

**MONITORING AND EVALUATION PRACTICES AND PERFORMANCE OF
GLOBAL ENVIRONMENT FACILITY PROJECTS IN KENYA, A CASE OF UNITED
NATIONS ENVIRONMENT PROGRAMME**

PENINAH KIHUHA

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REQUIREMENT OF THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION
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DECLARATION

This is my original research study, and has never been submitted to any other examination body.

No production of the research should be done without my consent or that of Kenyatta University

Signature _____ Date _____

Peninah Kihuha

D53/CTY/PT/21611/2012

This research study has my approval for submission to the examination body.

Signature _____ Date _____

Dr. Lucy Ngugi

Department of Management Science

School of Business

Kenyatta University

DEDICATION

This study is dedicated to my husband, Mr Michael Mugo Gitari, my son Denis Gitari and my daughter Polly Gitari, for their support and understanding during my study period.

ACKNOWLEDGEMENT

My profound appreciation goes to Dr. Lucy Ngugi for sufficiently supporting me in my research work and guiding me to the best of her knowledge. I also want to acknowledge my colleagues who were extremely resourceful by providing adequate information and materials required to complete my research project.

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LIST OF ABBREVIATIONS AND ACRONYMS

GEF	Global Environment Facility
IFAD	International Fund for Agricultural Development
M & E	Monitoring and evaluation
RBM	Results-based management
UNDP	United Nations Development Programme
UNEP GEF	United Nations Environmental Programme Global Environment Facility

OPERATIONAL DEFINITION OF TERMS

Management Participation:	The Senior Management is involved in the activities that lead to project performance either actively or directly.
Monitoring and evaluation Practices:	Set of activities done periodically or regular basis to provide information on project status and progress.
Planning process:	Project plans incorporates the Monitoring and evaluation planning process.
Project performance:	Tangible or intangible outputs, outcome and results that are measurable.
Stakeholder Involvement:	There is a strategy and stakeholder analysis done on how the stakeholders participate or get feedback, updates and information regarding the project performance.
Technical expertise:	Project staff have the requisite skills, and knowledge to carry out the tasks

ABSTRACT

The Performance of Global Environment Facility Projects have not been up to predetermined standards in various aspects. For this reason, Institutional Monitoring and Evaluation (M&E) practices are spurred by demand for project effectiveness, efficiency, transparency, accountability, information frameworks, quality, and availability of M & E technologies and instruments. Various agencies have established full-fledged M & E departments and legal or regulatory frameworks for regular M&E execution of projects that are donor funded on the backdrop of stringent regulations to achieve purposed socio economic development in target beneficiary communities. The study examined Monitoring and Evaluation routine at United Nations Environment Program Global Environment Facility Projects in Kenya and its effect on Project Performance. The broad aim of this study was to ascertain the influence of the practices of monitoring and evaluation on the performance of UNEP GEF Kenyan chapter projects. The specific aims of this research were to determine influence of planning process, technical expertise, stakeholder involvement and Management involvement on performance of UNEP GEF projects in Kenya. The research enrolled the entire population of UNEP GEF project staffs to respond to an in depth individual interview questionnaire. The study population had 15 project managers, 32 support staff, 5 monitoring, and evaluation staffs. The analysis of data was done by utilising computerized statistical package of social scientists (SPSS) and summarized in tables for interpretation and inference. M & E practices were analysed at four levels of planning process, technical expertise, stakeholder involvement and management participation. Associations between M & E practice and project performance were measured using logistic regression model, with estimated odds ratios (ORs) at 95% confidence intervals (CIs) with a $P < 0.05$ regarded to be statistically significant to establish influence of M & E practice on performance. The study established adaptability of planning process and technical expertise on allocation of funds for M & E, development of clear M & E plans/tools, regular collection and analysis of M & E information, training of M & E staffs and attracting skilled M & E staffs with average flexibility on M & E needs assessment. The project though reported low staff awareness on M & E planning process, lack of control mechanisms to keep track of project progress, lack of utilization of M & E to support decision making during project implementation, lack of developed comprehensive strategic operational plans for regular monitoring and evaluation. The project further reported low-level application of stakeholder analysis or feedback and communication strategy that reflects community needs or people's interest in the implementation or enable stakeholders to influence project acceptance based on their needs. There was lack of visible support and commitment by management towards project implementation as well as effective communication that meets project objectives and effective use of lessons learnt from different projects for future decision-making and improved project delivery. UNEP GEF project reported good performance on timeline, cost, quality, goals, visibility, donor fulfilment and achievement of targets and poorly on scope, acceptance, visibility, reputation and impact. The study concluded that planning process and technical experts practices applied optimally while stakeholder involvement and management participation had low-level application. The study recommends establishment of strategic plans to define internal process of carrying out M & E, strengthening organizational M & E capacity, structuring stakeholder involvement and management participation.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Donors have played a crucial role when it comes to the social development processes across the globe. They have actually been critical in situations where State funds has been scarce, political instability, and natural disasters as a result of either predictable or unpredictable environmental circumstances. Donors have also participated where ethnic violence is rampant, and where the level of per capita income is not able to purchase the required goods and services (Wayne, 2010). The funds are for reform initiatives, in particular Africa. Most of the donor agencies have assumed a significant role when it comes to the selection as well as definition of projects that should be financed (Polidano and Hulme, 2009). Donors have responded to the needs identified by client governments but practically they have often identified clients' needs for them. With large volumes of resources provided by donor agencies, integration monitoring and evaluation practices that are efficient is essential.

Projects driven by donors' agencies have acted as vehicles in which several agencies have channelled resources to improve the standards of living around the world. These resources are for interventions especially in the social aspects such as healthcare, education along with food security. Adoption and implementation of proper M & E practices is therefore crucial to ensure sustained retention of realized benefits by these projects (Ahsan and Gunawan, 2010). The management of projects has therefore adopted the use of M & E design in their projects as part of the quality assurance process. This has helped to task their teams to, clarify goals and help them prepare an outline that is realistic; which clearly articulates the required resources, and how those outputs can stimulate development change.

Projects remain as the major instruments for policy makers when it comes to international development. Yet, paradoxically, project performance is a disappointment to the stakeholders and beneficiaries. Dissatisfaction with the results along with performance of projects dates back to the year 1950s. The rate of project failure in Africa was over 50% until 2010(IFAD, 2012). Khan (2013) noted that projects frequently fail to achieve the desired objectives as a result of a problems that could be categorised as managerial, precisely poor stakeholders' management organizational imperfect project design, interruptions in project identification as well as start-up, postponements in the course of project implementation, budget overruns and organisation failure.

Clarke (2011) noted that organizations that had developed comprehensive strategic/operational plans made the most progress with frequent monitoring of project work. It seemed much easier for them to meet the reporting requirements and reflect on the progress meaningfully. Organizations that grasped and implemented planning and monitoring systems enjoyed working with them (Clarke, 2011). Monitoring and evaluation systems is tracking tool to check what is being done and whether the project/program is making a difference. These systems allow project /program managers to calculate how to allocate resources to achieve the best results (IFAD, 2012). Project management is hence acknowledged as being the most successful approach of managing changes brought about by projects. This entails techniques along with tools that facilitate the control and the delivery of the activities of a project within predetermined deliverables, timeframes as well as budget (Shapiro, 2011). Monitoring and evaluation forms one of the critical elements assist the project managers to determine whether the project goes as planned. They furnish the management with the information that is used in decision making. Monitoring and evaluation (M & E) is essential to all projects, regardless of the size since it highlights areas that need improvement.

1.1.1 Project Performance

A project is an endeavour that is carried out to come up with a unique product or rather service that brings about change and benefit (Anandajayasekeram and Gebremedhin, 2009). This finite feature of projects stand in sharp contrast to processes or rather operations that are either permanent in nature or not. The repetitive process to produce the quality and standardized output. The essential measure of a successful project is that it has delivered a successful product/service to the business. Closely related to this is project management success, which entails managing project to the approved scope, time limit, budget along with quality. The retaining of customer connection and not burning out the project groups (Houston, 2008).Therefore measures of project delivery performance entails, project requirements, outcomes are met positively and delivered with respect to improved revenue or reduced costs within the expected time.

Project performance relates to the accomplishment of goals in fulfilling the technical requirements, customer satisfaction. Effective project management contribute towards the

performance of the company performance in the long run, attaining competitive advantages; enhancing the status of the company; increasing market share; along with attaining specified revenues as well as profits (Al-Tmeemy, 2011).

Performance of projects is quantified and appraised using many performance metrics that could be linked to several aspects to include time, client endorsement and changes, the performance of the firm, cost, health and safety, along with quality (Cheung et al. 2014). The benchmarks for measuring project performance is determined at the initiation stage of a project, to provide a guide to the project activities for all people to focus on the same direction. The project wont be successful as a result of differences in opinion, emphasis along with objectives (Baccarini, 2009). (Shenhar, 2011) has classified four performance dimensions. The first dimension is the time efficiency, cost and quality, production efficiency, among others. Organization should be restraint so as to avoid limiting the performance measurement through using the measures of efficiency as these are measuring project performance in successful execution and does not signify the overall project performance. The other element is the effect on the client. Lastly the performance how it assists the organization to change and organise in future.

1.1.2 Monitoring and Evaluation Practices

Monitoring and evaluation is increasingly becoming an essential program management tool. According to Dyason (2010), Monitoring is the collection along with the analysis of information regarding a given program or intervention; and evaluation is an assessment whose focus is to answer questions relating to a program or an intervention. All these various definitions depict monitoring as an ongoing process mainly based on the set targets, planned activities in the course of the planning stage of work. It aids in keeping the work on track, and can let the management know whether things are not running as expected in the course of undertaking the project. If done in a proper manner, it is an instrumental tool for good project management, and offers a suitable evaluation base. It allows one to ascertain if the project resources are enough and whether they are properly utilised, whether the capacity is adequate and suitable, and whether one is doing as planned. Evaluation is more about the results/outcomes and impact of the project. It is usually a periodic assessment of changes in the predetermined results that relates to the program or the interventions of a project (Goyder, 2009). It helps the project manager to arrive at decisions on the project's destiny, and to determine if the project has attained the set goals and objectives.

Monitoring and Evaluation practices ensures that the project/program results at the levels of impact, outcome, output, process along with input can be quantified so as to offer a framework for accountability and in assisting in making informed decision at program and policy levels. International Fund for Agricultural Development- IFAD (2008) sees monitoring and evaluation practices as part of design programmes as it ensures that there is logical reporting; the process that interconnects results and demonstration accountability, it quantifies efficiency and effectiveness, guarantees effective resource distribution, stimulates learning that is continuous along with enhancing better decision making.

Though monitoring and evaluation practices implementation have substantial cost, time as well as human resource implications, they are very vital for successful projects and should not be overlooked at the beginning of the process (Khan, 2013). It is then important to ensure that the management along with the donor agencies apprehend and are overly focused to these overheads and are committed to implement the recommendations arising from monitoring and evaluation (Dyason, 2010). Those involved in the process understand the importance of evaluation (Chaplowe, & Cousins, 2015). It is important that the project implementers recognise the methods and the thinking that is based on monitoring and evaluation techniques used (Ober, 2012). It is equally essential that the implementors of the program accept responsibility for the used processes, are dedicated to them, and feel vested to convince other stakeholders of their support along with their benefits in the longrun. Monitoring and evaluation practices is not a practice that can be safely left to ad consultants from the “head office” (Ober, 2012), as several stakeholders as possible should be involved both in implementing and steering the monitoring and evaluation. The requirement is that there should be notable effort at an initiative’s inception in the course of identifying who the main target groups will be during implementation, and understanding the anticipated outcomes that are desired for each group. Besides that, apart from improving quality as well as the likelihood of sustainability, this method creates awareness and also helps in building capacity (Khan, 2013).

Project monitoring and evaluation should bring a reasonable way of considering goals achievement. Over time, this help to meet community’s priority needs. Shenhar (2011) noted that community engagement and strengthening of local capacities that are applied throughout the

programme cycle. That meant the community should be involved in a direct manner in the identification of their own needs, defining the objectives of the programme, implementing the activities and monitoring and evaluating the programme. Human resources management are very critical in project management. Particularly, they are essential for an effective monitoring and evaluation. The technical capacity and organizational know-how in carrying out evaluations, the value and participation of its human resources in the process of decision making as well as their motivation in executing the decision arrived at can significantly have an effect on the evaluation (Vanessa and Gala, 2011). Dobrea et al (2010) further illustrate that this should not be just mere training by undertaking learning approach and have a positive effect on the evaluation process within the organization.

Donaldson (2013) explanations how stakeholder are empowered, different activities excite different set of stakeholders, this stipulates how, when and how the stakeholder are empowered in their different capacities. These approaches promote inclusion and significant participation. To strengthen the Stakeholder involvement, they should be involved in early stages of evaluation precisely in planning. This entails funding of individuals and political agents of high profile who have interest in learning as well as using instruments in demonstrating effectiveness (Jones, 2008). Participatory methods stipulation dynamic involvement during making decision for interested persons in the project and its strategy, the involvement generated a notion or rather mentality of ownership in results and recommendations related to M & E (Chaplowe, & Cousins, 2015).

The subject of planning and pre-construction planning is central to project control process. According to Gyorkos (2011) planning is a process of decision making derived in advance of execution, meant to craft a future that is desired with ways of implementation where in planning answers questions what, how, by who, with what and when. The purpose of planning as explained by Kelly and Magongo (2014) is to assist the manager to fulfil his primary functions of direction and control in the implementation of project components, coordinate and communicate with the many parties. George (2008) says that at the planning phase many identify potential problems proactively before they can greatly affect project cost and schedule during the implementation phase. Project planning helps to create a benchmark for execution.

(Zimmerer and Yasin, 2011), argues that clear benchmarks are critical as they are used at execution to provide direction for the project team as events unfold. To do this task, the project manager has to assemble the most competent team and take into consideration cultural differences.

Maylor (2013) recognized what is widely known the usual midterm planning horizon for development projects in terms of promoting sustainable benefits, predominantly when behavioural and institutional transformation is included in the goals especially so when there are multiple local agencies involved. Open-ended requirements are not appropriate; however, phasing project activities over a longer period is a project strategy to support sustainable benefits. Phasing approach requires clear goals and objectives, from the beginning and well-articulated decision points at each project end phase. Where there is ambiguity about local policy, capability or guarantee then an initial pilot phase, leading on to a number of subsequent phases, should move the business case than the exception (Kalali, Ali and Davod , 2011).

Estimation of Financial resources done during planning for implementation of monitoring and evaluation (Dyason, 2010). A key aspect of planning for monitoring and evaluation is to approximate the costs, staffing, and other resources that are required for monitoring and evaluation work. It is essential for monitoring and evaluation specialists to weigh in on monitoring and evaluation budget needs at the project design phase so that funds are distributed to the implementation of key monitoring and evaluation tasks (Ahsan and Gunawan, 2010). IFAD (2012), in its report noted that most developing countries are being faced with the challenge of implementing a sound monitoring and evaluation due to lack of control on their funding. Therefore, the donors need to put more emphasizes on the establishment of sound monitoring and evaluation systems through factoring this in the funding. This is the only way to ensure that most of these projects realize their goals and leave a sustainable impact on the society.

1.1.3 Monitoring and Evaluation Practices and Project Performance

Monitoring and evaluation is regarded as a core tool when it comes to enhancing project management quality, considering that in the short run and in the medium term, the management of complex projects will entail corresponding strategies from the financial view point, that are

required to adhere to the criteria of effectiveness, sustainability along with durability (Dobrea et al., 2010). The activity of monitoring supports both the project managers and staff in understanding whether the projects are progressing as predetermined (Houston, 2008). Therefore, monitoring offers the background for minimising time along with cost overruns, while at the same time ensuring that the required standards of quality are attained in the implementation of the project. On the same note, evaluation is a tool for assisting project planners and developers in assessing the extent to which the projects have attained the objectives that are set forth in the documents related to the project (Crawford and Bryce, 2013).

Hwang and Lim (2013) studied projects performance in relation to its Monitoring and evaluating practices, fund management, activity scheduling and quality performance. He concluded that this relationship management could result to the success of the project at hand. Ika et al., (2012) carried out a regression analysis to find out how statistically significant and the positive relationship involving the key success factors and project performance. The factors were monitoring, project coordination and design, training and the Institutional setting. He additionally expounded the, consistent theory and practice, the most noticeable project success factor for the project supervisors are design and monitoring. Ika et al, (2012) asserted that M & E is a major success factor for a project.

A study by (Chin, 2012) confirmed that project performance was unresponsive to the level of detailed project plans but conversely discovered that a significant relationship prevails between the monitoring and evaluation practices and performance of project. Measured with an early pointer of project lasting impact. M & E become critical compared to planning in project performance. On the same note, one of the mechanisms of the project controlling methodology whose aim is to attain its goals was monitoring project advancement (Chin, 2012).

In October-November 2011, UNDP carried out an assessment to find out the performance of development projects. The main goal was find out what needs changed to enhance project performance. The focus was on monitoring, evaluation and planning of the projects. UNDP was keen in projects performance and the development results. According to UNDP, this would have created value for their clients. To support the study they reviewed together with 2008-2011 the strategic plan to simulate findings. Data analyses done from the annual reports, statistical data

and outcome trends. The scope of the study extended to all geographical regions, global and corporate levels of Management were involved. Specific case studies done from five countries, Argentina, Egypt, Indonesia, Moldava and Zambia. There were 365 responses and a number of desk reviews of related literature. (Hettmut, 2002)

The research findings were developmental, institutional, and strategic plans defining the internal process of managing project performance. They recommended a knowledge management system, staff capacities evaluation and full participation of management and hold them accountable for project outcomes, cooperation with other stakeholders to strengthen the relationships, find crosscutting issues that can be involved in the planning process, good governance, presentation and recovery of crisis at the outcome level, gender equality and transformational change with possible replication.

Monitoring and evaluation are particularly important practices to any project stage, it allows an ongoing review of project effectiveness. Several variables influence the project performance and these variables include but not limited; Planning process, technical expertise, stakeholder involvement and management participation.

1.1.4 United Nations Environment Programme - Global Environment Facility Projects

United Nations Environment Programme (UNEP) is one of the Implementing Agency (IA) of the Global Environment Facility (GEF) in conjunction with World Bank, among other entities, with GEF Agency focusing on the environment as its core area. UNEP holds a major role when it comes to supporting nations in developing as well as executing GEF projects that are suitable within its reasonable advantage. The GEF is the financial tool for the Multilateral Environment Conventions. The GEF supports nations in consolidating their commitments. The GEF aids several nations in economic evolution for them to be able to attain agreed changing costs of measures intended to realise worldwide advantages on the environment in certain focal areas such as biological diversity, land degradation, climate change, just to mention a few. A vital element of almost all the projects under UNEP GEF is mobilizing capacity to accomplish the environmental goals in an acceptable manner.

The GEF was established 1991, since then it has approved a total of 464 projects which are to be implemented with approximately US\$ 922 million, which in turn has created US\$ 2.1 billion in

co-financing. In Kenya 46 projects have been approved since the inception of GEF. In June 2007, the GEF Council get approval of a policy paper for Results-based Management Framework (RMF) as a method to reinforce screening the project performance and the yearly reporting. In the year 2010, GEF acknowledged strategic results frameworks at the focal area and group levels to guide on the planning of M & E practises. This conventional requirements how GEF managed M and E activities in line with international accepted principles, values, along with standards for M & E. It also puts into consideration how RBM methods can enhance M&E (Global Environment Facility Evaluation Office, 2011). The emphasis of monitoring and evaluation on the relevance, performance as well as success is connected to the goal of safeguarding projects and programs that are supported by UNEP to ensure that such endeavours get sustainable outcomes will be beneficial to the stakeholders and the society at large. Both function linked to the achievement of this goal by supporting aspects such as decision-making, accountability, learning, along with capacity development.

1.2 Statement of the Problem

Project Monitoring and Evaluation is one of the critical elements of the project management cycle. Internationally progressive projects hinge their success on continuous or routine process of data collection to measure extend of performance against target and goals. Controlled, Monitoring and evaluation significantly improve project performance (Westland, 2006). Poor project performance attributes to limitations in application of monitoring and evaluation as a component of project management cycle. Advent of new tools, techniques and advances in project monitoring and evaluation methodologies gears performance of development projects. Project donors, beneficiaries and stakeholders demand for evidence of project performance against targets. Projects have adopted different approaches to monitoring and evaluation realizing different performance levels. In many instances M & E practice is enforced as a donor requirement where 10% of overall project budget is reserved for purpose of M & E. Review of specific aspects of the practice of M & E and effect on project performance has been limited to a few projects. Studies on this concept are mostly generalised. Assessment of specific M & E practices of process planning, technical expertise, stakeholder's involvement and management participation and effect on project performance is limited to donor-funded projects in Kenya. Review of these M & E practices is imperative to understand addendum projects achievements or lack thereof as it informs decisions on ways to improve project performance.

Studies have shown that projects that have weak or lack specific monitoring and evaluation practices on average record low rating performance as measured by scope, timeline and resource utilization. Projects that perform well are able to sustain themselves after the donor has pulled out (Robert, 2010). According to the GEF 2015 annual report, 55% of GEF projects rated satisfactory range for M & E design and 52% for M & E during implementation.

Assessment of projects monitoring and evaluation processes and effect on performance is critical in identifying opportunities for improved M & E project plan. The assessment of regular project performance, enable the managers of projects to take corrective measures and at the same time inform future strategies in the course of initiation and in implementation of projects. Many scholars have linked project performance to the practice of M & E. (Magutu, Mbeche, Nyamwange and Osongo, 2013).

1.3 Objectives of the Study

1.3.1 General Objectives

The general objective of the research was to determine influence of monitoring and evaluation practices on the performance of UNEP GEF projects in Kenya

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- i. To determine the effect of M & E planning process on the performance of UNEP GEF project in Kenya
- ii. To establish the effect of M & E technical expertise on performance of UNEP GEF project in Kenya
- iii. To determine effect of stakeholder involvement on performance of UNEP GEF project in Kenya
- iv. To assess effect of management participation in M & E on performance of UNEP GEF project in Kenya.

1.4 Research Questions

- i. What is the effect of M & E planning process on performance of UNEP-GEF projects in Kenya?
- ii. Which M & E technical expertises influence the performance of UNEP-GEF projects in Kenya?

- iii. How does M & E Stakeholder involvement influence the performance of UNEP-GEF projects in Kenya?
- iv. How does Management participation in M & E influence the performance of UNEP-GEF projects in Kenya?

1.5 Significance of the Study

The research findings will help scholars falling under the project management field specifically monitoring and evaluation to understand influence of specific practices of M & E on project performance. The study will inform strategic programming in donor-funded projects. The study will collect information related to progressive project monitoring and evaluation for analysis to establish best practices in M & E for improved project performance. Information from the study will be for managers on donor-funded projects. They will establish existing gaps in practice of M & E and identify opportunities for improvement for increased project outcomes. The study will make significant contributions to the comprehension of the complex association between M & E practice and project performance for better project results. The findings and recommendations of the study will help improve efficiency and effectiveness in projects management towards realization of the aspiration of Vision 2030 and the achievement of the Sustainable development goals (SGDs). In addition, the study will generate new knowledge for other researchers and scholars in undertaking further study.

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

1.6 Scope of the Study

The research was only based on UNEP GEF project. The study examined four M & E practices of planning, technical expertise, stakeholder involvement, management participation and their influence on project performance. The study restricted itself to UNEP guidelines on monitoring and evaluation practices with little emphasis to other government policies. The study focussed on 46 UNEP GEF funded projects coordinated from Nairobi office. The study was limited to five (5) year period of 2011-2015 of project implementation cycle. Five years is long enough for one to determine and accurately predict the trend in any given project.

1.7 Limitations of the study

The study had various design and execution limitation. The study relied on information provided by project staffs to measure M & E practice and project performance. To minimise and control information bias, the identity of respondents withheld. Assured of confidentiality in the request consent form. The study reviewed available strategic documents for validation of information filed by respondents.

The findings of the study were limited to UNEP GEF project institutional practice of M & E with crude correlation of project performance and less control of the many other confounders that may have directly influenced project performance. Literature review covered studies on varied organizations with different study design. Study focussed on one organization limiting findings to experiences one organization and inference. The study experienced a 9.6% non-response rate may have affected the general findings. Some respondents selected to participate in the test re-test data collection where they issued the same questionnaire for the second time to examine consistency. The study focused on UNEP GEF funded projects hence recommendations only apply to this project.

1.8 Organization of the Study

The study sequentially divided into five chapters; Chapter one entails the research background, the objectives of the research, and the significance of the study, scope and study limitation. Chapter two analyses the literature review on theories and the conceptual framework. The third chapter describes the study methodology. The fourth Chapter covers the findings and interpretation, while the fifth chapter provides a conclusion and suggestion for further study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter recaps the data analyses from other previous researchers who have undertaken their study within the same field. The explicit areas covered here are theoretical framework, monitoring and evaluation practices and project performance, summary of the section and the conceptual framework.

2.2 Theoretical Literature Review

The debates on the M & E concept discussed in light of two theories in the subject area namely program theory and the results e based management (RBM) view theory.

2.2.1 Program theory

The program theory was developed by Huey Chen, Peter Rossi, Michael Quinn Patton, and Carol Weiss (1195). The focus of this theory is on how to bring about change, and who is responsible for the change. Logical models often used to represent the program theory shows how the overall logic is used in an intervention. The theory is in the body of theory of change and applied development evaluation field. The application by the proponents to this theory was on how to relate program theories to evaluation for several years Weiss.

Program theory was pragmatic tool in monitoring evaluations for many years; the theory was famous for its conclusive mechanism to fix problems, and addresses the need to carry our assessments to compliment the findings. It also provides tools to control influential areas in evaluation (Sethi and Philippines, 2012). Quite a number of organizations' transactions entail the human service programs that are designed to develop the societal needs, the programs are dynamic and are subject to change based on prearranged situations. The program theory hence uses logical framework methodology. The program theory is a comprehensive version of the logic model. It presented through a graphical scale to relate to the logical model. The logical model support the stakeholders' engagement, senior management and review of outcomes (Hosley, 2009).

The theory is expected and practical model on how a program hypothetical work (Bickman, 2007). Lipsey (2011) stated that it is a proposition with regard to transformation of input into output. Measuring of the transformation by comparing the input and expected output. It illustrate the process program components are supposed to influence the results. Rossi (2012) argued that

a program theory consist of an organizational plan on how to deploy resources and organize the activities of the program activities to warrant that the planned service system is established and at the same time maintained.

The theory further helps with the funds utilizations plans, and which analyses how the target persons get the required intervention. This is through the linkages of the service delivery systems. Finally, program theory provides a profound information how the planned activities for specified target persons represents the expected social benefits. Uitto (2010) illustrates the benefits of using theory-based framework in monitoring and evaluation. It includes the ability to attribute project outcomes of specific projects or activities as well as identification of anticipated and undesired program outcomes. Theory based evaluations as such enables the evaluator to understand why and how the program is working (Rossi, 2012).

The theory applied in the input output model to monitor performance, communicate findings and improve project performance. The M & E practices are the basic inputs when utilised well equates to the processing of the inputs and eventually give measurable output. Program theory explains the effects of influencing the input and processes to achieve better output, and yield good results. The inputs to the process refer to the variables that influence the outcome, which is performance; in this case, the variables are the planning process, technical expertise, stakeholder involvement and management participation. The logical model clarify the objectives of the program identify expected casual links in following the result chain; inputs, process, outputs and the overall outcome. It provides a link to identification of performance measures at each stage of the logical model. It answers the questions of uncertainty within the project by monitoring the progress and taking corrective when diversion occurs to ensure the objectives are realised. A program theory shows a single immediate outcome by which the program has achieved, it helps to understand whether there is change towards a desired performance level. Complex programs mainly found in complex projects show a series of immediate outcomes.

2.2.2 Results Based Management Theory

The Results-based management (RBM) theory started with the Australian government in the mid-1980s; the theory became increasingly important in the 1990s spearheaded by the Organisation for Economic Co-operation and Development (OECD). This theory as the name suggests is results oriented. The Results Based Management Group (RBMG) noted the evolution

of the results based theory by the preceding theories such as Public Sector Management in the 1960s, Program Management by activity in the 1970s to 1980s, Management by Objectives (MBO) and Logical Framework Approach in mid 1970s, New Public Management (NPM) and Total Quality Management (TQM) in the 1980s.

RBM is one of the strategies in management. All the ground actors, supporting directly or indirectly towards the achievement of specified development results, make sure that their processes, products along with output contribute to the attainment of sustainable results (Crawford and Bryce, 2013). RBM based on clearly defined responsibility. It defines the ultimate results and at the same time requires monitoring as well as self-assessment of progress to sustainable results, including recording performance (UNDP, 2012). RBM is a continuous approach - whose key aspects all intensify M & E elements - starting with fundamentals of detailed planning, to include setting the vision, mission and defining the framework tools based on results. Once agreed, to run a series of results through a programme, execution starts, with monitoring now becoming a critical exercise to facilitate sustainable results attained. RBM is an ongoing process, which requires a regular feedback from the participants; the feedback supports the lesson learning a process improvement (UNDP, 2012). Main plans adjusted on a regular basis on lessons learned in the course of monitoring and evaluation. Previously used plans are adjusted and new ones established in line with the current lessons. RBM underlines monitoring as a continuing process, and lessons from the monitoring process discussed periodically. They inform actions and decisions for the project execution. Assessments done for project continuous improvements. The implementation of the changes done for the ongoing projects as well future planned projects.

Hwang and Lim (2013) illustrated the RBM model, they paid emphasizes on monitoring as an important task in the life of a programme or project; as a non-stop process of regular organized taxation based on stakeholder involvement, replication, criticism, data grouping, analysis of definite performance (using indicators) and periodic reporting. An imperative aspect of effective monitoring is safeguarding that information systems are established and collecting data on a consistent period. The baseline data generally collected at the beginning to show where the programme or project performance at a given moment (Valadez and Bamberger, 2012). While monitoring essentially considered a management role and internal to the operation of a

programme or project, evaluation is independent and external role. RBM needs external endorsement of outcomes reported for it to be regarded as reliable. It focuses on the expected and achieved attainments, examining chain of results, processes, contextual factors of causality, so as to understand accomplishments or the lack thereof. According to Robert (2010), an evaluation should offer information with evidence that is proved to be credible, reliable as well as useful, and should also enable the timely incorporation of findings, recommendations along with lessons in the decision-making process.

To enhance the usefulness of the findings along with recommendations, main stakeholders should be involved in a number of ways in the course of evaluation (Clarke, 2011). Evaluations have relevant key functions; they are but no limit to utilization, accountability, and performance. Utilization rate is a key feedback to furnish decision-makers with information along with evidence regarding project performance and existing good practices. Accountability is to project donors, funders, Government authorities, stakeholders and the common public, and contribution is for official policy-making, performance matrix and organizational effectiveness (UNDP, 2012).

At a holistic view, the theory helps to develop performance-monitoring tools that influence the performance of the projects. The evaluations used to improve performance through the documented lessons learnt and findings. The theory put more emphasis reporting to the stakeholders, and holding the management accountable for project outcome. The theory focuses on sustainable change through a well structure planning process with the use of skill labour to influence the project performance.

RBM provides elements for project monitoring performance, this are linked to the variables in the current study, the planning process, technical expertise, stakeholder involvement and management participation are key elements directly linked to the RBM theory. This elements result to sustainable change.

2.3 Empirical Literature Review.

2.3.1 M & E Planning Process and Project Performance

A study conducted by Mackay & World Bank. (2007) in Washington, indicated that planning for monitoring and evaluation was critical in enhancing better project performance on government projects. The focus of this study was on the government projects that are majorly sponsored by world bank. The study sought to determine how better governments can be arrived at through monitoring and evaluation of projects. This study employed the use of descriptive statistics with the findings being that a majority of the respondents indicated that there was lack of monitoring and evaluation practices in the various projects which they formed part of.

On the other hand, a study by Muhammad et al (2012) on project performance, with the variables, Project Planning, Implementation and Controlling Processes in Malaysia College of Computer Sciences and Information, Aljouf University, noted project management offers an organization with control tools that advance its capability of planning, implementing, and controlling its project activities. The study was to identify those project performance enhancements through planning, implementation and monitoring processes. Variable models used to identify how each stage is helpful in the process of managing project performance. To achieve this objective, information relating to different projects and models related to project planning, execution, control, and proposal of project performance explored; the findings showed project-planning processes contribute to the project performance.

Besides that, a study that was conducted by Singh, Chandurkar, & Dutt, (2017) highlighted that monitoring and evaluation was the major driving factor in development projects. The objective of this study was to determine the effect of monitoring and evaluation on development projects. However, the recommendation that was given in this study was that the management should provide full support and should fully engage themselves in the monitoring and evaluation process as this will help them in coming up with sound and well informed decisions.

2.3.2 Technical Expertise

A study done by Vittal (2008) indicates technology awareness is important in project monitoring and controlling due to greater challenges in today's technology-enabled project, this is especially where technological tools are used in project management practices, This study helped to analyze fundamental connections between technical expertise and project performance. Subsequently,

understand the indulgent function of expertise to the project team in cultivating enhanced project performance. The findings to this study were that project teams equipped with the right technical skills linked to project performance. The study demonstration that it is difficult to disassociate the use of technology with project performance and the absence of such relation induced project performance, being a technical expert in monitoring and evaluating a project can play a main role in supporting project team in handling projects effectively and efficiently.

A study by Sunindijo (2015) Faculty of Built Environment, Australia highlighted on Project manager multi-layered tasks that expressively influenced the project performance. Other studies had recognized four skills for effective project managers, they include mental, human, stakeholders, and technical skills, along with their 16 other skill competencies. The study was to determine whether project technical skills influence project performance. Data collected from 107 project team members using a questionnaire assessment method. The study results showed that project team leads technical skills impact project performance. Project excellent performance impacted by several skill components, which include visioning, sensitivity intelligence, interactive skill, dynamic leadership, interpersonal influence, integrity, quality management, and document and agreement administration. Project Managers may use the outcome as a parameter to assign project managers with the 'right' skill profile or to concentrate their human resource development on skills that are significant for project success.

A study by Harry et al (2003) on the social practices and knowledge management in projects, outline the importance of knowledge retention and dissemination. The study set out to outline the implication of social factors in facilitating knowledge management capacity in such an environment, derived from case study research precisely from construction industry. The key study finding, signify processes of knowledge capture, transfer along with learning in project formulation depend heavily on the social trends, practices and processes in manners, which depict the value and the importance of including community-based approach in knowledge dissemination.

Human capital, with notable experience is vital for the achievement of M & E results. There is need for a sound M & E human resource capital in regard to quantity and quality, hence M & E

human resource strategies are needed for the achievement and maintenance of a stable M & E (World Bank, 2011). Competent employees are a major obstacle in selecting M & E practices. M & E being a new tool in project management field, it faces challenges in sustainable results and performances matrices. There is a big gap for skilled M & E professionals, capacity building of M & E systems, and harmonization of project management courses and technical support (Gorgens and Kusek, 2009). Human capitals on the project should have clear job description as well as designation matching their skill. In case they are insufficient then training assessment needs for the necessary skills should be agreed. For projects, using staff posted to work out in the field and undertake project activities on their own there is need for regular and intensive onsite supervision. The field personnel require the comfort of management support and necessary guidance in their day today project execution (Ramesh, 2012). Individual of the bigger aspects of developing the skills of the employees and capabilities is the actual organizational priorities on the employee to turn out to be better, either as individual or as a service supplier to the firm. The receptiveness by the organization together with increased anticipations following the opportunity culminate to a self-fulfilling prophecy of improved employee output (Vanessa and Gala, 2011).

Musomba et al (2013) concludes organizational technical capacity in carrying out evaluations, reviewing the rate of human capital participation in the process of policymaking and motivation to challenge management decisions can be big determinants of how the M & E practices on lessons learnt, communicated and perceived. M & E practices endeavour to be independent and relevant. Ahsan and Gunawan (2010) in his study stipulates realisation of independence when undertaken by persons free of the control of those appointed for the strategy and implementation of the project development intervention. This illustrate that training is an essential aspect geared towards affecting the implementation of M & E in development projects. Uitto (2010) emphasizes that human capital training needs is paramount for reliable monitoring and evaluation, stipulating that staff working must have the necessary technical expertise in M & E for them to guarantee monitoring and evaluation results that are of high quality. Employing an M & E practice that is effective requires management to selectively appoint the right skills, enhance the capacities by further developing the skill on a regular basis. The training needs assessment should be accurate, monitored and executed diligently by the team responsible for the human

capital management. Project research skill in project management encourage the team to have base data for the human capital skill retention, development and enhancement (Nabris 2002).

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 (Rossi, 2012). Skills are of significant importance to a monitoring and evaluation practice that is effective; the staff needs trained on the basics of evaluation (Bailey and Deen, 2012). In the context of project performance evaluations, it is necessary to have devoted and sufficient numbers of monitoring and evaluation staff, it is critical for this project evaluators to have the correct M & E skills. Professionally trained staff and a budget were a key requirement in Malawi when they were implementing the monitoring and evaluation system (Rossi, 2012). There is noted unbalanced utilization of monitoring and evaluation personnel where they mainly assign tasks other than monitoring and evaluation. This create extra burden for them to concentrate on project M & E related work. Time then becomes a challenge for them to manage the entire process completely and advocate widely for its use leading to ineffective monitoring and evaluation (Gorgens, Nkwazi, and Govindaraj, 2005). Therefore, there should be balanced work distribution of duties to ensure that there are qualified staff set aside to hold accountable for the monitoring and evaluation system achievement of quality results. This will make them devoted and work towards achieving the expected priorities and goals.

Project and senior managers are essential drivers for the less technical skilled personnel. They should have adequate comprehension to rely on information provided by M & E. This kind of broad experience, and orientation is critical in managing results and dealing with cultural diversity within organizations. There are actually no quick fixes in creating a system for M & E, huge investment in relevant training along with systems development in the long run. The implementers of the project get clear job deploying that matches their expertise, and further training if need be. For projects that comprises of members who go to the field to execute the various project activities without supervision, there should be constant and intensive support to them (Ramesh, 2012). Some of the larger features of developing skills along with capabilities in employees is the concrete organizational goals on employees to motivate them; the support by

the organization along with improved expectations can result to self-directed actions for enhanced outcome (Pamela, Joe and Nay, 2013).

2.3.3 Stakeholder Involvement

A study by Njuki et al (2015) on Participatory Monitoring and Evaluation (PM & E) for Stakeholder Engagement, evaluation of Project Impacts, and for Institutional and Community Learning and Change Enabling Rural Innovation in Africa - CIAT-Africa, Uganda, investigating the role of stakeholders and their contribution in project implementation. The study suggested that to improve the delivery of outputs, outcomes, and the results explained the need to integrate the local indicators with project level indicators. This provided a more holistic view of the project benefits. This process also provides indicators for measuring the often hard to measure outcomes such as empowerment from the perspectives of the communities or people involved in the project. Negotiating with different stakeholders allows for performance measurement from the perspectives of diverse project stakeholders.

Community participation in development projects aimed at benefiting them has proved the importance in attaining sustainable development. The theory is that the participants can better recognize their economic as well as social challenges that they encounter and probably have deep understanding that can be instrumental in outlining initiatives that are aimed at benefitting them (Benjamin, 2012). Ideally, consented participation of stakeholders in participation initiatives will allow those who have interested in, or those who are affected by a decision, have a chance to influence the final outcome. Stakeholders assume a key role and relate at various levels—from local to global, their role and collaboration influence the effectiveness of a development intervention. Wayne (2010) noted that it is important to involve stakeholder participation when designing monitoring and evaluation tools. A multi-sectoral method, including delegating some work to stakeholders, enhances learning, strengthen ownership and encourages transparency among the actors involved. This is especially important when deliberating the purpose of monitoring and evaluation and how the information is used, analysed and affects ongoing project planning (Wayne, 2010).

Involving the stakeholders from the beginning in the designing of tools ensures that the project include all stakeholders needs, and is thus more responsive to their expectations. The participatory methods also creates and encourage stakeholder project ownership (Clarke, 2011). These are crucial factors contributing to the project performance and sustainability. The stakeholders especially the beneficiaries are more likely to endorse the project output. In some instances, the participatory method promote change in the attitudes of individuals and community culture, and norms, since the development along with the implementation process necessitates community members reflection and analysis of their own culture, attitudes, beliefs, and behaviours. Participatory method provide insights to the required tools for monitoring and evaluation, this itself is a capacity-building activity (Clarke, 2011).

Forssand Carlsson (2012) noted the growing need for overall efficiency, cost effectiveness along with results. This meant the active stakeholders to possess skills that will enable them to contribute to their level best. Stakeholders' engagement in decision making about the what, the how and the why of the activities of the program. This approach was necessary in empowering them and additionally, promoting inclusion and facilitate participation that is meaningful by various stakeholders categories. Proudlock (2009) found out that the impact evaluation process especially the review and analysis of results, can be significantly be improved through the participation of the target beneficiaries. He pointed out that the involvement of stakeholders is a critical approach, and its management should be well formulated to avoid derailing decision-making, reason being, over engaging stakeholders could lead to conflict of interest (Goyder, 2009).

Participation by the community groups in designing the M & E tools development determines what they would like to prepare during the evaluation. They bring out issues along with indicators that affect the evaluation and help formulate the comprehensive questionnaires. They are involved in gathering and examining data as well as presenting the end results. When a project adheres to an approach that is participatory from the initial stages, it is easy to carry out a participatory evaluation during the closeout stage (Kahilu, 2010). Participatory M & E promotes dialogue at the lowest level and moves the group community from the dormant beneficiaries to pre-active participants, creates opportunity that helps in influencing the activities of the project on the basis of their underlined needs as well as their expressions (Robert, 2010). Additionally,

information shared horizontally and vertically among the implementing entities, shared with the community group, beneficiaries, and donors.

Stakeholders' engagement in discussions on programs related to M & E usually empowers them and at the same time promotes participation that is meaningful by various groups of stakeholders, that avail to the M & E team adequate and appropriate information that is required for the exercise (Guba and Lincoln, 2011). The stakeholder engagement has to be rooted at the onset of M & E and should integrate key stakeholders along with other interested parties in making sure that the applied tool is effective (Wayne, 2010). Pamela, Joe and Nay (2013) also found that if the right persons are engaged in the whole process, there will be a great enhancement of the outcome with the recommendations being well perceived, and corrective measures embraced and implemented on time.

2.3.4 Management participation in monitoring and evaluation

Ofer did a study in 2008; done in Victoria Management School, Victoria University of Wellington, New Zealand. The study was to find out how top management engagement in project management influence the performance of projects. This was cutting across country study of a software industry. The study focus was to examine the support of top management and project performance. The objective of the study was to highlight the support processes related to top management that had a significant influence on the successes of project as well as to compare those key processes with the actual organizational support. Seventeen top management support processes identified, a total number of 213 project managers in software development along with their supervisors in Japan, Israel as well as New Zealand. For each these nations, the impact of the top management support processes on the project performance were analysed with the aim of identifying critical processes. Definite level of procedure of both key and minor top management support processes by the managers compared. The study found out essential top management support processes helped in significantly improving project performance.

Project management performance is highly linked to management support, they provide crucial insight to project delivery, stir the project process to the right direction, and encourage all project teams to have an active role in the project delivery. Revision of project plans done to align to the management decisions and approval. To provide clear guidance and direction, management is

indeed required to have great support in the project monitoring and evaluation activities. Visible support by management is equally important to the project team, they recognize the importance of the project performance along with the repercussion of project failure, and the project team value the project performance in support of management interest in the project. Management support and commitment can be put in two categories, and these are project sponsorship, with the other one being project life-cycle management. The main role of the project sponsor is to link the interference that may exist for the managers of the project besides constantly reminding the project team that project performance at the highest levels of excellence are tolerable (Bickman, 2007). It is imperative that project goals, objectives along with values are understood by the project members throughout the project life cycle. Continuous and positive Management involvement, in a capacity of leadership will definitely reflect the commitment to project objectives by the top management.

Project success is, in part, contingent on effectively managing the project risks. Major challenges are time, costs, along with performance expectations. To attain this, the requirement is that the project manager hold, employ and exhibit appropriate management and leadership skills (Zimmerer and Yasin, 2011). By applying the desired attributes of leadership like steadiness, expertise, persistence, adequate decision-making, vision, morals, integrity, trust, and honesty a project manager enhance the skills to deliver the project effectively and efficiently (Maylor, 2013). Ahmed (2008) ostensibly noted that a project manager has the capacity make critical decision, and has the power to reinforce changes to the project. Then he gets everyone involved and deliver their portion of responsibility to the advantage of the final beneficiaries of the project. Project Manager has the responsibility of developing a communication strategy to keep all the stakeholders informed. In striving for this recognition, the project manager is supposed to focus on the vision, encourage the team members, encourage teamwork, and manage risk.

Active participation by management in monitoring and evaluation has enormous impact on the team perception. The engagement between the various stakeholders produce effective communication. These include enhancing communication of early project wins to enhance the support of the management, and solicit those members that are not willing to engage. Effective communication, ensure access of quality products and services, meeting the beneficiaries expectations and driving new initiatives for the overall project goals. The management mobilize

more resources that will help in filling the resource gaps, and ensure operational use of learnt lessons for better decision-making in future (Wattoo, Ali, Khan and Shahbaz, 2010). Management support and participation in the course of the programming cycle guarantees ownership, solid, and sustainability of the project results. Continued support of management during monitoring and evaluation institutionalized for wider impact. Specific procedures programmed for consistency; the management review procedures for updates, accuracy and validity. This ensure all project teams are aware of the Management involvement at the various stages of project cycle. (Themistocleousand Wearne, 2010).

Management involvement provides input to better project insights, enhances the reliability of the evaluation process. Increased level of reliability ensures improved acceptance of the findings. A strong procedure for results-management aims at engaging relevant stakeholders in reasoning in a responsive and creative manner as much as possible. The project beneficiaries figure about what they want to achieve, they are motivated to organize and achieve acceptable output. The managers structure a monitoring and evaluation process to monitor progress and utilise the information in improving the performance (Lipsey, 2011). The management is largely involved in budget allocation. Allocating the project major resources is key for decision makers. They contribute significantly in deciding the priorities, cut-offs, exceptional approvals and optimal allocation of the resources. It demands for their commitment to the implementation of monitoring and evaluation system, through this process, they review the adequacy of the budget allocations, advice on budget revisions, and revise the project work plans. The side down of the project management support is that, some managers show negligible or no importance in the implementing an active system of monitoring and evaluation (Goyder, 2009).

Normally, project managers hired by national or county governments implement project as guided by rules and regulations by the government, the requirements of the organization, the preferences of the stakeholder and the location of the client. Compliance and manoeuvring with different set of standards and requirements to archive the project goals becomes a tall order for the project managers. The managers are required to expedite delivery of expected results to a wider range of beneficiaries, each with diverse expectations. To satisfy the wide range of stakeholders within a set of standards of compliance can create a conflict of interest. Each group of management within the different stakeholders should agree on a common set of rules and

process to improve the project output. The support of top management from the various unit that claim viable interest is paramount for better project performance. The project manager develop a communication strategy to keep all the managers from various interest groups appraised. Such coordination enhance the review and approval of project stages. Managers contribute and support the project implementation when adequately provided with key information for decision-making. Project performances done by comparing the progress reports and the original plans. Updating must be done in conformance with the revised and relevant standard plans (Robert, 2010).

Project managers, assigned huge responsibility of facilitating monitoring and evaluation projects. It entails evaluating Management's competency, Commitment, communication and collaboration of the project teams. It has a significant contribution towards the performance of projects (Yong and Mustafa, 2012). Management support is a critical element in preparing the implementation of monitoring and evaluation plans adherently they form key project decision makers (Magundu, 2013).

Atencio (2012) suggested charismatic and people-oriented leader have negative implications attributed to them. Charismatic leader's follow-through while people-oriented are biased and ineffective. This is a result of subjectivity of the decisions made and corrective actions done to keep the project running. The decision of the leaders is influenced by the leadership style. The managerial actions has an influence on project teams' performance. Jetu and Riedl (2013) outlined that people relations influence project performance. Personal Cultural values and openness to change, as opposed to cultural values that are socially focused, such as self-transcendence have an influence on the performance of project team. They further found cultural values to have an association to the project team success. The actual results from enhanced project team learning and development, project team-working spirit, and improved leadership of the project team.

2.4 Summary of Literature Reviewed and Research Gap

The review has established the need for effective monitoring and evaluation practices in projects and programs interventions. It has shown that monitoring and evaluation (M & E) has increasingly been recognized as an essential tool for the management of the project. It has also conceded the need to improve on the performance of development funds given by donors. It calls

for close consideration to information provision by the management to support project implementation. A complete feedback loop is important in designing new project initiatives. In addition, M & E also offers a provision for accountability in the course of the utilisation of the development resources. A close scrutiny of review shows that despite the importance associated by adoption and implementation of effective M & E practices in the projects, very little attention has gone into questioning and investigating the whether the practices results in project performance in donor funded projects. There are several valuable studies of and project performance concur monitoring and evaluation influence project performance.

A few researchers have mentioned that few studies have been done on the monitoring and evaluation of project performance from the Kenyan chapter. These few studies did not widely focus on monitoring and evaluation as a major influence to the performance of projects (Hassan, 2013; Magondu, 2013; Marangu, 2012; Muriithi & Crawford, 2013). This study will strive to address the knowledge gap to determine the practices of monitoring and evaluation, and project performance of UNEP GEF projects in Kenya.

Table 1: 2.1: Knowledge Gap Analysis

Author	Title	Findings	Research Gap
Themistocleous and Wearne (2010)	Project monitoring and evaluation: enhancing the efficiency and effectiveness of aid project implementation	The study found out that strength of M & E team, monitoring approach, political stability and lifecycle of the project influence the performance of projects	The study did not assess the procedural aspects leading to delays in funds disbursement
Khang and Moe (2011)	Monitoring and evaluation practices of NGOs implementing HIV/AIDS projects in Botswana	Planning for monitoring and evaluation was done in a manner that was inadequate and also not consistent by the respondents.	In the study there is relatively little known about the monitoring and evaluation practices and related challenges on projects executed by local NGO in the study area.
Jetu and Riedl (2013)	Cultural values influencing project team performance: An empirical study in Ethiopia.	Cultural values that are individually focused, as opposed to cultural values that are socially focused had an influence on project team performance	Procedural aspects of project delays need to be established.

Author	Title	Findings	Research Gap
Hwang and Lim (2013)	Critical Success Factors and project Objectives: Case Study of Singapore	Monitoring and evaluating, the budget performance, scheduling project activities could lead to project success.	The study did not undertake to establish the reasons why many NGOs do not effectively use the M & E system available
Gyrkos (2011)	Gorgens, M. and Kusek, J. Z. (2009). Making Monitoring and Evaluation Systems Work. World Bank.	The core indicators are used to compare the impact of control programmes in different jurisdictions or countries.	No linkage how M & E becomes cost-effective to the organisation
Kelly, K.&Magongo, B. (2014).	Report on Assessment of Monitoring and Evaluation - Capacity of HIV/AIDS organization in Swaziland.	The purpose for planning a monitoring and evaluation keeps the entire organisation in check.	The study never outlined the reasons why organisations do not plan for M & E activities.
Kalali, N. S., Ali, A. P.&Davod, K. (2011).	Why project strategic plans fail? A study in the health service sector of Iran African Journal of Business Management, 5(23), 9831-9837	Planning the project in phases to achieve better results	No comparison data of projects done in phases and those not phased
Zimmerer, T.W. and Yasin, M.M. (1998),	A leadership profile of Project Management Journal, Vol. 29, pp. 31-8.	Benchmarking the projects M & E can lead to better results. positive success and negative leadership are the causes of failure of projects	Data to benchmark and provide the results to such activities was difficult.
Dyason, J. R. (2010).	The eye diagram: A new viewpoint on project life cycle. Journal of Education for Business, 80(1), 10 – 16.	M & E budget should be approved upfront before the process. This helps to identify the necessary resources required to monitor the project.	Many possible aspects that read to the project performance at different levels of priority, which were unidentified.
Ahsan, B., & Gunawan, D. (2010).	Client Multi-project; A complex adaptive systems perspective. International Journal of Project Management, 27(1), 72-79.	The project team should identify the task carried out.	The focus is on complex and multi-project management approach. M & E for such environment is complex in nature.
Gorgens, M. and Kusek, J. Z. (2009).	Making Monitoring and Evaluation project Systems Work, by the World Bank.	Need for skilled professionals to do the M & E	M & E being more of a practice gets better with time and the level of what is skilled and non-skilled is more

Author	Title	Findings	Research Gap
			subjective. Measuring the degree of skilfulness in not straight forward.
Ramesh G (2012)	Maintenance and Reliability Best Practices, Second Edition	Staff working away from office need support from the main office to carry out the M & E activities	The nature and level of support to achieve the acceptable level of performance not guided through.
Vanessa et al (2016)	Events Project Management Paperback – November 23, 2011	For self-managed staff there is enhanced output, rather than micro managing staff to do the work	Building the self-managed staff capacity is a new phenomenon in M & E. the practicability remains unclear
Uitto, J. A. (2010).	Multi Country on Shared waters: Role of Monitoring and Evaluation. Global Environmental Change, 14(1): 5 – 14	Organisation should be afraid to acquire the required expertise to carry out project monitoring and evaluation	No cause and effect relationship of the projects with hired expertise and those that did not meet the required expertise level.
Rossi, P. H. (2012).	Evaluating with sense: The Theory Driven Approach. Evaluation Review 7, 283 – 302.	Project performance has link to the associated indicators and the theories of change of the indicators	Performance is linked to a variety of theory formulation which can be diverse to get the ultimate change theory to achieve the results
Gorgens, M ., Nkwazi, A. S. and Govindaraj, A. H. (2005)	Exploring factors leading to Project Success. Baltic Journal of Management, 1 (2) 127 – 147	Management should identify the right skill to do the M & E	The study speaks highly of time and cost as the key determinants of project performance while in real situation there are manner aspects to monitor and evaluate to achieve the objectives
Pamela, H., Joe, N. & Nay,T. (2013).	Programme Management and Federal Evaluator. Public administration Review.	When the focus is on contributing to the wider organisation objectives, there is a self-fulfilling to have the work done.	Conflict resolution mechanism were unaddressed and read to be the key factor in not self-fulfilling work environment.
Wayne C. P.	Mapping the Dimension	By encouraging stakeholder	Stakeholder

Author	Title	Findings	Research Gap
(2010).	of Project Success, Project Management Journal.	participation in M & E projects, it provides a response to the local needs.	involvement is dimension that get relatively important at certain point of time before it loses its strength. Determining when it's necessary to engage for a positive input is not addressed.
Clarke, A. (2011).	Practical use of key success factors to improve effectiveness of projects International Journal of Project Management, 17(3), 139 – 145.	Stockholders feel a sense of ownership of the project when they get involved	Organisation are faced with culture shocks especially the multi- site which prefer to keep their own things while the stakeholders request for change. This conflict is evidence in the study but does provide its effect on project performance.
Kahilu, D. (2010). Roberts, M. A., (2010).	Reporting on the Impact of Monitoring and evaluation. Development Administration, Asia- Pacific Journal of Rural Development.	The projects achieve quality feedback and easily conduct participatory evaluations	The level of engagement is undefined, up to what level of engagement helps to get the right results.
Guba and Lincoln (2011).	Fourth Generation Evaluation: Monumental shift in evaluation practice	Involving the right people improve project performance	The essence of incorporating responsive techniques for evaluating projects it is a cumbersome process difficult to achieve.
Zimmerer, T.W. and Yasin, M.M. (1998),	Leadership profile of project managers, Project Management Journal, Vol. 29, pp. 31- 8.	There is need for project Managers to have the desired leadership skills to oversee the M & E	The study incorporated cultural values in leadership; the scope is very restrictive since cultural values are wide and not replicable to give accurate measurement.
Lipsey, M. (2011).	Multi Country Co- operation on shared	Use of accurate information to make decision improves	The study highlights the pivotal role of M

Author	Title	Findings	Research Gap
	waters: The Role of Monitoring and Evaluation. Global Environmental Change, 14(1), 5- 14.	the quality of project M & E	& E and intervention replication, sometimes a replication of the wrong practices can be costly. The question is who approves the standards of replication.
Yee Cheong Yong, Nur Emma Mustaffa, (2012):	Analysis of factors critical to project success. Malaysia, Engineering, Construction and Architectural Management, Vol. 19 Issued: 5, page 543 – 556	During the monitoring and evaluation, revised products should be baselined to achieve the desired results.	Baseline of products is a risk exercise managed through change management. The study does not capture the risk management aspect.
Atencio, M 2012,	Critical success factors and the framework involving leadership competencies for successful delivery of projects, PhD thesis, University of Salford.	Leadership style affects the project performance.	The study reveals of leadership skills acquired while there is a theory of leadership by birth, and not expounded in the research.

Source: Survey data (2017)

2.5 Conceptual Framework

The independent variables in the study are planning process, technical expertise, stakeholder involvement and management participation, while project performance of UNEP GEF projects is the dependent variable. The connection between the dependent and the independent variable can be summarised in figure 2.1 below.

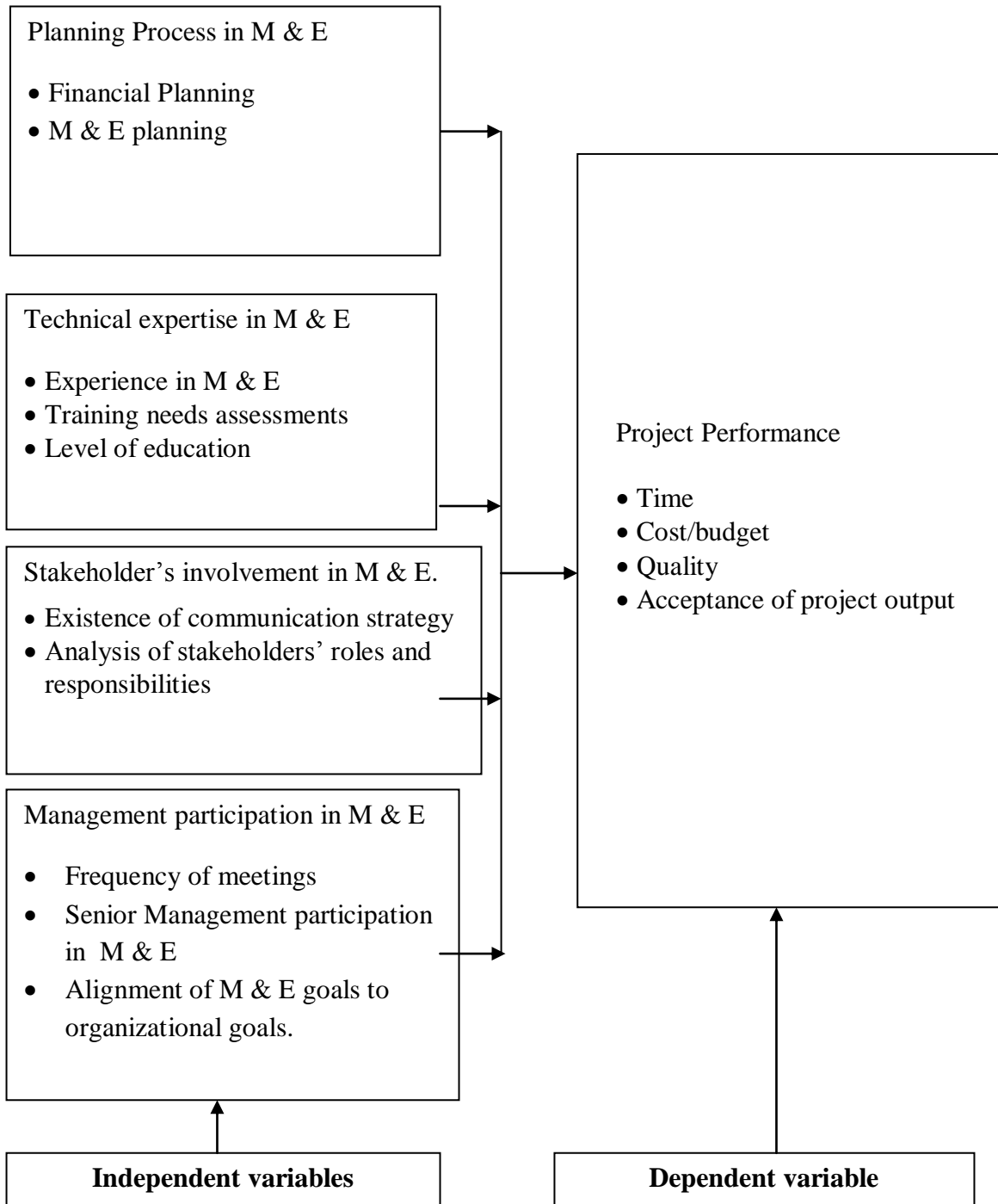


Figure 1:2.1: Conceptual Framework

Source: Author (2017)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design adopted, the target respondents, and instruments used for data collection and analysis.

3.2 Research Design

The study takes the form of descriptive study design. According to Cooper and Schindler (2000), a descriptive research finds out who, what where, when and how much. The Research design was appropriate to explore M and E practices that influence project performance. Similar research designs evaluated M and E practices and project performance. This study established the M and E factors affecting the performance of UNEP GEF projects in Kenya. The descriptive design provided quantitative data from the population and insight to research problem whilst highlighting the relevant variables.

3.3 Target Population

A target population is the entire group of people the research study is considering for the study or investigation (Sekaran and Bougie, 2010). Defined by the accessibility of elements, period, geographical limitations and topic of interest. The unit of analysis for the study was the 46 UNEP GEP projects (UNEP, 2016). On the other hand, the unit of observation was 52 respondents comprising of 15 project managers, 32 support staff and 5 M & E department staff who works in the 46 projects implemented by UNEP.

3.4 Sampling

Flick (2007) defined a sampling frame as the complete, update and accurate list of population. The study used census method of sampling enrolling all the 52 staffs working on the projects; all of whom served as respondents to the study. Census was used because of the relative small number of the target population.

3.5 Data Collection Instruments

The study used semi-structured questionnaire that had a likert scale in collecting primary data. The questionnaire had three sections including demographic characteristics, M & E practices and

project performance. The M & E practice section had four subsections thus planning process, technical expertise, stakeholder involvement and management participation. The tool had a series of both open and closed-ended questions. For this study, the questionnaire was the most appropriate, reliable and cheaper means of collecting primary data. In addition, the reason as to why this tool was applied because it was more objective and convenient to both the researcher and the respondents and was administered through drop and pick method.

3. 5.1 Validity

Validity is the applicability to which research findings can be realistic to the real world, beyond the controlled setting of the research. It is concerned with the generalisability. Validity of research instruments has various sources of evidence as the requirement to build the case that the instrument measures accurately. Determining validity is similar to constructing an evidence-based argument. How a tool measures what it should. Evidence can be in content, response process, and relationships among variables. This research developed the content with research experts, prepared unambiguous questions on the subject matter, the instrument were comprehensive enough. Data collection was complete to discourse the purpose and goals of the study. Correlation of the variables by comparing the new assessment instrument results with other outcomes of performance that were likely to be similar.

The study considered face validity, content validity and judgment of appropriateness of content of measurement. There was concurrence in study tools and prediction.

3.5.2 Reliability

Reliability is the random error in measurement. Reliability outlines the accuracy of the instrument in subject. Norland (1990) Describes consistency of data collection instruments to measure whatever it measures. To enhance reliability the researcher developed data collection instrument based on study objective, problem statement and conceptual framework. The measurement tools were developed on facts and understanding of the process that are involved in coming up with a questionnaire.

Reliability of the study was assessed through through piloting, test re-test that allowed all staffs to enrol in the study. The threshold for acceptance of reliability of the questionnaires was set at 0.7 as was used by Gliem (2003). Variables below this threshold were edited for correctness and ambiguities were removed

3.6 Data Collection Procedure

The researcher disseminated questionnaires to target respondents through emails and physical distribution to ensure everyone got a copy of the questionnaire. The respondents allocated adequate time to respond and email back the completed questionnaires. The researcher on the other hand applied a checklist to undertake an extensive review of secondary data. The study experienced a 9.6% non-response rate.

3.7 Data Analysis and Presentation.

Data analysis highlighted useful information, conclusion and decision-making. The data collected, reviewed, coded and entered in a statistical package. Descriptive statistics such as frequencies, percentages, mean, standard deviations used to summarize collected data.

Regression analysis is a statistical model used that was employed in this study establish relationship between M & E practice and project performance. The reason as to why the regression model was used is because it is effective in determining the effect of the depended variable over changes in the independent variable. The study used following regression model:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon,$$

Where: Y = project performance

α =Constant term,

β =Beta coefficients,

X_1 = Planning process,

X_2 = Technical expertise,

X_3 = Stakeholder involvement,

X_4 =Management participation

ϵ = Error term.

The study investigated the effects of planning process, technical expertise, stakeholder involvement and management participation on project performance. It obtained reliable measures of each variable, entered predictor variable and outcome variable into the standard regression model. The co-efficient X1, X2, X3 and X4 used to inform the study on non-zero linear relationship with Y.

The study findings displayed using tables, bar charts, graphs and pie charts.

3.8 Ethical Considerations

Ethics are acceptable standards governing research conduct and influence the welfare of human being. It is about making decision, choosing the right or wrong behaviour by an individual (Bell and Bryman, 2007). The study assured confidentiality, honesty, and informed consent in study methods, procedures, and presentation of results ensuring that there was no falsified or misrepresentation of data.

The research eliminate bias in data analysis, data interpretation, and other aspects of the research. The study embraced the highest level of integrity, keeping promises and agreements, sincerity, and consistency of thought and action. There was extreme due diligence with avoidance of careless errors and negligence especially during data collection.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

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

4.2 Respondents' Biographic Information

The questionnaire contained two sections. Section A required the respondent to give personal information while section B required the respondent to give information on monitoring and evaluation practices and project performance.

4.2.1 Respondents' Response Rate

The study recorded a response rate of 90%. The study enrolled 52 staffs of UNEP GEF project in Nairobi out of whom 47 successfully responded to the study questionnaire. The study sought to establish the demographic characteristics of the respondents. Sixty three percent of respondents were male while 47% were female however; the gender composition has no impact on the statistical power on the data. The study though had adequate representation of both genders.

4.2.2 Respondents' level of education

The respondents had cumulative representation of 87% with tertiary level of education with a minor 13% having attained basic secondary level of education. According to Murphy and Myors (2004), education level determines the respondents' ability to comprehend the survey questions. The study enjoyed high proportion responses from highly educated participants.

The study enrolled 15% of respondents below 30 years, 40% between 31-40 years, 36% between 41-50 years and 9% over 50 years.

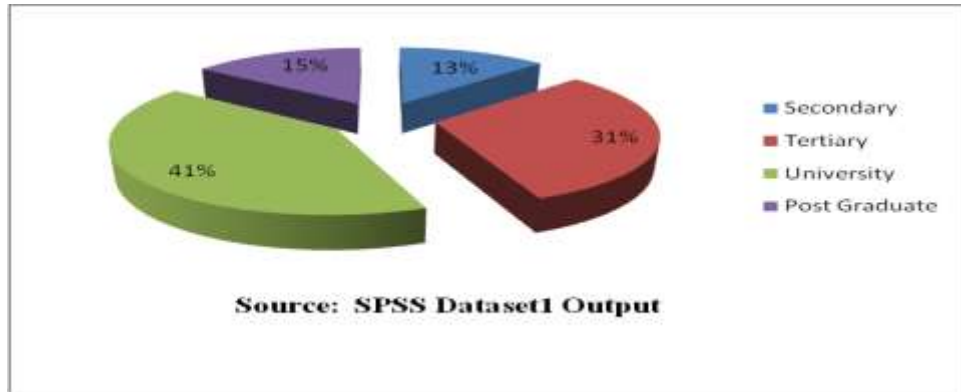


Figure 2: 4. 1 Respondents level of Education

Source: Survey data (2017)

4.2.3 Respondents age distribution

A majority of the respondents were between the age of 41 and 50. The age distribution of the respondents to the study can be outlined in Table 4.1 as follows.

Age	Frequency	Percentage
<30	7	15
31-40	19	40
41-50	17	36
>50	4	9
Total	47	100

Table 2: 4.1 Age Distribution of Respondents

Source: Survey data (2017)

4.2.4 Respondents' level of experience

Study respondents reported varied periods of stay at the UNEP GEF project with 25% having worked for a period less than 5 years, 46% having worked for a span of 5-10 years while 29% had worked for over 10 years. The demographic enrolled on the study helped to provide a diverse perception of staffs on the practice of M & E and effect on performance.

Duration	Frequency	Percentage
<5 years	12	25
5-10 years	21	46
>10 years	14	29
Total	47	100

Table 3: 4.2 Respondents Distribution of the period of stay at the UNEP GEF project

Source: Survey data (2017)

4.3 Descriptive statistics

4.3.1 Planning Process

The study sought the level of application and practice of planning process. The practice of funds allocation, establishing M & E plans, utilising those plans and control mechanism assessed. UNEP GEF projects reported varied planning process practices and experiences as per the results and findings of the study. A cumulative 70% of respondents agreed to the fact that the project allocates funds for monitoring and evaluation at its initial stages of planning. The highest percentage of respondents (81%) who disagreed with the fact that the project allocates funds for M & E were drawn from the support staff a picture that may likely inform lack of participatory approach in project planning.

A near similar percentage of respondents (75%) were arguably in agreement that project plans contained M & E plans with (70%) of respondents confirming utilization of detailed planning processes. The checklist tool identified presence of M & E tools annexed in a number of project management tools. The tool further identified budget lines for M & E in grant budgets a clear indication that fund are allocations for M & E in grand project budgets.

Staffs had less awareness of how planning process was helping to estimate the costs of required resources for M & E. A high percentage (59%) either disagreed or had a moderate approval of whether planning process was helping to estimate the cost of required resources for M & E. All support staffs disagreed to these fact plus a small percentage of project managers (7%).

A similar characteristic observed among respondents on whether UNEP GEF project was able to develop a control mechanism to keep the project on track or use planning process to support decision making during project implementation. A paltry 37% of respondents were in agreement

as 63% either disagreed or had moderate approval of the former while 38% were in agreement of the later. The checklist confirmed lack of control mechanism to keep track of project progress against targets and no demonstrated utilization of planning process to support decision making during project implementation. The table below has a summary of results and findings of various attributes of planning process for UNEP GEF projects in Kenya.

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

As Clarke (2011) noted organizations that have developed comprehensive strategic/operational plans makes the most progress with regular monitoring of their work. As per IFAD 2012 Monitoring and evaluation per se guides resource allocation in projects and measures their sufficiency and effective utilization

M & E Planning process Practices	Strongly Disagree %	Disagree %	Moderate %	Agree %	Strongly Agree %	Mean	Std Dev.	Total%
The project allocate funds for monitoring and evaluation at the initial stage of planning	13	17	0	37	23	20	17.29	100
Project plans contain M and E planning process	0	23	2	49	26	20	20.06	100
Project planning process is well detailed and utilised	11	19	0	44	26	20	16.54	100

Planning process helps to estimate the cost of required resource for M and E	11	33	23	19	22	21.6	7.92	100
Project has developed control mechanism to keep the project on track	13	31	19	25	12	20	8.06	100
Planning process support decision making during project implementation	15	28	19	23	15	20	5.57	100
Aggregate Mean	10.50	25.12	10.50	34.5	20.67	20.27	12.57	

Table 4: 4.3 Percentage Distribution of Respondents Perception of Various M & E Practices at UNEP GEF project

Source: Survey data (2017)

4.3.2 Technical Expertise M & E practices

The technical expertise M & E practices with high approval rating in the UNEP GEF project were staff training (87%) and attracting skilled personnel (89%) while flexibility in project design (58%) and project skills needs assessment at (27%) had lesser approval rating. All respondent in one way or the other were agreeable that technical skills are a huge determinant how best monitoring and evaluation analyzed. This finding is in affirmation with the findings of Venessa and Gala (2011) who found that technical capacity and expertise of the staff in conducting evaluations seemingly influences M&E process. Training gives employees the knowledge of the principles, methodology, and tools applied in M&E. It improves the organization performance of M&E activities

The checklist tool confirmed from available secondary data that project staffs trained in order to equip them with technical expertise necessary to carry out M and E. The project had defined

processes through which it identified personnel to carry out monitoring and evaluation functions. The UNEP GEF project design was flexible enough to better enhance achievement of better results. Project training needs analysis carried out to acquire right skills to manage the M and E activities. There was no evidence of baseline survey prior to initiating any project though all projects had mid-term and end term evaluation.

UNEP GEF had no particular skills check guideline for identifying key M & E staffs and managers nor clear plans on knowledge and skills retention and transfer to projects

Venessa and Gala 2011 recognized the value along with the participation of organizations' human resources in decision-making, and their motivation in the implementation of decisions, possibly influence M & E practice.

Stakeholder Involvement	Strongly Disagree %	Disagree %	Moderate %	Agree %	Strongly Agree %	Mean	Std Dev.	Total%
Project staff are trained in order to equip them with technical expertise necessary to carry out M and E		11	2	76	11	20	34.26	100
Technical skills are a huge determinant on how bests monitoring and evaluation is done	15	48	17	19	1	20	17.18	100
The project identifies skilled personnel to carry out the monitoring and evaluation functions	0	5	6	79	10	20	33.17	100
The projects are design is flexible to achieve better project results.	12	17	13	43	15	20	13	100

Project training need analysis is done to ensure the right skills are acquired to manage the M and E activities.	15	19	39	11	16	20	11	100
Aggregate Mean	7	16.67	12.83	38	8.83	16.67	18.10	

Table 5 : 4.4 Percentage approval of technical expertise M & E practice

Source: Survey data (2017)

4.3.3 Stakeholder Involvement

The study sought to establish level and approaches of stakeholder involvement on the project. Stakeholder involvement reported the least approval compared to other target M & E practice attributes. The findings revealed low level application of stakeholder analysis, stakeholder feedback and communication strategy developed to address flow of information. A small percentage of respondents 23%, 15% and 28% respectively confirmed involvement with the largest percentage of respondents reporting to strongly disagree, disagree or of moderate extends of involvement.

The stakeholder involvement is essential in project management as some stakeholders have high stakes in the project while others have significant influence over the project deliverables (Kenon, Howden & Hartley, 2010). Stakeholder documentation enables the project team to assess the stakeholder and know who really matters to the project.

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

Respondents further disagreed with participation of stakeholders that reflects community needs stimulating people's interest in the implementation of M & E as well as enabling stakeholders to influence product acceptance based on their needs.

The checklist assessment equally showed that stakeholders analysis is not done to ensure all the stakeholders are involved in project monitoring. Stakeholder’s feedback was not being captured

and analyzed for implementation of UNEP GEF projects and communication strategy addressing flow of information was not in place.

Shenhar (2011) recommended application of community engagement and support of local capacities during the programme cycle. Communities can be involved directly in the identification of their own needs, defining the objectives of the programme, implementing the activities as well as monitoring and evaluating the project.

As per Donaldson (2013) stakeholder must be involved in discussions on how, why and what project activities are to be implemented. Njuki et al (2015) suggested that to improve project outputs, outcomes, and the results there was need to integrate the local stakeholders. Sunindijo (2015) confirmed that equipping project staffs and managers with the right skills and expertise improves practice of M & E and general performance of projects. Studies have identified abstract, personnel, political, and technical skills as essential. Some other skills identified by other studies are emotional intelligence, interactive personal skill, transformational leadership, ostensible sincerity, excellent management, and contract administration.

The findings show lack of a structured system for stakeholder involvement in project development cycle. Stakeholders are least involved in project monitoring and evaluation.

Stakeholder Involvement	Strongly Disagree %	Disagree %	Moderate %	Agree %	Strongly Agree %	Mean	Std Dev.	Total%
Stakeholder analysis is done to ensure all the stakeholders are involved in project monitoring	22	39	17	15	7	20	11.92	100
Stakeholders feedback is well captured and analysed for implementation	27	49	9	15	0	20	18.95	100
Communication strategy is developed to address the flow of information	19	38	15	21	7	20	11.40	100

Participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M & E.	29	41	11	13	6	20	14.56	100
It enables the stakeholders to influence the product acceptance based on their needs.	23	37	14	23	3	20	12.57	100
Aggrage Mean	20	34	11	14.50	3.83	16.67	11.56	

Table 6: 4.4 Percentage distribution of Respondents approval of various attributes of stakeholder involvement

Source: Survey data (2017)

4.3.4 Management Participation

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

The application of management participation principles in implementation of UNEP GEF project was generally weak. A high number of respondents reported lack of visible support and commitment by management towards project implementation. As many others disagreed with the fact that management participation produced effective communication to meet project objectives as well as effective use of lessons learnt from different projects for future decision-making and improved project delivery. Majority were hence not in position to agree to the fact that management participation ensured ownership, learning, and sustainability of result or enhanced credibility of evaluation process or increased acceptance of evaluation findings.

Small percentage of respondents agreed to visible support and commitment by management towards project implementation (26%), management participation producing effective communication to meet project objectives (17%) and effective use of lessons learnt from different projects for future decision-making and improved project delivery (21%). Still a minor

percentage were in agreement that management participation ensured ownership, learning and sustainability of results and enhanced credibility of evaluation process/increased acceptance of evaluation findings at 18% and 35% respectively. This result collaborates with the findings of Karanja (2014), which in most projects M&E done by the project leaders

The highest percentage approval of this attributes drawn from the management and staffs working in the monitoring and evaluation department.

Respondents cited diverse M & E practices perceived to influence performance of UNEP GEF projects. Chaplowe, & Cousins (2015) recommends appropriate training for all those involved in M & E to feel empowered to convince all other stakeholders of their benefits.

M & E practices ensures that the project/program results at right levels of impact, acceptance, output, process along with products measured to offer a framework for accountability.

Stakeholder Involvement	Strongly Disagree %	Disagree %	Moderate %	Agree %	Strongly Agree %	Mean	Std Dev.	Total%
There is visible support and commitment by management towards the project performance.	19	37	18	17	9	20	10.29	100
Management participation helps produce effective communication to meet the project objectives.	23	47	13	17	0	20	17.29	100
Ensure effective use of lessons learned in different projects for future decision making and improved project delivery	27	43	9	17	4	20	15.52	100
It ensures ownership, learning, and sustainability of	21	48	13	11	7	20	16.46	100

results								
Management involvement enhances the credibility of the evaluation process and ensures increased acceptance of the findings	12	19	34	29	6	20	11.59	100
Aggregate Mean	17	32.33	14.50	15.16	4.33	16.66	11.86	

Table Table 7: 4.5 Percentage approval ratings of management participation M & E practices

Source: Survey data (2017)

4.4 UNEP GEF project performance

A number of project performance indicators summarised give an estimate measure of performance of UNEP GEF project. These factors analysed based on the respondent's perception of how they generally define project performance for UNEP GEF projects. Respondents provided a linkert scale rating of UNEP GEF projects performance indicators of timeline, cost, scope, quality, impact, goals, visibility, donor fulfilment and achievement of targets. Finishing projects on time, with agreed quality and as per set targets had a high factor rating of very great extend performance indicator of UNEP GEF projects at 73%, 78% and 71% respectively. Other significant high factor rating reported with finishing the project within the agreed cost and effect of the project on the organization to go ahead and do future preparation at 63% and 69% respectively for great extend factor on performance. Some aspects of project performance measurement rated poorly including delivering the project to the agreed scope, product acceptance and impact on the customer or end user, project reputation among donors and national visibility of the project.

A number of other factors defining project performance for the UNEP GEF Projects identified, Shapiro, equally pointed out that M & E allowed for the control and the delivery of the activities of the project within set deliverables, timeframes as well as budget. Monitoring and evaluation

helps project to track whether project plans are being handled as planned and when initial conditions change.

Khan 2013 alludes to the fact that M & E practices have notable budget, time along with human resource implications though vital for projects that are succesful from the beginning.

Houstone alludes to project performance as implementing project activities to the agreed scope, period, cost and excellence while maintaining a customer relationship. This with the fact the project team not burning out in the process. Cheung qualifies the use of project performance indicators like time, cost, client acceptance, impact, quality, environmental health and safety among others

Shenhar, 2011 classifies four performance indicators as time, cost, quality and efficiency.

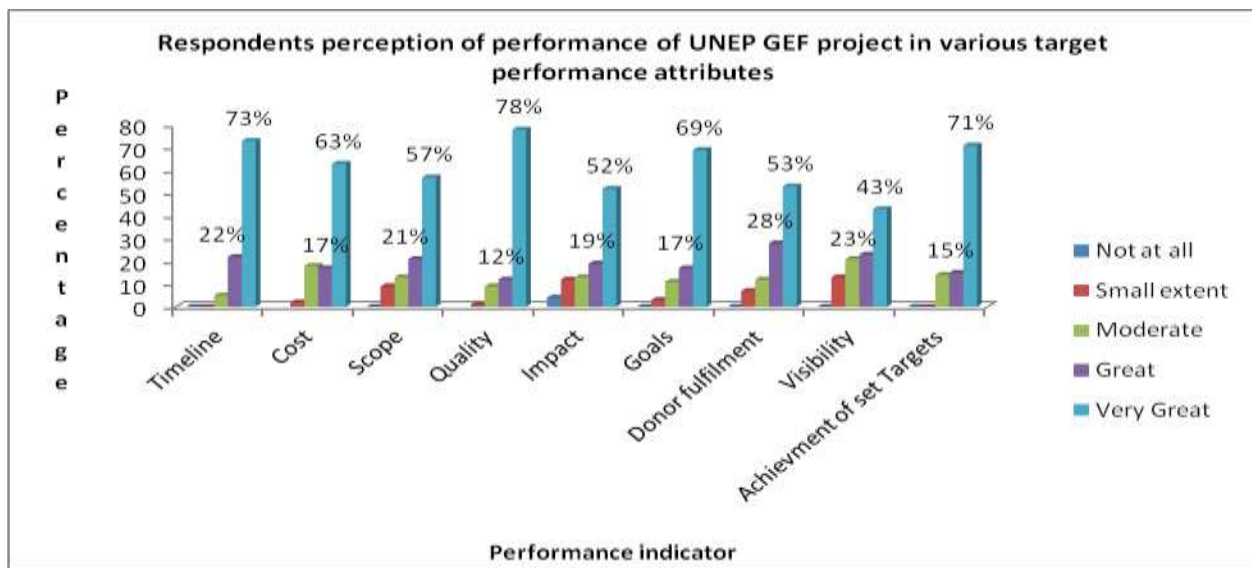


Figure 3: 4.2 Distribution of respondents' perception of UNEP GEF performance in various target performance attributes

Source: Survey data (2017)

4.5 UNEP GEF project M & E practice and effect on performance

Planning process and technical expertise M & E practices scored the highest mean and standard deviation approval rating of practice of M & E at 55.1% (13) and 47% (18) respectively while

stakeholder involvement and management participation had the least mean and standard deviation rating at 18% (11) and 19% (11) respectively. Planning process and technical expertise M & E practices reported regression coefficients of .386 and .374 respectively against project performance measurement while stakeholder involvement and management participation reported regression coefficient of .066 and .012 at (95% CI=0.8–11.6, $P=0.090$) with results from Logistic Regression Ratio Models adjusted for type of staff and period of stay. The practice of funds allocation for M & E in planning process, training in technical expertise, support and commitment in management participation and the attribute of quality as a performance indicator were used to undertake a regression analysis.

4.5.1 Test of Direct Relationship

The results indicate a poor a weighted measure performance for projects with weak stakeholder involvement and management participation. Various studies have reviewed the influence of M & E practice on performance outcomes of projects controlling for other factors. The findings have increasingly shown a strong correlation between comprehensive application of strategic and operational M & E practices and increased project output/outcome/impact performance measurements.

Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598 ^a	.358	.349	.37717

a. Predictors: (Constant), Planning process, technical expertise, stakeholder involvement and management participation

ANOVA Results

ANOVA ^b						
The Model		Sum Squares	df	Mean	F	Sig.
1	Regression	16.560	4	5.520	38.803	.000 ^a

value			
Residual	29.731	47	.142
value			
Total	46.291	47	

a. Predictors: (Constant), Planning process, technical expertise, stakeholder involvement and management participation
b. Dependent Variable: Project Performance

Source: Survey Data (2017).

Regression table for M& E Practices against project performance

Model		Coefficients ^a			t	Sig.
		Unstandardized		Standardize		
		Coefficients		d		
B	Std. Error	Beta				
1	(Constant)	2.515	.138		18.269	.000
	Planning process	.15	.008	.386	6.753	.000
	1					
	Technical expertise	.135	.021	.374	6.510	.000
	Stakeholder involvement	.047	.040	.066	1.171	..000
	Management participation	.096	.081	.012	2.379	.000

a. Dependent Variable: Project performance

Table 8: 4.6 Regression table for M & E practices against project performance

Source: Survey data (2017)

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarize major findings of the study, conclusion recommendations and provides possible suggestions for further study.

5.2 Summary of Major Findings

The study was guided by four main objectives and these were to determine the effect of M & E planning process on the performance of UNEP GEF project in Kenya; to establish the effect of M & E technical expertise on performance of UNEP GEF project in Kenya; to determine effect of stakeholder involvement on performance of UNEP GEF project in Kenya; to assess effect of management participation in M & E on performance of UNEP GEF project in Kenya.

The study adopted a descriptive study design, with the questionnaire being utilized as a tool in the collection of primary data from the respondents. The patterns in the collected data was analysed by the aid of descriptive statistics to include frequency, tables, means, along with standard deviations. In addition, multiple linear regression analysis was also used.

The study found technical expertise in relation to monitoring and evaluation to have an effect on performance of UNEP GEF projects in Kenya. Apart from that, the study also noted that planning for monitoring and evaluation was critical on performance of UNEP GEF projects in Kenya. The other finding to this study was that stakeholder involvement was an important aspect in enhancing performance of UNEP GEF projects in Kenya. Last but not least, the management participation in monitoring and evaluation was found to have a significant effect on performance of UNEP GEF projects in Kenya.

5.3 Conclusion

It is concluded that M & E planning process, M & E technical expertise, stakeholder involvement along with management participation in M & E have a positive and significant effect on performance of UNEP GEF project in Kenya. Given this finding, the various responsible authorities should consider employing experts who will help them in coming up with effective monitoring and evaluation plans as this will help in guiding the planning process. Apart from that, the authorities should also consider upgrading the skills of their technical staff on monitoring and evaluation. Besides that, the various stakeholders in projects should be encouraged to play an active role in the course of monitoring and evaluation of their projects. Last but not least, the management should assume an active role rather than a passive role in monitoring and evaluation.

5.4 Recommendations

The management should consider outsourcing experts in monitoring and evaluation planning. Apart from that, they can also consider building capacity of their employees on planning for monitoring and evaluation. The responsible authorities should provide scholarships and study leaves for employees who are eligible for technical training in monitoring and evaluation as this will help in boosting the M & E technical expertise.

Last but not least, the stakeholders and the management should be sensitized on the importance of their participation in monitoring and evaluation

5.5 Suggestions for further study

The suggestions presented here pertain to the performance of UNEP GEF projects. The different approaches to M and E practices during project implementation to enhance the project performance. Detailed analyses of the effects stockholder involvement and management participation in the project implementation in order to ascertain the critical role they play in project performance. This will help to understand whether they are critical consideration in measuring the project performance.

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APPENDIX 1: SELF INTRODUCTION LETTER AND RESEARCH QUESTIONNAIRE

Peninah Wairimu Kihuha

Department of Management Science

School of Business

Dear Respondent,

RE: REQUEST TO RESPOND TO THE STUDY QUESTIONNAIRE

I am a student at Kenyatta University pursuing a Master degree in business administration (project management). As part of this course requirement, I am expected to carry out a research on Monitoring and Evaluation Practices and Performance of United Nations Environment Programme Global Environment Facility Projects in Kenya. I therefore, humbly request for your assistance and cooperation in responding to the questions attached herewith. The information given be treated with utmost confidentiality and was used only for the purpose of the study.

Looking forward for your response and cooperation

Yours faithfully,

Peninah Wairimu Kihuha

D53/CTY/PT/21611/2012

Planning Process	1	2	3	4	5
At the project initial stage the project allocate funds for monitoring and evaluation					
The project plans contain the M and E planning process					
The planning process is well detailed and utilised					
The planning process helps to estimate the cost of the required resource for M and E					
The project is able to develop a control mechanism to keep the project on track					
The planning process support decision making during project implementation					
Technical Expertise					
Project staff are trained in order to equip them with technical expertise necessary to carry out M and E					
Technical skills are a huge determinant on how bets monitoring and evaluation is done					
The project identifies skilled personnel to carry out the monitoring and evaluation functions					
The projects are design is flexible to achieve better project results.					
Project training need analysis is done to ensure the right skills are acquired to manage the M and E activities.					
Stakeholder Involvement					
Stakeholder analysis is done to ensure all the stakeholders are involved in project monitoring					
Stakeholders feedback is well captured and analysed for implementation					
Communication strategy is developed to address the flow of information					
Participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M & E.					
It enables the stakeholders to influence the product acceptance based on their needs.					
Management Participation					
There is visible support and commitment by management towards the project performance.					
Management participation helps produce effective communication to meet the project objectives.					
Ensure effective use of lessons learned in different projects for future decision making and improved project delivery					

It ensures ownership, learning, and sustainability of results					
Management involvement enhances the credibility of the evaluation process and ensures increased acceptance of the findings					

6. What other M and E practices influence performance of the projects being implemented by UNEP GEF

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Project Performance

7. What factors define project performance for UNEP GEF projects? Use 1-Not at all, 2-Small extent, 3-Moderate extent, 4-Great extent and 5-Very great extent.

Project Performance	1	2	3	4	5
Finishing project on time					
Finishing project within the agreed cost					
Delivering a project to the agreed scope					
Delivering a project to the agreed quality					
Product acceptance and impact on the customer or end user					
Effect of the project on the organization to move and prepare for the future					
Project reputation among donors					
National visibility of the project					
Conformity of the goods and services delivered to the project plan					

8. What other factors define project performance for UNEP GEF Projects

APPENDIX II : POPULATION FRAME

Description of staff	Population	Ratio
Project Managers	15	0.288
Support staff	32	0.615
M & E staff	5	0.097
Total	52	1.0

Source: (Author, 2017)

APPENDIX III: RESEARCH PERMIT

MS. PENINAH WAIRIMU KIHUHA
of KENYATTA UNIVERSITY, 0100
Nairobi has been permitted to conduct
research in Nairobi County
on the topic: MONITORING AND
EVALUATION PRACTICES AND
PERFORMANCE OF UNITED NATIONS
ENVIRONMENT PROGRAMME GLOBAL
ENVIRONMENT FACILITY PROJECTS IN
NAIROBI, KENYA
for the period ending:
26th May 2018
Applicant's
Signature
Permit No : NACOSTI/P/17/10918/17386
Date Of Issue : 30th May 2017
Fee Received :Ksh 1000

Palan
Director General
National Commission for Science,
Technology & Innovation