

**EVALUATION OF LOGICAL FRAMEWORK APPROACH AND ITS EFFECT ON
STAKEHOLDER PARTICIPATION IN THE DESIGN AND EXECUTION OF
PROJECTS. (A Case of Economic Stimulus Programmes in Nairobi County)**

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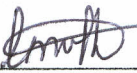


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DECLARATION

This research project is my original work and has not been presented for a degree in any other university or for any other award.

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DEDICATION

This work is dedicated to all my family members for their encouragement and unwavering support in my studies and for having shown confidence and belief in my abilities.

ACKNOWLEDGEMENT

I would like to acknowledge my Supervisor Ms Rosemary James for having given me helpful instructions and guidance on how to develop this project report. I acknowledge also my colleague Mr Daniel Makori for his useful advice on research methodology and interpretation of research concepts.

ABSTRACT

The problem statement underlying the study was the observable shortcomings of community stakeholder participation and involvement in management of ESPs, difficulties in the setting of the projects objectives and inadequate review of the set objectives and difficulties in monitoring and evaluation of the projects due to lack of elaborate logframes that would highlight on the indicators of project progress. This study aimed at analyzing the logical framework approach as a tool in results based management and its effect on project design and execution of Economic Stimulus Programmes (ESP) in Nairobi County. The study was guided by specific objectives which are; to investigate the influence of stakeholder participation and involvement on project design and execution; to determine the effect of objective setting and review on project design and execution; to examine the effect of the logframe matrix in project design and execution. The research design was descriptive design and aimed at describing relationships between the independent and dependent variables of the study. The target population of the study was sixty two ESP projects in Nairobi County. The Sampling design selected for the study was stratified sampling under which nineteen projects were selected; industrialization (Jua Kali Sheds) and Fresh Produce Markets (local government) and education projects. The research instrument used were semi-structured questionnaires that were distributed to respondents. To analyze data, qualitative data was grouped under common descriptive characteristics and analyzed. Descriptive statistics were used to analyse quantitative data presented using tables, bar charts and pie-charts. A summary of findings, conclusion and recommendations was provided. The findings revealed that the stakeholders were involved in the design and execution of ESP largely through representation by Committee members including the clergy, men, women and youth representatives, school principals and school administration and Jua Kali traders committee. Data also showed that every project had set objectives and milestones which were in some cases reviewed to reflect on the changing environmental forces. Data also revealed that in some cases not all stakeholders were in agreement of all the project objectives. The components of the logframe were used in the monitoring and evaluation of the projects, and though most projects did not have an elaborate logframe matrix the components of the logframe existed in a fragmented manner in the work plans, schemes of work and bill of quantity. Recommendations made were that the logical framework should be used in management of ESP projects to assist in the planning and design, time scheduling, risk analysis and monitoring and evaluation. Suggestions for further research were also presented.

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ABBREVIATIONS AND ACRONYMS

AusAID.....	Australian Government Overseas Aid Program
CIDA.....	Canadian International Development Agency
DANIDA.....	Danish International Development Agency
DFID.....	Department for International Development- United Kingdom
ESP.....	Economic Stimulus Programmes or package
IFAD.....	International Fund for Agricultural Development
KARI.....	Kenya Agricultural Research Institute
LFA.....	Logical Framework Approach
OECD.....	Organisation for Economic Co-operation and Development
OOPP.....	Objective Oriented Project Planning
PSR&DS.....	The Public Service Reform and Development Secretariat
RBM.....	Results Based Management
ROA.....	Results Oriented Assistance
RRI.....	Rapid Results Initiatives
SIDA.....	Swedish International Development Agency
UNDAF.....	United Nations Development Assistance Fund
UNDP.....	United Nations Development Programme
USAID.....	United States Agency for International Development

CHAPTER ONE:

INTRODUCTION

1.1 Background of the Study

Project management is the application of knowledge, skills, tools and techniques to project activities to meet project requirements (Kloppenborg, 2009). One of these tools is the Logical Framework Approach (LFA).

Project management tools are devices for keeping track of activities, performance, risks, schedules/ deadlines, budgets and resources on a project. They're usually visual tools designed to represent the goals and activities of a project and responsibilities of those working on various stages of a project. (Milosevic, 2003)

Project management tools will be used at all the phases of the project which include initiation, planning, execution, monitoring and control, and lastly project close. There are those tools that will be used at the initiation stage to enable legitimate project mandate and design, others at the planning stage to determine the project scope, schedules, project resource/budget. At the execution stage are tools used for effective team management, project risk management, project communication and stakeholder management, project monitoring, control and evaluation, and project change management. At the closing phase, tools are used to enable effective feedback on the project undertaking, acceptance and handover of the project to the clients of beneficiaries and to document on lessons learned.

LFA is a valuable and versatile tool as it will be used in all the phases of the project cycle. It is a versatile tool of managing projects because it can be used to structure complex projects and ensure consistency in planning of complex projects, it becomes a reference point in implementation, highlights linkages between project elements and external factors and stakeholders and provides a basis for systematic monitoring and evaluation of the effects of projects.

LFA is a Result Based Management (RBM) tool for the systematic management of projects and programmes. It focuses not only on activities like other tools, but also on results. LFA provides the tool for logically establishing project objectives and defining their causal relationships. It describes external factors that influence success: assumptions for implementation and the risks confronting the project/programme. The tool also supports regular monitoring and evaluation through the identification of verifiable and measurable indicators that help determine whether objectives have in fact been met. It also entails stakeholder involvement to ensure project or programme relevance and sustainability. (Ortengren, 2004).

The Logical Framework Approach is a project design methodology that involves problem analysis; analysing of an existing problem, its linkages to other problems and its reasons and effects. Stakeholder analysis; an overview of all persons, groups, institutions that are affected by the project. Goal and objectives analysis; a description of the future situation and developing an objective hierarchy, and selecting a preferred implementation strategy.(Dale, 2003). The product of this analytical approach is the matrix (the Logframe), which summarises what the project intends to do and how, what the key assumptions are, and how outputs and outcomes will be monitored and evaluated. The logical framework or logframe derives its name from the logical linkages set out by the planner to connect a project's inputs with its ends.

The logframe was originally developed in the early 1960's by the United States Department of Defense to enhance its capability in monitoring and evaluation of humanitarian assistance programs as a response to the need to reduce the department's budget without jeopardizing security. It was later adopted by the United States Agency for International Development in the late 1960s as a standardized planning model. This was in response to poor planning and monitoring of development projects. Since then, it has been applied and modified by many bilateral donors, including Germany, the United Kingdom, the European Union, Canada, and Australia. It is used by a number of development agencies, such as the European Union, the US Agency for International Development (USAID), the UK's Department for International Development (DFID), the Canadian International Development Agency (CIDA), the Organisation for Economic Co-operation and Development (OECD), Expert Group on Aid

Evaluation and the Australian Government Overseas Aid Program (AusAID) the UN agencies and many others for effective planning, design, implementation, monitoring and evaluation of projects/programs. (Gasper, 2000)

Since the 1960's LFA has evolved from a simple framework for structuring project objectives to a more sophisticated, process-orientated approach for involving stakeholders in project design and management.

Many international donors require projects they fund to be designed according to a Logical framework approach. According to Swedish international development Agency (SIDA 2004), the Logical Framework Approach (LFA) is important and useful tool because it is analytical, presentational and helps planners and managers to, analyse the existing situation during project preparation, and to establish a logical hierarchy of means by which objectives will be reached.

According to the World Bank logframe Handbook, (2000) the logical framework should be used as a core reference document throughout the entire project management cycle. The framework has been used at the world bank since 1997 when it became a standard attachment to the project appraisal document for investment operations.

The Kenyan Government adopted the Rapid Results Initiative (RRI) approach as one of the key tools in implementing Results Based Management in the Public Service in 2004. (Obong'o 2007). This was out of the need to improve service delivery and demonstrate reform gains from the implementation of the Economic Recovery Strategy. This strategy came into being in 2003 with the National Rainbow Coalition (NARC) government as an initiative to reverse decades of slow and stagnant economic growth. RRI was first introduced in Kenya on a pilot basis in 2004 through partnership between the Government of Kenya and the World Bank. The Public Service Reform and Development Secretariat (PSR&DS) was established in 2004 with the mandate to coordinate all public sector reforms and mainstream Results Based Management (RBM) in the Public Service.(Obong'o 2007) The LFA has increasingly been used by the government and consultants in many devolved funds projects undertakings to ensure logical and orderly implementation of the RRI and RBM. The ESPs particularly have adopted the use of LFA for

easier management of the projects which are expected to be accomplished within a short time frame of one year.

1.1.1 Economic Stimulus Programmes or Packages

Economic stimulus is a term used to define a situation where the government changes its fiscal policy of spending and taxation in order to bolster and revive an economy that is in a recession. The government initiates measures designed to help the economy by encouraging consumer spending. The underlying theory is that when consumers spend more, a recession can be reversed. These investments focus on sectors that will generate maximum benefit and create employment. The government of Kenya under the 2009/2010 budget initiated an Economic Stimulus Programme that sought to revitalize the economy at the constituency level. The budget titled 'Overcoming Today's Challenges for a Better Kenya Tomorrow', aimed at urgently jumpstarting the Kenyan economy towards long-term growth and development particularly in the wake of the 2007/08 post-election violence that negatively affected the Kenyan economy, the prolonged drought, decline of remittances from Kenyans in the Diaspora, the 2008/09 global economic recession which had negative shocks on economies, Kenya included. The government allocated a total budget of Kshs.22billion for the Economic stimulus programme. The stimulus was aimed at adjusting the decline in the economic growth rate from 7.1% in 2007 to 1.7% in 2009.(GOK 2009). The ESP projects were to be managed using the already existing structural framework of the Community Development Fund Committee (CDFC)

The objective of the stimulus were to; boost the country's economic recovery, return economy to the envisioned medium term growth path, invest in long term solutions to food security, expand rural economic opportunities for employment creation, promote regional development for equity and social stability, improve infrastructure, quality of education, healthcare for all Kenyans, invest in environmental conservation, expand access to and build ICT capacity in order to expand economic opportunities and accelerate economic growth.

Activities covered under the ESP include expansion of irrigation-based agriculture, construction of wholesale, fresh-produce markets, Jua Kali Sheds, fish ponds and fingerlings, provision of aquaculture advisory services, tree planting. Others include construction of schools, health

centers and roads, tapping into human capital resources to contribute to social welfare improvement and achievement of the Millenium development goals.(MDGs)

The ESP governance structure consists of; the Ministry of Finance that coordinates at the national level, ministry of public works in charge of all construction. At constituency level, projects are managed either by the District Infrastructure Coordination Team for all education projects, or the Stimulus Project Management Committee [SPMC] which manages projects in all the other sectors. The SPMC is constituted by the CDFC.

The SPMC is responsible for identifying the appropriate location of the project; making recommendations for payments in consultation with relevant and technical Ministries to the District Accountant, through the Constituency Development fund committee (CDFC); and Monitoring the implementation of ESP projects.

The SPMC is composed of the Member of Parliament as the patron, District Commissioner, District Development Officer, The District Public Works Officer, The CDFC Chairperson, CDFC Secretary and CDFC Treasurer, District Accountant, all Departmental Heads under whose docket the various projects fall, one person representing religious organizations in that constituency, two men representatives from that constituency, two women representatives from that constituency, two persons representing the youth, and the CDFC Fund Account Manager as the focal point for information regarding ESP projects.

1.2 Problem Statement

Since the Kenyan government introduced the Results Based approach in the management of its projects and programs LFA has been increasingly adopted as a tool of managing the projects however, in some cases it has not been appropriately utilized as is the case with ESP projects.(Omolo, 2010)

Problems have been experienced in community stakeholder involvement, their contribution in the setting and review of project objectives, and their participation in the design of elaborate logframes to guide in monitoring and evaluation of the projects.

Challenges have been experienced when incorporating all the views and interests of the ESP stakeholders who like in many other public sector development projects may be very diverse. According to The Institute of Social Accountability TISA, (2010), there is low community awareness and involvement in the projects funded by ESP. The origin of this problem can be traced from the national office where initial plans were drawn without wide consultation with organs representing the people. Additionally, the ESP governance structure that was developed does not adequately provide for citizens involvement in the projects.

Setting of goals and objectives for ESP projects becomes complicated due to the differing perceptions among stakeholders as to what problems the project seeks to address. Additionally, the objectives set have not been regularly reviewed in order to make adjustments occasioned by changes in the external environment and shifting priorities of the stakeholders. (Ufadhili Trust, Shelter Forum 2010)

There have been difficulties for the stakeholders in the monitoring and evaluation of the projects due to lack of verifiable indicators of project progress. This is common in many ESP implementation frameworks where the main objective or results is broadly stated and the monitoring team is expected to draw its smaller monitoring frameworks (ESP manual 2009/2010) which may not be congruent with the main intended achievements at different stages. Lack of elaborate logframes has contributed to this.

Presently some of the ESP projects that were actually launched in the year 2010 have not been completed. (Ufadhili *et al*)

The study therefore sought to evaluate the effect of the Logical Framework Approach on stakeholder participation in project design and execution of Economic Stimulus Programmes.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to evaluate the effect of the logical framework approach in the design and execution of Economic Stimulus Projects (ESP).

1.3.2 Specific objectives

- i. To assess the effect of stakeholders participation on project design and execution of ESP.
- ii. To determine the effect of objective setting and review on project design and execution of ESP.
- iii. To examine the influence of logframe matrix in project design and execution of ESP.

1.4 Research Questions

- i. To what extent does stakeholder participation affect project design and execution of ESP?
- ii. What is the effect of objective setting and review on project design and execution of ESP?
- iii. To what extent does the logframe matrix influence project design and execution of ESP?

1.5 Significance of the Study

The study findings were aimed to benefit various categories of people and organizations who include and not limited to the following;

Staff in all the ESP implementing ministries; the findings are significant to managers as it will assist them in strategy formulation of future projects. Other staff members will get a better insight to the complexities of project design and execution.

ESP Committees; These will benefit from the findings and will use it as a reference and guide on how to go about management of public sector projects in their constituencies.

The Kenyan Citizens; These would find the study beneficial as it reveals to them their role in the management of ESP projects and also raises stakeholder and citizenry activism.

Other researchers; the study can guide other prospective researchers in the same field or subject. Future researchers will identify the gaps not addressed by this study and they are encouraged to undertake studies in order to fill up the gaps.

Donors and development aid partners of public sector projects; these agencies stand to benefit from the study in that they can gain contextual information about framework systems of the ESP projects and project management 'Africa Perspective' and they will be in a position to make informed decisions on the prospect of funding such initiatives.

Related institutions and agencies; the study is of relevance to other organisations practicing forms of results based management or objective oriented management of their projects.

1.6 Scope of the Study

The study aimed at evaluating the logical framework approach and its effect on project design and execution of ESP projects in Nairobi County. These projects included school upgrading (education), fresh produce municipal markets(local government) and Jua Kali projects(industrialization) under the Economic Stimulus Programmes.

1.7 Limitations of the Study

Some respondents may be influenced by their mental assumptions and may become biased in their responses as they are not able to assess the issues objectively. This was minimized by designing clearly structured questionnaires. Some respondents may fail to cooperate and fill in the questionnaires and new recruits as members of the ESP committees may not be in a position to answer the questions constructively due to lack of background information. This was avoided by distributing the questionnaires only to members who have been in the committee for at least one year. The uniqueness of every project could make it difficult to generalize the findings.

1.7 Assumptions of the Study

The assumptions of this study was that the management of ESP projects has adequate knowledge and experience in logical framework approach and /results based management approaches. It also assumed that respondents would cooperate and provide the information sought for in the study, and that the study would be completed within the projected time.

The results of the study were assumed to be capable of being generalized to all ESP programmes.

1.8 Organisation of the Study

This research project this is organized in five chapters. Chapter one provides the background of the study, the problem statement, the objectives of the study, significance of the study, the scope of the study, and the assumptions and limitations of the study.

In chapter two, a review of the relevant literature to the study, both theoretical and empirical is given. It also includes the critical review, research gaps and conceptual framework. Chapter three outlines the research design used, the population and sampling design, the methods of data collection and the methods that were used to analyse data from the study. Chapter four presents the research findings and analyses data in two sections namely quantitative and qualitative analysis. Chapter five provides a summary of the findings, conclusion and recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

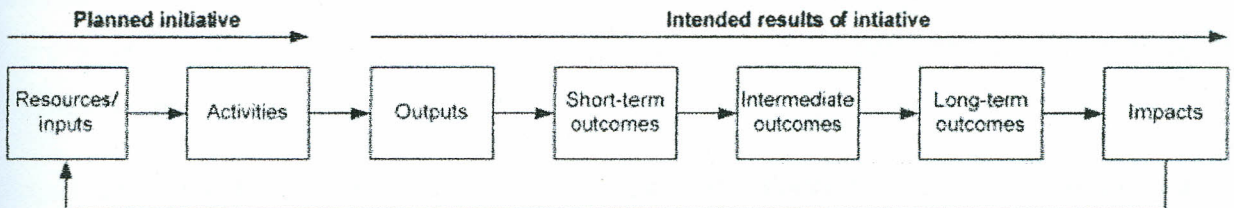
This chapter includes a theoretical review of past studies by other authors and scholars and empirical review of other people's studies, experiences and observation. The conceptual framework of the study is also presented.

2.1 Theoretical Review

2.1.1 Logic Models

Logical framework is based on logic models and provides a practical tool for the analysis, design, management, and refinement of programmes. Logic models seek to describe programme theory. Chen (1990) describes programme theory as "a specification of what must be done to achieve the desired goals, what other important impacts may also be anticipated, and how these goals and impacts would be generated." Owen, (1999) notes that central to the notion of logic models is the idea of programme causality, the ordering of events in such a way that the presence of one event or action leads to, or causes, a subsequent event or action. While this implies a linearity that is inconsistent with the complexities of programme design and implementation, causal thinking is the basis for programme planning, without which there would be no basis for developing interventions.

Figure 2.1.1: General components of a logic model



Logic models graphically illustrate program components, and creating one helps project stakeholders clearly identify outcomes, inputs and activities. Logic Models require identifying program components, so you can see at a glance if outcomes are out of sync with inputs and activities, but they don't show why activities are expected to produce outcomes. Logic models are typically diagrams, flow sheets, or some other type of visual schematic that conveys relationships between contextual factors and programmatic inputs, processes, and outcomes (Owen, 1999).

Logic models can come in all shapes and sizes: boxes with connecting lines that are read from left to right (or top to bottom); circular loops with arrows going in or out; or other visual metaphors and devices. What these schemata have in common are they attempt to show the links in a chain of reasoning about what causes what, in relationship to the desired outcome or goal. The desired outcome or goal is usually shown as the last link in the model.

The general purpose of logic models is to provide a summary of the underlying logical flow related to the planning, development, implementation, and/or evaluation of an initiative. According to W.K Kellogg Logic model guide (2001), a program logic model is a picture of how the program works; the theory and assumptions underlying the program. The logic model provides a roadmap of the program, highlighting how it is expected to work, what activities need to come before others, and how desired outcomes are achieved. They identify an intervention's conceptual and operational elements, and its intended outcomes.

Application of logic models in the logical framework technique

The logical framework technique is an exercise in structuring the component elements of a project and analysing the internal and external coherence of the project. The product of this technique, the logical framework, is a formal matrix presentation of the internal functioning of the project, of the means for verifying the achievement of the goal, and of the internal and external factors conditioning its success.

According to the Kellogg Foundation, (2001) the logic model has become a useful, graphic program management and evaluation tool in a world that has become increasingly visual. Logic

models can help project practitioners demonstrate the need for their programs, think through what resources will be required to implement plans, and develop an evaluation process. A logic model can also create a common language among program stakeholders – the program designers, staff or practitioners, funders, participants, and community residents who have a stake in a particular program. By creating logic models, project decision makers can gather information and learn about programs as they evolve, and funders can better understand the logic behind a grantee's program concept, the potential for its success, and the possible benefits of investment.

The logical framework (Logframe) helps to clarify objectives of any project, program, or policy. It aids in the identification of the expected causal links; the program logic in the following result chain: inputs, process, outputs including coverage or reach across beneficiary groups, outcomes and impact. It leads to the identification of performance indicators at each stage in this chain, as well as risks which might impede the attainment of objectives. The Logframe is also a vehicle for engaging partners in clarifying objectives and designing activities. During implementation the LogFrame serves as a useful tool to review progress and take corrective action.

Kareko J and Sigel (2003) assert that the Logical Framework Approach (LFA) is an objective oriented approach and depending on the agency or organization may be referred by other terms such as Objective Oriented Project Planning (OOPP) approaches, Results Based Management (RBM) or Results Oriented Assistance (ROA) - now being used by donor such as USAID and Canadian CIDA; such approaches place as much emphasis on management, monitoring and evaluation of a project as it does on design. The key points of these methods are that they require the participation of all key stakeholders and those who will be involved in implementing the plan, they are objective and/or results oriented, i.e. they focus on what it is to be achieved, as well as on the immediate things that need to be done.

2.1.2 THE LOGFRAME MATRIX

The logframe makes it possible to summarise a complex project into a one or two page document, making it clear for all stakeholders to understand the logic behind the intervention. Before constructing a logframe matrix, the following analyses have to be carried out:

Stakeholder analysis: An overview of all persons, groups, institutions that are affected by the project (direct and indirect beneficiaries, target groups, project staff, etc.). Problem analysis: Analysis of an existing problem, its linkages to other problems and its reasons and effects. A problem tree can be used as a visualisation method. Stakeholders give their contributions as to what they think are the problems and their causal-effect relationships; Goal analysis: A description of the future situation. This analysis translates the negative situation outlined in the problem analysis into positive sentences or goals. Stakeholders provide their expectations or results to be achieved by the project intervention in solving the problem. These outcomes or results expected are bound on and constrained by time frames; Alternative strategies analysis: This assesses different project strategies and helps to choose the most feasible approach. The analysis determines the activities to be undertaken in the project.

The logframe summarises the project and its context in a logical manner, so that the connection between the activities (sometimes known as inputs) and the expected results (sometimes called outputs) can be seen.

According to Kareko and Sigel, (2003) the logical framework has both a vertical and a horizontal logic. The vertical logic shows what the project intends to do, the relationships between what will done and what will be achieved; the 'means to the ends', and it specifies the main risks and assumptions. The vertical logic is an 'if' logic; it argues that if we commit these inputs into this activity and if the conditions remain the same as per our assumptions, then we will be able to achieve the intended output. The horizontal logic defines or shows how progress and performance will be monitored, and the sources of information for doing this.

Farrington and Nelson (1997) contends that an important aspect of using the logframe is knowing how to test its underlying logic. This is done by reading the logframe from bottom to top to analyze the coherence of its arguments. For example, the linkages between the components of the matrix would be read as follows: if activities (as listed in column 1) are implemented, and the relevant assumptions are valid (4 column), then the project will achieve the outputs (column 1). If outputs are achieved and the related assumption remain valid the project will achieve its purpose. If the purpose is achieved and the related assumption holds, then the

overall goal is achieved. The middle columns (2 and 3) show what and how to measure the achievement of the summary at each level (see figure below), these are indicators and means of verification, respectively. If at any point, the statements of inputs, activities, outputs, purpose, or goal are not clearly related, or if essential information is missing, the logframe will fail in its logic. The logical framework document is a (4 column by 4 row) matrix. The cells of the matrix contain text that describes the most important features of a project as shown in figure 2.

The vertical logic presents an objective hierarchy that describes the project in a logical sequence. It is broken down into the following components:

Goal or Long Term Objective: This is the expected long term impact of the project. The Goal describes a desired situation for the environment and/or people that the project will help to achieve. The project will not in itself be able to achieve this goal; it will only contribute towards it. **Purpose (or Short-term Objective):** This describes the situations, conditions or behaviour that needs to be changed in order to contribute to the goal. This statement is what will be achieved by the project. **Outputs (sometimes referred to as Results):** These are the tangible products or services to be delivered, and for which those implementing the project can be held directly accountable for producing. **Activities:** these are specific actions that must be undertaken to achieve particular outputs e.g. baseline surveys, training courses, staff recruitment, infrastructure development. **Inputs:** The resources that are required to carry out activities, i.e. technology, financial, human and physical resources.

Figure 2.1.2: The Log frame matrix

	Intervention logic	Objectively verifiable indicators(OVI)	Sources and means of verification(MOV)	Assumptions
Overall objectives	What is the overall objective to which the project will contribute(long term impact)	What are the key indicators related to the overall objectives? The quantitative and qualitative indications that objective is being achieved.	Sources of information for these indicators (evaluation system)	
Purpose	What specific objectives is the project intended to achieve? (effect)	Quantitative and qualitative indicators that purpose is being achieved.	Sources of information that exist or can be collected to show that purpose is being achieved (evaluation system)	Which external conditions are necessary to achieve the objective? Which risks should be taken into consideration
Output/expected results	Expected results that lead to achievement of purpose (milestones that need to be achieved in the life of the project)	Indicators related to achievement of outputs	Sources and methods to be used to collect the information (monitoring system)	What external pre-conditions must be met to achieve activities
Activities	What activities will lead to achievement of the output and in which sequence will they be undertaken?	Means/inputs What means are required to carry these activities. Inputs eg supplies equipment, personnel	What are the sources of information about activity progress (monitoring system)	What conditions have to be met before implementation of the project

The horizontal logic for a given level of objective (equivalent to a horizontal row of cells) shows how the achievement of the objective will be measured or verified, how this information will be obtained, and the external factors that could prevent the project manager and staff from achieving the next level objective. The rows depict the following:-

Indicators: These are used to measure the extent to which the different components of the objective hierarchy are being achieved. **Means of Verification:** These include the sources of information that will show whether the indicators have been achieved. This column, with the indicators column, provides the basis for developing the monitoring and evaluation programme for the project. **Risks and Assumptions:** These may affect whether the objectives are achieved. A risk is an external factor that may negatively influence the realization of objective(s) while an assumption is the underlying hypothesis on which the cause-effect relationship is based. Identifying risks and assumptions helps to determine what is under the direct control of management, what requires collaboration with others, and what is beyond the influence of the managers and its stakeholders. Risks may be of two types, those that can be managed and those that are beyond the influence of managers.

2.1.3 Monitoring and Evaluation theory

According to Shapiro J. (2001) monitoring and evaluation are different. Monitoring is the systematic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project or organisation. It is based on targets set and activities planned during the planning phases of work. It helps to keep the work on track, and can let management know when things are going wrong. If done properly, it is an invaluable tool for good management, and it provides a useful base for evaluation. It enables to determine whether the resources available are sufficient and is being well used, whether the capacity is sufficient and appropriate, and whether practitioners are doing what they planned to do.

Evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what was set out to do, what has been accomplished, and how it was accomplished. It can be formative: taking place during the life of a project, with the intention of improving the strategy or way of functioning of the project. It can also be summative; drawing learning from a completed project that is no longer functioning. What monitoring and evaluation have in common is that they are geared towards focusing on efficiency, effectiveness and impact. Through monitoring and evaluation, progress can be reviewed, problems in planning and/or implementation identified and adjustments made.

The Log Frame as an essential tool of monitoring and evaluation

Goodstadt (2005) contends that there is a strong relationship between planning and evaluation. He argues that program evaluation is so closely related to program planning that evaluation can be viewed as the "flip side" of program planning. That is, program evaluation should directly follow the program logic model that underlies the planning of an initiative. Evaluation should assess success in achieving the initiative's goals and objectives, success of its constituent activities and processes, and the inter-relationships among an initiative's elements, as specified in its program logic model.

The logframe does prove to be an important tool in monitoring and evaluation due to the following reasons:

Column 3 on Information Sources; provides the evaluator with information as to how, where and when data can be obtained. Column 2 on OVI; indicates the qualitative and quantitative signals that must exist or be experienced to indicate attainment of expected results i.e. the input, process, output and impact indicators to help arrive at verifiable conclusions on the projects progress, success or failure. Column 4 on Assumptions; indicates to the evaluator the risks that could affect the project. This helps the evaluator to make informed inferences because he/she will be in a position to understand whether the results obtained may be as a result of other external interfering factors that are remote to the project. The first two Columns provide a comprehensive overview of the logical order of occurrences and linkages of the goals and objectives intended. This assists the evaluator to get a whole picture and make sense of the projects activities and outputs. The matrix shows how the project and its environment are interdependent. When all stakeholders are involved the evaluator is able to understand the roles and expectations of all stakeholders and can therefore evaluate accordingly on which stakeholders have done their part well and who has failed.

2.1.4 Goal Setting Theory and Project Goals

In the goal-setting theories it is assumed that behavior reflects conscious goals and intentions. According to Locke and Latham (2002) goal setting involves establishing specific, measurable, achievable, realistic and time-targeted (S.M.A.R.T) goals.

In project management these goals take the form of indicators. When formulating indicators it should be paid attention that the indicators are Specific, in regard to quality, quantity, target group, time/ period and place (the 5 dimensions of an indicator). They should also be Measurable. The column on objectively verifiable indicators provides the means and sources of data for measurement and assessment. They are Realistic in the sense that they are objectively verifiable this means every evaluator would be able to come up with similar data in the monitoring and evaluation process and realistic also because they are formulated in consideration of certain factors that may constraint the project as provided for in the column of assumptions and possible risks to the project. These indicators are Achievable because they are directly related to the intervention, one outcome leads to another until the main goal is achieved. They are Time bound because the results expected are on the basis of specified time periods. The CPM and PERT analysis in project planning are time bound.

2.1.5 Management by Objectives Theory

Project management is an evolution of Management by Objectives (MBO) theory. Logical framework antecedents are in management by objectives. MBO was introduced to businesses in the 1950s as a system called “management by objectives and self-control” by Peter Drucker (1954). Drucker stated that the basis for this system is that an organisation will be more successful if all their efforts pull in the same direction, and their contributions fit together to produce a whole without gaps, friction, and without unnecessary duplication of effort. This focus on goal alignment as a way to improve organisational performance was, at the time, thought to provide the best path to increased profitability.

As a term, Management by Objectives was first used by Drucker (1954). As a management approach, it has been further developed by many management theoreticians, among them

Douglas McGregor (1960) and other scholars. Essentially, MBO should be a process or system designed for supervisory managers in which a manager and his or her subordinate sit down and jointly set specific objectives to be accomplished within a set time frame and for which the subordinate is then held directly responsible.

Drucker's initial ideas about organizational goal congruence were extended and put into practice as a managerial performance system used by McGregor (1960). McGregor's practical use of this goal congruence system was tied to his own development of a managerial assumption about human behaviour which he called Theory Y. The theory assumes that the average person finds work as natural as play or rest. Based on this theory, McGregor argued that an employee, if directly involved in the goal setting process, can be relied upon for self-control. Therefore productivity can best be improved by clarifying strategically aligned goals, coupled with related rewards for achievement. In other words, a system such as MBO which is based on goal congruency should improve employee productivity if used collaboratively.

Application of MBO in Project Interventions

MBO principles contained many precursors to the basic building blocks used by current project management practices. Project management approaches concur with the basic MBO principles which according to Drucker (1955) included; establishing a set of top level strategic goals, creating a cascade of organizational goals that are supported by lower level definitive objectives and action plans, developing an organizational role and mission statement, as well as specific objectives and action plans for each member, often in a manner that involved participative decision making. It also included establishing key results and/or performance standards for each objective, and conducting periodic measurement/assessment of the status or outcome of the goals.

Edward Deming (1986) concurs with Drucker and McGregor and affirms that the assumptive strength behind the MBO model, as commonly practiced, is the notion that if a desired outcome is defined as a goal and progress is measured towards reaching that goal, then the chances of reaching that outcome are enhanced. This is the premise in project management as is evidenced

by goal, objectives and outcomes expected out of every intervention. Managers will align their work targets to these to ensure goal congruency or goal correspondence in their operations.

2.1.6 Stakeholder Theory

According to Edward Freeman (1984) a stakeholder is any group or individual that can affect or be affected by a company's purpose.

Freeman (1984) proposed the concept of stakeholder theory in the management of businesses. This is a theory of organizational management and business ethics that addresses morals and values in managing an organization. The theory says that for any business to be successful it has to create value for customers, suppliers, employees, communities and financiers (shareholders, banks). Freeman argued that these stakes cannot be looked at in isolation. Their interests have to go together. The job of a manager or an entrepreneur is to figure out how the interest of customers, suppliers, communities, employees, and financiers go in the same direction. The practitioners duty is to put the stakeholders needs first, and to increase value for them.

Stakeholder Analysis

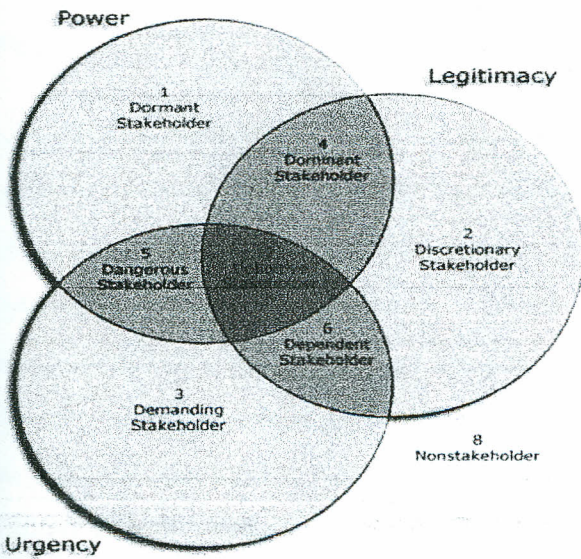
Once the stakeholders have been identified, a matrix can be used to rank the stakeholders according to their stake in the process versus their influence. This helps to rank stakeholder salience –the degree to which managers give priority to stakeholder claim. (Figure 3: below)

Mitchell, Agle, & Wood (1997) identified three factors that are considered when mapping out stakeholder relationships i.e power; defined as the ability to influence the actions of other stakeholders and to bring out the desired outcomes. The other is Importance/urgency; the degree to which stakeholder claims call for immediate attention. Legitimacy; a rightful claim to be involved. Based on this analysis Mitchell *et al.*(1977) came up with eight different stakeholder groups namely: Dormant stakeholders (Power, no legitimacy and no urgency), Discretionary stakeholders (Legitimacy, but no power and no urgency), Demanding stakeholders (Urgency, but no legitimacy and no power), Dominant stakeholders (Power and legitimacy, but no urgency), Dangerous stakeholders (Power and urgency, but no legitimacy), Dependent stakeholders

(Legitimacy and urgency, but no power), Definite stakeholders (Power, legitimacy and urgency), Non stakeholders (No power, no legitimacy and no urgency)

The definitive stakeholder placed innermost in the intersection of the circles is the most important stakeholder whose interest should be prioritized. Project interventions through the theory and process of change should create value to satisfy their needs and interests. Other crucial ones are the dangerous stakeholder, dependent stakeholder and dominant stakeholder.

Figure 2.1.6: stakeholder typology



2.1.7 Community Empowerment and Capacity Development in project interventions

Community empowerment refers to the process of enabling communities to increase control over their lives. Communities are groups of people that may or may not be spatially connected, but who share common interests, concerns or identities. These communities could be local, national or international, with specific or broad interests (Laverack, 2008). Empowerment refers to the process by which people gain control over the factors and decisions that shape their lives. It is the process by which they increase their assets and attributes and build capacities to gain access, partners, networks and/or a voice, in order to gain control. Enabling implies that people cannot be empowered by others; they can only empower themselves by acquiring more of power in

different forms (Laverack, 2008). Empowerment assumes that people are their own assets, and the role of the external agent is to catalyse, facilitate or accompany the community in acquiring power.

The United Nations Development Programme (UNDP, 2008) defines capacity development as the process through which individuals, organisations, and societies obtain, strengthen, and maintain the capabilities to set and achieve their own development objectives over time. Capacity development takes place at three different levels: the individual level, the organizational level and the societal level. These three levels are interlinked and interdependent. An investment in capacity development must design and account for impact at these multiple levels.

The Canadian International Development Agency (CIDA) defines capacity development as the activities, approaches, strategies, and methodologies which help organizations, groups and individuals to improve their performance, generate development benefits and achieve their objectives. Capacity development is about who, how and where the decisions are made, management takes place, services are delivered and results are monitored and evaluated. It is primarily an endogenous process, and whilst supported and facilitated by the international development community, it cannot be owned or driven from the outside. At the end of the day, it is about capable and transformational states, which enable capable and resilient societies to achieve their own development objectives over time.

The logical framework approach in community empowerment and capacity development

The stakeholder analysis in the logical framework process ultimately enhances capacity development and/or community empowerment of the groups concerned. Public sector projects have a wide spectrum of stakeholders consisting of eg donors, governments, and community groups. All these groups may have divergent viewpoints about the project and these can be harnessed as strength to achieve capacity development and community empowerment.

According to Cracknell (1996), community empowerment can be achieved through strategic planning assisted by the utilization of tools such as the logical framework system of project

planning. The matrix sets out clear statement of objectives, identifying in advance suitable indicators of progress and the prior assessment of risks and assumptions toward programme success. Goodman, (2000) argues that logic models allow community groups to identify clearly their own causal reasoning of an intended process and they enhance credibility through the evidence of change. He further argues that the strength of using the logical framework approach are that its design has validity, having already been widely employed as a tool for programme management and evaluation, and it also provides a simple and systematic approach to strategic planning. However, he cautions that the logical framework system should be used appropriately to help stakeholders to recognize their potential for action and change.

Where stakeholders are involved in identifying their problems, their root causes, and suggesting results expected from a project intervention to solve the problem, they get to build their capacities, skills and competencies. The groups also acquire more power through this collective social and political action.

Participatory assessments such as community appraisals also motivate the stakeholders to identify and build on their strengths and to minimize their weaknesses through their own efforts, based on their own knowledge and experiences. Rifkin (1990) points out that stakeholder are more likely to be committed if they have a sense of ownership in regard to the problems and solutions being addressed by the programme. Programmes that do not address community concerns and that do not allow the stakeholders to participate in the process of assessment have been shown not to achieve their purpose. Capacity can therefore be built into the design of a methodology by allowing both a participatory and empowering approach.

Arnstein (1969) contends that participation allows the different stakeholders of a programme to express their views, share their experiences and to challenge existing knowledge claims and paradigms. Different stakeholders may have different opinions and a methodology should allow individuals to participate in an equal relationship between all parties. The techniques employed should promote the involvement of each member through their discussion and interaction with the other participants.

Empowerment promotes capacity building of heterogeneous individuals who have shared interests and concerns, and this strengthens their sense of struggle and community activism through the process of community empowerment. This is reflected in their ability to move toward small group activities, organizational structures and links with others outside the community, along with an increased awareness of the broader social and political causes of their empowerment (Arstein, 1969).

2.2 Empirical studies

A study conducted by International Fund for Agricultural Development IFAD (2001) proved that projects without good stakeholder consultation are setting themselves up for failure. Those that do consult widely increase their chances of success. A case study is that of a simple case in Ghana where a participatory process created the opportunity for primary stakeholders to adjust part of the strategy to make it appropriate to their situation and thus more likely to meet their real needs. IFAD therefore concluded that involving stakeholders in project design is important specifically for inspiring them to identify, manage and control their own development aspirations, and so empower themselves. It also ensures that project goals and objectives will be relevant and, as a result, meet the real needs of the rural poor and ensure project strategy is appropriate to local circumstances. Stakeholder involvement helps in building the partnerships, ownership and commitment needed for effective implementation.

In another situation, local community participation early on in the project proved to be cost-effective in the long run. In Uganda, more time and money were spent to involve primary stakeholders in a more inclusive formulation process of the District Development Pilot Project, which was then found to be effective because of local inputs and ownership and a deeper understanding of the project. If the investment had not been made up front, much money would have to have been spent later for one-way information campaigns before and during project implementation. (IFAD,2001) Good participatory processes involve sharing perspectives and negotiating differences. Stakeholders can be involved in many ways, including comprehensive participatory rural appraisal (PRA) processes, informal discussions and planning workshops. However, peoples physical presence is not enough. Some very poorly designed projects have

included many local people who did not participate freely. Ensuring high-quality participation is key and will require creating project structures that can respond to people's requests. (IFAD 2001)

In a study done by the National Anti-Corruption Campaign Steering Committee NACCSC (2008) it was found that the level of community awareness of Community Development Fund CDF and other devolved funds in Kenya was rather low such that 20-30% of the respondents knew of their existence. Community involvement in project identification, management and monitoring averaged 20-30%. Some areas of community contention included; manner of project identification and prioritization; types of projects being implemented; location of projects; information sharing; relevance of some projects to people's needs and how to build capacity for more people to benefit. The study found out that less than 40% of the population may be involved in project implementation, management and monitoring and evaluation at any time. The majority 60% are not. The rather low public involvement or community participation in project identification and prioritization may be responsible for the low project ownership that characterizes many CDF projects in the constituencies.(NACCSC, 2008)

Stevenson, Mitchell, Florin (1996) in their studies on community empowerment used a detailed statement to define the expectations of the various stakeholders and this was communicated to all concerned in the programme. Once a consensus was reached only then was it used as a reference document to guide the roles and responsibilities of the stakeholders. The experiences of using empowerment evaluation by Stevenson *et al* demonstrate the importance of first clarifying the roles and responsibilities of all programme stakeholders.

Morgan P. (1998) cautions that for Capacity development to work the social and moral fabric has to be supportive. He cautions that in societies where the institutional rules allow for corruption and organizational misbehavior e.g. Nigeria, capacity development is quite a different case than one in which organizational accountability is more valued. e.g. in Botswana.

Development is a process of change. Change possesses have some basic common features such as a broader context in which we act, a problem area or present situation which we want to change, an objective or a vision of the future, that we want to achieve, choices about how we

intend to move through time and actions we want implemented. (Danish International Development Agency, DANIDA (1995). For the ESP projects to stimulate economic development, change must occur. This change will be objectively verifiable by the projects indicators which need to have been previously pre-determined at the design stage.

Studies conducted by DANIDA proved that the logical framework approach is a framework for designing change processes, monitoring progress and evaluating impact (DANIDA, 1995) but change always takes place in a context. The design, monitoring and evaluation of change processes are based on certain assumptions about the context. The success of the project will depend largely on the accuracy of the assumptions that were made and the ability of the project stakeholder and designer to appreciate and comprehend the programs environmental context.

Dearden (2001) in his studies conducted for the DFID points out that by design the logframe encourages a simplification of the real world. There is always a danger that important aspects of a project or programme will be left out. Eggers and Gasper have described such logframes as lackframes.(Gasper 1999). The logframe should be a summary, not a substitute for a full explanation of the projects aspects. After a logframe has been prepared there can be a danger of it becoming fixed and becoming a lockframe as Gasper termed it. Sadly many Logframes are developed but then never revisited and/or updated. Overbearing and rigid management have in many cases destroyed the real value of the Logframe as a management tool.

Bakewell and Garbutt (2005) in their survey based on nineteen development organizations in the world, on behalf of Swedish International Development Agency SIDA came to the conclusion that the LFA forces development actors always to be guessing what the outcomes should be. This may be required by the logic, but this linear logic rarely works as neatly as the presentation in a matrix suggests. In practice, most development initiatives are experiments, but the LFA sets them up to be judged by the criteria of what they set out to do.

2.3 Summary

The studies prove that the logical framework approach is a useful tool in all phases of the project cycle. The theories underlying the concept show that logical frameworks ensure logical organisation of project outputs as measurable results that can be verified, monitored, controlled and evaluated. The results of the projects are aimed at meeting stakeholder expectations and benefits. The empirical studies attest to the fact that LFA has been applied practically in managing projects by results with considerable success but they also point out to the fact that the approach is not a solution in itself for it will require a rigorous consideration and setting of mechanisms to deal with internal and external factors that may hinder its effectiveness.

2.4 Critical Review and Research gaps

The theoretical and empirical studies underscore the importance of the logical framework approach in results based management of projects however many scholars and researchers have not fully investigated the relevance and applicability of this approach in the context of management of projects in Kenyan funded by devolved funds such as the ESPs. In such contexts its applicability may be hampered by the skills and abilities of the people, their levels of community vigilance, scrutiny and community activism that is needed for this approach to bear beneficial results to the people. More research is needed in this area to examine how the use of LFA can be customized to bring in more stakeholder awareness of the projects, their engagement in project design, implementation, monitoring and evaluation.

2.5 Conceptual Framework

The conceptual framework portrays a clear picture of the proposed relationships between the variables of the study (Mugenda & Mugenda, 2003). Independent variables are the forces that the researcher presumes to be the causes of the changes in the dependent variable. The conceptual framework of this study is based on three major independent variables which will include stakeholder participation, objective setting and the logframe matrix. These factors influence the dependent variable which is the design and execution of ESP projects. (Figure 4 below)

Vertical logic; interrelationship of the independent variables: the study framework attempts to portray the relationship between the independent variables from top to bottom. ESP projects attempt to offer solutions to certain problems experienced by the Kenyan people. These project stakeholders determine the objectives to be pursued by the project in line with their desired solution. The objectives they formulate determine the project indicators of progress made that will be depicted in the project logframe matrix that becomes a reference point in project execution.

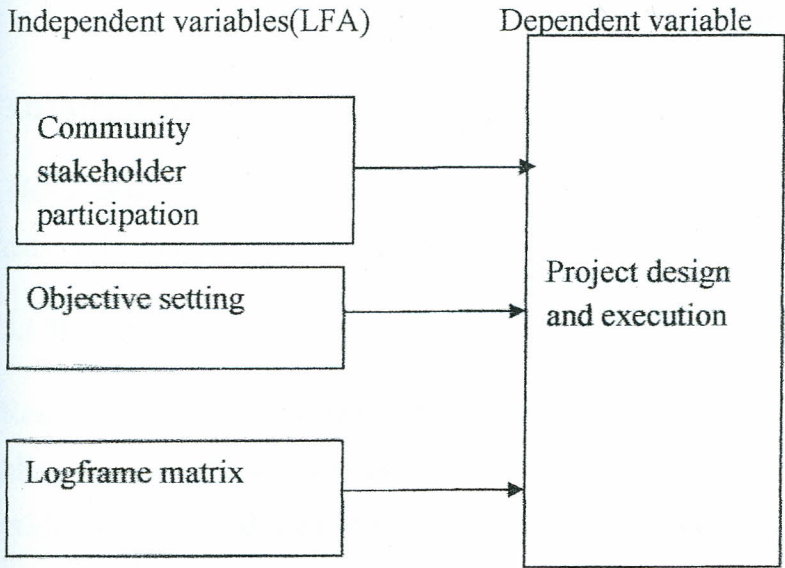
Horizontal logic; interrelationship of the independent and the dependent variable: the implementation and performance of the ESP projects will be determined by the significance and robustness of the independent variables of this study. The study will examine interrelationships of the variables as follows;

Community stakeholder participation in the project intervention; the study will analyse the levels of engagement of the community. The premise here is that stakeholders determine the project design which consequently determines the project execution, performance and impact. The ultimate project performance and impact will be modified by the extent to which the identified stakeholders get involved in the project activities, the local communities skills, knowledge and levels of project awareness that will enhance their abilities in capacity development for better gains, for community empowerment and sustainability of the project.

Objective setting; the project objectives will set direction on how the project will be designed and executed. This will be dependent on the quality of these objectives; are they SMART, are they reviewed and updated regularly to ensure project relevance in light of changing forces in the project environment, how well do they address conflicts of hypothesized expectations and integration of interest among the different project stakeholders?

Logframe Matrix; the matrix project indicators(milestones) should guide the process of monitoring and evaluation. The project performance is anchored on the feedback that will be obtained from these processes throughout the project cycle. This feedback is in turn determined by, whether there was a logframe matrix available and if there was, were the project indicators relevant and measurable?

Figure 2.5: Conceptual Framework



Source: Author (2013)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter includes the design of the study, target population, sampling design and procedure, data collection instruments, and methods of data analysis.

3.1 Research Design

Research design is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data (Kothari 2004). For this particular study the research design was descriptive and it evaluated the effect of the independent variables (stakeholder participation, objective setting and the logframe) on the dependent variable (project design and execution).

3.2 Target population

Population refers to an entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). The target population of this study was the sixty two ESP projects in Nairobi County as shown in Table 3.2 below.

Table 3.2: Target Population

Constituency	Education (school upgrading)	Local Government (Fresh produce markets)	Industrialization (Jua Kali Sheds)	Total per constituency
Dagoretti	5	1	2	8
Embakasi	8	1	2	11
Kamukunji	4	1	2	7
Kasarani	4	1	2	7
Langata	4	1	2	7
Makandara	4	1	2	7
Westlands	5	1	2	8
Starehe	4	1	2	7
Total	38	8	16	62

Source: Author (2013)

3.3 Sampling Design

Sampling design is that part of the research plan that indicates how cases are to be selected for observation (Kombo and Tromp, 2006).

Stratified sampling design was used in this study. Projects were selected in every constituency and these constituted a sample size of nineteen projects to be examined under the study (see table 3.3 below)

Table 3.3: Sample matrix

Constituency	Target population	Sample size	Sample percentage
Dagoretti	8	3	30%
Embakasi	11	3	30%
Kamukunji	7	2	30%
Kasarani	7	2	30%
Langata	7	2	30%
Makadara	7	2	30%
Westlands	8	3	30%
Starehe	7	2	30%
Total	62	19	30.6%

Source: Author (2013)

3.4 Data Collection Instruments

Data collection in the study was done by administering semi-structured questionnaires to respondents of the study and these were members of the ESP committee in every constituency. This method was appropriate for the study for it was possible to obtain descriptive responses and opinions from the respondents and it made it possible to obtain this within a short time.

3.4.1 Reliability and Validity of research instruments

Validity is the indication of accuracy in terms of extent to which a research conclusion responds with reality (McBurney 2010), it is the degree by which the test items represent the content that the test is designed to measure (Bell 1987). The validity of the questionnaires was ensured by seeking views and suggestions of two experts in the field of project management. The experts evaluated the relevance of each item in the questionnaire to the project objectives and rated each item on a scale of; 1 to 4 where; 1 is not relevant(R), 2 is somewhat relevant(SWR), 3 is quite relevant(QR), 4 is very relevant(VR). The content validity Index was calculated using the formula; $C.V.I = \frac{\text{Items rated 3 or 4 by both evaluators}}{\text{Total number of items in the}}$

questionnaire. Positive values of +0.7 to +1 would indicate a high content validity of questionnaire items. From the expert's evaluation, 12 items were rated as QR, 10 items as VR and 3 items as R. Therefore C.V.I was; $22/25 = 0.88$. This value indicated a high content validity of the questionnaire items.

According to Mugenda and Mugenda(2003) reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the questionnaires was determined through a test-retest reliability method on ten respondents who do not form part of the Nairobi county sample study. The questionnaire were administered to the respondents and their responses formed a set of scores (T1) for the seven likert scale items which ranged on a scale of 1-5 and 1-4 for some questions. After one week it was done again to same group and responses obtained as (T2). Pearson 'r' Index of correlation was calculated using the SPSS. Values of 0.7 and above would indicate high consistency of questionnaire in eliciting the same responses. Every question was rated and an average of total scores of the seven items obtained for each of the ten respondent. This formed the T1 scores. The average for all the ten (T1) scores was 3.2. The average for all ten (T2) scores was 3.17. Using SPSS the Pearson 'r' correlation index was computed and the value was 0.95. This value demonstrated that the questionnaire items highly yielded consistent results.

3.5 Data Analysis and Presentation

Researcher used both qualitative and quantitative data analysis techniques to analyse data. Data was classified and arranged in groups or classes on the basis of common characteristics. Qualitative data was classified on the basis of common descriptive characteristics and then analyzed. Quantitative data was classified on the basis of numerical characteristics. Descriptive statistics were used for computing percentages, and measures of central tendency especially the mean and the mode. Tables, statistical bar charts and pie-charts were also used to present the data.

CHAPTER FOUR: RESEARCH FINDINGS

4.0 Introduction

This chapter analyses the findings, interprets and presents data in line with the objectives of the study. The structured questions generated quantitative data while the unstructured questions generated qualitative data. The quantitative data was analyzed using descriptive statistics and presented in the form of tables and charts. Qualitative data was analysed through content analysis.

4.1 Quantitative Analysis

This forms analysis of responses based on the information provided from the closed ended questions. The analysis is presented in the form of frequency distribution tables expressed in terms of percentages, bar charts, pie charts and explanations provided. Deductions were also made on what the statistics imply.

4.1.1 Response Rate

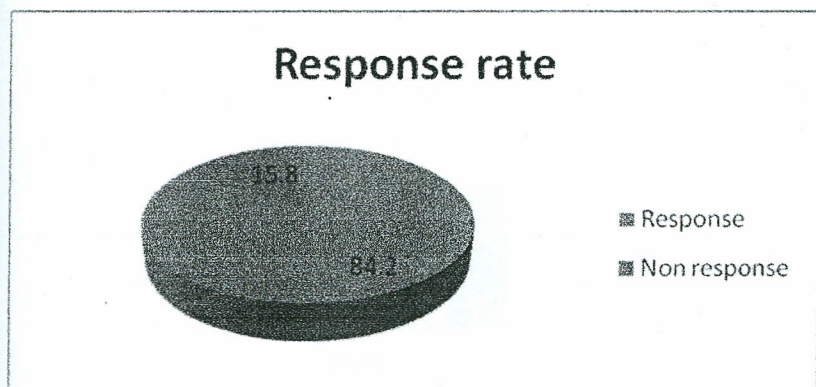
A total of nineteen questionnaires were distributed to the respondents in the sampled projects. Of these nineteen questionnaires, sixteen were successfully completed and returned. Three questionnaires were not returned to the researcher, giving a response rate of 84.2 %.

Table 4.1 Response rate

Response rate	Frequency	Percentage %
Respondents	16	84.2
No response	3	15.8
Total	19	100

Source: Author (2013)

Figure 4.1 Response rate



Source: Author (2013)

4.1.2 Duration that respondent has been in the committee

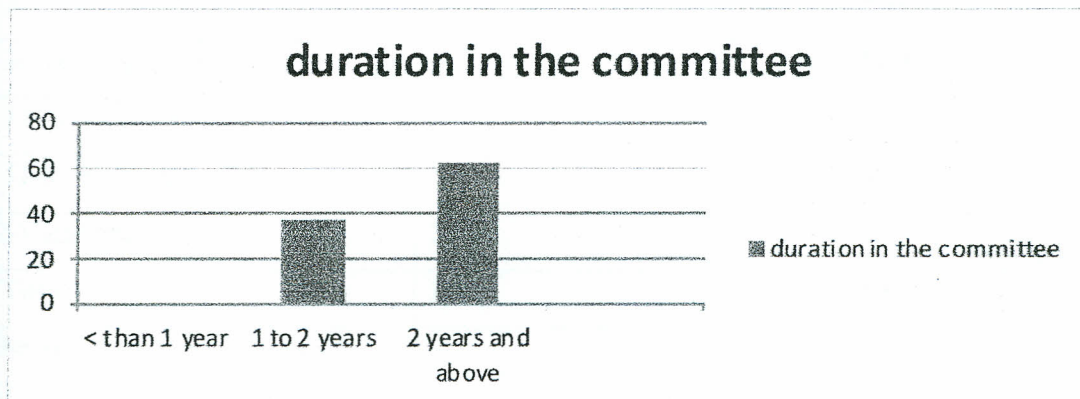
This item was important as it determined whether respondent had adequate knowledge on design and execution of ESP as which was sought by the study. The study targeted people who have worked in the committee for more than one year.

Table 4.2 Respondent duration in committee

Duration	Frequency	Percentage %
Less than 1 year	0	0
1 year to 2 years	6	37.5
2 years and above	10	62.5
Total	16	100

Source: Author (2013)

Figure 4.2 Respondents duration in the committee



Source: Author (2013)

Table and figure 4.2 above show that 62.5% of the respondents have been members of the committee for more than two years and 37.5% for well over one year. It was deduced therefore that these are respondents who are well aware and have knowledge that the study sought for.

4.1.3 Age of Respondent

This indicated the diversity of respondents in terms of age. The underlying reason being that, people of different age groups may have different perspective of issues and this may influencing how they answer the items in the questionnaire. A combination of respondents of different age groups would therefore make the data more accurate.

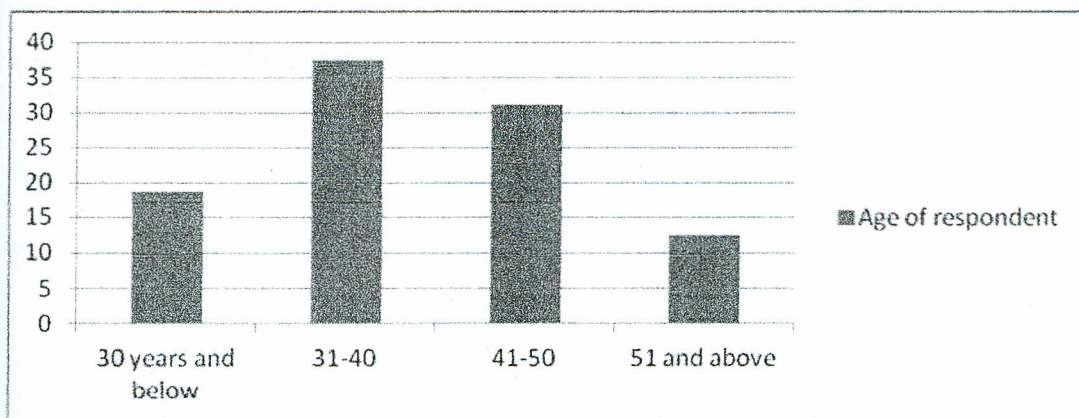
Table and figure 4.3 shows that respondents age ranged from 30 years and below at 18.8% to 51 and above at 12.5%. Majority between the ages of 31-50 constituted 68.7%. This implies that responses were obtained from people of different age groups and this minimizes biases in responses due age perspectives.

Table 4.3 Age of respondent

Age	Frequency	Percentage %
30 years and below	3	18.8
31 to 40 years	6	37.5
41 to 50 years	5	31.2
51 and above	2	12.5
Total	16	100

Source: Author (2013)

Figure 4.3 Age of respondent



Source: Author (2013)

4.1.4 Respondents role in the committee

Stevenson, Mitchell, Florin (1996) in their studies on community empowerment used a detailed statement to define the expectations of the various stakeholders and this was communicated to all concerned in the programme. This experience demonstrate the importance of first clarifying the roles and responsibilities of all programme stakeholders.

This variable was important in the study as it indicated whether the studies captured the inputs of committee members with different role profiles.

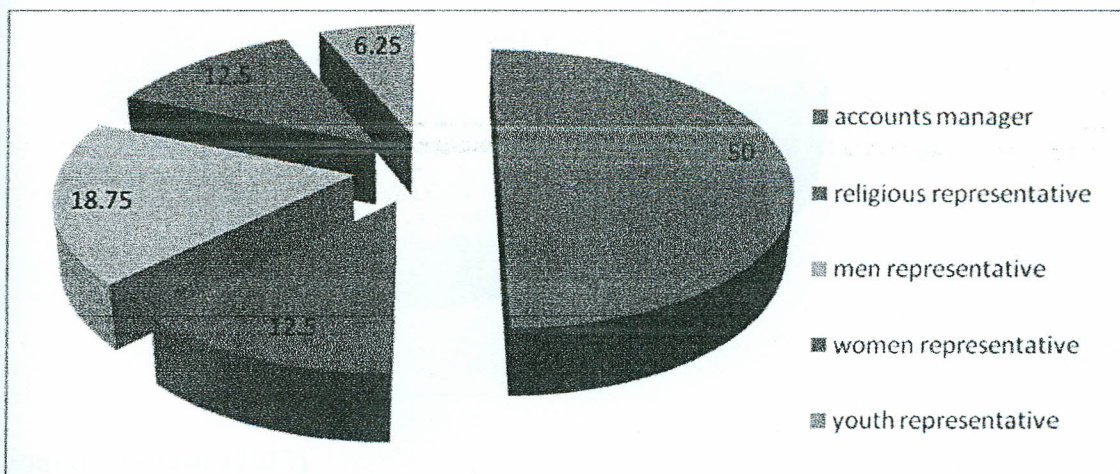
Table 4.4 Respondents' role

Role	Frequency	Percentage %
CDF committee Account manager	8	50
Religious Representative	2	12.5
Men representative	3	18.75
Women representatives	2	12.5
Youth representative	1	6.25
Total	16	100

Source: Author (2013)

Table 4.4 above and Figure 4.4 below indicate that respondents had different roles to play in the committee and this enriched the data obtained as it included inputs from people participating in different capacities.

Figure 4.4 Respondents' role



Source: Author (2013)

4.1.5 Type of Project

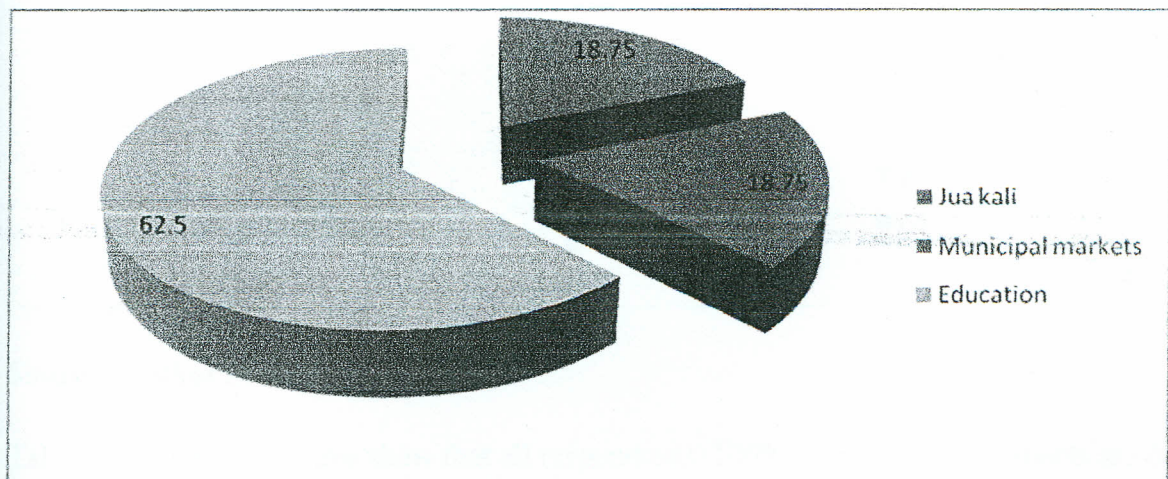
The study targeted ESP's in Nairobi County which comprised of three categories namely, education, fresh produce markets and Jua Kali sheds. Knowing the project category assisted the researcher in identifying whether responses obtained covered all categories.

Table 4.5 Type of project

Project type	Frequency	Percentage
Jua kali sheds	3	18.75
Fresh produce market	3	18.75
Education	10	62.5
Total	16	100

Source: Author (2013)

Figure 4.5 Type of project



Source: Author (2013)

Table and Figure 4.5 above show that the projects studied included 62.5% education and 18.75% for both jua kali and fresh produce markets. This implies that the responses reflect on the three types of ESP projects to be found in Nairobi county.

4.1.6 Respondents opinion on whether project addresses needs of the community

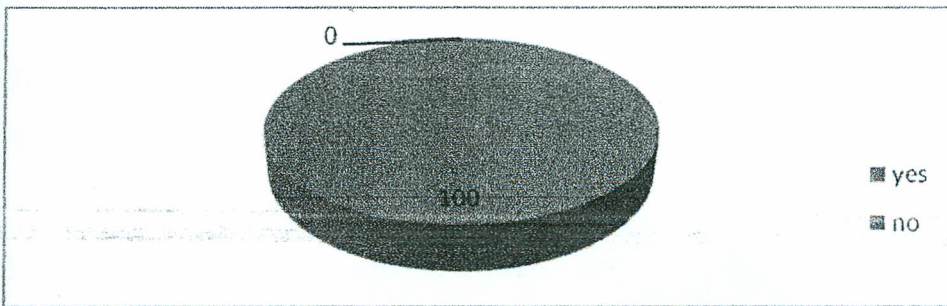
According to Rifkin (1990) programmes that do not address community concerns and that do not allow the stakeholders to participate in the process of assessment have been shown not to achieve their purpose. In this study this variable highlighted on the relevance the of the project to community needs.

Table 4.6 Opinion on whether project addresses needs of community

Response	Frequency	Percentage %
Yes	16	100
No	0	0
Total	16	100

Source: Author (2013)

Figure: 4.6 Opinion on whether project addresses needs of community



Source: Author (2013)

Table and Figure 4.6 above show that all respondents (100%) agree that the projects are designed to meet the needs of the community.

4.1.7 Opinion on local communities' involvement in project selection

IFAD (2001) in their studies concluded that involving stakeholders in project design is important specifically for inspiring them to identify, manage and control their own development aspirations, and so empower themselves

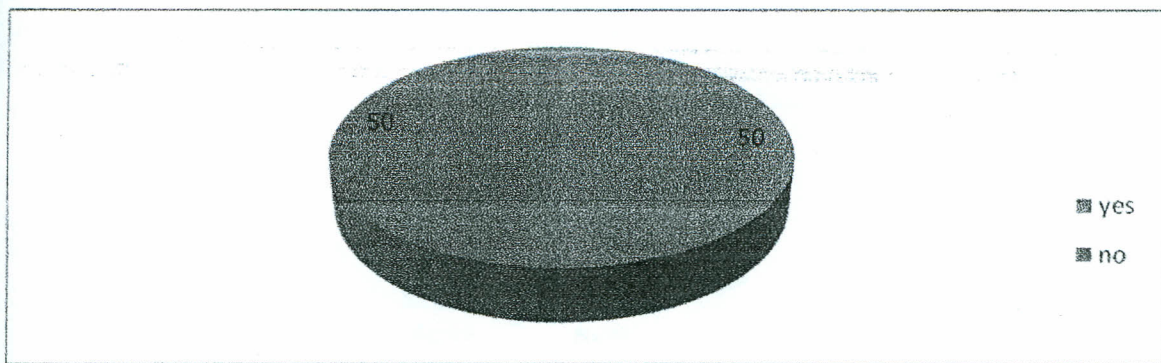
The variable aimed to determine the extent to which local community participated in the initial project identification and design. This was to assist the researcher in determining whether they had the opportunity to select projects appropriate for their needs.

Table 4.7 Opinion on local community involvement in project selection

Response	Frequency	Percentage %
Yes	8	50
No	8	50
Total	16	100

Source: Author (2013)

Figure 4.7 Opinion on local communities' involvement in project selection



Source: Author (2013)

Table and Figure 4.7 above show that respondents were divided on their opinion of community involvement in project selection. 50% thought they were involved while the other 50% felt they were not quite involved.

4.1.8 Opinion on convenience of project location to beneficiaries

The opinion was important in determining the ease to which local stakeholders can access the project for purposes of progress monitoring and evaluation, attending of meetings/briefings on project planning, design and on project progress

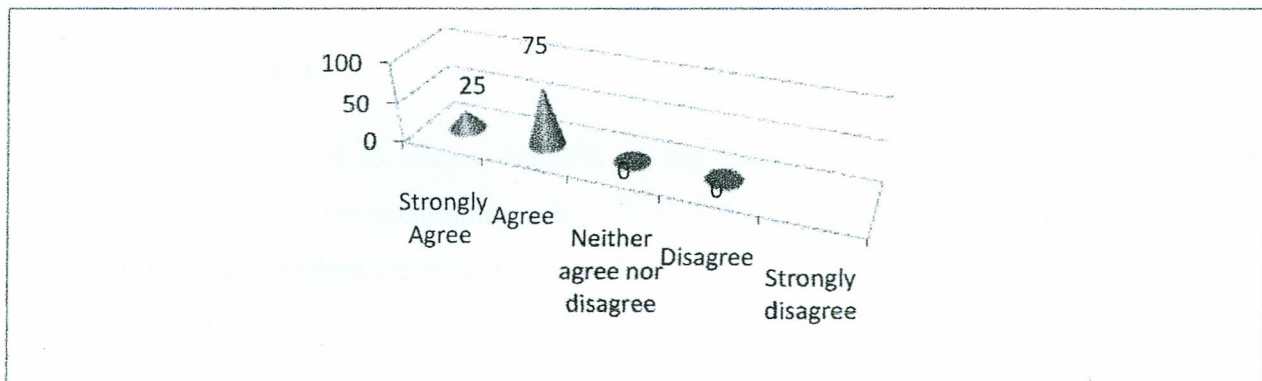
Table 4.8 Opinion on convenience of project location

Response	Frequency	Percentage %
Strongly agree	4	25
Agree	12	75
Neither agree nor disagree	0	0
Disagree	0	0
Strongly disagree	0	0
Total	16	100

Source: Author (2013)

Table 4.8 above and Figure 4.8 below show that all the respondents (100%) agreed that the location was convenient to beneficiaries.

Figure 4.8 Opinion on convenience of project



Source: Author (2013)

4.1.9 Opinion on projects suitability in meeting the needs of the community

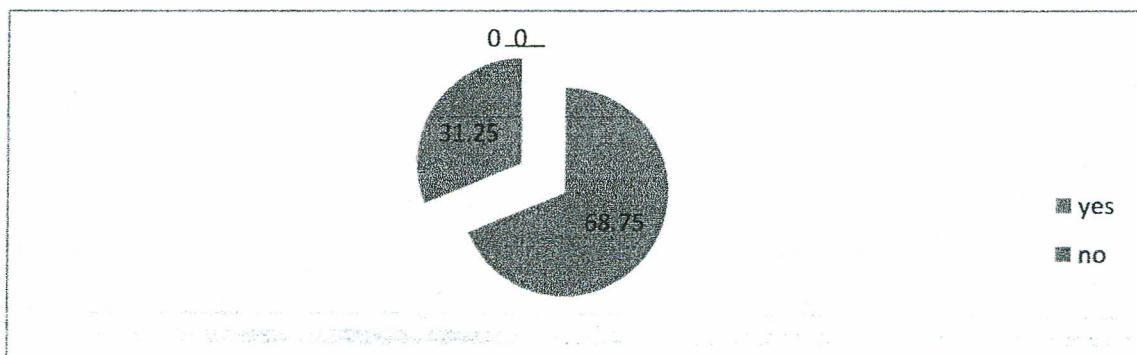
The item was important in the study as it indicated whether an effective stakeholder and problem analysis was done.

Table 4.9 Response to projects suitability in meeting needs of the community

Response	Frequency	Percentage %
Yes	11	68.75
No	5	31.25
Total	16	100

Source: Author (2013)

Figure 4.9 Response to projects suitability in meeting needs of the community



Source: Author: (2013)

From table and figure 4.10 above, 68.75% of the respondents felt that the projects meet adequately the needs of the community while 31.25% felt that it did not. It was concluded that the extent to which problem identification was done was highly significant.

4.2.10 Level of involvement of the general population in ESP projects

Arnstein (1969) contends that participation allows the different stakeholders of a programme to express their views, share their experiences and to challenge existing knowledge claims and paradigm.

This variable sought to establish whether the general population was involved apart from those who were members of the committee.

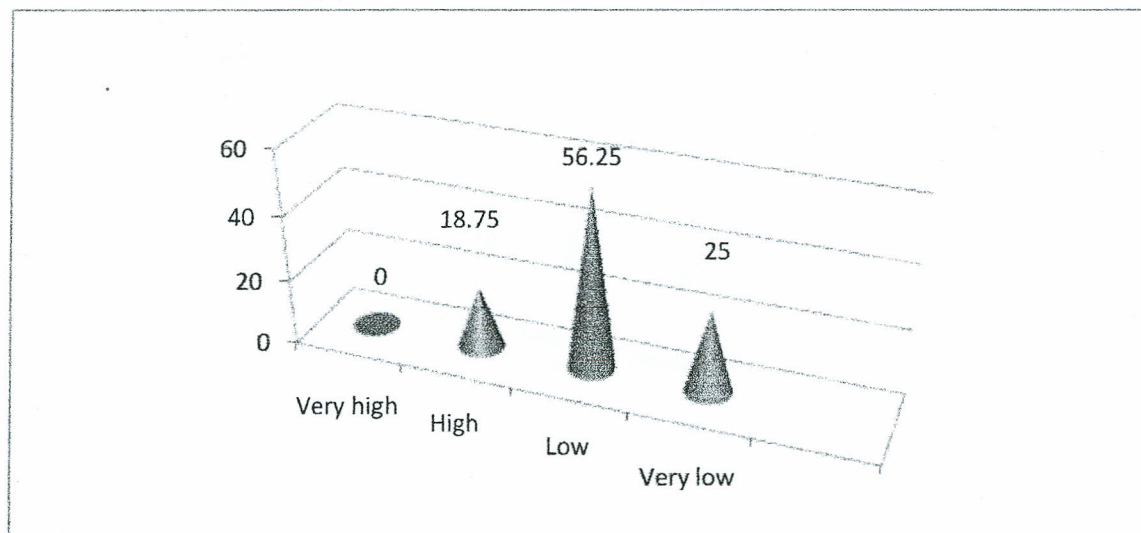
Table 4.10 Involvement of general population in ESP projects

Response	Frequency	Percentages
Very high	0	0
High	3	18.75
Low	9	56.25
Very low	4	25
Total	16	100

Source: Author (2013)

The analysis showed that 18.75% felt that the level of involvement of general population was high, while 71% felt that it was low.

Figure 4.10 Involvement of general population in ESP projects



Source: Author: (2013)

4.1.11 Community's knowledge and skills that have contributed to the project

According to IFAD (2001) some very poorly designed projects have included many local people who did not participate freely. Ensuring high-quality participation is key.

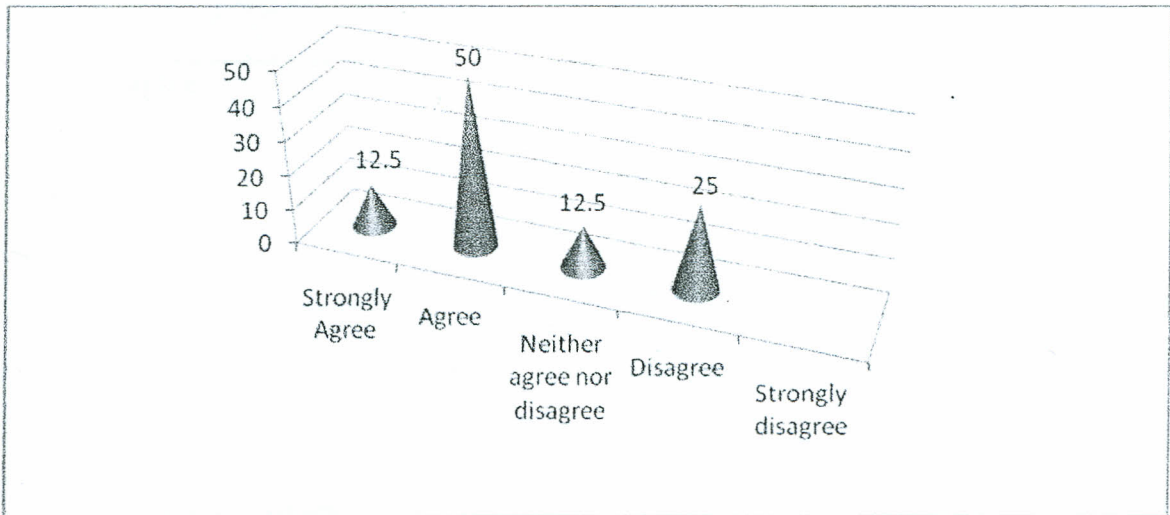
This item was important to determine the quality of participation of the community in the design and execution of ESP's.

Table 4.11 Opinion whether community has knowledge and skills that have contributed to the project

Response	Frequency	Percentage %
Strongly agree	2	12.5
Agree	8	50
Neither agree nor disagree	2	12.5
Disagree	4	25
Strongly disagree	0	0
Total	16	100

Source: Author (2013)

4.11 Opinion whether community has knowledge and skills that contributed to the project



Source: Author: (2013)

The analysis indicates that 62.5% of the respondents agree that the community had knowledge and skills that contributed to the management of the projects, however 37.5% disagree.

4.1.1 Stakeholders agreement on the aims of the project

Edward Deming (1986) affirms that the assumptive strength behind the MBO model, as commonly practiced, is the notion that if a desired outcome is defined as a goal and progress is measured towards reaching that goal, then the chances of reaching that outcome are enhanced.

This item in the study underscored the extent to which stakeholders participated in the setting of project objectives and whether all were in agreement of the aims.

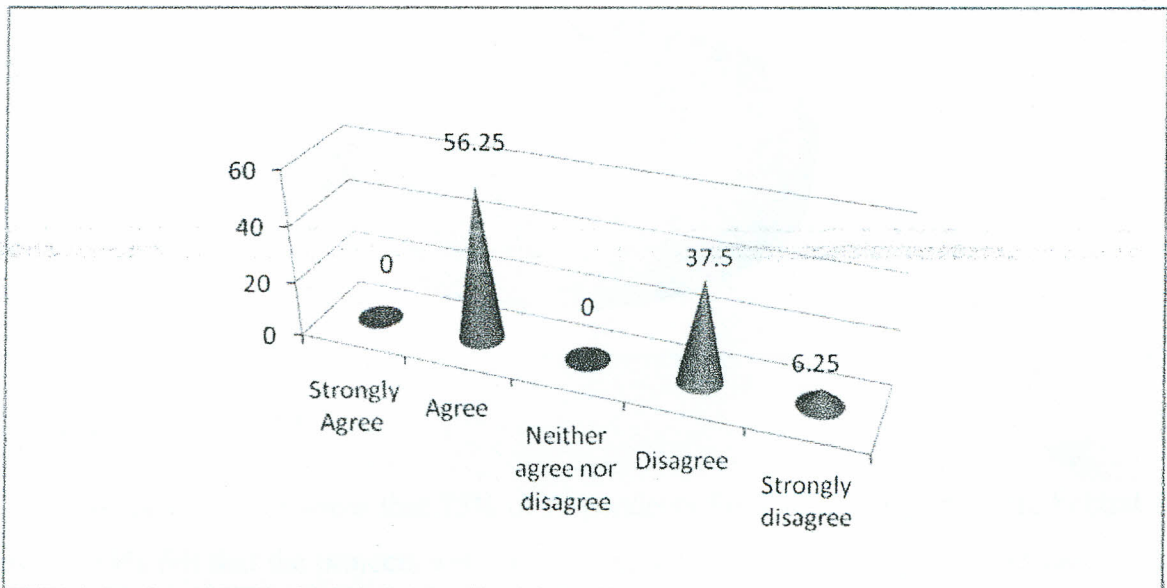
Table 4.12 Opinion whether all stakeholders have agreed on the aims of the project

Response	Frequency	Percentage %
Strongly agree	0	0
Agree	9	56.25
Neither agree nor disagree	0	0
Disagree	6	37.5
Strongly disagree	1	6.25
Total	16	100

Source: Author: (2013)

Analysis of the responses indicates that 56.3% agreed that stakeholders had agreed on the aims of the project while 42.7% disagreed.

Figure 4.12 Opinion whether all stakeholders have agreed on the aims of the project



Source: Author (2013)

4.1.13 Projects schedule performance

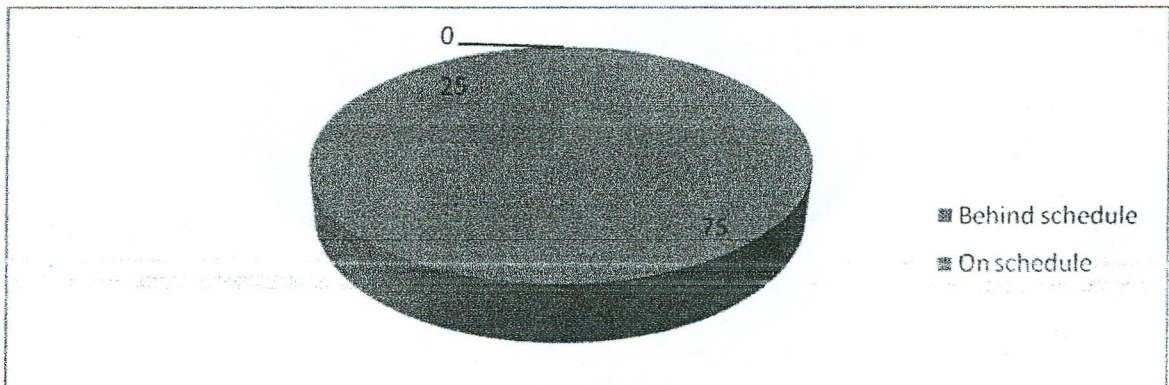
This item was important as it helped the researcher evaluate whether the objectives were being met within the stipulated schedule.

Table 4.13 Responses to whether project is behind or on schedule

Response	Frequency	Percentage %
Behind schedule	12	75
On schedule	4	25
Ahead of schedule	0	0
Total	16	100

Author: (2013)

Figure 4.13 Responses to whether project is behind or on schedule



Source: Author (2013)

Analysis of responses show that 75% of respondents felt that the projects were behind schedule while 25% felt that the projects were right on schedule. The differing opinions can be attributed to the differences in type of projects addressed by the respondents.

4.1.14 Project Milestones against which progress is measured

This was important in the study as it indicated whether the project has short term objectives/targets as useful indicators in the monitoring and evaluation process.

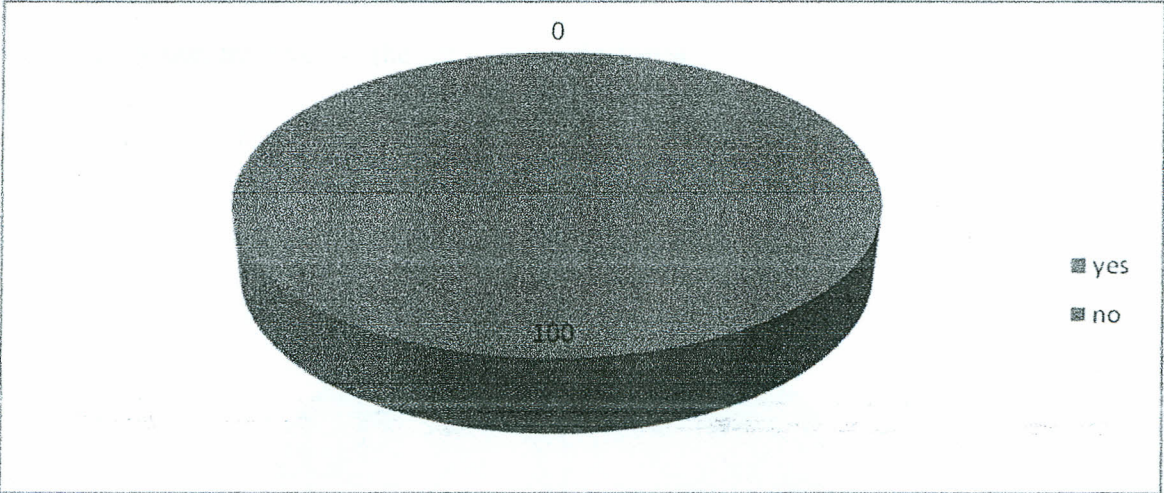
All the 16 respondents (100%) were of the opinion that the projects had milestones against which progress was monitored.

Table 4.14 Response to whether project has milestones

Response	Frequency	Percentage %
Yes	16	100
No	0	0
Total	16	100

Source: Author: (2013)

Figure 4.14 Response to whether project has milestones



4.1.15 Involvement of local community in setting the milestones

According to Cracknell (1996), community empowerment can be achieved through strategic planning assisted by the utilization of tools such as the logical framework system of project planning. The matrix sets out clear statement of objectives, identifying in advance suitable indicators of progress and the prior assessment of risks and assumptions toward programme success.

This questionnaire item therefore helped to establish if community was involved setting them as this would imply that they were aware of their existence and could therefore assess progress against them.

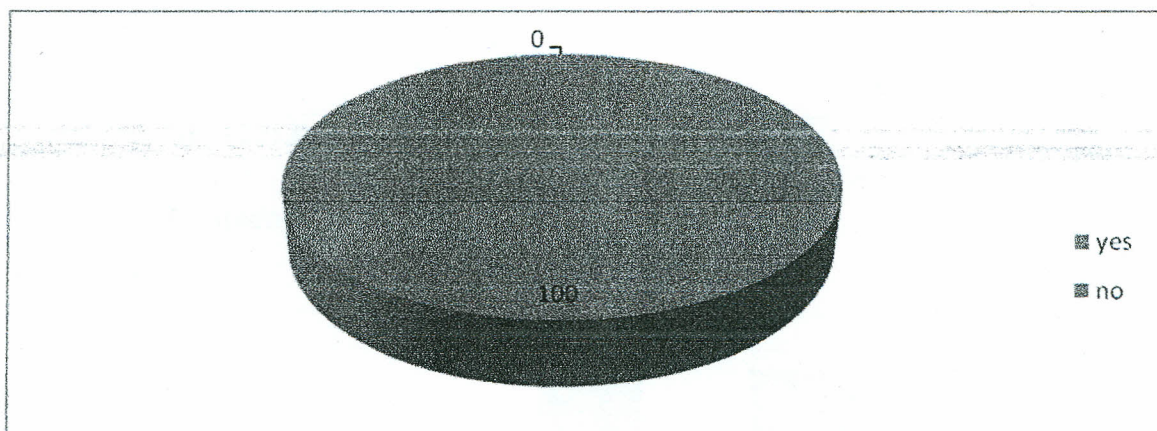
Table 4.15 Response to whether community was involved in setting milestones

Response	Frequency	Percentage %
Yes	16	100
No	0	0
Total	16	100

Source: Author (2013)

Table 4.15 above and Figure 4.15 below show that all respondents (100%) felt that the community was involved in the setting of milestones.

Figure 4.15 Response to whether community was involved in setting milestones



Source: Author (2013)

4.1.16 Frequency at which milestones of the project are reviewed

After a logframe has been prepared there can be a danger of it becoming fixed and becoming a lockframe as Gasper termed it. Sadly many Logframes are developed but then never revisited and/or updated.(Gasper, 1999)

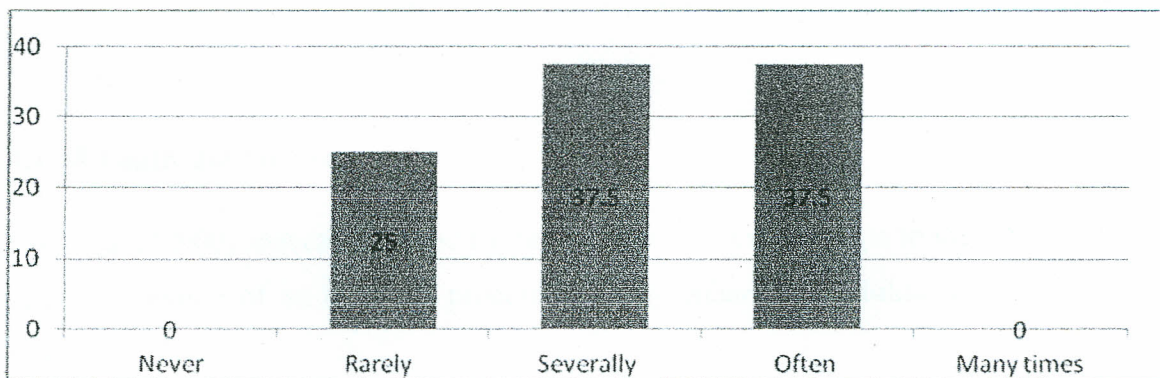
This item in the study helped to evaluate how often milestones are reviewed by the implementers and other stakeholders. Analysis of the responses show that the 37.5% of respondents felt that the milestones were reviewed severally, 37.5% felt it was done often while 25% felt it was rarely done.

Table 4.16 Frequency of review of project milestones

Response	Frequency	Percentage %
Never	0	0
Rarely	4	25
Severally	6	37.5
Often	6	37.5
Many times	0	0
Total	16	100

Source: Author (2013)

Figure 4.16 Frequency of review of project milestones



Source: Author (2013)

4.2.17 Change of milestones due to changing environmental circumstances

It was necessary for the study to establish whether project milestones and short-term objectives remained relevant and achievable in light of changing environmental circumstances.

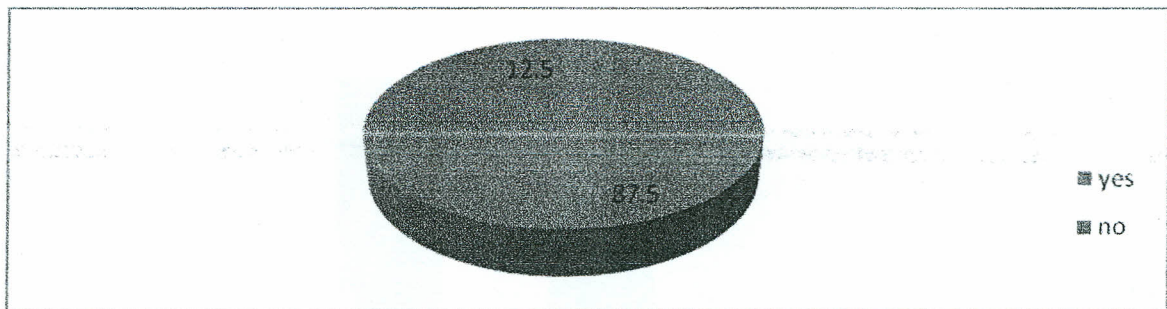
The analysis below shows that 87.5% of the respondents felt that the milestones were changed to reflect on changing environmental forces, while only a 12.5% of them felt that they were never changed.

Table 4.17 Response on whether milestones were changed

Response	Frequency	Percentage %
Yes	14	87.5
No	2	12.5
Total	16	100

Source: Author (2013)

Figure 4.17 Response on whether milestones were changed



Source: Author (2013)

4.1.18 Logframe Matrix

Goodman, (2000) argues that logic models allow community groups to identify clearly their own causal reasoning of an intended process and they enhance credibility through the evidence of change.

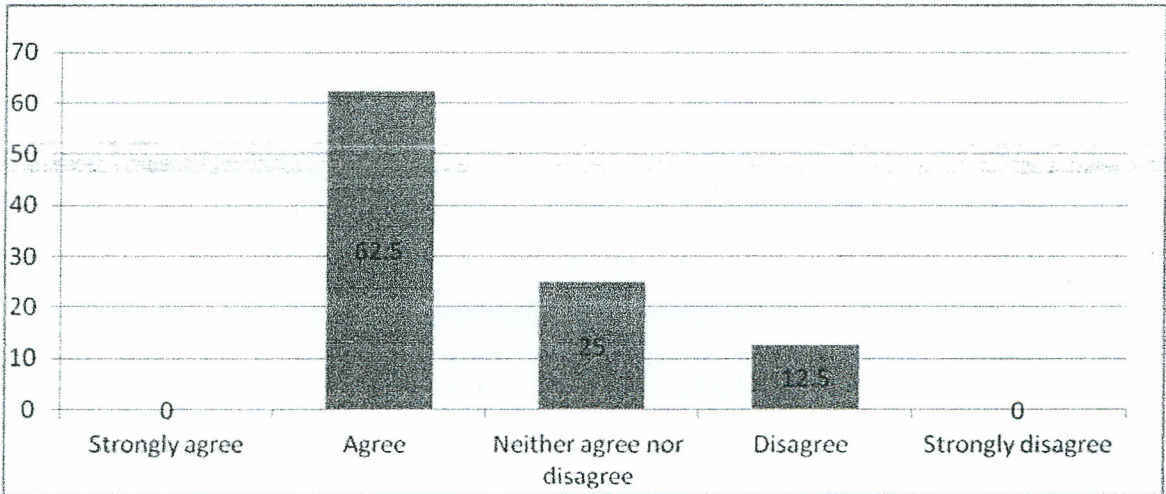
This variable was important as it determined the extent to which the logframe was used in design and execution of ESP's. The analysis below indicates that 62.5% of the respondents felt that the projects had a logframe, 25% neither agreed nor disagreed, while 12.5% disagreed.

Table 4.18 Opinions on whether project has logframe

Response	Frequency	Percentage %
Strongly agree	0	0
Agree	10	62.5
Neither agree nor disagree	4	25
Disagree	2	12.5
Strongly disagree	0	0
Total	16	100

Source: Author: (2013)

Figure 4.18 Opinions on whether project has logframe



Source: Author (2013)

4.1.19 Items in the project implementation framework

This was to determine whether the components of the logframe existed in the implementation frameworks even where the formal matrix did not exist.

Table 4.19 Items in the project implementation framework that were ticked

Items	Frequency	Percentage of total sample
Goal/purpose and objectives of the project	16	100
Milestones to be achieved within given time frames	13	81.3
Funds allocated and breakdown of planned expenditures	16	100
Inputs required for the project	12	75
Monitoring and evaluation frameworks	4	25
Procedures for data collection on project progress	2	12.5
Risks and opportunities affecting different stages of the project	0	0
Activities of the project	10	62.5

Source: Author (2013)

The responses indicate that the mode of the data is 16. This means that all the sixteen projects had defined goals, and funds had been allocated with a breakdown of expenditures. Milestones existed in 13 projects comprising of 81.3% of the projects sampled.

4.2.20 Use of logical framework in monitoring and evaluation

Studies conducted by DANIDA (1995) proved that the logical framework approach is a framework for designing change processes, monitoring progress and evaluating impact.

This questionnaire item indicated the extent to which the logical framework was used in monitoring and evaluation.

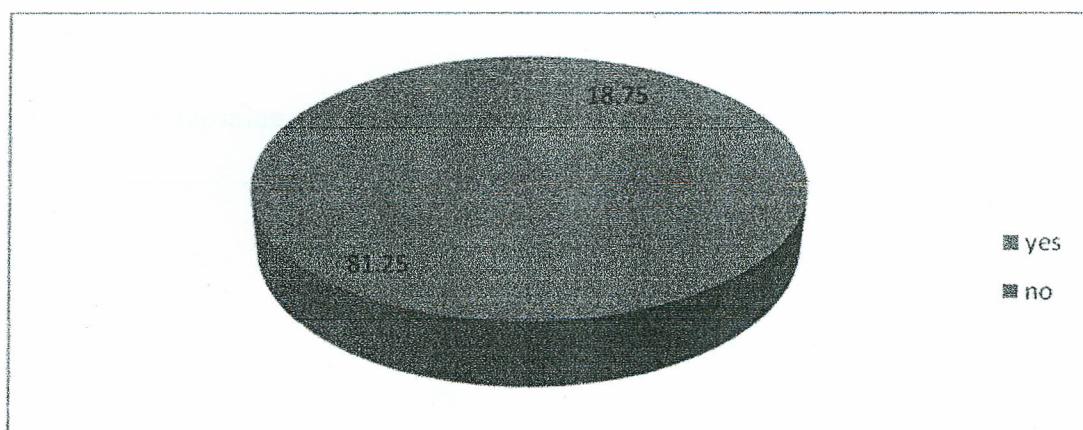
The analysis in Table and figure 4.20 below, show that 81.25% of the respondents felt that the logical framework was used in monitoring and evaluation while 18.75% felt that it was not.

Table 4.20 Opinion on use of logical framework in monitoring and evaluation

Response	Frequency	Percentage %
Yes	3	18.75
No	13	81.25
Total	16	100

Source: Author (2013)

Figure 4.20 Opinion on use of logical framework in monitoring and evaluation



Source: Author (2013)

4.1.21 Review of items on the framework

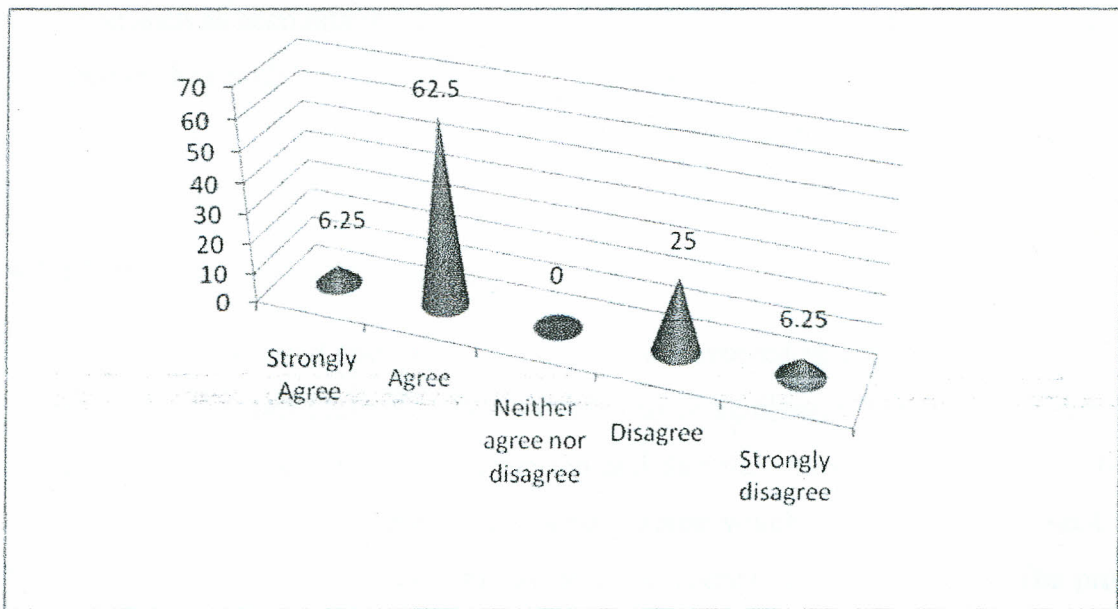
The aim of this item was to find out if the framework items remained relevant throughout the duration as to guide the execution of the project appropriately.

Table 4.21 Opinion on whether items on framework are regularly reviewed

Response	Frequency	Percentage %
Strongly agree	1	6.25
Agree	10	62.5
Neither agree nor disagree	0	0
Disagree	4	25
Strongly disagree	1	6.25
Total	16	100

Source: Author (2013)

Figure 4.21 Opinion on whether items on framework are regularly reviewed



Source: Author (2013)

On whether items on the framework are regularly reviewed, 68.75% agreed that they are, while 31.25% disagreed.

4.2 Qualitative Analysis

This analysis was concerned with subjective assessment of attitudes and opinions of respondents.

4.2.1 Community/Stakeholder Participation and Involvement

The responses showed that the communities in the constituencies were involved in the selection and designing of the projects. The local communities and other stakeholders were represented in the Constituency Development Fund Committee, District Education officer, by the school principals and parents and teachers association, local traders/Jua Kali Committees, Sheikhs, Reverends. Regular meetings were held with the local people to obtain their involvement in determining the location where the projects will be put up. Study also revealed that the community skills contributed to the execution of the project since local professionals were involved such as accountants, masons and semi-skilled casual workers. Respondents felt that the community has pride and ownership of the projects which they consider as solutions to their social and economic problems such as increased school enrollment, empowering the youth, creation of employment.

4.2.2 Setting objectives of the project

The responses indicated that stakeholders were involved in the setting of the objectives but some had reservations that not quite everyone was in agreement. Some respondents felt that the projects had been pre-determined at the top and that they may not have adequately addressed their needs. The projects did have major aims/purpose which was to increase school enrollment, facilitate industrialization, create employment and economic empowerment. The projects had a planned time frame within which immediate objectives will be met ranging from six to nine months. Education projects for the upgrading of schools to become centers of excellence were completed within scheduled time, but the Jua Kali and fresh produce markets are behind schedule. Analysis also revealed that the projects had planned milestones and these were sometimes reviewed to accommodate challenges such as delayed funding, and provision of machines from the ministry of industrialization for the Jua Kali projects, and availability of land for construction of fresh produce markets.

4.2.3 Use of the Logframe

Respondents felt that the projects do have a logical framework which is incorporated in the work plans but not as an independent four by four matrix. Responses indicate that the components of the logframe were also present in the bill of quantity. Analysis also showed that the items of the logical framework were used in monitoring and evaluation of the projects such as the budget expenditures, time schedules and progress milestones.

CHAPTER FIVE:

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings and the conclusions of the researcher. Recommendations as per the findings are also given as well as suggestions made on the areas that require further research.

5.1 Summary of research findings

The findings are summarized below based on the research questions of the study

5.1.1 Effect of stakeholder/community participation on project design and execution of ESP.

Respondents felt that the community and other stakeholders were involved but at different stages of the project and in differing roles. They got to participate through representation by religious, women, youth and men representatives who form part of the Committee, also the school administration such as the principal, parents and teachers association and also the Jua Kali committee and small traders groups that presented their views in the design of the projects and also in monitoring their progress. Construction of the projects also provided the local community with opportunities for jobs as well as professionals such as accountants, electrical engineers, lab technicians etc. Respondents also indicated that the community's roles were limited as the projects were pre-determined by the government and it left them without much choice on what to implement. Apart from the representatives, the general public's participation and involvement was considered to be very low.

5.1.2 Effect of objective setting and review on project design and execution of ESP.

From the study, it's evident that objectives were set for all the projects that were sampled. They all had both the general objectives and milestones that pointed to desired targets in different given time frames. Most of them had short-term objectives for every one month. The

stakeholders participation in the setting of these objectives was limited to only those who were involved in the development of work plans and schemes of work for the project. Study also revealed that for some projects the short-term objectives were never reviewed despite changes in external factors. Others were adjusted to accommodate changes such as when funding was delayed, or delays caused by the process of looking for land for construction which is a great challenge in Nairobi county.

5.1.3 Influence of the Logical framework/logframe matrix on project design and execution of ESP.

Responses indicated that the logical framework was utilized in design and execution of the projects. Meetings and seminars were held with stakeholders as part of a stakeholder analysis and their views on their problems obtained. Findings also indicated that though a formalised summed up four by four logframe matrix may not have developed, it existed but in a fragmented manner in the work plans, schemes of work and bill of quantity. Two projects though, were found to have formal logframes. Respondents also indicated that the components of the logframe were used in monitoring and evaluation of the projects especially the budgeted estimates, time schedules and milestones, quality and quantity of inputs used in construction. Responses also indicate that there were times when monitoring and evaluation of the projects were done in an impromptu manner (“let’s pass by and see what has been done”) perhaps due to ignorance, and in this case the logframe was not used as a reference.

5.2 Conclusion

The introduction of the Economic Stimulus Programmes devolved funds was a good idea by the government but it needed professional project management approach to execute it. The use of a formal logical framework approach would have improved the approaches taken in the designing, planning and execution of these projects. The approach would have ensured better mechanisms put in place to involve all stakeholders in determination of the projects they feel will adequately meets their needs instead of having it pre-determined at the top. For example, it has led to projects for Jua Kali (industrialization) becoming stalled because the ministry is yet to provide

machines and yet construction of stalls have been done and traders have businesses they can conduct in them but have to wait for that which government wants done.

Use of the logical framework also ensures that there is constant review, monitoring of progress against set objectives and targets and this would greatly assist the ESP project to be completed in timely manner or where schedules and milestones have to be adjusted it will be on based on objectively verifiable reasons. Therefore the use of logframe ensures better transparency and accountability in management of the project which is very key in such devolved funds public projects.

5.3 Recommendations

The researcher recommends the following:-

That management of projects funded by government devolved funds be done in accordance with an existing logical framework document. The document will be useful in all phases of the project and will greatly assist those implementing to understand how it is designed, in order to understand how it will be implemented.

The logical framework approach should be followed strictly in every step to ensure that these projects adequately address the needs of the locals at the grassroots as this is actually the essence and object of devolved funds.

The logical framework should be used to make a risk analysis for the project. Some ESP's have stalled because of lack of land for construction. By using the logical approach such impediments would have been foreseen at the beginning and corrections or adjustments made.

The logical framework should be used in determining and guiding those doing the monitoring and evaluation of the project so that there are standards/benchmarks against which the progress can be compared.

Training should be done for those implementing the ESP projects in skills and knowledge on the logical framework approach.

5.5 Suggestions for Further Research

Further research should be done on the use of the logical framework approach in management of other types of Economic Stimulus Programmes apart from those covered by this study and especially the health and IT related projects.

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Appendix 1. Questionnaire

Background information about the respondent

(i) For how long have you been a member of this committee?

Please tick the appropriate;-

Less than 1 year ()

1 year to 2 years ()

2 years and above ()

(ii) Please indicate your gender; Male () Female ()

(iii) Age of respondent; tick the appropriate

30 years and below ()

31 to 40 years ()

41 to 50 years ()

51 and above ()

(iv) What is your role in the committee? Tick the appropriate

Member of Parliament ()

District Commissioner ()

District Development Officer ()

District Public Works Officer ()

CDF committee Chairperson ()

CDF committee Secretary ()

CDF committee Treasurer ()

CDF committee Account Manager ()

Departmental Heads of Ministries ()

Religious organisation representative ()

Men representative () Women representative () Youth representative ()

District Accountant (____)

1.0 Community Participation and Involvement

1.1 Type of Project; please tick the appropriate

Jua Kali Sheds (____) Education (____)

Fresh Produce Market (____)

Name of Project;

1.2 Does this project seek to address any problems of this community? YES (____)

NO (____)

What problems have been addressed?

.....

1.3 Were the local community involved in the selection of this project? YES (____) NO

(____) If yes, explain who was involved and how:.....

.....

1.4 The location of this project is convenient to most beneficiaries.

1.Strongly disagree	
2. Disagree	
3. Neither agree or disagree	
4. Agree	
5. Strongly agree	

1.5 In your opinion, does the project adequately meet the needs of this community?

YES(____) NO(____); Explain your answer



.....

1.6 In your opinion, what is the level of involvement in ESP projects among the general population in this constituency?

1. Very low	
2. Low	
3. High	
4. Very high	

1.7 The community possesses knowledge and skills that have contributed to the management of the project?

1. Strongly disagree	
2. Disagree	
3. Neither agree or disagree	
4. Agree	
5. Strongly agree	

2.0 Setting objectives of the project

2.1 All stakeholders have agreed on aims of this project.

1. Strongly disagree	
2. Disagree	
3. Agree	
4. Strongly agree	

2.2 What is the planned Goal/s or purpose of this project?.....

.....

2.3 What is the planned expected time frame of this project?.....

2.4 The project is; behind () or ahead of the schedule()

2.5 Does the project have planned milestones against which progress will be compared? YES () NO (); If yes, outline the milestones in sequential order.....

2.6 Was the local community involved in the setting of these milestones? YES () NO ()

If yes, explain who was involved and how?

2.7 What is the frequency at which the objectives/expected results of the project are reviewed?

1. never	
2. rarely	
3. severally	
4. often	
5. many times	

2.8 Have the objectives/milestones been adjusted at any time to due to changing business environmental circumstances? YES () NO (); If yes, explain

3.0 Use of Logframe

3.1 The project has a logical framework/ Logframe matrix.

1. Strongly disagree	
2. Disagree	
3. Neither agree or disagree	
4. Agree	
5. Strongly agree	

3.2 Please tick against the items that appear in your project implementation frameworks?

Goal/purpose and objectives of the project	
Milestones to be achieved within given time frames	
Funds allocated and breakdown of planned expenditures	
Inputs required for the project	
Monitoring and evaluation frameworks	
Procedures to be used for collecting data on project progress	
Risks and opportunities affecting different stages of the project	
Activities of the project	

3.3 Is the logical framework used in project monitoring and evaluation? YES(____) NO(____)

3.4 The items in the framework are regularly reviewed.

1. Strongly disagree	
2. Disagree	
3. Neither agree or disagree	
4. Agree	
5. Strongly agree	