
**MONITORING AND EVALUATION PRACTICES AND PERFORMANCE
OF COUNTY FUNDED EDUCATION PROJECTS IN MAKUENI
COUNTY, KENYA**

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Abstract

Many county funded education projects in Makueni County have continuously experienced time overrun, budget overrun, unmet end product specifications, unmet customer needs and requirements and unmet management objectives. Influence of monitoring and evaluation (M&E) practices is vital for tracking and measuring results and throwing light on the causes of the challenges faced in managing county funded education projects. This project sought to investigate the effect of Monitoring and Evaluation Practices on performance of county funded education projects in Makueni County. The research design used is descriptive survey. The study targeted 31 county funded education projects in Makueni County. A Stratified random sampling technique was used in selecting the sample of projects for data collection. A semi-structured questionnaire was used to collect primary data. Numerical data that was collected using questionnaires was coded, entered and analyzed with help of a computer Statistical Package for Social Scientists (SPSS) version 20 software Programme. The data collected was analyzed through descriptive and inferential statistics. Both qualitative and quantitative data analysis technique was used to analyze the data. Thematic analysis techniques were used to analyze qualitative data collected in the open ended questions. The study found that in all sub-counties projects' M&E teams underwent M&E training, participated in baseline surveys in form of public participation and were privy to the M&E plans developed by the county M&E unit. Spearman correlation showed a positive relationship of 0.494 between M&E plan and project performance. Particularly, it showed that on average, M&E training and stakeholder involvement had statistically significant correlation with project performance at 0.6 and 0.7 respectively. From multiple regressions, it was inferred that stakeholder involvement, M&E planning, use of baseline survey and M&E staff training had significant influence on performance of county funded education projects. The study recommended that the M&E officers should undergo continuous training on project monitoring and evaluation and undergo M&E planning trainings. The study further recommends that stakeholders in projects should be involved in M&E activities to enhance ownership and accountability.

Keywords: Stakeholder involvement, Staff training, Baseline surveys, Monitoring and Evaluation.

Introduction

Background of the study

Project is an arrangement of exercises that has a beginning and closure point brings about the achievement of one of its kind result (Archibald, 2003). A project can be portrayed as performing in the event that it meets set up goals including the required needs of the client creating quality, measures that have been determined to fulfill the needs. A project can be

divided into five phases which make up project life cycle. To guarantee delivery of what was planned and promised, implementation teams must monitor and evaluate tasks to prevent scope creep and track cost and time which are measures of project performance success. Performance is gauged with objective achievement of project goals (Kerzner, H. R., & Saladis, 2017). Miller (2007) views performance measurements as a way assessing efficiency and effectiveness of a program and its impact.

M&E Practices is a vital stage of project lifecycle and magnificent management practice (Olive, 2002). Monitoring is a continuous gathering of information on specified indicators to encourage basic decision making on whether an intervention on a project is being actualized in accordance with the outline, while Evaluation is the intermittent and efficient accumulation of information to survey the outline, execution and effect as far as effectiveness, efficiency, distribution and manageability of results and effects, McCoy et al (2005). Crawford and Bryce (2003) says that monitoring and evaluation frameworks are intended to advise project managers if execution is going as planned and whether corrective activity is expected to modify project execution strategies.

Project performance refers to the state at which intervention meets the established goals that is the expected needs of the beneficiary producing quality, standards that have been determined to satisfy the needs. Globally, organizations are battling with demands for persistent changes in project management to improve performance and stay focused (Kusek & Rist, 2004). Projects which achieve cost, timetable and quality targets are successful. Those that don't are failures (PMI, 2014). Project success can be determined with the help of M&E and key indicators. A study by (PMI, 2014) a number of measures of performance were looked into which include; stakeholder satisfaction, cost, schedule of the project and performance requirement on a study entitled compressive measurement of projects. Institutionalization of M&E has implied production of M&E units with strategy, lawful and institutional plans to create monitoring data and evaluation discoveries have been judged highly by key partners. Institutionalized M&E has filled in as a fundamental piece of the advancement strategy/program cycle in enhancing the execution accountability to give successful criticism which has enhanced planning, budgeting and policy making that has accomplished improved adequacy.

Monitoring and evaluation in education projects ought to give a logical way for surveying whether and how objectives are being accomplished after some time to meet community needs. ACF (2011) stipulates that community involvement ought to be used all through the program

stages. That implies that communities ought to be specifically engaged with recognizing their own wants, characterizing the program goals, actualizing the activities of M&E the program. This involvement is basic to guarantee that the projects are best adjusted and addressed both the issues and desires for the populace. Another M&E practice talked about by (ACF, 2011) is planning for monitoring, which clarifies project targets, presumptions, indicators and activities.

Statement of the Problem

Since the inception of county governments in Kenya in 2013 county governments have taken interest in funding education projects in counties (Treasury report 2016). To date, many of education projects in the six sub-counties in Makueni County have been funded by the County government of Makueni. The County government has initiated 257 education projects across all the six sub-counties but after two years 59 projects were stalled and were recorded as incomplete, 10 community library construction completed but the facilities were not operational hence not useful to the community. Constructed institutions has

recorded a very low student population even though the upgrading was completed. Other projects were abandoned within a year due to lack of community interest in the facility (County address report, 2017). Even though the projects received a huge funding from the county, many of the projects did not achieve the objective of the project despite these allocations (Makueni county development profile, 2017). Studies done on M&E were significantly centered on performance of education projects that utilize ICT as a method course delivery (UNESCO, 2013). The study sought to establish how Monitoring and Evaluation practices influence performance of county funded education projects in Makueni County, Kenya through the following objectives.

- i. To establish the effects of training M & E staff on performance of County funded Education programs in Makueni County, Kenya.
- ii. To examine how stakeholders' involvement in M&E affects performance of County funded education projects in Makueni County.
- iii. To determine how M&E planning influences performance of County funded education projects in Makueni County, Kenya.
- iv. To investigate how the use of M&E baseline surveys influence the performance of education funded projects in Makueni County, Kenya.

LITERATURE REVIEW

Theoretical Review

This study was anchored on three theories which include: Theory of Change, Program theory and contingency theory.

Contingency Theory

Organizations are unique; have possibility factors, and need diverse methods of management. The Contingency Approach recognizes a portion of these large scale ecological components, or possibilities, to be put into consideration. Mintzberg (1979) identified 11 contingency factors, 4 dealing with the environment, stability, complexity, diversity and hostility. Different variables recognized include: outline of positions, plan of superstructure, outline of parallel linkages and outline of basic leadership framework as basic outline parameters. In the event that administration is adaptable, at that point administration can react to every one of these variables and act as need be.

Theory of Change

This theory is characterized just and exquisitely as a hypothesis of how and why an activity functions. It centers not simply around creating learning about project effectiveness, yet in addition on clarifying strategies are effective (Cox, 2009). (Cox, 2009). The theory of change provides a guideline of how an intervention is intended to work. As it were, it gives a guide of where the project is endeavoring to reach. M&E refines the guide while correspondences help in accomplishing the objective by acknowledging change. Further, the hypothesis of progress gives the premise to argument that the mediation is having any sort of impact (Msila and Setlhako, 2013). This hypothesis proposes that by comprehension, what the task is attempting to achieve and how project staff and evaluators will have the ability to monitor and assess the normal results and consider them against the first theory of change (Alcock, 2009).

Program Theory

Program hypothesis is a conceivable and sensible model on how a program is needed to work (Bickman, 1987). Lipsey (1993) communicated that it is a proposal regarding the change on contribution to yield and how to change a terrible situation into a prevalent one through information sources. It is additionally shown as the procedure through which program segments are set out to impact results. The theory additionally manages the

Administration uses arrange for which investigations how the proposed target people gets the normal measure of mediation. This is through the connection of the administration conveyance structures. Rogers as alluded to by (Uitto, 2000) shows the advantages of using a hypothesis based structure in observing and assessment.

Empirical Review

This section contains a review of literature on monitoring and evaluation and its influence on performance of county funded education projects. The section summarizes literature review on: M&E staff Training, M&E planning, use of baseline survey in implementation of projects and stakeholder involvement in M&E activities and its influence on performance of county funded education projects.

Mulandi (2013) finished a study to develop the components influencing execution of Monitoring and Evaluation systems of non-governmental organizations in the governance sector of Nairobi,

Kenya. From the investigation discoveries, information accumulation was normal with information examination helped essentially through programming. Be that as it may, the utilization of programming for information examination was looked with difficulties of capacity and preparing. Besides, program officers had the preparation and experience working with checking and assessment frameworks. In conclusion, the decision of quantitative pointers contrasted with subjective markers was high while benchmark reviews were directed before venture usage. The resulting study investigated the limit of human asset in utilization of frameworks utilized as a part of M&E and not effectiveness of doing Monitoring and Evaluation.

Odenyo and James (2018) in the study on resource mobilization on sustainability of women group projects in Vihiga County. The findings on project staff capacity in handling project activities showed a positive influence of human resource training and success of women group projects. This means that for a project to perform there are need to have the project team undergo training and attend seminars to sharpen their management skills.

Stakeholder involvement in determining the success of a project and achievement of project goals has gained momentum as an upcoming strategy for development projects since 1970s. Modern development scholars have been advocating the addition of stakeholder involvement in development projects as they consider the declared objectives of any project cannot be completely accomplished unless people seriously take part in it.

Njama (2015) in his study tried to break down the determinants affecting viability of M&E framework for AMREF Kenya WASH program. The findings of the investigation on partner inclusion demonstrated that partners support, association is mainly on lower level activities yet sufficient in higher level activities. These are essential factors that add to the achievement and manageability of any community activity. Now and again, the participatory procedure will promote change in individual attitudes and community standards, since the project development and implementation process necessitates that community members reflect and analyze their own attitudes, beliefs, and behaviors.

Wachira and James (2018) in their study critical factors in implementation of community based projects in Kiambu County. In his study he found that people's or community participation projects influenced to a great extent the implementation and achievement of community based projects. In addition, the study found out that M&E have a positive influence in ensuring projects were successfully implemented by the managers.

The Baseline Study is an early component in the M&E design and uses the log-outline structure to systematically assess the circumstances in which the activity commences. Is an early component in the observing and assessment design and uses the log-outline and will be consistent with, however not repeat the baseline study.

Phiri (2015) in is examine on assessing the impact of M&E on project performance at African Virtual University (AVU) contends that mid-term audits, project completion reports and other evaluations judge progress to a great extent in view on comparisons with the information from

the Baseline Study. Some of the objectives studied include: to evaluate the impact of monitoring and evaluation training on performance of projects; to decide how baseline surveys impact performance of project; and build up the impact of data frameworks on project performance. The methodology used in the study was through a mixed research design of ex-post facto and survey. Finding of the study presumed that baseline survey has positive impact the management of the AVU system. This investigation emphasized only on effects of baseline survey on virtual University which leaves exploration on others fields open for research.

A key capacity of planning for Monitoring and evaluation is to assess costs, staffing, and distinctive resources required for Monitoring and evaluation work. It is basic for M&E acers to state something with respect to M&E spending requirement at the initial stages of an intervention so that funds are conveyed especially to M&E and are available to realize key Monitoring and evaluation endeavors (Chaplowe,2008).Kohli & Chitkara (2008) contends that anticipating M&E ought to be done at the purpose of undertaking arranging and usage organize, yet a couple of different researchers fight that M&E ought to be done after the achievement of the planning period of a project yet before the design or intervention stages (Nyonjeet al 2012).

Wausi (2016) completed study on the influence of monitoring and evaluation strategies on internet banking performance with reference to benchmarking, monitoring and evaluation planning, budgeting and piloting. This study used an exploratory and descriptive survey research design the study found out that competitive benchmarking helped improve firm's products, services or work processes to enhance its competitive strategy and performance. The study found out that monitoring and evaluation planning ought to be a vital element of any planned ICT program and also ought to be taken into account during the planning stage, before a project begins.

RESEARCH METHODOLOGY

The research design used is descriptive survey. The study targeted 31 county funded education projects in Makueni County. A Stratified random sampling technique was used in selecting the sample of projects for data collection. A semi-structured questionnaire was used to collect primary data. Numerical data that was collected using questionnaires was coded, entered and analyzed with help of a computer Statistical Package for Social Scientists (SPSS) version 20 software Programme. Both qualitative and quantitative data analysis technique was used to analyze the data. Thematic analysis techniques were used to analyze qualitative data collected in the open ended questions. Descriptive statistics such as means, standard deviation, frequencies and percentages was used to describe the data. Means and standard deviation statistics were used to formulate research questions. This made it possible to infer on the factors influencing performance of county funded education projects (dependent variable).The findings of the study were presented in graphs, tables and figures for easier understanding.

RESEARCH FINDINGS AND DISCUSSIONS

Descriptive Statistics

The first objective of this study was to establish how training in Monitoring and Evaluation (M&E) by implementers influence performance of county funded education projects. To achieve this objective the respondents were asked to state whether training of M&E staff influence performance of county funded education projects, whether availability of skilled personnel, Number of times training of M&E and object training on specific areas of M&E influence performance of county funded education projects. Items researched under this objective are: Availability of skilled personnel, Number of times training of staff and Objective Training on specific areas of M&E. Majority of the items in this objective a great influence on performance of county funded education projects. This was supported by the mean of 4.31 out of 5 indicating that the respondents agreed Availability of skilled personnel is vital for performance of county education funded projects. The findings on M&E training of staff are echoed by Rogito (2010) who found out that M&E training increases the numbers of project goals achieved. The study discovered that absence of trainings in M&E is probably going to prompt project disappointment.

The second object of the study was influence of stakeholder involvement on performance of county funded education projects. Stakeholder involvement in project M&E activities is paramount. The researcher sought to find out how their involvement influences performance of county funded projects. Stakeholder involvement was found to influence performance of county funded education projects majority of the variables (items) on stakeholder involvement and performance of projects had a high mean of 4.27 indicating a great influence on performance of county funded education projects in Makueni County. The mean of all the variables was over 4.0 indicating that the respondents perceived and felt that all the variables under stakeholder involvement influenced performance of projects. This findings were similar to a study done by Martin (2013) supported the fact that having frequent feedback and clear communication amongst all stakeholders was critical for performance of projects. The study respondent perceptions were similar to the findings by Valle (2016) who wrote on the Mexican experience indicating that staff involvement, clear communication, and data sharing were critical in facilitating efficient monitoring and evaluation.

M&E planning and project performance was also reported as influencing performance of county funded education projects. The research revealed that majority of respondents were privy to M&E plan and could comfortably discuss M&E plan and give benefits of understanding M&E plan in project performance, a small number of respondents from the sampled projects were not privy to M&E plan but according the comments is that before a project begun a team from the community was educated on the key issues of the project which included budgeting, timeliness and expected outcomes to look out for after projects completion.

The M&E plans were developed by the county development project committees. The three variables/items under M&E planning strongly influenced performance of projects.

Eighty percent of the sampled respondents agreed that during the project planning an adequate budget on implementation of project M&E activities. As regards to M&E receiving appropriate

support from county development committee had a mean of 4.186 out of 5 Showing that all projects received the necessary support from the donor The study by phiri (2015) concluded that exercises like M&E planning which are done before project intervention helped to direct the project and increased the success rate of the project success

These findings are echoed in this study were it was evidenced that M&E planning has a significant influence in performance of county funded projects.

The fourth objective of the study was investigate the effect to which usage of M&E baseline surveys influence the performance of education funded projects in Makueni County, Kenya. According to the findings majority of the respondents agreed that baseline surveys are done prior to the intervention. As noted from the responses on roles and responsibilities most respondents only took part during public participation to assess the suitability of the project to the community. The respondents were further asked to rate if the baseline data collected before a project intervention was done to: All projects, some projects, and few projects and never done. Data collected was analyzed and a mean of 4.0 out of 5 showed that baseline surveys done prior to a project start had great influence on the performance of county funded education projects. The findings of this study are comparable to a study by Phiri (2015) found out that baseline survey has positive impact on the management of projects and helping to rightly place projects to the beneficiaries.

Majority of respondents rated that the projects were completed on time scoring 4.214 out of 5. This means respondents rated the project as being successful. Among the attributes of project success discussed in this study, ‘level of satisfaction’ was rated 4.386 out of 5. Among the sampled respondents majority were satisfied with the performance of the projects and ‘number of deliverables implemented’ The findings of the study on the stated indicators agreed with findings of PMI (2013) which stated that besides the triple constraints, level of satisfaction and number of objectives achieved determine performance of a project.

Inferential Statistics

Correlation Analysis

The study applied Pearson correlation to determine influence of M&E practices on performance of county funded education projects in Makueni County. The findings are shown in the table below.

Table 1 Correlation analysis

	Project performance	M&E Planning	Stakeholder Involvement	M&E Training	Usage Of Baseline Survey
Project performance	1				

M&E Planning	0.494	1			
Stakeholder Involvement	0.724	0.462	1		
M&E Training	0.648	0.220	0.523	1	
Usage Of Baseline Survey	0.423	0.315	0.241	0.304	1

Source: Research data (2018)

The findings show a strong positive correlation between stakeholder involvement and Project performance with a correlation coefficient of 0.724. This implies that if county governments M&E teams use stakeholder involvement, project performance will improve. The findings also show a positive correlation between M&E training and Project performance with a correlation of 0.648. This implies that if trainings of M&E staff are increased the performance of county funded projects will improve due to the accurate

Feedback from M&E unit. The findings concur with a study by Nabulu (2015) the study realized a positive correlation in a study on influence of performance of M&E on government projects. The findings illustrate the results obtained from the correlation analysis for the sampled population for the period of study at a 0.05 significance level.

Regression Analysis

The study used a multiple regression analysis so as to test relationship among variables (independent) on the influence of M&E practices on performance of county funded education projects in Makueni County. The tables 2 give a model summary that explains the amount of variance (adjusted R Square) of the predictor variables.

Table 2 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.652	.624	.37848

Source: Research data (2018)

The adjusted R² of 0.624 shows that 62.4% of the variation of project performance in county funded education projects is influenced by the four independent variables M&E planning, usage of baseline surveys, M&E training and stakeholder involvement. This therefore means that other

factors not studied in this research contribute 37.6% of variation in the performance of county funded education projects in Makueni County.

Table 3 ANOVA of the regression

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	19.246	4	4.812	21.482	.000 ^b
Residual	15.018	67	.224		
Total	33.465	65			

Source: Research data (2018)

The significance value is 0.000 which is less than 0.05 thus the model is statistically significant in predicting how M&E Training, Stakeholder involvement in M&E activities, usage of Baseline survey and M&E Planning affect the performance of county funded education projects.

Table 4 Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.425	.610		.563	.716
	M&E planning	.203	.098	.186	2.125	.003
	Stakeholder Involvement	.559	.104	.555	5.349	.000
	M&E Staff Training	.354	.111	.324	3.180	.002
	Usage of baseline survey	.267	.076	.308	3.508	.001

Source: Research data (2018)

Table 4 shows multiple regressions analysis conducted to determine the level to which monitoring and evaluation practices influence performance of county funded education projects in Makueni County. As per the SPSS generated table, regression equation; $Y=0.425+0.203X_1+0.559X_2+0.354X_3+0.267X_4$

According to the regression equation obtained, taking all factors into account (M&E Training, Stakeholder involvement in M&E activities, Usage of Baseline survey and M&E Planning) constant at zero, performance of county funded education projects will be 0.425.

Objective one sought to find the influence of M&E planning on county funded education projects in Makueni County. The findings analyzed showed that a unit increase in M&E planning lead to 0.203 increases in performance of county funded education projects. According to the p value obtained (0.003) was less than 0.005 hence M&E planning was significant. Nyonje et al (2012) supported the establishment of M&E planning to be done during project planning and before

implementation of a project. When M&E planning is in place before intervention it gives M&E teams humble time to monitor project performance.

Second objective sought to find the influence of stakeholder involvement on performance of county funded education projects in Makueni County. Analyzed results showed that a unit increase in stakeholder involvement lead to 0.559 increases in county funded education projects. At 5% level of significance the p value realized was 0.000 which is less than 0.005 hence stakeholder involvement was significant. Asaduzzaman (2008) he agreed that peoples' participation in projects differ depending on the level of engagement but he noted that the aim of M&E is to assess project performance by providing convenient information and feedback to the management from all levels to achieve objectives. A project which is implemented with stakeholders involved is likely to perform.

The third objective sought to find the influence of M&E staff training on county funded education projects in Makueni County. The findings analyzed showed that a unit increase in M&E staff training lead to 0.354 increases in performance of county funded education projects. According to the p value obtained (0.002) was less than 0.005 hence M&E staff training was significant. Mibey (2011) was of the opinion that staff training on M&E influenced how M&E staffs assessed implementation of a project and hence the likelihood of a project success. Interacted with each other, and how they were tuned to handle M&E. An organization with a staff training and human asset improvement in critical areas of monitoring and evaluation is likely to achieve its projects' objectives.

The fourth objective sought to find the influence of usage of M&E baseline surveys on county funded education projects in Makueni County. The findings analyzed showed that a unit increase in usage of M&E baseline surveys lead to 0.267 increases in performance of county funded education projects in Makueni County. According to the p value obtained (0.001) was less than 0.005 hence usage of baseline surveys was significant. Rogito (2010) found out that baseline surveys were not done in a great extent, but he supported that baseline surveys done prior to start of a project helped to assess if indeed the project had impact.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study researched on M&E practices and performance of county funded education projects in Makueni County, Kenya. The problem being many county funded education projects in Makueni County have continuously experienced time overrun, budget overrun, unmet end product specifications, unmet customer needs and requirements and unmet management objectives. The study sought to find out if stakeholder involvement, M&E staff training, usage of baseline surveys and M&E planning influenced performance of county funded education projects.

In regard to M&E planning, the findings showed a weak positive correlation between M&E planning and project performance. It was realized the units involves stakeholders in M & E activities. Majority of the variables (items) on stakeholder involvement and performance of projects has a strong influence on performance of county funded education projects in Makueni County. Respondents perceived and felt that all the variables under stakeholder involvement influenced performance of projects. It was observed that the most of the respondents agreed training of M&E has an influence in project performance. The study also established that trainings in Monitoring and Evaluation (M&E) majority of the respondents agreed that Availability of skilled personnel is vital for performance of county education funded projects. These findings indicate that achievements of goals is highly depended on trainings and know how on how to monitor and evaluate a project. In case where there is no training lack of knowledge on importance of M&E and also absence of such trainings to county funded education projects lead to poor performance of county funded education projects. Usage of baseline survey had a low positive correlation influence on performance of County funded Education programs in Makueni County, Kenya. The four selected variables had a strong impact on performance of county funded education projects.

Conclusion

From the findings of this study, it can be concluded that stakeholder involvement had a strong influence in performance of county funded education projects and that for a project to perform all stakeholders need to be involved. M&E planning had the lowest influence on performance of county funded education projects in Makueni County. Training in M&E staff would provide a forum for understanding the expectations of the project as well as roles and responsibilities and deal with staff attitude and culture. In this way, the relationship between M&E and project performance would be enhanced. From the forgoing, it can be deduced that training in M&E is critical to eliminating serious compromises that may result from staff incompetence. The study further concluded that the county did not collect baseline surveys before a start of a project but the common practice which the county was doing well was using public participation in endorsing projects within the county. Usage of baseline survey had a low positive correlation influence on performance.

Recommendations

Influence of monitoring and evaluation practices on performance of county funded education projects in Makueni County has been noted during the research to be facing a number of challenges which include: Lack of M&E trained personnel to run the unit at the sub-county levels, according to the findings on the academic background it was realized that most of the M&E personnel had not background on monitoring and evaluation training which in great extend it would jeopardize the running of the M&E units. It's recommended that M&E personnel to have a degree or higher qualification so as to guide the units in achieving its roles.

The county government need to put more funds towards M&E activities so as to enhance trainings and continuous monitoring and evaluation of projects during implementation and determination of whether the intended outcomes were realized.

Most of the education funded projects in Makueni County were subjected to stakeholder scrutiny which enhanced the level of project performance. The researcher recommends that in any future projects the communities need to be educated on their role in county project implementations.

Suggestions for Further Research

From the study, the four independent variables that were studied, explain 62.4% of the project M&E practices on performance of county funded education projects as represented by the adjusted R². This therefore means that other factors not studied in this study contribute 37.6% of the monitoring and evaluation practices on performance of county funded education projects. Therefore, further research should be conducted to investigate the other factors (37.6%). Other variables considered important to study are; organizational leadership, time management, human resource management, and accountability among others that affect performance of county funded education projects.

Technology is among the factors that are significantly changing. It is therefore important for a study to be undertaken on the emerging technological trends in M&E practices and their effect on project performance.

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