INFLUENCE OF MONITORING AND EVALUATION PRACTICES ON IMPLEMENTATION OF PROJECTS IN KENYA; A CASE OF DREAMS EDUCATION SUPPORT FOR ADOLESCENT GIRLS & YOUNG WOMEN PROJECT IN NYALENDA WARD, KISUMU COUNTY.

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2020

DECLARATION

This report is my original work and has not been presented for the academic award in this or any other University.

Signature: ..... **Date:** 18th Nov 2020

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This report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This study is dedicated to my late father Mr. Salim Juma Mwatsefu who always reminded and prayed for me to be strong and keep going when everything seemed to come to a standstill. I also dedicate this proposal to my mother Mariam Nimwema Maneno who has encouraged me in every step of the way.

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LIST OF ACRONYMS AND ABBREVIATIONS

AGYW- Adolescent Girls and Young Women

AIHA- American International Health Alliance

AIHA-American International Health Alliance

CBOs- Community based organizations

DFID- Department for International Development"

DREAMS - Determined, Resilient, Empowered, AIDS-free, Mentored and Safe

DREAMS-Determined, Resilient, Motivated, AIDS-free, Mentored and Safe

FAWE- Forum for African Women's Education

GEEI- Gender Equality in Education Index

HHS- Health and Human Services Department

IFRC-International Federation of Red Cross and Red Crescent Societies

M & E: Monitoring and Evaluation

RBV- Resource-Based View

RBV 's - resource-based view

REA- Rural Electrification Authority

ToC-Theory of Constraints

TPP- Teen Pregnancy Prevention Initiative

TPS- The Teenage Pregnancy Strategy

UNAIDS-United Nations Programme on HIV and AIDS

UNDP- United Nations Development Programme

UNICEF- United Nations Children's Fund

USAID-United States Agency for International Development

WHO-World Health Organization

ABSTRACT

The purpose of the study was to investigate the influence of monitoring and evaluation on the implementation of projects in Kenya; a case of DREAMS education support for adolescent girls & young women project in Nyalenda ward, Kisumu county. The objectives were to determine how skills of the monitoring and evaluation team influence implementation of project in Kisumu County; to establish the influence of resource allocation to the monitoring and evaluation team on implementation of project in Kisumu County; To determine how utilizing M&E results from influence implementation of project in Kisumu County; to establish the influence of stakeholder involvement on implementation of project in Kisumu County. The study used a descriptive research design which adopts both quantitative and qualitative methods of data collection. The study targeted a total population of 156 participants who comprise of 24 project officers, 7 monitoring & Evaluation Team,100 mentors, 23 project committee and 2 project regional officers. The study used questionnaires for data collection. Data were collected by administering a semi-structured questionnaire. The questionnaire utilized both open-ended and closed questions. Closed-ended questions consisted of predetermined. Secondary sources of data were obtained from books, journals, dissertations, magazines and internet sources. The study targeted 110 participants involved with DREAMS education support for adolescent girls & young women project in Kajulu ward Kisumu county. The sample size was 66. Quantitative data were analyzed using descriptive analysis and inferential analysis techniques with the help of Statistical Packages for Social Sciences (SPSS Version 25) and qualitative analysis was analyzed on themes. The findings reveal that there was a strong positive correlation r= (0.765) between skills of monitoring and evaluation team and implementation of the project, the correlation was found to be statistically significant at 5% since the p-value of 0.001 was less than 0.05. The study established there was a strong positive correlation r= (0.695) between resource allocation and implementation of DREAMS project, also the correlation was found to be statistically significant at 5% since the p-value of 0.004 was less than 0.05. The findings found out that there was a strong positive correlation of r=0.765 between utilizing monitoring and evaluation results and implementation of DREAMS projects, the correlation was found to be statistically significant at 5% since the p-value of 0.001 was less than 0.05. The study also found out that there was a strong correlation of (r=0.861) between stakeholder involvement and implementation of the DREAMS project. The study found out that there was a strong positive correlation of r=0.636 between utilizing monitoring and evaluation results and implementation of DREAMS project by mentors and project implementors, the correlation was statistically significant at 1% since the p-value was 0.000 which is less than 0.01. The study recommended that more training should be conducted to everyone involved in the monitoring and evaluation of DREAMS projects. The training should focus on monitoring and evaluation skills, this is social skills, data analysis skills, research skills and communication skills. The study also recommends the management involved in the DREAMS project should at least be quick in responding dome of the challenges that mentors and project committee go through especially when carrying out their work.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Implementation of a project involves the implementation of the tasks proposed in the proposal form to accomplish project aims and to produce outcomes and outputs. Its efficiency depends on many internal and external considerations. A reasonably well-coordinated project team and efficient reporting of project progress and associated costs are some of the most significant ones. Projects are declared to be overdue if their stated period of delivery has not been reached. The failure to complete tasks on schedule and within the budget appears to be a persistent and worsening problem worldwide (Ahmed et al, 2002).

The pattern of cost overruns is prevalent worldwide and it is more serious in developed countries, according to Ashley et al (2008). According to Kusek (2004) describes project monitoring and evaluation as the process of monitoring, evaluating and controlling progress towards achieving the performance goals specified in the project management plan. This means that project monitoring and evaluation enhances overall project preparation, management and execution performance, so various projects could be introduced to change the social, political and economic well-being of people in a given country.

Globally, there has been a rising demand for efficiency in development to enhance the lives of people. “Every year 21 million girls between the ages of 15 and 19 years and 2,5 million under 16 years gives birth World Health Organization (WHO,2018). For girls, compared to women aged 20-24 years, pregnancy is associated with a higher risk of complications such as puerperal endometritis and systemic infections. In this age group, these complications are a major cause of death among girls (WHO,2018). This calls for the productive use of the outcomes of monitoring and evaluation for successful implementation of development programs targeted at disadvantaged groups in communities (UNDP 2002).

According to Carmen (2016), “an approximate 614,400 U.S. teenagers (ages 15-19) were pregnant in 2010, about 89,300 had miscarriages, and 157,500 had legal abortions.” This led to the announcement of a Teen Pregnancy Prevention Initiative (TPP) by the US Head of Department containing services targeting communities with elevated rates of teen pregnancy. To leverage this latest teen pregnancy prevention potential, the U.S. The Health and Human Services Department (HHS) called for the introduction of the best group evidence-based programs (Howard, 2014). By asking grant applicants to select from a set of systematically defined evidence-based models; reproduce them; use performance data to ensure adherence to those program models; and conduct comprehensive assessments (Howard, 2014), the TPP Program stressed high monitoring and evaluation criteria for better implementation.

In the United Kingdom, “The Teenage Pregnancy Strategy (TPS) was the first systematic strategy by any UK government to lower the high rates by teenage pregnancy in England (2013, Toynbee).” For several years, the rate was higher than in other Western European countries, and the results were disproportionately low for young parents and their children (Toynbee, 2013). The policy was introduced in 1999 to halve the rate of the conception of under-18. The plan included a systematic action programme addressing four themes: collaborative action at the national and local level; better prevention through increased education on gender and relationships and access to reliable contraception; a communication initiative aimed at reaching young people and parents; and organized help for young parents (Toynbee, 2013).

According to Hadley Chandra-Mouli, Ingham(2016) The Teenage Pregnancy Strategy (TPS) program was introduced with dedicated funding for 10 years across national, regional and local frameworks. Over the lifetime of the policy, the under-18 conception rate decreased gradually. The pregnancy rate of 2014 under-18 was 51 per cent lower than the baseline of 1998 and there have been substantial declines in high deprivation areas (Hadley Chandra-Mouli, Ingham, 2016). Successful monitoring and evaluation; creating an evidence-based approach; effective implementation; consistently evaluating progress; integrating the plan into larger government programs; and providing leadership in the program were the main features leading to the success (Hadley Chandra-Mouli, Ingham, 2016).

Sub-Saharan Africa has tremendous challenges to address in order to promote gender equality and meet the global development target of education and gender (World Bank, 2004). In many sub-Saharan African nations, neither boys nor girls do well, but Africa still has some of the most innovative and varied models of what happens (World Bank,2004). For instance, Africa has a complex and active network in the "Forum for African Women's Education", FAWE, working for better preparation for students, but even though the enrollment trends are positive, they can obscure problems pertaining to how girls advance through school and complete their schooling. Girls go to school in Africa only 2.82 years on average before they hit the age of 16. There is less on the world than everywhere else. In Sub-Saharan Africa, only 46 percent of girls enroll in full primary school (World Bank 2004)

In Africa, there is currently a relatively high "Gender Equality in Education Index (GEEI) score of over 60 (out of a total score of 100) in Botswana, Namibia, and South Africa. This is a major accomplishment, but the Beyond Access study that a GEEI score of 95 indicates that sustainable development targets for universal primary and gender equality were accomplished." In the next 10 years even the high-scoring African countries are going to need an enduring effort to reach 95 (Unterhalter, Kioko-Echessa, Pattman, Rajagopalan, N'Jai & Fatmatta, 2005).

Another group of countries have a GEEI score of less than 60, including Uganda, Tanzania, and Ghana, but have seen a steady increase in GEEI over the past ten years. This is related to widespread political mobilization and the implementation of new learning and teaching methods. Some countries with the largest populations in Africa, including Kenya and Nigeria, have seen a decrease in their GEEI score between. If they are to hit 95 by 2015, they face a huge challenge of mobilizing individuals and financial capital. (Unterhalter, Kioko-Echessa, Pattman, N'Jai, & Fatmatta, Rajagopalan, 2005). Monitoring and evaluation allows implementing projects to take decisions from an educated perspective about how the program works, how the service is provided and if the initiative is successful, using impartial data (Aden, 2012).

In Kenya, women's education is one of the programs that can help achieve the sustainable development goals . Furthermore, the achievement of the Kenya Vision 2030 , aimed at making Kenya a newly industrialized middle-income nation, would improve education for women by 2030. To achieve these Sustainable Development Goals, we need to adopt programs that target the education sector and the health sector effectively.

The DREAMS (Determined, Resilient, Motivated, AIDS-free, Mentored and Safe) education support initiative is the most vulnerable school-keeping initiative for adolescent girls and young women (American International Health Alliance (AIHA) research, 2008). DREAMS aim to help girls grow into women who are determined, resilient, motivated, AIDS-free, mentored, and healthy. Ten Sub-Saharan African DREAMS nations, including "Kenya, Lesotho, Malawi, Mozambique, South Africa, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe", accounted for almost half of all new HIV infections among adolescent girls and young women (AGYW) worldwide in 2015 (AIHA research, 2008).

1.2 Statement of the problem

During the implementation of the project, there can be a disconnection between promises made at various levels and real on-the-ground execution. These contributions are intended to produce the desired outcomes of the projects and to assess the progress or failure of the projects. Nyanje and Wanyoike (2016) state that poor project performance in Kenya and low sustainability of NGOs' projects can be explained by a lack of focus during implementation. For instance, 40% of the projects implemented by NGOs were facing time overruns due to poor management and lack of timely allocation of resources. There are a variety of initiatives that, about their aims, have so far proven defunct and unsuccessful ventures. Both NGO and CBO program activities are impacted by the underperformance of these programs.

Various projects have been implemented in Kisumu, Nyalenda wards, for example, "Kisumu Integrated Family Health Project" which was funded by the European Union and implemented by CARE, KRC & FHOK. The main objective of that project was to improve the maternal and infant wellbeing of people living within Kisumu slums, male reproductive health, family planning and nutritional status. As expected, in near partnership with County and Kisumu East Health Management Team most project

activities and various capacity building operations have been successfully carried out. As per the initial plan, the requisite support and exposure of the project within the county government of Kisumu was achieved. Most notably, though, the Kisumu Integrated Family Health Project (KIFHP) had a permanent, optimistic and partially transformative effect on the lives of the target groups and final beneficiaries, as evidenced by the final assessment. The project reported substantial changes in the log frame metrics relative to the baseline standards and, in general, the project reached its expected goals in most of the outcome areas. According to the appraisal of the beneficiaries and the final review, the technique of using various interventional interventions was crucial to achieving the results envisaged (KIFHP,2017)

Despite the commitment and progress made by different organization in Kenya when it comes to implementing projects targeting vulnerable girls and women in communities, 76 out of every 100 girls, compared to 87 boys, completed their primary education. This suggests that girls are more disadvantaged, even though children of both sexes drop out (Wamahiu, 2011). In 2018, 1.4 million people were living with HIV, and 910 000 (65%) were women. New HIV infections in young women aged 15-24 were more than twice that of young men. Sang (2006) notes that several studies have been carried out internationally on project execution, but the field remains under-studied in Kenya, with most research focusing on project results. Given this, this study seeks to study the influence of monitoring and evaluation practices on the implementation of projects in Kenya; a case of DREAMS education support for adolescent girls & young women project in Nyalenda ward, Kisumu county.

1.3 Purpose of the Study

The purpose of the project was to investigate the influence of monitoring and evaluation practices on the implementation of projects in Kenya; a case of DREAMS education support for adolescent girls & young women project in Nyalenda ward, Kisumu county.

1.3 Objectives of the Study

The study was driven by the following objectives;

i. To establish how skills of the monitoring and evaluation team influence implementation of DREAMS education support for adolescent girl's project in Kisumu County.

ii. To establish the influence of resource allocation to the monitoring and evaluation team on implementation of DREAMS education support for adolescent girl's project in Kisumu County.
iii. To determine how utilizing Monitoring & Evaluation results from influence implementation of DREAMS education support for adolescent girl's project in Kisumu County
iv. To establish the influence of stakeholder involvement on implementation of DREAMS education support for adolescent girl's project in Kisumu County.

1.4 Research questions

The following research questions were taken into account in the study;

i. To what extent does skills of the monitoring and evaluation team influence implementation of DREAMS education support for adolescent girl's project in Kisumu County?
ii. To what extent does resource allocation to the monitoring and evaluation team on implementation of DREAMS education support for adolescent girl's project in Kisumu County.
iii. How does utilizing Monitoring & Evaluation results influence the implementation of DREAMS education support for adolescent girl's project in Kisumu County?
iv. To what extent does stakeholder involvement influence implementation of DREAMS education support for adolescent girl's project in Kisumu County?

1.5 Significance of the Study

This study is significant to NGOs and other stakeholders involved in the implementing and management of projects as the information that will be gained from this study may be used to improve the management, running and implementation of successful projects, and enable donors to gain an understanding of what to expect while running projects in Kenya. It can also provide further insight into existing literature and contribute to the existing knowledge base through the proposed conceptual framework in order to serve as the basis for future research in this context.

1.6 Assumptions of the study.

The study assumed that the respondents may cooperate, present truthful and accurate information that contributed to coming up with credible findings and conclusions. It is also assumed that the data collection instruments and methods to be used are the most appropriate and will measure the desired constructs.

1.7 Delimitations of the study

This study was delimited to the DREAMS Education Support for Adolescent Girls & Young Women Project implemented by Path Kenya in Nyalenda Ward, Kisumu county. This project is believed to be representative enough in establishing the influence of monitoring and evaluation practices on the implementation of projects in Kenya; a case of DREAMS education support for adolescent girls & young women project in Nyalenda ward, Kisumu county. The study adopted descriptive design because it describes phenomenon that is being studied. The target participants were Monitoring and Evaluation Team, project implementors officers, mentors and project committee. The study only focused on following independent variables; skills of the monitoring and evaluation team; resource allocation to the monitoring and evaluation team; utilizing M& E results and stakeholder involvement.

1.8 Limitations of the study

Due to limitation of time and resources the study was narrowed to cover one area that is implementation of DREAMS project in Nyalenda Ward, Kisumu county. The other limitations were; the researcher had some challenges in accessing some information due to the confidentiality tag pertaining monitoring and evaluation practices of the project in the organization. To conquer this, members were advised on the motivation behind the study and assured that any data given was utilized for the reasons of the investigation.

1.9 Definition of significant terms used in the study

DREAMS Projects-is an initiative dedicated to empowering girls and young women between 10 and 24 years.

I**mplementation**-This is execution of project.

Skills of the Monitoring and Evaluation Team- The ability of the monitoring and evaluation Team to perform well usually as a result of experience and training

Stakeholder Involvement- participation at various levels monitoring and Evolution Team which the lowest is information sharing at a higher level is a consultancy for decision making

M & E Practices – The ordinarily accepted and employed ways or methodologies of monitoring and evaluating project activities.

Resource allocation- supplying and supporting the field operations such as Monitoring and Evaluation especially human resources, financial resources, physical resources and technological resources in the near term, to achieve goals for the future

1.10 Organization of the Study

The study consists of five chapters. Chapter One covers the background of the study, statement of the problem and purpose of the study. This is followed by the research objectives, research questions, limitations of the study, delimitations of the study, significance of the study, and definition of significant terms and concludes with the organization of the study.

Chapter Two covers the literature review from various sources to establish work done by other researchers, their findings, conclusions and identification of knowledge gaps which forms the basis of setting objectives and research questions of the study. The theoretical and conceptual frameworks are also explained.

Chapter Three covers the research design, target population of the study, sample size and sampling procedures. This will be followed by data collection procedures, data collection instruments, the validity of the instruments, reliability of instruments, data analysis techniques, ethical considerations and concludes with an operational definition of variables .

Chapter four covers the findings from data analysis, presentation of findings and interpretation of findings. Chapter five covers the summary of findings, discussions, conclusions and recommendations of the study. It will be concluded with suggested areas for further research and contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlights some of the vital concepts used in the research and pinpoints some theoretical contributions from the literature. These include; Resource Allocation to the monitoring and evaluation Team; Utilizing M& E Results and Stakeholder Involvement towards the implementation of projects. This is then followed by the theoretical review, conceptual framework, research gaps in the literature reviewed and summary of the literature.

2.2 Implementation of community development Projects.

Several causes that could be external or internal to the organization responsible for designing and implementing impact projects. These include inadequate project scheduling, insufficient resources for potential beneficiaries to share in program identification and preparation, weak linkages between project activities and project priorities, insufficient understanding of the natural community during project design, among others.

Chen et al (2007) researched "critical success factors for projects in Taiwan" and the result was that contractor managers, team members, vendors and other related players who were directly or indirectly interested in the job had a major impact on the progress of the jobs. In the other hand, he carried out a thesis on how the project manager's success is influenced by environmental factors. He established 13 factors affecting performance, including wages, work satisfaction, job security, information availability, factors relating to the project, project scale, time availability, difficulty of tasks, the team relationship, materials and provision and project period, factors related to the project and organizational factors, authority, and type of customer.

Research on project success factors was carried out by Nguyen (2004) and Pheng et al (2007) and identified: competent project manager, sufficient support, competent project team, dedication and knowledge availability. As the major factors causing project delays, Mansfield et al (2006) discovered inadequate contract management, funding and payment structures, resource shortages, unreliable forecasts and overall price escalation. Isensi (2006) and Kagiri (2005) studied factors contributing to project failure in Kenya and found that poor design, poor methodology, insufficient expertise, project length

underestimation, and poor cost estimation were the factors that caused most projects to fail. In his research on the review of factors shaping projects in Kenya, Gharashe (2009) concluded that the quality of project management, operating environment, worker engagement, communication, insufficient resources and project team organization are factors affecting project execution.

Mwadali (2006) found that incompetent project managers, weak communication, inadequate control and monitoring systems have a "negative effect on the performance of project management". Effective communication generates a shared understanding, shifts attitudes and knowledge collection in project execution (Brown 2011). The project may be adversely affected by a breakdown in communication (Ruuska,2007).

Based on the literature from various authors who have discussed the implementation of projects, they are all in agreement that implementation of projects may be affected by various factors, for example, Nguyen (2004) and Pheng et al (2007) and identified: competent project manager, sufficient support, competent project team, dedication and knowledge availability. Therefore, this study sought to establish some of the factors in monitoring and evaluation practices that influence the implementation of development projects.

2.3 Skills of the monitoring and evaluation Team and Implementation of the Projects

Gorgens & Kusek (2010) states that "without trained individuals who efficiently perform the monitoring and evaluation tasks for which they are responsible, the monitoring and evaluation system will not work". The monitoring and evaluation system also reflects on the qualifications required and the abilities of those working with the monitoring and evaluation system. It is an important strategy for successful projects to staff the monitoring and evaluation teams with sufficiently trained team members, with the ability to adapt, the ability to work more closely together, regular contact, knowledge of the work effort of other team members and the ability to transfer workload between individuals. UNAIDS (2008) states in that it is important not only to have a committed and a sufficient number of monitoring and evaluation employees but also to have the right skills for the job.

Jerry (2008) claimed that "building a sufficient supply of human resource power is crucial to the monitoring and evaluation system's survival and is an ongoing problem in general". For the creation of evaluators with many training choices and opportunities for growth, both formal and on-the-job training are significant. Monitoring and evaluation by untrained and novice people are time-consuming, inefficient and may not be useful and meaningful to produce performance. The progress of projects would also certainly be influenced by this (Nabris, 2002). The following criteria shall include monitoring and evaluation credentials: qualification in the area of operations, technological and managerial skills, and the ability to operate in the REA. Leading workers should have a strong experience of voluntary organization and operational capacity development skills. There should be a multidisciplinary monitoring and assessment team, maintaining a combination of technical skills and experience (Musumba, 2013).

A study was conducted by Wachamba (2013) on the determinants of the effectiveness of NGO monitoring and evaluation systems within Nairobi County, Kenya. The objectives included to establish M & E training among other factors, influenced the effectiveness of the monitoring and evaluation system. A population of 8,503 was taken from 200 Nairobi-based NGOs which had successfully implemented projects and were in the process of evaluating them. Sampling was done by stratified random sampling method. Data were analyzed by correlation coefficient and multivariate regression analysis. Among other results, training in monitoring and evaluation aspects was found to be fundamentally contributing to improving both the quality and quantity of the monitoring and evaluation personnel. The main drawback of this study was that it relied on self-reporting which is prone to bias.

Mugo and Oleche (2015) carried out a study on "what impacts monitoring and evaluation of projects". Capacity building on the workers of monitoring and evaluation was viewed as one of the predictor factors and the time needed to train participants was measured. The training was about improving the skills of the participants. M & E implementation status was taken as the dependent variable. Mugo and Oleche (2015) used a model known as Binary Probit for data analysis where the dependent variable was assigned a value of 1 if the M & E was implemented and 0 if it was not. The study's results found that the

association between participants' capacity building and monitoring and evaluation adoption is significantly positive.

In the literature review, most of the scholars have recognized that training employees are very important when it comes to the performance of projects. For instance. Jerry (2008) claimed that “building a sufficient supply of human resource power is crucial to the monitoring and evaluation system’s survival and is an ongoing problem in general”. These studies have not explored the type of skills monitoring and evaluation team requires to ensure there is a successful implementation of projects. The study filled this gap by investigating the indicators of skills of monitoring and evaluation team, the indicators were Social science Research Skills; Data Analysis skills and Communication Skills.

2.4 Resource Allocation to the monitoring and evaluation Team and Implementation of projects

Appropriate funding for a monitoring and evaluation exercise is very important (IFRC (2011). An industry standard of 3 to 10 per cent of a project budget is recommended for monitoring and evaluation by IFRC (2011). Gyorkos, 2003; McCoy, (2005) notes that the “costs of monitoring and evaluation should be delineated within the overall project budget to offer due to acknowledgement to the monitoring and evaluation role it plays in the execution of the project”.

According to Mugo and Oleche (2015), the budgetary allocation is a key factor in project success. In their study on the “impact of M & E on projects using the Probit Model” found that budgetary allocation was very significant to the undertaking because it had a large robust coefficient of 0.656939 at a Z statistic of 4.92, and also a high marginal effect of 0.1312997 at a Z statistic of 5.44. Based on their report, they concluded that the budget for activities monitoring and assessment was a positive deciding factor in the introduction of monitoring and evaluation in projects. This means that an improvement in budget allocations to monitoring and evaluation in the project is expected to dramatically boost the chances of control and assessment implementation.

Hassan (2013) states that the single most critical issue facing most development agencies is human resource constraints. They suffer from an acute lack of technically trained

employees and hire a lot of unskilled employees. Consequently, reliance on expatriates is high. Furthermore, inadequate remuneration has resulted in a rapid migration of competent and qualified technical personnel. Conway (2004) observed that a range of factors generally prevents successful allocation of capital, including resource over-protection, too much dependence on short-term financial needs, corporate strategy, vague business priorities, reluctance to take chances and inadequate knowledge.

Bardolet, Brown, and Lovallo (2017) address the impact of budget allocations on the success of organizations in Chile. The findings of the analysis suggest that the greater effect continues to outweigh the higher allocation per project. They theorize that breadth improves success based on these findings when it extends the bets of a business on unproven revolutionary endeavours, and more so as these endeavours are more unpredictable.

Most scholars they have concentrated one type of resource allocation and that is budget allocation, they have not discussed other resources such human resource, and in fractures as vital resources in monitoring and evaluation, this research established how different resources in monitoring and evaluation team influenced the implementation of the projects

2.5 Utilizing M& E Results and implementation of projects

According to UNICEF (2009) results of monitoring and evaluation are articulated as outcome and outputs. Indicators are used to measure progress in achieving the outcomes and related outputs (UNICEF, 2009). The results of monitoring and evaluation efforts help in the management of project activities; enhance future planning of policies, programs and projects; help in policy analysis and policy and program development and performance-informed budgeting.

Rist, Boily & Martin (2011) contend that the use of monitoring and evaluation data allows reviewers to use the test 's results. They argue that evaluations are carried out at a time where the findings can greatly impact decisions; and evaluation is available. Monitoring and appraisal findings can also be seen in fields such as project decision-making, project restructuring, enhanced / improved assistance, project program management and project monitoring. project management. Incentives must be incorporated to encourage the use of success information, to ensure that performance is

valued and compensated for, to fix issues, messengers not to be punished, organizational knowledge must be embraced and budget savings exchanged (Kusek & Rist, 2004).

An analysis of the USAID (2000) showed that the local project staff's contributions to the consistency of the project reporting information and the capacity of the recipients to affect successful revisions to project activities. In tandem with ongoing communication with beneficiaries, strong base data for improving success awareness often provide a firm foundation for decisions on successful and timely strategies.

Hunter, (2009) suggests that "baseline data and needs evaluations provide information that you use to quantify improvements triggered by the implementation of a project over time because, before project implementation, you have to be familiar with the position of recipients in order to evaluate the effects of the project on their lives". USAID (2002) states that a "baseline review is necessary for most operations and it is important to assess whether information is already available. If the basic information is not being used (or repeated subsequently) to increase the accuracy of the execution of the operation or to measure the results of development, then it should be highly questioned as to the basis for data collection".

UNDP (2002) noted that basic data should include only the minimal details appropriate to determine key aspects of operation delivery efficiency and to calculate development outcomes (including potential effects) . Anything else is likely to be a waste of time, money and energy and risks that do not make the simple research replicable". Research conducted by Rogito (2010) on the "impact of monitoring and evaluation on project success" has shown that a project carried out without a benchmark analysis poses major difficulties in successfully measuring its improvement in metrics. Results from monitoring and evaluation are used for strategic planning decision-making, budget allocation, workforce management and organizational learning. The input from monitoring and evaluation practices is essential for learning progress (Chweya, 2006). previous research by Rist, Boily&Martin (2011), which argued that the use of monitoring and evaluation results allows the evaluators to take the test in order to use their findings. Their findings did not show how monitoring and evaluation results affect project execution.

2.6 Stakeholder Involvement and implementation of projects

Achterkamp (2008) recognized that project failure is not necessarily due to lack of or inefficient project management methods but insufficient social interactions between project stakeholders. Stakeholders, being among the main protagonists of projects, feel the need to be integrated and contribute to improving the company of the outcome in which they are involved.

Bartolomeo (2009) states that stakeholders have an interest in recognizing the execution of project activities. Participation of stakeholders in development projects is paramount. While minor decisions and emergencies are usually not ideal for stakeholder involvement, a complicated situation with far-reaching impacts warrants involvement of stakeholders and tends to prevent potential problems in proactive rather than crisis management. In general, the aim of public participation is to share information with and gain feedback from members of the public who may be interested in a project.

Hinton, (2008) & Hart, (2002) states that the involvement of stakeholders in all stages of the project lifecycle as much as possible can lead to effective project implementation. This also can lead to tangible benefits to stakeholders' wellbeing and also enhances their project ownership. Cahil, (2007) states that the active participation of stakeholders and young people in programming can foster greater sustainability of programs. Furthermore, it is noted that stakeholder participation enhances ownership and commitment to development initiatives (Van Beers, 2003). DFID, (2010) and Cahil, (2007) state that active participation of stakeholders in programming fosters greater sustainability of projects.

DFID (2010) argues that through authoritarian conduct, unethical behaviour, arrogance, poor management and or lack of adequate training and unwillingness to attend forums or workshops in which some stakeholders participate, few stakeholders can intervene and ruin the involvement of other stakeholders in project implementation. When members engage in monitoring and appraisal, they share in the provision of management information and contribute to decision-making. The decisions arising from this are more likely to be appropriate and important to the bulk of the population. This makes it easier to mobilize humans and capital for project execution. Involving stakeholders in conversations about what, how and why project activities also empowers them and

encourages inclusion and facilitates active participation by different stakeholder groups (Donaldson, 2003).

The literature review has concentrated on the construction of projects for example Bartolomeo (2009) states that stakeholders have an interest in recognizing the execution of project activities. The participation of stakeholders is paramount in construction projects. The literature has not focused on how involving different stakeholder when carrying out monitoring and evaluation practices may influence the implementation of projects.

2.7 Theoretical Framework

The study is based on the following theories; Theory of constraints, Resource-Based Theory, system theory, stakeholder theory and Budget theory.

2.7.1 Theory of Constraints

Theory of Constraints (ToC) will guide this analysis (Goldratt, 1984). This theory holds that a "system faces constraints that prevent it from attaining its goals. Any of these restricting factors derive from planning, manufacturing control, project management, logistics, accounting, performance assessment, and other business lines that could affect performance". Constraints determine the output of a device in this theory, whether accepted or not. Top management aims to find suitable ways to mitigate the constraints of an organizational structure. In this way, the company can efficiently accomplish its objectives and optimize efficiency. This theory discusses the origins of the shortcomings of the method and also shines light on the best ways to address these limitations (Goldratt, 2006).

In this study, the Theory of Constraints applies as Skills of the monitoring and evaluation Team Resource Allocation to the monitoring and evaluation Team; Usage of monitoring and evaluation Results and Stakeholder Participation are systemic roles that affect project execution. Inadequate finances, weak leadership and inadequate technical skills are some of the impediments that influence project execution. Such constraints contribute significantly to the inability to complete the project, resulting in inefficiencies and delays that can lead to a rise in project costs.

2.7.2 Resource-Based Theory

The function of adequate budgeting for funding as an activity is essentially explained by this theory. It simply sets out the fact that the correct amount of funding needs to be allocated for success in any mission. RBV 's theoretical base dates back to Penrose's perception of an enterprise as a pool of capital in the 1950s . The RBV considers a company's resources to be important determinants of the competitive advantage and success of the company. After very significant studies by Wernerfelt (1984), Prahalad, Hamel and Barney (1991), among others, in the 1980s and 1990s, the Resource Based View (RBV) was discussed more specifically. The theory claims that companies ought to consider the organization's internal strengths. The resource will enhance customers' value to organizations, as described by Jurevicious (2013) and Rothaermel (2012). At least a temporary competitive advantage can be gained by a company with valuable resources. RBV theory assumes that using the right tools would most likely have a positive effect on project performance, in this case, financing monitoring and evaluation.

2.7.3 Stakeholder Theory

The theory of stakeholders argues that any legitimate person or group participating in an organization's business obtains benefits and that the interest priority of all legitimate actors is not self-evident (Donaldson, and Preston, 2005). Stakeholder theory offers domestic and foreign participants, staff, administrators and shareholders, as well as financial actors, beneficiaries, vendors, public administrations, the government and special interest groups equal power. This hypothesis concerns the thesis since the significance of including partners in the management and appraisal of active DREAMS projects is best known.

2.7.4 Systems Theory

Bertalanffy (2010) defines system theory as a working hypothesis, which mainly aims to provide a theoretical model for phenomena to be explained, predicted and controlled. Hartman (2010) observes that “all organizations, by providing an operational overview, consist of the processing of inputs and outputs with internal and external systems and subsystems”. To properly manage their projects, CBOs need a functional system. Kuhn (2004) states that systems should be monitored as failure leads to failure in one system in another. To ensure transparency and accountability, implementation of DREAMS projects requires good governance systems. This theory considers an institution as a collective structure comprised of individuals who work together to create goods and use

services, people and finances. The project manager needs to successfully execute all the monitoring and evaluation practices to ensure the project is successfully carried out.

2.7.5 Budget Theory

The study was guided by Khan and Hildreth's budget theory (2002). The theory suggests that government management behaves in the same manner as managers of private companies and industry when choosing a portfolio, that is to say, they will choose one that maximizes their utility subject to a mix of costs and returns. The theory is relevant to this study because the finance department in Projects should allocate funds to the monitoring and evaluation team to ensure successful implementation of the projects

2.8 Conceptual Framework

Figure 1 shows that the implementation of DREAMS project was determined by how well Monitoring and Evaluation Team use Monitoring and Evaluation Practices. The study has four independent variables; Skills of the Monitoring ans Evaluation Team; Resource Allocation to the monitoring and evaluation Team; Utilizing M& E Results and Stakeholder Involvement. The dependent variable is implementation of DREAMS project. The Moderating Variable is Government policy and Intervening variable is attitude of the project beneficiaries.

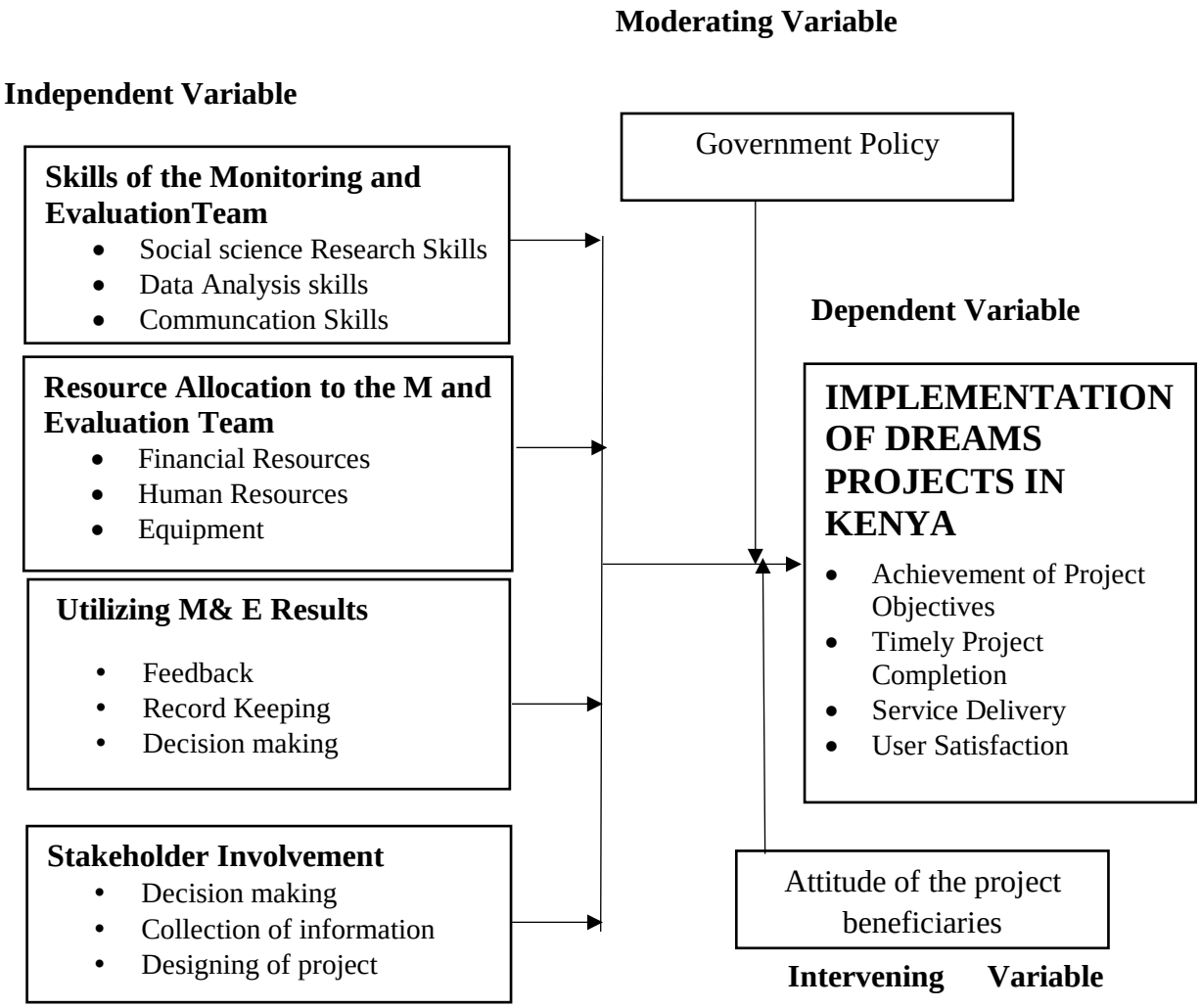

Figure 1: Conceptual Framework

2.9 Research Gap

Objective	Variable	Author & year	Focus/title and study	Findings	Research gap
To establish how skills of the monitoring and evaluation team influence implementation of DREAMS education support for adolescent girl's project in Kisumu County.	Skills of the monitoring and evaluation team	Mugo and Oleche (2015)	what impacts monitoring and evaluation of projects	The outcomes of the analysis were that "there was a significantly positive relationship between capacity building of participants and M & E implementation .	Their study concentrated on capacity building it does not talk about different skills needed for monitoring and evaluation team and how the skills influence implementation of development projects, in this case, DREAMS projects.
To establish the influence of resource allocation to the monitoring and evaluation team on implementation of DREAMS education support for adolescent girl's project in Kisumu County.	Resource Allocation	Mugo and Oleche (2015	Impact of M & E on projects	budget for monitoring and evaluation of activities was a positively significant determinant of monitoring and evaluation implementation in projects.	Their study focused on a budget as a resource, while this study established how different resource allocation to monitoring and evaluation team influence implementation of the project

To determine how utilizing Monitoring & Evaluation results from influence implementation of DREAMS education support for adolescent girl's project in Kisumu County	Utilizing M& E Results	Rist, Boily & Martin (2011)	Influencing Change: Building Evaluation Capacity to Strengthen Governance	using M & E Results encourages evaluators to take on the test to use its findings; that they carry out assessments at a time when the findings will influence decision-making processes significantly	Their findings don't reveal how utilizing of monitoring and evaluation result influence implementation of projects of DREAMS projects.
To establish the influence of stakeholder involvement on implementation of DREAMS education support for adolescent girl's project in Kisumu County	Stakeholder Involvement	Bartolomeo (2009	Stakeholder Engagement: Some Empirical Evidence from a Sample of European Banks	stakeholders have an interest in recognizing the execution of project activities. The participation of stakeholders is paramount in construction projects.	Their study just acknowledges the importance of stakeholder participation but it doesn't show how the engagement of stakeholder in Monitoring and Evaluation influence implementation of the project

2.11 Summary of the Literature Review

A summary of the literature has been discussed in this section. It is made up of many parts. Research on project success factors was carried out by Nguyen (2004) and Pheng et al (2007) and identified: competent project manager, sufficient support, competent project team, dedication and knowledge availability. As the major factors causing project delays, Mansfield et al (2006) discovered inadequate contract management, funding and payment structures, resource shortages, unreliable forecasts and overall price escalation. Isensi (2006) and Kagiri (2005) studied factors contributing to project failure in Kenya and found that poor design, poor methodology, insufficient expertise, project length

Based on the literature from various authors who have discussed the implementation of projects, they are all in agreement that implementation of projects may be affected by various factors, for example, Nguyen (2004) and Pheng et al (2007) and identified: competent project manager, sufficient support, competent project team, dedication and knowledge availability. Therefore, this study sought to identify some of the factors in monitoring and evaluation practices that influence the implementation of development projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section explains the methods that were used to collect and analyse the data. It describes the research design, population, sample and sampling techniques, an instrument for data and procedures, pilot test and data processing as well as data analysis methods suitable to the achievement of the stated objectives.

3.2 Research Design

This study employed descriptive survey design which adopts both quantitative and qualitative methods of data collection. Research design is a structured strategy for the study of a scientific problem. It refers to the overall approach that coherently and objectively combines the multiple components of the analysis (Gakuu, Kidombo & Keiyoro 2018). The questionnaire was handed as a hard copy to some respondents. Other respondents were sent soft copies over the e-mails. In both cases the respondents had the freedom of filling in the questionnaire and handing it back as hard copy or scanning the filled hard copy and send it through the e-mail. This design involved in gathering data regarding "influence of Monitoring and Evaluation practices on Implementation of DREAM projects" and systematically treating it to present a comprehensive and intelligible inference. A descriptive design sought to give a causal relationship between implementation of DREAMS projects which was the dependent variable and the independent variables being Skills of the Monitoring ans Evaluation Team; Resource Allocation to the monitoring and evaluation Team; Utilizing M& E Results and Stakeholder Involvement. This methodology was found most suitable for the analysis because of its potential to evoke a wide spectrum of knowledge (Kothari, 2009).

3.3 Target Population

The study targeted a total population of 154 participants who comprise of 24 project officers, 7 monitoring & Evaluation Team,100 mentors,23 project committee and 2 regional officers **(**DREAMS Initiative Project profile,2019).The main aim of choosing this type of population was to be able to get current and past information from people who have participated in the Monitoring and Evaluation practices and implementation of DREAMS project and thus experienced the implementation challenges that the projects face.

Table 3.1 Target Population

Category	Target Population	Male	Female
Project Implementing officers	24	14	10
Monitoring & Evaluation Team	7	5	2
Mentors	100	0	100
Project committee	23	11	12
Regional officers	2	1	1
Total	**156**	**31**	**125**

Source; (DREAMS Initiative Project profile,2019)

3.4 Sample Size and Sampling procedure

In order to generate a sample size of respondents from the survey, a stratified random sampling technique was used. Gay (2001) pointed out that a sample of 10-40% is representative. In this study, 40% of the sample was considered. Therefore, in deciding the sample size of Project Implementation Officers, Mentors and Project Team, the study adopted 0.4 (40 percent). Since the target population of the Monitoring and Evaluation Team was low, the researcher did not sample, the study adopted census that collects the entire monitoring and evaluation team population as a sample size. Therefore, the total sample size will be 68 participants.

Table 4.2 Sample Size

Category	Target Population	Sample	Sample Size
Project Implementing officers	24	40%	10
Monitoring & Evaluation Team	7	Census	7
Mentors	100	40%	40
Project committee	23	40%	9
Regional Officers	2	Census	2
Total	154		68

Source; (DREAMS Initiative Project profile,2019)

3.5 Data Collection Instruments

For data collection, the study used type of data collection instruments, that is questionnaires and interview schedules. The questionnaires had two sets. The first set targeted 15 respondents (Project implementors and Monitoring and Evaluation Team), the second set targeted 40 respondents (Mentors and Project committee) Respondents were requested to answer questions by completing the questionnaire supplied by the researchers. Thereafter the questionnaires, once filled, were collected by the researcher's assistants. One advantage is that the respondents were able to complete the

questionnaires when they want and at the speed that they want to go. In the closed question, the respondents were presented with a set of fixed alternatives from which they chose the appropriate answer.

Structure Interviews schedules were used to target 2 respondents (Regional officers DREAMS project). As Gay et al. (2006) note, "using a structured interview format allows the qualitative researcher to ask all the participants the same series of questions". The structured questions are designed and developed by the researcher with the assistance of the supervisors to ensure validity, see (Appendix 2). The advantages of using structured interviews on the principals are: It is easy to collect deep and free responses, the researcher can glimpse into respondents' tone, gestures hence probing and follow up for clarification. It is also flexible and adaptable hence acquiring valuable information that the researchers might not have thought of. In the course of the interview, the researcher can record some of the valuable information outside the question's demand. On the other hand, collection of information from the sampled interviewees was 100% unlike questionnaires where some people always have the tendency to fail to return the filled questionnaires

3.5.1 Pre-testing

The procedures used in pre-testing the questionnaire was identical to those that were used during the actual data collection. According to Mugenda and Mugenda, (2003) the pre-test should be small, about 1% to 10% of the target population . The study targeted 110 participants involved with DREAMS education support for adolescent girls & young women project in Kajulu ward Kisumu county. The study used 10 % of the target population to get a sample size of 11 participants. Due to the importance and need to detect and determine weaknesses in the instrument that was applied in the research study, the self-administered questionnaire was pre-tested before distributing it to the whole sample

3.5.2 Validity of the Instruments

Content validity of the self-administered questionnaires was established by carefully designing clear and unambiguous questions making it easy for the respondents to easily answer all questions. The study supervisor guided, offered advice and all necessary approvals in the input in the research questionnaire hence enabling the content to address the purpose and avoided ambiguity. Ndegwa, (2013) defines validity as the degree to

which the researcher has measured what he set out to measure. It is the accuracy and meaningfulness of inferences which are based on research results.

3.5.3 Reliability of the Instrument.

The Cronbach Alpha method obtains a reliability coefficient, known as the Cronbach Alpha (α), which is a value between -1 and 1 and has an absolute value ranging between 0 to 1 (Nunnay, 1978).All the variables were reliable since their Cronbach Alpha value were greater than 0.7 where Skills of the Monitoring and Evaluation Team had the highest Cronbach Alpha value of 0.789,then Resource Allocation to the monitoring and evaluation Team 0.763 followed by Utilizing M& E Results 0.748 and Stakeholder Involvement 0.721.These findings were in line with Malhotra (2015) and Kothari (2014) who recommended that for a variable to be reliable, the computed Cronbach Alpha should be equal or greater than the Alpha value threshold

3.6 Data Collection Procedure

The researcher sought for an introductory letter from University of Nairobi then embarked on administering of data collection instruments to the sampled respondents. The respondents were able to read and understand questions put out in the questionnaire. The questionnaire was handed as a hard copy to 53 respondents. Other 4 respondents were sent soft copies over the e-mails. In both cases the respondents had the freedom of filling in the questionnaire and handing it back as hard copy or scanning the filled hard copy and send it through the e-mail.

3.7 Data Analysis techniques

Using descriptive analysis and inferential analysis methods, quantitative data was analyzed with the aid of Statistical Packages for Social Sciences (SPSS Version 25). Descriptive analysis included percentage, frequencies, means, standard deviations. Inferential analysis was used examine the correlation between monitoring & evaluation practices and implementation of projects.

3.8 Ethical considerations

This study handled ethical issues by instituting various measures commencing with the use of introductory letter (Appendix 1) that sought consent and voluntary participation of the respondents. The letter and the accompanying questionnaire communicated the purpose of the study and the process of conduction of the study. The right of confidentiality and anonymity was also assured and there was nowhere where identity

of respondents was sought in the collection instruments. The data that was gathered and information was treated in such a way that it was impossible to trace it to any person

3.9 Operational Definition of Terms

The independent and dependent variables are presented in Table 3.3 below, which captures study objective, type of variables, metrics, measurements used, measurement scale and type of analysis.

Table 3.3 Operational Definition of terms

Objectives	Type of Variable	Indicators	Scale	Type of analysis
To determine how skills of the monitoring and evaluation team influence implementation of DREAMS education support for adolescent girl's project in Kisumu County.	Independent skills of the monitoring and evaluation team	• Social science Research Skills • Data Analysis skills • Communication Skills	Nominal Ratio Ordinal	Descriptive statistics. Inferential Statistics
To establish the influence of resource allocation to the monitoring and evaluation team on implementation of DREAMS education support for adolescent girl's project in Kisumu County.	Independent resource allocation to the monitoring and evaluation team	• Financial Resources • Human Resources • Equipment	Nominal Ratio Interval	Descriptive statistics. Inferential Statistics
To determine how utilizing M& E results in influence implementation of DREAMS education support for adolescent girl's project in Kisumu County	Independent utilizing Monitoring and Evaluation results in influence	• Feedback • Record Keeping • Decision making	Nominal Interval	Descriptive statistics. Inferential Statistics

To establish the influence of stakeholder involvement on implementation of DREAMS education support for adolescent girl's project in Kisumu County	Independent stakeholder involvement	• Decision making • Collection of information • Designing of project	Nominal Ratio Interval	Descriptive statistics. Inferential Statistics
	Dependent implementation of DREAMS education support for adolescent girl's project in Kisumu County	• Achievement of Project Objectives • Timely Project Completion • Service Delivery • User Satisfaction	Nominal Ratio Interval	Descriptive statistics. Inferential Statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation and discussion on the variables of the study. The Data was interpreted as per the research objective. The presentation was guided by a questionnaire of the researcher and findings presented using frequencies, percentages, mean and standard deviation. The analysis also included the questionnaire return rate and demographic characteristics.

4.2 Questionnaire Return Rate

The researcher submitted the questionnaires to the research respondents. On return of the questionnaires properly completed, the response rate was 83 percent. Of the 66 questionnaires released, 55 were returned. According to Mugenda (2003), 83% represents a reliable response rate, since it is above the minimum acceptable threshold of 70% .

4.3 Demographic Analysis

This segment contains demographic data gathered by the researcher on ethnicity, age and education level.

4.3.1 Gender of the respondents

The participants were asked to indicate gender. The answers are provided in Table 4.1.

Table 4.1 Gender of the respondents

Gender	Frequency	Per cent
Female	35	64.0
Male	20	36.0
Total	55	100.0

The result revealed that the majority of respondents were 35 (64%) females compared to 20 (36%) male respondents. This suggests that the number of employees participating in DREAMS project were female. This also means that there was a gender equality of the respondents who participated in the research.

4.3.2 Age of the respondents

The study attempted to assess the ages of the respondents that started the study. The varying age of the respondents who participated in the analysis. The findings as seen in Table 4.2.

Table 4.2 Age of the respondents

	Frequency	Per cent
18-24 years	24	44
25-30 years	12	22
31-35 years	14	25
Over 35 Years	5	9
Total	**55**	**100.0**

The results indicate that the majority of respondents were 24 (44%) between 18-24 years of age, 12 (22%) between 25-30 years of age, 14 (25%) between 31-35 years of age and, ultimately, 5 (9%) over 35 years of age. This implies that majority of the participants associated with the DREAM project are youthful and therefore this means that can be good mentors to girls targeted by the project

4.3.3 Level of education

The respondents revealed their highest level of schooling. The results are summarized in Table 4.3.

Table 4.3 Level of education

Level of Education	Frequency	Per cent
Diploma	12	21
Undergraduate	6	11
Postgraduate	21	38
Any other	16	29
Total	**55**	**100.0**

According to the results, most of the respondents had earned some degree of schooling, up to a postgraduate level of 21 (38%) all who had achieved a pre-graduate level of 6 (11%), a diploma of 12 (21%) and, eventually, a secondary level of 16 (29 %). The findings imply that the respondents were well informed and were in a position to understand and offer information as requested to answer the research questions.

4.4 Implementation of DREAMS Projects

The study established the implementation of a DREAMS project. To this end, the participants had multiple questions addressed in this segment.

4.4.1 Project Monitoring set up of DREAMS Project.

The project implementors and Monitoring and Evaluation were asked to indicate the project monitoring set in their organization.

Table 4.4 Project Monitoring set up in the Organization

Project monitoring set in Organization	Frequency	Per cent
Project-specific located at the project site	7	46.7
Both centralised and Project-based	8	53.3
Total	15	100.0

Based on the findings Table 4.4, reveals that 7(47%) of the participants indicated that project set up was project-specific located at project site while 8(53%) stated that it was both centralized and project-based. This implies that most DREAMS Projects are specifically located at the project site and also, they are Both centralized and Project-based.

4.4.2 Stage of project monitoring

The project implementors and monitoring and evaluation officers were asked to indicate at what stage does monitoring of DREAMS project begins. The results are in Table 4.5

Table 4.5 Stage of Project Monitoring

Project monitoring	Frequency	Per cent
Conception stage	13	86.7
Design stage	2	13.3
Total	**15**	**100.0**

The results reveal that majority of the participants 13(87%) indicated that the project monitoring and evaluation starts at the conception stage while 2(13.3%) stated in starts at the conception stage. This suggests that the monitoring and evaluation of DREAMS projects starts at the beginning stage.

4.4.3 Monitoring of the project

The study established how often monitoring and evaluation of the project are carried out. The results are seen in Table 4.6

Table 4.6 Monitoring of the project

Monitoring of the project	Frequency	Per cent
Weekly	4	26.7
Monthly	11	73.3
Total	**15**	**100.0**

The study found out the majority of the participants stated that monitoring of the DREAMS project was carried out on monthly bases while 4(27%) stated that is done weekly. This suggests that the DREAMS project is monitored both on weekly bases and monthly bases.

4.4.4 Response by Project Implementors and monitoring and evaluation Team on implementation of DREAMS projects.

The respondent was asked to rate the level of agreement and disagreement on implementation of DREAMS projects. The findings are shown in Table 4.7

Table 4.7 Project Implementors and monitoring and evaluation Team on implementation of DREAMS projects.

Descriptive Statistics					
	N	SD	SA	Mean	Std. Deviation
The project was delivered within the agreed budget	15	3.00	5.00	4.46	0.74
The project was acceptable to the target beneficiaries	15	3.00	5.00	4.60	0.73
The Projects was implemented as per specifications	15	3.00	5.00	4.60	0.73
Valid N (listwise)	**15**				

The findings show that a mean score of 4.46 agreed that the project was delivered within the agreed budget, a mean score of 4.60 strongly agreed that project was acceptable to the target beneficiaries and also a mean score of 4.60 strongly agreed that Projects was implemented as per specifications. This implies that the project was implemented

successfully as per the objective and guideline of the organization. The findings also imply that the project was very useful to the girl child.

4.4.5. Response from Mentors and project committee on Implementation of the DREAMS project

The study established the views of the mentor and project committee on the implementation of the DREAMS projects. Their response is shown in table 4.8

Table 4.8 Response from Mentors and project committee on the implementation of the DREAMS project

Descriptive Statistics					
	N	SD	SA	Mean	Std. Deviation
DREAMS project has helped reduce the number of pregnancy cases in the community	40	4.00	5.00	4.95	0.22
DREAMS project has helped reduce the HIV/AIDS infection rate among girls and women in the community	40	4.00	5.00	4.87	0.33
The Mentorship programmes are completed on time as per the project Work Plan	40	3.00	5.00	4.52	0.59
The monitoring and evaluation team has helped us in ensuring effective mentorship for the young girls	40	4.00	5.00	4.95	0.22
The projects have improved in terms of the management and implementation of mentorship programmes	40	4.00	5.00	4.95	0.22
Valid N (listwise)	**40**				

The results in Table 4.8 reveal that a mean score of 4.95 firmly accepted DREAMS project helped minimize the number of pregnancy cases in the group, a mean score of 4.87 strong agreed that DREAMS project has helped reduce the HIV/AIDS infection rate among girls and women in the community, a mean score of 4.52 strongly agreed that the Mentorship programmes are completed on time as per the project Work Plan, a mean score of 4.95 shows that monitoring and evaluation team has helped the mentors and project committee in ensuring effective mentorship for the young girls, lastly a mean score of 4.95 strongly agreed that the projects have improved in terms of the management and implementation of mentorship programmes. This implies that the implementation process of the DREAMS project has been successful. The project also has attained its intended purpose on empowering vulnerable girls and women in Kisumu county.

4.5 Skills of the monitoring and evaluation Team and Implementation of DREAMS Education Support

The first objective was to determine how skills of the monitoring and evaluation team influence implementation of DREAMS education support for adolescent girl's project in Kisumu County. The questions regarding this section were answered by project implementors and Monitoring and Evaluation Teams.

4.5.1 Trained on Monitoring and Evaluation

The study established whether monitoring and evaluation team and Project implementors had been trained in monitoring and Evaluation. The findings are shown in Table 4.9

Table 4.9 Trained in Monitoring and Evaluation

Trained	Frequency	Per cent
Yes	13	86.7
No	2	13.3
Total	**15**	**100.0**

The result revealed that 13(87%) of the participants agreed that have been trained on monitoring and evaluation while 2(13%) stated that they have never been trained on monitoring and evaluations. The findings suggest that most of the participants had the necessary skills needed in monitoring and evaluations. However, few respondents need to be trained.

4.5.2 Skills in monitoring and evaluation limiting Performance

The respondent was asked to indicate whether their skills in monitoring and evaluation limited them when performing. The findings are shown in Table 4.10

Table 4**.10 Skills in monitoring and evaluation limiting Performance**

	Frequency	Per cent
Yes	2	13.3
No	13	86.7
Total	15	100.0

The study revealed that 2(13%) of the participants disagreed that their monitoring and evaluation skills limited them in monitoring and evaluation and 2(13%) of the participants agreed that their monitoring and evaluation skills limited them when conducting monitoring and evaluation. This implies that monitoring and evaluation skills that M and E Team and Project implementors attain, it was effective and useful when monitoring and implementing projects.

4.5.3 Leadership skills of your team leaders

The respondents were asked to rate the leadership skills of their team leaders. The findings are shown in Table 4.11

Table 4.4 Leadership skills of the Team Leaders.

Leadership Skills Rate	**Frequency**	**Per cent**
Good	11	73.3
fair	2	13.3
poor	2	13.3
Total	**15**	**100.0**

The result shows that majority of the participants 11(73%) rated leadership skills of their team leaders was Good, 2(13%) indicated to be fair, 2(13%) indicated the leadership skills of their Team leader was poor. The findings imply that there is good leadership in monitoring and evaluation of the DREAMS project.

4.5.4 Extent to which monitoring and evaluation skills influence the implementation of DREAMS projects

Table 4.12 Monitoring and evaluation skills

Descriptive Statistics					
	N	SD	SA	Mean	Std. Deviation
Social skills	15	4.00	5.00	4.73	0.45
Research skills	15	5.00	5.00	5.00	0.00
Leadership skills	15	4.00	5.00	4.86	0.35
Communication skills	15	5.00	5.00	5.00	0.00
Valid N (listwise)	**15**				

The results revealed that a mean score of 4.73 in social skills influenced the implementation of DREAMS to project at a very great extent, a mean of 5.00 in research skills influenced implementation DREAMS to project, a mean score 4.86 influenced the implementation of DREAMS projects at very great extend and lastly, a mean of 5.00 in communication skills influenced implementation at a very great extent. These findings imply that monitoring and evaluation skills are very important when it comes to implementation of projects.

4.6 Resource allocation to the Monitoring And Evaluation team

The study sought to determine the importance of resource allocation to the monitoring and evaluation team of the DREAMS project. The findings are in Table 4.13

Table 4.13 Resource allocation

Descriptive Statistics					
	N	SD	SA	Mean	Std. Deviation
Employees of the Monitoring and Evaluation Unit are well motivated	15	3.00	5.00	4.3333	.89974

A motivated team ensures efficiency in operations	15	4.00	5.00	4.4000	.50709
The organization trains educate and support the employees in operations	15	3.00	5.00	3.4000	.73679
Any projects fail after the shortage of sufficient funding has been phased out.	15	5.00	5.00	5.0000	.00000
The source of finance to fund the project is a major challenge and determines the successful completion of projects	15	5.00	5.00	5.0000	.00000
Lack of personnel is a major challenge and determines implementation DREAMS project	15	5.00	5.00	5.0000	.00000
Lack of infrastructure resource is a major challenge and determines the successful implementation DREAMS project	15	2.00	5.00	4.6000	1.05560
Valid N (listwise)	15				

The study revealed a mean of 4.33 respondents agreed that Monitoring and Evaluation Team staff is well-motivated, a mean of 4.40 strongly agreed that motivated team ensures efficiency in operations, a mean of 3.40 were neutral when it comes to organization training, educating and supporting employees in operation, a mean of 5.00 indicate that the respondents strongly agreed that most of the projects collapse following the phase-out of lack of adequate funds, a mean of 5.00 also indicate the respondents strongly agreed source of finance to fund the project is a major challenge and determines successful completion of projects, a mean of 5.00 lack of personnel was a major

challenge and determines implementation DREAMS project, a mean of 4.60 of the respondents strongly agreed that lack of infrastructure resource is a major challenge and determines successful implementation DREAMS project. The findings imply that resource allocation plays a very important role when it comes to the performance of the Monitoring and Evaluation Team. This also suggests that by allocating resources to the monitoring and evaluation team this influences the implementation of the projects. The findings also revealed that the monitoring and evaluation need adequate resources to ensure effective implementation of the projects.

4.7 Utilizing M& E results and Implementation of DREAMS Education Support

The study sought to determine how utilizing monitoring and evaluation results was important to the DREAMS project. The responses were into two categories that are (monitoring and evaluation team, and project implementors) & (Mentors and Project Committee). The findings are shown in Table 4.14 and 4.15

Table 4.5 Response by Mentors and project committee.

Descriptive Statistics					
	N	SD	SA	Mean	Std. Deviation
The challenges that I face when carrying out my duties take long before they are solved by monitoring and evaluation Team	40	2.00	5.00	2.62	0.92
The recommendation that the monitoring and evaluation team give they help me when carrying out my duties	40	2.00	5.00	4.80	0.68
Monitoring and evaluation team pay attention to the	40	4.00	5.00	4.95	0.22

results compiled after monitoring and evaluation activities					
Regular reporting on performance is done and feedback received	40	4.00	5.00	4.62	0.49
Valid N (listwise)	40				

The findings in Table 4.14 reveals that a mean of 2.62 indicates that mentors and project committee were neutral when it comes to the management of the project taking too long when solving the challenges, they raise during the implementation of DREAMS project. A mean of 4.80 of the respondents strongly agreed that recommendation that the monitoring and evaluation team give help them when carrying out their duties, a mean of 4.95 indicate that the respondent strongly agreed that monitoring and evaluation team pay attention to the results compiled after monitoring and evaluation activities, a mean of 4.62 indicate the respondents strongly agreed that Regular reporting on performance is done and feedback received. The findings imply that mentors and project committee utilize the result given by monitoring and evaluation team, however, monitoring and evaluation team and management of the project takes long when solving some of the challenges that the mentor and project team go through when implementing the project.

Table 4.15 Response by Project Implementors and Monitoring and Evaluation

Descriptive Statistics					
	N	SD	SA	Mean	Std. Deviation
Monitoring and evaluation team pay attention to the results compiled after monitoring and evaluation activities	15	4.00	5.00	4.86	0.35
Usage of baseline knowledge increases project execution	15	4.00	5.00	4.86	0.35

Proper record-keeping of project sites influences the effectiveness of the monitoring and evaluation process	15	4.00	5.00	4.86	0.35
Management act on the feedback gathered	15	4.00	5.00	4.86	0.35
The monitoring and evaluation strategy has detailed capability guidelines for safe and reliable monitoring and evaluation procedures.	15	4.00	5.00	4.86	0.35
Evaluation findings from previous projects are documented for reference by employees	15	3.00	5.00	4.73	0.70
Valid N (listwise)	15				

The findings reveal that a mean of 4.86 participants strongly agreed that monitoring and evaluation team pay attention to the results compiled after monitoring and evaluation activities, A mean of 4.86 shows that the strongly accepted use of baseline data increases the execution of programs, A mean of 4.86 strongly accepted that careful record keeping of project sites would affect the efficacy of the monitoring and evaluation process, a mean of 4.86 strongly agreed that Management act on the feedback gathered, a mean score of 4.86 strongly acknowledged that the monitoring and evaluation strategy provides detailed capability criteria for successful and reliable monitoring and evaluation processes. and lastly a mean of 4.7333 strongly agreed on evaluation findings from previous projects are documented for reference by employees. The findings imply that Monitoring and evaluation team and project implementors utilize monitoring and

evaluation result, these findings suggest by utilizing and monitoring and evaluation result this leads to effective implementation of DREAMS projects.

4.8 Stakeholder involvement on implementation of DREAMS Education support project

The research aimed to establish how the stakeholder participation affects the execution of DREAMS ventures. The responses were into two categories that are (monitoring and evaluation team, and project implementors) & (Mentors and Project Committee). The findings are shown in Table 4.15 and 4.16

Table 4.17 Stakeholder involvement and implementation of DREAMS Education support project

Descriptive Statistics					
	N	SD	SA	Mean	Std. Deviation
I have been involved in this project from the design phase up to the implementation phase	40	4.00	5.00	4.67	0.47
I am consulted and informed in case any issue arises	40	5.00	5.00	5.00	0.00
I am invited for seminar and meetings that involve this project	40	5.00	5.00	5.00	0.00
We listen and implement issues raised by Girls and women benefiting from this project	40	3.00	5.00	3.85	1.00
We communicate to the parents and	40	5.00	5.00	5.00	0.00

guidance of the vulnerable girls and we explain to them the importance of this Project	
Valid N (listwise)	40

The outcome showed that the mean score of 4.67 strongly accepted that they had been interested in this project from the planning process to the execution phase , a mean score of 5.00 reveals they strongly agreed that they are consulted and informed in case any issue arises, a mean score of 5.00 strongly agreed that they are invited for seminar and meetings that involve this project, a mean of 5.00 strongly agreed that they are invited for seminar and meetings that involve the project, a mean of 3.85 indicate that they listen and implement issues raised by Girls and women benefiting from this project, a mean score 5.00 strongly agreed that they communicate to the parents and guidance of the vulnerable girls and they explain to them the importance of the project. The findings imply that mentors, project committees and beneficiaries of the projects are all involved and consulted when it comes to issues concerning DREAMS projects.

Table 4.18 Stakeholder involvement and implementation of DREAMS Education support project

Descriptive Statistics					
	N	SD	SA	Mean	Std. Deviation
The level of participation of main stakeholders is strong	15	3.00	5.00	4.00	0.53
The frequency of stakeholder's involvement is high throughout the project lifecycle	15	3.00	4.00	3.73	0.45
The committee includes local constituents	15	4.00	5.00	4.73	0.45

A comprehensive needs assessment was undertaken on the basis of neighbourhood priority when selecting projects	15	2.00	5.00	4.00	0.92
Fairness was seen in the appointment of committee members	15	3.00	5.00	4.6000	0.73
Valid N (listwise)	15				

The study reveals that a mean score of 4.00 agreed that there is a high level of involvement of key stakeholders, a mean of 3.73 agreed there the frequency of stakeholder's involvement is high throughout the project lifecycle, average score of 4.73 strongly accepted that the committee must include local constituents, a mean score of 4.00 agreed that there was a comprehensive needs assessment focused on neighborhood priority when selecting initiatives, a mean score of 4.60 strongly agreed that there was fairness in the selection of committee members. This implies that the management of the DREAMS projects engages all the stakeholders when carrying out monitoring and evaluations.

4.9 Qualitative Analysis

Interviewee numbers 1 and 2 were asked how was the Project Monitoring set up for DREAMS project, interviewee no 1 and 2 had this to say:

"The M&E set up is both centralized and field based. With a core team at the project HQ and every ward/field having its own monitoring team and activities"

The interviewees were asked how they would rate the implementation of DREAMS in Nyalenda a Ward in Kisumu County, interviewee no 1 and 2 had this to say

"The *implementation is successful, many AGYWs have benefited from the project with all having received behavioral education and HIV prevention education. More importantly very few girls have gotten HIV infection, while in the project and also no/few pregnancies recorded. And many more have been able to continue with their education as well as completing their secondary education"*

The interviewees were asked how often does Monitoring and Evaluation Team conduct evaluation of DREAMS project? interviewee no 1 and 2 had this to say
"*The Monitoring and Evaluation team reviews the monthly, quarterly and annual reports to review performance trends over the reporting period against set targets."*

The interviewees were asked both interviewees said *"NO The project starts once an award has been made or a contract signed by the implementing agency. However, rarely does the project end on time because contract extensions are issued by the donor, in some instances the contract is cancelled long before the planned end for reasons beyond performance."*

The interviewees were asked whether and how does Monitoring and Evaluation Skills, resource allocation, Utilizing monitoring and Evaluation and stakeholder involvement influence of the implementation of DREAMS project? Interviewees no 1 and 2 had this to say
"Yes certainly, when Monitoring and Evaluation staff have the required skills then they are better able to review and analyze the data/reports and advise accordingly on unmet targets and milestones. Generally, they would be able to strengthen the project because they enable the project get useful reports that are accurate and pinpoint areas of correction and strengthening"

"Yes. The issue here is allocation of adequate resources to enable the project hire enough ME staff, reporting tools and also continuous training and capacity building for the team. This will also include resources for data collection and analysis"

"Yes, A strong or effective ME team will advise the project on implementation and or achievement of targets. It will on a timely basis share relevant results/progress and thereby influence project implementations by recommending changes where applicable"

"*Yes, Stakeholder involvement is critical to the success of implementation. Stakeholder involvement strengthens ownership and makes the community feel the project is for*

them. When stakeholders are involved in Monitoring and Evaluation, they are able to quickly recommend appropriate corrective action to be taken where there is a challenge. Sharing success reaffirms target achievements."

The interviewees were asked to recommend what should done to improve the implementation of DREAM project

"I would recommend more training for ME team to enable them be more skillful in analyzing data and tracking performance. Increased use of biometrics would ensure geniuses of beneficiaries and accurate reports"

4.10 Correlation

The analysis revealed that independent variables had an effect on dependent variables. This was achieved using the correlation of Pearson. The correlation is in Table 4.17. The correlation was presented into two categories that are by the response of (monitoring and evaluation team, and project implementors) & (Mentors and Project Committee). The findings are shown in Table 4.19 and 4.20

Table 4.19 Correlation results from Project Implementors and monitoring and evaluation Team

Correlations						
		Implementation of the DREAMS project	Skills of Monitoring and Evaluation Team	Resource Allocation of Monitoring and Evaluation Team	Utilizing monitoring and evaluation result	Stakeholder Involvement
Implementation of the DREAMS project	Pearson Correlation	1	.765**	.695**	.765**	.861**
	Sig. (2-tailed)		.001	.004	.001	.000
	N	15	15	15	15	15
Skills of monitoring and evaluation	Pearson Correlation	.765**	1	.602*	1.000**	650**
	Sig. (2-tailed)	.001		.018	.000	.009
	N	15	15	15	15	15
Resource Allocation	Pearson Correlation	.695**	.602*	1	.765**	.925**
	Sig. (2-tailed)	.004	.018		.001	.000
	N	15	15	15		15

Utilizing Monitoring and Evaluation results	Pearson Correlation	.765**	1.000**	1	.602*	.650**
	Sig. (2-tailed)	.001	.000		.018	.009
	N	15	15	15	15	15
stakeholder's involvement	Pearson Correlation	.861**	.650**	.925**	.650**	1
	Sig. (2-tailed)	.000	.009	.000	.009	
	N	15	15	15	15	15
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

The results indicate that there was a strong positive correlation r= (0.765) between the monitoring and evaluation team skills and the implementation of the project, which was considered to be statistically significant at 5 per cent as the p-value of 0.001 was less than 0.05. The research showed a strong positive association r= (0.695) between the allocation of resources and implementation of the DREAMS project, and even statistically significant correlation at 5%, as the p value of 0.004 was less than 0.05. The findings showed that the association between use of monitoring and evaluation results and implementation of DREAMS projects was strongly positive, with a statistically significant correlation of r=0.765, since the p-value of 0.001 was less than 0.05. The study also found out that there was a strong correlation of (r=0.861) between stakeholder involvement and implementation of the DREAMS project. These results indicate that an improvement in monitoring and evaluation activities contributes to an increase by project implementers and the Monitoring and Evaluation Team in the execution of DREAMS programs.

Table 4.20 correlation result from mentors and project committee

Correlations				
		Implementation of the DREAMS project	Utilizing monitoring and evaluation result	Stakeholder involvement
Implementation of the DREAMS project	Pearson Correlation	1	.636**	.616**
	Sig. (2-tailed)		.000	.000
	N	40	40	40
Utilizing monitoring and evaluation result	Pearson Correlation	.636**	1	-.205
	Sig. (2-tailed)	.000		.205
	N	40	40	40
Stakeholder involvement	Pearson Correlation	.616**	-.205	1
	Sig. (2-tailed)	.000	.205	
	N	40	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

The study found out that there was a strong positive correlation of r=0.636 between utilizing monitoring and evaluation results and implementation of DREAMS project, the correlation was statistically significant at 1% since the p-value was 0.000 which is less than 0.01. Lastly, the study found there a positive correlation of r=616 between stakeholder participation which was statistically significant since the p-value of 0.000 was less than 0.01. The findings imply that an increase in utilizing monitoring and evaluation results by mentors and project committee will lead to an increase in implementation of DREAMS project, also an increase in engaging mentors and project committee in monitoring and evaluation practices will lead to an increase in implementation of DREAMS projects, this means it will the project will be successful.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter gives a summary of the study findings and a discussion of the findings presented and analyzed in chapter four based on the objectives of the study and the literature reviewed. The conclusions and recommendations are drawn from the findings highlighted.

5.2 Summary of the Findings

The researcher issued out the questionnaires to the respondents of the study. The response rate was 83% upon the return of the properly completed questionnaires. Out of 66 questionnaires released, 55 have been returned. The study showed that the majority of respondents were 35 (64%) females, compared with 20 (36%) female respondents. This suggests that the bulk of staff working with DREAMS ventures are female.

The study found out that majority of the respondents 24(44%) were aged between 18-24years, 12(22%) were of age 25-30, 14(25%) were aged between 31-35 years and finally, 5(9%) were over 35 years. The level of education was a follows the postgraduate 21(38%) undergraduate level 6(11%), diploma12(21%) and lastly 16(29%) had attained secondary level. The results showed that 7(47%) of the respondents suggested that the project was project-specific at the project site, while 8(53%) indicated that it was both unified and project-based.

The results reveal that majority of the participants 13(87%) indicated that the project monitoring and evaluation starts at the conception stage while 2(13.3%) stated in starts at the conception stage. The study found out the majority of the participants stated that monitoring of the DREAMS project was carried out on monthly bases while 4(27%) stated that is done weekly. This suggests that the DREAMS project is monitored both on weekly bases and monthly bases.

5.3 Discussion of the Findings

This section will relate the findings with the findings of other scholars in chapter two based on the study variables.

5.3.1 Skills of the monitoring and evaluation Team and Implementation of the Projects

The study found out that most of the participants had the necessary skills needed in monitoring and evaluations. However, few respondents need to be trained. The study found out that monitoring and evaluation skills that M and E Team and Project implementors possess, they were found to be effective and useful when monitoring and implementing projects. The study also established there was good leadership in monitoring and evaluation of the DREAMS project. The findings reveal that there was a strong positive correlation between skills of monitoring and evaluation team and the implementation of the project. This means that an increase in skills of monitoring and evaluation teams will likely improve implementation of DREAMS projects. This shows how the skills of the monitoring and evaluation team are really critical when it comes to project execution. These findings are in line with those of Mugo and Oleche (2015) who established were that there was a significantly positive relationship between capacity building of participants and M & E implementation.

5.3.2 Resource Allocation to the monitoring and evaluation Team and Implementation of projects

The study found out that resource allocation plays a very important role when it comes to the performance of the Monitoring and Evaluation Team for DREAMS projects in Nyalenda ward, Kisumu county. This also suggests that by allocating resources to the monitoring and evaluation team this influences the implementation of the projects. The study also found that monitoring and evaluation need adequate resources to ensure effective implementation of the projects. The research established a strong positive association between the allocation of resources and the implementation of the DREAMS project. This means an increase in resource allocation will likely improve the implementation of the DREAMS project. These findings are with an agreement with those of Mugo and Oleche (2015) who found out that the budgetary allocation is a key factor in project success hence the amount of budget allocation to M & E in the project is highly likely to improve on the likelihood of monitoring and evaluation execution significantly.

5.3.3 Utilizing M& E Results and implementation of projects

The study found out that mentors and project committee utilize the result given by monitoring and evaluation team, however, monitoring and evaluation team and management of the project takes long when solving some of the challenges that the mentor and project team go through when implementing the project. The study established that Monitoring and evaluation team and project implementors utilize monitoring and evaluation result, these findings suggest by utilizing and monitoring and evaluation result this leads to effective implementation of DREAMS projects. The result from two groups that are (Project implementors, monitoring and evaluation team) and (Mentors & Project Committee) show that there was a strong positive correlation of between utilizing monitoring and evaluation results and implementation of DREAMS projects. This means that an increase in utilizing monitoring and evaluation results will improve implementation of the DREAMS project. Rist, Boily & Martin (2011) argue that using M & E Results encourages evaluators to take on the test to use its findings; that they carry out assessments at a time when the findings will influence decision-making processes significantly; and that assessments are available.

5.3.4 Stakeholder involvement and Implementation of projects

The study showed that mentors, project committees and beneficiaries of the projects are all involved and consulted when it comes to issues concerning DREAMS projects. The study also found out that implies that the management of the DREAMS projects engages all the stakeholders when carrying out monitoring and evaluations. The study found out that there was a strong correlation between stakeholder involvement and implementation of the DREAMS project. The findings are in line with those of Hinton, (2008) & Hart, (2002) who states that the involvement of stakeholders in all stages of the project lifecycle as much as possible can lead to effective project implementation. Cahil, (2007) states that the active participation of stakeholders and young people in programming can foster greater sustainability of programs.

5.3.5 Implementation of the DREAMS Project in Nyalenda Ward, Kisumu county

The study found out that the project was implemented successfully as per the objective and guideline of the organization. The findings also revealed that the project was very useful to the girl child. This implies that the implementation process of the DREAMS project has been successful. The project also attained its intended purpose on

empowering vulnerable girls and women in Kisumu county. According to Ashley et al, (2007) Successful implementation of the project is repeatable and involves a lot of work to understand the planning process, morale of the team, technological expertise and scope of the project. This means that a project must be finished successfully on schedule (time criterion), arrive at a target (monetary criterion), ultimately satisfy all its goals (effectiveness criterion), and be accepted and used by clients for whom a project has been designed (customer satisfaction criterion).

5.4 Conclusion

The findings reveal that there was a strong positive correlation r= (0.765) between skills of monitoring and evaluation team and implementation of the project, the correlation was found to be statistically significant at 5% since the p-value of 0.001 was less than 0.05. The study established there was a strong positive correlation r= (0.695) between resource allocation and implementation of DREAMS project, also the correlation was found to be statistically significant at 5% since the p-value of 0.004 was less than 0.05.

The findings found out that there was a strong positive correlation of r=0.765 between utilizing monitoring and evaluation results and implementation of DREAMS projects, the correlation was found to be statistically significant at 5% since the p-value of 0.001 was less than 0.05. The study also found out that there was a strong correlation of (r=0.861) between stakeholder involvement and implementation of the DREAMS project. These findings imply that an increase in monitoring and evaluation practices leads to an increase in the implementation of DREAMS projects by Project implementors and Monitoring and Evaluation Team.

The study found out that there was a strong positive correlation of r=0.636 between utilizing monitoring and evaluation results and implementation of DREAMS project by mentors and project implementors, the correlation was statistically significant at 1% since the p-value was 0.000 which is less than 0.01. Lastly, the study found there a positive correlation of r=616 between stakeholder participation of mentors and project committee which was statistically significant since the p-value of 0.000 was less than 0.01.

The findings imply that an increase in utilizing monitoring and evaluation results by mentors and project committee will lead to an increase in implementation of DREAMS

project, also an increase in engaging mentors and project committee in monitoring and evaluation practices will lead to an increase in implementation of DREAMS projects, this means it will the project will be successful.

5.5 Recommendations

The study recommended that more training should be conducted to everyone involved in the monitoring and evaluation of DREAMS projects. The training should focus on monitoring and evaluation skills, this is social skills, data analysis skills, research skills and communication skills. The study also recommends the management involved in the DREAMS project should at least be quick in responding some of the challenges that mentors and project committee go through especially when carrying out their work. This is by engaging all stakeholders extensively and giving reports/feedbacks. Giving reports and feedbacks on time this will encourage the mentors and projects committee to be utilizing the Monitoring and Evaluation result on time for successful implementation of projects. The study also recommends that more resources should be provided especially human resources to ensure effective implementation of projects.

5.6 Suggestion for Further Study

The study suggests that a research study should be carried out on the influence of resource allocation on the implementation of government projects. Another research should be carried out on the influence of monitoring and evaluation Tools on implementation of projects other wards in Kisumu county.

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APPENDICES

Appendix I: Introduction Letter

Dear Sir/Madam

RE: DATA COLLECTION

I am required to do a research project on the "influence of monitoring and evaluation practices on the implementation of projects in Kenya; a case of DREAMS education support for adolescent girls & young women project in Nyalenda ward, Kisumu county". You are chosen to engage in the analysis and are kindly asked to help me gather data by answering this questionnaire. I affirm hereby that the knowledge gathered is used for scholarly purposes only. Your support is very much appreciated

Yours Sincerely,

Signature…….

JUMA MWARIKA MWATSEFU

L50/62130/2010

Appendix II: Questionnaire for Project Implementing Officers &

Monitoring & Evaluation Team

I am required to do a research project on the "influence of monitoring and evaluation practices on the implementation of projects in Kenya; a case of DREAMS education support for adolescent girls & young women project in Nyalenda ward, Kisumu county. You are selected as part of the study and are kindly requested to assist me in data collection by responding to this questionnaire. I hereby confirm that the information obtained shall be utilized solely for academic purposes. Your help will be highly appreciated

Instructions;
Please answer all the questions by filling in the space provided and/or by ticking the appropriate answer that best suits your opinion for each question

SECTION A: SOCIO DEMOGRAPHIC

1. Gender;
Male [ ] Female [ ]

2. Your Role
Project implementing Officer [ ] Monitoring & Evaluation Team [ ]

3. Please state your age bracket
18-24 years [ ] 25-30 years [ ]

31-35 years [ ] over 35 years [ ]

4. Level of education
Diploma [ ] Undergraduate degree [ ]
Postgraduate degree [ ] Any other [ ]

5. Please indicate the number of years' experience in project work
Less than 3 Years [ ] 5-10 Years [ ]
11-20 Years [ ] 21-30 Years [ ]

SECTION B; MONITORING AND EVALUATION AND IMPLEMENTATION OF THE PROJECTS

6. Who generally is assigned the responsibility for project monitoring in your organization *(please mark in the adjacent column*
a) person ( )
b) Project Control Team ( )

7. What is the Project Monitoring set up in your organization? *(please mark in the adjacent column)*
a) Centralized set up for a group of projects ( )
b) Project-specific located at the project site ( )
c) Both centralized and Project-based (
d) Any other (please state

8. From what stages does 'Project Monitoring' begins in your practice?
a) Conception stage ( )
b) Design stage ( )
c) Execution stage ( )

9. How often do you meet to evaluate options on control issues of any given project? *(please mark in the adjacent column"*

a) Weekly ( )
b) Fortnightly ( )
c) Monthly ( )
d) Quarterly (

10. Please rate by how much you agree with the following statements by putting a tick (√) appropriately in the table below (Key; **1 – Strongly Disagree, 2- Disagree, 3-Neutral, 4 –Agree and 5 – Strongly Agree**

Statement	**1**	**2**	**3**	**4**	**5**
The project was delivered within the agreed timelines					
The project was delivered within the agreed budget					
The project was acceptable to the target beneficiaries					
The Projects was implemented as per specifications					

11 In your opinion what should be done to improve implementation of projects in future within Nyalenda a Ward in Kisumu County?

……
……
……..……

SECTION C: SKILLS OF MONITORING AND EVALUATION TEAM

12. Have you been trained in Monitoring and Evaluation? Yes ( ) No ( )
If yes, where were you trained
Workplace training ( )
Gained in the process of Working( )

13.Do you follow any institutional guidelines when conducting monitoring and evaluation ?

Yes ( ) No ( )

"If YES please Tick

Donor / Sponser ( )

( )

Others ( )

14. Do you feel your skills in monitoring and evaluation limit monitoring and evaluation performance? Yes ( ) No ( )

Explain why you say so? ……

15. How do you rate the leadership skill of your team leaders? Very good ( ) good ( ) fair ( ) poor ( ) Very poor ( )

On a scale of 1-5 kindly tick the appropriate. To what extent do the following types of skills in MONITORING AND EVALUATION affect the implementation of DREAMS projects? 1= Not at all 2= Low extent 3= Moderate extent 4= Great extent 5= Very great extent

Skills	**1**	**2**	**3**	**4**	**5**
Social Science Skills					
Research Skills					
Leadership Skills					
Communication Skills					

SECTION D: RESOURCE ALLOCATION TO THE MONITORING AND EVALUATION TEAM

17. Please rate by how much you agree with the following statements by putting a tick (√) appropriately in the table below (Key; **1 – Strongly Disagree, 2- Disagree, 3- Neutral, 4 –Agree and 5 – Strongly Agree**

Statement	**1**	**2**	**3**	**4**	**5**
The Monitoring and Evaluation Team staff is well motivated					
A motivated team ensures efficiency in operations					
The organization trains educate and supports the employees in operations					
Most of the projects collapse following the phase-out of lack of adequate funds					
The source of finance to fund the project is a major challenge and determines the successful completion of projects					
Lack of personnel is a major challenge and determines implementation DREAMS project					
Lack of infrastructure resource is a major challenge and determines successful implementation DREAMS project					

SECTION E: UTILIZING M& E RESULTS

19. Please rate by how much you agree with the following statements by putting a tick (√) appropriately in the table below (Key; **1 – Strongly Disagree, 2- Disagree, 3- Neutral, 4 – Agree and 5 – Strongly Agree**

Statement	**1**	**2**	**3**	**4**	**5**
MONITORING AND EVALUATION team pay attention to the results compiled after MONITORING AND EVALUATION activities					
There is a dedicated budget for M & E processes					
Usage of baseline knowledge enhances the execution of projects					
Records of project sites impact the reliability of the MONITORING AND EVALUATION process					
Management act on the feedback gathered					
The MONITORING AND EVALUATION strategy includes detailed capability guidance for efficient and effective MONITORING AND EVALUATION processes					
Evaluation findings from previous projects are documented for reference by employees					

SECTION D: STAKEHOLDER INVOLVEMENT

20. Please rate by how much you agree with the following statements by putting a tick (√) appropriately in the table below (Key; **1 – Strongly Disagree, 2- Disagree, 3- Neutral, 4 – Agree and 5 – Strongly Agree**

Statement	**1**	**2**	**3**	**4**	**5**
There is a high level of involvement of key stakeholders					
The frequency of stakeholder's involvement is high throughout the project lifecycle					
The committee includes local constituents					
There was a thorough need assessment based on community priority when identifying the projects					
There was fairness in the selection of committee members					
The local's constituents supplied labour needed for the projects					

---End of Questionnaire---

Thank you for your time

Appendices III: Questionnaires for Mentors & Project Committee

I am required to do a research project on the influence of monitoring and evaluation practices on the implementation of projects in Kenya; a case of DREAMS education support for adolescent girls & young women project in Nyalenda ward, Kisumu county. You are selected as part of the study and are kindly requested to assist me in data collection by responding to this questionnaire. I hereby confirm that the information obtained shall be utilized solely for academic purposes. Your help will be highly appreciated .

Instructions;

Please answer all the questions by filling in the space provided and/or by ticking the appropriate answer that best suits your opinion for each question

SECTION A SOCIAL DEMOGRAPHIC

1. Gender;
Male [ ] Female [ ]
2. Role in the Project
Mentor [ ] Project Officer [ ]
3. Please state your age bracket
18-24 years [ ] 25-30 years [ ]

31-35 years [ ] over 35 years [ ]

4. Level of education
Diploma [ ] Undergraduate degree [ ]
Postgraduate degree [ ] Any other [ ]

5. Please indicate the number of years' experience in project work
Less than 3 Years [ ] 5-10 Years [ ]
11-20 Years [ ] 21-30 Years [ ]

SECTION B: IMPLEMENTATION OF DREAMS PROJECTS

6. Rate the following statements with the level of agreement to show on implementation of DREAMS project Please rate by how much you agree with the following statements by putting a tick (√) appropriately in the table below (Key; ***1 – Strongly Disagree, 2-Disagree, 3-Neutral, 4 – Agree and 5 – Strongly Agree****)*

Statement	**1**	**2**	**3**	**4**	**5**
DREAMS project has helped reduce the number of pregnancy cases in the community					
DREAMS project has helped reduce the number of girls dropping out of school					
DREAMS project has helped reduce the HIV/AIDS infection rate among girls and women in the community					

The Mentorship programmes are completed on time as per the project Work Plan					
The monitoring and evaluation team has helped us in ensuring effective mentorship for the young girls					
The projects have improved in terms of the management and implementation of mentorship programmes					

SECTION C: UTILIZING M& E RESULTS

7. Please rate by how much you agree with the following statements by putting a tick (√) appropriately in the table below (Key; **1 – Strongly Disagree, 2- Disagree, 3-Neutral, 4 – Agree and 5 – Strongly Agree**

Statement	**1**	**2**	**3**	**4**	**5**
The challenges that I face when carrying out my duties take long before they are solved by monitoring and evaluation Team					
The recommendation that the monitoring and evaluation team give they have to help me when carrying out my duties					
Monitoring and evaluation results help improve the project					
Monitoring and evaluation team pay attention to the results compiled after monitoring and evaluation activities					
Regular reporting on performance is done and feedback received					

SECTION D: STAKEHOLDER INVOLVEMENT

8. Please rate by how much you agree with the following statements by putting a tick (√) appropriately in the table below (Key; **1 – Strongly Disagree, 2- Disagree, 3-Neutral, 4 – Agree and 5 – Strongly Agree**

Statement	1	2	3	4	5
I have been involved in this project from the design phase up to the implementation phase					
I am consulted and informed in case any issue arises					
I am invited for seminar and meetings that involve this project					
We listen and implement issues raised by Girls and women benefiting from this project					
We communicate to the parents and guidance of the vulnerable girls and we explain to them the importance of this Project					

---End of Questionnaire---
Thank you for your time

Appendices Iv: Interview Guide for The Regional Officers

INTRODUCTION

Dear participant

This interview will assist in data collection for a Master of Arts program in Project Planning and Management being undertaken at The University of Nairobi. The study topic is "INFLUENCE OF MONITORING AND EVALUATION PRACTICES ON IMPLEMENTATION OF PROJECTS IN KENYA; A CASE OF DREAMS EDUCATION SUPPORT FOR ADOLESCENT GIRLS & YOUNG WOMEN PROJECT IN NYALENDA WARD, KISUMU COUNTY". You are chosen to be one of the respondents, if you consent to contribute, you are kindly requested to be honest with your answers, note that any information obtained from you will be treated with utmost confidentiality, and will only be used for academic purpose, your participation is voluntary.

Thank you.

INTERVIEW QUESTIONS

1) How is the Project Monitoring set up for DREAMS projects? .....
.....
.....
.....

2) How would you rate implementation of DREAMS in Nyalenda a Ward in Kisumu County?
Successful ( ) Not successful( )
Explain your answer?
……
……
……..……
……

3) How often does Monitoring and Evaluation Team conduct evaluation of DREAMS project?.....
.....
.....

4) Do projects always start and end at the anticipated time?
Yes [ ] No [ ]
Explain your answer
.....
.....
.....
.....
.....

5) Does Monitoring and Evaluation skills influence of the implementation of DREAMS project?

Yes [ ] No [ ]
Explain your answer

_____
_____
_____
_____

6) Does resource allocation to monitoring and Evaluation Team influence of the implementation of DREAMS project?
Yes [ ] No [ ]
Explain your answer

_____
_____
_____
_____

7) Does utilizing M&E results influence of the implementation of DREAMS project?
Yes [ ] No [ ]
Explain your answer

_____
_____
_____
_____

8) Does Stakeholder Involvement influence of the implementation of DREAMS project?
Yes [ ] No [ ]
Explain your answer

_____
_____
_____
_____

9) What would you recommend to be done to improve the implementation of DREAM project

_____
_____
_____
_____
_____

THANK YOU

Appendices V Research Permit Request NACOSTI

UNIVERSITY OF NAIROBI
OPEN DISTANCE AND E-LEARNING CAMPUS
SCHOOL OF OPEN LEARNING PROGRAMMES
DEPARTMENT OF OPEN DISTANCE AND E-LEARNING PROGRAMMES

TO WHOM IT MAY CONCERN

15th OCT., 2020.

Dear Sir/Madam,

SUBJECT: JUMA MWARIKA MWATSEFU - REG NO. L50/62130/2010

This is to confirm that the above named person is a student at the University of Nairobi, Open Distance and E-learning Campus, **Embu Learning Centre**, pursuing a Master of Arts degree in Project Planning and Management. As a requirement for his course completion, he is required to conduct an independent research project. His Research topic is: **INFLUENCE OF MONITORING AND EVALUATION PRACTICES ON IMPLEMENTATION OF PROJECTS IN KENYA . A CASE OF DREAMS PROJECT SUPPORT FOR ADOLESCENT GIRLS AND YOUNG WOMEN IN NYALENDA WARD, KISUMU COUNTY.**

I kindly request you to allow him carry out his research in your organization.

Please accord him all the necessary assistance.

Thanks.

YOURS FAITHFULLY,

DR. CHANDI J. RUGENDO
CO-ORDINATOR EMBU LEARNING CENTRE
UNIVERSITY OF NAIROBI.

Appendices vi: Plagiarism Report

INFLUENCE OF MONITORING AND EVALUATION PRACTICES ON IMPLEMENTATION OF PROJECTS IN KENYA; A CASE OF DREAMS EDUCATION SUPPORT FOR ADOLESCENT GIRLS & YOUNG WOMEN PROJECT IN NYALENDA WARD, KISUMU COUNTY.

ORIGINALITY REPORT

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