Monitoring and Evaluation for Education and Accountability in Edmund Rice Foundation Australia Nairobi County

MONITORING AND EVALUATION FOR EDUCATION AND ACCOUNTABILITY IN EDMUND RICE FOUNDATION AUSTRALIA NAIROBI COUNTY

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Abstract

Purpose: The research examined the techniques used for accountability at Edmund Rice Foundation Australia Kenya (ARFA-K), in Lang'ata, Nairobi County Kenya. The study sought to establish if M&E system promotes accountability in education to management or performance. Therefore, to expound on the practicability of M&E process in management accountability especially at ERFA-K.

Methodology: The research employed mixed research method. The theory of change and empowerment theory in this study conceivably showed the application of M&E in promoting accountability in education. The study adopted descriptive research method. This research adopted the descriptive survey design approach since it involved collecting primary data to test or answer questions concerning the current status of the subject under study. The confidence level in this research was 95% with confidence interval of 9.32 from the populations of 141 at ERFA-K with sample size of 120 participants. Purposive sampling was used to select the 120 respondents that comprise of 4 Directors, 6 Managers, 11 Project Managers, 4 Accountants, 78 Subordinates (lower employees), and 38 Volunteers (non-staff workers). The 141 of 120 computed to 85% for the researcher objective population through separated testing, which was identical to an example size of 120 participants. The research tools for the study were interview guide, structured questionnaires and observation check list. Qualitative data was analyzed and presented in a prose form while quantitative data was analyzed by use of Statistical Package for Social Sciences (SPSS) version 26 and presented in tables, pie chart and bar graphs.

Findings: The study revealed that there was no accountability in the organization and it affected the implementation of activities appropriately. Majority 69.7% reported that the tools and techniques had challenges to use hence making organization to outsource experts. Lack of stakeholders' involvement as result of failing to develop a sector that purely deals with M&E

system such as M&E plans, indicators and tools hence lowering accountability and misappropriation of resources.

Unique contributions to theory, practice and policy: The study concluded that application of M&E for education and accountability greatly affected the organization in the utilization of budgeted resources well which led to merging of projects since there were no funds. The study recommended that ERFA-K projects must clearly involve stakeholders adequately in M&E activities in all levels to enhance application of M&E system for accountability

Key Words: *M&E Process, Accountability Techniques, M&E Process Practicability, and Management Accountability*

Introduction

Education is as old as inception of human existence and misappropriation of school funds and other resources greatly affect children and communities. School mismanagement threatens the well-being of the child because it erodes social trust and worsens inequality in education. This kind of a vice sabotages quality development of children growth hence making projects fail due to lack of accountability in the resources deployed. The experiences from other parts of the world were used to justify the call for the application of M&E in promoting accountability in education system in Africa. For example, the Caribbean, East Asia and East European countries embraced decentralization as an important component of the development agenda and fared better than Africa (Burki et al., 1991; World Bank, 2000). The explanation is that decentralization strengthened local governance, democratization and greater efficiency and equity in the use of public resources and service deliver for development as Riboto (2002) clarifies how education system is effectively and efficiently managed well. According to Mestry (2004), indicated that appropriation of funds for education was the action of appropriating money for the education at all levels. In other words, it was the sum of money allocated officially either by government and donors for a particular use within the education sector. It is important to note that no public money can be expended without legislative approval. When funds are appropriately approved, the misuse of it was what is known as misappropriation. Misappropriation is an intentional or illegal use of funds for one's own use or other unauthorized purposes, particularly by public officials.

In the education sector, accountability is usually linked to the management of the scarce resources of education to ensure prudent utilization of available resources for the accomplishment of the planned goals and objectives. Nakpodia and Okeimute (2011), demonstrated how the integration of M&E for accountability in the education management processes helped to improve service delivery. It also controlled indiscipline in the organization thereby increasing efficiency and effectiveness in the sector. The administrator recognized that accountability in education was an essential ingredient that is intertwined with subordinates within the school framework. There was growing interests and calls by donors, academic unions, stakeholders and politicians on the financing aspects of education. One of such reason put forward for this development was the considerable growth in the number of enrollments and the desire to acquire education. Nearly every country in the world, Kenya included, point to the basic fact that education institutions are the top most employers' of highly skilled workforce.

As such, education institutions were expected to utilize large amounts of a country's budgetary allocations. Funds are life wire because money facilitated in the providing of physical materials needed in schools.

Education is a driver of development, but misappropriation of resources, weaken the primary objective of giving education to children through funded projects. The majority of donors dreamt to start and leave communities to run the organization by themselves without waiting further support from international donors. Education is important for every development and social transformation of society, education is basic right for all children in Kenya. In this case, society were tasked to ensure each child are accessed to quality education. Sifuna (2016, p. 14) noted that education was a collective process in which an individual attained social competences and growth within a selected chosen and controlled institutionalized setting in a given situation. In 2015, countries agreed to pursue 17 Sustainable Development Goals (SDGs) as part of the 2030 Agenda for Sustainable Development. Goal 4 in the SDGs called for inclusive and equitable quality education for all. According to Hunters (2019) noted that donors foresaw the future where the communities in Africa would be self-sustaining through education with the local resources available. M&E was used by international organizations to drive accountability through effective utilization of resources available in education sector. Crawford and Brye (2003), underlined M&E as a continuous activity of gathering data by evaluating the data through a process to have checked and balanced. M&E played a weighty role in projects evaluation and management made sure the expected goals were effectively and efficiently attained in the communities funded. The government of Kenya realized the importance of education for development and personal growth since when it attained its independency in 1963 Republic of Kenya (2019). The government of Kenya gave power the ministry of education to came up with committee review education system and address trending issues that enhanced effective education services on free primary education. The report of the presidential working party on education and manpower training beyond of 1988 Juma (2009, p. 128) stated that the philosophy of education and training always positively contributed towards, national and individual development by applying M&E in education for accountability.

Statement of the Problem

The problem of accountability was debatable because it affected every organization due to misappropriation of resources be it material or non-material. For this reason, many organizations failed on their knees because there was no proper utilization and tracking of these available resources projected towards the trajectory goals of those organization. Therefore, many organizations disappeared out with their beautiful dreams towards humanity not achieved because the resources were embezzled due to bad system, principle, code of conduct and poor leadership. Different studies pointed out a concern that many organizations are failing to be accountable and their future was not promising since the budgeted resources have been misused (PMI, 2014). The study was to explore more on accountability profoundly to deliver on the M&E system for education. M&E systems recently became a requirement for projects management and accountability in education department. The application of M&E systems in the project was a pivotal link that promises accountability of resources. Internal management of

resources without proper documentation and guidelines always continued to show projects greatly depending on donors for the operations of activities. In modern times, M&E systems, therefore, become imperative for any organization to adopt them as project guidelines. According to County Integrated Development Plan (CIDP) (2020), stated that in Nairobi county, there are 1626 total schools, 1288 primary schools and 338 secondary schools both public and private. Based upon this, the study assessed the application of M&E systems in promoting accountability in educating sector at ERFA-K. This has posed a knowledge gap which the study obtained to explicate, particularly the projects funded by ERFA-K in Nairobi that has continually proven that there is no accountability making some projects to fumble. It's on this assumption that the researcher wanted to explore the implication of applying M&E systems to sustain many of the programs in various organisations that were geared towards serving humanity in addressing social economic challenges. Moreover, the study came with various means on how those organizations improved on their service deliveries through the observation of M&E for education and accountability as a system in achieving their goals. Many scholars launched various robust and rigorous studies on M&E. however, most of them were not deeply based on the application M&E systems in education sector for accountability. It's on this account that the researcher wanted to participate on this discourse to bring out this mismanaged area for the betterment of children, community and donors.

Research Objectives

    i. To illustrate M&E process used at ERFA-K for accountability.

    ii. To examine the techniques used for accountability at ERFA-K.

    iii. To establish if M&E structures influence accountability to management or performance in education sector at ERFA-K.

    iv. To determine on the practicability of Monitoring and evaluating process in management accountability especially at ERFA-K.

Theoretical Review

Theories of change

The theory of changes was introduced by a French man Auguste Comte who lived between 1798 to 1857. Auguste Comte who was a sociology who believed in positivism when having any kind of task which was easily translated to tangible result that exist independently from individual choices and actions. The theory focused on the individual attributes of the organization's values, attitudes, and behaviors toward effective project management. Theories of change showed how the aspect of planning and evaluation was continuing to be embraced as a critical practice for organizations and projects. The theories of change went through a mutation process when dealing with a variety of programs with common elements in the project. The elements in the project included an articulation of how change happens in a particular context, clarification of an organization and its partners' roles in contributing to change, and the definition and testing of critical assumptions of self-sustainability. In proportion to Reeler (2007), organizations were virtually administered by humans; the human person became a crucial component in this case because it was a chief resource to the organization. Therefore, the behaviors and attitudes
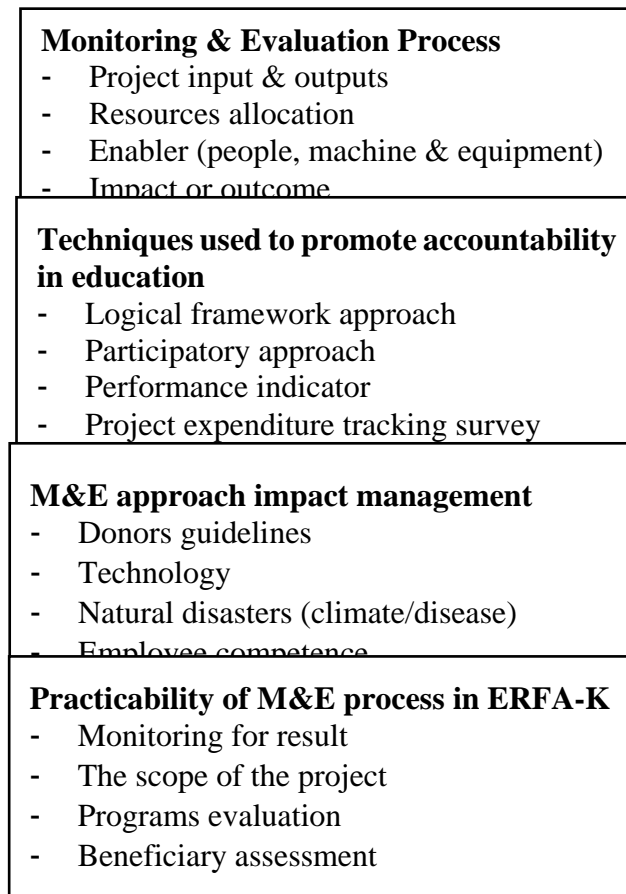
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towards the organization's goals was very indispensable especially in counteracting changes that distracted the organization from achieving its output. His behaviors played a key role in testing and tracking those changes in managing the resources that was planned in the project to achieve the vision. It is on this account that M&E required human resource to make it more effective and efficient in its operations towards accountability. Technology was used to replace human resource but all in all we needed human to run and manage projects. This overtaking led to poor service delivery in those projects that were being managed technologically due to technological failures thereby hindering the M&E aims.
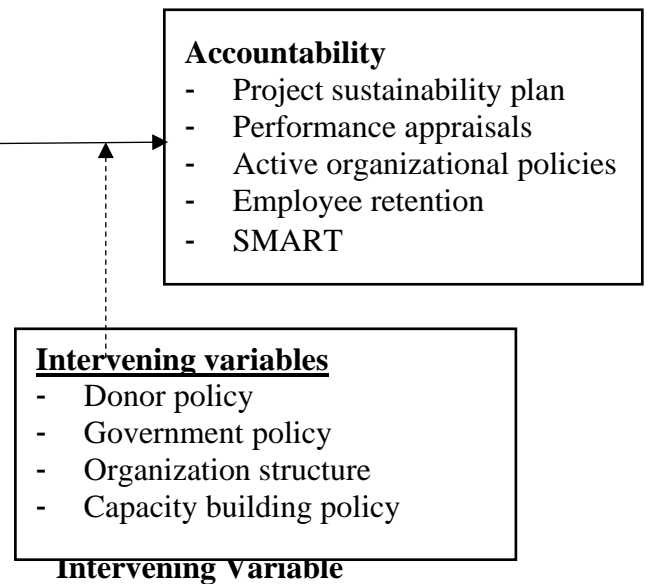
Empowerment theory

It is on the above assumptions that inputs led to output and that outputs led to outcome according the theory of change. Empowerment theory came in to substantiate the change theory to fulfill M&E aims to their practicality. According to Rappaport (1981), he stated that the theory focused on the contexts of how the participation of the stakeholder approached and aimed to provide organizations with the knowledge, tools required to oversaw enactment in accomplishing the stipulated goal in the project. In this regard the theory was relevant to the study because it bridged the gap in terms of the application of M&E system for accountability in any organization. The theory was also used to make organizations align visions and goal to be achieved at a certain time with specific resources. It emphasized on fostering key implementers who were self-driven geared towards sustaining the project with resources budget in community-based proposals. Accountability and self-sustaining was an enormous problem that was affected by multiple contextual factors over the lifetime of the projects. The theory suggested that high empowerment was needed to identify and remedy the organization to be accountable and dream to become independent. The theory cultivated and encouraged the community to take ownership of the project to run it in a manner that people walk the talk to produce the desired result. The theory fundamentally was geared towards awakening the locals to realize that everything was within their reach and what they need to be empowered to realize their potential in being effective in utilizing the available resources. Hence, by advancing some of the like capacity building, motivation, mechanism and criteria to exploit those resources to their needs. The theory was relevant to this study since it emphasized how stakeholders' approach provided abilities to participate in processes and action-oriented solutions aligning with organization's vision and goals in the project. The theory focused on the achievement of goals and change of systems by utilizing available strengths, resilience, and resources.

Conceptual Framework

Independent Variables   **Dependent Variable**

Monitoring & Evaluation Process
- Project input & outputs
- Resources allocation
- Enabler (people, machine & equipment)
- Impact or outcome

Techniques used to promote accountability in education
- Logical framework approach
- Participatory approach
- Performance indicator
- Project expenditure tracking survey

M&E approach impact management
- Donors guidelines
- Technology
- Natural disasters (climate/disease)
- Employee competence

Practicability of M&E process in ERFA-K
- Monitoring for result
- The scope of the project
- Programs evaluation
- Beneficiary assessment

Accountability
- Project sustainability plan
- Performance appraisals
- Active organizational policies
- Employee retention
- SMART

Intervening variables
- Donor policy
- Government policy
- Organization structure
- Capacity building policy

Intervening Variable

Figure 1: Conceptual Framework

Understanding Monitoring and Evaluation systems for accountability in education

Kusek (2004), pointed out how several international organizations like United Nations, USAID, European Union, and the World Bank group, International Monetary Fund (IMF), World Health Organization (WHO) and the Organization of American States applied this process of M&E for years. Worldwide, M&E system for accountability practiced by many organizations and departments including military, engineering, medical practitioners, education etc. since ancient times. This study agreed that educational institutions were established, maintained and sustained essentially to achieve certain assured objectives. The goal of such establishment couldn't be easily achieved without putting in place certain mechanisms like M&E towards ensuring the success of implementation of policies and programmes. In the education system, one of the vital mechanisms was put in place towards achieving the goals of the school and ensuring quality service delivery to the society is accountability. All over the world education was seen as the corner stone of development. Education formed the basis for literacy, skills acquisition, technological advancement and this important sector areas faced with myriad of problems. Prominent among the problem areas that brought to light the poor show of the sector are the poor quality of school products, flawed administrative procedures and lack of accountability in

the school system, politicized employment and appointment of school heads, improper supervision and unreliable quality assurance and control mechanism. It was basic requirement for M&E process to be applied as a way to manage resources in projects as an instrument to uphold accountability to the implementers as a requirement by donors to apply M&E systems in managing organizational assets (Burke, 1999). For proper functioning of projects in organizations, organizations embraced the use of M&E systems to measure output and outcome effectively and efficiently which led in demonstrating transparency (Crawford & Bryce, 2003). This was seen in big organization in Europe showing how the organizations were facing stiff challenges associated with managing accountability resulting to close down.

Leite, Suyama, Waisbich, and Pomeroy carried out a study in Brazil in 2014 to the test the application M&E systems on how parastatals or government agencies allocated and managed the resources that was being distributed to different departments. It was done purposefully because government tracked several projects which many failed due to poor management thus the national procedures, policies and guidelines how projects should operate. It was seen in government institution that there is big allocation of resources for community development. However, it was pointed out due to many loopholes in the government like having incompetent people to implement the job the projects effectively and efficiently make institutions flop. There was a lot of bureaucracy in the government which affected the operation of activities. In the process, M&E was greatly affected in promoting accountability because the environment and structure was not supportive in the implementation (UNDP, 2009). M&E system was very important in the projects because it helped donors to know whether the fund that were given out were well utilized in implementing the activities.

Headington (2012) carried out a study in the United States of America involving 160 Non-Profitable Organizations (NPO's) and realized that application of M&E system in projects was best in managing resources. There was little doubt regarding value proposition on project outcome to the primary beneficiaries. Studies pointed out how NPO's scaled up with current trends in M&E system in promoting accountability to create positive impacts with entrusted resources in projects. Headington (2012) absorbed simple random sampling through giving each individual participants a number which determined who included in research. As explained by Noyoo and Mamphiswana (2003), through this method, the researcher realized that the method by chance might missed out a particular group in the sample. The evolution of M&E was based on activities output, beneficiaries related measure, accountability indicator and transparency in finance. M&E process always used in a wider perspective by the USA government to measure its accountability hence increasing performance at various projects.

Examine techniques used as a process for accountability in education

Citizens were fast losing their blind faith in education as an instrument for achieving social awareness, political intelligence and economic prosperity (Eferakeya, 2017). Parents and other benefactors of education were embittered with the outcome of the schools to the extent that they sought substitute for their children's education even in the face of free education programmes. In the past few years, calls for accountability in the administration and management of schools had become imperative because of the demand for constructive changed education system and

the high need for school products that met the needs of the society. To increase the effectiveness of techniques used as a system for accountability in education, M&E needed to be prepared as a constituent part of the project. Jaszczolt and Potkanski (2010), recognize M&E techniques in projects adjust with type, sector and country of application. A successful techniques system, therefore, modified to a specific setting with allowance for flexibility and imagination. In Kenya, organizations when establishing best techniques to be applied within its operations, they considered experience from other organizations in the world. A well prepared and executed M&E techniques contributed to both project outcomes and international standards of doing things.

M&E systems key elements to spice up accountability in education, was echoed by Lloyd, Oatham, and Hammer (2007), demonstrated that in late there had been increase of NPOs, especially in developing countries, which ignited a raging debate on NPOs' accountability despite more funds being given to the organizations with different objective towards the addressing challenges facing humanity. Though there are varied conceptualizations of accountability, the study focused on the conception of accountability in education as primary basic procedures through which an organization made a commitment to respond and balance the needs of stakeholders in its decision-making processes, activities, and delivered against this commitment. Project implementers viewed accountability from a broader perspective that attempted to meet the interests of all stakeholders in project planning and management processes without compromising quality. In M&E technique was very significant in organizations in numeral view point setting up any projects used to streamline the operations. M&E was vital aspect in aligning the objectivity and credibility yield in the direction of desired outcome (Mackay, 2006). Gudda (2011), agreed that the program level, the motivation behind M&E was to follow implementation of the objectives systematically to measure the adequacy of projects. M&E systems basically decided precisely when a project was on target and when changes might be required. When M&E techniques were applied properly, it informed right interventions and evaluated the quality of activities being conducted. Khan (2003), harmonized that the concrete design of M&E addressed matters at hand with regard to the stipulated goals, the competent authority, credibility of information, its management, dissemination and recycling into the planning process with special emphasis on community participation. The end goal was to make sure the resource planned was utilized to the maximum and everything can be accountable.

M&E systems and education for accountability results can however be criticized in regard to whether the data collection, analysis and results lead to reliable information that reflects the real situation (Nabris, 2002). Warah June 2013, featured an article in of the newspaper Daily Nation in Kenya on UNDP's shortcoming a reflection of a wider failure with the UN system, where not only stated that internal evaluations how the flawed occurs but validated how UNDP spent more than $8.5 billion on activities of anti-poverty between 2004 and 2011. Warah, (2013), it was a big challenge when UNDP failed state verifiable outcome of the initial plan on the lives of the people it was trying to change. USAID as the largest donor in world, was one of their requirements for organizations that sought financial support to state how M&E systems applied as technique aimed to manage the process of monitoring, reporting, evaluation and analyzing the objectives of the project. A well detailed project with clear indicators, methods and

frequency of data collection. It also provided details on how data was analyzed and evaluations required to complement monitoring data (CAP, 2012). Cleland and Ireland (2011), in their analysis found that Japan didn't have a fitting development contractual worker performance monitoring system, and the recognizable proof and investigation criteria and sub-criteria for a choice structure.

M&E structures influence accountability in education sector management

A joint study by Mackay & World Bank (2007) in Toronto, implied that M&E structure influenced accountability in education in an organization was critical in enhancing better project transparency on projects. The focus of this study was on the organizational projects that were majorly sponsored by World Bank. The study sought to determine how better organizations arrived at through M&E of projects. This study employed the use of descriptive statistics with the findings being that a majority of the respondents indicated how M&E structures in management determined the decisions in various projects.On the other hand, a study by Shapiro (2011) stated that outcomes were manipulated to favor the organization's interests in projects, with the variables, project planning, implementation and controlling processes in Singapore Vocation Training of Computer Sciences and Information. St. Juke University, noted project management offered an organization with control tools that advanced its capability of influencing accountability of its project activities. The study was to identify the influence of M&E structures for accountability in education process in management. Variable models used to identify how each stage were helpful in the process of influencing project accountability. The findings showed M&E structures contributed immensely on the outcome of transparency in the management. The effect of the neglect was manifested in the wastages of education resources in the system. An evaluation using the quality assurance instrument for Basic and Secondary Education in Nigeria conducted in 102 secondary schools selected across the federation revealed that only 6 schools were rated good, 28 schools fair, 65 schools poor and 3 were rated very poor while the rating evaluation of leadership and management in the schools indicated that none of the schools was outstanding while 13 were rated good, 51 adjudged fair and 37 very poor (Ugochi ,2011). The M&E results that was done signified a serious danger to the education sector of achieving an improved economic growth, national development and hope of being among the top twenty economies in the world by the year 2020.

The practicability of Monitoring and Evaluation process

Wong (2012), restated that the practicability of M&E process to manage resources since it ensured that inputs, outcome and output something which were measurable as its foundation showed how the activities were allocated the resources hence making decision that were beneficial to the project. The China government through the finance ministry, showed how it applied M&E process for accountability to strengthen mechanism to manage their resources effectively hence making China leading giant in economic growth by spending the funds well

The M&E systems of activities enhanced realization of accountability of projects in organizations and public institutions. With the exception of India most of the M&E in South Asia were donor-driven. Nepal presented a venture on strengthening the M&E system with the help of Japan gave preparing in M&E and enhanced observing detailing records and sharing

information and abilities. The Toyota in company Japan trained people on the effectiveness and efficiency of applying M&E to result oriented project tracked down with achievable indicators.

From the study, corresponding with Ghosh and Mohamed (2004), showed Japan was among the leading country in producing vehicles of all category and managed to manufacture approximate 8 million automobiles every year. Toyota company realized that there was high output of vehicle and low demand from its customers. It carried out an M&E exercise that informed them they need to start sourcing market outside to remain relevant in the industry. The company applied judgmental and purposefully method to reach out directly to the target audience which informed the characteristics presented within a specific population group. The study find out that people preferred a vehicle which was affordable and easy to maintain. Japan capitalized on these findings and realized by keeping their customer, they need to avail spares part locally.

M&E in Africa had a large extent influenced by donor demand that stimulated the development of M&E systems, in the absence of national government demand. Even in South Africa, where development aid and donor influenced were not very important, many evaluators have been trained in a donor-orientated situation, due to the strength of demand from donors and the limited government system. Leparski and Niissel (1987), the functions of M&E were formulated to assess the extent to which project attained its objectives to assess the feasibility of the performance and accountability of the programme. Thus, three levels in M&E procedures considered for achieving the overall objectives of the organization; effectiveness, managerial support and efficiency, thereby making trend comparisons possible, the matters for assessment based upon scientifically accepted criteria. The necessary procedures for training and monitoring, the survey staff in every survey: this is essential for valid comparisons was to make appropriate data analysis possible within the combined M&E procedures.

M&E system was important especially in those projects that targeted towards the trajectory of community developments about empowering local communities. Greenaway and Jobes (2002), realized that involving people in the accountability in all stages of the project, including the setting of the M&E systems criteria. Besides it helped to create local ownership hence making communities to take more control of the project. Through M&E systems, an organization was able to do checks and balances on achieved, what didn't work (they reflected on their achievements), what they still needed to do (what action had to be taken) and what changed they had seen (examined the impact). It helped to obtain qualitative information and feedback from the project as well as providing information on the progress of the project which had important implications for project's accountability.

Research Methodology

This research adopted descriptive research design. The target population in this study was the directors, manager, project manager, accountant, and other employees of different ranks, positions, experiences and non-staff. The target population were the 141 staff and non-staff of ARFA-K, in Lang'ata, Nairobi County Kenya. Stratified sampling procedure were employed to identify the respondents, on each group were equally represented in the organization, administrative ranks or position based on roles and responsibility. The main tool of data collection for this study was questionnaires. The qualitative data collected was selected, organized and arranged according to

themes discussed during research. Some of the themes specifically used to draw M&E in promoting accountability in education in ERFA-K. Thematically, the method opened up the connection between the themes and how factors led to unsolved problem. Quantitative information gathered through surveys was arranged, coded and entered into SPPS version 26. Descriptive statistics involved use of absolute and relative (percentages) frequencies, measures of central tendency and dispersion (mean and standard deviation respectively) findings and presented them inform of table and narratives.

Results

The study issued 120 questionnaires to the targeted respondents comprising of director manager, project managers, accountant, lower employees and non-stuff workers. The overall Response Return Rate (RRR) was 90% (109). Therefore, the study findings can be deemed reliable, valid in regards to the study questions. In addition, can be used as a point of reference for project managers, directors and monitoring and evaluation officers.

Influence of Management on M&E techniques in promoting accountability

Table 1: Ways the organization promote M&E techniques at ERFA-K?

	Responses		Percent of
	N	Percent	Cases
Q1[a]Development and review of M&E tools	43	5.3%	39.4%
Involving stakeholders in development and review of M&E tools	65	8.0%	59.6%
M&E designing change of objectives	76	9.3%	69.7%
M&E review of activities	87	10.7%	79.8%
Planning of M&E	76	9.3%	69.7%
Implementation M&E techniques	76	9.3%	69.7%
Monitoring of project activities	66	8.1%	60.6%
Mid and/ end term project activity reviews	65	8.0%	59.6%
Resource allocation	55	6.7%	50.5%
Review of activities	65	8.0%	59.6%
Management influences M&E systems performance at ERFA-K (M&E designing)	33	4.0%	30.3%
M&E review activities	43	5.3%	39.4%
Planning of M&E	22	2.7%	20.2%

Implementation M&E techniques	11	1.3%	10.1%
Resource allocation	32	3.9%	29.4%
Total	815	100.0%	747.7%

Source field Data, 2022

The study was to determine ways used in ERFA-K to promote M&E techniques. The study found several activities are used such as; Development and review of M&E tools 43 (5.3%); involving stakeholders in development and review of M&E tools 65 (8.0%), M&E designing change of objectives76 (9.3%), M&E review of activities 87 (10.7%), Planning of M&E 76 (9.3%),implementation M&E techniques 76 (9.3%), monitoring of project activities 66 (8.1%),mid and end term project activity and reviews 65 (8.0%). Resource allocation 55 (6.7%), review of activities 65 (8.0%), management influences M&E systems performance at ERFA-K (M&E designing) 33 (4.0%), M&E review activities 43 (5.3%), planning of M&E 22 (2.7%) implementation M&E techniques 11 (1.3%) resource allocation 32 (3.9%). This study agreed with Oluoch, (2012) who suggested that the best way to improve M&E is involving the stakeholders in every phase. The study found out that the M&E review activities was used only when the organization was applying for fund or grants. The researcher realized that determining how the resources were used in the education sector for accountability, there must be someone who is well conversant with the activities and organization have a monthly report. This was accorded with project manager E who said that "outcomes were manipulated to favor the organization's interests in projects, with the variables, project planning, implementation and controlling processes. There was small effort from ERFA-K sending people for short causes but it became a favourism den. After donor realized it was bringing division in the organization, it stopped"

According to the findings of this study, there is lack of professionalism on the part of committed staff to spearhead application of M&E. Creating a culture where M&E is contemplated a great tool for managing accountability should not be an option because it's not an easy task. In a practical environmental, some employees would resist due to a lack of awareness of value of M&E and others would resist due to a fear of accountability ensured by implementation of M&E system or culture.

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Table 2: State how management influences M&E systems performance at ERFA-K

|	N	Minimum	Maximum	Mean	Std. Deviation
Management influences M&E systems performance at ERFA-K (M&E designing)	109	1	4	2.28	1.098
M&E review activities	109	1	4	2.01	1.101
Planning of M&E	109	1	4	2.70	.908
Implementation M&E techniques	109	1	4	2.89	1.048
Resource allocation	109	1	4	2.51	1.207
Valid N (listwise)	109				

 Source Field Data, 2022

Management influenced M&E systems performance at ERFA-K (M&E designing) (mean=2.28, SD=1.098), M&E review activities (mean=2.01, SD=1.10), Planning of M&E (mean=2.70, SD=0.908), Implementation M&E techniques (mean=2.89, SD=1.048), and Resource allocation (mean=2.51, SD=1.207). This study confirms that management influences the implementation of M&E systems in the organization. It was echoed by the interviewees that the organization keeps on minimizing the need for continuous reporting of activities, identification of time limits for scheduling, measurement of accomplishment against plans, improved estimating capability for future planning and knowing when objectives cannot be met or will be exceeded the planned budget. This was because organization leadership structures that result into bureaucracy within the organization affects the operation of activities. This notion is echoed by UNDP, (2009) that in the process, M&E is greatly affected in promoting accountability because management systems may create an environment and structures that are not supportive in the implementation. This means that accountability is enhanced through good organization management. Such include proper management of resources and good plaining. The interview with project manager B revealed that management greatly influence how M&E is implemented and they control everything by holding resources and deciding which department will be given first priority. Top management were tough to individuals who will ask challenging questions hence denying to support them so that they can be seen they are not performing. He farther stated that it's the mandate of the directors to assess which tools and best time for the scheduled projects needed for delivering success. From researcher point of view, building the capacity for strong application of M&E always rely on how the organization put good systems in place, and developing capacity which at the inspire and engage employees. For effective functioning of M&E system in an organization, there must be a willingness of top management holding their employees accountable for using M&E systems.

How would you rate the management influence on M&E systems at ERFA-K?
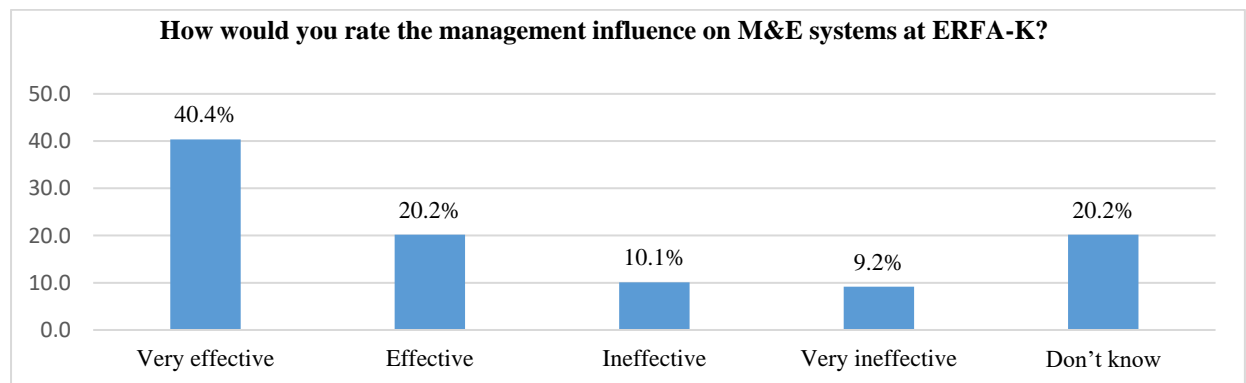
Figure 2: Rating the management influence on M&E systems at ERFA-K (Source Field Data,2022)

The study was obtained to understand the extent to which management strategy influence the M&E systems at ERFA-K. Based on the rating the study revealed that the respondent reported that; Very effective 44 (40.4%), effective 22 (20.2%), ineffective 11 (10.1%), Very ineffective 10 (9.2%) and do not know 22 (20.2%). These are study findings that in building and sustaining effective M&E system is admittedly not an easy task for it required continuous commitment, champions, time, effort, and resources which was lacking in the ERFA-K. The findings of this study collaborated with interview with project manager F which confirms that the organization used result-based framework, and logical framework to track down activities but it's never followed correctly. It was also confirmed by Jaszczolt et al. (2010), that is the best technique in check and balancing of activities. The logical framework has four columns and rows that link the project goals and objectives to the inputs, process and outputs required to implement the project.
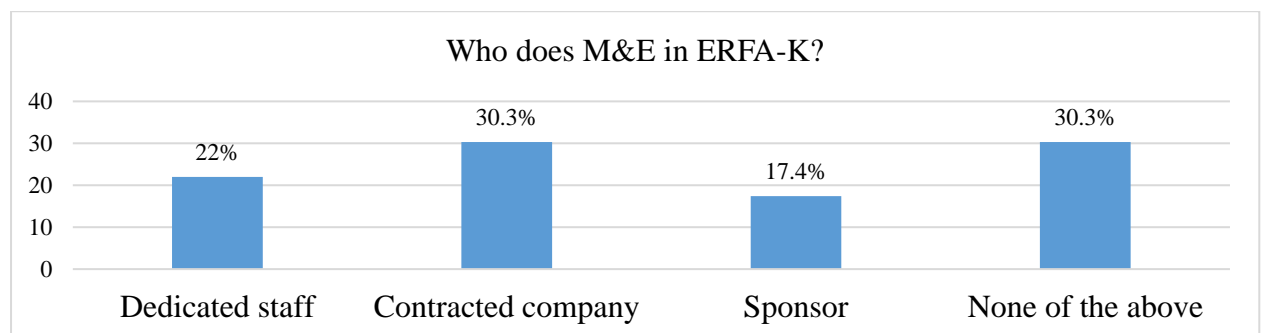
Who does M&E in ERFA-K?

Figure 3: Who does M&E in ERFA-K (Source Field Data,2022)

To determine who is in charge with the role of M&E, the participants were asked who does monitoring and evaluation. The study revealed that the organization had dedicated staff 24 (22%), Contracted company 33 (30.3%), Sponsor 19 (17.4%) None of the above 33 (30.3%). It's clear indication from the study that the organization contract people from outside to carry out an M&E activity for the organization which is not a bad thing. This limits the organization to capacitated the staff to be able to carry out M&E exercise since they know when time to carry out M&E, they will contract expert. There is scarce knowledge when ERFA-K employees cannot be in a position to mention who is in charge of M&E. This finding was supported by Gudda (2011), who commented that the motivation behind M&E was to follow the

implementation of the objectives systematically to measure the adequacy of projects through giving an external expert to evaluate your program hence limiting biasness. It's true that M&E systems basically decides precisely when a project is on target and when changes might be required. However, Warah, (2013), disagrees by explaining that contracting external auditors to carry out M&E limits the experts to report the findings correctly but moderate the outcome hence compromises the report to keep the job. The researcher recognized that for an organization to be accountable, the contracted experts must be greatly facilitated by efficient and effective internal control system to give correct information

Table 3: How would you rate how ERFA-K have an influence in regard to acting on the M&E systems in promoting accountability in education 5 highest & 1 lowest?

|		Frequency	Percent
Valid	Very prompt	30	27.5
	Prompt	11	10.1
	Late	46	42.2
	Very late	22	20.2
	Total	109	100.0

Source Field Data, 2022

The study aimed at establishing how the organization influence concerning acting on M&E system while promoting accountability. The study revealed that; very prompt 30 (27.5%), prompt 11 (10.1%), late 46 (42.2%), very late 22 (20.2%). The study showed that the ERFA-K does not promote accountability on spot and delay in promoting accountability. In response to this, Project Manager G explains that "poor accountability was due to late budget allocation and timeliness were the reason why the organization was not very prompt in promoting accountability."

This was repeated by Project Manager C stated,

The issue of accountability affected three programs leading them to merge since the funds were misused and never accounted how the implementation took place. This made the organization without anything to operate some activities. Cleland and Ireland (2011), categorized that poor resource management in organization could lead to numerous problems that impact an organization's performance and budget.

Capacity building of ERFA-K staff on M&E systems
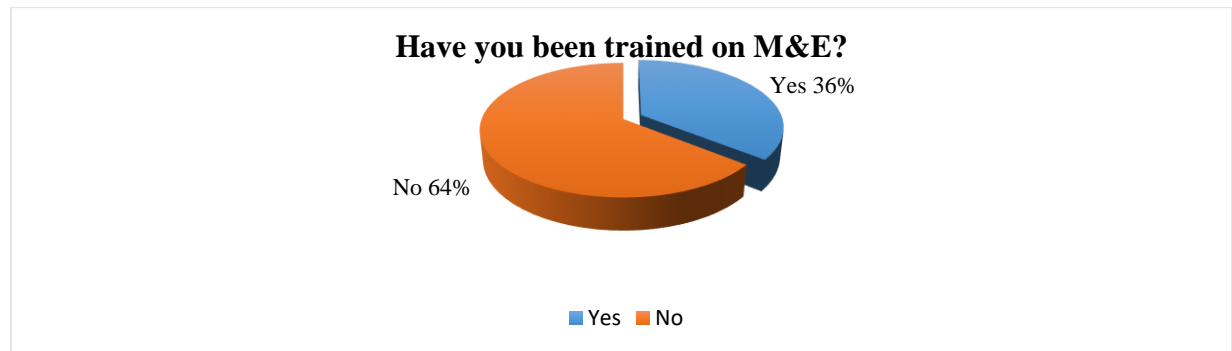
Figure 4: Have you been trained on M&E (Source Field Data, 2022)

The study aimed at determining if the capacity building is essential in M&E. Hence, the responded were asked if they have been trained on M&E. The study found that Yes 70 (64%) have been trained on the application of M&E system at ERFA-K and No 30 (36%) said that they have never been oriented or taken for any M&E workshop or training. The research finds out that other than stakeholder participation, capacity building is deemed necessary for any project activity to successfully take place effectively and efficiently. They study ferment that employees should be capacitated in organization to minimise over-reliance on outside experts as sources of knowledge hence making more saving. This was in line with the Theory of Change that focused on the individual attributes of the organization's values, attitudes, and behaviors toward effective project management. In proportion to Reeler (2007), organizations are virtually administered by humans where the person becomes a crucial component in this case because it's chief resource to the organization if the employees are well trained and empowered. One of the employees observed that:

Building capacities for the ERFA-K staff in the organization generally involves results to improving the ability of people to be capacitated to learn how to solve problems, achieve planned objectives and perform better in their outlined roles and responsibilities. Further added that the senior management should be understanding capacity and performance of individuals

From the study, it's important to develop the skills and competence of the employees in an organization because it them to be more effective and efficient in carrying out their operations thus reducing over reliance. From the research, it's clearly showing that successful implementation of projects, majorly depends on how well the organization have capacitated their employees to be able to deliver more. This confirms that ERFA-K need to empower the employees with relevant skills and knowledge to be able to take their roles seriously.

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Do you follow any institutional guidelines when conducting M&E?

Table 4: Adherence to institutional guideline

		Frequency	Percent
Valid	Yes	87	79.8
	No	22	20.2
	Total	109	100.0

Source Field Data, 2022

The study aimed at establishing whether the institution had a structured guideline for monitoring and evaluation. The study found that majority 87 (79.8%) agreed that ERFA-K do follow the guidelines provided by the organization and the minority 22 (20.2%) stated no because they were new or volunteer in the organization. Capacity building is deemed necessary for any project activity to successfully take place. This agrees with the study that capacity building is essentially involved with improving the available skills of all stakeholders (IFRC, 2011). However, the researcher observed that despite ERFA-K having the guidelines and procedure on how to carry M&E, the guidelines were not followed by the employees properly. One of the participants said:

Employees at ERFA-K do not follow provided guidelines most of the time because the director or project manager will rush the tight deadlines that need to be reported or need to be attended very fast hence making the staff not to follow procedures properly. He further explained that most of the time people don't follow the right process because they think that the process simply doesn't justify the end.

If YES please Tick appropriately

Table 5: Institutional guideline

	Responses		Percent of Cases
	N	Percent	
Q2ᵃ (ERFA-K)	87	53.7%	79.8%
Donor / Sponsor	43	26.5%	39.4%
Personal experience/knowledge	32	19.8%	29.4%
Total	162	100.0%	148.6%

Source Field Data, 2022

To determine the guideline they follow, the respondents were asked to identify which guideline they follow. The study established that the mother organization ERFA-K had M&E guideline, which was used 87 (53%), donor guideline 43 (26.5%) personal experience and Knowledge 32 (19.8%). This study concurs that most organization develop M&E guideline which are part of the organization culture. Although it also showed that individual, personal skills can be incorporated in the monitoring and evaluation process. Moreover, donor can also influence by introducing his or her own monitoring and evaluation tools. Eferakeya, (2017), who maintained that in an organization, employees like to take the path of least resistance with regulations and this at end leads in violating processes provided.

How does your skills influence M&E process in improving performance in education sector?
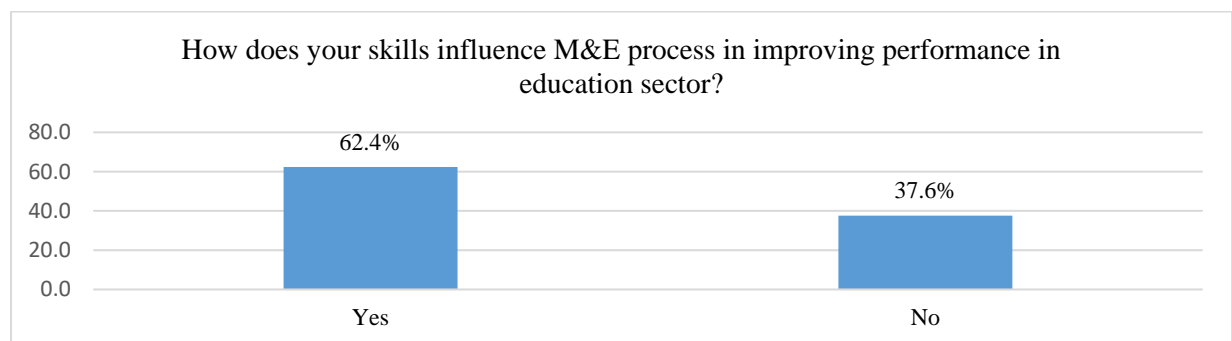
Figure 5 : Individual skills in M&E (Source Field Data, 2022)

To determine the influence of individual skills on M&E process in improving performance in the education. The respondents were asked their opinion on their thoughts about skill in M&E limit M&E process in improving performance in education sector. The findings revealed that majority felt that their skill limit M&E process in improving education sector where majority recorded 68 (62.4%), while 41 (37.6%) their skills are don't meet the objective of the organization. According to Matlala (2017), individual skills affect the accountability of projects monitoring and evaluation. Established that the likelihood of successfully implementing a project increased with an increase in the duration of training. This explains why the participants felt that their skills influence or limit process in improving performance in education sector. This is true in reference to one participant who attested:

Employees are gifted different, therefore, knowledge and skill set by default creates an understanding of work and execute the activities to effectively perform job tasks in a professional manner. When employees have an adequate knowledge and skill set, the staff should be better equipped to plan for the activities well to reach production goals. Nonetheless, the current study findings agree with the study conducted by Chaplowe (2008) who stated that right skill set to handle all duties adequately hence improving performance.

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Stakeholders Involvement

To what extent do you involve stakeholders to participate on M&E 5 being highest

Table 6: Stakeholder participation

		Frequency	**Percent**
Valid	Strongly Agree	35	32.1
	Agree	33	30.3
	Neutral	11	10.1
	Disagree	22	20.2
	Strongly Disagree	8	7.3
	Total	109	100.0

Source Field Data, 2022

It was important to determine the extent to which stakeholders are involved in M&E. Using a Likert scale, the study revealed that strongly Agree 35 (32.1%), agree 33 (30.3%), neutral 11 (10.1%), disagree 22 (20.2%), strongly disagree 8 (7.3%). Majority strongly agreed that stakeholders participate in M&E in every plan in the organization. This study supports a study done by Gudda (2011) that hold the sentiments that every project is accountable to their stakeholders be it donors, government, community, beneficiaries and NPOs who have given them a goal to accomplish within a specific time without compromising quality. The involvement of stakeholders increase accountability and makes people know who the organization is performing. In an interview with a project director A said that: Mentioned that the involvement of donors and other project partner in M&E ensure accountability and transparency, which boost their funding but from his experience, this is only done when there is a need which is not a good practice. He also added that the stakeholders were only involved during the implementation and when donors or visitors were coming to visit projects.

This showed that ERFA-K doesn't consider the significance of getting every stakeholder in the planning and during the implementation of programs. This research match with Jaszczolt and Potkanski (2010) who established that having the stakeholders on board, helps organization to understand the project risks and constraints. The more the project involve and engage stakeholders, the more it uncovers and reduce risks of having poor accountability.

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At what point do you involve stakeholders?

Table 7: Stakeholder participation

		Frequency	Percent
Valid	First quarter M&E	24	22.0
	Mid quarter M&E	44	40.4
	End quarter M&E	30	27.5
	At all stages of M&E	11	10.1
	Total	109	100.0

 Source Field Data, 2022

The result on table 7 was establish the point at which the stakeholders are involved in project M&E. The responded noted that stakeholders are involved in several phase of M&E the result indicated that; First quarter M&E 24 (22.0%), mid quarter M&E 44 (40.4%) end quarter M&E 30 (27.5%). At all stages of M&E 11 (10.1%). This study confirms a study done by Otieno (2012) which showed that stakeholder participation through various forums and stages that had a positive relationship to project performance. The scholar affirmed the more stakeholders' involvement in project monitoring stage the higher the accountability. The study discovered that employing individuals with inadequate skills to carry out critical roles will not only attract cheap labour or favours but invites the mismanagement of available resources. One of the respondents reported that: Practicing favours in the organization have affected the performance since majority of the directors and managers would employ people of poor skills which at the end compromises the morale of other staff hence affecting the engagement of the team. Treating everyone equal and fair increases the sense of belonging in workplace.

What is the stakeholder's involvement at ERFA-K, kindly, indicates your opinion in each segment

Table 8: Stakeholder participation

	N	Minimum	Maximum	Mean	Std. Deviation
Stakeholders are adequately involved in the M&E design phase	109	1	4	2.23	.878
Stakeholders participate in planning of M&E	109	1	5	1.93	.920
Stakeholders are involved in preparation of M&E timetables and work plans	109	1	5	3.50	1.237
Stakeholders participate in implementation of M&E	109	1	4	2.40	.924
Stakeholders feedback is sought during all stages of M&E	109	1	4	2.26	1.022
Stakeholders are involved in M&E data collection process	109	1	4	2.67	.758
Stakeholders decisions are considered during M&E process	109	1	5	3.31	1.585
Stakeholders are involved in identification and tracking of indicators	109	1	5	2.83	1.169
Stakeholders receive feedback by means of having M&E results and findings communicated to them	109	2	5	2.66	.974
Valid N (listwise)	109				

Source Field Data, 2022

To established the stakeholders involvement, the study highlighted several areas in M&E where the study found that stakeholders are adequately involved in the M&E (mean 23, SD=.878), stakeholders participate in planning of M&E (mean=1.93, SD=.920), stakeholders are involved in preparation of M&E timetables and work plans (mean=3.50 SD=1.237), stakeholders participate in implementation of M&E (mean =2.40, SD=.924). Stakeholders feedback is sought during all stages of M&E (mean=2.26, SD=1.022), stakeholders are involved in M&E data collection process (mean=2.67, SD=.758), stakeholders decisions are considered during M&E process (mean=3.31, SD=1.585), stakeholders are involved in identification and tracking of

indicators (mean=2.83, SD=1.169), and stakeholders receive feedback by means of having M&E results and findings communicated to them (mean=2.66, SD=.974). This study showed that most of the stakeholders are involved in preparation of M&E timetables and work plans and their decisions are considered during M&E process. The study also concurs with Martinez and Olander (2015) that there are varied meanings of participation and that the benefits of participation in a project are numerous which include transparency and accountability. Besides, it leads to improvements in decision-making and re-establishes credibility of the entire process. Participation therefore is a key factor in project accountability

Conclusion

The study aimed at determining monitoring and evaluation for education and accountability. This was achieved through the following objectives; to illustrate monitoring and evaluation process used at ERFA-K for accountability, to examine the techniques used for accountability at ERFA-K, to establish if M&E structures influence accountability to management or performance in education sector at ERFA-K and to determine on the practicability of Monitoring and Evaluating process in management accountability especially at ERFA-K. From the study findings, the study concludes that stakeholder participation in M & E is a determinant of project accountability. Besides, management structure the project leadership should strive to involve stakeholders to ensure the accountability. It is also concluded that capacity building is key to project M&E and therefore, donors, organization staff such as field officers, directors among other project management team should always train its staff this can be practiced as a form of continuous professional development. Besides training, there should also be offered key collaborators and stakeholders so that they discharge their functions more effectively.

Recommendation

  i.   ERFA-K should invest on professionally intensive training of their employees on the M&E system for accountability.

 ii.   The ERFA-K regularly to check on the application of techniques and emphasize the most familiar and easy to apply. Also donors should offer training in the application M&E systems for funded organization and they should be consistent and up to date to avoid complexity and bridge the knowledge gaps in key implementers and stakeholders.

iii.   ERFA-K should allocate adequate funds to M&E activities and, in the spirit of stewardship and accountability, to ensure there is autonomy and independence in utilization of resources.

iii.   There should be independency on M&E structures in the organization to monitor well accountability. The stakeholders should be involved adequately in M&E activities. Stakeholder's participation should range from initial planning to expert opinion and decision making in all levels. This will ensure ownership of M&E results and also ensure that projects are having relevance to the beneficiaries needs.

 iv.   The policymakers should be proactive in designing the application M&E systems for accountability with clear timely support in guidance with Kenyan constitution 2013 to

ensure that M&E activities are well executed and results communicated to form part in decision making and future planning.

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