

**MONITORING AND EVALUATION PRACTICES ON PERFORMANCE OF  
SOCIO-ECONOMIC EMPOWERMENT PROJECTS: A CASE OF WOMEN  
AND LAW IN SOUTHERN AFRICA RESEARCH AND EDUCATION TRUST  
PROJECT**

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Evaluation in the School of Business of Africa Nazarene University**

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### DECLARATION

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

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**DEDICATION**

I wish to dedicate my work to my only beloved son and daughter Lehlohonolo and Liepollo, and my grandmother ‘Mamakalang Letsolo for the emotional support during the thesis report preparation phase. I also would like to thank Mr. Thamae for proofreading and support provided in compilation of the current proposal.

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## ABSTRACT

This study seeks to investigate the influence of the monitoring and evaluation practices on the performance of socio-economic empowerment projects. The study is based on three objectives; to assess the influence of monitoring and evaluation stakeholder engagement, monitoring and evaluation budget allocation and monitoring and evaluation planning on the performance of the socio-economic empowerment project performance. The theoretical framework covered empowerment evaluation theory, resource-based view theory, and the theory of change. The study adopted quantitative approaches to gather in-depth understanding of the research variables and to afford a researcher an opportunity to make informed recommendations using both words and numbers. The research site for the study is Women and Law Southern Africa -Lesotho. The target population of 68 officers comprise the project team, associates and the representatives of the stakeholders involved. A census method was adopted and the researcher used questionnaires to collect data from 68 respondents. Closed ended questionnaires were administered electronically by hand delivery or email and provision was made to self-administer the questionnaire depending of the respondent's convenience. COVID-19 era regulations were maintained in instances of face-to-face meetings. The research instruments were piloted with the eight people comprising researcher's colleagues at the Bank who are conversant with monitoring and evaluation concepts and four classmates at Africa Nazarene University located in other African countries to gain perspective and context of other similar countries. To test reliability the research tools were piloted before actual data collections. Further, Cronbach's alpha co-efficient were used to estimate instrument reliability using the pilot responses and it returned 0.818 which was fairly high. Content and face validity were adopted to test instrument validity. Proper authorizations were secured from relevant bodies to conduct the study and SPSS Version 23 data analysis software was deployed to analyse collected data. The researcher further analysed the data with means and standard deviation to measure central tendencies and dispersion of the data. The finding of the study were that there were some contradictions to the previous findings while some findings supported findings previously returned by other studies. The project team should ensure collaboration with other key stakeholders during detailed stakeholder analysis and there should be proportionate engagement of stakeholders. The team should maintain the M&E budget separately and promote transparency by issuing the M&E budget performance reports. Project planning and reporting are key and the team should be capacitated to develop realistic plans and plausible logic models. The study made recommendations for improve M&E stakeholder engagement, M&E budgeting and project planning. The study recommended comparative studies to be conducted on other socio-economic empowerment projects and usage of hybrid approaches of qualitative and quantitative approaches so as to gather as much information as possible. The study further recommended that more studies to explore other monitoring and evaluation practices that can influence the performance of the socio-economic empowerment projects.

## DEFINITION OF TERMS

**Budgetary Allocation Practice:** An act of setting aside specific amount dedicated for specifically for monitoring and evaluation activities in the project. The budget is aligned to activities contained in the monitoring and evaluation plan.

**Evaluation:** These is a regular appraisal of project performance that is not necessarily continuous as it can be done at the beginning, during and at the end of the project. It is regarded as a methodical process that stresses for objectivity in the assessment of projects or policy execution.

**Influence:** A negative or positive effect a project has on the current situation of the targeted population. Assessment of influence through collection of baseline data and comparison of post-project situation with baseline situation.

**Monitoring:** These are activities geared toward tracking project progress and managing deviations by taking corrective actions. In addition, monitoring is regarded as a routine function that involves the collection and logical analyses of the information of project data against the set indicators.

**Monitoring and Evaluation Planning Practice:** These are activities geared towards developing a plan or a framework that defines the indicators and how they will be measured. The plan define what data will be collected, and when and how it will be collected.

**Monitoring and Evaluation Practice:** These refers to the process of tracking and reviewing project progress with regard to the desired project objectives. Monitoring and evaluation practice summarises all monitoring and evaluation activities conducted within the organisation following institutionalisation of the practice. In some instances, an independent office is formed to carry out all monitoring and evaluation practices.

**Project Planning:** These refers to all processes made to structure how a project will be executed from inception to closure. Project planning is unpacked in terms of defined stages and resources allocated for each activity involved in the defined stage. Project planning creates an enabling environment for effective monitoring and evaluation activities.

**Project Performance:** The measure of a project through the basic measures, namely cost, time and quality. Project performance also refers to the extent to which the project meets its pre-defined objectives and targets. Performance of the projects directly influences the attainment of the desired outcomes.

**Socio-Economic Empowerment:** The process of emancipating society from poverty by creating enabling environment in terms of resources that raise their standard of living. An element of empowerment is gauged based on the comparison of post project and baseline data collected with respect to the society empowerment.

**Stakeholder Engagement Practice:** An act of involving project stakeholders following detailed analysis of whether a project has a direct or indirect influence on the stakeholder identified. Stakeholder engagement is considered critical in as far as implementation of socio-economic empowerment program is concerned as it helps gather baseline data and later on collect data post implementation. Stakeholder engagements lowers risks of implementing programs that fail to empower the society.

**LIST OF ABBREVIATIONS**

<b>COVID</b>	Corona Virus
<b>FIDA</b>	Federation of Women Lawyers
<b>GBV</b>	Gender Based Violence (not used in the text)
<b>GLL</b>	Gender Links Lesotho
<b>LCS</b>	Lesotho Christian Council
<b>LNCW</b>	Lesotho National Council of Women
<b>MWA</b>	Migrant Workers Association of Lesotho
<b>NGO</b>	Non-Governmental Organization
<b>SDG</b>	Sustainable Development Goal
<b>SPSS</b>	Statistical Package for Social Sciences
<b>YCS</b>	Youth Christian Students of Lesotho
<b>WLSA</b>	Women and Law Southern Africa

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter introduces briefly, the socio-economic empowerment projects and the monitoring and evaluation practices that influence their performance. The study assesses the influence of monitoring and evaluation practices on the performance of socio-economic empowerment projects and specific practices assessed are the monitoring and evaluation stakeholder engagement, monitoring and evaluation budget allocation and project planning. The chapter further highlights the background of the research, objectives of the research, and the research questions together with the justification of the research study. The scope, limitations, delimitations and assumptions of the study captured in the chapter.

#### **1.2 Background of the Study**

A significant role-played by monitoring and evaluation in projects and implementation cannot be over-emphasised. The need to deliver socio-economic empowerment projects effectively calls for an improvement in monitoring and evaluation practices in order to positively influence their performance (Karanja & Yusuf, 2018; W. Muchelule, 2018; Y. Muchelule, Geoffrey, & Saada, 2017). Most countries embarked on numerous socio-economic empowerment projects as part of sustainable development goal agenda and attainment of their country visions (Uribe Macías, 2020; Watson-Grant, Xiong, & Thomas, 2017). Lesotho is no exception, socio-economic empowerment projects which are predominantly donor funded are currently implemented in the



country (Government of Lesotho, 2020;United Nations, 2017). Performance failures of a socio-economic empowerment project, gauged in terms of the project inability to delivered desired change, schedule overruns and poor stakeholder engagements are noted across the globe and are a source of concern for the public and private sector projects. Since monitoring and evaluation affect the performance of socio-economic empowerment projects in positive and significant ways, Omunga and Gitau (2019) recommend that the non-governmental organisations should consider engagement with stakeholders.

Stakeholder engagement involve regular and organised meetings with key stakeholders as identified during stakeholder analysis phase of the project. Stakeholders are people who are directly or indirectly affected by the project. The project team needs to conduct detailed stakeholder analysis to map different stakeholders and inform the subsequent communication plan. Detailed stakeholder analysis is not a once off exercise as stakeholder profiles evolve over time. There is a need to update the analysis matrix to add new stakeholders and reassess the identified stakeholders based on phase of the project.

Communication plan is developed based on the detailed analysis and main objective is to ensure that different stakeholders are addressed proportionately according to the assessment of the team. The communication plan needs to be updated to accommodate lessons accumulated during project implementation. The project team need to maintain record of the stakeholder engagement conducted as part of monitoring and evaluation data. Records helps manage progress in terms of planned engagements with stakeholders.

It is ideal to maintain separate budgets for monitoring and evaluation activities to promote independence of the monitoring and evaluation activities from the other project activities.

Maintaining separate budget specifically for monitoring and evaluation activities signify effort to promote independence of the monitoring and evaluation functions within the project organisation. It significantly reduces the chance of organisations committing the whole budget to other activities and compromising the monitoring and evaluation delivery. Budget performance of the M&E budget has to be continuously monitored to guard against the risk of budget over-expenditure or under-expenditure. Budget spending should be in line with the detailed activities contained in the monitoring and evaluation plans.

Lastly, project planning forms basis for effective monitoring and evaluation of the performance of the projects. Project planning involves preparation of the project plans, project schedules and associated models like logic models that describes how project implementation activities will be carried out and how various data collection systems will contribute towards decisions made in the project. Monitoring and evaluation activities use the project planning data to gauge performance and inform decision-making. Timeliness of the project is gauged in terms of the schedule performance. Budget performance is also gauged in terms of the schedule performance as the team strives to align budget expenditure with schedule performance. Percentage of budget expenditure should not exceed substantially the schedule performance as that denotes risk of budget failing to deliver all project activities

### **1.2.1 Performance of Socio-Economic Empowerment Projects**

Socio-economic empowerment projects are implemented to improve the lives of the citizens in a sustainable manner. The Lesotho Government creates enabling environments by implementing the socio-economic empowerment programmes that are mostly informed by the baseline data and the challenges faced by the society. Globally, various Non-Governmental

Organisations (NGOs) are appointed to lead the implementation of the socio-economic programmes considering their mandate and centre of expertise (W. Muchelule, 2018). Most of the socio-economic empowerment projects that are to be implemented by different countries are well documented in the vision papers and are in support of the Sustainable Development Goals (SDGs) (Tarindwa, 2019).

Lesotho embarked on socio economic programmes to empower the citizens to actively participate in the economic activities of the country. Different countries use different variables to track the success of their socio-economic empowerment projects (DPME, 2021). Typical examples of such are per capita GDP, poverty by income, life expectancy, literacy, indicators, the level of employment, Gini co-efficient (Míguez & Dewey, 2018). The current study aims to assess the influence of the monitoring and evaluation practice on the performance of the socio-economic empowerment projects. The Lesotho Government creates enabling environments by implementing the socio-economic empowerment programmes that are mostly informed by the baseline data and the challenges faced by the society.

Globally, Non-Governmental Organisations (NGOs) are appointed to lead the implementation of the socio-economic programmes (Rumenya & Kisimbi, 2020). Drawing from project management best practices schedule overruns, budget overruns and scope creeps are not acceptable as they denote project failure (Bundi, 2020; W. Muchelule, 2018).

In Africa, countries like Kenya, Namibia, Malawi, Ghana are party to the sustainable development goals agreement and numerous socio-economic empowerment projects are implemented to improve the life of the citizens (Buvinic, O'Donnell, Knowles, & Bourgault, 2020; Kaluai & Muathe, 2020; Kanyangi & Okello, 2018). Most of those African countries have in the

recent years, appreciated monitoring and evaluation practices and their contribution to successful implementation of the project. Most of those African countries implement those projects using donor funding and increase maturity in monitoring and evaluation practices in the donor community have also increased as they willing to even allow project managers to budget for monitoring and evaluation activities.

Generally, the performance of socio-economic empowerment projects can be gauged in terms of performance in the four project constraints namely scope, cost, quality and schedule. Stakeholder satisfaction is included as a performance measure for the socio-economic empowerment projects due to their very nature of being implemented for betterment of the society and attainment of the sustainable development goals. Delivery in terms of approved schedule is one of the key considerations in delivery of socio-economic empowerment projects. Delivery within schedule is of fundamental importance. Failure to deliver within stipulated timelines generally leads to failure to deliver desired deliverables within stipulated budget constraints.

Project planning exercises delivers approved project plans and schedules that is used for effective monitoring and evaluation of the project performance. Schedule performance provides common understanding of how the project is progressing and how likely it is to be delivered within stipulated timelines. Expectation is for project budget performance to be in line with the schedule performance for the increased probability of delivering the project to completion. Schedule performance has to be aligned with progress in delivery of key deliverables. Greater schedule variances increase probability of project failure or premature closure of some projects. The project team also strives to deliver the anticipated number of deliverables as outlined in the project inception documentation. Ability to deliver the approved number of deliverables forming the scope of the project can also be used to gauge success of the project.

Socio economic empowerment project success can be measured in terms of the stakeholder satisfaction with results of the project (Thaddee, Prudence, & Valens, 2020). Overall project performance as perceived by stakeholders' highlights extend to which stakeholders are satisfied with the deliverables and overall implementation of the project. According to Silva & Warnakulasooriya (2017), there is a positive correlation of stakeholder satisfaction with the overall project success.

### **1.2.2 Monitoring and Evaluation Practices**

Monitoring and evaluation practices cover all activities done to enable the implementing organization to continuously monitor the project and subsequently evaluate the performance of the projects undertaken. Such practices are accepted by the monitoring and evaluation officers as an effective way of integrating monitoring and evaluation activities with the project activities. Monitoring and evaluation practices can have a significant effect on the delivery of socio-economic empowerment projects. For the purpose of this study, the three practices on monitoring and evaluation; namely, stakeholder engagement, budget allocation and project planning, are studied to gauge the influence these have on successful delivery of the socio-economic empowerment projects.

#### **1.2.2.1. Stakeholder Engagement**

Stakeholder engagement is fundamental throughout the entire project cycle. Kioko (2017), defined stakeholders as those people who have a role or interest in a project and take decisions using the collected monitoring and evaluation data and findings. The study seeks to assess the influence of monitoring and evaluation stakeholder engagement on the performance of socio-economic empowerment projects. Stakeholder engagement and participation in a delivery of socio-economic empowerment projects promote internal and external transparency and

accountability. Stakeholder engagement activities form part of critical monitoring and evaluation activities that positively influence, to a larger extent, the success of the socio-economic empowerment projects. The study by Titomet (2017), returned that stakeholder engagement is an intangible resource that influences the performance of projects. Empowerment is gauged in terms of the project ability to change, in a positive way, the baseline stakeholder situation that was recorded before project initiation.

Stakeholder engagement exercises such as a detailed stakeholder analysis, help categorise different stakeholders in a project and enable the formation of the multi-stakeholder project groups. Multi stakeholder project groups, not only aid the specifications and selection of appropriate monitoring and evaluation indicators, or an enhancement of credibility of the chosen indicators and their measurement (Kioko, 2017), but they enable effective performance measurement of the project and provide a holistic view of project benefits (Kihuha, 2018). Stakeholder engagements and feedback add value to the monitoring and evaluation process and feedback solicited from stakeholders acts as an input to the design and implementation activities of the project (Claude & Didace, 2020). Consented participation of different stakeholders enables each stakeholder to influence the final outcome of the project; hence, a need to involve all stakeholders when designing the monitoring and evaluation tools that will be deployed during the project.

#### **1.2.2.2 Budgetary Allocation**

The second objective of the study is to establish the influence of the monitoring and evaluation budget allocation in monitoring and evaluation, on the performance of socio-economic empowerment projects. Budget allocation in monitoring and evaluation is a vital ingredient for developing the most effective monitoring and evaluation system. Budget allocation according to

Andrew (2017), influences the project performance and visa-versa. Budgetary allocation has been identified as key challenge for effective implementation of monitoring and evaluation (Callistus & Clinton, 2018). Monitoring and evaluation activities require a dedicated financial budget and according to Kihuha (2018) the budget allocated for monitoring and evaluation activities can delineated within the project budget to promote independence of the function. According to Claude and Didace (2020), appropriate budget allocation for monitoring and evaluation activities has to be done during the feasibility stage of the project as failure to allocate the budget or insufficient budget, increase chance of project failure due to failing monitoring and evaluation activities.

### **1.2.2.3 Project Planning**

The third objective of the study is to establish the influence of project planning of the performance of socio-economic empowerment projects. Planning is critical for improved performance of socio-economic empowerment projects and it is key for effective implementation of project and accomplishment of desired targets (W. Muchelule, 2018). Gaibo (2019), asserts that the project planning informs the formation of the log-frame and monitoring and evaluation indicators together with the means of verification. Project planning frameworks cover project ultimate goals, objectives and activities that are necessary for effective execution of the project (Adebayo, Eniowo, & Ogunjobi, 2018; Gaibo, 2019; Kihuha, 2018; Tarindwa, 2019). Further, Gaibo (2019) asserts that project planning encompass monitoring and evaluation planning which is an integral part of overall project plan. Management support and buy-in during preparation of project plan and subsequent monitoring and evaluation plan is critical (Kihuha, 2018). Some of the reason why projects may fail include but are not limited to project planning as that results in

unplanned budget spending, unplanned activities and poor quality deliverables (Claude & Didace, 2020).

#### **1.2.2.4 WLSA – Socio Economic Empowerment Project**

Women and Law in Southern Africa Research and Educational Trust (WLSA) embarked on the socio-economic empowerment project that is sponsored by the European Commission. The implementation of this project commenced in September 2019 through three leading women rights organisations in Lesotho that collaborated to deliver the socio-economic empowerment projects while the lead implementer is WLSA. The other collaboration parties are the Federation of Women Lawyers (FIDA) and Gender Links Lesotho (GLL). There are three other bodies that complement the lead implementers and these are the Lesotho National Council of Women (LNCW), the Migrant Workers Association (MWA) and the Lesotho Christian Students (LCS).

The overall objective is to contribute towards accelerated development of transformative gender policies, law, peace, democratic governance, as well as to establish effective credible institutions. The project targets 20,000 women, 600 community councillors, the Lesotho law reform commission, 100 parliamentarians, 10,000 young girls and youth, 300 chiefs and 150 Lesotho Revenue Authority officers. The beneficiaries of the projects comprise the communities in the 10 districts of Lesotho. These include both married and unmarried women, female-headed households, pregnant and lactating women, elders, adolescent girls, persons with disabilities, men and boys and other gender groups.

The main activities of the project are outlined in the concept note as policies and laws, ending gender-based violence, economic empowerment. A fair attempt was made by the project team to document a monitoring and evaluation logic model even though, through the initial



assessment, the key indicators were not specific and measurable in an accurate manner. These is attributable to the maturity level of the project implementation team, which, according to the initial discussions with the national directors, is low, and there is room for improvement in that area.

### **1.3 Statement of the Problem**

In recent times, socio-economic empowerment projects have been experiencing substantive delays, primarily due to schedule overruns, cost overruns and failure to deliver the desired scope in terms of number of the deliverables expected. Some of the socio-economic empowerment projects implemented in Lesotho are prematurely terminated or they fail to deliver desired benefits to the society (Government of Lesotho, 2020). The best practice in project management advocates for active monitoring and evaluation of projects to promote transparency and accountability. Since, implementation of such project requires donor funding, enhanced monitoring and evaluation practices to influence the performance of the socio-economic empowerment projects is frantically needed.

Lesotho was selected as a suitable study area for the purposes of the current study, not only due to budgetary and time constraints of the researcher but also due to the prevailing challenges in delivering the socio-economic empowerment projects successfully. Besides the fact that the researcher resides in Lesotho and is able to get information locally with ease, the research findings address the current gap in research work in monitoring and evaluation area and furthermore , the study is useful for those pursuing careers in monitoring and evaluation.

Initially, the requirement to integrate the monitoring and evaluation practices into the overall project life-cycle management was undermined. Stakeholder engagements were also not given the attention that they deserved and most donors were reluctant to allocate budgets for

monitoring and evaluation activities. Furthermore, the project teams were immature in the implementation of the monitoring and evaluation practices, thus compromising or entirely eliminating the necessary monitoring and evaluation planning. The perspective has changed slightly as most donors appreciate the importance of monitoring and evaluation practices and are willing to provide supporting budgets for those practices, which include, but are not limited to stakeholder engagements, monitoring and evaluation planning and project planning.

There are a number of reasons, previous studies attribute to the failed socio-economic empowerment projects. However, little or no studies have been carried to establish the influence of monitoring and evaluation practices on the performance of the socio-economic empowerment projects, in Lesotho. Regionally, there are limited number of published research studies that attempt to assess the influence of monitoring and evaluation practices on performance of socio-economic empowerment projects.

However, other closely related research studies conducted in other countries, such as Kenya, indicated that stakeholder engagement, monitoring and evaluation budgetary allocation and planning, amongst other monitoring and evaluation practices, significantly and positively influence the performance of the projects (Gaibo, 2019; W. Muchelule, 2018). The study by Gaibo (2019), on the influence of monitoring practice returned a contradicting results that monitoring and evaluation planning does not influence project performance.

Monitoring and evaluation complement project management practices by integrating the tracking of activities and ongoing data collection through regular feedback loops into the project implementation cycle (Ivan, 2019; W. Muchelule, 2018; Omunga & Gitau, 2019). Typical monitoring and evaluation practices that were studied to assess their influence on project

performance include development of monitoring and evaluation frameworks, participatory monitoring, capacity building of monitoring and evaluation teams (Ivan, 2019; Njeru, 2018; Omunga & Gitau, 2019; Rumenya & Kisimbi, 2020). Stakeholder engagement in monitoring and evaluation has also been identified as one practice that has a potential to influence the performance of the project, taking into consideration the related moderating factors such as technical capacity, politics and senior management support (Njeru, 2018; Omunga & Gitau, 2019). A contradicting finding was returned by the study conducted by Gaibo (2019), which showed that stakeholder participation in monitoring and evaluation does not influence the performance of the project.

Contradicting research findings are noted in some studies as some researchers observed a positive influence that stakeholder engagements have on the performance of the projects while others found that stakeholder engagements led to failed monitoring and evaluation practices. According to the study conducted by Jonas et al., (2018), stakeholder engagements have a great potential of being counter-productive and that can influence the project performance negatively.

Other studies also noted some contradicting findings that budgetary allocation does not necessarily influence the performance of the project as the budget can be wasted on unplanned activities that do not add any value to the project. Contradictions and limited research in this area in the context of Lesotho has been a source of motivation for investigating the influence that the monitoring and evaluation practices have on the performance of the socio-economic empowerment projects and WLSA is an appropriate case for the purpose of the current study. WLSA is a lead implementer and it is collaborating with other smaller NGOs to implement components of the project and that makes their project suitable as it impacts a wide array of groups of society and has

linkages to other stakeholders, represented by other NGOs that are also covered current in the study.

Globally, national governments collaborate with the local governments to fund some socio-economic programmes as part of implementing strategic objectives of the country and the associated SDGs. The low success rate in the implementation of the socio-economic empowerment projects has been a source of concern and such projects are failing to meet the stakeholder needs due to the reasons that may be associated with limited engagements. Some monitoring and evaluation activities are cancelled because to budget constraints and there is no plan to guide the monitoring and evaluation activities and to facilitate feedback reporting. As a result, the limited resources are wasted in the implementation of the socio-economic empowerment projects that fail to deliver the expected results for the society (UN, 2017). In some cases, the monitoring and evaluation practices are regarded as ineffective despite the massive or adequate funding allocated to support activities. That, is also a source of concern that the study attempts to investigate.

In Africa, Kenya stood out as the country that is advanced in terms of institutionalizing monitoring and evaluation and there are a number of supporting structures such as associations, forums and conferences held to discuss monitoring and evaluation matters. Kenya has also assumed the leading position in terms of publishing articles and thesis that cover the issues on influence of monitoring and evaluation practices on the performance of different projects. Despite numerous publications made, none of the studies has so far tackled the influence of monitoring and evaluation of the performance of projects, specifically socio-economic empowerment projects.

#### **1.4 Purpose of the Study**

The purpose of this research study is to assess the influence of the monitoring and evaluation practices on the performance of the socio-economic empowerment projects in Lesotho, using WLSA project as the case study.

#### **1.5 Objectives of the Study**

The objectives of the study are:

- i. To assess the influence of stakeholder engagement on the performance of socio-economic empowerment projects.
- ii. To establish the influence of the budget allocation on the performance of socio-economic empowerment projects.
- iii. To determine the influence of project planning on the performance of socio-economic empowerment projects.

#### **1.6 Research Questions**

The study is intended to answer the following questions:

- i. How does the stakeholder engagement influence the performance of socio-economic empowerment projects?
- ii. How does the budget allocation influence the performance of socio-economic empowerment projects?
- iii. How does the project planning influence the performance of socio-economic empowerment projects?

## **1.7 Significance of the Study**

This research findings are of benefit to WLSA and other NGOs in Lesotho that implement socio-economic empowerment projects and respective researchers and academicians undertaking studies on influence on monitoring and evaluation on project implementation. The findings of the research are invaluable to the executive management of the WLSA and other non-governmental organisations tasked with responsibilities of implementing socio-economic empowerment programmes. The research findings are used to inform future monitoring and evaluation practices, thus leading increased maturity in the implementation of monitoring and evaluation. Furthermore, the study provides an insight into how monitoring and evaluation can influence the performance of future socio-economic empowerment projects and in turn improve the success rate of such projects.

The researcher could not find research articles and studies published in Lesotho on monitoring and evaluation practices in socio-economic empowerment projects and other projects such as construction projects, ICT projects, etc. That, may be partially attributed to the fact that, institutions of higher learning in Lesotho do not yet offer monitoring and evaluation courses and therefore, there is no interest in this area. The study is of benefit to future researchers and academicians wishing to undertake studies on the influence of monitoring and evaluation practices on project performance. The study will act as a reference material for those researchers and will contribute to the body of knowledge by means of sharing findings and research recommendations on the way forward from current situation.

## **1.8 Scope of the Study**

This research study assesses the influence of monitoring and evaluation practices on the performance of the socio-economic empowerment projects. The key focus is on the socio-

economic empowerment project implemented by WLSA Lesotho in collaboration with other stakeholders. WLSA is a lead implementer and it is collaborating with other smaller NGOs to implement components of the project and that makes their project suitable as it impacts a wide array of groups of society and has linkages to other stakeholders, being those other NGOs will be reached as well in the study. The size of the project and greater pool of stakeholders makes the project to be more suitable for the current study. WLSA unlike other NGO has formally institutionalised the monitoring and evaluation function in their organisation and the practices are also integrated to their normal project implementation processes.

### **1.9 Delimitation(s) of the Study**

The study is delimited to assessing only monitoring and evaluation stakeholder engagement, monitoring and evaluation budget allocation and monitoring and evaluation planning, given that, it is not feasible within the allocated time, to cover other monitoring and evaluation practices. Time restrictions and limited budget informed the scoping and design of the current study. The study primarily focused on WLSA as its case study as currently, there are fewer NGOs that implement socio-economic empowerment projects that have institutionalized monitoring and evaluation practices.

In addition to the above, COVID-19 pandemic has negatively affected other prominent NGOs, leading to their closure and therefore limited options on the choice of case studies. The study assumed that the socio-economic empowerment project led by WLSA can be a good basis for establishing the influence of monitoring and evaluation practices on performance of the socio-economic empowerment projects.

Gaining access to other NGOs in other districts was a challenge due to numerous district-to-district movement restriction posed by COVID-19 regulations and WLSA was the only significant NGO accessible and may remain so during the period of this study. Research funding and time constraints are delimiting factors that influenced the selection of independent variables of the current study.

### **1.10 Limitations of the Study**

The research study is undertaken during the COVID-19 period that is characterized by lockdowns and the restriction of movement. Engagement with key people is going to be mainly virtual and that may limit access to some key contacts. Time limitation informed the researchers' decision to engage the research assistant to facilitate collection of the data from remote respondents. The researcher, due to time limitation, was also not able to complement data collection with reports review to formulate comprehensive recommendation.

### **1.11 Assumptions of the Study**

The researcher assumes that respondents are transparent and respond to the questionnaires truthfully. Another assumption was that COVID lockdown restrictions will not fully prohibit access to the research site and that most respondents will be available virtually in cases where face-to-face engagement is not possible under the prevailing circumstances.

### **1.12 Theoretical Framework**

The research focused on the appropriate and relevant theories to monitoring and evaluation practices and their influence on the performance of projects. These was done in the context of, the Empowerment Evaluation Theory introduced by Fetterman in 1993, the Resource Based View Theory as postulated by and Birger Welnerfelf, Prahalad ad Hamel, Spender and Grand in the year



1984, the Theory of Change as proposed by Weiss in the mid-1990s. The cited theories anchor the variables of the study and share insights into monitoring and evaluation stakeholder-engagement, monitoring and evaluation-budgetary allocation and monitoring and evaluation planning, which can influence the performance of the socio-economic empowerment projects. The sections below elaborate on each theory.

### **1.12.1 Empowerment Evaluation Theory**

The main theory anchoring the study is the Empowerment evaluation theory, introduced in the field of evaluation in 1993 by Fetterman, Kaftarian and Wandersman. International in scope, proposed the theory and it has been applied in over 16 countries. It is internationally recognised as a stakeholder engagement approach that is widely accepted (Fetterman, 2019). The theory was applied to various settings and was commended for its ability to foster stakeholder engagements while also cultivating the practice. Empowerment evaluation theory's distinctive feature is that project team, participants and the community at large are regarded as one, in terms of controlling the evaluation processes. Empowerment theory has a conceptual theory that is funnelled by the empowerment and process theory and it delivers an insight into the dynamic and synergistic evaluation process.

The key assumption of the theory is that stakeholder engagement automatically results in the empowerment of relevant stakeholders. The theory relates to current study, as it seeks to assess the influence of monitoring and evaluation stakeholder engagement on the performance of socio-economic empowerment projects. The theory was applied in improving some community-based programs and as such, it is deemed appropriate in the context of the current study that seeks to establish the influence of monitoring and evaluation practices on the performance of socio-economic empowerment projects. Socio-economic empowerment projects just like typical

community-based programs, have similarly objectives of emancipating communities by creating a conducive environment for economic activities geared towards poverty eradication and social uplifting.

### **1.12.2 Resource-Based View Theory**

Birger Welnerfelf, Prahalad and Hamel and Spender and Grand championed the resource-based view theory. The theory was propounded around 1980s and 1990s. The resource-based view originated from the strategic management research and posits that the project budget is its source of competitive advantages (Ronoh & Kirui, 2020). The theory has two basic assumptions; namely, heterogeneity and immobility of resources. Resources are heterogeneous if different organisations have different sets of skills, resources and governance structures, thus making each organisation unique. The second assumption of immobility highlights the fact that, resources cannot be moved freely from one organisation to another.

The theory is related to current study in that the study seeks to assess the influence of monitoring and evaluation budgetary allocation on the performance of socio-economic ,empowerment projects. The resource-based view theory advocates for adequate allocation of resources to enable the monitoring and evaluation team to execute the activities according to plan.

### **1.12.3 Theory of Change**

Theory of change was championed by Weiss in the mid-1990s. The theory of change outlines the mini-steps that are necessary towards the desired change in the implementation of projects. The theory of change maps the project activities and the desired outcomes of the project. The assumptions of the theory are that the achievement of short-term outcomes lead to attainment of the mid-term outcomes, which ultimately lead to long-term outcomes. The theory is related to

current study in that seeks to assess the influence of monitoring and evaluation planning on the performance of socio-economic empowerment projects. The theory of change informs proper project planning and improves the chances of successful execution of projects.

The theory of change is a useful tool that guides project planning. It enables effective tracking of inputs activities, outputs and ultimate outcomes of the project (Claude & Didace, 2020). Since it provides a clear picture of how anticipated changes are going to occur, the theory of change is an effective model which can be tested and refined through the monitoring and evaluation process (Gaibo, 2019). According to Muchelule (2018), the theory of change is often referred to as programme theory, a result chain or a programme logic. It encompasses a series of assumptions and it links inputs to the activities and outputs, and ultimate outcomes. The Theory of change informs the development of the monitoring and evaluation frameworks, which act as the bases for a proper monitoring and evaluation-planning in the project and effective execution of the developed plans.

### **1.13 Conceptual Framework**

Figure 1.1 demonstrates the independent and dependent variables of the study, with particular emphasis on the monitoring and evaluation practices. The focus of the study was on the monitoring and evaluation stakeholder engagement, monitoring and evaluation the budgetary

allocation, and project planning. The specific indicators supporting the variables are highlighted in the conceptual framework.

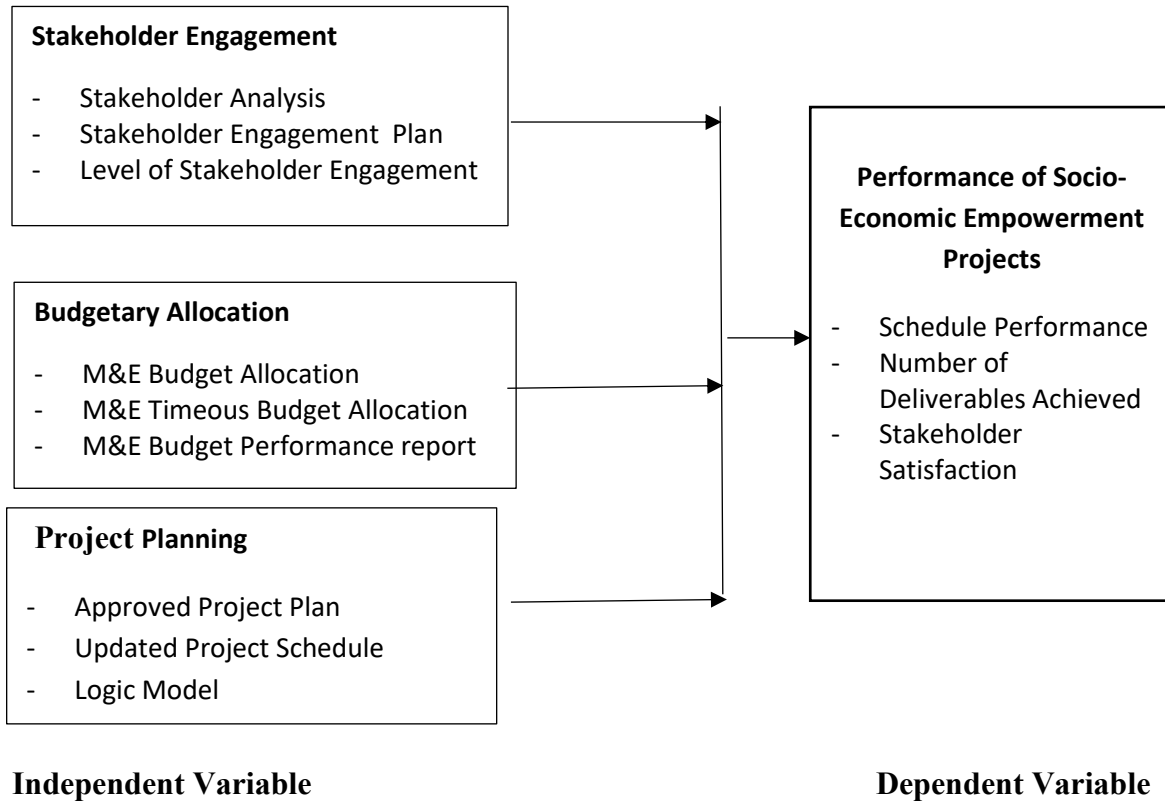


Figure 1.1: The Conceptual Framework

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Empirical Literature Review**

The chapter explores the theoretical framework and the empirical review. The applicable and propounded theories were selected in support of the current study. The objective of the chapter is to highlight the theoretical and empirical review on the stakeholder engagements, budget allocation and project planning. The literature review will uncover key assumptions of the study and identify possible gaps. The chapter entails in-depth review of monitoring and evaluation practices that influence the performance of the projects and reference was made to scholar research reports and published journals global, regional and country level perspective. It further highlights linkages in empirical literature and research gap analysis. Reference was made to scholar research from South Africa, Ghana, Kenya and Rwanda.

#### **2.2 Socio-Economic Empowerment Project Performance**

Socio-economic empowerment projects are critical for achievement of sustainable development goals (Were & Kimaru-Muchai, 2021). The socio-economic empowerment projects are implemented to increase the economic activity of the country and to improve the livelihoods of the citizens. Socio-economic empowerment projects according to Buvinic, O'Donnell, Knowles, & Bourgault, (2020) capacitates citizens to part-take in building the country's economy and promote access to economic resources and income opportunities. Alamanos, Rolston, & Papaioannou, (2021) asserts that socio-economic empowerment is a process that develops a sense of autonomy and confidence amongst the citizens. The socio-economic empowerment projects changes social relationship and emancipate the citizen from poverty. Kapur (2018) asserts that

those projects further broaden empowerment outcomes for the citizens. Assessing the performance of project is one of the key activities for monitoring and evaluation. Numerous research studies assessed the influence of monitoring and evaluation practices on various project success Ivan, 2019 and Kihuha, (2018) and a clear relationship was demonstrated.

## **2.2 Monitoring and Evaluation Practices**

### **2.2.1 M&E Stakeholder Engagement and Performance of Socio-Economic Empowerment Project**

The objective of the study is to assess the influence of stakeholder engagement on the performance of socio-economic empowerment project. W. Muchelule (2018), defined the monitoring and evaluation-stakeholders as those people who have a role or interest in a programme/project and make decisions on the basis of the collected monitoring and evaluation data and findings. Stakeholders are people, groups or organisations who have potential to directly or indirectly be affected by a project delivery. Stakeholder engagement is a process of soliciting contributions from identified stakeholders and in turn providing feedback throughout all stages of stakeholder engagement. Kimatu (2020) urges that stakeholder engagement is one of the monitoring and evaluation practices and its also an ingredient for transparency and accountability. Stakeholder engagement is a critical means to successful execution of the project.

Stakeholder engagement is enabled by a formal process of analysing stakeholders according to their three distinguishing characteristics which according to Yacobucci & Jonsson (2019) are power, urgency and legitimacy. Stakeholders can further be categorised as internal or external stakeholders. Detailed stakeholder analysis conducted in collaboration with all relevant stakeholders coupled with careful consideration of stakeholder is crucial (Karimi, Mulwa, &

Kyalo, 2020) . According to Karimi, Mulwa, & Kyalo (2020) and Olwande, (2021) stakeholders need to be thoroughly identified during early stages of project conceptualisation Stakeholder engagement is not only considered critical for understanding stakeholder involvement in the project but it also considered a risk mitigation strategy as misunderstandings and crucial misconceptions about the project are managed by stakeholder engagement.

Multi- stakeholder project groups can facilitate the specifications and selection of appropriate monitoring and evaluation indicators and further enhance the credibility of the chosen indicators and their measurement (Bhowon, 2018). Multi-stakeholder groups enable effective performance measurement of the project and provide a holistic view of project benefits (Kihuha, 2018). The study according to Karimi et al. (2020) returned that detailed analysis conducted in collaboration with stakeholder has influence on the performance of the project. Stakeholder engagement not only influence performance of the project but it further enhances cooperation, accountability and trust in the project thus influencing the performance of the project (Soares, 2020). Mushori (2020) argues that despite the successful development of the stakeholder analysis and stakeholder engagement plans, risk of failing to execute all according to plan and securing attention of all stakeholders needs to be actively managed.

The project had a detailed stakeholder engagement plan that covered all internal and external stakeholders and project performance. Different authors attempted to map the stakeholder engagement process and according to Njeri & Omwenga (2019) the process starts with detailed brainstorming and analysis of the stakeholders, following which a stakeholder engagement plan will be developed covering all engagements throughout the project cycle and even after implementation. Stakeholder engagement plan is according to Kissi et al. (2019) document that

shows how different stakeholders in the project will be engaged. It enables subsequent monitoring and evaluation process of assessing if engagement is rolled out according to plan or not. The engagement plan once documented affords the project team enough time to plan engagements and minimize risk of under-engaging other stakeholders.

The stakeholder engagement covered all levels from top management to the lowest levels. Karimi et al. (2020) urges that stakeholder engagement process can be executed at different levels depending on the project undertaken and confining stakeholder engagement on lower levels while neglecting participation at certain levels can compromise the value attached to the stakeholder engagement process. Level of stakeholder participation has been returned by Karanja & Yusuf (2018) as critical considering different governance levels of the project. Full support in the project calls for stakeholder engagement across different levels in the project (Molaei et al., 2019).

Poor stakeholder engagement has been cited as a factor contributing to project failures (Zarewa, 2019). Ackah (2020) and Shrestha et al., (2020) concur that poor stakeholder engagement is a root cause of project failure. Lack of balanced stakeholder engagement has potential to contribute to project failure (Karimi et al., 2020). Stakeholder engagement importance is noticed across different types of projects. Stakeholder engagement importance in construction projects has been noted by Kissi et al. (2019). Importance of stakeholder engagement projects has further been highlighted by Claude & Didace (2020); Kihuha (2018). Researcher did not however come across research studies that covered stakeholder engagement in the context of socio-economic empowerment projects and that gap is addressed by the current study.

Stakeholder engagements and feedback add value to the monitoring and evaluation process and feedback solicited from stakeholders acts as an input to the design and implementation



activities of the project (Claude & Didace, 2020). Consented participation of different stakeholders enables each stakeholder to influence the outcome of the project, hence the need to involve all the stakeholders when designing the monitoring and evaluation tools that intended for use in the project. Kihuha, (2018) agrees that stakeholder engagement is fundamental throughout the entire project cycle as it involves collaborating with relevant stakeholders of the project.

Most researchers established that there is a positive and significant influence of stakeholder engagement in the performance of the project (Omunga & Gitau, 2019). In his research, W. Muchelule (2018) found that stakeholder engagement is an intangible resource that influences the performance of projects. According to the study conducted by Karimi et al. (2020) stakeholder engagement influence the performance of the programme and the study used inferential statistics to assess statistical significance of the variables. They however, returned that there is a risk of stakeholder over-engagement and under-engagement needs to be continuously managed to also contain the costs associated with those engagements.

Published literature used for reference in the current study were conducted in areas of construction project, development projects and ICT projects, none covered socio-economic empowerment project. Different researchers also documented underlying moderating factors that contribute directly or indirectly towards positive influence of stakeholder engagement on the performance of project. In his research, Njeru (2018), warned that even though there is a positive and significant influence of stakeholder engagement on the performance of projects, such engagement should be proportionately managed to layers of responsibilities that should be clearly set out to ensure well management engagements. The study done by Zarewa (2019) revealed that the positive and significant influence of stakeholder engagement on the performance of project is undermined by politics and budgetary constraints. The study according to Mambwe et al. (2020)

revealed a positive correlation between stakeholder engagement and schedule performance together with stakeholder satisfaction.

On another opposite end, there are studies that also revealed the opposite finding that argued that stakeholder engagement also has a potential to contribute towards project failure. Research study by Gaibo (2019), returned that management participation as part of stakeholders does not necessarily influence the performance of the project. Soares (2020) also warned that stakeholder engagement might also raise unrealistic expectation of the stakeholders thus negatively influencing the performance of the project as it brings about conflict of expectations. Mambwe et al. (2020) study returned that engagement stakeholders have negative correlation with the budget performance and it has to be undertaken in moderation.

In Lesotho, none of the researchers published the influence of monitoring and evaluation practice specifically on the performance of the socio-economic empowerment projects. The differing findings on the influence of stakeholder engagement on the performance of projects motivate the undertaking of the current study, which might also reveal moderating factors, and whether in the context of Lesotho, stakeholder engagement has significant and positive relationship with the performance of the socio-economic empowerment projects.

### **2.2.2 M&E Budgetary Allocation and Performance of Socio-Economic Empowerment Project**

The study aims is to establish the influence of the budget allocation on the performance of socio-economic empowerment projects. M&E budgetary allocation refers to an act of setting aside for undertaking M&E activities. According to Claude and Didace (2020), appropriate budget allocation for monitoring and evaluation activities has to be done during the project feasibility

stage as failure to allocate the budget or allocating insufficient budget increases the chance of project failure.

M&E budget allocation influence the performance of the project and serves as the basis for measuring performance and proactively managing risk. Naliaka (2020) returned that M&E budget allocation positively influence the performance of the project. M&E budgets needs to be separated from other project budgets for success of the project. Budget allocation in monitoring and evaluation is a vital ingredient for developing the most effective monitoring and evaluation system. Monitoring and evaluation activities require a dedicated budget that is kept separate from other project budget to cater for independent usage of the budget.

The project budget should accommodate a clear and adequate budget for performing monitoring and evaluation activities. According to Tarindwa, (2019) the budget allocated for monitoring and evaluation activities can be delineated within the project budget to promote independence of the function. The budget should further be demarcated within the overall budget to enable independence of the monitoring and evaluation function (Bundi, 2020). M&E budget allocation and separation of such a budget from the main project is critical for founding sustainable M&E systems and, linking M&E to the project performance (IFAD, 2019). M&E budget needs to separated from the main project budget to promote independence of the M&E function as that has a positive influence on the performance of the project (Kaula, 2020).

M&E budget allocation and timeous allocation are key success factors for the project Rumenya & Kisimbi (2020) asserts that budget allocation and timeous allocation of the budget determines what be achieved as far as monitoring and evaluation plan is concerned. Researcher established a positive and significant influence that the monitoring and evaluation-budget

allocation has on the performance of the project. In the study conducted by Mushori (2020) Budgetary allocation and timeous allocation were identified as key determinants of effective M&E practices that positively influence the performance of the project.

Project success depended on M&E budget allocation. Budget allocated for monitoring, evaluation activities should be adequate to effectively implement the monitoring, and evaluation approved plan (Maalim, 2017). Failure to allocate sufficient budget for monitoring and evaluation activities compromises the ability to effectively implement the planned monitoring and evaluation activities and that increases probability of failure to monitor or evaluate the project (Molapo, 2019). Rumenya & Kisimbi (2020), further added that, for budget allocation to positively and significantly influence project performance, the sources of finance have to be well managed and maintained until the completion of the project.

There is no universally recognized formula for establishing the monitoring and evaluation budget , but some researchers argue that the monitoring and evaluation budget should be around 5-10 percent of the total project budget (Rumenya & Kisimbi, 2020). 5-10 percent allocation however remain subjective and dependent on the nature of the project implementation. M&E budget allocation remains a subjective and there is no standard for assessing that adequacy as its dependent on the nature of the projects undertaken and risk managed (Mushori, 2020). Maalim (2017), assessed the influence that budgetary allocation has on the performance of projects and found that there is a significant and positive association of the two, however they are undermined by the political influence.

Some research findings returned that there are critical moderating factors that influence the relationship budget allocation has to the performance of the project. Moderating factor returned by

Ng'etich et al. (2017) is that the budget adequacy should be assessed in terms of the availability of allocated funds to cover all planned monitoring and evaluation activities, and timely disbursement of such budgets should also be taken into account. Lastly, Kioko (2017), recommends that for budget allocation to be able to positively and significantly influence project performance, it should factor in the element of risk. According to Bundi (2020), the monitoring and evaluation- budget allocation influences the project performance and visa-versa.

Budgetary allocation to monitoring and evaluation has been identified as one of the key challenges for the effective implementation of monitoring and evaluation (Callistus & Clinton, 2018). Generally, the reviewed literature reveals positive and significant influence and that the other factors that are project specific should be accommodated in the budget allocation process. Mushori (2020) however warns that budget allocation and timeous allocation are threatened by the scarcity of the financial resources and the M&E officer are continually expected to do more with less. None of the studies conducted in Lesotho assessed the influence budget allocation has on the performance of the socio-economic empowerment project and the current study will fill the current gap and further reveal some underlying factors that moderate the relationship between budget allocation for monitoring and evaluation activities and performance the socio-economic empowerment projects.

### **2.2.3 Project Planning and Performance of Socio-Economic Empowerment Project**

The objective of the study is to determine the influence of project planning on the performance of socio-economic empowerment projects. Project planning is critical for the improved performance of a project (Karanja & Yusuf, 2018). Project planning is an activity or a process embarked on during the preliminary phases of the project (Lavappa, 2008). Project

planning involves breaking the defined scope into manageable work packages that can be costed accordingly and resources allocated together with timing of each work package (Kaluai & Muathe, 2020). The project plan is reviewed on ongoing basis to ensure that it remains relevant for all stakeholders in the project (Claude & Didace, 2020).

Project planning is not exclusive to project managers, it's a collaborative activity calling for detailed stakeholder engagement to promote common understanding, teamwork, unified culture and management of risk (Ivan, 2019; Karanja & Yusuf, 2018). A baseline project plan needs to be properly documented and approved to enable effective control (Calvani & Chinnanon, 2003). The baseline project plan is used to enable subsequent project monitoring and evaluation activities (Tengan & Aigbavboa, 2017).

Project planning forms basis for measuring schedule performance of the project (Kaluai & Muathe, 2020). Accuracy of approved project plans depends on reasonable and adequate timelines assigned for each task (Irfan, Khan, Hassan, Hassan, & Habib, 2021). Failure to develop project schedule in collaboration with relevant stakeholders, results in unrealistic schedules that will not be useful for subsequent monitoring and evaluation thus resulting in failure to deliver the project within stipulated timelines (Gunduz & Almuajebh, 2020).

Project planning pays an important role in improving the financial performance of the project (Muute 2019). The project needs an approved project plan that clarifies the scope and associated timelines (Tarindwa, 2019). Approved project plan is a project planning deliverable created using the approved project plan. it documents the resulting activities that emanate from work breakdown structure (Claude & Didace, 2020). The basic unit of scheduling is the task that emanated from the work packages developed during and exercise of breaking down scope into

manageable tasks forming a work breakdown structure (Andrew, 2017). A project schedule contains detailed information about each task in terms of its summary description, responsible human resource, start date and end date of the task (W. Muchelule, 2018).

Approved project plan enables efficient allocation of the resources and according to Muute (2019), an approved project plan is developed based on the work break down structure that covers project scope (Karanja & Yusuf, 2018). Accuracy of the project plan and ability to influence the performance of the project call for accurate sequencing of the project activities and reasonable estimation of timelines (Kaluai & Muathe, 2020). The project plan formally documents the entire scope and outlines the number of deliverables to be attained (Andrew, 2017). A project plan should contain a detailed list of deliverables, also regarded as milestones, thus enabling subsequent monitoring and evaluation activity of gauging the extent to which deliverables are delivered in the project (Durdyev & Hosseini, 2020).

Project plans need to be updated regularly for enhancing project performance (Molaei, 2019). Project progress reports needs to be developed monthly and shared with all stakeholders (Andrew, 2017). The project progress report serves to provide the internal and external stakeholders with status of the project at regular intervals (Tarindwa, 2019). Tengan & Aigbavboa (2017) asserts the project reporting fosters stakeholder engagement while also enabling timely interventions to address possible bottlenecks during project implementation (Irfan et al., 2021).

The project logic model is also developed during project planning phase and indicators for inputs, activities, outputs and outcomes (Quyen, Matsushima, Kobayashi, & Nguyen, 2018). Project planning framework can adopt different formats which do not differ much from their purpose of detailing out how inputs will be transformed to ultimate outcomes (Thornton et al.,

2017). In some instance the framework assumes logical framework format, logic model format or result chain format (Kihuha, 2018). The frameworks differ in presentation but they attempt to pictorially depict the transformation of inputs to outcomes (Kimatu, 2020). Logic modelling is one of those frameworks that are easy to develop and they illustrate the project's theory of change in a pictorial format (Allen & Kilvington, 2018).

Logic model, thoughtfully developed in collaboration with stakeholders, can be used to defend the project proposal before the potential and current donors (Mckee, Blampied, Mitchell, Mckee, & Rogerson, 2020) . Plausible logic model can be used to highlight salient features of the project to various stakeholders, control project drift and ascertain consistency with the project intended purpose (Reinholz & Andrews, 2020). Logic model forms basis for subsequent evaluation design (Tarindwa, 2019). Logic model highlights the key assumptions about the project as part of practical risk management (Allen & Kilvington, 2018; Mckee et al., 2020).

Poor project planning results in failed delivery of the socio-economic project is the key factor for the effective implementation of a project and the accomplishment of desired cost and schedule targets (W. Muchelule, 2018). Gaibo (2019) asserts that the project plan has to be closely linked to the log-frame and to the monitoring and evaluation indicators together with the means of verification. Gaibo (2019) emphasizes that the project schedule and logic are integral parts of the overall project plans. Furthermore, management support in preparation of project plan is also a critical factor (Kihuha, 2018).

The project team should be well capacitated to develop and track the performance of the project plan (Tengan & Aigbavboa, 2017). Capacity building of the project teams, is critical for successful delivery of the project (Titomet, 2017). Capacity building fosters sense of ownership in



the project and strengthens confidence and knowledge (Kanyangi & Okello, 2018). There is a positive influence that team capacitation has on the performance of the project (Irfan 2021). According to the study conducted by Kihuha (2018) the results provided empirical support for the project team capacity to develop and track the performance of the project plan. Moreover, there is no difference in the perception of the impact of team members' competencies on project success factor, depending on their roles, such as project manager and team member (Karimi et al., 2020).

In some African countries like Kenya, numerous research papers demonstrate a positive and significant influence the project planning has on the performance of the project. Reference was made to study conducted by W. Muchelule (2018) and Omunga & Gitau (2019) where all researchers found a positive and significant influence except for Gaibo (2019), whose finding contradicted the former. The study conducted by Omunga & Gitau (2019) further returned that project planning enables two other variables considered in the current study; the budget allocation and stakeholder engagement. There are currently no studies conducted in Lesotho to assess the influence of project planning on the performance of the socio-economic empowerment project and the current study serves to bridge the apparent gap and to contribute to reference literature whose results can be used by other project team implementing the socio-economic empowerment project in Lesotho.

### **2.3 Summary of Review of Literature and Research Gap(s)**

The reviewed literature has shown that monitoring and evaluation practices can have an influence on the performance of projects. Reviewed literature highlighted how stakeholder engagement, budgetary allocation and project planning influence the performance of the projects. The underlying factors and moderating factors are returned by some studies. Their influence

assessed on construction, ICT and other projects and the researcher could not find studies that directly assess influence on the socio-economic empowerment projects. Generalisation based on findings of other studies performed was avoided and addressed as a gap in literature.

Institutionalisation of monitoring and evaluation practices is not only beneficial to the NGOs, it goes a long way into benefiting even other organisation in the private sector as changes are implemented by projects and programmes. The empirical review addresses the variables of the study and the causal relation. Contrasting research findings denote that relationship between monitoring and evaluation practice and performance of projects is not settled. The study will address the knowledge gap and add to the body of knowledge that provides the Lesotho context. Further, the reviewed literature was done in different contexts and finding cannot be generalised to Lesotho, hence the motivation to bridge the gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methodology used to collect and analyse data collected in the study. The research design to be used quantitative approaches. Questionnaires were used as a primary data collection tool used in the study. The chapter also covers data analysis and ethical consideration that the study espouses.

#### **3.2 Research Design**

The research design outlines how information in the current study was collected and analysed. The method used for gathering data and instruments was closed-ended questionnaires. The study adopted the descriptive research survey design which has an advantage of clearly portraying the current context of the study (Bundi, 2020). Descriptive research survey design pronounces properties of a specific phenomenon in a given situation (Karimi et al., 2020; Were & Kimaru-Muchai, 2021). According to Bundi (2020) descriptive research survey design aids the researcher to obtain detailed information given a particular context, and that is applicable to the current study where information is solicited on the influence of the monitoring and evaluation practices on the performance of the socio-economic empowerment project.

#### **3.3 Research Site**

WLSA-Lesotho is the research site for the study. WLSA is based in Katlehong Maseru, which is about 2 km from the city centre and 8 km from where the researcher lives. Most of the employees of WLSA stay within the local vicinities and can easily be accessible during the study.

WLSA is Maseru based NGO involved in implementing a socio-economic empowerment project that is more applicable to the research topic chosen by the researcher.

Besides the fact that the project is a closest match to the research topic, WLSA is a lead implementer that has also contracted other smaller sized NGOs in the country to implement various components of the project. Using WLSA as a research site thus enabled access to other organisations, which would otherwise be difficult. WLSA, unlike some NGOs, has recently institutionalised monitoring and evaluation and as such, they are keen to adopt recommendation of the report.

Even though most of the communication during the COVID-9 pandemic was electronic, convenience and cost effectiveness on the side of participants was considered critical, hence the choice of Maseru based NGO. Furthermore, access to reports and other supporting documents was cost effective. Some respondents who may have preferred face-to-face engagement were accommodated and that informed the choice of the research site.

### **3.4 Target Population**

Population refers to the universe of individuals, cases or objects with common characteristics observable during research process (Karanja & Yusuf, 2018). The target population of 68 respondents comprised the project team led by WLSA that implemented the socio-economic empowerment project in collaboration with other NGOs. Detailed breakdown of respondents is outlined in table 3.1.

**Table 3.1: Population Size and Strategy**

	<b>Population</b>	<b>Sample size</b>	<b>%</b>	
WLSA	5	5	100	Census Fewer in number and reachable
FIDA	5	5	100	Census Fewer in number and reachable
Gender links	4	4	100	Census Fewer in number and reachable
Associates Representatives	4	4	100	Census Fewer in number and reachable
Other Participants representatives	26	26	100	Census Fewer in number and reachable
District paralegals officers	24	24	100	Census Fewer in number and reachable
<b>TOTAL</b>	<b>68</b>	<b>68</b>	<b>100</b>	

### 3.5 Study Sample

#### 3.5.1 Census Procedure

The research design of the current study and the small population size of the 68 respondents motivated the researcher to adopt a census procedure. The population comprising the project team, the associates and other stakeholders in the project are highlighted in Table 3.1. All respondents were within reach and contactable by the researcher.

#### 3.5.2 Study Population Size

A census method was adopted as total population is of manageable size and the research group is well defined. Considering the time and financial constraints of the research, it is practically possible to adopt a census method. Beside a common advantage that census method reduces the risk of bias, it also enables the researcher to get profounder insights from the collected data.

## **3.6 Data Collection**

### **3.6.1 Data Collection Instruments**

The researcher used questionnaires for collecting primary data. Questionnaire is widely used tool to gather data in social science research (Taherdoost, 2018). It is characterised by simplicity and convenience in collecting data within a short period of time (Karanja & Yusuf, 2018). Besides the main advantage of being affordable and easy to administer, questionnaires also preserve respondents confidentiality and anonymity (Bundi, 2020). It is due to the outlined advantages that questionnaires were considered the best tools for collecting data for the current study.

### **3.6.2 Pilot Testing of Research Instruments**

Pilot testing is the process of circulating the research instrument to a limited number of people who will attempt to respond to the questionnaire and provide feedback and comments. The main purpose is to enable preliminary review before the instrument can be shared with the target population. Bundi (2020) asserts that piloting helps refine the instrument thus eliminating redundancy of questions and simplifying complex questions. Further, the pilot study affirms the validity of the instruments and enhances reliability (Bundi, 2020; Were & Kimaru-Muchai, 2021).

Eight colleagues comprising the Central Bank, ERMD department colleagues, familiar with monitoring and evaluation activities, and from the classmates at Africa Nazarene University helped pilot the instrument. Classmates are familiar with the monitoring and evaluation practices and research methods that would enable them to provide constructive feedback on the pilot instrument. Balanced combination of the pilot respondents enabled the research to increase the effectiveness of the pilot test while also getting different perspectives from people who are in other

countries. The composition of the team and their experience in the subject matter further enabled critical review of the questionnaire and valuable feedback to the researcher.

Following the pilot, main feedback was provided on missing questions in support of the stakeholder engagement indicators. Consequently, the researcher revised the tool to accommodate three question that were directly focusing on the indicators outlined in the conceptual framework. Respondents identified the spelling mistakes and grammatical mistakes, and the researcher rectified accordingly. An advice was also made to include additional comment to include the clause in the beginning of the research questionnaire that anonymity of respondents would be preserved. An advice was also made to use survey monkey tool to collect data however, the free package did not allow some question design and budget constraints hindered the researcher from upgrading.

### **3.6.3 Instrument Reliability**

Reliability is one of the two fundamental elements which, according to Karanja & Yusuf (2018), refer to the consistency of a relevant set of measurement items. Reliability testing in the case study method remains a challenge due to the absence of an articulate set of reliability measures for qualitative research in the literature (W. Muchelule, 2018). The researcher piloted the questionnaire before using it for the actual collection of data. Despite the fact that the team piloting the instrument comprised of colleagues from Central Bank of Lesotho, classmates from other countries were invited to be part of the pilot team, Nawi, Tambi, Samat, & Mustapha (2020) argue that it is a necessary to compute Cronbach's Alpha Coefficient for the pilot testing phase to assess the strength of consistency.

The pilot questionnaires responses were coded and analysed to test for reliability and consistency of the questionnaire. All the eight respondents participated in the pilot. The pilot team

comprised on one male respondent and seven female respondents. Their age ranged from 31 to 43. The pilot sample analysis returned the Cronbach's Alpha Coefficient of 0.818 which is considered fairly high according to literature by Basu (2021). Cronbach's alpha is imperative to calculate when using Likert-type scales in the adopted questionnaire.

#### **3.6.4 Instrument Validity**

Validity is defined by Bundi (2020) as the exactitude and connotation of the derivatives derived from the findings of the study. Content and face validity are methods intended at minimizing inherent bias and augmenting reliability and validity of the research findings (Tarindwa, 2019). Content validity involves engagement of experts in subject matter for validation of findings. For the purposes of this study, content and face validity was used to preserve the validity of the findings.

The study adopted a judgmental approach to establish content validity through literature review and establishment of panel of subject matter specialists that were used to pilot the data collection questionnaire. There is a limited number of qualified experts in monitoring and evaluation field in Lesotho as most organisations have not institutionalised monitoring and evaluation and the qualification in monitoring and evaluation is not yet offered in the country.

#### **3.6.5 Data Collection Procedures**

In preparation for the data collection, the researcher sought a formal approval from the national director of WLSA-Lesotho to collect the required data. The scoring determined the significance of each assessed variable in line with identified criteria. There was a balanced mix of qualitative questions to get divergent views on M&E and performance.



The questionnaire was pretested by a researcher's colleagues at the Bank and classmates at Africa Nazarene University and following the pre-testing exercise and improvement suggestions were rationalised and accommodated in the final questionnaire. Final questionnaire was, thereafter shared with the target population, by email and delivered. The researcher, to a limited extent, allowed for self-administration of the question if some respondents prefer that method, and COVID regulations were adhered to during self-administration of the questionnaire. A research assistant was engaged to help administer the questionnaire to the targeted respondents in some districts.

### **3.7 Data Processing and Analysis**

Qualitative statistical techniques were employed to analyse the collected data. SPSS 23 data analysis software was deployed to analyse data. The software has data handling and capability of analyse statistical data and return descriptive statistics (Claude & Didace, 2020; Njeru, 2018; Thaddee et al., 2020; Titomet, 2017). SPSS 23 has the ability to comprehensively analyse data relating to numerous variables of the study (Ivan, 2019). Further, SPSS is simple to use and results are relatively presented in an easy to follow format. The researcher further used descriptive statistics namely the mean, composite mean, standard deviation, composite standard deviation and frequency distribution, to analyse collected data. Analysed data was presented in the form of tables for simplification purposes.

### **3.8 Legal and Ethical Considerations**

The researcher conducted the study ethically and solicited permission and the necessary authorization from the programme staff in the pilot and actual study. Written authorization and permission to conduct the study was obtained locally from the research site in Lesotho. Authorisation is attached as appendix II of the report.



## **CHAPTER FOUR**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

The chapter outlines the collected data collected through questionnaires from 68 respondents comprising the project team led by WLSA that implemented the socio-economic empowerment project in collaboration with other NGOs. The first section of the chapter is an introduction, followed by the second section that provides characteristics of the respondents. The third section outlines the results pertaining to the specific research objectives, which include the effects of the monitoring and evaluation practice on the performance of the socio-economic empowerment project.

#### **4.2 Characteristics of the Respondents**

The researcher collected data on characteristics of the respondents who formed part of the survey. Demographic information collected covered respondents, gender, age, names of the employer together with the number of years with the employer, education level and level in the team hierarchy. The associated response rate is provided and responses returned from field are tabled accordingly. Details relating the demographic characteristics are captured in subsections that follow.

##### **4.2.1 Analysis of Population Response Rates**

In the current study, the target population comprised 68 respondents comprised the project team led by WLSA that implemented the socio-economic empowerment project in collaboration with other NGOs. The questionnaires were distributed by mail and hand deliveries to respondents. A review and data cleansing was done on the returned questionnaires and following assessment of

completeness, consistency and legibility of the responses, 63 out of 68 (93%) were considered for further analysis as they were complete, consistent and legible for further analysis. Table 4.1 summarises the response rates.

**Table 4.1: Response Rate**

<b>Organisation</b>	<b>Target</b>	<b>Response f(%)</b>	<b>Non-Response and Incomplete Responses f(%)</b>
WLSA	5	5 (100)	0 (0.0)
FIDA	5	5 (100)	0 (0.0)
Gender links	4	4 (100)	0 (0.0)
Associates Representatives	4	4 (100)	0 (0.0)
Other Participants representatives	26	22 (84.6)	4 (15.4)
District paralegals officers	24	23 (95.8)	1 (4.2)
<b>TOTAL</b>	<b>68</b>	<b>63 (92.6)</b>	<b>5 (7.4)</b>

#### 4.2.2 Gender of Respondents

The study sought to assess the age distribution of the respondents. According to the results shown in table 4.2, there was an unequal representation of males and females in the study (17% and 83% respectively). This partly highlights the prevailing gender inequality in implementation of the current socio-economic empowerment project.

**Table 4.2: Gender of Respondents**

<b>Gender</b>	<b>F</b>	<b>(%)</b>	<b>Cumulative Percent (%)</b>
Male	11	17	17
Female	52	83	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

#### 4.2.3 Age of Respondents

Age of respondents was also analysed with the main aim of determining the age bracket of the respondents who participated in the study. The analysis returned that 26 (41%) of the

respondents were aged 39-48, 24 (38%) were aged 29-38, 10(16%) were aged 18-28 and 3(5%) were aged 49 and above. The target population consisted of young population. The analysis denoted prevalence of young population aged 18 to 48 which fewer elderly aged 49 and above. Table 4.3 presents the analysis of age.

**Table 4.3: Age of Respondents**

	<b>F</b>	<b>(%)</b>	<b>Cumulative percent (%)</b>
18-28	10	16	16
29-38	24	38	54
39-48	26	41	95
49+	3	5	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

#### **4.2.4 Organisation of Respondents**

The organisation that respondents worked for was sought in the study mainly because the researcher need to determine how implementation partners with WLSA were represented in the project together with those representing the stakeholders in the project. The findings showed that 5 (8%) were from WLSA, 5 (8%) were from FIDA, 4(6%) were from Gender Links, 4 (6%) were from associates representatives, (22) 35% were district paralegals while the remaining 23(37%) were from other organisations.

A larger percentage of participants comprised the district paralegals and participants from other organisations, which participated in the project. Paralegals are district officers present in all the 10 districts of Lesotho and they coordinate project activities at the district level. Table 4.4 shows the analysis.

**Table 4.4: Organization of the Respondents**

<b>Organisation</b>	<b>F</b>	<b>(%)</b>	<b>Cumulative Percent (%)</b>
WLSA	5	8	8
FIDA	5	8	16
Gender links	4	6	22
Associates Representatives	4	6	28
Other Participants representatives	22	35	63
District paralegals officers	23	37	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

#### **4.2.5 Participation in the Project**

The respondents were requested to also show if they were part of the project from inception or not. The aim was to determine the capability of the respondents to provide valuable information that suitable analysis. The study returned that 37 (59%) of the respondents were part of the project from inception while 26 (41%) were engaged during project implementation. The finding could be the reason behind some respondents choosing to be neutral when it comes to expressing opinion on some questions. The larger number of respondents were with the project from inception and as such, they are capable of responding to the research questions. Table 4.5 summarised the responses.

**Table 4.5: Time of Engagement of Respondents**

<b>Gender</b>	<b>f</b>	<b>(%)</b>	<b>Cumulative Percent (%)</b>
Been with the project from inception	37	59	59
Not part of the project from inception	26	41	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

#### 4.2.6 Number of Year with Current Organization

The study aimed to determine the experience of participants by gauging the number of years they are with their current organisation. Their experience further demonstrated their capabilities to provide valuable responses used for analysis. Table 4.6 summarises their responses.

**Table 4.6: Number of Years with Current Organization**

<b>Gender</b>	<b>f</b>	<b>(%)</b>	<b>Cumulative Percent (%)</b>
Over 15 years	37	59	59
10-14 years	5	8	67
5-9 years	16	25	92
Less than 5 years	5	8	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

#### 4.2.7 Level of Education

The researcher sought information relating to the level of education of the respondents. Information on the level of education is useful for determining ability of the respondents to fair answer the questions contained in the questionnaire. The findings returned that 14(70%) possessed degrees, 12(19%) certificates, 5(8%) master's degree while 2(3%) had diplomas. All respondents were fairly educated and capable to respond to the questionnaire without additional guidance from the researcher. Table 4.7 summarises the responses on the level of education

**Table 4.7: Level of Education**

<b>Level of Education</b>	<b>f</b>	<b>(%)</b>	<b>Cumulative Percent (%)</b>
Master's Degree	5	8	8
Degree	44	70	78
Diploma	2	3	81
Certificate	12	19	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

#### 4.2.8 Level in the Team Hierarchy

The respondents' level in the team hierarchy was sought with the purpose of understanding team composition and the team governance structure. The findings showed that 30(48%) were professionals, 13(21%) were in lower management, 9(14%) were consultants in the project, 7(11%) were in top management. The team seem to have adopted a functional organisational structure when top down approach to decision is highly probable. Table 4.8 summarises the results of the respondents.

**Table 4.8: Level in the Team Hierarchy**

<b>Level of Education</b>	<b>f</b>	<b>(%)</b>	<b>Cumulative Percent (%)</b>
Top Management	7	11	11
Middle Management	4	6	17
Lower Management	13	21	38
Consultants	9	14	52
Professionals	30	48	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

#### 4.3 Presentation of Research Analysis, Findings and Interpretation

The study assessed the influence of monitoring and evaluation practices on the performance of the socio-economic empowerment projects led by WLSA. Specifically, the study sought to determine the influence of monitoring and evaluation stakeholder engagement, budget allocation and project planning on the performance of the socio-economic empowerment project. The study required respondents to rate the level of influence and further rate the rate of agreement and disagreement on Likert scale type of questions. Detailed analysis of the responses is highlighted in the subsections that follow.



### 4.3.1 M&E Stakeholder Engagement and Performance of the Project

Respondents were requested to highlight if in their own opinion, M&E stakeholder engagement influence the performance of the socio-economic empowerment project. 62(98%) of the respondents responded that they agreed with the statement, and 1(2%) returned that they don't know. None of the respondents disagreed with the statement. Table 4.9 summarises the responses returned.

**Table 4.9: M&E Stakeholder Engagement and Performance of the Project**

Level of Education	f	(%)	Cumulative Percent (%)
Yes	62	98	98
Don't Know	1	2	100
No	0	0	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

Respondents were, further, requested to rate their satisfaction level on the influence M&E stakeholder engagement had on performance of the current project. 36(57%) of the respondents returned that it was satisfactory while 14(22%) returned neutral response and the remaining 13(21%) said it was unsatisfactory. Table 4.10 summarises the responses

**Table 4.10: Satisfaction Level of Respondents - Stakeholder Engagements**

	f	(%)	Cumulative Percent (%)
Satisfactory	36	57	57
Neutral	14	22	79
Unsatisfactory	13	21	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

The three statements were formulated to assess the level to which M&E stakeholder engagement influence the performance of the socio-economic empowerment project. Statement (B1) detailed stakeholder analysis was conducted in collaboration with all relevant stakeholders. The study returned that 32(51%) of the respondents disagreed with the statement, 15(24%) remained neutral while 16(25%) agreed with the statement. This item had a mean of 2.75 and a standard deviation of 0.835, which is higher than a composite mean of 2.20 with standard deviation of 0.825, implying that the statement positively influence performance of the socio-economic empowerment project.

Statement (B2) the project had a detailed stakeholder engagement plan that covered all internal and external stakeholders. The study returned that 49(78%) disagreed with the statement while 14(22%) agreed with the statement. This item had a mean of 2.44 and a standard deviation of 0.831, which is higher than a composite mean of 2.20 with standard deviation of 0.825, implying that the statement positively influence performance of the socio-economic empowerment project.

Statement (B3) stated that the stakeholder engagement covered all levels from top management to the lowest levels. Most respondents 50(79%) strongly disagreed with the statement, and 13(21%) remained neutral. This item had a mean of 1.41 and a standard deviation of 0.809, which is lower than a composite mean of 2.20 with standard deviation of 0.825, implying that the statement does not positively influence performance of the socio-economic empowerment project.. Table 4.11 summarises the results.

**Table 4.11: Analysis of Stakeholder Engagement and Performance of the Socio-Economic Empowerment Project**

<b>Level of Education</b>	<b>(SD) f(%)</b>	<b>(D) f(%)</b>	<b>(N) f(%)</b>	<b>(A) f(%)</b>	<b>(SA) f(%)</b>	Mean	STD
B1 Detailed stakeholder analysis was conducted in collaboration with all relevant stakeholders	0 (0)	32(51)	15(24)	16(25)	0(0)	2.75	0.835
B2 The project had a detailed stakeholder engagement plan that covered all internal and external stakeholders	0 (0)	49 (78)	0(0)	14(22)	0 (0)	2.44	0.831
B3 Stakeholder engagement covered all levels from top management to lowest levels	50(79)	0(0)	13(21)	0(0)	0(0)	1.41	0.809
<b>Composite Mean and STD</b>						2.20	0.825

### 4.3.2 M&E Budget Allocation and Performance of the Project

Respondents were requested to highlight if in their opinion M&E budget allocation influence the performance of the project under study. Most respondents 59(94%) agreed to the statement while 4(6%) responded that they do not know. None of the respondents disagreed with the statement. Table 4.12 highlight the responses.

**Table 4.12: M&E Budget Allocation and Performance of the Project**

	<b>f</b>	<b>(%)</b>	<b>Cumulative Percent (%)</b>
Yes	59	94	94
Don't Know	4	6	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

Respondents were further requested to rate the satisfactory level of influence of M&E budgetary allocation on the performance of the current project under study 33(52%) returned that it was satisfactory, 30 (48%) responded that they were neutral. None of the respondents returned unsatisfactory response. Considering the fact that most respondents agreed that M&E budget

allocation influenced the performance of the project as highlighted in table 4.11, it is rather worrying to have 30 respondents opting to remain neutral as opposed to expressing opinion that it was satisfactory or unsatisfactory. Table 4.13 summaries the responses returned.

**Table 4.13: Satisfactory Level of Respondents' and Budget Allocation**

	F	(%)	Cumulative Percent (%)
Satisfactory	33	52	52
Neutral	30	48	100
<b>TOTAL</b>	<b>63</b>	<b>100</b>	

The five statements were formulated to assess the level of agreement concerning the M&E budgetary allocation on the performance of the current project under study. Statement (C1) M&E budgetary allocation has led to success of the project and 16(25%) agreed with the statement, 15(24%) were neutral, 30(48%) strongly agreed and a small number 2(3%) disagreed with the statement. This item had a mean of 4.17 and a standard deviation of 0.900, which is lower than a composite mean of 4.37 with standard deviation of 0.745, implying that the statement does not positively influence performance of the socio-economic empowerment project.

Statement (C2) M&E budgets needs to be separated from other project budgets for success of the project. 63(100%) of the respondents strongly agreed with the statement. This item had a mean of 5.00 and a standard deviation of 0.000, which is higher than a composite mean of 4.37 with standard deviation of 0.745, implying that the statement positively influence performance of the socio-economic empowerment project.

Statement (C3) M&E budget allocation and timeous allocation are key success factors for the project. 26(41%) strongly agreed, 24(38%) agreed, 3(21%) remained neutral. None of the respondents disagreed with the statements. Most respondents 50(79%) agree that M&E budget

allocation and timeous allocation are key success factors. This item had a mean of 4.21 and a standard deviation of 0.759, which is lower than a composite mean of 4.37 with standard deviation of 0.745, implying that the statement does not positively influence performance of the socio-economic empowerment project.

Statement (C4) socio-economic empowerment project success depends on M&E budget allocation. 29(46%) strongly agreed, 15(24%) agreed, 14(22%) remained neutral and remaining 5(8%) disagreed with the statement. A larger proportion totalling up to 44(70%) of the respondent agreed with the statement while 19(30%) did not agree with the statement. This item had a mean of 4.08 and a standard deviation of 0.900, which is lower than a composite mean of 4.37 with standard deviation of 0.745, implying that the statement does not positively influence performance of the socio-economic empowerment project.

Statement (C5) M&E budget performance reports are key indicators of performance of the project under study. Of the 63 respondents, 37 (59%) strongly agreed with the statement, 14(22%) agreed and 12(19%) remained neutral. This item had a mean of 4.40 and a standard deviation of 0.788, which is higher than a composite mean of 4.37 with standard deviation of 0.745, implying that the statement positively influence performance of the socio-economic empowerment project. Analysis of the M&E budget and allocation and performance of socio-economic empowerment project is shown in table 4.14.

**Table 4.14: Analysis of M&E Budget Allocation and Performance of Socio-Economic Empowerment Project**

<b>Level of Education</b>	<b>(SD)</b>	<b>(D)</b>	<b>(N)</b>	<b>(A)</b>	<b>(SA)</b>	<b>Mean</b>	<b>STD</b>
	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>		
C1 M&E Budget allocation has led to success of the socio-economic empowerment project	0(0)	2(3)	15(24)	16(25)	30(48)	4.17	0.900
C2 M&E budget needs to be separated from other project budgets for success of the socio-economic project	0 (0)	0 (0)	0 (0)	0 (0)	63(100)	5.00	0.000
C3 M&E budget allocation and timeous allocation are key success factors for successful delivery of the socio-economic empowerment project	0(0)	0(0)	13(21)	24(38)	26(41)	4.21	0.759
C4 Socio-economic empowerment project success depends of M&E budget allocation	0(0)	5(8)	14(22)	15(24)	29(46)	4.08	0.997
C5 M&E budget performance reports are key indicators of performance of the socio-economic empowerment projects	0(0)	0(0)	12(19)	14(22)	37 (59)	4.40	0.788
Composite Mean and Standard Deviation						4.37	0.745

### 4.3.3 Project Planning and Performance of the Project

The study sought to determine if, in respondents' opinion, project planning influences the performance of the socio-economic empowerment project. The study found that all respondents, 63(100%) agreed to the statement. The study, further, requested the respondents to rate the level of influence of M&E project planning g on the performance of the current project under study. The study returned that 32(51%) of the respondents indicated that it was satisfactory, 11(17%) indicated that they were neutral while 20(32%) said it was unsatisfactory.

Six statements were developed to assess the extent to which project planning influenced the performance of the socio-economic empowerment project under study. Statement (D1) project planning pays an important role in improving the financial performance of the socio-economic empowerment project. Of the 63 respondents, 53(84%) strongly agreed with the statement, 4(6%)

agreed with the statement and 6(10%) remained neutral. This item had a mean of 4.75 and a standard deviation of 0.616, which is higher than a composite mean of 3.74 with standard deviation of 0.549, implying that the statement positively influence performance of the socio-economic empowerment project.

Statement (D2) the project has an approved project plan that clarifies the scope and associated timelines. All the respondents 63(100%) agreed with the statement. This item had a mean of 4.00 and a standard deviation of 0.000, which is higher than a composite mean of 3.74 with standard deviation of 0.549, implying that the statement positively influence performance of the socio-economic empowerment project.

Statement (D3) project plan is updated regularly on monthly basis and the study returned that 50(79%) agreed with the statement while 13(21%) were neutral. This item had a mean of 3.79 and a standard deviation of 0.405, which is higher than a composite mean of 3.74 with standard deviation of 0.549, implying that the statement positively influence performance of the socio-economic empowerment project.

Statement (D4) project reports are developed monthly and shared with all stakeholders. The study returned that 53(84%) of the respondents strongly disagreed with the statement while 10(16%) remained neutral. This item had a mean of 1.35 and a standard deviation of 0.738, which is lower than a composite mean of 3.74 with standard deviation of 0.549, implying that the statement does not positively influence performance of the socio-economic empowerment project.

Statement (D5) there is a project logic model developed with inputs, outputs, activities, outputs and outcomes. The study returned that 58(92%) strongly agreed with the statement while 5(8%) remained neutral. This item had a mean of 4.71 and a standard deviation of 0.700, which is

higher than a composite mean of 3.74 with standard deviation of 0.549, implying that the statement positively influence performance of the socio-economic empowerment project.

Statement (D6) stated that the project team is well capacitated to develop and track the performance of the project plan. Of the 63 respondents, 55 (87%) agreed with the statement, 7(11%) remained neutral and 1(2%) strongly disagreed with the statement. This item had a mean of 3.84 and a standard deviation of 0.478, which is higher than a composite mean of 3.74 with standard deviation of 0.549, implying that the statement positively influence performance of the socio-economic empowerment project. Table 4.15 shows the summary of responses to above-mentioned statements.

**Table 4.15: Analysis of Project Planning and Performance of the Project**

<b>Level of Education</b>	<b>(SD)</b>	<b>(D)</b>	<b>(N)</b>	<b>(A)</b>	<b>(SA)</b>	<b>Mean</b>	<b>STD</b>
	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>		
D1 Project planning plays an important role in improving the financial performance of the socio-economic empowerment project	0(0)	0(0)	6(10)	4(6)	53(84)	4.75	0.616
D2 The project has an approved project plan that clarifies the scope and associated timelines	0(0)	0(0)	0(0)	63(100)	0(0)	4.00	0.000
D3 The project plan is updated regularly on monthly basis	0(0)	0(0)	13(21)	50(79)	0(0)	3.79	0.405
D4 In the project, progress reports are developed monthly and shared with all stakeholders	53(84)	0(0)	10(16)	0(0)	0(0)	1.35	0.738
D5 There is a project logic model developed with inputs, outputs, activities, outputs and outcomes	0(0)	0(0)	5(8)	0(0)	58(92)	4.71	0.700
D6 There project team is well capacitated to develop and track the performance of the project plan	1(2)	0(0)	7(11)	55(87)	0(0)	3.84	0.478
Composite Mean and Standard Deviation						3.74	0.549



#### 4.3.4 The Performance of the Socio-Economic Empowerment Project

The three statements were developed to gauge the performance of the project in terms of schedule performance, number of project deliverables and stakeholder satisfaction on the performance. Statement (E1) schedule Performance and 46(73%) of the respondents said the schedule performance was least successful while 17(27%) remained neutral. This item had a mean of 3.73 and a standard deviation of 0.444, which is lower than a composite mean of 3.90 with standard deviation of 0.424, implying that the statement does not positively influence performance of the socio-economic empowerment project.

Statement (E2) was on number of deliverables where 37 (59%) of the respondents returned that it was successful, 11 (17%) of the respondents returned that it was least successful and 15 (24%) of the respondents remained neutral. This item had a mean of 3.73 and a standard deviation of 0.444, which is lower than a composite mean of 3.90 with standard deviation of 0.424, implying that the statement does not positively influence performance of the socio-economic empowerment project.

Statement (E3) was on stakeholder satisfaction on the project performance and 26 (41%) of the respondents said it was successful, while 27 (43%) of the respondent returned that it was least successful while 10 (16%) of the respondents were neutral. This item had a mean of 4.25 and a standard deviation of 0.712, which is higher than a composite mean of 3.90 with standard deviation of 0.424, implying that the statement positively influence performance of the socio-economic empowerment project. Table 4.16 summarised the responses to above-mentioned statements

**Table 4.16: Analysis of Statement Performance of the Project**

<b>Level of Education</b>	<b>(MU)</b>	<b>(U)</b>	<b>(N)</b>	<b>(LS)</b>	<b>(S)</b>	<b>Mean</b>	<b>STD</b>
E1 – Schedule Performance	0(0)	0(0)	17(27)	46(73)	0 (0)	3.73	0.444
E2 – Number of Deliverables	0(0)	0(0)	15(24)	11(17)	37(59)	3.73	0.444
E3 – Stakeholder satisfaction on the project performance	0(0)	0(0)	10(16)	27(43)	26(41)	4.25	0.712
Composite Mean and Standard Deviation						3.90	0.424

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter covers the discussion of the detailed analysis of findings as outlined in chapter four of this report. The chapter further presents conclusion and recommendations after interpreting the results and recommendations for practical and framework development as well as areas for further research.

#### 5.2 Discussion

The section further explains the results on the influence of monitoring and evaluation practice on the performance of the socio-economic empowerment project. The study specifically focused on influence of M&E stakeholder engagement, M&E budget allocation and project planning on the performance of the socio-economic empowerment project. Subsections that follow are guided by specific research objectives and they relate the findings with the previous studies and empirical studies. Overarching theories are referenced results interpretation, conclusion and formulation of recommended actions.

##### 5.2.1 M&E Stakeholder Engagement and Performance of the Project

The first objective of the study was to establish how monitoring and evaluation stakeholder engagement influence performance of the socio-economic empowerment project. Most respondents agreed that, M&E stakeholder engagement influence the performance of the socio-economic empowerment project and, M&E stakeholder engagement was satisfactory. The findings of the study agrees with findings in study according to Omunga & Gitau (2019) and Soares (2020). The findings are supported by findings of Mushori (2020) who further warned of the inherent risk of failing to execute all engagement according to plan and securing attention of all

identified stakeholders. The findings contradict findings of the study by Gaibo (2019) and that of Zarewa (2019) who asserted that there are moderating factors to be considered for M&E stakeholder engagement to positively influence the performance of the project.

Detailed stakeholder analysis was conducted in collaboration with all relevant stakeholders and that, positively influenced the performance of the socio-economic empowerment project. Different researchers also documented underlying moderating factors that contribute directly or indirectly towards positive influence of stakeholder engagement on the performance of project. In his research, Njeru (2018), warned that even though there is a positive and significant influence of stakeholder engagement on the performance of projects, such engagement should be proportionately managed to layers of responsibilities that should be clearly set out to ensure well management engagements. The study done by Zarewa (2019) is recommended that the positive and significant influence of stakeholder engagement on the performance of project is undermined by politics and budgetary constraints

The project had a detailed stakeholder engagement plan that covered internal and external stakeholders positively influenced the performance of the socio-economic empowerment project. The finding is supported by the study according to Njeri & Omwenga (2019) and Kissi et al. (2019). The project stakeholder engagement covered all levels from top management to the lowest level in addition, that does not positively influence the performance of the socio-economic empowerment project. The findings contradict the findings according to Karimi et al. (2020) and Karanja & Yusuf (2018). Confining stakeholder engagement on lower levels while neglecting participation at certain levels can compromise the value attached to the stakeholder engagement process (Karimi et al., 2020).

The overarching theory of Empowerment Evaluation Theory assumes that the stakeholder engagement automatically results in the empowerment of relevant stakeholders. The results contracted the results of the studies conducted by W. Muchelule (2018); Njeru (2018); Omunga & Gitau (2019) who returned that M&E stakeholder engagement influenced the performance of the project they studied.

### **5.2.2 M&E Budget Allocation and performance of the Project**

The second objective of the study was to establish how monitoring and evaluation budgetary allocation influence performance of the socio-economic empowerment project. Most respondents agreed to the statement that budgetary allocation influence performance of the socio-economic empowerment project. The respondents were further requested to rate the level of influence the M&E budgetary allocation had on the performance of the socio-economic empowerment project. The findings agreed with the findings of study conducted by Maalim (2017).

M&E budgetary allocation has led to success of the project however, that does not influence the performance of the project and that is in agreement with studies conducted by Molapo (2019); Rumenya & Kisimbi (2020). The research did not come across a study with contradictory findings. The Resource-Based View theory championed by Birger Welnerfelf, Prahalad, Hamel, Spender and Grand assumes that financial resources like other resources are heterogeneous and they contribute to the uniqueness of the organisation. M&E budgetary allocation can also influence positively the effectiveness of the monitoring and evaluation activities in the project.

M&E budget needs to be kept separate from other project budgets for success of the project positively influenced performance of the socio-economic empowerment projects is in agreement with findings of the study conducted by Bundi (2020), Tarindwa, (2019), Molapo (2019) and Rumenya & Kisimbi (2020). M&E budget allocation and timeous allocation as key success factors for the project and that does not positively influence performance of the socio-economic empowerment project contracts the finding of the study conducted by Ng'etich et al. (2017). According to Bundi (2020) and Tarindwa, (2019) the budget allocated for monitoring and evaluation activities can be delineated within the project budget to promote independence of the function.

M&E budget allocation and timeous allocation are key success factors for the project and that does not however influence the performance of the socio-economic empowerment project. The findings contradicts finding of study conducted by Mushori (2020) and Rumenya & Kisimbi (2020) asserts that budget allocation and timeous allocation of the budget determines what be achieved as far as monitoring and evaluation plan is concerned. Mushori (2020) however warns that budget allocation and timeous allocation are threatened by the scarcity of the financial resources and the M&E officer are continually expected to do more with less.

The socio-economic empowerment project success depended on the M&E budget allocation did not positively influence the performance of the project and that contracts the findings of the study conducted by Rumenya & Kisimbi (2020). M&E budget performance reports are key indicators of performance of the project and that positively influence the performance of the socio-economic empowerment project. There is no universally recognized formula for establishing the monitoring and evaluation budget (Rumenya & Kisimbi, 2020), but some researchers argue that

the monitoring and evaluation budget should be around 5-10 percent of the total project budget (Rumenya & Kisimbi, 2020).

### **5.2.3 Project Planning and Performance of the Project**

Most participants agreed that project planning influences the performance of the socio-economic empowerment project even though most respondents also said project planning of the project under study was unsatisfactory. Project planning plays an important role in improving the financial performance of the socio-economic empowerment project and that positively influence performance of the socio-economic empowerment project. The findings agree with findings returned by Gaibo (2019).

Project plan is updated regularly on monthly basis the statement positively influence performance of the socio-economic empowerment project. The findings supported by study conducted by Molaei (2019). Project reports are developed monthly and shared with all stakeholders; the statement does not positively influence performance of the socio-economic empowerment project. The findings contradict finding of the study conducted by Molaei (2019) who asserts that project reporting fosters stakeholder engagement while also enabling timely interventions to address possible bottlenecks during project implementation.

There is a project logic model developed with inputs, activities, outputs and outcomes. The statement positively influences performance of the socio-economic empowerment project. The findings supported by study conducted by Kihuha (2018). Logic model highlights the key assumptions about the project as part of practical risk management (Allen & Kilvington, 2018; Mckee et al., 2020). The project team is well capacitated to develop and track the performance of the project plan. The statement positively influence performance of the socio-economic

empowerment project. The findings supported by study conducted by Minjeong (2020) and Irfan (2021). Moreover, there is no difference in the perception of the impact of team members' competencies on project success factor, depending on their roles, such as project manager and team member.

### **5.3 Summary of Main Findings**

The purpose of the study was to determine the influence of monitoring and evaluation practices on the performance of the socio-economic empowerment project. More specifically the study determined the influence of M&E stakeholder engagement, M&E budget allocation and Project planning, on the performance of the socio-economic empowerment project.

M&E stakeholder engagement influence the performance of the socio-economic empowerment project. The finding is supported by studies conducted by (Soares, 2020) and does not contradict any study. Detailed stakeholder analysis was conducted in collaboration with all relevant stakeholders and that, positively influenced the performance of the socio-economic empowerment project. The project had a detailed stakeholder engagement plan that covered internal and external stakeholders positively influenced the performance of the socio-economic empowerment project. The project stakeholder engagement covered all levels from top management to the lowest level in addition, that does not positively influence the performance of the socio-economic empowerment project.

The M&E budget allocation influence the performance of the socio-economic empowerment and that finding to success of the project and that does not positively influence the performance of the socio-economic empowerment project. M&E budget needs to be separated from other project budget for success of the project and that positively influence the performance



of the socio-economic empowerment project. M&E budget allocation and timeous allocation are key success factors for the project and that does not however influence the performance of the socio-economic empowerment project.

Socio economic empowerment projects depends on the M&E budget allocation and that does not positively influence the performance of the socio-economic empowerment project. M&E budget performance reports are key indicators of performance of the project and that positively influence the performance of the socio-economic empowerment project.

Project planning pays an important role in improving the financial performance of the socio-economic empowerment project and the statement positively influence performance of the socio-economic empowerment project. The project has an approved project plan that clarifies the scope and associated timelines and the statement positively influence performance of the socio-economic empowerment project.

Project plan is updated regularly on monthly basis the statement positively influences performance of the socio-economic empowerment project. There is a project logic model developed with inputs, outputs, activities, outputs and outcomes. The statement positively influences performance of the socio-economic empowerment project. The project team is well capacitated to develop and track the performance of the project plan. The statement positively influences performance of the socio-economic empowerment project.

#### **5.4 Conclusion**

The section outlines the conclusion of the study of the influence of M&E practices on the performance of the socio-economic empowerment project, case of WLSA project. The dependent

variables were M&E stakeholder engagement, M&E budget allocation and project planning while the dependent variable is the performance of the socio-economic empowerment project.

M&E stakeholder analysis need to be conducted in collaboration with all relevant stakeholder is key, and the detailed stakeholder engagement plan has to be developed to cover all relevant stakeholders. Proportionate engagement of stakeholders from top management to lower levels is key. Risk of over-engagement leading to unrealistic expectation has to be actively managed.

M&E budget allocation leads to the success of the project however due to scarcity of the financial constraints project M&E offices are forced to do more with less financial resources. The M&E budget needs to be separated from the entire budget and M&E budget performance reports have to be regularly produced.

Project planning plays an important role in improving the financial performance of the socio-economic empowerment project. The projects need to have an approved realistic project plan that clarifies the scope and associated timelines. Project plans need to be updated regularly on a monthly basis. Project reports are developed monthly and shared with all stakeholders. The statement does not positively influence the performance of the socio-economic empowerment project. The socio-economic empowerment projects need to have a plausible project logic model developed with inputs, activities, outputs and outcomes. The project team needs to be well capacitated to develop and track the performance of the project plan.

## 5.5 Recommendation

Based on the findings of the study, discussed and conclusion reached in previous sections of the report, the study recommends the following. M&E stakeholder engagement remain critical in project implementation and there is a need to find the moderating factors that directly affect the M&E stakeholder engagement to influence the performance of the socio-economic empowerment project.

As part of best practices in the area of project management and monitoring and evaluation, M&E stakeholder engagement require the project team to develop detailed stakeholder analysis and regular review of that analysis to increase the probability of conducting successful stakeholder engagement. The study further recommends that an updated stakeholder management plan should be maintained and shared with all team members. Training and capacity building for the organisation to perfect stakeholder engagement is recommended. Further, engagement of all levels during the implementation of the project is essential and it helps all relevant stakeholder to be kept abreast with changes.

Secondly, M&E budgetary allocation is key so that M&E activities can be conducted effectively throughout the project. Separate best practices in that area recommends budget from the entire project team to promote independent spending of such a budget. Information relating to the budget spending can be communicated with relevant stakeholders by way of sharing budget performance reports.

Thirdly, project planning as part of the M&E practices also calls for regularly updates of the plan to ensure that it remains relevant and realistic. Project plans should also cover not only

main project activities but the M&E activities as well. That will strengthen alignment of the developed logic model to the main project plan that is used by the team.

### **5.6 Suggestion for Further Research**

The study was done using WLSA project as a case study, and its scope was limited due to time and financial constraints of the researcher. The questionnaire contained closed- ended questions only and it is recommended that comparative studies be conducted with other socio-economic empowerment projects and open-ended questions be included to get further details that might have influenced the responses. Open-ended questions that complement the closed ended question and statement requiring Likert scale rating will help shape moderating factors that affects the M&E practices ability to influence the performance of the socio-economic empowerment project.

The study further recommends studies to further explore other monitoring and evaluation practice influence on the performance of the socio-economic empowerment project. Revelation of the practices that actually influence performance will be valuable to both the implementing organisation and other researchers undertaking the M&E research work.

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## APPENDICES

### APPENDIX 1: ANU Letter of Introduction



**30<sup>TH</sup> MARCH,**

2022

E-mail: [researchwriting.mba.anu@gmail.com](mailto:researchwriting.mba.anu@gmail.com)/ [monitoringandevaluation@anu.ac.ke](mailto:monitoringandevaluation@anu.ac.ke)  
NACOSTI: [registry@nacosti.go.ke](mailto:registry@nacosti.go.ke) Tel. 0202711213

*Our Ref:* **20M01DMME031**

The Director.  
Women and Law Southern Africa – Lesotho  
P.O. Box 0961  
Maseru 100  
LESOTHO

Dear Sir/Madam:

**RE: RESEARCH AUTHORIZATION FOR: ITUMELENG GERTRUDE LETSOLO:**  
**20M01DMME031**

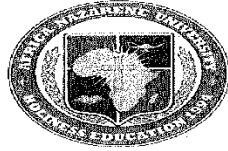
**ITUMELENG GERTRUDE LETSOLO** is a postgraduate student of Africa Nazarene University, Kenya; in the Master OF ARTS IN MONITORING AND EVALUATION (MME) Program. In order to complete her program, Gertrude is conducting a research entitled: **INFLUENCE OF MONITORING AND EVALUATION PRACTICES ON PERFORMANCE OF SOCIO - ECONOMIC EMPOWERMENT PROJECTS A CASE OF WOMEN AND LAW IN SOUTHERN AFRICA RESEARCH AND EDUCATION TRUST - WLSA .**

Any Assistance offered to him will be highly appreciated.

Yours Faithfully,

**Dr. Wanjiru Nderitu**  
**MME, Coordinator; School of Business Studies,**  
**Africa Nazarene University.**

**APPENDIX 11: WLSA Authorisation**



30<sup>th</sup> MARCH, 2022

E-mail: [researchwriting.mba.anu@gmail.com](mailto:researchwriting.mba.anu@gmail.com); [monitoringandevaluation@anu.ac.ke](mailto:monitoringandevaluation@anu.ac.ke)  
NACOSTI: [reg.stry@nacosti.go.ke](mailto:reg.stry@nacosti.go.ke) Tel. 0202711213

*Our Ref:20M01DMME031*

The Director,  
National Commission for Science,  
Technology and Innovation (NACOSTI),  
P. O. Box 30623, 00100  
Nairobi, Kenya

Dear Sir/Madam:**RE: RESEARCH AUTHORIZATION FOR: ITUMELENG  
GERTRUDE LETSOLO: 20M01DMME031**

**ITUMELENG GERTRUDE LETSOLO** is a postgraduate student of Africa Nazarene University, Kenya; in the Master OF ARTS IN MONITORING AND EVALUATION (MME) Program. In order to complete her program, Gertrude is conducting a research entitled: **INFLUENCE OF MONITORING AND EVALUATION PRACTICES ON PERFORMANCE OF SOCIO - ECONOMIC EMPOWERMENT PROJECTS A CASE OF WOMEN AND LAW IN SOUTHERN AFRICA RESEARCH AND EDUCATION TRUST - WLSA.**

Any Assistance offered to him will be highly appreciated.

Yours Faithfully,

**Dr. Wanjiru Nderitu**  
MME, Coordinator; School of Business Studies,  
Africa Nazarene University.

Approved  
By Libakius Matho  
WLSA EXECUTIVE DIRECTOR  
2022-04-06

## APPENDIX III: Research Questionnaire

### PART A: DEMOGRAPHIC AND BACKGROUND INFORMATION

This questionnaire seeks to establish demographic details of the individual respondents as well as their role in the implementation of the socio-economic empowerment project.

1. Gender of respondent

(1) Male

(2) Female

2. Age groups

(1) 18 – 28

(2) 29 – 38

(3) 39 – 48

(4) 49 - And above

3. Which organization do you come from? \_\_\_\_\_

(1) WLSA

(2) FIDA

(3) GENDER LINKS

(4) ASSOCIATES

(5) DISTRICT PARALEGALS

(6) Other

4. Were you part of the project from inception?
- (1) YES [ ]
- (2) NO [ ]
5. No. of years with your organisation
- (1) Over 15 years [ ]
- (2) 10 - 14 years [ ]
- (3) 5 – 9 years [ ]
- (4) Less than 5 years [ ]
6. Level of Education
- (1) Phd [ ]
- (2) Masters [ ]
- (3) Degree [ ]
- (4) Diploma [ ]
- (5) Certificate [ ]
- (6) Other [ ]
7. Level in the team hierarchy
- (1) Top management [ ]
- (2) Middle management [ ]
- (3) Lower management [ ]

(4) Consultant [ ]

(5) Professional [ ]

**PART B: THE INFLUENCE OF MONITORING AND EVALUATION STAKEHOLDER ENGAGEMENT ON THE PERFORMANCE OF THE SOCIO-ECONOMIC EMPOWERMENT PROJECT**

8. In your opinion, does the M&E stakeholder engagement influence the performance of the socio-economic empowerment project?

(1) Yes [ ]

(2) No [ ]

(3) Don't Know [ ]

9. How do you rate the level of influence of M&E stakeholder engagement on the performance of the current socio-economic empowerment projects?

(1) Satisfactory [ ]

(2) Neutral [ ]

(3) Unsatisfactory [ ]

On a scale provided below, kindly tick on a scale of 1-5 the level of disagreement or agreement with the outline statement concerning the M&E budget allocation on performance of the socio-economic empowerment project.

**1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree**

STATEMENT	1 (SD)	2(D)	3(N)	4(A)	5(SA)
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B1 Detailed stakeholder analysis was conducted in collaboration with all relevant stakeholders					
B2 The project had a detailed stakeholder engagement plan that covered all internal and external stakeholders					
B3 Stakeholder engagement covered all levels from top management to lowest levels					

**PART C: THE INFLUENCE OF MONITORING AND EVALUATION BUDGETARY ALLOCATION ON THE PERFORMANCE OF THE SOCIO-ECONOMIC EMPOWERMENT PROJECT**

10. In your opinion, does monitoring and evaluation budgetary allocation influence the performance of the socio-economic empowerment project

(1) Yes

(2) No

(3) Don't Know

11. How do you rate the level of influence of M&E budgetary allocation on the performance of the current socio-economic empowerment projects?

(1) Satisfactory

(2) Neutral

(3) Unsatisfactory

12. On a scale provided below, kindly tick on a scale of 1-5 the level of disagreement or agreement with the outline statement concerning the M&E budget allocation on performance of the socio-economic empowerment project

**1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree**

STATEMENT	1 (SD)	2(D)	3(N)	4(A)	5(SA)
C1 M&E Budget allocation has led to success of the socio economic empowerment project					
C2 M&E budget needs to be separated from other project budgets for success of the socio-economic project					
C3 M&E budget allocation and timeous allocation are key success factors for successful delivery of the socio-economic empowerment project					
C4 Socio-economic empowerment project success depends of M&E budget allocation					
C5 M&E budget performance reports are key indicators of performance of the socio-economic empowerment projects					

**PART D: THE INFLUENCE OF PROJECT PLANNING ON THE PERFORMANCE OF THE SOCIO-ECONOMIC EMPOWERMENT PROJECT**

13. In your opinion, do you think project planning influences the performance of the socio-economic empowerment project?

(1) Yes

(2) No

(3) Don't Know

14. How do you rate the level of influence of M&E project planning on the performance of the current socio-economic empowerment projects?

(1) Satisfactory

(2) Neutral

(3) Unsatisfactory

15. On a scale provided below, kindly tick on a scale of 1-5 the level of disagreement or agreement with the outline statement concerning the M&E Project Planning on performance of the socio-economic empowerment project

**1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree**

STATEMENT	1(SD)	2(D)	3(N)	4(A)	5(SA)
D1 Project planning plays an important role in improving the financial performance of the socio-economic empowerment project					
D2 The project has an approved project plan that clarifies the scope and associated timelines					
D3 The project plan is updated regularly on monthly basis					

D4 In the project, progress reports are developed monthly and shared with all stakeholders					
D5 There is a project logic model developed with inputs, outputs, activities, outputs and outcomes					
D6 There project team is well capacitated to develop and track the performance of the project plan					

**PART E: THE PERFORMANCE OF THE SOCIO-ECONOMIC EMPOWERMENT PROJECT**

16. On a scale of 1-5 kindly provide your rating in line with the outline statement. 1-5 scale guide is outlined below:

**1- Most Unsuccessful, 2- Unsuccessful, 3 – Neutral, 4 – Least successful, and 5 - Successful**

<b>STATEMENT</b>	<b>1(MU)</b>	<b>2(U)</b>	<b>3(N)</b>	<b>4(LS)</b>	<b>5(S)</b>
E1 Schedule Performance					
E2 Number of project deliverables					
E3 Stakeholder satisfaction on the project performance					

**THE END**

**THANK YOU FOR PARTICIPATION**