedures and sample size

Sampling procedure or sampling techniques is the process of selection of the sample, as a representative of the population (Jackson 2009). On the other hand, sample is defined as a portion, piece or segment that is the representative of a whole population. In light of this mugenda (2003) recommends that, where the target populations so small, selecting a sample would be meaningless

and therefore the whole population should be studied. Hence the census survey where all the respondents of the population are used was applied

3.4.1 Sample size

Table 3.1

Category of respondent	Number of respondents
Project managers	05
Project staffs	20
Other project stakeholders	05

5 project managers, 20 M&E staff and 5 other project stake-holders responsible for the diversified projects was selected. Therefore, the researcher selected a census size of 30 respondents

3.5 Research Instruments

This study used both primary and secondary data. Primary data was collected using a questionnaire and interviews while secondary data was collected from published reports and other documents. The questionnaire consisted of both close-ended and open-ended questions. The open-ended questions enabled the collection of qualitative data.

3.6 Methods of data collection

3.6.1 Questionnaires.

A questionnaire is a reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. The questionnaire was used on the basis that the variables under study cannot be observed for instance the views, opinions, perceptions and feelings of the respondents. The questionnaire was used in collection of data from respondents (owners of small scale businesses). The questionnaires included both open and close ended questions administered to respondents.

3.6.2 Interviews

The researcher administered interviews. An interview is a dialogue between an interviewer and interviewee. It is an organized conversation aimed at gathering data about a particular topic. This is a method where a researcher interviews respondents to obtain information on the issue of interest. In this case, the interviews in this research was structured specifically to the organization staffs.

3.6.3 Observation

The study relied more on documentary evidence about the project under scrutiny for possible M&E – project performance relationship. Therefore, the researcher observed all project documents, starting with proposal to end of project evaluation reports.

3.7 Data Collection procedure

The researcher administered questionnaires by interviewing respondents. To complement the questionnaire distributed, the researcher interviewed the respondents. The researcher sought approval for this study from Gulu University. As soon as permission was granted and an introduction letter obtained by the researcher, the research proceeded in the following chronology: Data collection process and study instrument administration; pilot testing; revising of the data collection instruments after the pilot study; reproduction of required copies for data collection; administering instruments via interview; assessment of filled questionnaires through serialization and coding for analysis; data analysis and discussion; preparation of the conclusion and recommendations

3.8 Data Analysis Techniques

The data got was analyzed automatically using SPSS (Statistical Package for Social Sciences). The SPSS package was opted for, because it handles a large number of variables. The data was analysed using correlation regression; the study used spearman correlation in order to establish the level of relationship between the study variables.

Descriptive analysis involved tabulating and describing data received from a sample of the population (orodho,2005). Therefore, findings was presented using frequency distribution tables.)

2.9 Ethical Considerations

Ethics are norms or standards of behavior that guide the moral choices about behavior and our relationship with others (mugenda 2003). Research ethics was put into consideration when developing and administering data collection tools and techniques to avoid any form of harm, suffering or violation. Ethical consideration refers to the observation of professionalism in studies by being concerned about quality of life of other people, integrity and abiding to the law and avoiding unprincipled behavior (patton 2002).In this research, respondents was informed about the nature and purpose of the study in order to secure consent from interviewees. All the respondents' information and identity was kept confidential and the information gathered was used only for the purposes of this study and the respondents participated voluntarily.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents results of the data analysis, which was done based on the study Objectives. Descriptive and inferential statistics were used for each variable and the Findings presented in tables and their implications discussed. The interview results are analyzed in light of documentary evidence from appraisal reports, inception reports and end of project reports of the two projects regarding the influence of M&E on project performance. Data is analyzed according to procedures outlined in the previous chapter, methodology, and according to interpretations made based on the research questions outlined in chapter one.

4.1.1 Questionnaire Return Rate

The research was conducted on a census of 30 respondents from child fund international-gulu child development project. The statistics analyzed were used to show the relationships between variables. Out of the 30 questionnaires, 24 questionnaires were duly filled and this represented a response rate of 80.0%. This response rate was considered satisfactory for analysis to make conclusions for the study.

Table 4.1: Questionnaire Return Rate

Number of questionnaires returned	Target No. of respondents	Response Rate (%)
24	30	80.0

The researcher personally administered the questionnaire, thus there was a high response rate (80.0%) as shown on Table 4.1. The researcher also got a chance to clarify the respondents' queries at the point of data collection, although care was taken not to influence the outcome.

Table 4.A

4.2 Gender of Respondents				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	17	70.8	70.8
	Female	7	29.2	100.0
	Total	24	100.0	
4.3 Distribution of the respondents by age				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 30	8	33.3	33.3
	31-40	8	33.3	66.6
	41-50	6	25.0	91.6
	above 50	2	8.3	100
	Total	24	100.0	
4.4 Number of years inc current positions				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 1 yr	4	16.7	16.7
	1-5yrs	12	50.0	66.0
	6-11yrs	2	8.3	74.3
	12-17yrs	6	25.0	100.0
	Total	24	100.0	
4.5 Level of education of the respondents				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	University	19	79.2	79.2
	post-graduate	5	20.8	100.0
	Total	24	100.0	

4.2 Gender of respondents

The gender of the respondents was sought to established if there were any gender disparities in the position of M&E in child fund international-Gulu child development project

The findings in the table 4.A indicated that majority of the respondents where male (70.8%) while females respondents where only (29.2%). This implies there were more males than females involved in the monitoring and evaluation activities in child fund international-Gulu child development project.

4.3 Distribution of Respondents by their Age bracket

The researcher sought to establish the age group of the respondents, the findings is as shown in table 4.3. From the Table 4.3, 8 (33.3%) of the respondents were below 30 years of age, those of the age between 31-40 years were 8 (33.3%), and those with ages between 41-50 years were 6

(25.0%). Those with ages above 50 years were 2 (8.3%). From these findings, I can be inferred that the respondents were old enough to provide relevant and reliable insights on the M&E systems at Child fund international- Gulu child development projects.

4.4 Number of years in current position

A combined question sought to know the work experience in a predetermined range of intervals scale between the M&E officers and project supervisors to establish the knowledge held about M&E and projects implementation by child fund international officials . The respondents gave the following range of experience when asked;

The findings reveals that majority of the respondents (50.0%) were of between 1-5 years of experience, 25% went for between 12-17 years, 16.7% were below 1 while the remaining 2 who represented 8.3% had 6-11 years of experience.

4.5 Level of Education of the Respondent

The education level of the respondents was sought. The study findings are as presented in table 4.5. The majority of the respondents were university graduate 19 (79.2%) and post-graduate holders were 5 (20.8%). Post graduate and Degree holders combined were 24 (100%). The Post graduate holders were mainly the managers, head of departments and thus they were capable of making gainful contribution to monitoring and evaluation of child fund international-Gulu child development projects as exhibited by all of the respondents. There were no secondary level certificate holders. This implies that majority of the respondents were well educated and hence higher chances of giving reliable information.

Table 4.B

4.6 Monitoring and evaluation roles and responsibilities				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	conceptualization and project planning	3	12.5	12.5
	project financing	2	8.3	20.8
	data collection and documentation	10	41.7	62.5
	ICT coordination	2	8.3	70.8
	Liason and communication	3	12.5	83.3
	Administration and longistics	4	16.7	100.0
	Total	24	100.0	
4.7 Value of monitoring and evaluation at child fund international				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	91.7	91.7
	do not know	2	8.3	100.0
	Total	24	100.0	
4.7.1 Roles of M&E in project success by number of respondents				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	91.7	91.7
	do not know	2	8.3	100.0
	Total	24	100.0	
4.9 Training on project performance				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	100.0	100.0
4.9.1 Trained area				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	4.2	4.2
	indicators of the project	4	16.7	20.9
	M&E reporting using reporting tools	14	58.3	79.2
	communication strategy	2	8.3	87.5
	project components and deliverables	3	12.5	100.0
	Total	24	100.0	
4.10 Participation on the baseline survey				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	87.5	87.5
	No	3	12.5	100.0
	Total	24	100.0	
4.10.1 Roles of respondents in baseline survey				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	12.5	12.5
	designing research tools	9	37.5	50.0
	data collection	7	29.2	79.2
	data capturing	3	12.5	91.7
	database design	2	8.3	100.0
	Total	24	100.0	
4.10.3 baseline survey and project expectations				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	79.2	79.2
	do not know	5	20.8	100.0
	Total	24	100.0	

4.6 Monitoring and evaluation roles and responsibilities

All respondents in the survey played a part in monitoring and evaluation of the projects under review. The roles and responsibilities of individuals varied according to the department they represented. Respondents from child fund international, the implementing institution consisted the actual project team having a project manager responsible for project planning and financing. The team also had project officers responsible for coordinating Information Communication Technology (ICT), officers responsible for data collection and officers responsible for documentation and liaison and communication.

4.7 Value of Monitoring and Evaluation at child fund international

Table 4.7 shows the proportion of respondents who said monitoring and evaluation contributes to the success of the project. Out of the 24 respondents interviewed, 22 (91.7%) reported in the affirmative while only two pieces, either did not know whether M&E contributes to project performance or thought otherwise

4.7.1 Role of M&E in project success by number of respondents

The respondents who said M&E contributes to project success gave a number of reasons. Most of the respondents said monitoring and evaluation promotes ‘evidence based decision making’ (9): M&E strengthens the production and use of objective information on implementation of project. It also enhances the basis for decision making, to enable managers make evidence-based project decisions in the interest of achieving project results. This was followed by those who said monitoring and evaluation ‘promotes accountability’ (7): through M&E project staff are held accountable based on agreed outputs and expectations and assessed through the control, monitoring and evaluation systems. M&E also addresses compliance with norms and procedures, and physical and financial implementation of the project. The rest of the respondents said monitoring and evaluation promotes managing for results (5): monitoring and evaluation of projects focuses on measuring results as planned at any particular instance and generates lessons for improving planning of future projects. Evaluation results also offer opportunities to correct project mistakes early enough.

Secondary data analysis, which also corresponded to the M&E Officer's response, revealed that the roles of the M&E Unit at child fund international are to: Ensure effective planning and management of monitoring and evaluation systems; Evaluate project progress and performance on activities based on indicators outlined in project logical framework; Conduct beneficiary impact assessments and assess project effectiveness from the perspective of the beneficiaries served by the project; Make necessary recommendations on the way forward to improving project outputs; and ensure donor regulations are met in implementation of project activities

4.8 Monitoring and Evaluation Plans and Project Performance

The survey revealed that all respondents, 19 were privy to the M&E plans of the project. Much as not all respondents participated in formulating M&E plans, they were privy to them during M&E trainings. Both M&E plan for the organization's projects was formulated soon after project launch. As given by responses from child fund international, a number of considerations were made in coming up with M&E plans, which included: Finances how much money and time was needed to conduct the activities; Capacity if the project had internal capacity to carry out the proposed monitoring and evaluation activities; including analysis of data collected; Feasibility If the proposed activities were realistic and could be implemented; Timeline If the proposed timeline was realistic for conducting the proposed activities; Ethics If there were ethical considerations and challenges involved with implementing the proposed activities.

From the forgoing, it can be seen that consideration was given to achievement of project outputs, outcomes and goals. Implying that the M&E plan was meant to guide the tracking of achievement of results and provide information on what is happening in the project through data collection. Further analysis of these M&E plans, for both projects revealed that they were drafted to show steps in conducting M&E and use the results of M&E to determine project performance. The steps of conducting M&E in these plans were (i) Identification of indicators to be measured, (ii) Setting target values for indicators (iii) Performing measurements (iv) Comparing measured results to the pre-defined standards, (v) Making necessary changes.

4.8.1 Rating of M&E plan on project performance

Table 8

N	Valid	23
	Missing	1
Mean		7.91

On the question of whether M&E plans helped understand project expectations, all respondents answered in the affirmative. As regards rating influence of M&E plans on project performance, on average the 23 respondents rated it at 7.91 out of 10 and 1 did not answer.

4.9 Training on Monitoring and Evaluation

The researcher sought to investigate whether the respondents have been trained on Monitoring and Evaluation. The study findings are as shown in Table 4. 9.

From the responses, 100% of the respondents indicated that they have been trained on Monitoring and Evaluation, This implies that monitoring and evaluation teams at child fund international have been trained on Monitoring and Evaluation and thus effective M&E human resource capacity. In line with these findings, World Bank, (2011) opines that there is need to have an effective M&E human resource capacity in terms of quantity and quality, hence M&E human resource management is required in order to maintain and retain a stable M&E staff. This is because competent employees are also a major constraint in selecting M&E systems (Koffi-Tessio, 2012). M&E being a new professional field, it faces challenges in effective delivery of results. There is therefore a great demand for skilled professionals, capacity building of M&E systems, and harmonization of training courses as well as technical advice.

4.9.1 Trained area

Among the respondents who indicated that they have been trained on Monitoring and Evaluation were further asked to indicate where they have been trained in.

The study findings are as shown in Table 4.9.1

The study revealed that majority of the respondents 14 (58.3%) indicated that they have been trained on Monitoring and evaluation reporting using reporting tools,4(16.7%) indicated that they have been trained on indicators of the project, while 3(12.5%) indicated that they gained training on the project components and deliverables,2(8.3%) gained training on communication

strategy and the remaining 4.2% did not know the Area he was trained on. This implies that majority of the monitoring and evaluation team at child fund international have been trained.

Document review for the project showed that training programs were tailored to meet staff capacity gaps. According to frequency of responses, the topics of M&E training covered included a review of each key performance indicators to be collected, definition of each indicator, how the indicator is measured, how data on the indicator will be collected, the timeline for collecting and reporting on the indicator, and how the indicator satisfies needs. In essence, such information enabled implementers to understand more on how M&E would contribute to project performance

4.9.2 Rating of M&E training on project performance

N	Valid	21
	Missing	3
Mean		9.67

The 24 respondents' average rating of the influence of M&E training on project performance was 9.67 out of 10 this implies that, the influence of M&E plan on project performance was rated lower than that of M&E training.

4.10 Participation in the baseline survey

The study sought to establish whether respondents participated in the baseline survey.

The findings are as shown in Table 4.10

From the findings, respondents indicated that they have participated in the baseline survey as indicated by majority of the respondents 21(87.5%), while 12.5% indicated that they have not participated in the baseline survey. This infers that respondents have participated in the baseline survey

4.10.1 Respondents Role in the baseline survey

The study further sought to establish from the respondents who indicated that they have participated in the baseline survey to indicate their role in the baseline survey.

The findings are as shown in Table 4.10.1

Table 4.10.1: Respondents Role in the baseline survey

Majority of the respondents 9(37.5%) indicated that their role was, designing research tools

(29.2%) indicated data collection, 3(12.5%) indicated data capturing, 2(8.3%) indicated data base design while the remaining 3 (12.5%) did not participate in the baseline survey. This indicates that majority of the respondents role in baseline surveys was designing research tools.

4.10.2 Ratings of baseline survey on a scale of 1-10

Table 4.10.2

N	Valid	24
	Missing	0
Mean		5.67

In view of this, the 24 respondents’ average rating of the influence of baseline surveys on project performance was 5.67 out of 10. This M&E activity, the baseline survey, much as it was acknowledged to be important, was however rated comparatively lower than both M&E planning and M&E training

4.10.3 Baseline survey and project expectations

Respondents were kindly requested to indicate whether the baseline survey help in understanding project expectations. Table 4.10.3 shows the study findings

The results show that the majority of the respondents 19 (79.2%) indicated that the baseline survey help in understanding project expectation while only 5 (20.8%) of the respondents who never knew whether baseline survey help in understanding project expectation or not. This implies that the baseline survey help in understanding project expectation. In line with the findings, Marks, (2012) established that, as a rule baseline study must be conducted before project implementation, since doing so when a project is already ongoing would not give a true status of it since an ongoing project will have an impact even if it were little. This will give the managers a benchmark against which to tell whether the project was successful or not.

4.11 Respondents’ perception of Projects Performance

Respondents were asked to rate project performance on a scale of 1 – 5 in terms of success; 1 being ‘not successful’ and 5 being ‘outstanding’. They were also asked to comment where possible.

A number of attributes of project performance such as timeliness, number of activities implemented were rated by respondents and results are shown in Table 4.11.

Table 4.11 Statistics

		rating of timelines of project delivery on the project performance	rating of number of activities implemented on the project performance	rating of costs of project on the project performance	rating of number of project deliverables on the project performance	rating of general level of satisfaction of the project performance
N	Valid	24	24	24	24	24
	Missing	0	0	0	0	0
Mean		4.63	4.04	4.67	4.29	4.21

Statistics

		rating of project staff attitude on project performance	rating of cultural influence on project performance	rating of global economy on project performance	rating of project funding on project performance	rating of skills of project staff on project performance	rating of appropriate technology on project performance	rating of political environment on project performance
N	Valid	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0
Mean		4.75	3.75	4.42	4.71	4.75	4.21	3.92

It can be seen that on average, the project performance was rated as ‘very successful’ by the respondents, scoring 4.36 out of 5. This means respondents rated the project as being successful. Among the attributes of project success, ‘project staff attitude and skills of project staff’ was rated highest (4.75 out of 5), followed by project funding (4.71 out of 5), cost of project (4.67 out of 5), timeliness of project delivery (4.63 out of 5), global economy with (4.42 out of 5), number of project deliverables with (4.21 out of 5), appropriate technology and general level of satisfaction with a rating of (4.21 out of 5), numbers of activities implemented with a rating of 4.04 out of 5 and lastly cultural influence and political environment with 3.75 and 3.92 respectively. This was purely opinions of respondents and is anticipated in that not all were privy to the activities implemented and probably why some activities were not implemented.

4.12 Correlation analysis between M&E and Project Performance

To further determine the influence of M&E on project performance statistically, the relationship that exists between these two variables was statistically assessed using correlation analysis. A correlation analysis is a form of descriptive statistics concerned with making comparisons between two or more variables in a single group. Correlation analysis provides estimates on how strong the relationship is between two variables. This is measured by the coefficient of correlation or coefficient of determination (r^2), an index that shows both the direction and the strength of relationships among variables, taking into account the entire range of these variables. The sign (+ or -) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, it means there is correlation, when one variable increases, the other also increases and the converse is true. To compute correlation between the study variables and their findings, Spearman Coefficient of Correlation at 95 percent confidence interval was used.

Data from child fund international showed positive correlation between M&E planning and project performance with a correlation coefficient of 0.921. M&E training and Baseline survey also showed positive correlation with project performance of 0.725 and 0.622 respectively

Correlations

			Rating of project performance	rate the influence of the M&E plan on the project performance	rating of training on performance	ratings of baseline survey on a scale of 1-10
Spearman's rho	Rating of project performance	Correlation Coefficient	1.000	.022	.076	.106
		Sig. (2-tailed)	.	.921	.725	.622
		N	24	23	24	24
	rate the influence of the M&E plan on the project performance	Correlation Coefficient	.022	1.000	.125	-.123
		Sig. (2-tailed)	.921	.	.570	.575
		N	23	23	23	23
	rating of training on performance	Correlation Coefficient	.076	.125	1.000	.441(*)
		Sig. (2-tailed)	.725	.570	.	.031
		N	24	23	24	24
	ratings of baseline survey on a scale of 1-10	Correlation Coefficient	.106	-.123	.441(*)	1.000
		Sig. (2-tailed)	.622	.575	.031	.
		N	24	23	24	24

* Correlation is significant at the 0.05 level (2-tailed).

Positive relationship indicates that there is a correlation between the M&E activities and project performance. The significant values for the relationship between the M&E activities; M&E planning, M&E training and Baseline survey and Information system; were 0.022, 0.076, and 0.106 respectively. Thus at 5% confidence level and at p-value ($P < 0.05$), M&E planning, M&E training and baseline survey were correlated to project performance. From this, it can be deduced that with an M&E plan in place and M&E training conducted, project performance can be positively influenced.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION.

5.1 Introduction

This chapter is a synthesis of the entire study and contains a summary of research findings, conclusions and recommendations. The summary of findings is presented on the basis of the research question

5.2 Summary of findings

Findings of this study emerged from responses given by respondents in the survey juxtaposed on secondary data analysis of project documents of the project studied, as presented in the preceding chapter. This was in response to the study objectives outlined in chapter one. The findings are the basis on which conclusions and recommendations are made in light of how they compare with literature reviewed. With a response rate of 80.0% and above, this study found out that monitoring and evaluation as a management function indeed has influence on project performance as all M&E activities are undertaken with intent to contribute to project performance.

5.2.1 Monitoring and Evaluation and Project Performance

The first objective of the study was to establish how monitoring and evaluation plans influence project performance. This study revealed that M&E planning is considered a grand activity of M&E. Formulation of an M&E plan ultimately guides the entire process of project monitoring and evaluation and offers an opportunity to review the entire design of the project for best performance. It also outlines measures for adherence to project design. All respondents in the survey confirmed having being privy to the M&E plans of respective projects under study. Secondary data analysis confirmed that M&E plans stipulate the kind of data required to gauge project performance. In addition, M&E plans identify who should do what, when and how. M&E plans, also detail roles and responsibilities of staff regarding project implementation. As a result, M&E planning offers yet another opportunity to re-examine the entire project design adjusting it further to meet set objectives.

5.2.2 Monitoring and Evaluation Training and Project Performance

According to the study, all the project managers and staffs had attended training on the M&E systems. The content of the training was said to be relevant and contributed to effectiveness of M&E systems. The training also had a positive impact on capacity building of personnel and increase in staff expertise. M&E trainings was also found to have important contribution to the induction of the local M&E expertise, understanding the position of the M&E systems in addition to increasing the quantity and quality of the M&E human resource. In an oral interview with the respondents, they reported that M&E training is important as it provided an opportunity for team building and most importantly, an opportunity to learn on how to use data collection tools. These tools are very important in capturing accurate project information, which would latter contribute to determining project progress. In essence, M&E training facilitated understanding of roles and responsibilities, which, themselves were designed to enhance project performance. Training therefore, prepared M&E staff for their tasks ahead and also on how to capture data accurately. Because of this, respondents' rating of how M&E training influence project performance was (average 9.67 out of 10). Correlation analysis between M&E training and project performance was also (0.76). which implies that M&E training influence project performance

5.2.3 Baseline Survey and Project Performance

The third objective of the study was o determine how baseline surveys influence project performance. As stated by the implementing team at child fund international, the purpose of conducting a baseline survey at the beginning of a project is to collect data on project benchmarks in the target group. Baseline surveys alone mark reference points at the beginning of a project and additionally move the focus of the project team higher, to aim at project objectives. The desire to achieve set targets is stirred up. This is confirmed from secondary data analysis on baseline protocols responsibility is placed on officers to achieve set targets. Baseline surveys are rewarding on project performance in the sense that they give impetus to the project team to move the status quo towards the set targets. Data of baselines is more important to officers charged with responsibility of analyzing it than those merely collecting it.

5.3 Project performance of child fund international-Gulu child development project

The high performance rating for the project as noted can be attributed to adherence to project plans, which in turn can be attributed to M&E, which addressed compliance to project plan and allowed for periodic reviews of project performance. M&E also necessitated planning and re-planning to correct wrongs in the course of projects implemented. On respondents rating the performance of the project was 7.91 out of 10, it can be concluded that through M&E, child fund international had learnt better project implementation from the project. One other reason for better performance of the project could be that it was less complicated in terms of the kind of deliverables expected and involved less institutions comparatively. According to the organization's documentary review in FY 2016/2017, Child Fund international-Gulu child development project undertook several developments aimed at improving program quality, building capacity of IP M&E structures and establishing performance monitoring and evaluation framework that is consistent with Child Fund International M&E framework, Uganda sector specific M&E frameworks and to the global SDG framework. There were deliberate efforts to develop capacity to demonstrate how Child Fund-supported programs are achieving positive outcomes for children. The following milestone have been registered; Harmonization and alignment of M&E framework for tracking IP program effectiveness, A total of 42 IP staffs received training on basic M&E level skills to enforce results based programing, monitoring and evaluation. Thirty percent (235) of ChildFund Uganda supported VSLA groups (with 2,041 male and 4,423 female members) are registered in the global Savings Groups Information Exchange (SAVIX) database developed by Bill and Melinda Gates and MasterCard foundations Group saving value recorded in 2016/2017 stood at 672.8 million shillings, with return on saving of 17.7% yielding a total profit value of 119.1 million shillings (SAVIX MIS, 2017). As a process of embracing innovations and technology in the M&E system, Child Fund international is in the course of transforming into a web-based managed M&E system. A standard Program Quality Reflection Guideline was developed and cascaded to the various IPs to improve knowledge management and learning in funded programs. Child Fund international conducted a monitoring

assessment on the outcomes of programs in the supported communities. The findings were shared with IPs and, other stakeholders including the communities.



Child Fund and IP staff in a practical M&E training

5.4 Conclusion of the study

It has been seen in this study that the three key activities of M&E: M&E planning, M&E training and baseline survey need to be implemented in full for M&E to be an effective management tool that would influence project performance. As seen in the discussion of the results, all these activities are carried out to detect the status of the project (monitoring), and generate evidence for the status quo (evaluation). Evidence generated in project evaluation serves as the basis for evidence-based decision-making to improve performance

It can also be said that an effective M&E set-up should be implemented in conjunction with the funder and beneficiaries. Beneficiaries provide feedback on performance of the project while the funder contributes to project planning and financing. It has also been learnt that the relationship between M&E and project performance can be affected by moderating variables such as project financing as stated by all the respondents. To counter the effects of a moderating variable such as project financing it is important to have a strong M&E system that can avert the emergence of the effects of such a variable by putting counter-measures in place. As in the case of child fund international, this can be done by including the funding agency on the M&E team to ensure steady flow of funds. This can also be the case of dealing with other factors such as staff attitudes or culture which may affect the project.

The high performance rating for both projects as noted in this study can be attributed to adherence to project plans, which in turn can be attributed to M&E, which addressed compliance to project plan and allowed for periodic reviews of project performance. M&E also necessitated planning and re-planning to correct wrongs in the course of projects implemented

Statistically, the study showed that there was a positive correlation between M&E and project performance.

5.5 Recommendations of the study

Based on the findings of the study, recommendations have been formulated which if implemented would enhance further the influence of monitoring and evaluation on project performance.

1. Based on the findings that M&E planning has a high correlation with project performance, it is here by recommended that a well thought out M&E plan needs to be in place and be fully implemented if project performance is to enhanced.
2. From the findings, it shows that M&E training included reviewing M&E tools, which consequently cements an understanding the purpose of data collection. This study therefore recommends that M&E training, is a must for M&E.
3. As revealed by this study, looking at how critical M&E is in influencing project performance, the study recommends that organizations should institutionalize monitoring and evaluation. Create a monitoring and evaluation unit and /or employ a monitoring and evaluation officer.

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APPENDICES

Appendix I: Letter of Transmittal of Data Collection

GULU UNIVERSITY,
P.O BOX 166,
GULU, UGANDA

Dear Respondent,

Re: Participation in a Study on Monitoring and Evaluation

I am a student of Gulu University pursuing a bachelor Degree in Quantitative economics. You are being asked to participate in a study I am conducting on Influencing of Monitoring and Evaluation on Project Performance: the case of Child fund Uganda-Gulu child development project, which is part of the requirement for completing my Bachelors' Degree.

Your participation in the research study is voluntary and all information obtained from you during this interview is for academic purposes only. The results will remain strictly confidential.

Please answer the following questions as comprehensively and honestly as possible. Use the space provided to write your answer and if you need more space, feel free to add more lines or enclose an additional sheet.

Thank you for your assistance and your precious time.

Yours faithfully,

Tekkwoivan
Student Registration No: 16/U/1335/GQE/PS
Tel. +256 (0) 785397334/0781276095
Email: ivantekkwo44@gmail.com

APPENDIX II QUESTIONNAIRE

Section A: Background Information

Kindly tick only one option per question in the boxes provided

1. What is your gender?

a) Male

b) Female

2. What age bracket do you belong?

a) Below 30 Years

b) 31 – 40 Years

c) 41 – 50 Years

d) Above 50 Years

3. Level of Education

a) Secondary

b) College

c) University

d) Postgraduate

4. Name of organization (optional)

5. What is the primary objective of the organization?

6. When was the organization established?

a) Less than 10yrs

b) 10-15yrs

c) 16-20yrs

d) 20-30yrs

e) 31yrs and above

7. Number of years in current position

a) Below 1 year

b) 1-5 years

c) 6-11years

d) 12-17 years

e) 18-23 years

f) 24 years and above

8. What was your role in the project?

a) Conceptualization and project planning

b) Project financing

b) No

7. If yes, please explain?

8. Where you privy to the M&E plan?

a) Yes

b) No

9. If so, briefly describe the M&E plan, what were the main parts?

10. Did the M&E plan help in understanding project expectations?

a) Yes

b) No

11. On a scale of 1-10 (1 being the lowest and 10 being the highest), rate the influence M&E plans on project performance. *Enter zero for abstaining*

12. Did you participate in M&E training for the project?

a) Yes

b) No

13. If so, what was the focus of the training?

a) Indicators of the project

b) M&E reporting using reporting tools

c) Communication strategy

- d) Project components and deliverables
- e) Others (specify) _____

14. Did the M&E training help in understanding project expectations?

- a) Yes
- b) No

15. On a scale of 1-10 (10 being the highest), rate how M&E training influenced project performance. *Enter zero for abstaining*

16. Did you participate in the baseline survey?

- a) Yes
- b) No

17. If so, what was your role?

- a) Designing research tools
- b) Data collection
- c) Participated as respondent
- d) Data capturing
- e) Database design
- f) Others (specify) _____

18. Did the baseline survey help in understanding project expectations?

- a) Yes
- b) No

19. On a scale of 1-10 (10 being the highest), rate how the baseline survey influenced project performance. *Enter zero for abstaining*

C. Project Performance

On a scale of 1-5 (1 being the most effective/successful and 5 least), what was the rating for project performance in the following?

Item	Rating (1 least & 5 most)					Comments
	1	2	3	4	5	
1)Timeliness of project delivery	1	2	3	4	5	
2)Number of project deliverables	1	2	3	4	5	
3)Number of activities implemented	1	2	3	4	5	
4)Cost of project	1	2	3	4	5	
5)General level of satisfaction of project performance	1	2	3	4	5	

Please indicate how much you think the following variables affected the project

Item	Rating (1 least & 5 most)					Comment
	1	2	3	4	5	
6)Project staff attitude	1	2	3	4	5	
7)Culture	1	2	3	4	5	
8)Global economy	1	2	3	4	5	
9)Project funding	1	2	3	4	5	
10)Skills of project staff	1	2	3	4	5	
11)Appropriate technology	1	2	3	4	5	
12)Political environment	1	2	3	4	5	

13) In your view, if any other factor played a role in influencing project performance, briefly explain.

APPENDIX III KEY INFORMANTS INTERVIEW GUIDE

Section A: Background Information

Gender

.....

Age in years

.....

Number of years in current position

.....

Section B: M&E planning

To what extent are M&E planning use on projects in your institution?

.....

In your own opinion, explain how M&E planning influence project performance in your organization

.....

Section C: M&E Training

Have you (manager) or your staff attended any M&E training sessions/ workshops in the Past 1 year? If yes, specify type of training received or workshop attended

.....

What type of training do you think you and/ or your staff need for M&E?

.....

Are Monitoring and Evaluation team equipped with necessary facilities?

.....

Section D: Baseline surveys

Does your organization conduct baseline surveys? If yes, when do you conduct Baseline surveys?

.....

How would you rate the use of baseline information during project implementation?

.....

How does use of baseline information improves the quality of project information

Thank you very much for sparing your time and for the valuable information you have given God bless you

BUDGET FOR THE STUDY

Item	Description	Quantity	Rate (UGX.)	Total cost (UGX.)
------	-------------	----------	-------------	-------------------

Typing cost	Proposal	4 copies		60,000
	Report	1 copy		80,000
Transport cost (data collection)		To and fro to the field	20,000	40,000
Writing materials	Note book	1	2,000	2,000
	Pens	3	500	1,500
	Papers	1 ream	18,500	18,500
	Folder file	1	2,000	2,000
Binding		4 copies	5,000	20,000
Printing cost	Proposal			
	Report	4 copies		60,000
	Questionnaires	30 copies		3,000
Internet services		1 GB of data	10,000	10,000
Flask disk		4GB	25,000	25,000
Miscellaneous				50,000
Total				372,000

RESEACH WORKPLAN

ACTIVITY	SEPT 2018	OCT 2018	NOV 2018	DEC 2018	JAN 2019	FEB 2019	MARC H 2019	APRIL 2019	MAY 2019
Formulation of the topic									
Approval of the topic									
Proposal writing									
Approval of the topic									
Develop questionnaire for data collection									
Data collection									
Data analysis and interpretation									
Writing a report									
Submission of draft reports to supervisor									
Submission of final report									

