INFLUENCE OF THIRD-PARTY MONITORING STRATEGIES ON THE SERVICE DELIVERY OF HOME-GROWN SCHOOL FEEDING PROGRAMME. A CASE OF NASSARAWA LOCAL GOVERNMENT AREA, KANO STATE, NIGERIA

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DECLARATION

I declare that this document and the research that it describes are my original work and that they have not been presented in any other university for academic work.

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DEDICATION

This research is dedicated to my wife Omolara and sons, Omoyisade and Omoyisola for their constant cheering throughout this research.

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I wish to acknowledge God for giving me the strength and my supervisors Dr Naomi Njoroge and Dr Stella Karimi Njui who tirelessly advised and guided me in the formulation and preparation of this thesis.

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ABSTRACT

This study was conducted to examine the third-party monitoring strategies influencing the service delivery of the home-grown school feeding programme in Nassarawa, Local Government Area of Kano State. The objectives of the study were to examine the influence of third-party monitors selection on service delivery of the home-grown school feeding programme; establish the extent to which monitoring manual framework influence service delivery of the home-grown school feeding; determine the influence of Monitoring and Evaluation capacity building on service delivery of the home-grown school feeding programme and assess the influence of funding for Third-Party Monitors on the service delivery of the home-grown school feeding programme. This study adopted descriptive survey research design and targeted 286 respondents and a sample size of 211 respondents of the target population was considered. Stratified sampling technique method was used for collecting data from the third-party monitors, while simple random sampling was adopted in selecting schools for head teachers' interviews schedule. Primary data was collected using questionnaires and interview guide which provided a total of 149 responses A pilot study was conducted to pre-test the validity and reliability of instruments for data collection. The data was analysed using SPSS. This study showed that majority of the respondents, 67.8% agreed that community trust in your organization is the most important variable when selecting third party monitors. The findings also showed that majority of the respondents 65.7% believed that appropriate data collection method sub variable of the monitoring manual framework influenced service delivery of the home-grown school feeding programme the most. The results further showed that having a good and holistic view of the school feeding programme is very critical for monitoring and evaluation capacity building to influence service delivery according to 59.1% of the respondents. The study also showed that according to 41.6% of the respondents, the amount of the funds for M&E activities is the most important sub variable of funding for the third-party monitors. It was evident from the study that third-party monitor selection processes and development of monitoring and evaluation framework require detailed planning to guarantee improved service delivery of school feeding programme. The study recommends active participation of third-party monitors in development of framework and data collection tools, and most importantly using the appropriate data collection method. The study further established that continuous monitoring and evaluation capacity building for monitors will enable them to understand the goal and objectives of the home-grown school feeding programme better. There is also the need to allocate adequate funding for third-party monitors and ensure no delay in disbursement of funds for monitoring activities. The study highlighted areas that need further research to include influence of ICT in monitoring school feeding programme and adoption of various funding models for third-party monitoring processes**.**

OPERATIONAL DEFINITION OF TERMS

Third-Party Monitoring (TPM): This describes the practice of contracting third parties to collect and verify monitoring data. In service delivery context it gathers data on ensuring services are delivered uninterrupted to intended beneficiaries.

Service Delivery: This is the act of transparency of public or private sector to better people's lives by improving the quality of and access to public and/or social services such school meal.

Capacity Building: This is a purposeful intervention to strengthen ability and capacity of people, organisations, and society as a whole over time to manage and successfully monitor social service programmes such as the school feeding programme.

Community Participation: the process of involving people in a community especially in the rural areas who solve their own problems and can provide feedback to influence government on service delivery of public and/or social service such as school meal.

Monitoring and Evaluation Framework: is an outline that depicts how a programme such as the school feeding programme will be monitored by laying out the inputs, outputs and outcomes to achieve the desired results.

ABBREVIATIONS AND ACRONYMS

CBOs	Community Based Organisations
CSOs	Civil Society Organisations
HGSFP	Home-Grown School Feeding Programme
LGA	Local Government Area
M&E	Monitoring and Evaluation
NSIO	National Social Investment Office
PCD	Partnership Child Development
RMU	Risk Management Unit
SBMC	School-Based Management Committee
SFP	School Feeding Programme
TPM	Third-Party Monitoring
UNWFP	United Nations World Food Programme

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. It also discusses the scope, delimitation of the study and limitation of the study. Finally, the chapter presents the assumptions of the study and conceptual framework.

1.2 Background of the Study

Socio-economic programmes are becoming the only route for the poor and vulnerable people of developing countries to have access to equal economic and social opportunities. According to the World Bank Group, (2019) out of the extreme poor people in the world, more than half live in Sub-Saharan Africa. Recently, the number of poor people in the region increased by 9 million, with 413 million people living on less than US$1.90 a day by 2015. Adebayo (2018), opines that with majority of the global poor living in rural areas being under the age of 18, are poorly educated, unemployed or employed in the agricultural sector. These significant characteristics means Nigeria has overtaken India as the country with the highest number of people living in extreme poverty (Adebayo, 2018). This has led to more children not receiving appropriate food portion at home. This is a growing concern all over the world which has led to increase in the number of poor family and struggling households.

Poverty and social exclusion indicators of many European countries such as Serbia, Turkey, Belgium, and Portugal have repeatedly shown the vulnerability of children who grow up poor. Children in these countries are more likely to appear in poor health conditions, have learning, cognitive and behavioural difficulties and have poor grades in school (Council of Europe, 2017). One of such initiatives to confront the learning and cognitive struggles of children in

upper- and middle-income countries is the implementation of school feeding as part of national social protection systems. For example, Chile amended its public procurement policies for school feeding to increase transparency and attain improved quality of service delivery at all levels. Similarly, Brazil productively linked food production and purchase from small-scale farming sector and local economies to school feeding achieving results for the children, women, local farmers, and community at large. (World Food Programme, 2013).

The challenge of poor nutrition is huge in Africa. To tackle this growing issue in Sub-Saharan Africa region, many national governments have prioritised social protection and inclusion programmes such as the School Feeding Programmes (SFP). School feeding is seen as a safety net and protection programme for children, especially in poor, rural and food-insecure areas. Tembon, (2016) highlights the ability of these programmes to improve the health, nutrition and cognitive learning of children as well as increase school enrolment and retention, while also offsetting lost income for struggling families.

Many African countries have started implementing the SFP programme. According to (Partnership for Child Development [PCD], 2012) United Nations World Food Programme (UNWFP) and the Millennium Hunger Task Force in 2003 piloted Home Grown School Feeding and Health Programme (HGSFHP) in twelve sub-Saharan African countries, Côte d'Ivoire, Ghana, Kenya, Mali and Nigeria inclusive to incorporate locally-sourced food products in the Comprehensive Africa Agriculture Development Programme (CAADP) to support the transition from externally driven school feeding to Home-Grown School Feeding (HGSF) that will sustain national government's action to deliver rational, nationally-owned school feeding programmes sourced from local farmers to children in sub-Saharan Africa.

As revealed by Peel, (2016) in a study on nine countries in Sub-Saharan Africa implementing the school feeding programme namely Botswana, Cabo Verde, Cote d'Ivoire, Ghana, Kenya,

Mali, Namibia, Nigeria and South Africa, the programmes are locally owned and community-driven and allows for parental guidance and local leaders involvement. It shows that people from communities, especially women are expected to source for the raw materials, food ingredients from local farmers and market women as a way of improving their sales and incomes by promoting locally owned meal programmes, while state or national government make the funds available every month to the women.

Most African countries are adopting and carrying out the Home-Grown School Feeding Programme (HGSFP) by providing one free nutritional meal a day for eligible school children, including Nigeria currently feeding over 9.7 million pupils across the states (National Social Investment Office [NSIO], 2019). The HGSFP aims to deliver a cost-effective school feeding programme with specific focus on increasing school enrolment and completion, boost local agricultural production, improve child nutrition and health, creating jobs and improving household and state economy (Federal Government of Nigeria, 2015).

Before the commencement of the programme, cooks were trained on how to prepare food hygienically and were mandated to open account so that funds are disbursed to the account every week at 70 Nigeria Naira per child ($0.35 in 2015) based on the number of pupils assigned to feed, to purchase foodstuff from local farmers, cook and deliver meals to schools within their communities, thereby reducing the cost and stress of transporting meals to the schools. The cooks are paid through banks and mostly with the help of state facilitators to withdraw the money.

Under the Environmental and Social Framework (ESF), according the World Bank, (2018) multiple entry points are provided by the World Bank to the state or national governments to support programme implementation through better monitoring by involving and engaging stakeholders and third-parties to conduct monitoring to improve progress towards Projects

Development Objective (PDO), including in situations where the Programme Implementation Unit (PIU) has limited accessibility to some hard to reach communities as a result of environmental, conflict and violence risks.

The school feeding programme which started as combined initiative of feeding and teaching as early as 1790 in Munich, Germany has been a social protection tool as welfare programme widely delivered in education sector for most countries (Tembon, Schultz, & Fernandes, 2015) According to Gelli, (2015) on World Food Program (WFP)'s assisted 4,175 schools in 32 Sub-Saharan African countries which provided food to 21.7 million children in 2005, a 14-percent annual growth in school enrolment was reported.

1.2.1 Service Delivery of Home-Grown School Feeding Programme

Social protection programmes such as the school feeding programme being implemented in Nigeria and other African countries require quality service delivery to have an impactful wider reach. The turning of recent economic crisis that has pushed more people into poverty, resulted to lower incomes and caused global food shortage especially in poor communities thereby reducing the vulnerable people access to food (Food and Agriculture Organisation, 2009). This has made it imperative for countries to scale up its school feeding programmes. However, the complexity in designing an effective HGSFP to achieve its set objectives while reaching its targets amidst funding challenges and feeding approaches makes such programme require systematic management to meet good standard of public service delivery (Alderman & Bundy, 2011).

One of the central responsibilities of government along with its ministries, departments and agencies, is to deliver public and social services that the people require to sustain and improve their welfare and livelihood (Makanyeza, Kwandayi, & Ikobe, 2013). According to the Organisation for Economic Cooperation and Development, (2010) public services consist of

services provided by the government and its institutions, it also includes services that government has significant influence on. These services can be provided directly by the government or indirectly – in cases where the government is not the direct provider but still stirs the process of providing public service to its citizens through policies, regulations, financial and material contribution. However, cities in developing and developed countries are faced with serious challenges of service delivery because of ever growing populations.

In 2004, the Federal Government of Nigeria piloted the implementation of Home-Grown School Feeding Programme in 12 selected states across its six geopolitical zones. According to Action Health Incorporated (2018), the programme was scaled up in 2016 to cover 36 states of the federation targeting out-of-school children, in-school children, community women as cooks, local men as smallholder farmers and small-scale production industries to supply other essential needs to enable cooks provide a meal a day to the pupils. Like in most developed and developing countries, school feeding programme was introduced to stimulate school enrolment, improve school attendance and retention, enhance pupils' performance Taylor & Ogbogu, (2016) and alleviate short-term hungers of households in poor communities and boost sales of local farmers (Yendaw & Dayour, 2014). This ensuring community participation and ownership because it involves the locals in preparing the meal and the school-based management committee in monitoring the hygienic condition in which the food was prepared.

Implementing a nationwide school feeding programme requires an efficient service delivery model which usually involves interpersonal relationship at all levels, especially in the community. Nnate, (2017) underlined service delivery in the context of public sector as the hallmark of government administration to provide basic social services including water, education among others to its citizens, thus cannot be achieved without systematic and precision guided devices. The multifaceted structures of government ministries and agencies, both internally and globally in delivering broad array of services needs proper planning to

ensure efficiency. These services either provided by the government, private sectors or individual should be delivered in an effective, predictable, reliable and customer-friendly manner (SIGMA, 2020). People in the community who serve as a group or network of association are at the central of providing service delivery, hence development of human capacity is paramount for community participation to help strengthen the systems and structures to support effective monitoring of the programmes (The Global Fund, 2014).

Apart from cities that can easily access some public services, numerous challenges hinder provision of service delivery in the communities. According to Gwayi, (2010) there are several causes of poor service delivery in the communities; this includes: lack of or low community participation, public office holder meddling in administration and management; inequitable resource allocation at state level causing budget disorder at the community level; lack of system and structure in place to support administrative management; as well as deficiency in infrastructure and human capacity to effectively deliver services to the public.

In Namibia, a study conducted by Sibanda, (2012) on the analysis of the implementation of the school supplementary feeding programme in Windhoek, Namibia using a quantitative approach analysis, showed that majority of the respondents both parents and pupils agreed that the school feeding schemes has had an incredible impact on enrolment rates in primary schools and were somewhat satisfied with the school supplementary feeding programme as it addresses their basic nutritional needs. However, in the same study, recommendations for improvement were made to ensure improvement in timely delivery of food supplies and an increase in communication between the school and the community to create more awareness on the supplementary feeding programme and give a platform to let the programme implementation be done as planned.

A research on the challenges and prospects of the school feeding programme in Northern Ghana by Sulemana, Ngah, & Majid (2013), revealed that lack of periodic monitoring of the programme led to poor service delivery in terms of irregular release of funds to cooks designated to prepare meals for the pupils. The respondents criticized payments process leading to six months arrears and the Ghana School Feeding Programme not meeting two-day meal provision despite the World Food Programme providing food for three days in the week. The report also showed that 60% of the schools visited did not have adequate stock of plates, cups, and spoons thereby hampering quick and efficient delivery of the food.

An evaluation of Ethiopia, School Feeding Programme conducted by World Food Programme, (2018) indicated through the qualitative report that the programme did not meet government's priority of home-grown school feeding. Largely because the food provided were mostly imported. However, the appropriateness, relevance, and importance of the meal provided to meet children's needs were well appreciated by beneficiaries and other stakeholders. On showing the extent of meeting the programme planned outputs and outcomes, 83.5% of planned output levels for the number of metric tons of food provided was reached and only 54.51% for number of days school meals are provided, this shows delay in delivering of food to the pupils.

A study by Taylor & Ogbogu, (2016), reports indicated that school feeding programme secretariat confirms periodic advance payment of funds to the cooks as well as transportation allowance for them to procure required food supplies from local farmers in good time. This value chain does not only guarantee cost-effectiveness, but ensures that the money circulation happens within the state, boosting local economy and generating multiplier effects on the people (Yunusa, Gumel, Adegbusi, & Adegbusi, 2012). Thus the need for this study to examine the extent to which third party monitoring startegies influence service delivery on home grown school feeding programme in Nassarawa local government area, Kano State Nigeria.

1.2.2 Home-Grown School Feeding Programme in Nigeria

The Home-Grown School Feeding Programme (HGSFP) was adopted by the government of Nigeria in 2015 to help address the growing number of out-of-school children in the country. The Federal Government of Nigeria relies on the communities through the parents and guardians to contribute to the effective delivery of the school feeding programme through provision of plates, spoons to their children and wards. The government also expect head teachers to support the monitoring of the cooks in ensuring that menu timetable is followed, and the food is good for enough for the pupils to consume. The programme was also designed to empower the cooks and provide a sustainable income to smallholder farmers, thereby stimulating growth and productivity around the communities in the states. Highlighting the roles of relevant stakeholders in the 36 states and the FCT to ensure efficient service delivery (Okah, 2020).

Nassarawa Local Government Area (LGA) is one of the forty-four local government areas of Kano state. Due to its land area, according to Nigeria Federal Ministry of Education, (2010) annual report, it has 108 primary education classrooms and its projected population of 115,068 for age group 6-11 years and 46,968 for age group 12-14 years is the highest compared to other LGAs in Kano State. This has made the Nigeria government to increase efforts in providing meals to school children in these localities. Without the necessary monitoring and evaluation of the current system of service delivery to the children, the gains of the programme may remain elusive. The major interest of this study, consequently, is to measure the influence TPM strategies on service delivery of the HGSFP in Nassarawa LGA of Kano State, Nigeria.

1.2.2.1 Third-Party Monitor Selection

Third-party monitoring has been adopted by donor organisations and government to monitor project implementation at local, state and national levels. The principle of using third-party monitoring (TPM) process is to assess the performance of a project or programme, its

conformity and highlight emerging issues through a dedicated external party to provide an unbiased perspective on the issue and status while making recommendations for improvement, where relevant (World Bank, 2018).

However, demand from governments and development partners for improved design, implementation through effective monitoring of existing programmes for sustainable national food programmes is increasing. The purpose of Monitoring and Evaluation (M&E) of such social protection programme is to verify achievement of its objectives and establish its efficiency, effectiveness and impact. Monitoring and Evaluation helps programme implementers such as the government, donors and development institutions to make informed decisions regarding programme effectiveness, operations and service delivery using quantitative and qualitative evidence for better programme outcome (Ballard, Fernandez-Gimenez, & Sturtevant, 2008).

Given these peculiarities, recruiting the right Civil Society Organisations (CSOs) as Third-Party Monitors (TPMs) is crucial, nonetheless, CSOs throughout the world play an important role in monitoring various types of social economic programmes and observe governance activities such as elections and other service delivery concerns (Baradei, 2012). Civil Society Organisations have been seen to be uniquely qualified to monitor various interventions and track the enormous influence of the private sector activities on public life (Oliviero & Simmons, 2002). A study by Ford, (2015) of the Charter for Food Crisis Prevention and Management in the Sahel and West Africa revealed that civil society groups have also taken stock of their capacity to monitor commitments and interventions. The reports identified several factors that limited civil society's capacity to engage, including the exclusion of civil society groups from key discussions, limited resources and technical capacity.

Consequently, a civil society capacity assessment conducted globally have shown significant shortage of M&E staff at civil society level (Ergens & Kusek, 2010). However, this is not only distinctive to CSOs, according to Ledikwe, Grignon, Lebelonyane, Ludick, Matshediso, Sento & Semo, (2014) most organisations, M&E staff at the national and district level only have basic skill in M&E and which could be due to a lack of M&E courses and training programmes at tertiary education institutions in Botswana and other African countries alike including Nigeria

1.2.2.2 Monitoring Manual Framework

As done by most project implementation team and organisations, monitoring manual framework are developed to support tracking of project activities, use of resources and as reflection for determining whether change is occurring within a project. Often, this monitoring manual framework are tedious to develop and follow through during implementation. Given the challenges faced by CSOs, development of a robust M&E framework will serve to improve capacity of staff within the organisation to effectively monitor programmes like the SFP. As stated by Roeher Institute, (2002) developing a framework for third party monitoring of the early child development initiative (ECDI) usually begins with understanding and valuing child development and understanding of the assumptions that underpins such social economic initiatives is essential to monitor changes in implementation.

Monitoring and evaluation framework has served as basis for projects and organisations to measure success hence its important for participatory efforts when developing. Civil Society Organisations (CSOs) who implements project at the community level often highlights non-involvement in the development of the manual framework. This means that they struggle with understanding the project and ability to effectively monitor, collect relevant data and report findings that will enable decision making.

1.2.2.3 Monitoring and Evaluation Capacity Building

Capacity building of personnel on monitoring and evaluation usually improves their understanding of the project, the context, stakeholders and other factors that could affect the quality of implementation. Social protection programme such as the school feeding programme requires that people and organisation have comprehensive understanding of the project and the capacity to be able to monitor the implementation. The home-grown school feeding is a programme that entails quality service delivery, and this process means staff needs to be equipped to be able to effectively monitor the programme.

Service delivery projects need adequate and skilled M&E staff provided with required resources to accurately analyse data and report findings. Kent, (2011) proposes that organisations should have M&E personnel with required skills, knowledge, and expertise to meet the project demands and provide project team with regular reports and findings to improve implementation. M&E systems that are efficient and effective are implemented by skilled staff. Hence, they require people to carry out information collection, data analysis, report preparation, sharing, reflection and information dissemination for improved learning and project adaptability (Kioko, 2017).

1.2.2.4 Funding of Third-Party Monitors

There are various challenges faced by organisations when developing proposals or receiving funding support from donor organisations, one of such challenges are adequate budgeting for monitoring and evaluation activities. Many M&E staff have highlighted short funding to conduct monitoring and be able to provide prompt feedback for the project implementation unit. These funding could be provided for by donor organisations or government to enable third-party monitors its social protection programme such as the home-grown school feeding programme.

Taylor & Ogbogu, (2016) research on the effects of school feeding programme on enrolment and performance of public elementary school in Osun State, south-western part of Nigeria, showed that although cooks were paid every fortnight to purchase food for 70 children per cook thereby stimulating local and smallholder farmers participation and revenue. However, 62.2% of the respondents comprising of teachers, cooks, pupils and parents indicated that insufficient funding is a challenge affecting proper implementation of the programme. The current budget to implement a school feeding programme is huge and a strain on state and national finances, hence, the funding capacity is limited (World Bank, 2016). The even distribution of state/federal resources means government need to focus on other sectors.

1.3 Statement of the Problem

Though the school feeding programme has recorded an increase in enrolment and retention, the implementation of the school feeding programme has however raised questions on its sustainability. Haile & Ali, (2019) in a study conducted in Ethiopia, observed that there was improper distribution of the food allocated for the schools, and this was attributed to mismanagement of the programme which directly affected the target beneficiaries and programme result. The study however did not highlight importance of understanding the programme and whether capacity of the implementers was built to ensure quality programme implementation.

Kiilu & Mugambi, (2019) carried out a study on the status of school feeding programme in primary schools in Machakos county, in Kenya addressing the policy initiatives, results indicated that the programme influenced pupil's attendance and retention to a very great extent as verified by 83% of head teachers. However, a failed or decline in delivery of food led to 55% of the pupils sampled signifying that they did not attend school when there were no meals provided in their schools. Hence this study, to determine the degree to which monitoring,

particularly third-party monitoring affect service delivery of the home-grown school feeding programmes.

A study conducted by Kamau & Mohamed, (2015) on the efficacy of monitoring and evaluation function in achieving project success in Kenya highlighted the importance of strengthen of monitoring team in terms of their capacity and skills, M&E research and logical approach, the political influence on reporting project realities as well as the management support as an intervening variable in achieving project success. The study however did not underline funding and budgetary allocation for third-party monitors, hence the reason for this research.

There are various factors that contribute to ensuring quality of service delivery especially social services to the vulnerable people in a society. Kanyangi & Okello, (2018) showed in a study on the influence of project monitoring skills on system performance in funded projects the importance of M&E training and skills to improve service delivery in Kakamega County but did not adequately address the significance of data collection tools and methods in gathering vital information to improve service delivery. Hence, the importance of this study.

Aside from the potential bias posed by TPM providers, an assessment by United Nation, (2015) on third-party monitoring process in Afghanistan showed that the quality of work in terms of data quality, documentation and imagery reported by the TPM was sub-standard. This performance related issues were observed at both national and international organisations. In addition, most organisations do not have employees with good M&E skill set and are unable to deploy qualified staff to gather evidence on programme implementation (Pius, 2017). Despite the need for an effective M&E system in organisations, there are very few people in Sub-Saharan countries with the required skills and capacity of implementing M&E activities.

However, it is yet to be determined whether approach to selection of third-party monitors, subjecting them to adequate capacity building thereby building their skills and developing a

M&E framework improved their monitoring capability to effectively monitor the HGSFP and ultimately increase service delivery of the programme. Hence, the need to conduct this study.

1.4 Purpose of the Study

The purpose of this study was to establish the influence of third-party monitoring strategies on service delivery of the home-grown school feeding programme: A case of Nassarawa Local Government Area of Kano State, Nigeria.

1.5 Objectives of the Study

This study was be guided by the following objectives.

i. To examine how selection of third-party monitors influence service delivery on home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria.
ii. To establish the extent to which monitoring manual framework influence service delivery on home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria.
iii. To determine how capacity building in monitoring and evaluation influence service delivery on home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria.
iv. To assess how funding for Third-Party monitors influence service delivery on home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria.

1.6 Research Questions

The study sought to answer the following questions: -

i. How does third-party monitoring selection process influence service delivery on home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria?
ii. To what extent does monitoring manual framework influence service delivery on home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria?
iii. How does capacity building in monitoring and evaluation influence service delivery of the home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria?
iv. How does funding for third-party monitoring influence service delivery on home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria?

1.7 Significance of the Study

As the demand to sustain the school feeding programme grows, many contributing agencies and commissioning organisations are reflecting on effective monitoring and evaluation systems to check the gaps in practice of the implementation of HGSFP in Nigeria and other Sub-Saharan countries. This study would assist donors and international agencies on how to sustain the home-grown school feeding programme in the Sub-Saharan region through effective monitoring system. It will assist International Non-Governmental Organisation (INGOs) in allocating right funding for TPMs to conduct third party monitoring to improve the service delivery of social protection programmes such as the school feeding programme. The findings would provide knowledge to CSOs and INGOs on redesigning of service delivery school feeding programme, through building capacity of M&E staff to provide informed feedback,

and collection of data that can help make informed decisions on successes and difficulties in delivering the home-grown school feeding programme in Nigeria.

1.8 Scope of the Study

This scope of the work was restricted to third-party monitoring strategies and service delivery of the home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria. It focuses on the selection of CSOs as third-party monitors, monitoring manual framework development for monitoring the home-grown school feeding programme, monitoring and evaluation capacity building of third-party monitors and funding for third-party monitors in relation to service delivery of the HGSFP.

1.9 Delimitation of the Study

This study was delimited to the relationship between third-party monitoring strategies and service delivery of the home-grown school feeding programme. These third-party monitoring strategies includes, third party monitors selection, monitoring and evaluation framework, monitoring and evaluation capacity building and funding for the third-party monitors. This study was also defined by the location of Nassarawa Local Government Area (LGA) of Kano State.

1.10 Limitations of the Study

Due to the COVID-19 pandemic resulting in nationwide lockdown, work from home order, school closure and restriction of movements, reaching all respondents was difficult in conducting this study. However, this was mitigated by conducting the interviews via phone calls. In addition, the researcher shared a survey link and an attached questionnaire to respondents and then followed up with SMS and phone calls.

Non-commitment and willingness of head teachers and School-Based Management Committee (SBMC) to respond to questionnaire due to issues of privacy and confidentiality delayed data

gathering. Access to state officials involved in the administration of the school feeding programme was also a challenge due to changes in government and personnel in some government institutions, hindering or limiting the collection of information. The researcher sought and got permission of the coordinating organisation, ActionAid Nigeria to have access to third-party monitors based on the significance of the thesis. Additionally, the researcher got an authorization from Kano State Ministry of Education to conduct research in primary schools in Nassarawa Local Government Area.

1.11 Assumptions of the Study

The study assumed that all the respondents were sincere and honest when responding to the questions. It also assumed that the respondents were objective and adept in responding to influence of third-party monitoring on service delivery of home-grown school feeding programme in Nassarawa Local Government Area.

1.12 Theoretical Framework

This study was guided by the theory of human service delivery based on the effective service delivery of the HGSFP and the theory of change in the context of third-party monitoring.

1.12.1 Theory of Human Service Delivery

This study was driven by theory of human service delivery which saw new major initiatives to the human service movement in the 1970s that was built upon by Chenault in 1975 to integrate human service system and policy to human services practice for greater social equity. The human service delivery model explains how people work to deliver services within existing and/or new systems. Although, the human service delivery theory was applied in limited fields, however, by the mid-1970s, an array of traditional professions such as nursing, mental health, public health, education, medicine, and social work became interested in the human services.

This has increased over the years and has been the theory used both the private and public sectors to ensure service delivery to its citizens at all levels.

According to Reader, (2017) services are subjective, so its quality varies based on who take delivery of the service. Reader considers four measures of human service delivery involving intangibility, variability, limits and ideology. People are centred around service delivery even though it is essentially unquantifiable, delivering a service involving social contact and interaction between individuals, groups and institutions. Designing a system for quality service delivery requires consideration of human element not to only receive the service but to also provide feedback.

The increased rate of poverty, unemployment, and out-of-school children in rural communities especially in sub-Saharan Africa have necessitated an increased need for human services. Violence and escalated tensions have worsened due to lack of social and economic opportunities in the rural areas leading to higher demand for human services and social safety programs, including food stamps, job training, and direct financial assistance (Gutierrez, Belanger, Clark, Friedman, Redfern, Weber & Richgels 2010). This theory could be used to link community context of human service delivery in meeting the needs of the pupils attending schools, women providing a meal a day and local farmers increasing sales and incomes through the Nigeria social safety net programme of home-grown school feeding.

Thus, to ascertain full social change from the SFP, delivery of social safety net programmes, for this research food (a meal a day) to the pupils will motivate enrolment, attendance, and concentration in schools. This also means that cooks and vendors providing the service of a meal a day to the pupils will not be achieved as more children will remain out of school and hamper the effectiveness of the service delivery of the HGSFP. A report by Oluwole, (2018) showed that cooks under the HGSFP sometimes do not turn up at schools when their fortnight

payments to prepare a meal a day for the pupils are delayed. The reports also revealed that when there are delays by suppliers of other vital food supplements such as eggs, beef, chicken, fish and bread, the service delivery by the vendors is distorted.

1.12.2 The Theory of Change

This study was also guided by Theory of Change (ToC) popularised by Carol Weiss in 1995. The ToC provides a visual representation that serves as basis for planning and monitoring a programme such as the home-grown school feeding programme. In this context, it ensures that services are provided to intended beneficiaries. The ToC approach originated in community development programmes in the United States in the 1990s and was recommended for evaluating governments, community engagement, and government institutions programmes to support effective implementation (Aggett, Dunn & Vincent, 2012; MacQueen, Bhan, Frohlich, Holzer, & Sugarman, 2015).

Weiss (1995) further described ToC as the concept of means by which an initiative function. It links the sequence of immediate outcomes as a result of project resources utilized for outputs and it depicts the 'if, then' assumptions causal linkage between levels of outcomes (Mayne & Johnson, 2017). Mostly used in measuring short-term and long-term changes in projects, theory of change is rooted in the context of monitoring and evaluation. When applied in third-party monitoring, it provides feedback as to determining whether the assumptions for results to happen holds and if the strategies are adopted are the right ones for improved service delivery of the home-grown school feeding programme.

The Theory of Change often used for internal planning, the availability of resources is necessary for change to occur for some assumptions to hold in ToC (Pius, 2017). Its analytical and logical features ensure project planning is unambiguous, objectivity to context and adaptation to changing environment (James 2011; Barnett & Gregorowski, 2013). The theory

of change shows linkage to the third-party monitoring strategies through the logical change the dependent variable will experience as a result of changes to the independent variables.

The Theory of Change interprets how the methodology adopted for providing a meal a day to a child through the home-grown school feeding programme will lead to increase in enrolment and retention. The ToC also helps the project implementation team to know if their approach will lead to desired outcome.

1.13 Conceptual Framework

The conceptual framework shown in figure 1.1 illustrates the relationship between the dependent variable which is the service delivery of the programme as the outcome of the independent variable -the Third-Party Monitoring (TPM) strategies. The third-party monitoring strategy indicates four subsets of variables; TPMs selection, development of monitoring manual framework, monitoring and evaluation capacity building of TPMs and the funding models of the TPMs to monitor the programme.

The dependent variable, service delivery which in this study means the extent to which home-grown school feeding is effectively delivered consist of timely and consistent food delivery to school pupils, regular payment of funds to cooks, improved skills and M&E functions to collect and understand evidence that is already available (Meikle, 2015). All the independent variables of third-party monitoring strategies all invariably considered to improve the quality-of-service delivery at all levels.

The linked relationship between the selection of third-party monitors which entails previous third-party monitoring experience, coverage capabilities, existing organisation's systems and structures as well as monitoring manual framework which contains the development of data collection tools and methods of gathering data, M&E capacity building and funding and

budgetary allocation of TPMs proportionately affect service delivery of the home-grown school feeding programme.

Generally, through M&E, these strategies of third-party monitoring are continuously adopted to effectively monitor project success and increase civil society space and participation in government interventions.

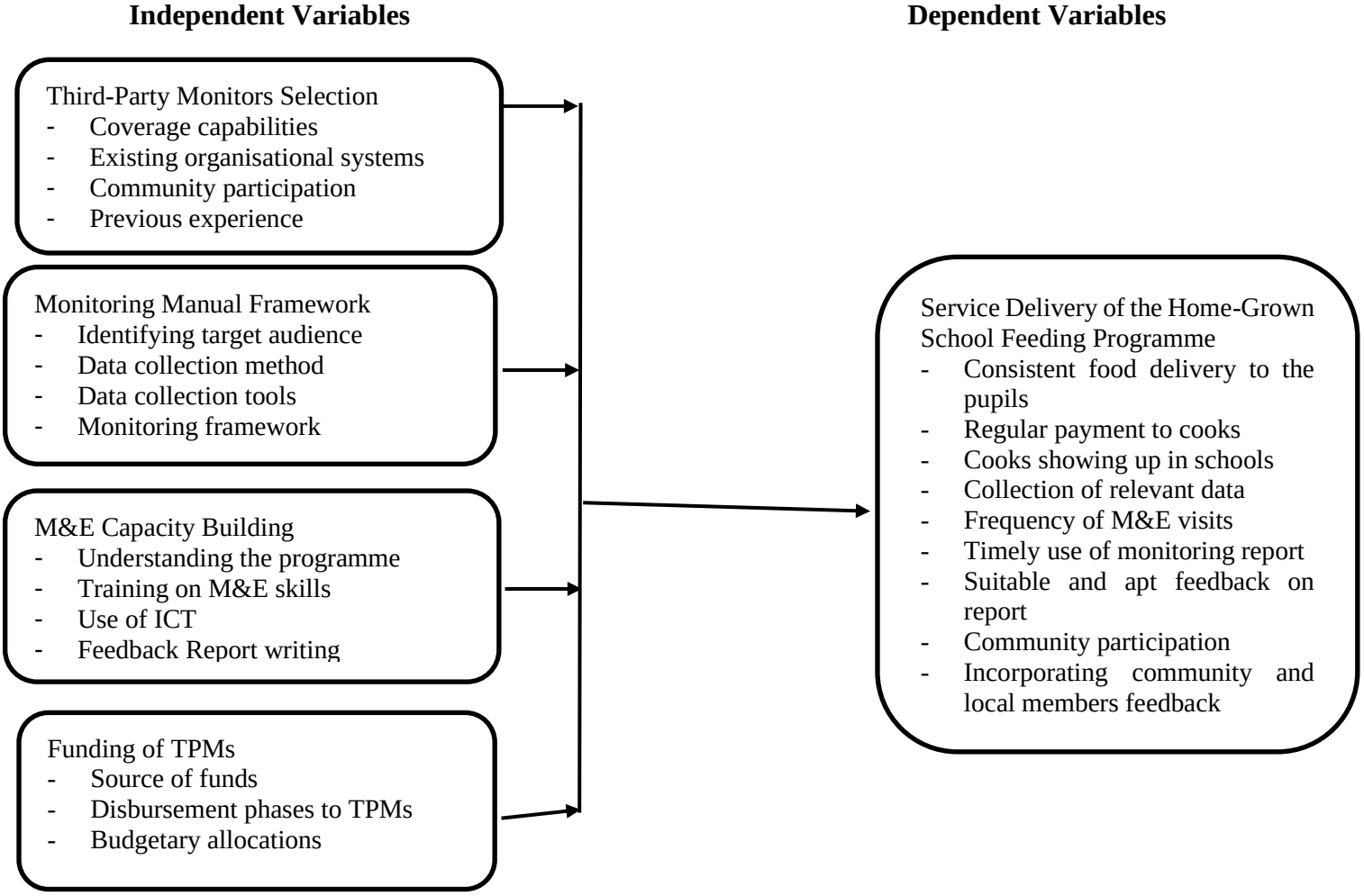

Figure 1.1: Conceptual Framework on Third-Party Monitoring Strategies for Service Delivery of the Home-Grown School Feeding Programme

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework underpinning this study, literature review on study variables namely, selection process of the Third-Party Monitors, monitoring manual framework, monitoring and evaluation capacity building of the third-party monitors and the funding for third-party monitors, summary of the literature reviewed and research gap.

2.2 Review of the Literature

This section reviews empirical evidence of the dependent and independent variables of this research proposal.

2.2.1 Third-Party Monitors Selection and Service Delivery of Home-Grown School Feeding Programme

Implementing a robust school feeding programme requires an effective monitoring and evaluation system to maximize programme impact and provide data to make quick and informed decisions that will improve implementation and minimize costs. Scott, Kidder, & Burke, (2015) define monitoring as a powerful tool that is used to promote social values and raise awareness about various public issues as it bears on governments to meet the needs of its citizens. They further highlighted the essence of a third-party monitoring process and selection of TPMs that allows organisations closest to communities have access to information for assessing project performance.

A study done by Johnston, (2013) on WFP experience of third-party monitoring selection, training and management in Afghanistan using qualitative research methodology, showed that 143 program assistance teams selected from six service providers as TPMs, trained to negotiate access and monitor deliveries of food and other aid items increased accessibility to high risk and low risk areas to enable the TPMs gather data and support aid workers. The experience

also allowed WFP to use community representatives to increase their coverage areas thereby gaining communities trust and building respect among key actors. TPM process allows an independent view to provide quick feedback to governments, commissioning agencies on whether investments are meeting stated goals and objectives within specific communities or regions across the country. The study, however, did not consider previous experience of the program assistant teams to conduct third-party monitoring.

Third-party monitoring is usually done by civil society organisations (CSOs) and constituency groups because of their presence in the community. Gurkan & Van Wicklin III, (2013) stated that TPM is largely adopted to provide an independent and objective assessment on programme or government performance on an initiative. It can be conducted by CSOs, Community-Based Organisations (CBOs), think tanks, academic institutions, media, or private firms. A study conducted in Northern Uganda by Montgomery, (2010) on use of CSOs for remote monitoring, adopted descriptive research methodology working with sizable community members revealed that although community participation helped to reporting period. The monitoring reports were however not consistent when triangulated. The study did not highlight CSOs existing governance and financial structures to be able to take on the remote monitoring effectively.

Due to their independence, local coverage and social accountability, CSOs and CBOs have emerged as important actors in service delivery in developing countries by the ability of their interrelated functions which enable people at all levels to perform different roles and responsibilities significantly in the management of local matters (Acharya, 2015). Integrity as a result of existing system and structure that these organisations have requires that the CBOs be observant in identifying community needs and keeping a close watch on how state and federal governments respond to such needs as well as how service providers at the local government use public resources judiciously. This raises the need for the organisation to design

and put in place appropriate monitoring and evaluation system independently or in collaboration with the government (Acharya & Zafarullah, 2017).

Civil society organisation participation in global governance is unprecedented. Due to their critical role in service delivery and implementation, as well as their influence at all levels to redefine social norms and highlighting the roles of local actors, these organisations have long been recognized as partners of government and donor systems (Dupuits, 2016). CSOs involvement in governance, social responsibility and accountability can take a lot forms, this includes, providing expert analysis and quality reporting than government officials because they possess better analytical and technical skills, mobilise and influence public opinion through broad outreach, vocalise the interests and voices of persons vulnerable and minorities in policymaking, participate in government service delivery and operational activities and help to strengthen monitoring efforts and governmental compliance in ensuring the populace have access to social protection programmes (Esty, 2002). This shows the essential role civil society play in improving the engagement between the government and the citizens.

Analysis from a Risk Management Unit (RMU) survey conducted by United Nations, (2015) on the use of third-party monitoring companies in Afghanistan showed that the most common reason identified by respondents for engaging TPMs to monitor its interventions and projects includes, reach of the TPMs to remote areas; use of personnel who are familiar with the terrain, and an ability to speak local language. Also, a publication by the International Finance Corporation, (2006) on the experiences of the external monitoring of the two West Africa countries pipeline project highlighted the objectivity and technical expertise of external monitors and how they can add value to a project by increasing trust and accountability between all key project stakeholders, project affected communities and civil society organizations as the reasons for adopting a TPM model.

In a study that was conducted in UK by Sarshar & Moores, (2006) on improving service delivery in facilities management, one of the major challenges deterring effective service delivery is lack of good coordination of the monitoring system, the performance monitoring of service delivery was poor even though they had monitoring process in place, there was an overall lack of consistency and integration between the various systems in place to help documentation of lessons learnt in other to improve on the delivery of the services. Hence, civil society's role in collaborative monitoring involving active community participation is critical for documenting a third-party opinion (OECD, 2014). In the Nigeria context, this study will establish whether the same findings are applicable in the selection of TPMs on the school feeding programme.

Furthermore, Lockwood, (2015) emphasized on the importance of project monitoring either project-led or country-led by making national governments to show accountability to its citizens, civil society organisations or other groups. However, when TPMs do not make monitoring data available if it exposes poor performance by national governments it shows there their low level of accountability and this is why commissioning agencies select established organisations with good analytical capacities and long-term experience to support field monitoring (Sagmeister. *et al.*, 2016).

The importance of monitoring and evaluation system in implementation of social investment programmes cannot be overstated, Taylor & Ogbogu, (2016) in a research on the effects of school feeding programme on enrolment and performance in Osun state, Nigeria, 60.86% of the respondents remarked that a major challenge faced by the programme is the lack of adequate monitoring and evaluation mechanism even though there exist some form of monitoring systems at the state and school levels, it wasn't sufficient to generate comprehensive report for action to be taken by the programme implementers.

2.2.2 Monitoring Manual Framework and Service Delivery of Home-Grown School Feeding Programme

Monitoring and Evaluation framework shows how project intends to achieve its objectives and it outlines how the activities will influence project performance. Phiri, (2015) using a mix of ex-post facto research design and survey in a study on influence of monitoring and evaluation on project performance highlighted that M&E plan generally draws the underlying assumptions on which the achievement of project goals depends, and the interrelated relationships between activities, outputs, and outcomes. The study adopted the theory of change, and targeted 27 respondents, results showed that 7.9 out of 10 times, respondents agree on the influence of M&E plans on project performance, while all respondents affirmed that the M&E framework helped them to understand the project thoroughly. Most M&E framework also include a list of the partnerships and collaborations that will help achieve the desired results; ensure that activities are being done as outlined; monitor implementation processes; how target audience and beneficiaries will be reached, a plan for the dissemination and application of lessons learned through data collected (as cited in Alcock 2009). All these ensures that a framework has been designed to measure relevant indicators at all levels.

Effective monitoring and evaluation increases success rate of a project. Rogito (2010), observed the influence of monitoring and evaluation on projects performance, a case of Youth Enterprise Development Fund in Marani District. Using descriptive research design, the study examined how M&E design, plan and framework manual affects project performance. A survey on 79 youth projects was piloted and it revealed that 74% of the projects do not have M&E plan which also shows that 63% of the projects do not collect data to measure progress on project. A major component of project management methodology that cuts across all other components and whose main aim is to achieve project success is monitoring and evaluation (Chin, 2012).

Similarly, Porter & Goldman, (2013) study on a growing demand for monitoring and evaluation in Africa, using mixed research methodology, examined M&E systems in six countries, Benin, Burundi, Ghana, Kenya, Senegal, South Africa and Uganda and revealed that even though all these case countries demonstrated that M&E structures and systems and their demands on government and accountability to the citizens are in a process of development, the plans are not yet coherent. This leaves a gap for linking M&E systems, data collection methods, scope of monitoring, resource allocation, and the roles of all stakeholders as in the case of South Africa in the same study.

Alotaibi, (2011) using mixed research methodology with a sample size of 75 respondents, revealed in his study that 53.1% of the organisations sampled in Saudi Arabia, have some kind of construction contractor performance evaluation and a sub-criteria framework despite the increasing rate of construction and developemnt in the country. Although, there are different approaches to conducting M&E on a project for gathering data and ensuring success. Kahilu, (2010) opines that project team must undertake thorough monitoring and evaluation of the projects and develop monitoring frameworks for measuring the impact of the project they implement. Lack of monitoing and evaluation framework has a negative effect on the project success (Kamau & Mohamed, 2015). Determining an early monitoring approach helps project manager stay on track with project implementation.

A research done by Ika, (2012), using descriptive analysis, showed that there was a statistically significant and progressive relationship between monitoring, coordination, design, training and institutional environment and project success. However, M&E ranks highly as one of the major factors of project success. This is expected as monitoring and evaluation is the only element that can initiate project redesign Papke-Shields, Beise, & Quan, (2010) in their study highlighted that monitoring and controlling is a significant tool for management of project constraints such as quality, time, scope, risk, and communication. The study emphasized

further that realizing project goal and objectives is enhanced by constantly monitoring the progress of the project.

Numerous potential advantages of developing a correlating M&E framework for programmes such as the health systems strengthening and other service delivery projects includes increase in programme effectiveness and efficiency, value for money and reduced pressure for countries in addressing issues arising from implementation (WHO, 2009). Myrick (2013) opines that, although project managers and M&E practitioners maybe restrained by project constraints in adopting a particular type of M&E approach due to project complexity. However, a logical approach to developing a manual framework which can track performance indicators, measure project objectives and provides a guide for regular reporting is important. The significance of a manual framework simplifies data collection process and gives adequate feedback from the report.

A study by Wachaiyu, (2016) on the factors of monitoring and evaluation influencing the success of development projects in Starehe sub-county, Kenya identified strength of monitoring team, budgetary allocation, M&E plan, selection of M&E tools and techniques as critical factors affecting project success. Using descriptive survey design, the study sampled 144 respondents from health, water, education and road sectors. The study showed that 64.3% (majority) stated that applicability of result framework to M& E processes influences service delivery of the home-grown school feeding. It further showed that 54.7% believed that applicability of logical framework to M& E process also influences service delivery of the home-grown school feeding programme. However, the study did not consider engagement process of monitoring and evaluation staff. This should be explored by other studies.

Developing and adopting methods and tools for data collection must be suitable for the project context as expressed by (Gurkan & Van Wicklin Iii, 2013). Some methods for monitoring

service delivery require practical knowledge and technical capacity than some TPMs may have. Third-party monitoring can be done with tools such as in-depth Key Informant Interviews (KII) and Focus Group Discussions (FGDs), which are the frequently used instruments to collect qualitative data. However, recordings using these methods need to be cautiously documented. UN Women, (2011) reports highlighted that to ensure that monitoring and evaluation is part of any programme or intervention, development of a monitoring and evaluation plan that lays out the process for how the intervention will be tracked, beneficiaries targeted and how the programme will be assessed overall; as well as data collection at the beginning of the programme (baseline) and the end of the programme are important steps that should be taken.

2.2.3 Monitoring and Evaluation Capacity Building and Service Delivery of Home-Grown School Feeding Programme

Formal training and practicum experience are vital when building M&E capacity. As pointed out by Wongtschowski, Oonk, & Remco, (2016) M&E systems demand that capacities are built for having a good project understanding, data gathering and analysis, yet projects and programmes generally budget for external evaluations and make the funds available, but they rarely budget for building capacity of local actors to properly gather, analyse data and report findings. Hence, donor organizations focus on improving capacity of management team and local monitors to identify and respond to information needs that M&E could use to support service delivery (Measure Evaluation, 2017). These findings are used for reflection to identify corrective actions to be implemented by commissioning organizations.

Pius, (2017) study on factors influencing effective monitoring and evaluation systems of health-related NGOs in Arusha city using descriptive research design revealed that 94.3% of the respondents agreed that the level of training on M&E influenced their ability to perform their roles effectively. The report also showed that frequency and number of training provided to M&E personnel determine the performance of M&E system to adequately support effective

project implementation. Agutu, (2014) on the same note undertook a study on the factors influencing implementation of monitoring and evaluation of school feeding programs by service providers in Kenya, using standard deviation analysis, a moderately high rate with a mean of 2.9667 was derived from staff knowledge in M&E to influence implementation of monitoring and evaluation of school feeding programs in Langata sub-county. In social protection programmes context, monitoring and evaluation employees must be able to track gaps for improved service delivery.

Nyabuto, (2010) while evaluating the factors influencing the M&E of projects in NGOs, a case of East Africa Wildlife Society, adopted qualitative approach examined subgroups of EAWS and their donor funded projects. He sought to understand the relationships between level of stakeholders' participation, M&E skills and knowledge of project officers, financial strength, staff availability and the implementation of M&E project. A total of 69 respondents completed the survey and it showed that 94.1% of the project officers had studied up to university level, yet only 17.7% indicated high level of M&E skills to be able to collect data and measure progress and impact. The study also showed that 53% of the project officers have not undertaken professional M&E.

A study carried out by Norman, (2012) on 28 respondents from non-governmental organisations on the dependence on remote monitoring in volatile operating environments using descriptive survey design, identified several of key issues including: lack of capacity to collect, gather quality data and reporting, concerns of effective monitoring compromise, insufficient technicalities of staff and partner and limited opportunities to build staff capacity to adequately report findings. Continuous attempts to provide mentorship and M&E training is significant to practically help less experienced staff and TPMs to succeed, as opposed to having

to resort to corrective efforts as and when problems occur (United Nations, 2015). This will also enable TPMs have core understanding of the intervention being monitored.

World Food Programme, (2012) evaluation of TPMs experience showed that significant investments in tune of $2.5million was budgeted for the selection, training, and management of TPM providers with majority of this fund going into building capacity of TPMs to collate monthly qualitative report and retraining of field officers due to constant turnover. TPMs are usually also trained on the use of ICT to collect data when geotagging information collected, this allows agencies and government projects use TPM because large amount of data is generated. However, agencies reported that considerable modifications to the organisation's information management systems were necessary to make sure externally gathered monitoring data could be absorbed, interpreted, and maintained by government and commissioning agencies (Sagmeister *et al.,* 2016). ICT is an operational contributor to good monitoring and evaluation system.

Project team continuously look for means to add value to project. The use of technology does not only strengthen the M&E team, but it also complements the efforts of team in making quick decisions when they are challenges during implementation (Kamau & Mohamed, 2015). Magondu, (2013) using survey research design sought to establish how staff involvement and relevant M&E skills influence implementation of monitoring and evaluation systems in Human Immunodeficiency Virus (HIV) research projects. He found that suitable staff capacity both in numbers and skills are vital in monitoring and evaluating projects. M&E employees need to be adequately trained to understand the project, to collect relevant data that can help reprogramming. This will enable project team using cyclic integration model to make decisions and appropriate intercessions to address implementation difficulties based on detailed reporting, explanatory findings by the project monitors (Eggers, 2012).

Abdi, (2018) in a study on measuring the operation of development funded project in Kenya adopted the descriptive research design to establish a mean score of 4.6 on the essential need of monitoring and evaluation systems for successful project implementation. This is attributed to a mean of 3.68 indicating that the M&E team on the project have adequate technical know-how and skill to support the project implementation. Capacity building of project staff on M&E has unequivocal influence on the capability of staff to lead monitoring effectively and gather relevant data that can improve service delivery. The higher the level of M&E skills within a project team, the higher the chances of implementing result-oriented M&E on projects (Nduati, 2011). Technical expertise of project managers and M&E personnel determine the project performance and completion.

Kanyangi & Okello, (2018) commissioned a study to establish the influence of project monitoring skills on monitoring and evaluation system performance in funded projects in the county government of Kakamega, Kenya. The study used descriptive survey design and structured questionnaire to obtain data and showed that county government organized regular training for staff in M&E to enable them monitor funded projects, and 76.9% of the 62 respondents agreed that the skill obtained during the M&E training was relevant and useful. In the same study, 85.5% of the respondents attested to the statement that the skills obtained enhanced M&E activities on the project, while 73.5% agreed that the M&E training resulted in improved service delivery in Kakamega County. This shows the why there is a great demand for skilled professionals, capacity building of M&E personnel, and coordinated of training courses (Gorgens & Kusek, 2009). Understanding the gap within a project team and skills required by team to build the M&E capacity is therefore relevant in having an effective service delivery system.

2.2.4 Funding of Third-Party Monitoring and Service Delivery of the Home-Grown School Feeding Programme

Funding TPM is a major challenge in guaranteeing project effectiveness by relying on data gathered by the field monitors. When TPM is performed on behalf of a project, government or donor agency, funding for the TPM should not in most cases be from project funds. Although, utilizing project funds for TPMs has the advantage of embedding the third-party monitoring process in the project component, it usually affects the independence of monitors when funding is done by government. It can be sourced from trust funds and agencies who have agreed to social accountability activities in Africa such as U.K.'s Department for International Development (DFID), the Swiss Agency for Development and Cooperation (SDC), and others (Gurkan & Van Wicklin III, 2013; World Bank, 2018).

In Kenya, the National Integrated Monitoring and Evaluation System (NIMES) which was launched in 2004, enables the constitution stipulates that implementing ministries and agencies at national and county levels ensure that state and non-state actors make provisions of at least 10% budget allocation for M&E operations, technical infrastructure and capacity building on projects (National Monitoring &Evaluation Policy, 2012). According to United Nations, (2008) report on the global AIDS epidemic, countries are only adopting the general practice of making 10% of programme funds available to strengthen M&E systems, this was mostly budgeted with external funds initially. The report highlighted gaps in the M&E systems even though improvements in national monitoring and evaluation capacity are apparent, 1 in 4 countries with a national monitoring and evaluation plan do not budget allocations for the system, and 1 in 3 are yet to identify source of funds to implement the M&E plan. Asides from designing a monitoring and evaluation plan, when projects do not have the required funding to monitor projects, it would be difficult for the team to showcase its success and practical results (Mavhiki, Nyamwanza, & Dhoro, 2013).

Alluding to a study done by Murei, Kidombo, & Gakuu, (2017) which sought to examine the influence of monitoring and evaluation budget on performance of horticulture projects in Nakuru county, Kenya revealed that although not all project members were involved in the budget review, yet 43.3% of the respondents agreed that M&E budget allocation was important for assessing project performance in the County. The study used mixed research approach in carrying out cross sectional, correlation and descriptive survey also showed that top executive members are majorly the group who allocates M&E budget and review similar, however, majority of the respondents agreed that M&E budget allocation and review process was a priority even though they are barely part of the review team. Though, it is desirable to involve all staff in planning, many organisation budgeting and planning process is top down (Shtub & Rosenwein, 2017).

In general, it is often suggested that organisations should earmark 5% to 10% of its budget for monitoring and evaluation costs. However, few organisations allocate enough resources for M&E activities that can help generate adequate findings and detailed reporting (Morariu, Athanasiades, & Emery, 2012). Although actual spend on M&E should always be linked to purpose that can help implementers make informed decisions, it is key that the project team understand the right type of information and data to be collected that is needed to influence the targeted audiences (Coffey, 2020). The actual M&E budgetary allocation to measure project performance on effectiveness, efficiency and value for money requires more consideration from project team, donors, organisations, and governments (Murei, Kidombo, & Gakuu, 2017). In service delivery context, appropriate budget allocation for M&E is more essential, to ensure the customers are getting value for what they receive.

In the same vein, Nyabuto, (2010) adopted qualitative research design to assess the factors influencing the M&E of projects in NGOs, a case of East Africa Wildlife Society, and their

donor funded projects. The study which sought to establish the influence of stakeholders' participation, level of skills and knowledge, staff availability and financial capacity on implementation of M&E project sampled 69 respondents to investigate if all projects have M&E framework guiding data collection and other monitoring exercise. Results showed that 80.6% of the respondents said they do not have M&E framework to direct their assessment plan. The study, however, did not highlight on the importance of data collection methods for objective information gathering.

Gurkan & Van Wicklin III, (2013) highlighted conflict of interest as other funding issue along with independence TPMs. One way to increase the independence of TPMs is to source for funds outside the project funds. Although funding for third party monitoring are often difficult to secure thus, using an independent funding source may not always be a viable option. Hence most monitoring by TPMs in World Bank – fully funded and assisted – projects is funded by the project or the government. This increases the importance to select TPMs based on independence criteria of reputation, credibility, existing structures, experience, financial and social accountability and track record of monitoring.

In a report commissioned by ActionAid Nigeria, (2018) on the third-party monitoring of the National Social Investment Programme in Nigeria, it emphasized on the need to address the issue of inadequate funding of TPMs with a view to increase the fund to expand the scope of third-party monitoring to realise the programme's stated goals. Ogunkunle, (2020) stated that delay in second phase disbursement of funds to TPMs for continuous monitoring of the social investment programme caused a gap in ensuring every state actor play their role to improve the programme result. She reported that gap in funding caused over 3 months delay in commencing the second phase of the monitoring and by the time the field monitors returned to the field, some cases of non-compliance were recorded.

2.3 Summary and Research Gaps

Third-party monitoring has been a model to support data gathering and evidence documentation of project especially in hard-to-reach communities as recorded by numerous researchers. While many organisations can monitor the school feeding programme, few have skilled employees and M&E capacities to thoroughly monitor such programmes and report findings (World Bank, 2003).

There has been numerous study that examines project and system performance in line with the role of monitoring and evaluation as a critical determinant (Ika, 2012; Murei, Kidombo, & Gakuu, 2017). A study by Wachaiyu, (2016) on the factors of monitoring and evaluation influencing the success of development projects in Starehe sub-county, Kenya identified strength of monitoring team, budgetary allocation, M&E plan, selection of M&E tools and techniques as critical factors affecting project success. However, the study did not examine selection of monitoring and evaluation team as part of factors that can influence success of development project.

A research by Nyabuto, (2010) on establishing the relationships between level of stakeholders' participation, M&E skills and knowledge of project officers, financial strength, staff availability and the implementation of M&E project did not consider use of data collection tools and methods to gather data in order to make informed decisions. A study by Pius (2017) on factors influencing effective monitoring and evaluation systems of health-related NGOs in Arusha city excluded the influence of M&E framework towards an operational monitoring and evaluation systems. This study will help to determine influence of third-party monitoring strategies and address the gaps highlighted on service delivery of the school feeding programme in Nassarawa Local Government Area of Kano state, Nigeria.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents research methodology with focus on the research design used, target population, research site, study sample, data collection and analysis, legal and ethical considerations in obtaining data.

3.2 Research Design

The study was guided by descriptive survey research design which involves observing and describing the behaviour of respondents without influencing their responses in any way. The descriptive research design was adopted to understand the influence of third-party monitoring strategies on service delivery of the home-grown school feeding programme in Nasarawa local government area of Kano State, Nigeria. According to McCombes (2019), using the descriptive research design, allow subjects to answer questions based on the clear objectives of a research. It uses a scientific method to present comprehensive findings for change of the dependent variable.

Agutu, (2014) inferred that descriptive survey attempts to describe a subject often by generating a profile of people, group of issues or events through the data collection and frequency layout based on interaction and response to questions as indicated. The purpose of descriptive survey research design was to describe a trend or an event along with its characteristics. A primary characteristic that involves naturalistic data, whereby the design attempts to study language learning and teaching in their naturally occurring settings without any intervention or manipulation of variables (Nassaji, 2015). Teachers and School-Based Management Committee (SBMC) views were recorded based on the service delivery of the SFP since the deployment of the TPMs using subjective approach of descriptive research method, as this method allowed respondents to interpret events in their way.

3.3 Research Site

This study was carried out in Nassarawa Local Government Area (LGA) of Kano State, Nigeria. Nasarawa LGA with a land area of 34km^2 has a population of 680,570 (Nigeria Bureau of Statistice [NBS], 2011). The age structure of the population depicts (0-9 years) – 199,485 and (10-19 years) – 137,548. This indicates a lot of children in the school age bracket that fits into the home-grown school feeding programme.

The choice of Nassarawa Local Government Area was based on its proximity to Kano Municipal, large population size and sizable age structure between (0-19 years) who are meant to benefit from the school feeding programme. The LGA also has significant number of primary schools which was monitored by TPMs.

3.4 Target Population

The target population of the study was 111 programme monitors under the third-party monitors which are evenly distributed in the 36 states of the federation and the Federal Capital Territory, (FCT) in Nigeria. These programme monitors were mandated to monitor the service delivery of the SFPs in the beneficiary schools. The study also targeted 171 public primary schools benefitting from the home-grown school feeding programme in Nassarawa Local Government Area. The target from the public primary schools included 171 head teachers at each school as well as few School-Based Management Committee (SBMC) for Focus Group Discussion for information rich data. The study also targeted four staff of ActionAid Nigeria, an INGO responsible for the coordination of third-party monitors in all the 37 states in Nigeria. The overall target population of this study is 286, which cut across four categories, third-party monitors, school head teachers, members of SBMC and staff of ActionAid Nigeria.

Table 3.1: Target Population

Categories	Target Population
Third Party Monitors	111
School Head Teachers	171
Staff of ActionAid	4
Total	**286**

3.5 Study Sample

The study sample reviewed the study sample size and the sampling procedure for the respondents who provided insights into how the third-party monitoring strategies influenced the service delivery of the home-grown school feeding programme.

3.5.1 Study Sample Size

The target population first categorised in four groups of third-party monitors, head teachers, School-Based Management Committee, and staff of ActionAid are sampled using different sampling techniques. Consequently, a sample size of 87 third-party monitors will be sampled from the 111 third-party monitors target population. This represents 78.4% of the stratified third-party monitors.

120 school head teachers were sampled from the target population while sizable SBMC members was interviewed from the target population. Due to the small number of staff (project team) of ActionAid who coordinated the monitoring, all the four staff of ActionAid served as the study respondents to enrich the information on the study variables. Table 3.2 shows the distribution of the sample size.

The sample size for the TPM is calculated by use of Slovin's formula (Cooper and Schindler, 2003).

$$n = \frac{\mathrm{N}}{1 + N(e)^2}$$

Where: n= Sample size TPMs, N= Population size e= Level of Precision.

N – Number of Third-Party Monitors = 111

At 95% level of confidence and e=0.05

$$n = \frac{111}{1 + 111(0.05)^2}$$

$n_1 = 86.88$

$n_1 = 87$ (approximately)

Similarly, at with 95% confidence level and e = 0.05

$$n = \frac{\mathrm{N}}{1 + N(e)^2}$$

Where: n= Sample size School Headteachers, N= Population size e= Level of Precision.

N – Number of school headteachers = 171

$$n = \frac{171}{1 + 171(0.05)^2}$$

$n_2 = 119.8$

$n_2 = 120$ (approximately)

Table 3.2: Sample Size

Categories	Target Population	Sample Size
Third Party Monitors	111	87
School Head Teachers	171	120
Staff of ActionAid	4	4
Total	**286**	**211**

3.5.2 Sampling Procedure

Sampling is the selection of a subgroup of entities from within a target population to estimate features of the whole population. In other words, sampling means selecting a given number of subjects from a distinct population as an illustration of the entire population (Machocho, 2011). Sampling is a procedure used by researchers to gather characters for study (Agutu, 2014).

For the third-party monitors, this study adopted stratified sampling method under probability sampling design where each TPM are in strata of 36 states and Federal Capital territory of Nigeria. Then simple random sampling was used to select the sample size. This ensures that every TPMs has a chance of being picked to respond to the questionnaire. Stratified random sampling generally also have statistical precision (Wachaiyu, 2016).

In similar vein, the researcher used random sampling to select 120 public primary schools out of 171 benefitting from the school feeding programme. The head teachers from these schools were key informants on this study, because they have more information and possess varying range of data on their experiences participating in administrative meetings and review of home-grown school feeding programme in Kano state, Nigeria. Sizable SBMC members randomly sampled from the 120 public primary schools benefitting from the school feeding programme in Nassarawa Local Government Area of Kano state, Nigeria were also interviewed. Information gathering from the SBMC members will be done using Focus Group Discussions (FGD).

The researcher selected all the 4 staff of ActionAid who coordinated the activities of the third-party monitors because they are few. Table 3.3 shows the sample size and sampling procedure.

Table 3.3: Sample Size and Sampling Procedure

Categories	Target Population	Sample Size	Sampling Procedure
Third Party Monitors	111	87	Stratified Random Sampling
School Head Teachers	171	120	Simple Random Sampling
Staff of ActionAid	4	4	All Samples Selected
Total	**286**	**211**	

3.6 Data Collection

The data collection highlights the data collection instruments, piloting testing of the research instruments, reliability and validity of the instrument and the data collection procedure.

3.6.1 Data Collection Instruments

The data collection for this study was done using a structured questionnaires and interview guide. The questionnaire comprised of closed-ended questions and Likert scale for frequency. The interview guide also contained open-ended questions which has an advantage of eliciting in-depth answers. The questionnaire was administered to the third-party monitors of the HGSFP, as well as head teachers at the sampled public primary school in Nassarawa Local Government Area, Kano State who are benefitting from the home-grown school feeding programme. The interview guide was used for the staff of the organization who coordinated the third-party monitoring.

3.6.2 Pilot Testing of Research Instruments

A pilot study was conducted on six members of the project steering committee of the third-party monitoring of school feeding programme in Nigeria and 4 M&E personnel with good research experience. The pilot testing was also done on six head teachers and six SBMC

members of six public primary schools in Kogi state, Nigeria because the state has similar characteristics with the target population Kano state. With a total of 22 respondents for the pilot testing of the research instruments, this represents 10% of the sample size. The rationale of the pilot study was to assess the research instruments for appropriateness and relevance of subjects to test for questions ambiguity and unsuitability.

3.6.3 Instrument Reliability

Reliability is a measure of the extent to which a research instrument generates similar results over continuous testing (Agutu, 2014). To ensure reliability the researcher pre-tested the questionnaires and interview guide to determine how well the questions were understood and answered for appropriateness. An instrument is said to be reliable when same scores are realised from two separate tests conducted by a researcher on a research topic.

In this study, the researcher assessed the questionnaires' reliability to ensure consistency using the Pearson correlation coefficient formula shown below. For the researcher, to test the data collection instrument for reliability, the instruments were divided into two sub-tests, in which one comprised numbered entities and the other comprise lettered entities. Pearson correlation coefficient (*r*) was used to analyse and calculate the closeness of the scores for all the numbered entities and the lettered entities from the randomly selected samples.

$$r = \frac{n\Sigma xy - \Sigma x \Sigma y}{\sqrt{n\,\Sigma x^2 - (\Sigma x)^2}\sqrt{n\,\Sigma y^2 - (\Sigma y)^2}}$$

r= Pearson's correlation of coefficient index

n= total number of the randomly sampled respondents

x= scores of all the lettered entities responded to as the expected

y=the scores of all the numbered entities responded to as the expected

A Pearson correlation coefficient should have a maximum of +/- 1 showing that two measures are the same and a minimum of 0.00 indicating two measures have nothing in common before a data collection instrument can be said to be reliable for actual data collection to commence (Wright, 2010).

Table 3.4: Summary of reliability coefficients for variables of the study

Variable	No of items	Cronbach's alpha Coefficient
Third-Party Monitors Selection	6	0.923
Monitoring Manual Framework	7	0.878
Monitoring and Evaluation Capacity Building	7	0.830
Funding for Third-Party Monitors	6	0.819
Service Delivery of the Home-Grown School Feeding Programme	5	0.796
Total	**31**	**0.849**

Third-party monitors' selection and monitoring manual framework evaluation capacity building showed the highest levels of reliability at 0.923 and 0.878 respectively. Monitoring and evaluation capacity building showed a reliability of 0.830; funding for third-party monitors 0.819 and service delivery of the home-grown school feeding programme showed the lowest level of reliability at 0.796. The overall alpha score showed 0.849 which is above the 0.8 and that is recommended for an instrument to be reliable.

3.6.4 Instrument Validity

Validity implies to the degree of which results obtained from the analysis of the data represents the occurrences under study (Machocho, 2011). To test for validity of the research instruments and improve it, the researcher worked with his supervisors to analytically assess the instruments and administer it to selected respondents familiar with third-party monitoring in

Federal Capital Territory (FCT), Nigeria. The researcher also worked with monitoring and evaluation experts to validate the research instrument.

3.6.5 Data Collection Procedure

In the course of this research, the researcher applied for research authorisation letter from the university and obtain permit from the National Council for Science, Technology and Innovations (NACOSTI). The researcher sought research permit from ActionAid, the organisation responsible for coordinating activities of the third-party monitoring. The researcher also designed a sample data collection tool and shared with the supervisor for approval before he proceeded to the field.

3.7 Data Analysis

Data collected were arranged according to the categories in the study. The researcher cleaned the data to ensure errors are eliminated by sorting the questionnaires while checking for irregularities and incomplete ones. This includes the review of the instruments to improve completeness, accuracy, relevance and timeliness of the data received from the respondents.

Data collected quantitatively were coded and inputted in Microsoft Excel (Office 2020) and then run-on SPSS Version 24 for both descriptive and inferential statistics. Descriptive analysis was done in mean, percentages and standard deviation for the presentation of the quantitative data in frequency tables and charts.

For the Likert scale analysis, a five-point uniform distance range was used which provided points scale as shown; Strongly disagree – 1; Disagree – 2; Neutral – 3; Agree – 4; and Strongly Agree – 5.

3.8 Legal and Ethical Considerations

Participation in this study was voluntary and respondents were advised to withdraw from the study at any time. Respondents did not opt out of any research procedures. In adhering to

principles, participants were informed that the research is purely for academic purposes. The respondents were assured that the information obtained would be anonymous. No respondent expressed discomfort or stress during the interview. Research results were reported with objectivity and integrity.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the detailed analysis and results of data from third-party monitors, school head teachers and the coordinating institution of the third-party monitors of the Home-Grown School Feeding Programme. Data is analyzed according to the strategies of third-party monitoring on service delivery of the home-grown school feeding programme in Nassarawa Local Government Area of Kano State, Nigeria.

4.2 Response Rate

This section shows response rate of respondents on the study. The information captures the three categories of respondents, the third-party monitors, school head teachers and staff of institution who coordinated the monitoring process.

This study targeted three major categories of respondents, the third-party monitors, school head teachers and staff of institution who coordinated the monitoring process. The school-based management committee was done as a focused group discussion. Out of the 87 targeted respondents of the third-party monitors, 63 responses were received, giving a response rate of 72.4%. 82 school head teachers responded to the questionnaire out of the 120 targeted school head teachers giving a response rate of 68.3%. All staff of Action Aid Nigeria who coordinated the monitoring exercise responded to the question giving a response rate of 100%. Overall a total of 211 interview guides and questionnaires were distributed, and 149 complete questionnaires and interview guides were collected. This constituted a response rate of (149) 70.6%.

4.3 Presentation of Research Analysis and Findings

This section presents findings from the study and analysis based on the study objectives.

4.3.1 Demographic Characteristics

This section shows the demographic information of respondents of this study. This information includes gender, age, highest level of education, monitoring state and experience in monitoring the HGSFP.

4.3.2 Gender of Respondents

This segment shows the overall distribution of respondents by gender.

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage
Male	108	72.5%
Female	41	27.5%
Total	**149**	**100%**

The information in table 4.1 shows the gender of the 149 respondents. (108) 72.5% of the respondents were male and (41) 27.5% were female, this denotes low representation of female as third-party monitors and school head teachers in public primary schools in Nassarawa Local Government Area of Kano State, Nigeria. The low involvement of female as respondents may imply low gender inclusiveness in the design of an improved third-party monitoring strategy.

4.3.3 Age of Respondents

The respondents were further asked to indicate their ages to determine their age bracket. Table 4.2 shows the age distribution of the respondents.

Table 4.2: Age Distribution of Respondents

Age Bracket	Frequency	Percentage
18 - 25	3	2%
26 - 33	14	9.4%
34 - 41	46	30.9%
42 - 49	59	39.6%
50 & above	27	18.1%
Total	**149**	**100%**

The findings show that (59) 39.6% of the respondents are between the age of 42 – 49 years, followed by (46) 30.9% who are aged between 34 – 41 years and (27) 18.1% aged 50 years and above. The respondents within the age bracket 18 – 25 years are least represented with (3) 2%, then 14 (9.4%) who are within the age bracket 26 – 33 years. This implies that most of the third-party monitors and school head teachers in public primary school in Nassarawa Local Government Area of Kano State, Nigeria are within the age bracket of 34 – 49 years, which also means the roles comes with years of significant experience.

4.3.4 Highest Level of Education

The respondents were asked to indicate their academic background. Table 4.3 shows the findings on the respondents' academic background.

Table 4.3: Highest Level of Education

Age Bracket	Frequency	Percentage
Secondary	0	0%
NCE/Diploma	53	35.5%
University Degree	60	40.3%
Post-Graduate	36	24.2%
Total	**149**	**100%**

Findings on the highest level of education showed that majority (60) 40.3% of the respondents are university degree holder, followed by (53) 35.5% who possess National Certificate in Education (NCE)/Diploma. (36) 24.2% of the respondents had post-graduate degree. This indicates that there are diverse skills in terms of education among the respondents based on the significant number of years spent studying in school developing required skills to monitor programmes and coordinate monitoring activities.

4.4 Third-Party Monitors Selection and Service Delivery of School Feeding Programme

The first objective of the study sought to examine the extent to which third-party monitors selection influence service delivery of the home-grown school feeding programme. To determine this, the respondents were required to indicate the degree to which they agree or disagree to a statement by selecting one from the Likert scale of 1-5 whereby 1-(strongly disagree), 2-(disagree), 3-(neutral), 4-(agree) and 5- (strongly agree). The study findings are presented in table 4.5.

Table 4.5: Third-Party Monitors Selection and Service Delivery of School Feeding Programme

Statements	SD % F	D % F	N % F	A % F	SA % F	Mean	SD
1. Organisation's coverage capabilities	9.4% (14)	8.7% (13)	25.5% (38)	33.6% (50)	22.8% (34)	3.52	1.20
2. Existing financial systems in your organisation	10.1% (15)	10.1% (15)	26.8% (40)	32.9% (49)	20.1% (30)	3.43	1.21
3. Existing governance structure and systems	8.7% (13)	11.4% (17)	24.2% (36)	32.9% (49)	22.8% (34)	3.50	1.21
4. Organisation's prior work in communities	7.4% (11)	10.1% (15)	18.8% (28)	34.2% (51)	29.5% (44)	3.68	1.20
5. Community trust in your organisation	8.1% (12)	9.4% (14)	14.8% (22)	28.2% (42)	39.6% (59)	3.82	1.27
6. Organisation's previous monitoring experience	6.0% (9)	8.1% (12)	17.4% (26)	36.2% (54)	32.2% (48)	3.81	1.15
Composite Mean and SD						**3.63**	**1.21**

The findings presented in Table 4.5 above, showed that organization's coverage capabilities had 9.4% respondents who strongly disagreed, while 8.7% disagreed, making a total of 18.1% of respondents who were not in agreement with the statement. The respondents who were not in either side were 25.5%. Those who agreed were 33.6% and those who strongly agreed were 22.8%, in total 56.4% of the respondents were in agreement that organization's coverage capabilities influenced service delivery of the home-grown school feeding programme. The variable had a mean of 3.52 and standard deviation of 1.20 which lower than the overall composite mean of 3.63 and SD of 1.21. This implies that organization's coverage capacities have minimal influence on service delivery of the home-grown school feeding programme.

On having an existing financial system within the organization, 10.1% of the respondents strongly disagreed, while 10.1% of the respondents disagreed, making a total of 20.2% of the respondents who were not in agreement with the statement. Those who were not in either side were 26.8%. Those who agreed were 32.9% and those who strongly agreed were 20.1% of the respondents. In total 53% of respondents were in agreement with the second statement. The variable had a mean of 3.43 and a SD of 1.21 which was lower than the overall composite mean of 3.63 and SD of 1.21. This implies that even if the mean and standard deviation were lower, majority of the respondents agreed that an organization having an existing financial structure influences service delivery of the school feeding programme least compared to other variables in the current study.

The respondents on existing governance structure and systems influencing service delivery of the home-grown school feeding programme, 8.7% of the respondents strongly disagreed, while 11.4% of the respondents disagreed, making a total of 20.1% of respondents who were not in agreement with the statement. Those who were not in either side were 24.2% of the

respondents. Those who agreed were 32.9% of the respondents and those who strongly agreed were 22.8%. In total 55.7% of the respondents were in agreement with the statement. The variable had a mean of 3.50 and a SD of 1.21 which is lower than the overall composite mean of 3.63 and SD of 1.21. This indicates that an existing governance structure and systems within an organization influenced service delivery of the home-grown school feeding programme minimally but should however be rightly considered as governance structure and systems that can positively impact the school feeding programme in all the schools in the Nigeria as agreed by 55.7% of the respondents.

The study further wanted to establish how organisation's prior work experience in the community in the fourth statement affects service delivery of the home-grown school feeding programme and the findings were stated as follows; those who strongly disagreed were 7.4% of the respondents, while 10.1% of the respondents disagreed with the statement, hence a total of 17.5% of the respondents were in disagreement with the statement. However, 18.8% of the respondents remain neutral on this statement. Those who agreed were 32.2% and those who strongly agreed were 29.5%. In total 63.7.% of the respondents were in agreement that organization's prior work in the community influenced service delivery of the school feeding programme. The mean and standard deviation returned 3.68 and 1.20 respectively compared to the overall composite mean of 3.63 and standard deviation of 1.21. This indicates that third-party monitors working through organisations must have prior experience working in the communities they intend to conduct third-party monitoring, and this is a variable that should be greatly considered as the mean is greater than the overall mean.

On the community trust in your organisation, 8.1% of the respondents stated that they strongly disagreed, 9.4% of the respondents disagreed with the statement, making a total of 17.5% of the respondents who were not in agreement with the statement. 14.8% of the respondents remained neutral on the statement. 28.2% of the respondents agreed with the statement and

those who strongly agreed were 39.6%. In total, 67.8% of the respondents were in agreement with the statement. The variable also had a mean of 3.82 and a standard deviation of 1.27 compared to the overall composite mean of 3.63 and standard deviation of 1.21. This indicates that community trust in the organisation is the most important factor to be considered when identifying and selecting third-party monitor and the findings also denotes that the respondents hugely believe that community trust in your organisation is a major factor that influenced service delivery of the home-grown school feeding programme as stated by 67.8% of them.

Finally on organisation's previous monitoring experience, findings showed that 6.0% of the respondents strongly disagreed with the statement, while 8.1% disagreed, making a total of 14.1% of the respondents who were not in agreement with the statement. Those who were not in either side were 25.5% of the respondents. Those who agreed were 36.2% of the respondents and those who strongly agreed were 32.2%. In total 68.4% of the respondents were in agreement that organizations' preceding experienced in monitoring is one of the major reasons for selection as third-party monitors and consequently influenced service delivery of the home-grown school feeding programme. The mean and standard deviation returned 3.81 and 1.15 respectively compared to the overall composite mean of 3.63 and standard deviation of 1.21. This indicates that majority of the respondents believe that prior experience in the monitoring influenced service delivery of the school feeding programme greatly and is the second most important factor in third-party monitors selection.

Based on these findings from this study which agrees with (Scott, Kidder, & Burke, 2015) which highlighted that one of the principles of a third-party monitoring process and selection of monitors is the close relationship of the organisations conducting the monitoring to the communities to be monitored and this gives them access to quality information for assessing a project performance. Also, results from 75 schools in Nassarawa Local Government Area where data were collected showed that 96% of the schools were monitored for the home-grown

school feeding programme and 65% of the respondents agreed that third-party monitors played a major role in influencing service delivery of the home-grown school feeding programme.

4.5 Monitoring Manual Framework and Service Delivery of School Feeding Programme

The second objective of the study sought to establish the extent to which monitoring manual framework influence service delivery of the home-grown school feeding. The respondents were asked if a monitoring manual framework was developed to effectively monitor the school feeding programme, 98.4% of the respondents affirmed that it was developed. The respondents were further asked if data collection gathering tools were developed to collect information on the school feeding programme, 100% of the respondents affirmed that. Table 4.6. shows the mmean, standard deviation and percentage frequencies of the summarize data for the factors of monitoring manual framework.

Table 4.6: Monitoring Manual Framework and Service Delivery of School Feeding Programme

Statements	SD % F	D % F	N % F	A % F	SA % F	Mean	SD
1. Having access to beneficiaries and stakeholders	6.0% (9)	8.1% (12)	23.5% (35)	36.9% (55)	25.5% (38)	3.68	1.12
2. Identifying target beneficiaries of the programme	7.4% (11)	9.4% (14)	16.8% (25)	34.2% (51)	32.2% (48)	3.74	1.21
3. Development of data collection tools to collect relevant information	4.7% (7)	12.1% (18)	20.1% (30)	38.3% (57)	24.8% (37)	3.66	1.11
4. Data collection methods	5.4% (8)	7.4% (11)	21.5% (32)	36.2% (54)	29.5% (44)	3.77	1.11
5. Applicability of the developed data collection tools	4.7% (7)	10.7% (16)	20.8% (31)	37.6% (56)	26.2% (39)	3.70	1.11
6. Development of monitoring manual framework	8.1% (12)	8.7% (13)	25.5% (38)	35.6% (53)	22.1% (33)	3.55	1.16
Composite Mean and SD						**3.68**	**1.14**

From the respondents' view presented in Table 4.6, on having access to the beneficiaries and stakeholders, 6.0% of the respondents strongly disagreed that the statement influenced service

delivery of the home-grown school feeding programme, while 8.1% of the respondents disagreed with the statement. This shows that 14.1% of the respondents were in disagreement with the statement. 23.5% of the respondents neither agreed nor disagreed with the statement. The respondents who agreed that having access to the beneficiaries and stakeholders influenced service delivery of the school feeding programme were at 36.9%, while those who strongly agreed with the statement were at 25.5%. In total 62.4% of the respondents were in agreement. The variable also had a mean of 3.68 and standard deviation 1.12 compared to the overall composite mean of 3.68 and standard deviation of 1.14. This indicates though the mean is equal to the overall composite mean, having access to the beneficiaries and other critical stakeholders on the project is ranked fourth among the stated variables and it is important for improving service delivery of the home-grown school feeding programme as stated by 93 (62.4%) of the respondents.

On how identifying target beneficiaries of the programme influence service delivery of the home-grown school feeding programme, 7.4% of the respondents strongly disagreed with the statement, while 9.4% of the respondents disagree with the statement. In total, 16.8% of the respondents were not in agreement with the statement. However, 8.6% of the respondents remained neutral on the statement. The statement also showed that 34.2% of the respondents agreed with the statement, while 32.2% of them strongly agreed with the statement making a total of 66.4% of the respondents who were in agreement with the statement. The mean and standard deviation of the variable returned 3.74 and 1.21 respectively compared to the overall composite mean of 3.68 and standard deviation of 1.14. This implies since the mean of the line item is higher than the overall composite mean, identifying the project target beneficiaries influenced the service delivery of the home-grown school feeding programme and it is the second most important factor. Majority of the respondents 99 (66.4%) also agreed with the statement.

On development of data collection tools to collect relevant information from the monitoring exercise, the findings showed that 4.7% of the respondents strongly disagreed that the development of data collection tools to collect relevant information influenced service delivery of the home-grown school feeding programme, while 12.1% of the respondents disagreed with the statement. In total, 16.8% of the respondents were in disagreement with the statement. 20.1% of the respondents stayed neutral on the statement, neither agree nor disagree. The respondents who agreed were 38.3% and those who strongly agreed were 24.8% making a total of 63.1% of the respondents who were in agreement that the development of data collection tools to collect relevant information influenced service delivery of the home-grown school feeding programme. The variable also had a mean of 3.66 and a standard deviation of 1.11 compared to the overall composite mean of 3.68 and standard deviation of 1.14. This shows that though majority of the respondents agreed that the development of data collection tool influences service delivery of the school feeding programme, however, the because the mean is lower than the overall composite mean, it is not greatly considered.

The study further showed that 5.4% of the respondents strongly disagreed that data collection method influenced service delivery of the home-grown school feeding programme, 7.4% of the respondents disagreed with the statement, making a total of 12.8% who were in disagreement with the statement. 21.5% of the respondents neither disagree nor agree with the statement. However, 36.2% of the respondents agreed that data collection method influenced service delivery of the home-grown school feeding programme, while 29.5% of the respondents strongly agreed with the statement. In total, 65.7% of the respondents were in agreement that data collection method influence service delivery of the school feeding programme. The mean and standard deviation of the variable returned 3.77 and 1.11 respectively compared to the overall composite mean of 3.68 and standard deviation of 1.14. This indicates that data

collection method influenced service delivery of the school feeding programme as the most important variables as also stated by majority 98 (65.7%) of the respondents.

Results from the study also revealed that 4.7% of the respondents strongly disagreed that applicability of the developed data collection tools influenced service delivery of the home-grown school feeding programme. 10.7% of the respondents disagreed with the statement, making a total of 15.4% respondents who were in disagreement with the variable. 20.8% of the respondents stated their neutrality on this statement, while 37.6% of the respondents agreed with the statement, and 26.2% of the respondents strongly agreed with the statement. In total, 63.8% of the respondents were in agreement that the applicability of the developed data collection tools influenced service delivery of the school feeding programme. The varibale had a mean of 3.70 and standard deviation 1.11 compared to the overall composite mean of 3.68 and standard deviation of 1.14. This denotes that applicability of the developed data collection is the third variable that influenced the service delivery of the school programme the most and should be a considered variable to improve service delivery of the home-grown school feeding programme. This also shows great influence based on 95 (63.8%) of the respondents who agreed with the statement.

Finally, on the development of monitoring manual framework influencing service delivery of the home-grown school feeding programme, 8.1% of the respondents strongly disagreed with the statement, while 8.7% of the respondents disagreed with the statement, making a total of 16.8% who were not in agreement with the statement. 25.5% of the respondents stated their neutrality on how development of monitoring manual framework influenced service delivery of the school feeding programme. Those who agree with the statement were 35.6% and those who strongly agreed with the statement were 22.1%, making a total of 57.7% of the respondents who were in agreement with the statement. The mean and standard deviation of the line item

returned 3.55 and 1.16 respectively compared to the overall composite mean of 3.68 and standard deviation of 1.14. This denotes that though majority of the respondents agreed that development of monitoring manual framework influenced the service delivery of the school feeding programme, it is however the considered variable of the monitoring and evaluation framework based on comparing the variable mean to the overall mean of the objective.

Results from this study supports (Wachaiyu, 2016) that appropriate data collection methods specified have effect on project success and this should reflect during the development of monitoring and evaluation plan of projects. The report further highlighted that suitable data collection tools and ability to identify the right stakeholders are critical for development of the monitoring and evaluation framework.

4.6 Monitoring and Evaluation Capacity Building and Service Delivery of School Feeding Programme

The researcher sought to determine the influence of monitoring and evaluation capacity building on service delivery of the home-grown school feeding programme. The respondents were asked if M&E training was conducted for the third-party monitors before commencement of monitoring of the home-grown school feeding programme, 98.4% of the respondents affirmed that there was monitoring and evaluation capacity building. Only 69.8% of the respondents stated that the use of Information, Communication and Technology (ICT) was adopted in gathering data and monitoring of the school feeding programme. Table 4.7 shows the summarized results by mean, standard deviation and percentage frequencies.

Table 4.7: Monitoring and Evaluation Capacity Building and Service Delivery of School Feeding Programme

Statements	SD % F	D % F	N % F	A % F	SA % F	Mean	SD
1. Having a good and holistic view of the school feeding programme	7.4% (11)	10.8% (16)	23.0% (34)	32.9% (49)	26.2% (39)	3.60	1.19
2. Training on M&E skills played a major role in providing guidance in monitoring	8.1% (12)	8.8% (13)	26.2% (39)	30.4% (45)	27.0% (40)	3.59	1.20
3. The M&E training was relevant in monitoring the SFP	9.5% (14)	9.5% (14)	25.0% (37)	32.4% (48)	24.3% (36)	3.52	1.22
4. Use ICT in monitoring	12.2% (18)	10.8% (16)	35.8% (53)	24.3% (36)	17.6% (26)	3.24	1.21
5. The reporting template was adequate to report findings	8.8% (13)	12.2% (18)	24.3% (36)	33.8% (50)	21.6% (32)	3.47	1.20
Composite Mean and SD						**3.48**	**1.20**

The findings presented on Table 4.7 above showed that, having a good and holistic view of the school feeding programme influenced service delivery of the home-grown school feeding programme according to 7.4% of the respondents who strongly disagreed. 10.8% of the respondents disagreed with the statement, making a total of 18.2% of the respondents who were in disagreement with the statement. 23.0% of the respondents neither agreed nor disagreed with the statement. However, 32.9% of the respondents agreed that having a good and holistic view of the school feeding programme influenced service delivery of the home-grown school feeding programme and 26.2% of the respondents strongly agreed with the statement. In total, 59.1% of the respondents were in agreement with the statement. The mean and standard deviation of the variable returned 3.60 and 1.19 respectively compared to the overall composite mean of 3.48 and standard deviation of 1.20. This denotes that thorough understanding of the school feeding programme is important for influencing service delivery of the programme. This

is the most important variable of the monitoring and evaluation capacity building as the variable mean 3.60 is higher than the overall objective mean of 3.48.

On the training on M&E skills played a major role in providing guidance in monitoring and in turn influenced service delivery of the home-grown school feeding programme, this according to 8.1% of the respondents, strongly disagreed with the statement, and 8.8% of the respondents disagreed with the statement, making a total of 16.9% who were in disagreement with the statement. 26.2% of the respondents neither agreed nor disagreed with the statement. Those who agreed that the training on M&E skills played a major role in providing guidance in monitoring and influenced service delivery of the home-grown school feeding programme were 30.4% of the respondents, while 27.0% of the respondents strongly agreed with the statement. In total, 57.4% of the respondents were in agreement that training on M&E skills played a major role in providing guidance in monitoring which in turn influenced service delivery of the home-grown school feeding programme. The variable also showed a mean of 3.59 and standard deviation of 1.20 compared to the overall composite mean of 3.48 and standard deviation of 1.20. This denotes that training on M&E skills is the second most important variable that influenced service delivery of the home-grown school feeding programme as also agreed by 85 (57.4%) of the respondents.

On the M&E training being relevant enough to influence service delivery of the home-grown school feeding programme, 9.5% of the respondents strongly disagreed with the statement, and 9.5% of the respondents also disagreed with the statement making a total of 19.0% who were in disagreement with the statement. Those who neither disagreed nor agreed with the statement were 25.0%. However, 32.4% of the respondents agreed that monitoring and evaluation training is relevant enough to influence service delivery of the home-grown school feeding programme. Also, 24.3% of the respondents strongly agreed with the statement. In total, 56.7%

of the respondents were in agreement with the statement. The mean and standard deviation of the variable returned 3.52 and 1.22 respectively compared to the overall composite mean of 3.48 and standard deviation of 1.20. This indicates that M&E training was relevant enough to influence service delivery of the school feeding programme and based on the findings, it is the third most important variable.

The respondents were further asked if the use of ICT in monitoring influenced service delivery of the school feeding programme, results showed that 12.2% of the respondents strongly disagreed with the statement, while 10.8% of the respondents disagreed with the statement. In total, 23.0% of the respondents were not in agreement with the statement. The findings also showed that 35.8% of the respondents neither agreed nor disagreed with the statement. Those respondents who agreed with the statement were 24.3%, while the respondents who strongly agreed with the statement were 17.6%, making a total of 41.9% who were in agreement with the statement. The variable also shows a mean of 3.24 and standard deviation of 1.21 compared to the overall composite mean and standard deviation of 3.48 and 1.20 respectively. This implies that the use of ICT in monitoring influenced service delivery of SFP minimally showing that the variable mean is lower the overall composite mean. Many of the respondents further stated that ICT played a limited or no role in during the monitoring of the home-grown school feeding programme.

Finally, the study showed that 8.8% of the respondents strongly disagreed that the reporting template was adequate to report findings and thus influenced service delivery of the home-grown school feeding programme. 12.2% of the respondents disagreed with the statement, making a total of 21.0% who were in disagreement with the statement. 24.3% of the respondents stated their neutrality on the statement. Those respondents who agreed that the reporting template was adequate to influence service delivery of the home-grown school feeding programme were 33.8% of the respondents, while 21.6% of the respondents strongly

agreed with the statement. In total, 55.4% of the respondents were in agreement that the reporting template was adequate to influence service delivery of the home-grown school feeding programme. The mean and standard deviation of the variable returned 3.47 and 1.20 respectively compared with the overall composite mean of 3.48 and standard deviation of 1.20. This denotes that adequate reporting template did not really influence service delivery of the home-grown school feeding programme compared to use of ICT. This also shows through the mean of the variable 3.47 compared to the overall objective mean of 3.48

The findings relate with Abalang, (2016) study on the assessment of performance of monitoring and evaluation systems at Caritas Torit, in South Sudan which looked into how tools and methods, training of employees and stakeholders' involvement affect performance of M&E systems. The qualitative results from the study highlighted how skills development and on job training improve M&E system performance.

The respondents were further asked to explain how monitoring and evaluation capacity building influenced service delivery of the home-grown school feeding programme, they pointed out that capacity building in monitoring and evaluation gave the TPMs clear idea of the targets and outcomes to measure in relation to improving service delivery of the programme. They further pointed out that the M&E capacity building provided detailed insight into the project design, objectives and expected deliverables needed by the TPMs to be able to monitor the programme effectively and efficiently. The M&E capacity building influenced accurate data collection and monitoring, reporting data correctly and having a holistic view of the home-grown school feeding programme.

4.7 Funding for Third-Party Monitors and Service Delivery of School Feeding Programme

The fourth objective of the study sought to assess the influence of funding for Third-Party Monitors on the service delivery of the home-grown school feeding programme. The

respondents were asked if they knew the source of the funding for third-party monitoring of the school feeding programme, 98.4% of the respondents said yes. The respondents were further asked to mention the source of the funding, 50.8% argued that it was the Federal Government of Nigeria.

However, 49.2% of the respondents stated that there was delay in disbursement of funds for the monitoring exercise and it affected service delivery of the home-grown school feeding programme. Table 4.8 shows the summarized results from the factors of funding of TPMs by mean, standard deviation and percentage frequencies.

Table 4.8: Funding for Third-Party Monitors and Service Delivery of School Feeding Programme

Statements	SD % F	D % F	N % F	A % F	SA % F	Mean	SD
1. Source of funds affect M&E activities	12.1% (18)	18.8% (28)	33.6% (50)	21.5% (32)	14.1% (21)	3.07	1.20
2. Amount of the funds for M&E activities	7.4% (11)	12.1% (18)	38.9% (58)	22.8% (34)	18.8% (28)	3.34	1.13
3. Delay in disbursement of funds affect M&E activities	10.7% (16)	15.4% (23)	32.2% (48)	24.8% (37)	16.8% (25)	3.21	1.21
4. Budgetary allocation by the programme (making funds available) for M&E activities	6.7% (10)	14.1% (21)	37.6% (56)	24.8% (37)	16.8% (25)	3.31	1.11
Composite Mean and SD						**3.23**	**1.16**

The findings presented on Table 4.8 showed that source of funds affect M&E activities and consequently influenced serviced delivery of the home-grown school feeding programme. The findings revealed that 12.1% of the respondents strongly disagreed with the statement, while 18.8% disagreed with the line item, making a total of 30.9% who were in disagreement with the statement. 33.6% of the respondents neither agree nor disagree with the statement. Those who agreed that source of funds affect M&E activities and consequently influenced serviced delivery of the home-grown school feeding programme were 21.5%, while the respondents who strongly agreed with the statement were 14.1%. In total, 35.6% of the respondents were

in agreement that the source of funds for third-party monitoring affected M&E activities and consequently influenced service delivery of the home-grown school feeding programme. The variable also shows a mean of 3.07 and standard deviation of 1.20 compared to the overall composite mean of 3.23 and standard deviation of 1.16. This denotes that majority of the respondents do not believe that the source of the funds affected their reporting or findings of the home-grown school feeding programme. Therefore, this should not matter for third-party monitoring strategies. The analysis of the mean also indicates that the source of funds does not influence service delivery of the home-grown school feeding programme.

The respondents were further asked on how amount of funds for third party monitoring influenced service delivery of the home-grown school feeding programme, 7.4% of the respondents strongly disagreed with the statement, while 12.1% of the respondents disagreed with the statement. However, 38.9% of the respondents stated that they neither agree nor disagree with the statement. Those respondents who agreed with the statement were 22.8% and the respondents who strongly agreed that the amount of funds for third party monitoring influenced service delivery of the home-grown school feeding programme were 18.8%. In total, 41.6% of the respondents were in agreement with the statement. The mean and standard deviation of the variable returned 3.34 and 1.13 respectively compared with the overall composite mean of 3.23 and standard deviation and 1.16. This denotes that though sizeable amount of the respondents believes the amount of funds for third-party monitoring influenced service delivery of the home-grown school feeding programme. The mean analysis suggests that the amount of funds greatly influenced service delivery of the home-grown school feeding programme and it is the most important variable.

On the delay in disbursement of funds affect M&E activities and influences service delivery of the home-grown school feeding programme, 10.7% of the respondents strongly disagreed with

the statement, while 15.4% of them disagreed with the statement. In total, 26.1% of the respondents were in disagreement with the statement. Those respondents who neither agreed nor disagreed with the statement were 32.2%. However, 24.8% of the respondents agreed that delay in disbursement of funds for third party monitors influenced service delivery of the home-grown school feeding programme. Those respondents who strongly agreed with the statement were 16.8%, making a total of 41.6% of the respondents who were in agreement with the statement. The variable also shows a mean of 3.21 and standard deviation of 1.21 compared to the overall composite mean of 3.23 and standard deviation of 1.11. This implies that though majority of the respondents agreed that delay in disbursement of funds influenced service delivery of SFP, the mean variable compared to the overall mean shows that the influence was minimal.

Finally, 6.7% of the respondents strongly disagreed that budgetary allocation for third party monitoring influence service delivery of the school feeding programme. 14.1% of the respondents disagreed with the statement, making a total of 20.8% who were not in agreement with the statement. Those respondents who neither agreed nor disagreed with the statement were 37.6%. Consequently, 24.8% of the respondents agreed that budgetary allocation for third party monitoring influenced service delivery of the school feeding programme, while 16.8% of the respondents strongly agreed with the statement. In total, 41.6% of the respondents were in agreement with the statement. The mean and standard deviation of the variable returned 3.31 and 1.11 respectively compared to the overall composite mean of 3.23 and standard deviation of 1.16. This indicates that majority of the respondents neither agree nor disagree that budgetary allocation by the programme implementation team influence service delivery of the home-grown school feeding programme. However, the mean variable is higher than the composite mean and this suggest that the variable influenced service delivery of the home-grown school feeding programme.

These results corroborate Morariu, et. al, (2012) study that stated that few organisations allocate enough resources for M&E activities which can help generate adequate findings and detailed reporting from monitoring as results from the qualitative data further highlighted how respondents viewed the impact of funding for third party monitors on service delivery of the home-grown school feeding programme while stating that amount allocated for monitoring was insufficient because some areas were hard to reach thereby costing them more, delay of funds also caused TPMs to not travel to the field often and this delay data collection, collation and report writing.

4.8 Service Delivery of the Home-Grown School Feeding Programme

The service delivery of the home-grown school feeding programme was operationalized to be measured by consistency of food delivery to the pupils, regular payment to cooks, cooks showing up in schools with meals, collection of relevant data from respondents, frequency of M&E visits, timely use of monitoring report, suitable and apt feedback on report, involvement of community people and incorporating community and local members feedback in design and implementation of the programme. Rrespondents were required to indicate to whether they agreed or disagreed that the dependent variables improved service delivery of the programme. Mean, standard deviation and percentage frequency were used to summarize the data in Table 4.9.

Table 4.9: Service Delivery of the Home-Grown School Feeding Programme

Statements	SD % F	D % F	N % F	A % F	SA % F	Mean	SD
1. Consistent food delivery to the pupils	5.4% (8)	9.4% (14)	30.2% (45)	32.9% (49)	22.1% (33)	3.57	1.09
2. Regular payment to cooks	6.0% (9)	12.8% (19)	26.2% (39)	35.6% (53)	19.5% (39)	3.50	1.12
3. Cooks showing up in schools with meals	4.7% (7)	8.1% (12)	30.2% (45)	36.2% (54)	20.8% (31)	3.60	1.05
4. Collection of relevant data from respondents	4.7% (7)	8.7% (13)	24.8% (37)	37.6% (56)	24.2% (36)	3.68	1.08
5. Frequency of M&E visits	5.4% (8)	8.1% (12)	26.2% (39)	32.9% (49)	27.5% (41)	3.69	1.12
6. Timely use of monitoring report	6.0% (9)	7.4% (11)	27.5% (41)	34.9% (52)	24.2% (36)	3.64	1.11
7. Suitable and apt feedback on report	4.7% (7)	10.1% (15)	26.8% (40)	37.6% (56)	20.8% (31)	3.60	1.07
8. Involvement of community people	4.0% (6)	11.4% (17)	22.8% (34)	37.6% (56)	24.2% (36)	3.66	1.08
9. Incorporating community and local members feedback	6.0% (9)	10.1% (15)	24.8% (37)	34.9% (52)	24.2% (36)	3.61	1.13
Composite Mean and SD						**3.62**	**1.09**

The results presented on Table 4.9 showed that consistent food delivery to the pupil had 5.4% of the respondents who strongly disagreed, while 9.4% disagreed, making a total of 14.8% of the respondents who were not in agreement with the statement. Those who neither disagreed nor agreed with the statement were 30.2%. Those who agreed were 32.9% and those who strongly agreed were 22.1%. In total 55% were in agreement with the statement. The line item had a mean of 3.57 and standard deviation of 1.09 which is lower than the overall composite mean of 3.62 and SD of 1.09. This implies that there was consistent food delivery resulting from third-party monitoring of the home-grown school feeding programme. Findings also shows that majority of the respondents agreed that food delivery was consistent.

On regular payment to cooks resulting from third-party monitoring of the home-grown school feeding programme, 6.0% of the respondents strongly disagreed with the statement, while

12.8% of the respondents disagreed with the statement. In total, 18.8% of the respondents were not in agreement with the statement. 26.2% of the respondents stated their neutrality on the statement. However, those who agreed with the statement were 35.6% and the respondents who strongly agreed with the statement were 19.5% of the respondents, making a total of 55.1% of respondents who were in agreement with the statement. The variable had a mean of 3.50 and a SD of 1.12 which was lower than the overall composite mean of 3.62 and SD of 1.09. This implies that even if the mean and standard deviation were lower, majority of the respondents agreed that there was regular payment to cooks resulting from the third-party monitoring of the home-grown school feeding programme.

The respondents, on cooking showing up with meals reported that 4.7% of them strongly disagreed with the statement, while 12 (8.1%) of the respondents disagreed with the statement, making a total of 12.8% of respondents who were not in agreement with the statement. Those who neither agreed nor disagreed with the statement were 30.2%. The respondents who agreed with the statement were 36.2% and those who strongly agreed with the statement were 20.8%. In total, 57.0% of respondents were in agreement with the statement. The variable also returned a little lower mean of 3.60 and standard deviation of 1.05 compared to the overall composite mean of 3.62 and S.D of 1.09. This indicates that majority of the respondents agreed that the third-party monitoring strategies resulted into cooks showing up in schools with meals. The almost similar mean shows that the variable impact from third-party monitoring was high.

The variable which seeks to determine influence of third-party monitoring on collection of relevant monitoring data, 4.7% of the respondents strongly disagreed with the statement, while 8.1% of the respondents disagreed with the statement, making a total of 13.4% of respondents who were not in agreement with the statement. Those who remained neutral on the statement were 24.8%. The respondents who agreed with the statement were 37.6%, while those who

strongly agreed with the statement were 24.2% of respondents. In total, 61.8% of respondents were in agreement with the statement. The variable also returned a higher mean of 3.68 and a standard deviation of 1.08 compared to the overall mean of 3.62 and standard deviation of 1.09, which means that the variable was greatly influenced by third-party monitoring. This also denotes that majority of the respondents agree that the third-party monitoring strategies ensured collection of relevant monitoring data.

The study further wanted to determine how frequency of monitoring and evaluation visits increased as a result of the third-party monitoring strategies, according to the findings, 5.4% of respondents strongly disagreed with the statement, while 8.1% of respondents disagreed with the statement making a total of 13.5% of respondents who were not in agreement with the statement. 26.2% of the respondent were neutral on the statement. Those respondents who agreed with the statement were 32.9% and those who strongly agreed with the statement were 29.5%. In total, 62.4% of respondents were in agreement with the statement. The mean and standard deviation of the variable returned the highest figure of 3.69 and 1.12 respectively compared to the overall composite mean of 3.62 and standard deviation of 1.09. This indicates that the variable was influenced the most during the third-party monitoring. It is also regarded by the respondents as the most improved variable of service delivery of the home-grown school feeding programme.

The respondents were further asked on how effective was the timely use of the monitoring report following third-party monitoring visits, 6.0% of the respondents strongly disagreed with the statement, while 7.4% of the respondents disagreed with the statement. In total, 13.4% of respondents were in disagreement with the statement. However, 27.5% of the respondents neither agree nor disagree that the third-party monitoring strategies led to timely use of the monitoring report. Those who agreed with the statement were 34.9% and the respondents who

strongly agreed with the statement were 24.2%, making a total of 59.1% who were in agreement with the statement. The mean and standard deviation of the variable returned a higher figure 3.64 and 1.11 respectively compared to the overall composite mean of 3.62 and standard deviation of 1.09. This implies that majority of the respondents agreed that the third-party monitoring strategies led to the timely use of the monitoring report which in turn improved service delivery of the school feeding programme. Also, the strategies influence timely use of monitoring reports greatly.

The study further established how suitable and apt feedback on the report improved service delivery of the home-grown school feeding programme, 4.7% of the respondents strongly disagreed with the statement, while 10.1% of the respondents disagreed with the statement, making a total of 14.8% of respondents who were in disagreement with the statement. However, 26.8% remained neither agree nor disagree with the statement. Those who agreed with the statement were 37.6% and the respondents who strongly agreed with the statement. The variable also shows a little lower mean of 3.60 and standard deviation of 1.07 compared to the overall composite mean of 3.62 and standard deviation of 1.09. The denotes that though majority of the respondents agreed that suitable and apt feedback on the report influenced service delivery of the home-grown school feeding programme, however the variable was almost greatly influenced by third-party monitoring strategies.

On involvement of community member influenced by service delivery of the home-grown school feeding programme, 4.0% of the respondents strongly disagreed with the statement while 11.4% disagreed with the statement. In total 15.4% were in disagreement with the statement. 22.8% of the respondents neither agree nor disagree with the statement. Those who agreed with the statement were 37.6% and the respondents who strongly agreed with the statement were 24.2% making a total of 61.8% of the respondents who were in agreement with

the statement. The mean and standard deviation of the variable returned a higher 3.66 and 1.08 respectively compared to the overall composite mean of 3.62 and standard deviation of 1.09. This implies that majority of the respondents agreed that involvement of community members was influenced by service delivery of the home-grown school feeding programme. It also denotes that the variable was one of the most important variables that influenced service delivery of the school feeding programme.

Finally on incorporating community, local members feedback influenced by service delivery of the home-grown school feeding programme, 6.0% of respondents strongly disagreed with the statement, while 10.1% of respondents disagreed with the statement, making a total of 16.1% who were in disagreement with the statement. Though, 24.8% of the respondents neither agree nor disagree with the statement, those that agreed with the statement were 34.9% and those that strongly agreed with the statement were 24.2%. In total, 59.1% of respondents were in agreement with the statement. The variable returned almost a similar mean of 3.61 and a standard deviation of 1.13 compared to the overall composite mean of 3.62 and standard deviation of 1.09. This indicates that majority of the respondents agreed that incorporating community, local members feedback influenced service delivery of the home-grown school feeding programme.

Respondents in Kano State who indicated that they monitored the home-grown school feeding programme in Nassarawa Local Government Area (LGA) at least three times a week were further asked what other factors influenced service delivery in Nassarawa Local Government Area, they stated that the commitment and dedication of the third-party monitors even in the face of paucity of funds for monitoring, involvement of Parents Teachers Association (PTA), School-Based Management Committee (SBMC), head teachers and other community members as monitors officially by the state government influenced service delivery of the school feeding programme in the LGA.

The respondents further listed the following as challenges they experienced during monitoring of the home-grown school feeding programme, transportation to hard-to-reach areas, late adoption of ICT in collecting data, delay in the disbursement of CSOs/CBOs fund for monitoring purposes, difficulty in identifying cooks assigned to each school due to sub-contracting of cooks, discrepancies in data enrolment as headcount differ from numbers of cooks present and numbers of pupils assigned to cooks.

The school-based management committee highlighted that weekly visit by the TPM led to prompt delivery of food, improve quality of food, early disbursement of funds to the cooks, improved response time by government to the challenges faced by the cooks and other relevant stakeholders. However, they stated that inadequate funds for the cooks meant some of the cooks use funds outside the allocated funds to be able to meet the standard required by the programme implementers.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings, discussions, conclusions and recommendations. It also presents areas for further research. The findings are summarized in line with the objectives of the study which was to establish the influence of third-party monitoring strategies on service delivery of the home-grown school feeding programme: A case of Nassarawa Local Government Area of Kano State, Nigeria.

5.2 Discussion

This study focused on third-party monitoring strategies influencing service delivery of the home-grown school feeding programme, a case of Nassarawa Local Government Area, Kano State. Service delivery of the home-grown school feeding programme spread across timely delivery of food to the pupils, regular payment to cooks, frequency of M&E visit, submission of monitoring report on progress. This section therefore focuses on a detailed discussion of the major findings of the study.

5.2.1 Third-Party Monitors Selection and Service Delivery of School Feeding Programme

The study has established that third-party monitors' selection influenced service delivery of the home-grown school feeding programme. The study inferred that monitors with prior monitoring experience, community trust in their organisation and an effective organisational governance structures and financial systems are essential for third-party monitors to be selected to carryout third-party monitoring. Implementing comprehensive due diligence procedures on a pool of civil society organisations offering required services such as third-party monitoring will ensure that the right third-party monitors are selected. This will also increase positive engagement between the monitors and the community. The implementation of sound due

diligence processes is one way in which partner selection can be improved (United Nations, 2015). This selection process should also consider the abilities of the civil society organisations who are usually used as third-party monitors to go to hard-to-reach areas as donors and multinationals who have difficulties conducting monitoring in these tough terrains can rely of the third-party monitors to access these areas.

The study further revealed that third-party monitors coverage capabilities is critical for third party monitors selection as results showed that majority of the respondents agreed that it influenced service delivery of the home-grown school feeding programme. Selecting the right partner to implement remote monitoring operations involves checks and detailed processes to ensure partners have adequate capacity, coverage abilities, and experience in the context, and are not predisposed by external forces (Chaudhri, Cordes, & Miller, 2017). Several aspects of the third-party monitoring process, including monitor selection and monitoring results, can also enhance the reliability of third-party (Short & Toffel, 2016). Results from the qualitative data further showed that third-party monitors believed that their longstanding relationship with the coordinating organisation did not form part of the criteria for being selected. It is important for donors and organisations who are conducting the selection process to remain neutral and thorough as these third-party monitors have stated that a comprehensive organisational assessment and capacity building was conducted by the coordinating organisation before they were selected.

5.2.2 Monitoring Manual Framework and Service Delivery of School Feeding Programme

The study showed that majority of the respondents agreed that monitoring manual framework influenced service delivery of the home-grown school feeding programme. Wachaiyu (2016) argued that there is a significant and positive relationship between M&E plan and project success. This M&E plan includes having an appropriate data collection method and use of the

right data collection tools for eliciting response from beneficiaries and other relevant stakeholders. The study further highlighted on the importance of identifying target beneficiaries and involving community members in the monitoring framework. Active participation of stakeholders in M&E facilitates faster decision making, feedback, ownership, sustainability and hence influence implementation of monitoring and evaluation (Agutu, 2014).

Results from the study also showed that one of the variables of development of monitoring manual framework, data collection method influenced service delivery of the school feeding programme most significantly because it helps the monitors to collect the right information and gather evidence on the process of school feeding programme service delivery in the communities. Developing an operating framework have been useful in consolidating and harmonizing programme delivery of the national social safety net programmes while also helpful in the selection of appropriate indicators at the planning stage and monitoring implementation of the programme (State Department for Social Protection, 2017). Though capacity development building is required to follow through on actualizing the developed framework.

Data collection methods should be identified, and the processes and methodologies involved in collecting data that will elicit good information and quality data from both primary beneficiaries and secondary beneficiaries should form part of the capacity building components for the third-party monitors. This will ensure that the appropriate data collection method and tools are used for gathering information and providing feedback to decision makers who will influence the service delivery of the home-grown school feeding programme.

5.2.3 Monitoring and Evaluation Capacity Building and Service Delivery of School Feeding Programme

The study revealed that monitoring and evaluation capacity building influenced service delivery of the home-grown school feeding programme as agreed by most of the respondents.

Abalang (2016) argued that both formal and on-the-job training experience are crucial for monitoring and evaluation professionals to understand programme implementation, data collection and analysis which will support an effective M&E system. Dobi (2012) underlines that the number of training on M&E conducted for staff determines how effective an M&E system is and it also provides guidance for M&E staff on collecting relevant that. This training supports M&E staff to have a holistic view of the programme and enables them to make sound recommendations to improve service delivery of the programme.

The study further showed that adequate reporting template to document findings influenced service delivery of the home-grown school feeding programme. UNDP (2011) reiterate it is important to have fundamental knowledge of M&E encompassing collecting relevant data, report writing, and ability to make sound recommendations from the use of the reports to have a sound M&E system. Mwangu and Iravo (2015) in their study further indicated that successful implementation of projects in the community is attributed to having an effective monitoring and evaluation system adopted from the onset and staff who will implement are adequately trained to ensure that the programme is successful.

The findings highlighted validates the results of this study that although capacity training on M&E is vital for third-party monitors to adequately report findings, a thorough reporting template to accurately report for decision making at the management level is equally important. The findings further indicated that an overview of the programme, its objectives, expected results and rationale for implementing a programme such as the home-grown school feeding programme must be presented to the third-party monitors. This will ensure that third-party monitors have an holistic view of the programme will provide better understanding on the expected results to be measured.

5.2.4 Funding for Third-Party Monitors and Service Delivery of School Feeding Programme

The study established that funding of third-party monitors influenced service delivery of the home-grown school feeding programme as stated by majority of the respondents. The study further inferred that source of funds for M&E, budget allocation for M&E activities, delay in disbursement of funds for M&E activities all influenced service delivery of the home-grown school feeding programme as majority of the respondents – 62 (41.6%) – were in agreement with the statements of the variables. Mugo and Oleche (2015) in their study explained that for development project system to be integrated there should be a budgetary allocation for M&E activities. The study further stated that an increase in the amount allocated on M&E activities in projects positively influence the system implementation. The study validates the result from these findings that more than half of the respondents agreed or strongly agreed that the budget allocation for M&E activities influenced on service delivery of the programme.

Results from the study also showed that delay in disbursement of funds affect M&E activities which in turn influenced service delivery of the school feeding programme. Majority of the respondents stated that they were delay in disbursement of funds to third-party monitors, this however did not affect quality of their report when funds were made available. Dobi (2012) in his study argued that there is no clear opinion on whether respondents consider timely release of funds as a clarity for a good M&E system, however few of the respondents indicated that failure to release funds, especially for M&E activities has implications for organisations as they struggle to source for funding somewhere else. This validates the study that delay in disbursement of funds affects service delivery of the home-grown school feeding programme.

5.3 Summary of Major Findings

The first objective which seeks to examine the influence of third-party monitors selection on service delivery of the home-grown school feeding programme, results from the analysis

showed that the organisation coverage capabilities, existing financial systems and governance structures, organisation's prior work in the community, and previous monitoring experience were seen to influence service delivery of the home-grown school feeding programme with an overall composite mean of 3.63 and standard deviation of 1.21. This implies that third-party monitors selection is essential in ensuring service delivery of the school feeding programme.

For the second objective that was to establish the extent to which monitoring manual framework influence service delivery of the home-grown school feeding, the results indicated that access to beneficiaries and stakeholders, identification of programme target beneficiaries, development of data collection tools, use of appropriate data collection methods, applicability of the developed data collection tools and development of monitoring manual framework influenced service delivery of the home-grown school feeding programme as majority of the respondents agreed to that with an overall composite mean of 3.68 and standard deviation of 1.14. We can therefore infer that monitoring manual framework has an influence on service delivery of home-grown school feeding programme.

Regarding the third objective which was to determine the influence of monitoring and evaluation capacity building on service delivery of the home-grown school feeding programme, the findings of the study showed that having a good and holistic view of the school feeding programme, training on M&E skills, use ICT in monitoring and adequate reporting template influenced service delivery of the home-grown school feeding programme as more than half of the respondents agree or strongly agree with the statements of each variable. The objective also shows an overall composite mean of 3.48 and standard deviation of 1.20

Finally, the fourth objective was to assess how funding for third-party monitors influences service delivery of the home-grown school feeding programme. The study revealed that source of funds, amount of the funds and budgetary allocation for M&E activities and delay in

disbursement of funds influenced service delivery of the home-grown school feeding programme as agreed by majority of the respondents with an overall composite mean of 3.23 and standard deviation of 1.16.

5.4 Conclusions

The study examined third-party monitoring strategies influencing service delivery of home-grown school feeding programme in Nigeria: a case of Nassarawa Local Government Area in Kano State. The following conclusions were made; it was evident that the third-party monitoring strategies on school feeding programme illustrated its successes and challenges. In relation to the first objective, the third-party monitor selection was rigorous, and it clearly outlined what the project implementers are during the selection process. Furthermore, based on the findings, the third-party monitors' selection process ensured that organisations that were selected have requisite knowledge of the community, good relationship with community members and other stakeholders and possesses prior monitoring experience to be able influence service delivery of the home-grown school feeding programme. It was further corroborated by the respondents who stated that their organisation's having an existing financial system and governance structure influenced service delivery of the home-grown school feeding programme. The two variables showed that third-party monitors' selection process is beyond organisation's deep rootedness in the community and previous monitoring experience but an effective system and structure of the civil society organisations who will ensure monitoring and be unbiased when reporting.

It was concluded that monitoring manual framework influenced service delivery of the home-grown school feeding programme. Based on the findings, the third-party monitors were able to identify the target beneficiaries and had to the programme beneficiaries and other stakeholders, this allowed issues arising such as late arrival of meal and meal inadequacy to be addressed immediately. More so, it was evident that the third-party monitors were able to adopt various

data collection methods such as spot checks, pictorial evidence, use of checklist, key informant interviews, focus group discussions to collect relevant date on implementation of the school feeding programme. However, it was evident that few of the third-party monitors participated in the design of the data collection tools as some of the respondents stated that they were just giving the tools for data collection with insufficient training on how to use the tool for collecting relevant data. As such the study concluded that third-party monitors should be involved in the design of the data collection tools and also a well-coordinated stepdown training should be done at the community level to enhance the skills of the monitors to be able to collect and collate relevant data.

Third-party monitors need the required skills to be able to influence service delivery of the school feeding programme. The study established that monitoring and evaluation capacity building is the third independent variable that influenced service delivery of the home-grown school feeding programme the most. It was noted that having clear understanding of the school feeding programme goal and objectives helped third-party monitors influenced service delivery of the school feeding programme. It was also clear from the study that M&E skill is highly required by the monitors to influence the service delivery of the programme. However, the use of ICT was somewhat minimal, and this led to the third-party monitors not accurately reporting findings on the field and submitting report on time. Though, the third-party monitors indicated that the reporting template was adequate to capture necessary information required by the programme implementers. The study concluded that capacity training on monitoring and evaluation skills for monitors are critical to improving service delivery of home-grown school feeding programme.

Finally, the study established that funding of third-party monitors greatly influenced service delivery of the home-grown school feeding programme. This was largely because of source of funds for the monitoring not critical to the third-party monitors reporting findings as evident

during field visits. The study established that the source of the funding for third-party monitors, though from the Federal Government of Nigeria as stated by 72.8% of the respondents did not impede their work nor made them to be lenient when reporting discrepancies in the implementation of the home-grown school feeding programme. It was also noted from the study that budget allocation for M&E – third-party monitoring was inadequate as specified by the respondents. However, did not slow down their field visits as their commitment to ensuring improved service delivery of the programme was preponderant to them. Furthermore, disbursement of funds to the third-party monitors were delayed and this attributed to slow pickup of the monitoring exercise even after the first phase of the monitoring. As such the study concluded that funding for TPMs is vital and a major factor in influencing service delivery of the home-grown school feeding programme.

5.5 Recommendations

From the findings and conclusion, the researcher is making the following recommendations regarding service delivery of the home-grown school feeding programme.

1. The third-party monitoring selection process should encompass the organisation's governance structure and financial systems. This will help the project implementation team to have accountability in terms of how funds are being utilized for M&E activities. The selection process should also involve an assessment of how the organisation who deploys the third-party monitors are being perceived in the community where they work.
2. The development of monitoring manual framework should be inclusive and involve the relevant stakeholders as well as the third-party monitors in the development of data collection tools. This will increase data collection tool applicability for the monitors.
3. The researcher also recommends that continuous capacity training on monitoring and evaluation will enhance third-party monitors' skill in collecting relevant data and

developing quality report. The use of ICT will also improve response time of programme implementation team thereby increasing service delivery of the programme

4. For funding of third-party monitors to have great influence on service delivery of school feeding programme, adequate funds should be allocated for monitoring and evaluation and funds disbursement should be timely.

5.6 Areas for Further Studies

The study was limited in terms of the number of third-party monitoring strategies that was examined. There are other strategies that can influence service delivery of the home-grown school feeding programme that are yet to be examined. These include:

1. The role of organisation's financial systems and governance structure on monitoring social safety net programmes.
2. Influence of ICT in monitoring school feeding programme.
3. How funding models for third-party monitoring influence service delivery of school feeding programme.

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APPENDICES

Appendix 1: INTRODUCTION LETTER

Dear Respondents,

Greetings,

Re: Participation in Research

I am a postgraduate student pursuing a master's degree in Monitoring and Evaluation at Africa Nazarene University. As part of this course, I am carrying out a research on the influence of third-party monitoring strategies on the service delivery of home-grown school feeding programme in Nassarawa Local Government Area, Kano state, Nigeria.

In this regard you have been selected to participate in this study as a respondent. Kindly respond to all items to reflect your opinion and experience. Your participation is important for the success of this project. Participating in this study means that you have agreed to give information, which is mainly voluntary. However, you are assured of the confidentiality of any information you would provide towards the completion of this research.

Thank you for your cooperation and May God bless.

Yours Faithfully

Michael Oyinlola.

Appendix 2: QUESTIONNAIRE I FOR THIRD-PARTY MONITORS

Questionnaire for Third-Party Monitors

Dear Respondent,

This is to request you to kindly take a few minutes to respond to the following questions. The information provided will only be for the purpose of this research. Read carefully and give appropriate answers by ticking or filling the blank spaces. The information will be treated as confidential.

Thank you for your cooperation.

Instruction

Section A has six questions and you can select only one answer for each question.

Section A: General Information

1. What is your gender?
Male [ ] Female [ ]

2. Marital Status
Married [ ] Single [ ] Widowed [ ]

3. What is your age bracket?
Below 18 [ ] 18-25 [ ] 26-33 [ ] 34-41 [ ] 42-49 [ ] 50 and above [ ]

4. What is your highest level of educational?
Primary [ ] Secondary [ ] NCE/Diploma [ ] University Degree [ ] Postgraduate [ ]

5. For how long did your organization monitor the school feeding programme in your state?
3 months [ ] 6 months [ ] 1 year [ ] More than 1 year [ ]

6. In what state did you monitor the home-grown school feeding programme?
…….

Section B

1. **Third-Party Monitors Selection**

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

How does the following statements on third-party monitoring selection influence service delivery of the home-grown school feeding programme?

Statement	**1**	**2**	**3**	**4**	**5**
Organizations' coverage capabilities					
Existing financial systems in your organization					
Existing governance structure and strategic systems					
organizations' prior work with communities					
Community trust in your organization					
organization's previous monitoring experience					

In your view how does the selection of TPM influence service delivery of the home-grown school feeding programme?

……

……

……

2. **Monitoring Manual Framework**

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

Was a monitoring manual framework developed? No [ ] Yes [ ]

Was a data collection tool developed? No [ ] Yes [ ]

How does the following statements on development of monitoring manual framework influence service delivery of the home-grown school feeding programme?

Statement	**1**	**2**	**3**	**4**	**5**
Having access to beneficiaries and stakeholders					
Identifying target beneficiaries of the programme					
Development of data collection tools to collect relevant information					
Data collection methods are propriety used					
Applicability of the developed data collection tools					
Development of monitoring manual framework					

Kindly highlight methods used in collection of data during the monitoring of the home-grown school feeding programme.

……

……

……..

3. Monitoring and Evaluation Capacity Building

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

Was M&E training conducted for TPMs? No [ ] Yes [ ]

Did the training include an overview of the Home-Grown School Feeding? No [ ] Yes [ ]

Was the use of ICT adopted in monitoring? No [ ] Yes [ ]

How does the following statements on monitoring and evaluation capacity building of TPMs influence service delivery of the home-grown school feeding programme?

Statement	**1**	**2**	**3**	**4**	**5**
Having a good and holistic view of the school feeding programme					
Training on M&E skills played a major role in providing guidance in monitoring					
The M&E training was relevant in monitoring the SFP					
Use ICT in monitoring is a major role in school feeding programme					
The reporting template was adequate to report findings					

In your view how does monitoring and evaluation capacity building influence service delivery of the home-grown school feeding programme?

……

……

……

4. **Funding of TPMs**

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

Does your organisation know the source of fund for the monitoring exercise? No [ ] Yes [ ]

Who funded the monitoring exercise? _____

Was disbursement of funds for monitoring done in phases? No [ ] Yes [ ]

Was there any delay in disbursement of funds? No [ ] Yes [ ]

How does the following statements on funding models for third-party monitoring affect service delivery of the home-grown school feeding programme?

Statement	**1**	**2**	**3**	**4**	**5**
Source of funds affect M&E activities					
Amount of the funds for M&E activities were sufficient					
Delay in disbursement of funds affect M&E activities					
Budgetary allocation by the programme (making funds available) for M&E activities					

In your view how does funding model for third-parting monitoring influence service delivery of the home-grown school feeding programme?

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5. **Service Delivery of the Home-Grown School Feeding Programme**

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

How does the following statement indicate improvement of service delivery of the Home-Grown School Feeding Programme as a result of third-party monitoring?

Statement	**1**	**2**	**3**	**4**	**5**
Consistent food delivery to the pupils					
Regular payment to cooks					
Cooks showing up in schools with meals					
Collection of relevant data from respondents					
Frequency of M&E visits were helpful					
Timely use of monitoring and evaluation report enhanced in making corrective decisions					
Suitable and apt feedback on report					
There improved involvement of people in community activities					
Incorporating community and local members feedback					

In your view what other factors influence service delivery of the home-grown school feeding programme in Nassarawa Local Government Area, Kano State? **(For Kano Third-Party Monitors)**

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How frequently do you perform monitoring of the home-grown school feeding programme?

……..

What challenges do you experience in implementing monitoring and evaluation in your organization?

i…….

ii……

iii……...

iv……...

Thank you for your time and cooperation.

END

Appendix 3: QUESTIONNAIRE II FOR HEADTEACHERS

The information provided will only be for the purpose of this research. Read carefully and give appropriate answers by ticking or filling the blank spaces. The information will be treated as confidential.

Section A: General Information

1. What is your gender?
Male [ ] Female [ ]

2. What is your age bracket?

Below 18 [ ] 18-25 [ ] 26-33 [ ] 34-41 [ ] 42-49 [ ] 50 and above [ ]

3. Marital Status

Married [ ] Single [ ] Widowed [ ]

4. What is your highest level of educational?

Primary [ ] Secondary [ ] NCE/Diploma [ ] University Degree [ ] Postgraduate [ ]

5. What is the name of your school? …….

Section B: Service Delivery of the Home-Grown School Feeding Programme

1. Is your school benefitting from the home-grown school feeding programme? No [ ]Yes [ ]

2. Was implementation of the HGSFP monitored in your school? No [ ] Yes [ ]

3. How often was the HGSFP monitored? Daily [ ] Twice a week [ ] Weekly [ ] Monthly [ ]

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

1. **Third-Party Monitors Selection**

How does the following statements on third-party monitoring selection influence service delivery of the home-grown school feeding programme?

Statement	**1**	**2**	**3**	**4**	**5**
organizations' coverage capabilities					
Existing financial systems in your organization					
Existing governance structure and strategic systems					
organization's prior work with communities					
Community trust in your organization					
organizations' previous monitoring experience					

In your view how does the selection of TPM influence service delivery of the home-grown school feeding programme?

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2. **Monitoring Manual Framework**

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

How does the following statements on development of monitoring manual framework influence service delivery of the home-grown school feeding programme?

Statement	**1**	**2**	**3**	**4**	**5**

Having access to beneficiaries and stakeholders					
Identifying target beneficiaries of the programme					
Development of data collection tools to collect relevant information					
Data collection methods were approriate					
Applicability of the developed data collection tools					
Development of monitoring manual framework					

Kindly highlight methods used in collection of data during the monitoring of the home-grown school feeding programme.

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3. Monitoring and Evaluation Capacity Building

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

How does the following statements on monitoring and evaluation capacity building of TPMs influence service delivery of the home-grown school feeding programme?

Statement	**1**	**2**	**3**	**4**	**5**
Having a good and holistic view of the school feeding programme					

Training on M&E skills played a major role in providing guidance in monitoring					
The M&E training was relevant in monitoring the SFP					
Use ICT in monitoring					
The reporting template was adequate to report findings					

In your view how does monitoring and evaluation capacity building influence service delivery of the home-grown school feeding programme?

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4. Funding of TPMs

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

How does the following statements on funding models for third-party monitoring affect service delivery of the home-grown school feeding programme?

Statement	**1**	**2**	**3**	**4**	**5**
Source of funds affect M&E activities					
Amount of the funds for M&E activities					
Delay in disbursement of funds affect M&E activities					
Budgetary allocation by the programme (making funds available) for M&E activities					

In your view how does funding model for third-parting monitoring influence service delivery of the home-grown school feeding programme?

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5. Service Delivery of the Home-Grown School Feeding Programme

Using a scale of 1-5, Please tick (✔) all as appropriate. **1. Strongly Disagree. 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

In your opinion, how does the statements indicate improvement of service delivery of the Home-Grown School Feeding Programme in Nassarawa Local Government Area

Statement	**1**	**2**	**3**	**4**	**5**
Third-party monitors monitoring the programme played a major role					
Relevant information collected by the TPMs					
Skill of the M&E personnel					
Frequency of the monitoring visits					
Involve of community members in the monitoring					
Incorporating teachers, SBMC, community and local members feedback					

Thank you for your time and cooperation.

END

Appendix 4: INTERVIEW GUIDE FOR ACTIONAID NIGERIA STAFF

The information provided will only be for the purpose of this research. Read carefully and give appropriate answers by ticking or filling the blank spaces. The information will be treated as confidential.

Section A: General Information

1. What is your gender?
Male [ ] Female [ ]

2. What is your age bracket?
Below 18 [ ] 18-25 [ ] 26-33 [ ] 34-41 [ ] 42-49 [ ] 50 and above [ ]

3. Marital Status
Married [ ] Single [ ] Widowed [ ]

4. What is your highest level of educational?
Primary [ ] Secondary [ ] NCE/Diploma [ ] University Degree [ ] Postgraduate [ ]

Section B: Service Delivery of the Home-Grown School Feeding Programme

(For staff of ActionAid Nigeria who coordinated the Third-Party Monitoring of the Home-Grown School Feeding Programme in Nigeria)

1. In your own opinion how does Third-Party Monitoring selection influence service delivery of the home-grown school feeding programme?

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2. According to your views, how does development of monitoring manual framework influence service delivery of the home-grown school feeding programme?

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3. How does Monitoring and Evaluation (M&E) capacity building influence service delivery of the home-grown school feeding programme? Briefly explain

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4. In your opinion, how does funding model for TPM influence service delivery of the home-grown school feeding programme?

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   ……

5. What other factors do you believe influence service delivery of the home-grown school feeding programme?

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   ……

6. What challenges do you experience in coordinating third party monitoring process of the home-grown school feeding programme?

i ……..

ii……..

iii…….

iv…….

Thank you for your time and cooperation.
END

Appendix 5: RESEARCH APPROVAL

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Off Sa'adu Zungur Avenue,
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actionaid

25th September, 2020

Africa Nazarene University
Business School, Magadi Rd,
info@anu.ac.ke
Nairobi, Kenya.

Dear Michael,

RE: RESEARCH PERMIT: THIRD-PARTY MONITORING OF NATIONAL SOCIAL INVESTMENT PROGRAMME

Thank you for reaching out to ActionAid Nigeria in conducting this research. This is to notify you that you have been granted permission to contact the Civil Society Organisations (CSOs) who played the role of Third-Party Monitors (TPMs) in monitoring the National Social Investment Programme (N-SIP) and also staff of ActionAid Nigeria who coordinated the activities of the CSOs in monitoring the N-SIP.

As stated in your letter, we look forward to you sharing findings from this research with the organisation, as this will form part of the organisation's Knowledge Management products. We wish you all the best in your academic career.

Thank you.

Ene Obi,
Country Director

Appendix 6: MAP OF STUDY AREA

Figure 2.1: Map of Kano State Nigeria, showing the study population in red – Nassarawa Local Government Area. Adopted and modified from Dandalin Bashir Blog Post, 2010