

**DETERMINANT OF EFFECTIVE MONITORING AND EVALUATION
SYSTEMS A CASE STUDY OF NATIONAL YOUTH SERVICE
EMPOWERMENT PROJECTS (NAIROBI REGION)**

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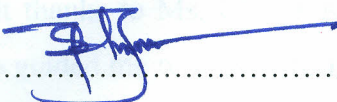
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*Determinants of
effective monitoring*



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DECLARATION

I declare that this study is my work and has not been submitted for a master degree award in any other University

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ABSTRACT

Monitoring and Evaluation are closely related concepts that are distinct but complementary. Monitoring is a continuous collection of data on specified indicators to facilitate decision making on whether an intervention is being implemented in line with the design while evaluation is the periodic and systematic collection of data to assess the design, implementation and impact in terms of effectiveness, efficiency, distribution and sustainability of outcomes and impacts. The youth in general is facing one of the greatest development challenges at the moment, and the government and donors have come up with interventions to address this issue. The objectives of this study were to find out factors influencing effective monitoring and evaluation of the National Youth Service empowerment projects. The study was to determine how effective the empowerment projects implemented by NYS are monitored and evaluated. Data for the study was collected using the descriptive method where a questionnaire was administered to managers and supervisors. The data was subsequently analyzed by use of descriptive and inferential statistics. The study findings identified monitoring and evaluation system and compared them with the best practices. The findings further indicated that those working on ongoing projects are under pressure to demonstrate and learn from the impact of their work, involved all stakeholders to show the long-term effect of their work to the intended beneficiaries. The results of the study show that monitoring and evaluation practices of the NYS fell short of the best practices, most of the best practices were inconsistently done and others were not done at all. Planning of the monitoring and evaluation was adequately and consistently done by the respondents. The study also identified quite a number of the challenges the NYS faced in carrying out monitoring and evaluation of the youth empowerment projects. These challenges made it hard for the NYS to effectively monitor and evaluate the projects they implement. The most significant ones include inadequate funds, lack of expertise, and lack of baseline data. The study made some recommendations in order to mitigate the challenges faced.

LIST OF ABBREVIATIONS

APM	-	Association for Project Management
APMBOK	-	Association for Project Management Body of Knowledge
AusAID	-	Australian Government Overseas AID Programme
CBO	-	Community Based Organization
DFID	-	Department of Foreign International Development
EVM	-	Earned Value Management
GDP	-	Gross Domestic Product
ICT	-	Information Communication Technology
IEC	-	Information Education Communication
IFRC	-	International Federation of Red Cross
LFA	-	Logical Framework Approach
M&E	-	Monitoring and Evaluation
NCPD	-	National Council for Population and Development
NGO	-	Non Governmental organizations
NYS	-	National Youth Service
NORAD	-	Norwegian Agency for Development Cooperation
OECD	-	Organization for Economic Co-operation and Development
PASSIA	-	Palestine Academic Society for Society for International Affairs
PMBOK	-	Project Management Body of Knowledge
PMI	-	Project Management Institute

SPSS	-	Statistical Package for Social Sciences
UNDP	-	United Nations Development Programme
UNFPA	-	United Nations Fund for Population Activity
US\$	-	United States Dollars
USAID	-	United States Agency for International Development
WHO	-	World Health Organization

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Operational Definitions of Terms

This section presents the definition of the key terms used in the study. The terms are defined within the context of the research study.

National Youth Service

National Youth Service was established on September 1st 1964, through an Act of Parliament, under National Youth Service Act, Chapter 208 of Laws of Kenya.

Youth

The United Nations defines “Youth” as persons between the ages of 15 and 24 years (ILO, 2005). In Kenya, youth are defined as a person between the age of 15 and 30 years (GOK, 2007).

Monitoring

Monitoring is the routine continuous tracking of the key elements of the project implementation that is inputs activities and outputs through record keeping and regular reporting (McCoy *et al.*, 2005).

Evaluation

Evaluation is the episodic not continuous as the case with monitoring usually mid term and end of the project assessment of an ongoing or completed project to determine its actual impact against the planned impact (strategic goal or objective for which it was implemented) efficiency, sustainability, effectiveness ((McCoy *et al.*, 2005).

Projects

Project in the context of this research is defined as a temporary endeavour to achieve an objective (PMI, 2004). Temporary means the project has a time frame within which it should have achieved its set objectives within a fixed budget, usually funded by a donor.

Vision Statement

Vision refers to the mental picture formulated by the founders of an enterprise in which they would like to see the firm achieve in future. It is the inspiration or desired end to which the organization must be directed to realize.

Mission

It is a formal statement defining the purpose of the business and what it aims to achieve. It defines the nature of business, what it is aimed at and how it aims to achieve it.

Effective Monitoring and Evaluation

Assessment of how effectively monitoring and evaluation of the project is carried out in the context of this research is the measure of how the monitoring and evaluation practices compared with the best practices that are defined in the literature review as justified by practice and research.

CHAPTER ONE

INTRODUCTION

1:1 Background of the Study

Monitoring and Evaluation Practices is an integral part of the project cycle and of good management practice (Olive, 2002). Monitoring and Evaluation are closely related concepts that are distinct but complementary. Shapiro (1999) explains that monitoring is a continuous collection of data on specified indicators to facilitate decision making on whether an intervention (project, program or policy) is being implemented in line with the design i.e. its activity schedules and budget; while Evaluation is the periodic and systematic collection of data to assess the design, implementation and impact in terms of effectiveness, efficiency, distribution and sustainability of outcomes and impacts, McCoy *et al* (2005).

Crawford and Bryce (2003), monitoring and evaluation systems are designed to inform project management whether implementation is going as planned and whether corrective action is needed to adjust implementation plans. In addition, monitoring and evaluation Systems should provide evidence of project outcomes and justify project funding allocations. The focus of monitoring and evaluation has shifted from monitoring implementation to tracking results. Traditionally approaches of monitoring and evaluation systems were focused and included in tracking of input mobilization. Activities undertaken and completed, and outputs delivered. However, the implementation-focused approach does not provide managers, stakeholders, or policy-makers with an understanding of failure or success of the project in reaching the desired outcomes (Kusek and Rist 2004).

A project is an interrelated set of activities that has a definite starting and ending point and results in the accomplishment of a unique often major outcome. Project management is the planning and control of events that together comprise the project (Lewis, 2000). Project management aims to ensure the effective use of resources and delivery of the project objectives on time and within cost constraints. There are a number of approaches to managing project

activities. Not all the projects will visit every stage as projects can be terminated before they reach completion. Some projects do not follow a structured planning and/or monitoring stages, Paul C. Dinsmore *et al* (2005).

1.1.1 National Youth Service

National Youth Service (NYS) is a concept that is transformative in nature and is broadly defined as the involvement of young people in activities which provide benefits to the community whilst developing the ability of young people through service and learning. It further refers to non-military, intensive engagement of young people in organized activity that contributes to the local, national or world community. The United Nations defines “Youth” as persons between the ages of 15 and 24 years (ILO, 2005). In Kenya, youth are defined as a person between the age of 15 and 30 years (GOK, 2007). Currently, the youth population in Kenya is estimated at 14 million or about 38 percent of the national population and they form about 60 percent of the total active labour force. National Council for population and Development annual report for the year 2000 indicated that the most active population is between 24 – 34 years of age. Youth represent 30 percent of Kenya’s population and their unemployment is twice the country’s average.

The National Youth Service was established by an Act of Parliament, the National Youth Service Act, Chapter 208, Laws of Kenya on 1st September, 1964 with the objective of creating a pool of technical, discipline and organized human resource to undertake national development programmes. The main purpose was to alleviate youth unemployment in both formal and informal sectors by providing skills necessary for employment while promoting national cohesion. Its mandates are but not limited to the following; training of a pool of technical and organized human resource; employment of its members in task of national importance and otherwise in the service of the nation and finally serving with the armed forces during a state of war, insurrection, hostilities or public emergency or otherwise in the defense of the nation.

Youth in Kenya face serious challenges, including high rates of unemployment and underemployment. The overall unemployment rate for youth is double the adult average, at about 21 percent. Statistics on joblessness suggest that the magnitude of the unemployment problem is larger for youth with 38 percent of youth neither in school nor work aggregating the rates of reported unemployment and inactivity. Youth are a priority target in the vision 2030; they are key resource that can be tapped for the benefit of the whole country (Vision 2030). Youth empowerment projects address the problem of poverty and youth unemployment and the solutions offer them new entrepreneur skills to alleviate poverty to become productive, independent, and exploit untapped potential.

NYS since its inception has grown into a formidable and unique organization with recognized structures and measurable achievements. NYS has focused on several dimensions that would fit in the context of structural changes and vision 2030 as they have involved undertaking an intensive reforms effort. These reforms cover automation legal and institutional reforms. It is important to note that the current initiatives feed into the medium term strategy which in turn is in line with the long term strategy to meet the challenges in the long term. The impact of these changes on NYS performance is yet to be assessed. (NYS Strategic Plan 2008 – 2012).

Besides these achievements, the National Youth Service still needs to affect an urgent review of the National Youth Service Act to keep in tune with the new developments since its inception in 1964. Such changes include the growth in the numbers to be retained in the service in line with the growth in population and status as a reserve of the armed forces of the Republic of Kenya to be recognized in the Armed Forces Act clearly describing their operational and other relationship in peacetime. Current institutions of technical training should be prepared to simultaneously undertake next level of training in line with the national strategy to remain abreast with the rest of similar training institutions countrywide and to keep a competitive edge (NYS Strategic Plan 2008 – 2012).

Current Organizational Structure of the National Youth Service

The service is a disciplined organization headed by the Director and deputized by a Senior Deputy Director I. The Director is further assisted by four Senior Deputy Directors II who are in charge of departments responsible for service activities spread across the country where they are coordinated through field units headed by Commanding Officers (Nairobi, Coast, North Eastern, Central, Rift Valley, Eastern, Western and Nyanza).

1.2 Statement of the Problem

Monitoring and evaluation data is desirable at many levels and is required by many actors in the developing process P.R. Cook et al (1997). Insufficient or inaccurate information prevents managers from developing or maintaining a clear picture of the activities and processes for which they are responsible. A lot of government/donor resources are provided in Kenya to implement NYS empowerment projects. Not only does the best practices require that projects are monitored for control but also project stakeholders require accountability for resources use and impact, good project performance and organizational learning to benefit future projects.

The studies that have been carried out indicate that projects are unique no matter how a previous project may have been; each project will be different in some respect. Increasing those who are working on projects are under pressure to demonstrate and learn from the impact of their work, to show the long term effect on intended beneficiaries. This increased pressure has shifted the emphasis in M&E away from just demonstrating that inputs have been used wisely and activities have been carried out to an emphasis on what long term and sustainable benefits are to the intended group.

Despite the resources available and the fact that these projects play a big role in the youth community it is not clear how effectively monitoring and evaluation is done on these projects. The inability to effectively be able to use this tool means that the NYS cannot optimally benefit

from it. According to the World Bank report (WBR, 2010) highlights these inadequacies of monitoring and evaluation of the youth empowerment projects implemented by line ministries. This study therefore sought to address this knowledge gap by examining effective monitoring and evaluation system of NYS.

1.3 Objectives of the study

The general objective of the study is to find out the factors influencing effective monitoring and evaluation of the National Youth Service project.

Specific Research Objectives

1. To find out how the participatory and conventional approaches influence effective monitoring and evaluation of the National Youth Service projects
2. To determine how frameworks influence effective monitoring and evaluation of National Youth Service projects
3. To identify how the data collection methods influences effective monitoring and evaluation
4. To identify the best practices in effective monitoring and evaluation of NYS projects

1.4 Research Questions

The research will be guided by the following research questions.

1. How does a participatory/conventional approach influence effective monitoring and evaluation of the NYS project?
2. What are the effects of framework on effective of monitoring and evaluation system?
3. How effective are motoring and evaluation data collection methods on youth empowerment projects implemented by National Youth Service?
4. How does best practices influence monitoring and evaluation of NYS projects?

1.5 Significance of the Study

This paper may be of value to researchers and practitioners in the project management field. Clear and intellectual contributions to the topic will be made towards the best approaches to project planning strategies. Finding should be used for organizational learning and to improve other projects. It will enable the project managers to understand and appreciate the ever changing environment. The result of this study may be adopted by any government realistically to plan and formulate its project policies that geared in improving the overall performance. It will further give a deeper insight to those who are charged with M & E to effectively implement the required process. At the same time this study is expected to benefit Scholars and Academicians as it will contribute new insight upon completion. The study will also contribute to the existing body of knowledge which can be used as reference point by academicians and researchers.

1.6 The Scope of the Study

This research paper will be carried out within Nairobi region where there are concentration activities of the youth empowerment projects. The persons targeted for this research is the persons who have in-depth understanding of the youth empowerment projects that have been implemented. It will target the population of the NYS staff and NYS trainees. This will enable the researcher to gather information that is more reliable and of acceptable accuracy.

1.7 Limitations of the Study

The study seek to find out factors influencing effective monitoring and evaluation of NYS empowerment projects, however the supervisors and managers who do not facilitate their E&M may be unwilling to give honest information for fear that they will be exposed and reprimanded. Further the nature of work and deployment of employees and the busy schedule of interviewees may hinder effective data collection for many may not have enough time to give information required for research. However the researcher will address this problem at additional cost by making a follow-up to allow them at their most convenient again the research will further assured the respondent of absolute confidentiality.

CHAPTER TWO

LITERATURE REVIEW

2:1 Introduction

Monitoring and Evaluation are distinct but complementary (PASSIA, 2004). Casley and Kumar (1986) as quoted by Crawford and Bryce (2003) disprove the use the acronym M&E (monitoring and evaluation) as it suggests that we are looking at a single function without making a clear distinction between the two. There are growing pressures in countries throughout the world to improve the performance of their public sectors. One strategy now being employed in both developed and developing countries is to design and construct performance-based monitoring and evaluation (M&E) systems so as to be able to track the results – but also reflects the particular challenges and difficulties faced that can range from a lack of skill capacity to poor governance structures to systems that are far from transparent.

Monitoring and evaluation are words that are often linked and termed M&E. This is appropriate particularly in relation to benefit monitoring, where the outputs of the monitoring program are a direct input to post-evaluation. Other aspects of monitoring also link to evaluation, since it is difficult to evaluate projects for which basic monitoring aspects such as input, cost and output recording are inadequate as has been the case for a number of projects which have been evaluated recently.

According to UNDP (1997a) “monitoring and evaluation differ yet are closely related. They are mutually supportive and equally important. Monitoring can provide quantitative and qualitative data using selected indicators, data that can serve as inputs to evaluation exercises”. Evaluation also supports monitoring, serving as a source of lessons that can be applied in the development of conceptual or methodological innovations for use in refining the monitoring function, e.g. by devising appropriate indicators for future projects.

It is therefore useful to consider both monitoring and evaluation within a single capacity-building program; and yet it must be recognized that the field is so large that it risks diluting the program and rendering it ineffective.

Casley and *et al* (1987) stated that it will thus be essential during any future assistance in M&E capacity building to focus on key constraints in that country's monitoring and/or evaluation processes, and limit assistance to those areas that can most assist local institutions in program management, planning and policy development. In practice, both monitoring and evaluation cover a range of tasks. Monitoring and evaluation helps quantify the attainment of program goals and sub-goals. It prompts fresh thinking within organization and their contacts with external stakeholders. These are useful in promoting and addressing accountability of the project (Baker J. 2000).

2.2 Theoretical Review of Literature

Several theories have been advanced by researchers, scholars and writers in monitoring and evaluation that support the view that evaluation and monitoring can be carried out on many levels, with a number of focuses or various purposes, (Owen, 2006). Monitoring and Evaluation are intimately linked project management functions and as a result there is a lot of confusion in trying to make them work on projects (Crawford and Bryce, 2003).

2.2.1 Monitoring

Different authors have defined monitoring differently there is some overlap and disagreement between the operational definition stated in this research and the definitions of the different authors as highlighted below. McCoy *et al.* (2005) definition is adopted and modified as the operational definition in the context of this research and it defines monitoring as the routine tracking of the key elements of project implementation performance, usually inputs, activities and outputs, through recordkeeping, regular reporting and surveillance.

It seeks to determine if the inputs, activities and outputs (immediate deliverables) are proceeding according to plan. Inputs to be tracked include financial resources, human resources, equipment used on the project and any other input that goes into project implementation. The financial resources are tracked with a budget and performance is analyzed by comparing planned expenditure against actual expenditure. Activities or processes are tracked using a schedule, which is planned schedule against actual schedule of the activities i.e. what activities have been done versus what should have been done according to the planned schedule.

Crawford and Bryce (2003) argue that monitoring is an ongoing process of data capture and analysis for primarily project control with an internally driven emphasis on efficiency of project. The authors define efficiency in this context as doing the right thing that is: efficient conversion of inputs to outputs within budget and schedule and wise use of human, financial and natural capital. This definition emphasizes the fact that monitoring is geared mainly to project control. This is in agreement with the operational definition that looks at project control as taking corrective action and making decisions pertaining to the project by the project manager during implementation.

Uitto (2004) defines monitoring briefly as a continuous function that aims primarily to provide management and stakeholders with early indicators of project performance of a project and progress (or lack thereof) in achievement of the results. Monitoring is seen as a continuous function as highlighted in the contextual definition of this research but it does not highlight what is tracked against what so as to be able to indicate performance. Nevertheless it emphasizes the fact that monitoring is very important in that it provides information to the management and stakeholders about performance. It also highlights the fact that monitoring is results oriented.

UNFPA (2004) defines monitoring as a process that continuously tracks performance against planned by collecting and analyzing data indicators established for monitoring and evaluation purposes. Monitoring is seen as in the contextual definition as providing continuous information

on whether progress is being made toward achieving results through record keeping and regular reporting systems. Monitoring looks at the project processes that transform inputs into outputs, it also identifies project strength and weaknesses. The performance information from monitoring enhances learning and decision making during implementation. It is important as highlighted by all the authors above that there is dissemination of the monitoring information to the stakeholders. The purpose of monitoring in summary is to:

Ensure that implementation is moving according to plans and if not the project manager takes corrective action, the control function of project management. The monitoring enhances project management decision making during the implementation thereby increasing the chances of good project performance (Crawford and Bryce, 2003: and Gyorkos, 2003). This function also aids early identification of problems before they get out of hand since it is continuous. This is very important in management of projects as it lessens the chances of crisis management since there is constant feel of the “project temperature”.

Facilitate transparency and accountability of the resources to the stakeholders including donors, project beneficiaries and the wider community in which the project is implemented. Monitoring tracks and documents resource use throughout the implementation of the project (PASSIA, 2004: Crawford and Bryce, 2003: and Uitto, 2004). This enhances accountability in that it facilitates the demonstration of the resource use throughout the implementation of the project.

Facilitate evaluation of the project. In a well-designed monitoring and evaluation system, monitoring contributes greatly towards evaluation. Information from monitoring feeds into the evaluation process.

2.2.2 Evaluation

As with monitoring, evaluation is also defined differently by different authors. Evaluation is defined contextually in this research as the episodic (not continuous, usually mid term and at end of the project) assessment of an ongoing or completed project to determine mainly its actual impact against the planned impact (strategic goal or objectives for which it was implemented), sustainability, effectiveness and efficiency. Uitto (2004) argues that evaluations are systematic and independent. They are an assessment of an ongoing or completed project including its design, implementation and results. He further argues that evaluations assess the relevance, efficiency of implementation, effectiveness, impact and sustainability of the project.

The Organization for Economic Cooperation and Development (OECD) (2002) definition as cited by Jody and Ray (2004) is in agreement with the above definition but adds that an evaluation should provide information that is credible and is useful and can be incorporated into decision making by both the implementers of the project and the donors who financed the project. IFAD (2004) states that evaluations should be as objective as possible so that the information provided is as credible as possible and is not questionable. Objectivity could be achieved by bringing in external consultants that were not involved in the project implementation but who should work in partnership with the project implementation officials.

McCoy *et al.* (2005) are in agreement with other authors and the contextual definition that evaluation assesses the projects effectiveness in achieving its goals and in determining the relevance and sustainability of an ongoing project. Shapiro (2004) emphasizes the fact that evaluation compares the project impact with what was set to be achieved in the project plan and further argues that evaluation examines how the project impacts were achieved and what went wrong or right for the benefit of organizational learning. The emphasis of this approach to evaluation is on impact of the project after implementation. It does not recognize the midterm evaluations that tend to look at the continued relevance and sustainability of the project and the impacts that the project has had even before completion.

2.2.3 Models of Evaluations

Program evaluations are carried out at different stages

Formative Evaluation; Formative evaluations take place during the implementation of the project. They are mainly implementation process oriented, reviewing the overall performance of the project in terms of input use, schedule of project and outputs. They also look at strengths, weakness, and challenges of the project and whether the continued project plan will be able to deliver the project objectives or it needs redesigning (PASSIA, 2004). This type of evaluation may also look at the continued relevance of the project and its sustainability. The aim is to improve the performance of the project during implementation (Shapiro, 2004). Formative evaluations are sometimes called interim or midterm evaluations.

Summative evaluations; Summative evaluations are carried out at the end of the project with objective of determining how the project progressed, what went right and wrong and capture any lessons learned. Summative evaluations may also be able to determine the overall impact of the project and the extent to which the project achieved its objectives (Shapiro, 2004). Wellings and Macdowall (2000) identify two types of summative evaluations: processes evaluation and outcome evaluation. A discussion of each follows:

Process evaluations; Process evaluation is geared towards guiding future projects by facilitating organizational learning. It is not enough to capture whether a project succeeded or not but it is important to understand and document why it succeeded or why it failed so that the mistakes are not repeated and good practices are shared across the stakeholders. Process evaluation also assess how the project faired in terms of efficiency i.e. whether the targeted project outputs were achieved within budget and schedule and if not what the reasons hampered that.

Outcome evaluations; Outcome evaluation is concerned with the extent to which the set objectives were achieved and how we can attribute the role of project to the outcomes. It is quite hard to clearly attribute that the observed outcomes are solely the result of the project without any other exogenous factor and it is even harder to determine the actual contribution of the project to the observed outcomes. In order to effectively evaluate a project it is important that both the formative and summative evaluations are carried out and with summative evaluation both process and outcome evaluations should be done fully optimize the benefits of evaluation.

2.2.4 The link between monitoring and evaluation

Monitoring and evaluation though usually taken as common functions are distinct. Figure 2.2 illustrates the demarcation between monitoring and evaluation. The distinction is described thereafter:

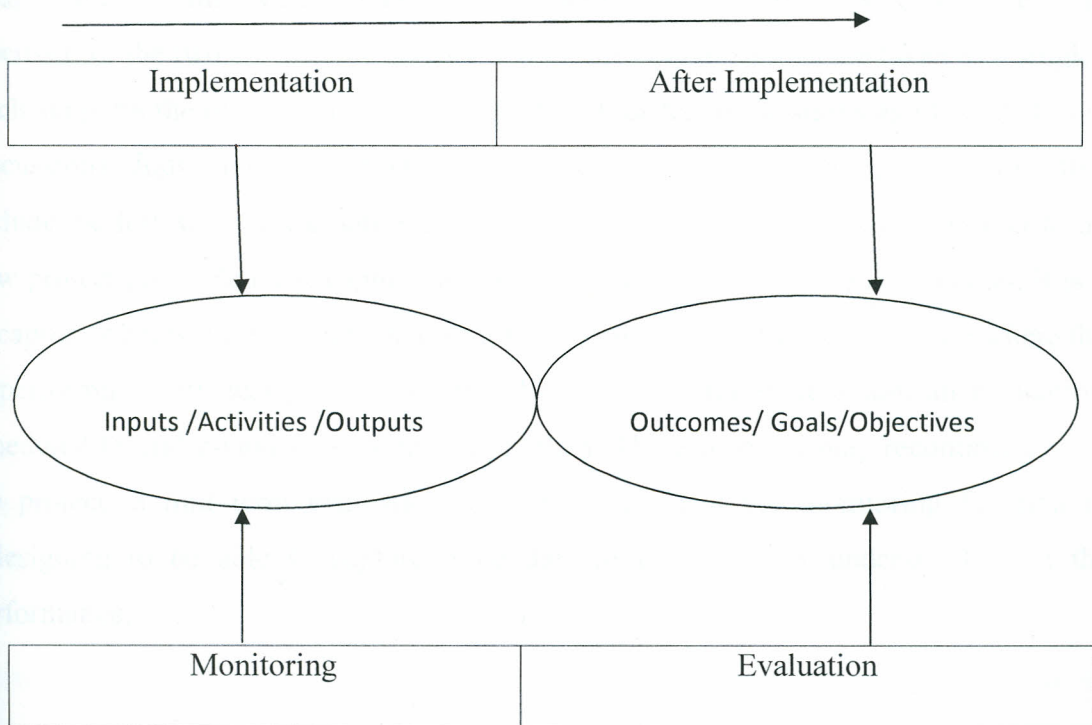


Figure 2.2: Demarcation between monitoring and evaluation in the project lifecycle

Source: Author

Monitoring as illustrated in Figure 2.1 usually happens during the implementation phase of the project and involves tracking the inputs, activities and the outputs. On the other hand evaluation usually happens after implementation, after project closeout and involves determining whether the outcomes and goals were achieved. The figure is simplistic and does not highlight the full link between the two for example: it does not highlight the fact that an evaluation (mid term) can take place before the end of the project to assess what the project has achieved so far and whether in its current state it will achieve its target and whether there is continued relevance: evaluations also retrospectively look at how the inputs were used and whether the activities were done according to schedule and how the outputs were produced: it assumes a linear relation of conversions of inputs, to outputs through activities and then outputs results into outcomes which result into attainment of the goal. In reality it may not be the case but never the less the figure helps in figuratively demarcating between the two in the project lifecycle.

Despite the fact that we have attempted to delineate monitoring and evaluation in the earlier discussions, the two are complementary and in most organizations are taken as a single function. Each supports the other although they seek to ask different questions as illustrated in the earlier discussions. Jody and Ray (2004) identify the complementary roles of the two functions to include the following: information from monitoring feeds into evaluation in order to understand how project proceeded and capture any lessons at the end of the implementation, it is important to capture what went right and what went wrong for learning purposes: in case where the projects is performing very badly as demonstrated by the monitoring function, an evaluation may be scheduled to understand why there is a problem. The evaluation may recommend a redesign of the project: a mid term evaluation may determine that the monitoring function may need redesigning to be able to capture more data to give a better understanding of the project performance.

There is need to locate and embed monitoring and evaluation in the project management lifecycle. The link highlighting monitoring and evaluation as processes of project management is explored in next subsection.

2.3 Monitoring and Evaluation as Project Management Processes

In order to locate and embed monitoring and evaluation as project management processes, two authoritative project management bodies of knowledge have been reviewed and their views on monitoring and evaluation are highlighted. The two project management bodies of knowledge are the Project Management Institute (PMI) body of knowledge (PMBOK) and the Association of Project management (APM) body of knowledge (APMBOK). The Project Management Institute (PMI) body of knowledge (PMBOK) divides project lifecycle into five major stages namely initiation, planning, implementation, control and project close out (PMI, 2004). Table 2.1 illustrates the timing of monitoring and evaluation in the project lifecycle.

Table 2.1: Timing of monitoring and evaluation in the project lifecycle

PMI Project Lifecycle Stages	Timing of Monitoring and Evaluation
Project Initiation	
Project Planning	
Implementation	Monitoring
Project Control	
Project Close Out	Evaluation

Source: Author

In terms of the PMBOK monitoring is a function that happens during the implementation stage of the project life cycle. Information from monitoring facilitates the control function of the project (PMI 2004). It is important that the monitoring happens continuously and effectively though out the project implementation process to enable the project manager to adequately control the project. This is very important if the project manager is to quickly diagnosis problems that may hinder project success and hence seek remedy. The PMI (2004) also asserts that evaluations occur at the end of the project during the lifecycle, where it assess how the project performed and capture any lessons from it.

Monitoring information is very helpful in determining how the project progressed in terms of schedule, cost and any hindering problems encountered during implementation. As highlighted earlier when assessing how the project progressed during evaluation, information from monitoring is very relevant and useful (Shapiro, 2004) hence there should be safekeeping of monitoring data. The PMI (2004) life cycle is inadequate in looking at projects with long term impact after end of implementation and project closeout. Youth Empowerment projects usually have long-term impact such as sustained longtime employment. Some impacts of youth empowerment projects like reduced unemployment can only be ascertained long after the project was closed down. In that regard evaluation for long term impact cannot be illustrated on the 5 stage project life cycle advocated by PMI.

The APMBOK identifies measurement of project success as a very vital factor in the management of projects (APM 2006). And it defines project success as the satisfaction of stakeholders needs and is measured by success criteria set at the beginning of the project. This implies that at the end of the project there is need to evaluate how successful the project has been in relationship with the earlier set criterion by the stakeholders. The management may be interested in achieving the project within budget and schedule and fully scope this implies all the interests of the different stakeholders should be incorporated and agreed upon as a basis to measure project success. The success of the project according to APM (2006) is determined at the project close out and handover.

The APM (2006) also identifies benefits as impact of the project deliverables on the stakeholders. These are measured after the project has ended and would include for example increased market share, staff and customer care, reduced unemployment level, and increased productivity of the youth. This implies that there is need to schedule an impact assessment to determine to what extent the project achieved the benefits that it had intended it to achieve. Both the APM (2006) and PMI (2004) also identify a project monitoring control technique called Earned Value Management (EVM), which integrates both schedule and cost management. It is a tool that has been widely used in engineering and construction projects.

The APM (2006) and PMI (2004) orientation is skewed towards commercial projects. In order to use them on monitoring and evaluation of youth empowerment projects there is need to go into deeper interpretation. Both APM (2006) and PMI (2004) techniques do not appreciate much of human development projects like youth projects and the techniques may not be easily transferred to management of these projects without significant alterations. After embedding and locating monitoring and evaluation in the project management process, it is important to explore the link between the two with project planning. The subsequent section explores the link.

2.3.1 The link between Monitoring, Evaluation and Project Planning

PASSIA (2004) argues that monitoring and evaluation should be integral components of the project management cycle including project planning and design. Thinking in terms of monitoring and evaluation at the design stage facilitates the project stakeholders to think in terms of performance measurement even before implementation starts with a clear picture of expectations of what a successful project would look like.

PASSIA (2004) further argues that poorly designed projects are hard to monitor or evaluate. The project plan defines the project budget and schedule of activities and outputs which act as baselines against which implementation performance is assessed periodically during the project monitoring process. The project plan also defines the project's expected outcomes and goals and facilitates the evaluation to determine the extent to which the objectives were achieved. Monitoring and evaluation can only be as good as the project plan, if the project plan is flawed and unrealistic then monitoring and evaluation will not be of any significant value to the project stakeholders.

2.4 Factors Influencing Effective Monitoring and Evaluation of projects

Today, human resource management (HRM) is being renewed in organizations and gradually affirming its strategic role. However, the results of an empirical study conducted by Pinto and Prescott *Journal of Management* 14 (1998)5 within a context of project management, contradict this trend. *Administrative Science Quarterly* 35 (1990) 458] and some of Belout's recommendation [*International Journal of Project Management* 16(1) (2000) 21], the construct validity of the human resources factor has been examined and a model proposed. Results show, first of all, that although there was a link between project success and the Personnel factor based on the correlation analyses, this factor did not have a significant impact on project success. This paper tends also to confirm that the relationships between the independent variables and project success will vary according to life cycle stage. The results also show that for four distinct structures approach, frame, data collection and best practices variables were significantly correlated with success. Finally, this study confirms a moderating effect between the independent variables and project success, depending on the sector studied.

A time frame for all reporting tools should be established. Time frames should also be developed for all other monitoring and evaluation mechanisms. The team should choose time frames that are appropriate to the intervention or programme. Determine resources and budget: Operation plans and budgets may not allocate sufficient resources for developing and implementing monitoring and evaluation mechanisms. Thus, it is important to determine how much staffing time is required to keep the reporting up to date and to conduct the analysis required. Also consider staff capacities in these areas and whether additional training is needed to develop skills for monitoring and evaluation.

Gyorkos (2003) notes that project planners should include a clearly delineated monitoring and evaluation plan as an integral part of the overall project plan. The monitoring and evaluation plan he argues, should influence effective monitoring and evaluation and should include some of these components; monitoring and evaluation activities, persons to carry out the activities, frequency of activities, sufficient budget for activities and specification of the use of monitoring

and evaluation findings. Having a clearly delineated monitoring and evaluation plan ensures that monitoring and evaluation activities are given the due attention they require and are not treated as a peripheral function on the project.

2.4.1 Monitoring and Evaluation Techniques

Monitoring and evaluation techniques can be alienated into approaches, framework, data collection methods and best practices as shown in the figure below. The different approaches to monitoring and evaluation include participatory and traditional/conventional. No matter which approach is used there are two frameworks that can be used in monitoring and evaluation i.e. logical framework or theory based. With either framework there are different data collection methods for the purpose of monitoring and evaluation but they can be divided into qualitative and quantitative. All these are benchmarked to the best practices that have been found to be effective and hence recommended in the field of monitoring and evaluation. Through research and practices these practices have come to be known as effective in achieving monitoring and evaluation objectives. The best practices associated with; baseline study, monitoring and evaluation plan, coherent framework, computers and monitoring and evaluation budget.

Figure 2.4.1: Monitoring and Evaluation Techniques

2.4.2 Approaches

There are two approaches to monitoring and evaluation: participatory and traditional/conventional. The newer approaches to monitoring and evaluation are participatory and theory based.

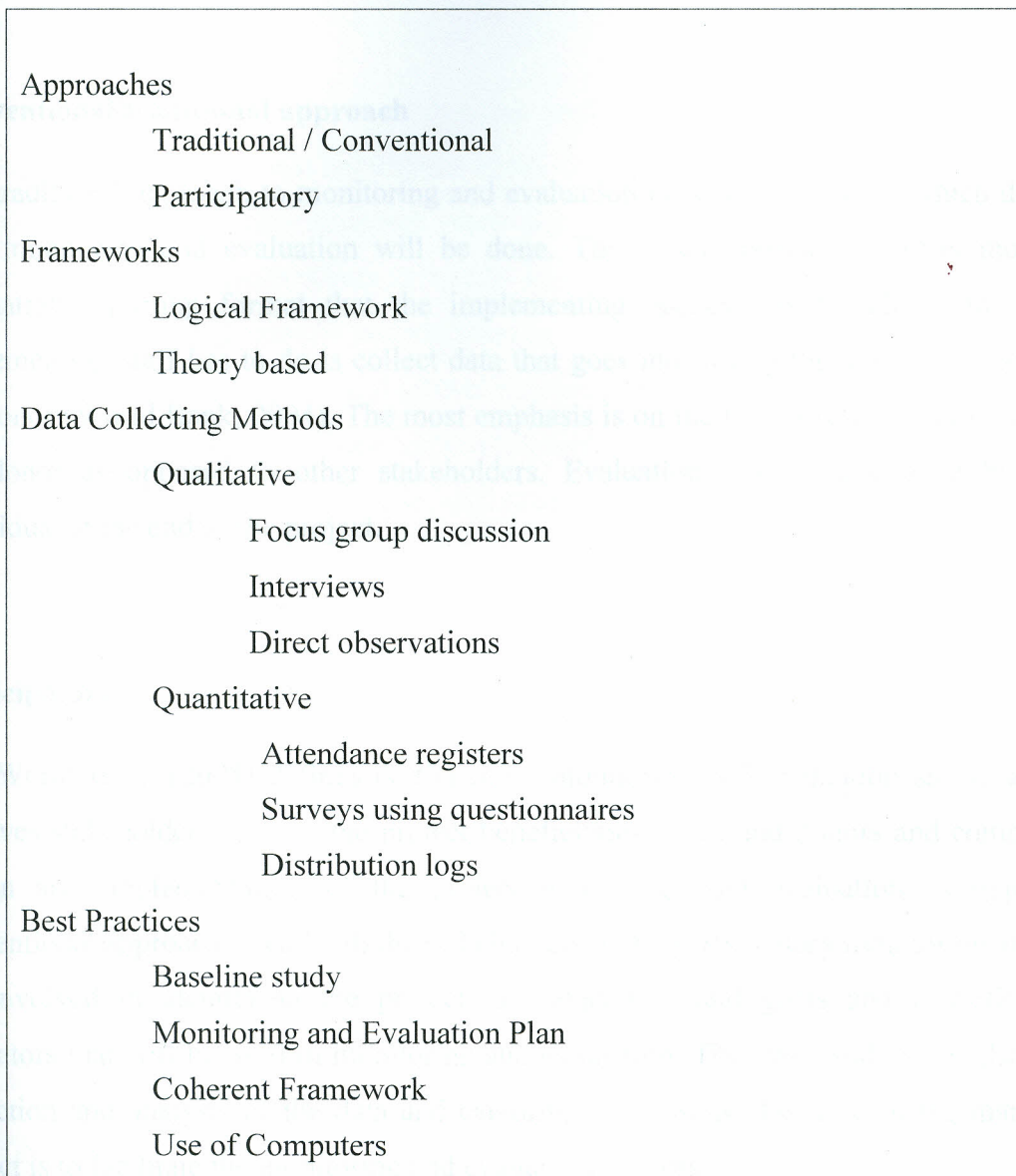


Figure 2.2: M&E Approaches, Frameworks, Data Collection Methods and best practices

Source: Author

2.4.2 Approaches

There are two types of approaches to monitoring and evaluation, the conventional/traditional and the newer one, the participatory approach, each is explained hereafter:

Conventional/traditional approach

The traditional approach to monitoring and evaluation is very prevalent in which donors dictate how monitoring and evaluation will be done. The donors provide a preset monitoring and evaluation reporting format that the implementing agency has to adhere to. All that the implementing staff has to do is collect data that goes into filling this report for passing over to the donor (World Bank, 2004). The most emphasis is on the monitoring and evaluation needs of the donor as opposed to other stakeholders. Evaluations are usually done by an external individual at the end of the project.

Participatory

The World Bank (2004) defines participatory monitoring and evaluation as the approach that involves stakeholders such as the project beneficiaries, staff, and donors and community in the design and implementation of the project monitoring and evaluation as opposed to the conventional approach. Ideally all the stakeholders in the participatory monitoring and evaluation are involved in identifying the project, the objectives and goals and identification of the indicators that will be used in monitoring and evaluation. The stakeholders are also involved in collection and analysis of the data and capturing the lessons. The role of the managers of the project is to facilitate the monitoring and evaluation process.

2.4.3 Frameworks

With either approach to monitoring and evaluation there are two frameworks: theory based and logical framework, a discussion of each follows in the next sub-section.

Theory-based Evaluation

Theory-based evaluation allows an in-depth understanding of the workings of a program or project. In particular, it need not assume simple linear cause-and effect relationships (Davidson, 2000). It applies a systems approach where the success of an intervention is affected by other factors in the environment which should be identified and how they might interact, it can then be decided which steps should be monitored as the program develops, to see how well they are in fact borne out. This allows the critical success factors to be identified. And where the data show these factors have not been achieved, a reasonable conclusion is that the program is less likely to be successful in achieving its objectives (Uitto, 2004).

Rogers *et al.*, as cited by Uitto (2000) identifies advantages of the theory based framework to monitoring and evaluation to include; being able to attribute project outcomes to specific projects or activities and being able to identify unanticipated and undesired programme or project consequences.

Logical framework

The logical framework approach (LFA) has come to play a central role in the planning and management of development and aid interventions. This is the most widely used approach. Its origins lie in a planning approach for the United States military, which was then adapted by the National Space Agency (NASA) before being adopted by USAID for development projects over thirty years ago. It was adopted by European development organizations in the 1980s and by the end of the 1990s the LFA (or an adapted form of it) had become the standard approach required by many donors for grant applications (Aune, 2000; Reidar, 2003; and Kaplan and Garent, 2005).

Most organization implementing projects use the logical framework approach in planning designing and aiding monitoring and evaluation of their projects. Despite the wide use and wide requirement by donors for adoption of LFA to aid planning, management and the monitoring and evaluation amongst Government, it is not clear how skilled the National Youth Service is in the use of this approach. The inability to effectively be able to use this tool means that the NYS cannot optimally benefit from it.

The result of the logical framework approach is a 4X4 matrix that shows the relationship of inputs, processes, outputs, outcomes and goals of the project plus underlying assumptions (Crawford and Bryce, 2003). Table 2.2 illustrates components of a logical framework matrix (log frame).

Table 2.2: Logical Framework Matrix (log frame)

Goals	Objective	Indicators	Assumptions
Outcomes	Outcome indicators	Survey	Goal-outcome
Output	Output indicators	Survey	Output-outcome
Activities	Activity	Project report	Activity-output assumption
Inputs	Input indicators	Project report	Input-activity assumptions

Source: Author, 2012

2.4.4 Data Collection Methods

There are various methods and tools used in gathering data that goes into tracking the indicators for monitoring and evaluation functions of the project. Walden *et al* (1999) states that data collection has been traditionally divided into quantitative and qualitative. Quantitative methods involved with counts and numbers for example the number of people trained to carryout effective monitoring and evaluation. The data from quantitative method is analyzed numerically whereas qualitative methods look at an in-depth understanding of issues, describing perception, and feelings opinions about the intervention. The qualitative method looks at the how and why questions (Webb and Elliot, 2002).

2.4.5 Best Practices in monitoring and evaluation

The contextual use of the term best practices in monitoring and evaluation is meant to refer to those practices that have been found to be effective and hence recommended in the field of monitoring and evaluation. Through research and practice these practices have come to be known as effective in achieving monitoring and evaluation objectives. Webb and Eliot (2002) argue that the term best practices should not be taken literally; it should be taken as theoretical concept, it is more about sharing effective practices.

A baseline study should be undertaken before the project commences so that the condition prior to the implementation of the project is determined. This aids the evaluation function in order to determine whether the designed project did have an impact. The project should have a monitoring and evaluation plan. The plan should be prepared as an integral part of the project plan design (PASSIA, 2004). The integration is for clear identification of the project objectives for which performance can be measured.

Monitoring and evaluation should be aided by a coherent structured conceptual framework. The framework aids in identifying the logic behind project elements and performance measurement, how they are related and the underlying assumptions. One of the best practices that have been adopted because of its structure approach is the use of the logical framework approach as a tool to aid both the planning and the monitoring and evaluation functions during implementation (Aune 2002 and FHI, 2004). Aune argues that logical framework approach makes the planner's of the project from the onset to think in terms of measuring performance by identifying the measures and criteria for success during the planning stage. Computers can be of immense value in monitoring and evaluation process. The analysis of data should be aided by computers where applicable. It is a good practice in that it makes the task of managing monitoring and evaluation information more effective and efficient. Other indicators as budget should provide a clear and adequate provision for monitoring and evaluation activities.

2.5 Empirical Review

Thayer and Fine (2001) in their study of 140 non-profit organizations in United States of America found that outcomes measurement was the most popular purpose for conducting recently completed, as well as current, evaluation and there can be little doubt regarding the value of focusing on results and benefits to participants. A number of studies have addressed the changing trends and foci in monitoring and evaluation performance measurement in project management, (Carman, 2007). Plantz, Greenaway and Hendrick (1997) describes the evolution of trends in monitoring and evaluation from focusing on financial accountability, programme outputs, quality of service, participant-related measures, key performance indicators and client satisfaction to the more recent trend to measure achievement project outcomes.

Public Finance Management Reform Coordinating Unit Ministry of Finance Kenya (PFMR, 2008), explains many different kinds of tracking systems as part of the government management toolkits. Every government needs the three legged stool of good human resource systems, financial systems, and accountability systems. But they also need good feedback systems. A results-based monitoring and evaluation system is essentially a special public management tool governments can use to measure and evaluate outcomes, and then feed this information back into the ongoing processes of governing and decision making Cabinet. It further addresses the credible answers to the accountability concerns of stakeholders, give public sector managers information on progress toward achieving stated targets and goals, and provide substantial evidence as the basis for any necessary mid-course corrections in monitoring and evaluation policies.

Study carried out by Ministry of Youth Affairs in National Youth Situational Analysis Report (NYSAP, 2009) affirms that monitoring and evaluation systems have been successfully designed and used to monitor and evaluate at all levels of youth projects, programs, and policy. Information and data can be collected and analyzed at any and all levels to provide feedback at many points in time. In this way, the information can be used to better inform key decision makers, the general public, and other stakeholders. Monitoring and evaluation can and should be

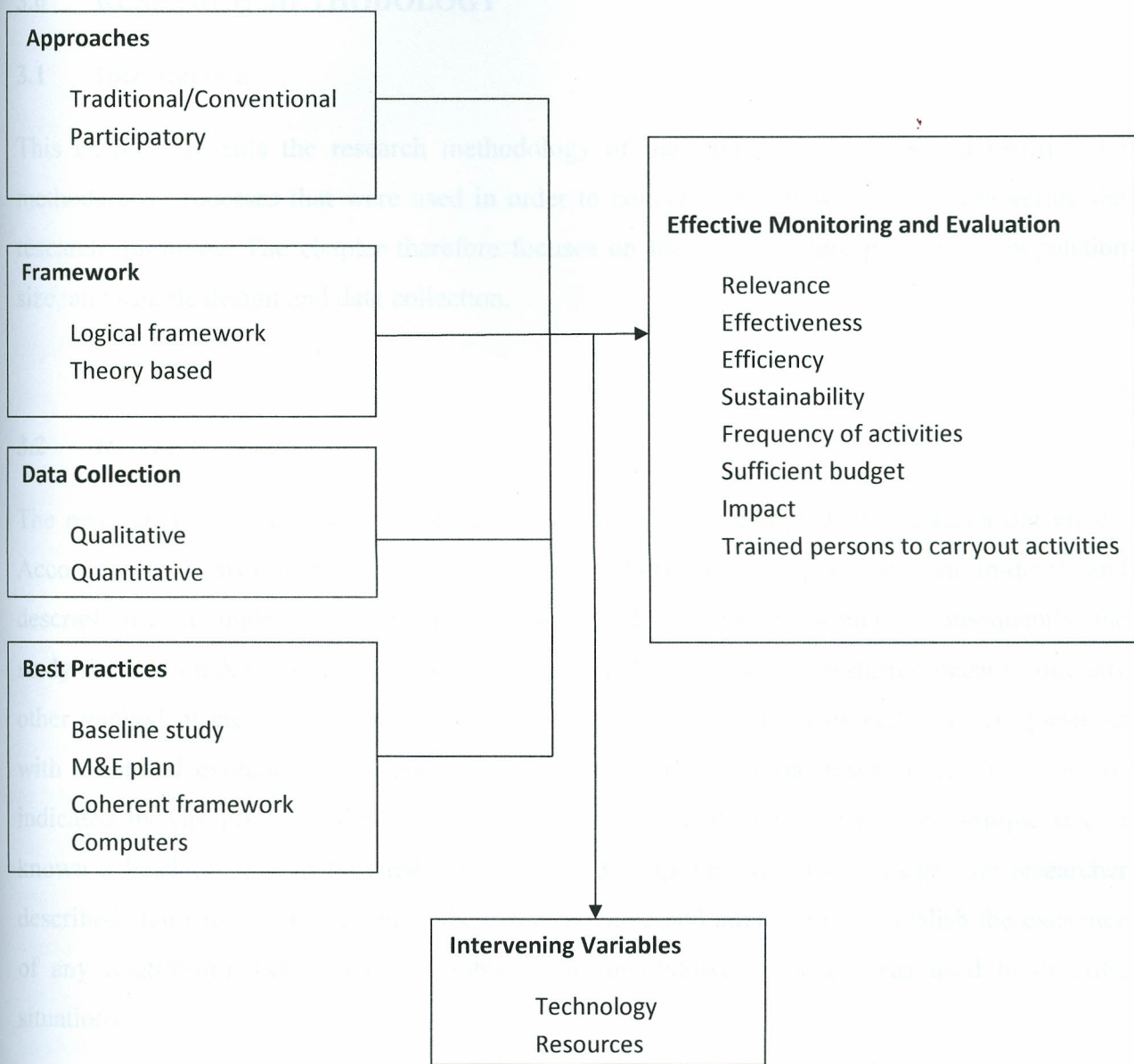
evident throughout the life cycle of a project, program, or policy, as well as after completion. M&E with its continuing streams of data and feedback has added value at every stage from design through implementation and impact. The specific information will also be different at each level, the complexity of collecting data will be different, the political sensitivity on collecting the data may change, and the uses of the information may change from one level to another.

However, a number of writers have also begun to challenge monitoring and evaluation focused solely on outcome, Israel *et al.*, 1994, MacDonald 1996, Newcomer 1999 and Watson 2000 asserting that this focus does not assist in addressing the question of how and why certain outcomes have or have not occurred. Barry (2003) advocates the importance of documenting the reality of the program in interpreting impact and outcomes and Israel *et al.* (1994) note that the process of monitoring and evaluation can assist in better understanding the how, why, and among which segment of the changes were or were not achieved.

2.5 Conceptual Framework

At a conceptual level according to the framework adapted from International Federation of Red Cross (IFRC, 2008), different monitoring and evaluation questions are asked at different levels of the project. PASSIA (2004) further argues that poorly designed projects are hard to monitor or to evaluate, monitoring and evaluation can only be as good as the project plan. The conceptual framework for this study considers effective monitoring and evaluation as a critical component of project management. According to this framework, the effective monitoring and evaluation constitutes the independent variables which are assessed through the various processes like approaches, framework, data collection and best practices. The conceptual framework for this study is illustrated in the Figure 2.5 below:-

Figure 2.5: Conceptual framework



Independent Variables

Dependent Variable

Source Author (2012)

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology of the study. It describes and justifies the methods and processes that were used in order to collect data that was used in answering the research questions. The chapter therefore focuses on the study design, population, population size, and sample design and data collection.

3.2 Research Design

The researcher adopted a descriptive case study design to accomplish the research objectives. According to Kenya Institute of Management (2009) case study involve an in-depth and description of a single entity, situation or understanding of the phenomena. Consequently, the study focused on NYS as entity under examination. The design was preferred because like any other method, it created known knowledge, solved problems and answered research questions with empirical evidence. The population size was known by the research and therefore as indicated by Gromisch, (2010) a case study can be a great method when the sample size is known a head of time to be small. By using a descriptive case study design, the researcher described character of population to the extent possible and attempted to establish the existence of any relationship between the variables. The quantitative approach was used to describe situations.

3.3 Location of the Study

The study was carried out in Nairobi, National Youth Service Headquarters based along Thika Road. The Unit has both uniformed and none uniformed staff which are grouped into various departments; administration, training, research, logistics, support services, finance, procurement, technical staff, human resources, chaplaincy, ict, catering and medical staff. According to NYS

Strategic Plan 2008 – 2012, the summary of the staff establishment in-post had a grand total of 1783 staff (source: NYS).

3.4 Target Population

A population can be defined as the complete set of subjects that can be studied: people, object, animals, plants, organization from which a sample may be obtained (Shao, 1999). The Unit of analysis in this study was NYS. The population of study comprised all the functional departments contributing to NYS performance. The research was done as a census study of all 12 functional departments comprising of 1783 population (NYS Strategic Plan 2008 – 2012). From each department, the researcher targeted key respondents in the category of supervisors and management who had been active in the monitoring and evaluation program. The various departments and the size of potential respondents under each are shown in table 3.1.

3.5 Sampling Strategy

In this study, the researcher used stratified random sampling technique to select the individuals to participate in the study. The stratified sampling was suitable because it was a representation of all staff categories based on the population proportion so that no staff category was left unrepresented. According to Kenya Institute of Management (2009) procedure for stratified sampling, the population was divided into strata based on the staff category. A 30% sampling fraction was picked from each stratum to represent and form the final sample size. A simple random sampling was therefore extracted from the NYS (Nairobi Region).

Table 3.1 Sampling Design

	Department	Population Size		30 % of Population Size	Sample Size
1.	Finance	Managers	8	2	2
		Supervisors	20	6	6
2.	Administration	Managers	12	4	4
		Supervisors	40	12	12
3.	Human Resource	Managers	10	3	3
		Supervisors	40	12	12
4.	ICT	Managers	4	1	1
		Supervisors	6	2	2
5.	Operations	Managers	6	2	2
		Supervisors	5	2	2
6.	Logistics	Managers	6	2	2
		Supervisors	10	3	3
7.	Planning and Research	Managers	4	1	1
		Supervisors	10	3	3
8.	Training and Development	Managers	6	2	2
		Supervisors	20	6	6
9.	M & E Reporting	Managers	2	1	1
		Supervisors	4	1	1
10.	Welfare	Managers	2	2	2
		Supervisors	10	3	3
11.	Procurement	Managers	2	3	3
		Supervisors	5	2	2
12.	Chaplaincy	Managers	4	1	1
		Supervisors	10	3	3
	<u>Total</u>		<u>250</u>		<u>75</u>

3.6 Data Collection Instruments and Tools

The researcher used questionnaire to collect comprehensive primary data. Shao (1999) defines a questionnaire as a formal set of questions or statements designed to gather information from respondents that accomplish research objectives. This being a qualitative study, the method was

considered ideal. The respondents to the questionnaire were key persons (supervisors and managers) in various departments in the National Youth Service, Nairobi who have an in-depth understanding and fully conversant with the monitoring and evaluation process of NYS empowerment projects. Primary data was collected using questionnaire and this was the main data used in research.

3.7 Validity and Reliability

Validity refers to the extent to which the instrument collects data that it is meant to collect. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. In this study, ensuring validity of the data collection instrument involved going through the questionnaire in relation to the set objectives and making sure that they contained all the information that enable answering the objectives. Reliability measures the degree to which a research instrument yields consistent result or data after repeated trials. To ensure reliability, the questionnaire was pre-tested on a few selected respondents in the study area. The objective of pre-testing was to allow for modification of various questions in order to rephrase, clarify and clear up any shortcoming in the questionnaire.

3.8 Data Analysis and Presentation Methods

The data collected was analyzed by use of descriptive and inferential statistics. Descriptive statistics used was the mean and standard deviation while correlation analysis was to assess the nature of relationship between the independent and dependent variables. In particular, frequency tables, averages and percentages are used. The analysis is done using statistical package for social science (SPSS) finally; the data is then presented using tables, graphs and charts.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the data analysis and discussion of the findings of the research study. The findings are presented under the following themes namely; response profile and each of the investigative questions that the survey sought to answer.

4.2 Background Information

This section presents a brief description of the characteristics of the sampled respondents involved in this study. Such explanation is considered to be very important in providing a better understanding of the respondents included in the study and therefore provide a good foundation for a detailed discussion of the results based on the stipulated objectives of the study. These information were probed from the respondents based on their profile; age, gender, academic level, responsibility, the number of permanent employees and the number of staff on contract. The respondents were also profiled in terms of the duration for which they have been carrying out monitoring and evaluation activities of these projects. The response profile of the study is presented under the two themes namely, response rate and profile of the individual respondent.

4.2.1 Response Rate

Questionnaires were distributed to 75(100%) respondents whose addresses were obtained from the National Youth Service, Nairobi Region. Five of the population that initially targeted in the sample was found to be on leave by the time the survey was conducted this was due to reasons mainly related to work. As a result the sample size reduced to 70(93.3%). Several visits were made to persuade them to participate. This was necessary in order to increase the response rate to an acceptable level. Table 4.1 shows response rate.

Table 4.1 Response Rate

Respondents	No. of Managers	% of Managers	No. of Supervisors	% of Supervisors	Total	%
Response	20	36.7%	40	53.3%	60	80%
Non – response	5	6.7%	10	13.3%	15	20%

Source (Researcher Data, 2012)

Out of 75(100%) respondents who were targeted in the study 60(80%) completed and returned the questionnaire. Table 4.1 shows that the response rate of the survey was 80%.

4.2.2 Profile distribution of the respondents by Age

The respondents were profiled using four different criteria that include; age group, gender, academic qualification and responsibility. Table 4.2 illustrates the profile of the respondents in the survey according to nature of age group

Table 4.2: Age Analysis

Criteria	Indicator	No of Respondents	Percentage
Age	20 – 30 yrs	19	32%
	30 – 40 yrs	20	33%
	40 – 50 yrs	15	25%
	50 – 60 yrs	06	10%
	Total	60	100%

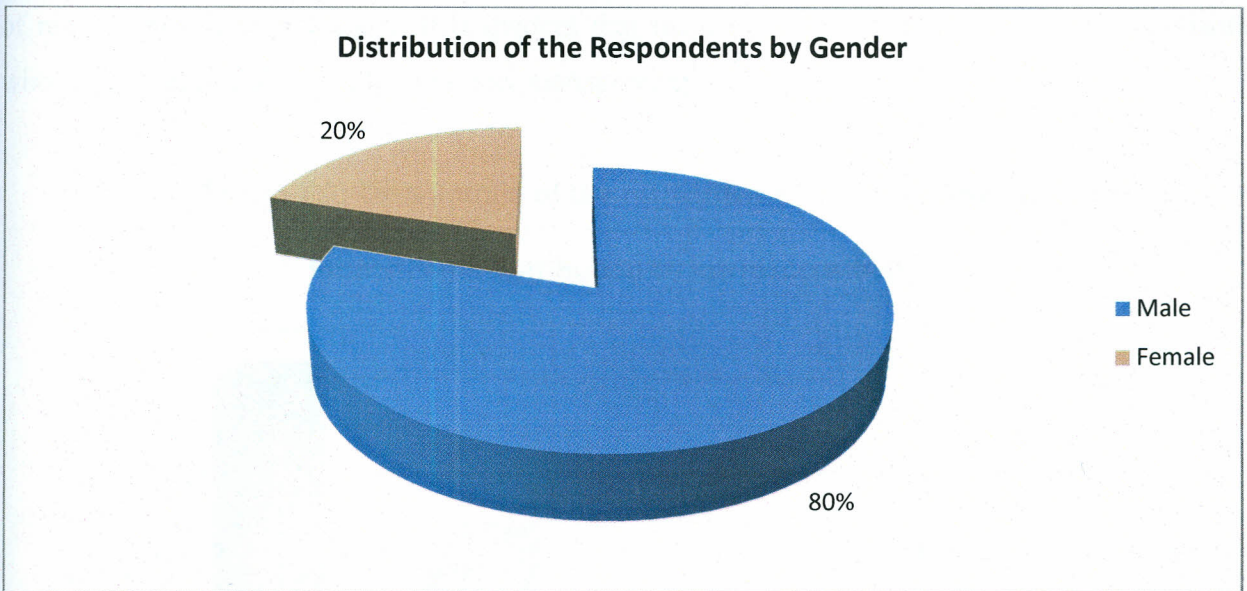
Source (Researcher Data, 2012)

The table shows that 32% of the respondents were under age group of 20 – 30 years; 33% of the respondents were under age group of 30 – 40 and 25% represents those who are under age group of 40 – 50 years old while those who are under age group of 50 – 60 years were 10%. It is apparent that the majority of the respondents are people in their active age.

4.2.3 Gender Analysis

The researcher sought to find out the distribution of respondents by gender. It is evident that there is a significant number of male respondents who were 80% compared to female who were 20%. This implies that gender parity is yet to be achieved in this field. Figure 4.1 further illustrates this finding.

Figure 4.1: Distribution by Gender



Source (Researcher Data, 2012)

4.2.4 Distribution of the study Respondents by level of academic qualification

The study sought to investigate distribution of the respondents by level of education. The results were as indicated in table 4.3.

Table 4.3: Distribution of the respondents by academic qualifications

Criteria	Indicator	No of Respondents	Percentage
Academic level	Primary	-	-
	Secondary	10	17%
	College	20	33%
	University	30	50%

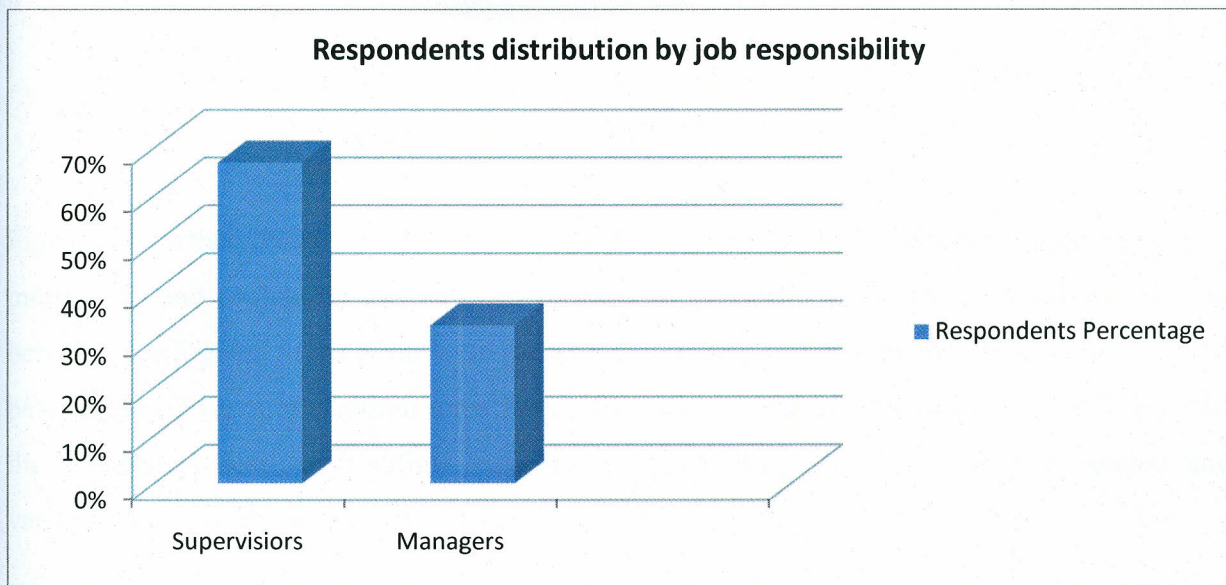
Source (Researcher Data, 2012)

Study findings indicated that most of the respondents are university graduates who represent 50% of the respondents followed by middle level colleges who were presented by 33% whereas 17% were high school graduates.

4.2.5 Respondents distribution by designation

The researcher assessed the composition of the study respondents by their job responsibility. According to the study findings (figure 4.2), 67% of respondents were supervisors and only 33% of respondents were managers. It is evident that majority of the respondents were supervisors who equally play a bigger role in project management.

Figure 4.2: Distribution of the respondents by job designation

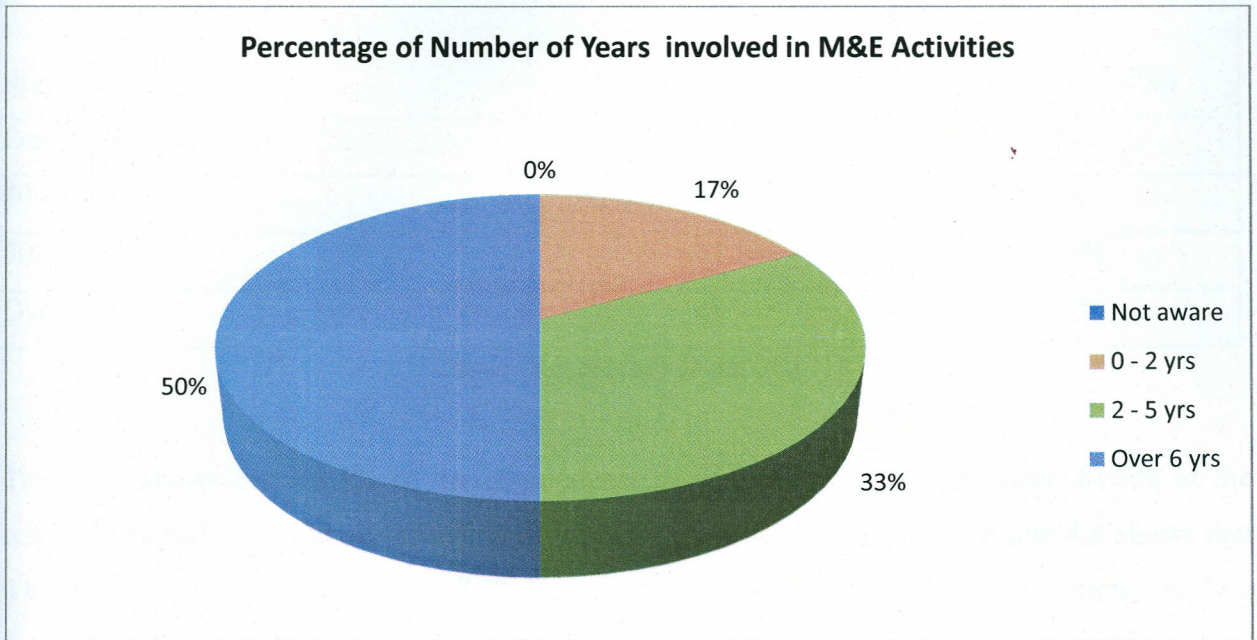


Source (Researcher Data, 2012)

4.2.6 Duration in the current assignment

The respondents were also profiled in terms of the duration for which they have been carrying out these projects. Working experience is an important factor with significant influence on understanding of the organization vision, mission and strategic objectives. The results are summarized in figure 4.3 shows the profile.

Figure 4.3: Profile of Respondent in terms of working duration



Source: (Author, 2012)

Figure 4.3 further illustrates that majority of the respondents 50% (30) have been carrying out monitoring and evaluation for the NYS projects for over six years. The respondents who were between 2 – 5 years of duration were presented at 33% (20) whereas the respondents who were between 0 – 2 years of duration were 17% (10). After examining the profile of the respondents, the subsequent sections highlight and discuss the findings of the research presented under various themes of the investigative questions.

4.2.7 Staffing of Respondents

The respondents were probed for the number of human resource (staff) they had on permanent employment and whether their organization has staff on contract. The human resources were categorized into permanent staff and in another related question the respondents were asked if their organization has staff on contract. The findings to these questions are shown in table 4.3 and figure 4.2 below.

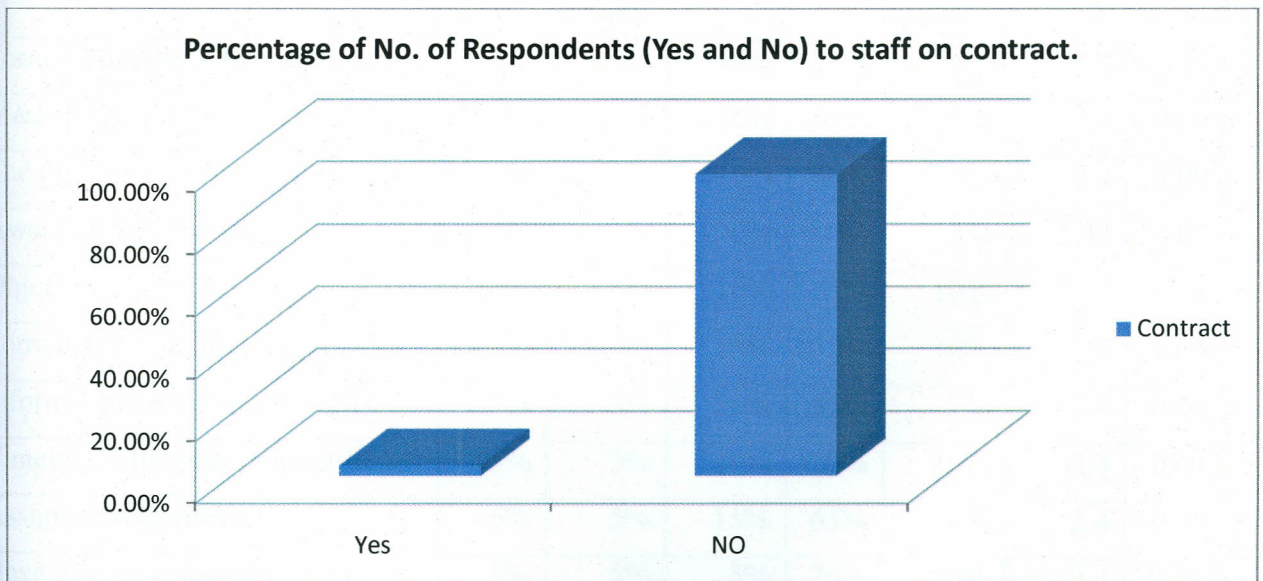
Table 4.4: Number of permanent staff

Staff	Permanent N(60)	Percentages (%)
Less than 5	0	0%
10 – 50	0	0%
50 – 100	11	18.3%
Over 100	49	81.7%

Source (Researcher Data, 2012)

Table 4.4 shows that 18.3% of the respondents had 50 – 100 permanent staff. 81.7% of the respondents had over 100 permanent staff the table is further supported by figure 4.4 shows that a bigger percentage of more than 97.7% of respondents to have had no staff on contract on their organization. It is evident in terms of staff that the NYS did have adequate numbers of personnel at their disposal for the projects they implemented. They relied on their own staff as opposed to contract staff. This explained by the fact that only 3.3% of the respondents had staff on contract.

Figure 4.4: percentage of staff on contract



Source (Researcher Data, 2012)

4.3 Monitoring and Evaluation Plan

The general objective of the study sought to find out the factors influencing effective monitoring and evaluation of the National Youth Service empowerment projects. To achieve this objective, the study sought information on characteristics as well as the planning process as illustrated in the findings below. This section is divided into sub-sections and the findings to each of them are discussed hereto.

4.3.1 Characteristics of Effective M&E Plan

An effective monitoring and evaluation plan should not be definite but allow for updates due to the other changes. In question 8 and 9, the respondents were asked to indicate the extent to which they agree or disagree with various characteristics of effective monitoring and evaluation plan. The five point likert scale with strongly disagree, not aware, disagree, agree and strongly agree. The results are tabulated in table 4.5 below

Table 4.5: Characteristics of effective monitoring and evaluation plan

Statement	Percentage of Responses (%)					Mean	SD
	Not Aware	Strongly Disagree	Disagree	Agree	Strongly Agree		
Formal effective M&E plan	5%	5%	10%	75%	5%	2.5	0.47
M&E P has a mission statement	10%	5%	15%	65%	5%	2.4	0.09
The objectives are in written form	10%	10%	10%	60%	10%	2.4	0.09
Aware of the objectives	5%	5%	20%	63.3%	5%	2.48	0.02
Objectives communicated	10%	5%	15%	65%	10%	2.52	0.08
Formal planning meetings	5%	5%	25%	55%	10%	2.4	0.09
Informal planning interactions	5%	5%	30%	55%	5%	2.4	0.09
Timetables for plan preparations	5%	5%	10%	70%	10%	2.4	0.09
Assigned responsibilities	5%	5%	15%	65%	10%	2.4	0.09
Have planning department	5%	5%	5%	75%	10%	2.4	0.09

Source (Researcher Data, 2012)

The study findings (Table 4.5) revealed that 80% of the respondents generally agreed that formal planning meetings are conducted, with 15% generally disagreeing and 5% not aware. According to (Bryson 2004), the formal planning meetings are vital in order to ensure that the process is carried out successfully. Further, study findings show that 70% of the respondents generally agreed that the organizational mission/vision are clearly stated, 20% generally disagreed and 10% were undecided. These findings are similar to those found in Poister (2003) and Bryson (2004) who assert that organizations can also take time to envision what they would like to be in the future. This step can help organizations determine what their goals should be.

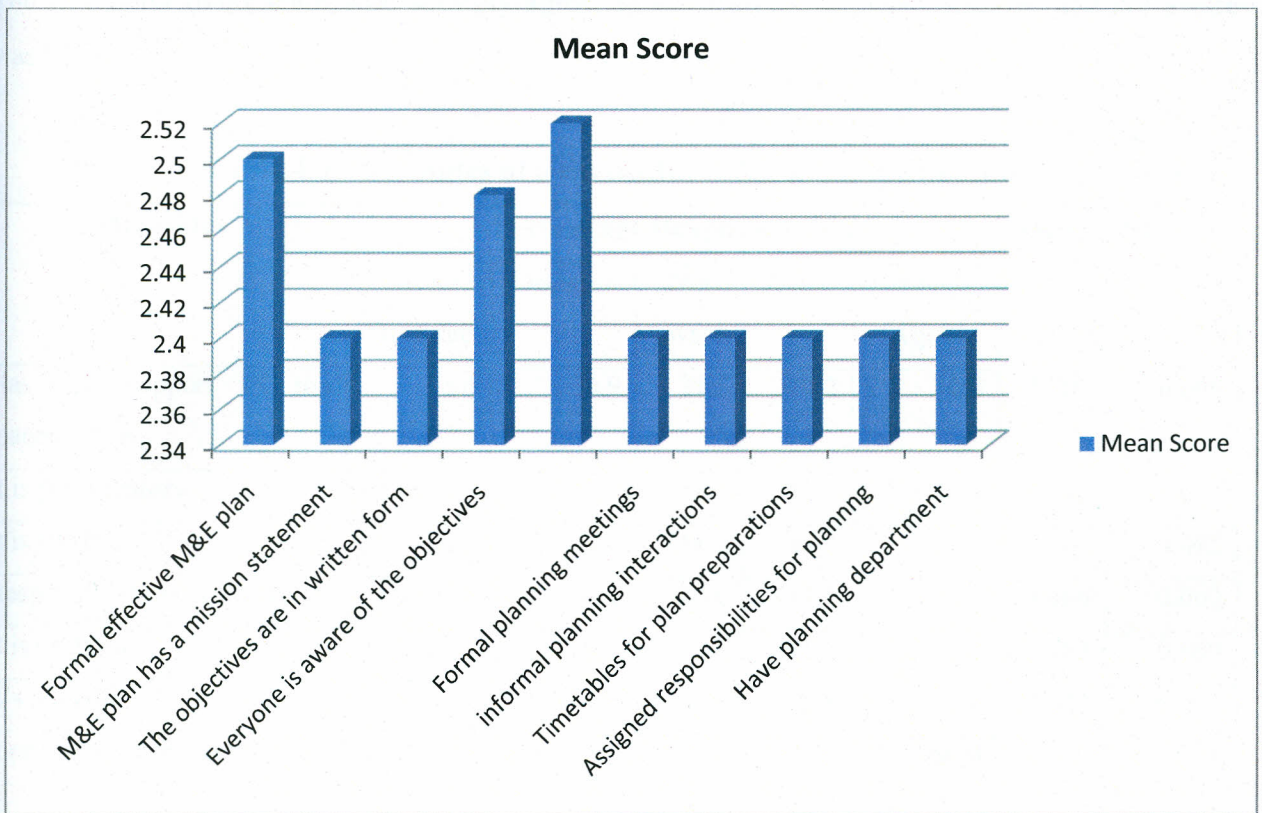
As to whether the objectives were written in forms, Survey data indicated that 70% of respondents generally agreed, 20% were disagreed while 10% were not aware. An analysis of the internal environment can help organizations determine their strengths and weaknesses. (Denhardt 1985; Bryson 2004) In addition, 75% of the respondents generally agreed that objectives were adequately communicated, 10% were not aware whereas 20% generally disagreed. Further, study findings indicated that 65% of the respondents generally agreed that formal planning meetings were carried out, 35% generally disagreed and 5% were not aware. Organizations need to take time to analyze the issues facing the organization to better understand how they should plan (Bryson 2004).

Study findings revealed that 60% of the respondents generally agreed that the informal planning interactions to address factors influencing effective monitoring and evaluation are held, 35% generally disagreed while 5% were not aware. Once the analyses are completed, organizations can formulate their overall goals and possible strategies for reaching their goals. Goals are generally broad and strategies are more specific (Poister 2003). Similarly, results of data analysis further indicated that 80% of the respondents generally agreed that timetables for plan preparations to achieve set goals were put in place, 15% generally disagreed whereas 5% were not aware.

The table further illustrates that 75% of the respondents agreed that the responsibilities are clearly assigned for planning, 20% generally disagreed and 5% were not aware. Responsibilities assignment can help organizations to promote transparency and accountability and to clearly

define the organizational structure. Finally 85% of the respondents agreed that NYS has a planning department deals with planning, monitor and updating process in view of changing environment. Only 5% were not aware. This is the final step which demonstrates that the process is continuous and cyclical. Organizations should monitor and evaluate their progress toward goals, updating the plan when necessary. Plans should not be definite but allow for updates due to changes in their environment (Poister 2003 and Bryson 2004).

Figure 4.5: Statistical means of the characteristics of effective monitoring and evaluation



Source (Researcher Data, 2012)

On the basis of the statistical means (Figure 4.3), the characteristics were ranked in order of scale; adequate communication (2.52), formal effective M&E plan were rated at (2.5), objectives awareness (2.48), Organizational mission/vision were clearly stated (2.4), objectives assessed (2.4), formal planning meetings (2.4), informal planning interactions were conducted (2.4), timetable for

plan preparations (2.4), assignment of responsibilities for planning (2.4) and planning department (2.4). These findings suggest that effective monitoring and evaluation plan was evidently high especially in terms of clear statement of organizational mission/vision and assessment of the planning department.

4.3.2 Attributes of a successful monitoring and evaluation planning process

The respondents in question 10 were asked to indicate the extent to which they agree or disagree with various attributes identified with a successful monitoring and evaluation planning process. The five-point likert scale with strongly agree, agree, disagree strongly disagree and not aware was used.

Table 4.6: Attributes of a successful M&E planning process

Attributes	Percentage Responses (%)					Mean	SD
	Strong Disagree	Disagree	Not aware	Agree	Strongly Agree		
Has full support of top management	1.4	16.9	21.5	29.2	30.8	3.707	0.096
It is participatory	3.1	10.8	12.3	41.5	32.3	3.892	0.015
It is flexible	3.1	4.6	18.5	46.2	27.7	3.907	0.012
Responsibility is defined	3.1	3.1	20.0	41.5	32.3	3.969	0.002
It is unifying	1.5	6.2	26.2	41.5	23.1	3.753	0.069
It's realistic	7.7	1.5	3.1	50.8	43.1	4.323	0.093
It promotes communication	0.0	1.5	38.5	0.0	60.0	4.569	0.304

Source (Researcher Data, 2012)

The study finding (Table 4.6) show that 60% of the respondents generally agreed that the successful monitoring and evaluation plan process had full support of the top management, 21% of the respondents were not aware and 18.3% generally disagreed. Further 73.8 of the respondents generally agree that the successful monitoring and evaluation plan process is all round participatory, 13.9% of the respondents generally disagreed and 12.3% were not aware.

In addition 69.9% of the respondents generally agree that the successful monitoring and evaluation plan was flexible, 18.5% of the respondents were not aware and 7.7% generally disagreed.

According to the study findings 60% of the respondents strongly agree that the successful monitoring and evaluation plan process promotes communication within the planning department. 38.5% were not aware whereas 1.5% of the respondents disagreed.

On the basis of the statistical means (table 4.6) various attributes of the successful monitoring and evaluation plan process were ranked in order of magnitude; it promotes communication (4.569), it is realistic (4.323), it clearly defines responsibility (3.969), it is flexible (3.907), it is participatory (3.892), it is unifying (3.753) and has full support of top management (3.707)

4.3.3 Design of monitoring and evaluation plan

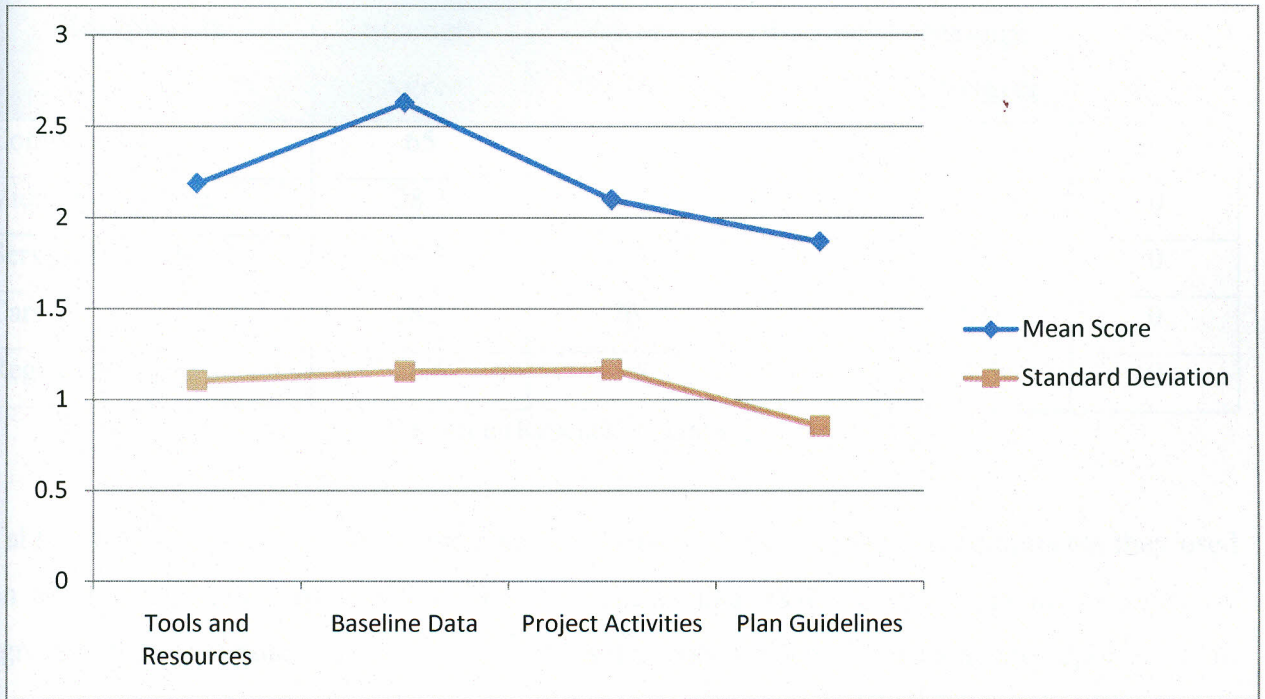
The respondents were asked a number of questions that sought to determine the practices related to the design of monitoring and evaluation (M&E) plans for the projects they implemented. The findings are shown in the table 4.7 and figure 4.6

Table 4.7: Design of the M&E Plans

Question	Mean Scores	Standard Deviation	Interpretation
Tools and Resources	2.19	1.11	Inconsistently done
Baseline Data	2.63	1.16	Inconsistently done
Projects Activities	2.10	1.17	Inconsistently done
Plan Guidelines	1.87	0.86	consistently done

Source (Researcher Data, 2012)

Figure 4.6: Mean Scores and Standard Deviation for design of the M&E Plans



Source (Researcher Data, 2012)

4.4 Assets and Equipments

The assets and tools are functions of effective project monitoring and control. Objective two of the study sought to determine how framework (tools and resources) influence effective monitoring and evaluation. It is therefore important to note that there are other types of frameworks used to show the relationships between project objectives and the indicators that will demonstrate achievement or progress toward monitoring and evaluation system. Table 4.8 shows how the organization was probed for the assets and equipment they used on projects they implement.

Table 4.8: Assets and Equipment used by the NYS on their projects

Assets and Equipments	Percentage (%)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not aware
Computers	65	33.4	1.6	0	0
Video Equipment	28.3	68.3	3.1	0	0
Service Records	68.3	16.6	15.1	0	0
Cars	18.3	76	5.1	0.6	0
Registers	16.6	73.3	6.6	3.5	0

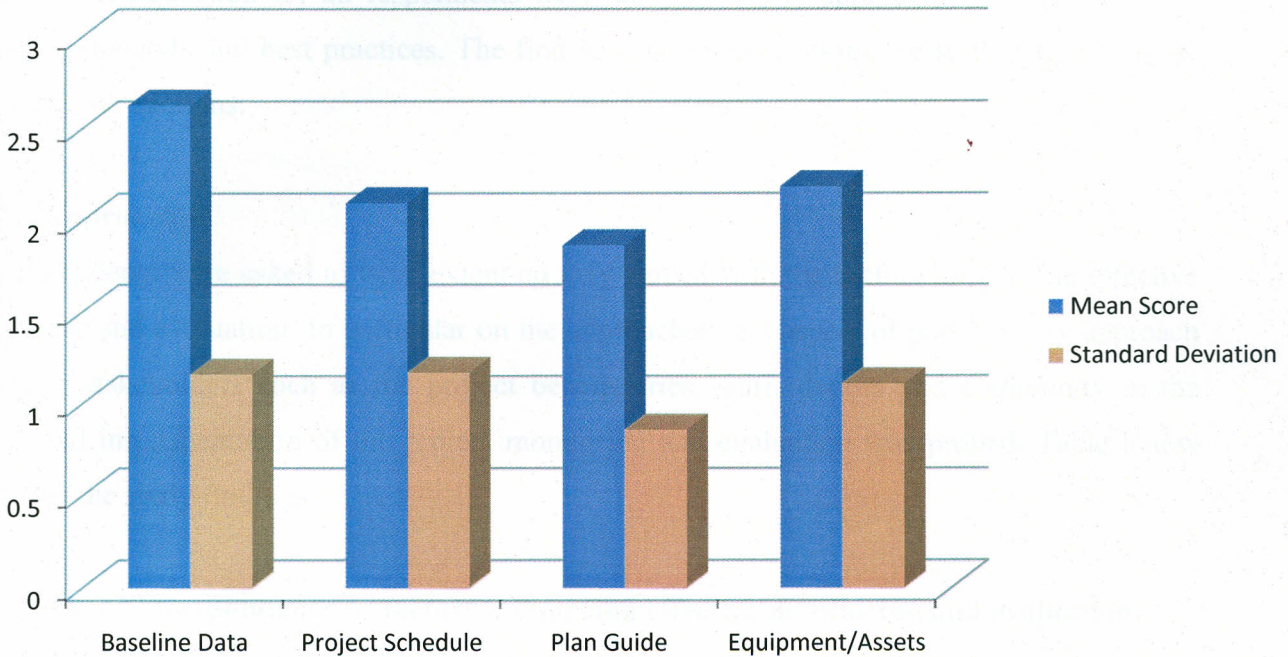
Source (Researcher Data, 2012)

Table 4.8 shows that majority of the respondents had multiple assets and equipments they used on the projects they implemented. The table shows that 98.4% of the respondents generally agreed to have computers. The table also shows that only 1.6% of the respondents reported not to have agreed with this theory. Only 0.6% of the respondents strongly disagreed that there are no cars purposely for monitoring and evaluation exercises. It is evident that the NYS had a significant level of the equipment and assets that they used on their projects..

4.5 Baseline Data

Figure 4.9 below illustrates an investigation which sought to determine how often the NYS conducted studies to establish the baseline data or condition of the youth before they implemented their empowerment projects. The baseline study facilitates determination of the condition of the project prior to the implementation of the project in order to compare with condition after implementation (Webb and Elliot 2002: and Gyorkos 2003). This can help asses the impact of the project in achieving the set objectives hence, effective monitoring and evaluation. With a mean score of 2.63 it is evident that this practice was inconsistently done by the respondents. The standard deviation of 1.16 is interpreted to mean a wide variation amongst the respondents. The inconsistency in carrying out baseline studies by the NYS means that the projects they implement cannot be adequately evaluated. In absence of data about the baseline condition of the community, the NYS would find it very hard to measure the impact of their projects.

Figure 4.7: Summary of mean score and standard deviation of design of M&E plans



Source (Researcher Data, 2012)

4.6 Project Schedule

Figure 4.7 above gives a summary of issue which sought to determine project performance pegged on planned project activities schedule against actual project schedule. With a mean score of 2.10, it is evident that this practice was inconsistently done by the respondents. A standard deviation of 1.17 implies that a wide variation between the respondents. Whereas some respondents consistently included monitoring and evaluation activities in the project schedules, others did not. Inconsistence in the practice of scheduling monitoring and evaluation activities may have an implication of having the activities missed out. This is because the activities are done at the discretion of the project manager.

4.7 Monitoring and Evaluation Techniques

It is imperative to state the criteria for analysis of the data that was used to answer these investigative questions. For each techniques identified the respondents were required to tick a particular activity as were done on all the techniques, a grade of most effective, effective, moderate, less effective and not at all were given in that order. The score for other scenarios

were given in nature of; strongly agree, agree, disagree, strongly disagree and not aware. The score for each question for all respondents were analyzed under approaches, framework, data collection methods and best practices. The findings and interpretations are further shown in the following sub-sections.

4.7.1 Approaches

The respondents were asked to what extent do they agreed with the factors influencing effective monitoring and evaluation. In particular on the approaches; the aspect of participatory approach involving stakeholders such as the project beneficiaries, staff, donors and community in the design and implementation of the project monitoring and evaluation was probed. Table below illustrates the study findings.

Table 4.9: Respondents on factors influencing effective monitoring and evaluation

	No. of Respondents	Percentages
Strongly Agree	18	30%
Agree	27	45%
Disagree	10	16.7%
Strongly disagree	4	6.7%
Not sure	1	1.7%
Total	60	100%

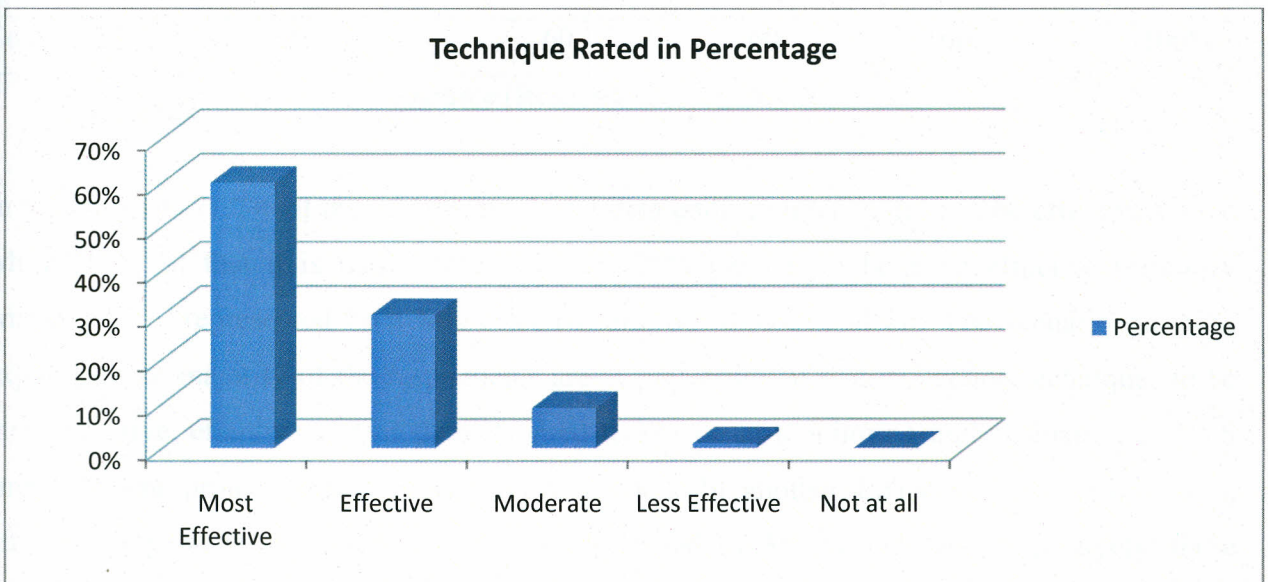
Source (Researcher Data, 2012)

It is evident that most of the respondents generally agreed that stakeholders were involved in the design and implementation of the monitoring and evaluation of the project. 75% of the respondents general agreed (30% strongly agreed and 45% agreed). However, about 25% of the respondents did not agreed including 1.7% who was not sure. Their inconsistent involvement in the design of monitoring and implementation of monitoring and evaluation meant that the project did not fully demonstrate downward accountability to the beneficiary (Aune, 2004).

4.7.2 Framework

In related questions which sought to determine how often the respondents used framework approach in aiding the monitoring and evaluation of projects. With a mean score of 2 this practice was consistently and effectively done on the projects implemented by the respondents. Using the logical framework approach aids in identifying the logic behind projects elements and performance measurement, how they are related and the underlying assumptions. Figure 4.8 show the percentage levels of the technique rating in planning and management of the project.

Figure 4.8: Framework Technique Rating



The study findings revealed that 60% of the respondents rated logical framework as most effective and mostly used technique in monitoring and evaluation. 30% generally rated logical framework to be effective

4.7.3 Data Collection Methods

The respondents were probed for the data collection methods they used to collect monitoring and evaluation data and how often they used them. The questions raised give in-depth picture, in particular most respondents agreed on data collection to be effective technique used in monitoring and evaluation of NYS empowerments projects. Table 4.10 and Figure 4.9 further illustrate the findings.

Table 4.10: Respondents on data collections methods used for M&E

	No. of Respondents		Percentages (%)	
	Technique	Performance	Technique	Performance
Most Effective	15	22	25%	36.7%
Effective	25	18	41.7%	30%
Moderate	18	15	30%	25%
Less effective	1	4	1.7%	6.7%
Not at all	1	1	1.7%	1.7%
Total	60	60	100%	100%

Source (Researcher Data, 2012)

In related issue 41.7% of the respondents rated data collection techniques to be effectively used while 30% felt that it is moderately effective, 25% rated it to be most effective technique whereas 1.7% represented both less effective and not effective at all. The scenario on these explained that majority of the respondents are in preference of data collection techniques to be most effective, effective and moderately used technique in monitoring and evaluation of NYS empowerment projects which stand at above 96%. In another investigation question; most effective(very high) and effective(high) are presented by 36.7% and 30% respectively, these indicated that majority of the respondents rated improvement based on various data collection method as a very high and high factors which influence the effective monitoring and evaluation system of NYS empowerment projects. Less effective and not effective at all are represented by 6.7% and 1.7% respectively.

Figure 4.9: Techniques and Indicators of effective M&E data collection methods

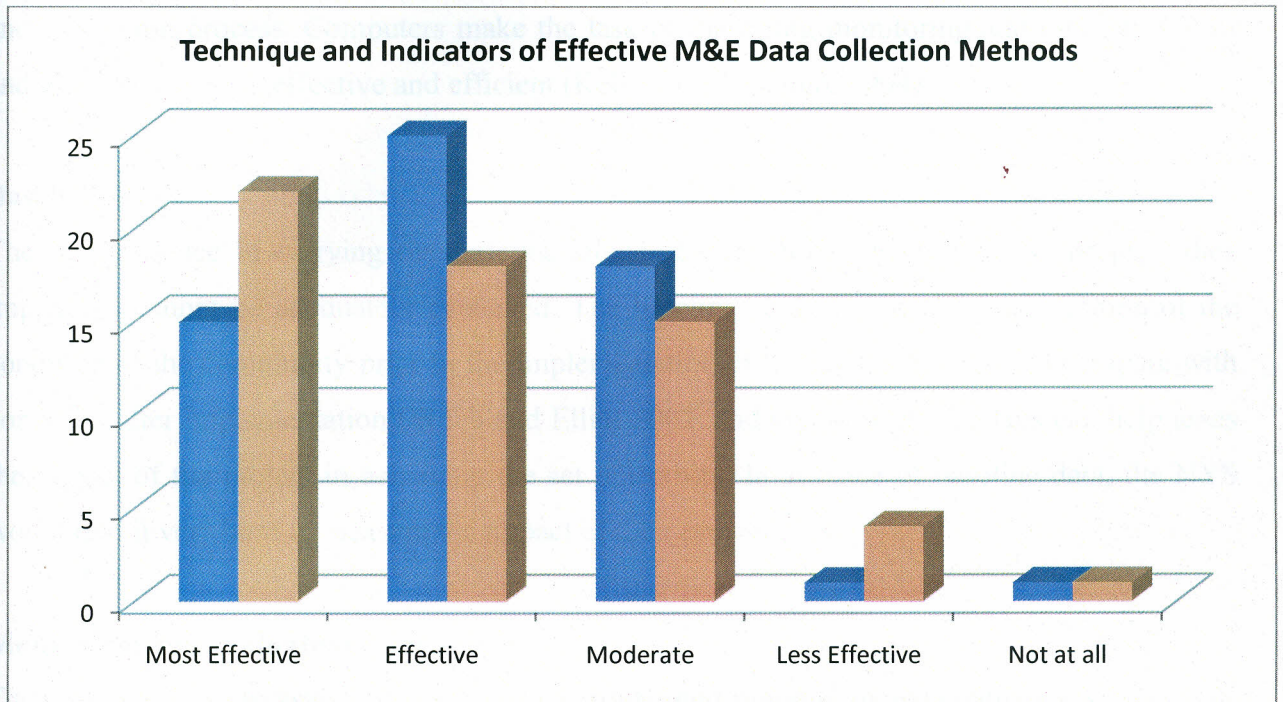


Figure 4.6 illustrates ratings of the mostly used techniques in monitoring and evaluation of NYS empowerment projects and how the NYS has generally performed in the last three years based on these techniques. The range was from most effective, effective, moderate, less effective and not effective at all.

4.7.4 Best Practices

The monitoring and evaluation practices of the NYS on empowerment projects were compared against the best practices based on; general performance, order of effectiveness, extent of improvement linked to baseline, M&E plan, technology and as factors influencing effective monitoring and evaluation of the NYS empowerment projects.

Use of computers

The respondents were probed for whether they used computers to aid monitoring and evaluation of the project they implemented and what they used the computers for. The findings of the study show that 99% of the respondents used computers for monitoring and evaluation. It is evident that majority of the respondents used computers as one of the assets and equipment for

monitoring and evaluation of their projects. Computers can be of immense value in monitoring and evaluation process. Computers make the task of managing monitoring and evaluation data and information more effective and efficient (Kelly and Magongo, 2004)

Baseline Study

The inconsistency in carrying out baseline studies by the NYS means that the projects they implement cannot be adequately evaluated. The baseline study facilitates determination of the condition of the community prior to the implementation of the project in order to compare with condition after implementation (Webb and Elliot 2002: and Gyorkos 2003). This can help assess the impact of the project in achieving the set objectives. In absence of baseline data, the NYS would find it very hard to measure the impact of their projects.

Monitoring and evaluation Plan

The respondents were asked what aspects constitute their monitoring and evaluation system. The table below shows the findings to this question and subsequent discussion.

Table 4.11: Mean scores for the aspects that constitute effective monitoring and evaluation

Aspects	Mean	SD	Interpretation
Data to be collected	1.83	1.23	Consistently specified
Frequency of data collected	1.87	1.23	Consistently specified
An individual in charge	2.84	1.32	Inconsistently specified
Schedule of monitoring and evaluation	2.10	1.25	Inconsistently specified
Plan for dissemination of findings	3.03	1.29	Not specified
Individuals for Monitoring and evaluation	2.30	1.29	Inconsistently specified

Source (Researcher Data, 2012)

Table 4.11 shows that the specification of data to be collected had a mean score of 1.8, meaning that this aspect was consistently specified in monitoring and evaluation plans. However a standard deviation of 1.23 implies a wide variation in practice. It is imperative that monitoring and evaluation data to be collected is specified in the plan before the project commences. This will ensure that the project officials make prior provision to access the data when it is due.

Individual in charge of the monitoring and evaluation; specification of the individual in charge of monitoring and evaluation had a mean score of 1.87 implying that this practice was consistently done by the respondents. The standard deviation of 1.23 implies a wide variation between respondents meaning that whereas some respondents identified an individual in charge of monitoring and evaluation others did not. Specifying an individual in charge of monitoring and evaluation ensures that when the monitoring and evaluation activities are due some one ensures that they are done.

The table also shows that the aspect of frequency of data to be collected had a mean score of 2.84 implying that this aspect was inconsistently specified in the monitoring and evaluation plans of the projects. The standard deviation of 1.32 implies a wide range variation between the respondents; whereas some of the projects had this aspect specified others did not. Inconsistence in the specification of the frequency of data collection implies that the collection of monitoring and evaluation data was not consistently done. This meant that some vital data could have been missed and hence ineffective monitoring and evaluation of the projects.

4.8 General overview of the indicators of effective monitoring and evaluation.

The objectives of the study were to find out factors influencing effective monitoring and evaluation of the National Youth Service empowerment projects. A question was raised to probe the respondents' level of agreement/disagreement with the indicators concerning factors influencing effective monitoring and evaluation. Table 4.12 shows the findings.

Table 4.12: Indicators of effective monitoring and evaluation

Indicators	Percentage % of the Respondents				
	Strongly Agree	Agree	Disagree	Strongly disagree	Not aware
Participatory M&E is the approach which involves stakeholders such as the project beneficiary, staff, donors and community in the design and implementation of the project M&E	60.0	27.7	4.6	4.6	3.1

There are various methods and tools in gathering data that goes into tracking the indicators for M&E process	33.8	46.2	10.8	4.6	4.6
Evaluation is interested in determining the efficiency of resources use and results of the activities that were carried out on the project	24.6	50.8	16.9	4.6	3.1
Monitoring the project using the logical framework entails input indicators such as budget to monitor resource used throughout the implementation of the project	56.9	33.8	4.6	0.0	4.6
best practices in monitoring and evaluation is meant to refer to those practices that have been found to be effective and hence recommended in the field of monitoring and evaluation	30.8	49.2	15.4	1.5	3.1

Source (Researcher Data, 2012)

On overall (table 4.12) grouped indicators under approaches, framework, data collection methods and best practices. All these factors have general acceptance level of over 80%. The interpretation is that all these factors influence effective monitoring and evaluation system. 87.7% of the respondents generally agree that participatory M&E is the approach which involves stakeholders such as the project beneficiary, staff, donors and community in the design and implementation of the project M&E, 9.2% of the respondents disagreed and 3.1% of the respondents were not aware. The table further shows that 80% of the respondents agreed that there are various methods and tools in gathering data that goes into tracking the indicators for M&E process, 15.4% disagreed whereas 4.6% of the respondents were not aware.

The study finding further indicated that 80% of the respondent generally agreed that best practices in monitoring and evaluation is meant to refer to those practices that have been found to be effective and hence recommended in the field of monitoring and evaluation, 16.9% generally disagreed and 3.1% were not aware.

4.8 Effective Monitoring and Evaluation

The study sought to determine the opinion of the respondents on how the NYS as an organization manage to attain effective monitoring and evaluation of the youth empowerment projects. The table shows the interpretation of each related activity.

Table 4.13: Opinion of Respondents on activities of how NYS have attained effective M&E

Activities	Percentage of Respondents (%)					Mean	SD
	Strong Agree	Agree	Disagree	Strong Disagree	Not aware		
Intended effectiveness are linked to project goals, outcomes and outputs	18.3	66.6	10	5.1	0	3.80	0.02
The project activities were done on schedule and within budget	6.6	73.3	16.6	3.5	0	3.95	0.03
Evaluations were carried out to determine whether the benefits of the project will continue to accrue long after the project ended to test its sustainability	3.4	73.3	17.6	3.9	1.6	3.99	0.04
Evaluations were done to determine what changes (impact) the project had on the community and whether there were any unintended changes the project brought about	13.3	68.3	16.6	1.8	0	4.00	0.09
Training and identification of different personnel for different activities of monitoring and evaluation, job allocation and designation benefiting their expertise	0	28.3	58.3	10	3.1	3.99	0.03
The inputs (finance, personnel and materials) were available in right amount and in time and quality	3.3	21.6	68.3	6.8	0	4.00	0.09
Resources were used for what they were supposed to be used for resulting into efficiency	6.6	18.4	70	5	0	4.00	0.09
The project activities were done on schedule and within budget	1.6	23.4	65	10	0	4.00	0.09
Factors that causes delay and problems on effective monitoring and evaluation were rectify by the management	3.3	26.6	63.3	6.8	0	4.00	0.09

Study findings (Table 4.13) revealed that 84.9% of the respondents generally agreed that the NYS attained effective monitoring and evaluation since the intended effectiveness were linked to project goals, outcomes and outputs (18.3% strongly agreed and 66.6% agreed). This was compared to 15.1% of the respondents who disagreed. The findings further indicated that 6.6% of the respondents strongly agreed and 73.3% of the respondents agreed that the project activities were done on schedule and within the budget, this was on the upper side against only 20.1% of the respondents who disagreed.

Study findings also indicated that above 73.3% of the respondents generally agreed that the attainment of the NYS effective monitoring and evaluation has led to evaluations being carried out to determine whether the benefits of the projects will continue to accrue long after the project ended to test its sustainability. 17.6% of the respondents reported generally to disagree whereas only 1.6% of the respondents were not aware. Additionally, the study findings revealed that most of the respondents (81.6%) agreed that this particular activity has improved efficiency and impact the project had on the community and any unintended changes the project brought about were determined. 18.4% of the respondents generally disagreed with this theory.

On training and identification of different personnel for different activities of monitoring and evaluation, job allocation and designation benefiting their expertise only 28.3% of the respondents agreed, besides, this demonstrated that there is lack of expertise since a big number of 68.3% of the respondent disagreed with this theory. Another 3.1% of the respondents were not aware. It was evident from the study findings that over 68.3% of the respondents, disagreed that finances, personnel and materials were available in right amount and in time and quality. This is further supported with only 24.9% of the respondents who did agree with the statement.

4.8.1 External Facilitators (Expertise)

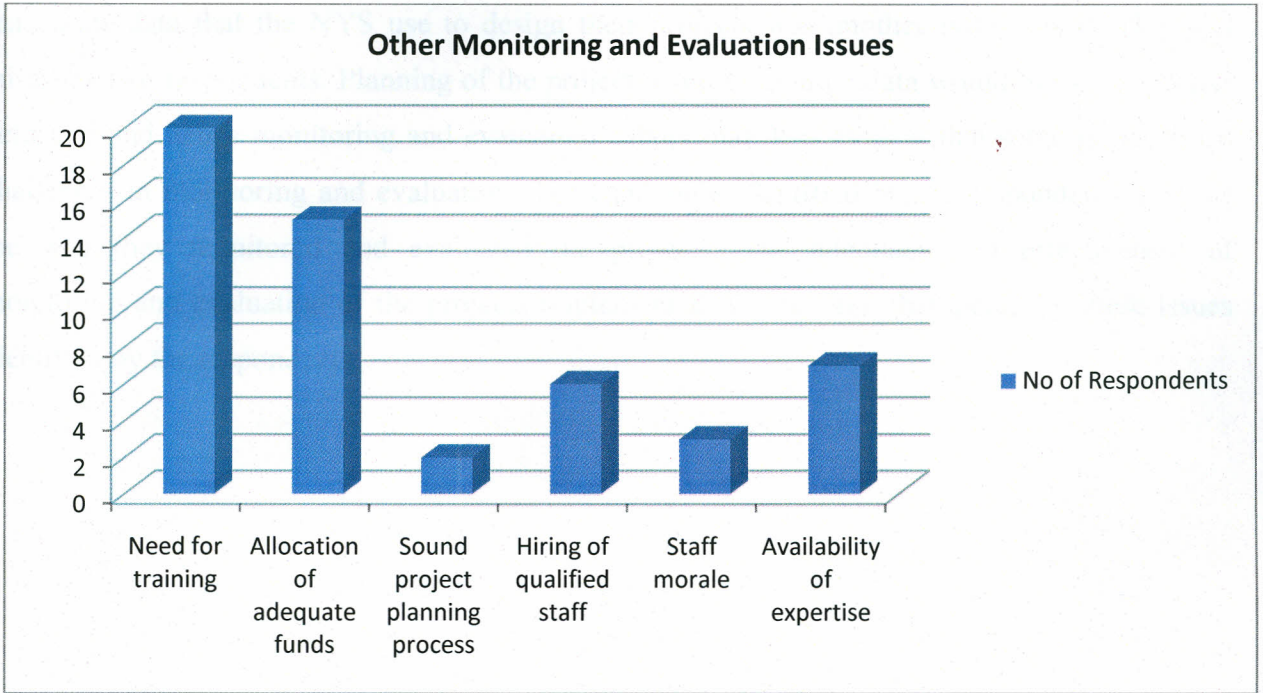
The study sought to determine individual recommendation that can be done to improve effective monitoring and evaluation system. Some of the respondents recommended the involvement of the expertise, this would benefit the projects in that it will introduce an objective perspective to the evaluation and hence identify issues that may not be captured by the M&E staff.

Inconsistence in this practice means that some of the project evaluations lacked the objective perspective that could be provided by an external facilitator. Lack of adequate monitoring and evaluation expertise or capacity is one area that has been highlighted by several scholars (Hughes d'ach, 2002: Gibbs *et al.*, 2002 and Kelly and Magongo 2004). Monitoring and evaluation requires specific skills and expertise such as monitoring and evaluation design skills particularly log frame design, indicator setting, both qualitative and quantitative, design of data collecting instruments including questionnaires, focus discussion guides (Hughes d'Aeth, 2002 and Gibbs *et al.*,2002)

Kelly and Magongo (2004) noted that skills such as advanced data analysis, conducting of focus groups, qualitative indicator settings are very scarce in common market. The NYS may not be in position to procure them implying that these areas that require these skills are not done and hence monitoring and evaluation are not effectively done. Gillian *et al.*, (2003) argues that this translates into shortage of quality data which makes decision making on the project to be based on intuition not solid data.

The respondents were further probed for any other issues that could be of interest about environment in which they were conducting monitoring and evaluation of the empowerment projects. This was an open ended question. Some of the issues highlighted earlier were repeated, but the researcher omitted during the analysis. The issues were analyzed and coded over the main recurring themes. Figure 4.9 shows the findings.

Figure 4.10: Other issues which can improve effective monitoring and evaluation system



Source (Researcher Data, 2012)

4.8.2 Need for training in monitoring and evaluation

The figure 4.10 shows that the most frequently cited issue was that monitoring and evaluation was a new concept and dynamic in nature, as a result they need some training in order to be able to carry it out. Some of the respondents observed that they lacked understanding in the use of the tools that the projects prescribed. The finding shows that twenty respondents identified this issue.

4.8.3 Availability of adequate funds

Without adequate finance the NYS would be forced to scale back on some of the monitoring and evaluation activities they were supposed to carry out. This would have an implication of adequate and ineffective monitoring and evaluation of the projects the respondent implemented. In question 20, most of the respondents recommended adequate budgetary allocation to improve effective monitoring and evaluation.

4.8.4 Sound project planning process

Inaccurate data that the NYS use to design their projects was another issue raised. This was raised by two respondents. Planning of the project using inaccurate data would make the project defective and hence monitoring and evaluation suboptimal. It is evident that some projects had challenges in monitoring and evaluation. The challenges identified by the respondents affected the way they monitored and evaluated the projects. The adequacy and effectiveness of monitoring and evaluation of the projects implemented was severely hampered by these issues identified by the respondents.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, recommendations and conclusions of the study with a view of highlighting findings that are most relevant to monitoring and evaluation policy decision in the NYS and other relevant agencies in general and then makes recommendations for further study.

5.2 Summary

On the basis of the study objectives, the results of data analysis supported the following summary of findings;

5.2.1 Background Information

The findings indicated that 50% of the respondents are university graduates with 33% of the respondents are graduates from middle level colleges and 17% are holder of secondary education qualification. The findings further indicate that 33.3% of the respondents were managers whereas over 60% were supervisors. It is also clear that over 50% of the respondents had worked considerable long in monitoring and evaluation activities to understand the impact of effective monitoring and evaluation system.

5.2.2 Participatory and Conventional Approaches

Objective one sought to find out how participatory and convectional approach influence effective monitoring and evaluation of the NYS empowerment projects. However, 70% of the respondents agreed that there is need for the NYS to involve all the stakeholders in the design of monitoring and evaluation of the youth empowerment projects. This will influence the effective monitoring and evaluation and make the youth not to be seen as reflexive beneficiaries of the services the project is offering. An active involvement has got an added advantage of demonstrating accountability to the youth and also ensuring sustainability of the projects.

5.2.3 Framework

Objective two sought to determine how framework approaches influence effective monitoring and evaluation. This practice was consistently and effectively done with 85% (58% most effective and 25% effective) on the projects implemented by the respondents. Using the logical framework approach aids in identifying the logic behind projects elements' and performance measurements, how they relate and the underlying assumptions.

5.2.4 Data Collection Method

Objective three sought to identify how data collection methods influences effective monitoring and evaluation of the NYS youth empowerment projects. To achieve this objective the study probed of the data collection methods used and how often they are used. The majority of the respondents (66.7%) indicated that data collection methods are effective technique used in monitoring and evaluation system.

5.2.5 Best Practices

The monitoring and evaluation practices of the NYS on empowerment projects were compared against the best practices based on; general performance, order of effectiveness, extent of improvement linked to baseline, M&E plan, and technology as a factor influencing effective monitoring and evaluation of the NYS empowerment projects. This practice was inconsistently done with an average of 24% of the respondents agreed on its effectiveness. In absence of data about best practices, it is very hard to measure their impacts.

5.2.6 Effective Monitoring and Evaluation

The general objective of the study sought to find out the factors influencing effective monitoring and evaluation of the National Youth Service empowerment projects. An average of 41% of the respondents identified with the relevant activities contributing to effective monitoring and evaluation. It is essential to state that failure to demonstrate impact of the projects on some aspects, more especially; efficiency, effectiveness, relevancy, training, sufficient budgetary and financial accountability have complication that the NYS find it hard to source for funds in view that the projects were not effective. The stakeholders (youth) may also look at these projects as money wasting ventures that were conceived in their names without any long term impact.

5.3. Conclusion *successful projects can be conducted*

The study findings are valuable in providing clear understanding of the effective monitoring and evaluation system. Projects without monitoring and evaluation plans are not effectively monitored and evaluated (McCoy *et al.*, 2005). The study investigated factor influencing effective monitoring and evaluation practices by National Youth Service implementing youth empowerment projects. The study shows that the project implemented by the NYS were not effectively monitored and evaluated. The study also unearthed the lack of adequate funding by government. This was mainly as a result of lack of expertise in this area. Recommendations were made in order to improve the effective monitoring and evaluation of projects implemented by National Youth Service.

There is need for the NYS to involve all the stakeholders in the design of monitoring and evaluation of the youth empowerment projects. This will influence the effective monitoring and evaluation and make the youth not to be seen as reflexive beneficiaries of the services the project is offering. It is evident that most of the stakeholders were not consistently involved, non involvement of the stakeholders meant that the project implementers lost an opportunity of fully demonstrating downward accountability to the youth and also ensuring sustainability of the projects (Core, 2006). The input from the other stakeholders were missed.

Generally the framework approach was consistently and effectively done on the project implemented by the respondents. Use of the logical framework approach aided in identifying measures and criteria for success during the planning stages, (Aune, 2002). It is the logic behind projects elements and performance measurements, how they relate and the underlying assumptions. These are some of the aspects that influence effective monitoring and evaluation. In regard to data collections methods, the majority of the respondents indicated that data collection methods are effective technique used in monitoring and evaluation system.

The study further concluded that in absence of data about best practices, it is very hard to measure the impact of their projects (Hughes-d'Aeth, 2002). This finding is consistent with the previous studies as cited by Risks, (2004) who found failure to obtain baseline data to be very prevalent among the projects implantation organizations. Monitoring and Evaluation practices of

the NYS on empowerment projects can be compared against the best practices based on; general performance, order of effectiveness, extent of improvement linked to baseline, monitoring and evaluation plan, technology. These are common factors that influence effective monitoring and evaluation of all projects. It is essential to state that failure to demonstrate impact of the projects on some aspects, more especially; efficiency, effectiveness, relevancy, training, sufficient budgetary and financial accountability have complication that the NYS find it hard to source for funds in view that the projects were not effective. The stakeholders (youth) may also look at these projects as money wasting ventures that were conceived in their names without any long term impact.

5.4 Recommendations of the Study

It is essential that findings of the study are briefly reiterated before recommendations are made. The following were research findings. The monitoring and evaluation practices of the NYS were found wanting in comparison with the best practices. Most of the best practices were inconsistently done on the projects. Some of the best practices were generally not used by majority of the NYS. This can be explained by the fact that they lacked expertise in monitoring and evaluation as highlighted by the findings. The adequacy and effectiveness of monitoring and evaluation of the projects implemented was severely hampered by the issues identified by the respondents. The researcher makes the following recommendations to address some of the key findings of the study.

The findings found a critical lack of expertise in monitoring and evaluation of projects implemented by the NYS. There is need for training in this aspect of monitoring and evaluation. Donors in conjunction with the government should institute programmes to impart youth empowerment projects monitoring and evaluation skills amongst the NYS staff. It is imperative that the implementers of these projects have skills in monitoring and evaluating them. There is need for the NYS to involve all the stakeholders in the design of youth empowerment projects. The beneficiaries should not be passive recipients of the services the project is offering. It has got an added advantage of demonstrating to them and also ensuring sustainability of the project when the donors withdraw funding.

Much as there are a lot of funds being invested in youth empowerment projects, very little is trickling down to the grassroots that is the home base of the majority of youth. There is need for the government to provide more resources to NYS allocation so that their activities can have impact. With insufficient funds, monitoring and evaluation is looked at as a luxury and hence the projects do not benefit from it. With more funds the NYS can train and retain the critical skills that they are lacking especially in monitoring and evaluation.

5.5.1 Recommendation for Future Study

The research study was limited to comparing the effective monitoring and evaluation practices of National Youth Service with the best practices to in order to determine how effective the youth empowerment projects were monitored and evaluated. It also determined factors influencing effective monitoring and evaluation of the projects they implement. Further research would be required to determine empirically the actual impact on the performance of the projects hence empowerment of youths. Since monitoring and evaluation of the projects and controlling of the projects should be an integrated with the project planning and design. Further research should try investigating the project design and planning practices of the National Youth Service.

5.6 Limitation of the Study

The respondents were asked questions related to the work under which they carried out monitoring and evaluation of the projects they implemented. The probing was done by way of statements that the respondents had to complete to describe a specific monitoring and evaluation issues that best described their situation. Most of the respondents were not fully ready to discuss these matters. Again several visits were made to convince the respondents to complete the questionnaire in time, this resulted into unbudgeted expenses.

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APPENDICES

Appendix 1: Questionnaire

Instructions

This questionnaire is meant to gather information concerning determinant factors of effective monitoring and evaluation system of National Youth Service Empowerment Projects.

- 3 Please respond by ticking the provided template or by writing a brief comment on the spaces provided.
- 4 All the information given will be handled with appropriate confidentiality and will be used for the purpose intended for.
- 5 Please remember not to indicate your name in any sheet provided.

(i) General Information

1. Under what age group do you belong to

20 – 30years

30 – 40 years

40 – 50 years

50 – 60 years

2. Please indicate your gender

Male

Female

3. What is your academic level of qualification

Primary level

Secondary level

Middle level college

University

4. At what level do you serve in your current position

Supervisor

Manager

Clerk

None of these

5. What is the total number of the permanent staff that your organization has?

Less than 5

10 – 50

50 – 100

Over 100

6. Does your organization have staff on contract?

Yes

No

7. For how many years have you been involved in monitoring and evaluation activities in your organization

I am not aware

0 – 2 years

2 - 5 years

Over 6 years

(ii) **Monitoring and Evaluation Plan**

8. Please indicate the extent to which you agree/disagree with the following statements concerning the characteristics of the effective monitoring and evaluation plan in your organization. Please use the scale indicated here to tick in the appropriate box

1. Strong Agree 2. Agree 3. Disagree 4. Strong Disagree 5. Not Aware

Statement	1	2	3	4	5
Your organization has a formal effective monitoring and evaluation plan					
Your M&E plan has a mission statement					
The objectives are in written form					
Everyone in your organization is aware of these objectives					
The plan objectives are adequately communicated					

9. Please indicate the extent to which you agree/disagree with the following statements concerning the features characterize your organization planning process of effective monitoring and evaluation?

Please use the scale indicated here to tick in the appropriate box

1. Strong Agree 2. Agree 3. Disagree 4.Strong Disagree 5.Not Aware

Statement	1	2	3	4	5
Formal planning meetings					
Informal Planning interactions					
Timetables for plan preparations					
Clearly assigned responsibilities for planning					
Have a planning department					

10 The following are attributes identified with a successful monitoring and evaluation planning process. Please tick the attributes you can relate to your organization's M&E planning processes.

Statement	Strong Agree	Agree	Disagree	Strong Disagree	Not aware
Has full support of top management					
It is participatory					
It is flexible					
It clearly defines responsibility					
It is unifying					
It's realistic					
It promotes communication					

11 Which of the following equipment/assets do you use for implementing your projects?

Equipment	Strong Agree	Agree	Disagree	Strong Disagree	Not aware
Computer					
Register					
Video Equipment					
Log books					
Service recording					

Please mention any other asset if not included.....

12 Before embarking on empowerment projects does your organization conduct a study to establish baseline data or condition of the community on;

Activities	Strong Agree	Agree	Disagree	Strong Disagree	Not aware
All projects					
Some projects					
Very few projects					
Never					

13 How often do you compare planned project activities schedule against actual schedule in order to determine project performance

Period	Strong Agree	Agree	Disagree	Strong Disagree	Not aware
Weekly					
Every month					
Mid of the project					
End of the project					

14 The following aspects are specified in the plan to guide monitoring and evaluation

Aspects	Strong Agree	Agree	Disagree	Strong Disagree	Not aware
Data to be collected					
Frequency of data collected					
An individual in charge					
Schedule of M&E					
Plan for dissemination of finding					

(iii) Monitoring and Evaluation Techniques

15 Which technique is mostly used in monitoring and evaluation of NYS projects? Rate the variables in order of effectiveness from the most effective to less effective.

Techniques	Most Effective	Effective	Moderate	Less effective	Not at all
Participatory approach which involves project beneficiaries, staff, community and donor					
Traditional Approach where financial dictate how monitoring and evaluation is carried out					
Theory base which allows in-depth understanding of the working program or project					
Logical framework approach in planning and management of the project					
Quantitative methods of data collections methods where involved with counts and numbers					
Qualitative methods where in-depth understanding of issues is involved					
Best Practices where those practices that have been found to be effective are recommended					

16 Relate the following statements to the general performance of NYS in line with monitoring and evaluation Techniques

Items	Strong Agree	Agree	Disagree	Strong Disagree	Not aware
The traditional approach to monitoring and evaluation is very prevalent in which donors dictate how effective monitoring and evaluation can be carried out					
Monitoring of the inputs and activities which are outlined in log-frame are largely an accountability measure carried out through quarterly and annual basis					
There is need to locate and embed monitoring and evaluation in the project management lifecycle					
Monitoring and evaluation information is very helpful in determining how the project progressed in terms of schedule, cost and any hindering problems encountered during implementation					
The four distinct structures;- approach, framework, data collections methods and best practices are significantly correlated with success of effective monitoring and evaluation system					
Ideally all the stakeholders in participatory monitoring are involved in identifying the project, the objectives and goals and identification of the indicators that will be used in influencing effective monitoring and evaluation					
With either approach to M&E there are two framework; theory based and logical framework which contributes to effective monitoring and evaluation					

There are more than one methods and tools used in gathering data that goes into tracking the indicators for effective M&E functions of the project					
The contextual use of the term best practices in M&E refers to those that have been found to be effective and hence recommended for effective M&E system					

17 How has the NYS performed in the last three years? Rate the extent of improvement based on the following techniques as factors which influence the effective monitoring and evaluations system

Techniques	Very High	High	Moderate	Low	Not at all
Approaches; use of the provided present M&E reporting format					
Framework; use of logical framework to track planning and management					
Data Collection Methods; use of various methods and tools in gathering data that goes into tracking indicators for M&E					
Best Practices; sharing of effective practices associated with M&E; (baseline, M&E plan, technology)					

18 Please indicate the extent to which you agree/disagree with the following statements and indicators concerning factors influencing effective monitoring and evaluation.

Indicator	Strong Agree	Agree	Disagree	Strongly Disagree	Not Sure
Participatory M&E is the approach which involves stakeholders such as the project beneficiary, staff, donors and community in the design and implementation of the project M&E					
There are various methods and tools in gathering data that goes into tracking the indicators for M&E process					
Evaluation is interested in determining the efficiency of resources use and results of the activities that were carried out on the project					
Monitoring the project using the logical framework entails inputs indicators such as budget to monitor resource use throughout the implementation of the project					
best practices in monitoring and evaluation is meant to refer to those practices that have been found to be effective and hence recommended in the field of monitoring and evaluation					

(iv) Effective Monitoring and Evaluation

19 How has NYS as an organization attained effective monitoring and evaluation of the youth empowerment projects in relation to the following indicators? Give your own opinion in grading

Activities	Strong Agree	Agree	Disagree	Strong Disagree	Not aware
Intended effectiveness are linked to project goals, outcomes and outputs					
The project activities were done on schedule and within budget					
Evaluations were carried out to determine whether the benefits of the project will continue to accrue long after the project ended to test its sustainability					
Evaluations were done to determine what changes (impact) the project had on the community and whether there were any unintended changes the project brought about					
Training and identification of different personnel for different activities of monitoring and evaluation, job allocation and designation benefiting their expertise					
The inputs (finance, personnel and materials) were available in right amount and in time and quality					
Resources were used for what they were supposed to be used for resulting into efficiency					
The project activities were done on schedule and within budget					
Factors that causes delay and problems on effective monitoring and evaluation were rectify by the management					

20 Recommend what can be done to improve effective monitoring and evaluation system in your organization M&E work plan.

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Thank You

Appendix 2:

Work Plan

Activities	Period January 2012 – April 2012									
	1 st wk	2 nd wk	3 rd wk	4 th wk	5 th wk	6 th wk	7 th wk	8 th wk	9 th wk	10 th wk
Instrument Development	■	■								
Piloting the instrument		■	■							
Revision of instrument			■							
Field Work Activities				■	■	■				
Data Processing						■	■	■		
Report Writing									■	
Submission and Defense										■

Appendix 3: Research Budget

Activity	Input	Total Cost
Proposal	Stationary (note books, pens and information storage devices)	4,000
	Literature Search	4,000
	Typesetting and Printing Cost	4,000
	Photocopying	3,000
	Transport and Communication	4,000
	Binding services	800
	Sub-Total	19,800
Project	Stationary	4,000
	Data collection	8,000
	Printing and photocopying services	3,000
	Transport and Communication	4,000
	Data entry services	2,000
	Binding services	2,200
	Consultancy services	8,000
	Contingency 10%	5,100
	Sub-Total	42,300
Grand Total		62,100

Appendix 4 : Letter to Respondents

Dear Sir/Madam

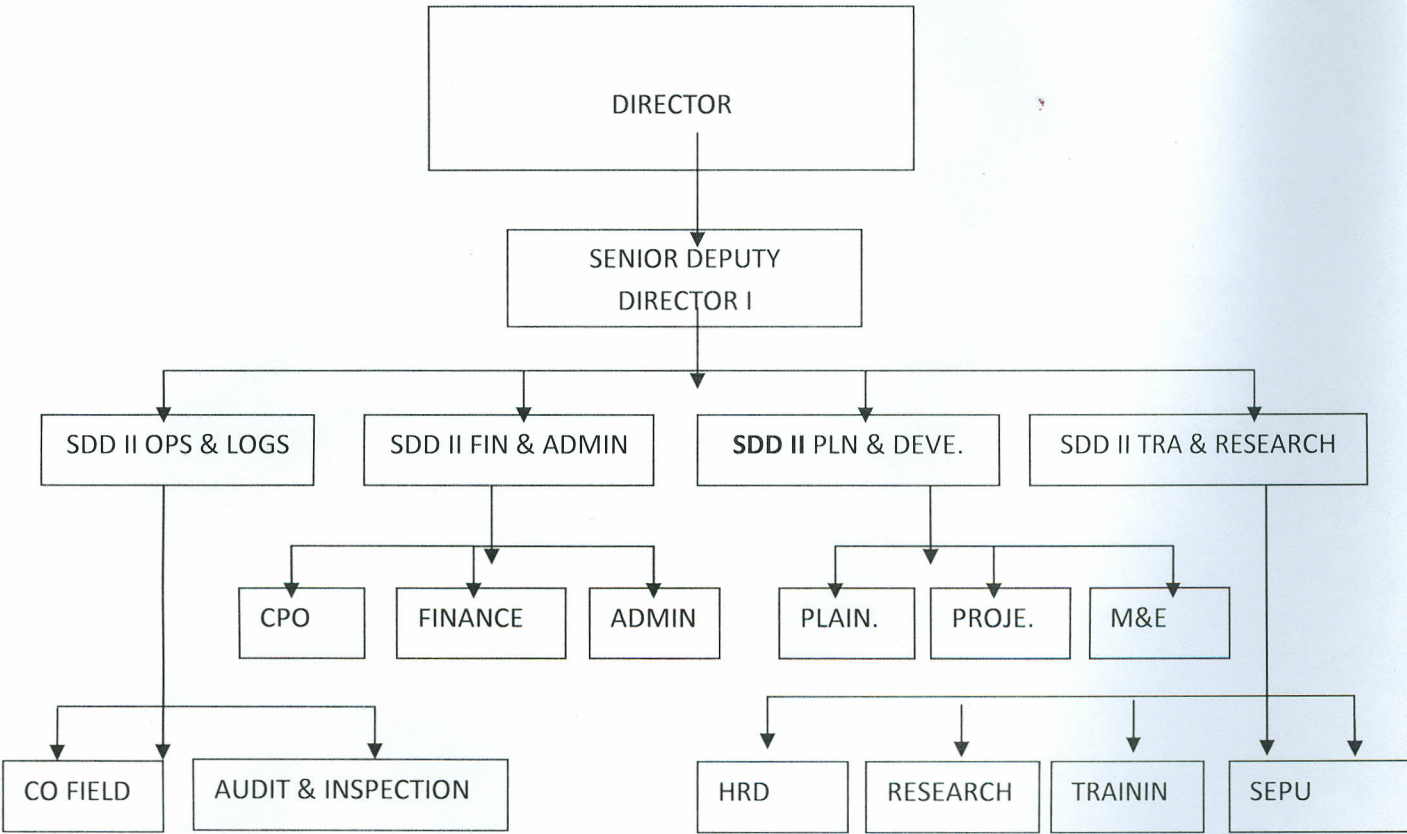
I am a student at the Kenyatta University pursuing a master degree, Business Administration in Project Management. I am carrying out a research on determinant of effective monitoring and evaluation of NYS youth empowerment projects.

Kindly complete the attached questionnaire giving information that is honest as possible. Data attained herein will be entirely used for academic purposes and your response will be treated strictly confidential.

Thank you and God bless.

Researcher

Appendix 5 : NYS Organizational Structure



Source: NYS Strategic Plan 2000 - 2012