Learning and Adaptive Management mechanisms in implementing development programs in Zaka district, Zimbabwe

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ABSTRACT

The aim of the study was to investigate the application and importance of Learning and Adaptive Management by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development (MWACSMED) and beneficiaries when implementing development programs in Zaka district.

The study investigated the objectives of the programs implemented by MWACSMED in Zaka district, the extent to which learning, risk management and adaptive management mechanisms are used by MWACSMED Zaka district are effective. The study also examined the challenges faced MWACSMED and beneficiaries with development programs in Zaka district. The study also aimed at developing a model for learning, risk management, adaptive management, monitoring, and evaluation for the efficient and effective implementation of development programs and the Monitoring, Evaluation, Learning, Adaptive and Risk Management model (MELARM) was developed.

The researcher chose to conduct his research in this area because Zaka district is one of the districts in the country that is heavily reliant on subsistence farming, with farmers lacking adequate rain and inputs. Furthermore, there is no other industry or activity in the district that contributes to people's well-being. According to Chingarande and Matondi (2020:3), Zaka district is in a province that is reliant on activities such as livestock production, irrigated farming, wildlife conservation and smallholder agricultural production to support its population. Zimbabwe, where Zaka district is in the province of Masvingo used to be one of Southern Africa’s most vibrant, productive, and resilient countries, but the country has been facing economic and political challenges for close to two decades linked to decades of poor governance and corruption. Approximately 63% of Zimbabwean households are living in poverty and 16% in extreme poverty (USAID Country Development Cooperation Strategy 2016-2021:4).

Given the above challenges in Zimbabwe, it is important to investigate whether decision-makers are investing in long-term management approaches such as Adaptive Management. Decision-makers tend to be reluctant to invest in long-term management approaches which cover the concept of Adaptive Management and choose small-scale experiments instead. Moreover, they do not utilize opportunities to adjust and make improvements in their approach to management. Managers have often been making decisions based on funding opportunities that are short-term and political requests, rather than using the actual objectives of a program.

The study used the quantitative approach in the form of a questionnaire that was designed using Google forms and shared through a link that was send to research participants through emails and WhatsApp. The sample population for the research questionnaire was 10 officials from MWACSMED and 7 beneficiaries of the programs managed by the Ministry in Zaka district.

As shown by the study, the Ministry has not yet fully recognized the use of Learning and Adaptive Management to address the complexity and uncertainty of development programs. The Ministry has been managing programs through traditional monitoring and evaluation systems. The results of the study show that the Ministry was not using Adaptive Management approaches or learning thorough monitoring and evaluation systems, which may be because of socio-economic and political reasons. The introduction of adaptive programming and management calls for using information and learning to inform adjustments during implementation, which requires monitoring and evaluation systems that go beyond reporting on pre-specified indicators

The study made recommendations for Learning and Adaptive Management mechanisms that are essential for development projects. The study also drafted a model known as the Monitoring, Evaluation, Learning, Adaptive and Risk Management Framework (MELARM). These recommendations are all based on the findings of the study. In general, government departments should avoid traditional thinking about program cycles, and they should merge program design, implementation, and evaluation through Learning and Adaptive Management. Government departments/agencies should also identify and document how procurement, contracting, work planning, reporting and risk management can foster adaptive programming and management to achieve intended development goals.

DECLARATION

I hereby declare that the work (described) in this thesis is my original work, and has not previously been submitted either in part, or in its entirety, for a degree at any other university. I also further declare that this work does not in any way infringe upon or violate the rights of others, as all the sources cited or quoted by me are indicated and acknowledged by means of a comprehensive list of references.

Trust Mapfumo

DEDICATION

This research study is dedicated to my parents, Baba and Amai Mapfumo (Ndava Mupuwa and Violet Chipadza), whose constant love, support, and confidence gave me the courage to tackle difficult challenges. I also dedicate this dissertation to my wife, Mai Nashe for supporting me throughout the process. To my girls, Nashe and Nenyasha, thank you for giving me all the reasons to keep on studying.

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Thank you all!

LIST OF ABBREVIATIONS

AfDB ……………………African Development Bank Group

BTI………………………Bertelsmann Transformation Index

CDC…………………… Centre for Disease Control and Prevention

CDFGW……………….California Department of Fish and Game Wildlife

CLA…………………….Collaborating, Learning and Adapting

CRS…………………….Catholic Relief Services

CSO……………………Civil Society Organizations

DFID……………………Department for International Development

DRC……………………Democratic Republic of the Congo

FAO……………………Food and Agriculture Organization

GDP……………………Gross Domestic Product

GNI…………………….Gross National Income

HDI…………………….Human Development Index

HDR……………………Human Development Report

HIV/AIDS………………Human Immunodeficiency Virus

IFAD ………………….International Fund for Agricultural Development

IFC………………………International Finance Corporation

IFRC …………………...The International Federation of Red Cross

IFRCRCS……………….International Federation of Red Cross and Red Crescent Societies

INTRAC…….……………International NGO Training and Research Centre

M&E………………………Monitoring and Evaluation

MDC………………………Movement for Democratic Change-Alliance

MDGs ……………………Millennium Development Goals

MEL………………………Monitoring, Evaluation, and Learning

MELARM…………………Monitoring, Evaluation, Learning, Adaptive and Risk Management Framework

MPI………………………...Multidimensional Poverty Index

MWACSMED…………… Ministry of Women Affairs, Community, Small and Medium Enterprises Development

NGO ……………………Non-Governmental Organisations

OECD ……………………Organisation for Economic Co-operation and Development

RIST………………………Rural India Supporting Trust

SMB………………………Small and Medium-sized Businesses

SME………………………Small and Medium-sized Enterprises

SOP ……………………Standard Operating Procedures

TOC………………………Theory of Change

UK…………………………United Kingdom

UNAIDS…………………...The Joint United Nations Programme on HIV/AIDS

UNDP ……………………...United Nations Development Programme

UNICEF……………………United Nations International Children's Emergency Fund

USA………………………...United States of America

USAID ………………US Agency for International Development

WEF…………………………World Economic Forum

WHO ……………………… World Health Organisation

ZANU-PF…………………….Zimbabwe African National Union-Patriotic Front

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CHAPTER 1: GENERAL INTRODUCTION

1.1 INTRODUCTION

Chapter One introduces the research study by providing the background and rationale for the study, the research problem, research questions, aims and objectives. The chapter also articulates the significance, limitations, and delimitations of the research.

The Government of Zimbabwe, through the the Ministry of Women Affairs, Community, Small and Medium Enterprises Development (MWACSMED) and in partnership with donors such as CARE International, is implementing several programs targeted at empowering women and the youth by creating sustainable livelihoods; developing advanced agricultural practices; and improving community assets and infrastructure by improving governance and management practices.

Wild and Ramalingam (2018:5) further noted that Adaptive Management should be all about ensuring that evidence-based decision-making is a routine part of development program implementation. For Adaptive Management to be effective, managers should implement monitoring, evaluation, and learning (MEL) systems effectively and efficiently. Unfortunately, MEL systems have been failing to provide feedback which is crucial for Learning and Adaptive Management. Effective MEL systems can be used to efficiently implement advance Adaptive Management approaches. It is of social interest to evaluate the Learning and Adaptive Management mechanisms used by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development when implementing development programs in Zaka district. The study will also use the concept of the Learning Organisations by Senge (1990:2), who noted that through continuous learning as a team, an organization can advance their capacity to improve their results and objectives.

The Ministry's programs focus on promoting women empowerment, gender mainstreaming, community development, cooperatives, small and medium-sized enterprises (SME) development from ward level, basic skills training, and training programs for communities on entrepreneurship and small business growth. These kinds of programs require robust Adaptive Management and Organisational Learning by the the Ministry of Women Affairs, Community, Small and Medium Enterprises Development.

Through this study, the researcher aims to articulate Evidence-based Learning and its impact on decision-making and addressing development program uncertainties; ascertain the challenges faced by the MWACSMED in applying Learning and Adaptive Management on all their development programs in Zaka district; and identify the linkages between learning, adaptive management, monitoring, and evaluation. The study will look at Risk Management within the framework of Adaptive Management and this will be incorporated into the new model that will enhance adaptive learning and management since Adaptive Management might require a strategic Risk Management approach and clear list of risk decisions in all aspects of program management.

The study will use the mixed method approach, which is a combination of quantitative and qualitative approaches. This will be done with ideas of data collection and analysis from relativists and positivists.

1.2 BACKGROUND

According to the World Bank (2022:4), due to deteriorating conditions for a good harvest in 2022 in Zimbabwe, high food prices are expected to persist, and the social system's ability to target and reach the poor with adequate safety nets is constrained, and poverty levels are expected to continue to decline, albeit at a slower rate than in previous years. If inflation is not sufficiently controlled, the buying power of incomes will be eroded, resulting in an increase in the number of people living in or at risk of living in poverty, as well as a delay in the improvement of basic service delivery.

The globe was caught off guard by the Coronavirus pandemic in 2019/2020 (COVID-19), which has had an impact on many people's lives, including those in the business sector, governments, and their stakeholders. As a result of having higher levels of self-efficacy to manage a crisis, managers with adaptive personalities are more motivated to do so during the COVID-19 crisis. A Serial Mediation Model is suggested whereby crisis leader self-efficacy and motivation to lead during the COVID-19 crisis act as explanatory mechanisms of the relationship between the adaptive personality and performance of the manager. Furthermore, managers with increased motivation to lead during the COVID-19 crisis are argued to have enhanced adaptive performance, according to Almutairi, Yamin, Halikias, and Abi Sen *(*2022:5).

According to the United Nations (2022:6), the war in Ukraine, in all its manifestations, is having major cascading repercussions on developing nations in addition to the already weakened global economy caused by COVID-19 and climate change. According to UNCTAD's most recent forecasts, the war, which is badly affecting already constrained food, energy and financial markets, will cause the world economy to grow by one full percentage point less than anticipated. One of the world's breadbaskets is the Russian Federation, followed by Ukraine. Around 30% of the world's wheat and barley, a fifth of its maize, and more than half of its sunflower oil are produced there. In addition, the Russian Federation is the second-largest oil exporter in the world and the top exporter of natural gas. Together, Belarus and the Russian Federation, two neighbours, export around 5% of the fertilizers used worldwide. As a result, commodity prices are rising to all-time highs. The Food and Agriculture Organization of the United Nations (FAO) released its third straight record food price index on April 8, 2022. Food costs are at an all-time high since FAO began keeping track of them, up 34% from this time last year. Similar price increases have been seen for gas, fertilizer, and crude oil, which has climbed by about 60%.

Due to the greater proportion of their income being spent on food and energy, vulnerable populations in developing nations like Zimbabwe are particularly vulnerable to these price fluctuations. The increase in food prices poses a risk of spill-over effects that could lead to social unrest in an atmosphere where socio-economic stress is already at high levels because of COVID-19's consequences. To handle both the countries directly affected by the war (Ukraine and its neighbours), as well as the worldwide effects of the war in developing countries, as revealed in the analysis, it is necessary to utilize all currently available mechanisms immediately and effectively. Urgent coordinated activities that address needs, are human-centred, seize opportunities, adjust to the environment, and are carried out with the goal of achieving the 2030 Agenda for Sustainable Development have value (United Nations 2022:6).

Zimbabwe's recovery should be supported by policies that encourage productivity growth to contribute to the consolidation of macro-economic stability in the country. There are several of these initiatives, including minimizing government engagement in the economy; lowering the regulatory burden; increasing governance and anti-corruption measures; lowering barriers to regional commercial integration; and eliminating foreign exchange retention rules. As advocated by the World Bank (2022:4), service delivery must be improved, and home vulnerability must be decreased through the implementation of comprehensive social safety-net programs.

Zimbabwe used to be one of Southern Africa's most vibrant, productive, and resilient countries, but the country has been facing economic and political challenges for close to two decades due to decades of poor governance and corruption. Approximately 63% of Zimbabwean households are living in poverty and 16% in extreme poverty (USAID Country Development Cooperation Strategy 2016-2021:4). Given the above challenges in Zimbabwe, it is interesting to investigate whether decision-makers are investing in long-term management approaches such as Adaptive Management.

Zimbabwe is facing economic and political challenges because of fiscal consolidation; an unstable financial sector; growth stimulation; the collection of revenue and protection of social gains; governance; chronic cash shortages and high unemployment amongst young people (African Development Bank Group (AfDB) 2018:1). The government of Zimbabwe has been working with development agencies such as The World Bank, United Nations Development Programme (UNDP) and the United States Agency for International Development (USAID), amongst others, to address the effects of the abovementioned challenges on the general population. To address some of these challenges, the current government, through the Ministry of Women Affairs, Community, Small and Medium Enterprises Development (MWACSMED) in collaboration with the development agencies, has been implementing various development programs in Zaka.

Zaka District is located 86 kilometres south-east of Masvingo city centre in the Ndanga communal lands. Zaka district is a mountainous location and is the most populous district in the entire country. Subsistence farming is the most important economic activity in the region, despite the region's poor soils and low rainfall (an average of 600–800 mm per year), which makes it difficult to grow crops. Zaka district, which has a population density of more than 65 persons per square kilometre, is the most densely populated rural area in Masvingo province. Its administrative offices are in Jerera Growth Point, which also acts as a hub of business activity for the area, with several locally owned stores that mainly offer foodstuffs. Aside from minor income-generating programs in villages such as chicken raising, welding and soap manufacture, there are no large industrial operations at the development points of the area, which is a shame because the region has much potential, according to Chingarande and Matondi (2020:20).

The researcher chose Zaka district to conduct his research because it is one of the few districts in the country that is heavily reliant on subsistence farming, with farmers lacking adequate inputs. Furthermore, there is no other industry or activity in the district that contributes to the well-being of the people who live in the district. The Zaka district, according to Chingarande and Matondi (2020:3), is in a province that is reliant on activities such as livestock production, irrigated farming, wildlife conservation and smallholder agricultural production to provide for its population's basic needs. Flooding and droughts are typical occurrences in the region, making it a great target for extreme weather events like hurricanes and tornadoes. However, despite considerable infrastructural investments such as the construction of dams for agricultural purposes, their use remains restricted. Even though the region has a high potential for agricultural production, it is plagued by a persistent state of food scarcity. Following a report by the United States Agency for International Development (USAID) (2020:1), the district is heavily reliant on donor assistance, and the agency has launched development programs to address the root causes of food insecurity and poverty, including assisting vulnerable people in making the transition from humanitarian assistance to resilience and self-reliance.

Development agencies such as USAID, DFID and UN agencies are calling for context-specific and flexible programs in response to traditional development practices. They are emphasising a shift from best-practice towards good-fit solutions by promoting a culture of learning and adaptive management (UK DFID, 2016:46).

The Ministry serves to spearhead women empowerment, gender equality and equity for community development, which is a long-term objective. The Ministry’s programs focus on promoting women empowerment, gender mainstreaming, community development, cooperatives, small and medium-sized enterprise (SME) development from ward level, basic skills training, and training programs for communities on entrepreneurship and small business growth. These kinds of programs require robust adaptive management and organisational learning by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development.

1.3 AIM OF THE STUDY

The aim of this study is to investigate Adaptive Management mechanisms in terms of the application and importance of Adaptive Management by the Women Affairs, Community, Small and Medium Enterprises Development and beneficiaries when implementing development programs in Zaka district.

1.4 OBJECTIVES

The objectives of this study are:

- To evaluate the objectives of the programs implemented by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in Zaka district;
- To investigate the extent to which learning, risk management and adaptive management mechanisms are used by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in Zaka district are effective;
- To examine the challenges faced by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development and beneficiaries with development programs in Zaka district; and
- To develop a model for learning, risk management, adaptive management, monitoring, and evaluation for the efficient and effective implementation of development programs.

1.5 RESEARCH QUESTIONS

- What are the objectives of the programs implemented by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in Zaka district?
- How effective are the learning, risk management and adaptive management mechanisms used by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in Zaka district?
- What are the challenges faced by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development and beneficiaries with development programs in Zaka district?

- What is the ideal model for learning, risk management, adaptive management, monitoring, and evaluation for the efficient and effective implementation of development programs?

1.6 PROBLEM STATEMENT

Since gaining its independence in 1980, Zimbabwe's government has created and put into effect several policies, including Growth with Equity and the Zimbabwe Programme for Economic and Social Transformation (ZIMPREST), which have sparked socio-economic change and supported the country's economic growth and development. However, if government operations had been governed by a results-based framework that connected strategic planning and implementation to results, these accomplishments may have been scaled up in a more sustainable fashion (outputs, outcomes, and impacts). The government's biggest problem has been the ineffectiveness of these programs' sustainable execution (Government of Zimbabwe 2015:2).

The lack of a national, provincial or district monitoring and evaluation policy, which would have provided direction and credibility to the attainment of results through accurate diagnosis to development programs in Zaka, has been the weakest link in the execution of policies, programs, and projects within government departments in Zaka district and the entire Zimbabwe. The Zimbabwean government implemented the Results-Based Management (RBM) system in 2005 in response to a population that increasingly wants high-quality service delivery in poverty-stricken Zaka district and all other parts of the country. RBM is a management technique that aims to make public sector organizations manage for development. Moreover, the performance of the Public Sector has slightly improved since the implementation of RBM in 2005. A weak policy value-chain, which includes the absence of a Results-Based Integrated Development Plan; non-implementation of Results-Based Budgeting; and absence of a Results-Based Monitoring and Evaluation Policy for development programs in Zaka district, was a contributing factor to the Public Sector's sub-par performance in Zaka. The lack of a national, provincial and district monitoring and evaluation policy to direct the execution of policies, programs had a significant impact on the creation of an effective and long-lasting M&E system throughout public sector activities in Zaka, which hence had an impact on the achievement of measurable results (outputs, outcomes, and impacts) in Zaka district and the entire country (Government of Zimbabwe 2015:2).

The MWACSMED use traditional thinking about program cycles in Zaka district and they seem not to merge program design, implementation, and evaluation through learning and adaptive management. Moreover, MWACSMED does not properly document how procurement, contracting, work planning, and reporting can foster adaptive programming and management to achieve intended development goals (Brinkerhoff, Frazer, and McGregor-Mirghani, 2018:1).

According to Dube, Ncube, Mlotshwa, Matsika, Maonde (2021:8), monitoring and evaluation in the humanitarian and development sectors in Zimbabwe faced a brand-new difficulty when COVID-19 became a pandemic that affected the entire world and program implementation in Zaka district. The actions required to stop COVID-19's proliferation affected both the programming and monitoring and evaluation industries' established modes of operation. Particularly, monitoring and evaluation work needed to change from the conventional ways due to the restrictions on movement put in place to stop the virus' spread. Needed is a general transition from traditional monitoring and evaluation to COVID-19 tailored approaches which prioritize remote data collection over face-to-face data collection; make the most of secondary data; only collect essential and critical data; simplify data collection methods; and re-think sampling designs to encourage inclusion.

Development actors in Zaka district have been managing programs through traditional monitoring and evaluation systems, the introduction of adaptive programming and management call for using information and learning to inform adjustments during implementation, which requires monitoring and evaluation systems that go beyond reporting on predetermined indicators. The MWACSMED was not using adaptive management approaches or traditional monitoring and evaluation systems because of socio-economic and political reasons.

Wild, Wild and Ramalingam (2018:5) noted that adaptive management should be all about ensuring that evidence-based decision-making is a routine part of development program implementation which is something the MWACSMED in Zaka district is not incorporating into their development program management practices. MWACSMED was not implementing monitoring, evaluation, and learning (MEL) systems effectively and efficiently in Zaka. MEL systems for programs managed by MWACSMED in Zaka district have been failing to provide feedback which is crucial for learning and adaptive management. Effective MEL systems can be used to efficiently implement advanced adaptive management approaches.

1.7 SIGNIFICANCE OF THE STUDY

There is some literature on monitoring, evaluation, learning and adaptive management. However, there is no existing model that covers collaboration, learning, monitoring, evaluation, adaptive management, and risk management in development programs. The model that came out of this study will help development organisations in better decision-making, improved motivation, the reduction in resource wastage, as well as managing effective and efficient poverty alleviation programs whilst using the best development program management principles.

The results of the study could be used to review and recommend current approaches to collaboration, learning, monitoring, evaluation and adaptive management. Existing knowledge should be reviewed and updated regularly to address the current challenging and complex environment. The study will note some new ideas and best-practices that can be used for Adaptive Management that can contribute to sustainable development. The study may simplify learning, monitoring, evaluation and adaptive management, and the relationship of these to the Theory of Change and how development agencies can use these to manage development programs effectively and efficiently.

The findings of the study may assist with capacity building, empowerment, improved efficiencies and effectiveness for both individuals and organisations. For individuals, the study may disclose how adaptive management can influence their behaviours and attitudes, such as communication and listening skills, critical thinking, comfort with uncertainty, and change and curiosity. For organisations, the study will show how organizational culture, processes, resources, and an enabling environment can support continuous learning and adaptive management, as well as showing knowledge about implementing development programs efficiently and effectively.

1.8 RESEARCH METHODOLOGY

Research methodology is the process through which researchers must perform their research and it demonstrates the process by which these researchers define their problem and objective and then provide their findings based on the information gathered over the study period, according to Sileyew (2019:3).

A research design is an arrangement of parameters for data collecting and analysis that seeks to balance procedural economy with relevance to the study goal. In actuality, the conceptual framework for conducting research is the research design. It serves as the manual for gathering, measuring, and analyzing data. As a result, the design contains a description of the researcher's process, from defining the study objectives to considering how they will affect operations to conducting the final data analysis.The quantitative research approach was applied in the investigation. Questionnaires were used to gather data.

The study used the quantitative approach, which is guided by the principles of a positivist paradigm. Park, Konge, Lars, Artino and Anthony (2019:5) noted that positivism is compatible with the hypothetico-deductive model of science, which is based on the operationalization of variables and measures in order to test a priori hypotheses and experimentation. The findings of this process are then used to develop research. Generalizable inferences, replication of findings, and controlled experimentation have all been guiding principles in positivist science. Studies aligned with positivism typically focus on identifying explanatory associations or causal relationships through quantitative approaches, where empirically based findings from large sample sizes are preferred.

The researcher used purposive sampling to accommodate all representatives of the MWACSMED who are managing development programs in Zaka district at different levels. The sample population for the research questionnaire include 10 officials from MWACSMED and 7 beneficiaries of the programs managed by the Ministry in Zaka district. The size of the sample population was also informed by limited resources and the number of people that are employed by the Ministry. The researcher could have targeted more participants, but there are limited staff members in the Ministry since some of the posts are frozen and the government is not currently hiring. The study used purposive sampling to accommodate all representatives of the MWACSMED who are managing development programs in Zaka district at different levels. As indicated above, the study involves the completion of a questionnaire that takes about 15 to 20 minutes, to be done in the participant’s own time.

1.9 DELIMITATION(S)

The study included only one district in Masvingo province of Zimbabwe and only the stakeholders actively involved in programs managed by MWACSMED were selected. All other districts and projects not managed by MWACSMED were excluded.

1.10 LIMITATIONS

The limitation of the study is that the results cannot be generalised to the whole country and other government ministries/departments due to differing programs, stakeholders and implementation strategies. The study scope was limited due to cost and time constraints.

1.11 OVERVIEW OF CHAPTERS

1.1.1 Chapter 1: Introduction and overview of the study

Chapter One covers the introduction to the research, the background and rationale for the study (background of Learning and Adaptive Management in development programs), the research problem, research questions, aims and objectives. The chapter also articulates the significance, limitations, and delimitations of the research.

1.1.2 Chapter 2: Literature Review

This Chapter reviews the relevant literature of the study by elaborating on concepts like learning, adaptive management, results-based management and monitoring and evaluation systems.

1.1.3 Chapter 3: Best practices in Learning and Adaptive Management

Chapter Three will review the best-practices in Learning and Adaptive Management for the efficient and effective management of development programs.

1.1.4 Chapter 4: Research Methodology

Chapter 4 will present the research methods used in the study. This chapter will outline how the research will be conducted, as well as how data will be collected, analysed, and presented.

1.1.5 Chapter 5: Data analysis and review of findings

Chapter 5 presents the data analysis and results interpretation using graphs, pie charts, tables, and narrative comments.

1.1.6 Chapter 6: Conclusion and Recommendations

The conclusions and recommendations of the study will be presented in this chapter. The researcher will provide a detailed write-up, concluding the study using all the objectives of the research as a point of reference. The chapter will end with recommendations on how to incorporate Learning and Adaptive Management when implementing development programs.

1.12 CONCLUSION

Chapter One introduced the research topic, background to the research and the rationale for the research. The research problem, research questions, aim and objectives, limitations, delimitations, and the significance of the research were also discussed in detail. Definitions from different scholars were used to introduce the main concepts of the research, which are adaptive management, leaning and Monitoring and Evaluation (M&E). Chapter One also provided insight into the remaining chapters of the study.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The chapter covers Adaptive Management; the factors to be considered before engaging in Adaptive Management; the Adaptive Management cycle; importance of Adaptive Management; and challenges in implementing Adaptive Management.

The concept of learning and learning organization is also covered in this chapter using the different perspectives of scholars. The chapter covers the aspects of an enabling environment for learning and adaptive management, collaborating, learning and adaptive framework, theory of change and its importance, monitoring and evaluation for adaptive management and the monitoring and evaluation approach for learning and adaptability.

2.2 DEFINITIONS

This section presents definitions of the key terms used in this research. The terms are defined within the context of the study.

2.2.1 Adaptive Management

Intelligent and systematic learning from relevant knowledge is what adaptive management is all about. It involves making informed decisions and implementing changes that are aimed at achieving the desired development goals by using the knowledge that has been acquired. The United States Agency for International Development (USAID) (2017:16) advises that when adapting, development actors should take some time to pause and reflect, as well as using ideas learned from these reflections to inform program decision-making and to thus implement adaptive management.

An iterative process of reviewing and making changes to programs throughout the course of their implementation, Adaptive Management is defined as follows: To support Adaptive Management, program evaluation should be used as part of the overall process. It is a well-structured process that allows decision-making and program adjustments under uncertain conditions based on the available information, which should be obtained through effective and efficient monitoring and evaluation, as well as re-evaluating and adjusting ideas obtained through learning (Rogers 2017:5).

2.2.2 Organizational Learning theory

As explained by Greve (2017:2), Organizational Learning theory has its roots in organizational behaviour theories that are also linked to research at the Carnegie School of Management. The review conducted by Levitt and March in 1988 can also be traced back to the development of the theory into a management theory of the organization. Amongst the topics covered in the review were learning from direct experience; interpretation of experience; organizational memory; learning from others' experiences; ecological learning; and learning as a form of intelligence.

2.2.3 Learning Organisation

The process of Organizational Learning involves intuition, interpretation, integration and institutionalization at the individual, group and organizational levels. It is a deliberate procedure created and maintained by motivated leadership. It could be a double-loop learning-based generative process or a single-loop learning-based adaptive process. A company may develop into a learning organization if it is able to use organizational learning as the catalyst for knowledge development, with the goal of gaining a competitive advantage (Bratianu 2018:6).

Organisations learn from their experiences by encoding inferences from those experiences into their behaviour, which is the foundation of Organizational Learning theory. The theory aims to provide answers to the questions of what kinds of experiences influence behaviours within an organization; how and under what circumstances behaviours change; and how new behaviours are stabilized and have consequences for organizations' adaptation to their environment. It is based on the findings of research conducted in the field of Organizational Behaviour and Management. Large-scale behavioural change, knowledge accumulation and experimentation that encourages incremental change, and interpretations that guide each of these processes, are all possible outcomes of organizational learning (Greve 2017:1).

2.2.4 Monitoring

Monitoring, according to Tripathi (2021:3), is a continual process used to offer management and the key participants in an ongoing development intervention systematic data-gathering on predetermined indicators; provides hints as to the degree of development and accomplishment of goals; and developments in the usage of the monies allotted. In adaptive management, monitoring and evaluation are critical components and, as a result, they should assist managers in responding to changing contexts and goals (Waylen et al., 2019:375). There is a need for greater clarity regarding the roles of monitoring, learning and evaluation in adaptive management (Wild and Ramalingam 2018:8). Monitoring and evaluation are also critical in responding to the information needs of an organization, fostering learning, and making improvements to programs and services (Gavi 2017:3).

2.2.5 Evaluation

Evaluation is the periodic, retrospective assessment of an organisation, program that might be conducted internally or by external independent evaluators. The overall picture, that is the entire program and its broader context, is taken into consideration during the evaluation process. It includes a periodic evaluation of the design, implementation and results of a program, and it is typically carried out at the mid-point and end of programs, depending on their length. Relevance, efficiency, effectiveness, impact and long-term viability are all factors to consider in evaluations. Program beneficiaries, implementers and funders should be able to use the findings to help them make decisions about their programs, according to Mangubhai, Donato-Hunt, Kleiber (2021:1).

2.2.6 Monitoring, Evaluation and Learning (MEL)

MEL is a component of the program Management Life-cycle (PMP). It enables one to determine whether interventions or management actions are having an impact, as well as whether a program is producing the results or outcomes that were anticipated. MEL can be applied to a new program or to an existing program, depending on the circumstances. A program performance can be improved by tracking progress and adjusting as needed; the extent of change to which a program or program has contributed, including unplanned effects (both positive and negative), can be determined; and the ability of an organization, community, or sector to implement future programs or programs can be strengthened using the MEL process (Mangubhai et al., 2021:1)

2.2.7 Theory of Change (ToC)

The Theory of Change (ToC) can be defined as an approach used to develop, implement and evaluate development programs. The Theoretical Framework for Change s proposed by Carol Weiss in 2015 states that a key reason why complex programs are so difficult to evaluate is that the presumptions that arouse them are not effectively stated in their initial stages of development. Specifically, the Theory of Change clarifies the procedure of progress by sketching out causal linkages in an activity, i.e. it is results in the short-term, middle of the road and long-term, respectively. Distinct changes are represented by the "outcomes pathway," which depicts each result in an intelligent relationship to all the others, as well as a sequential stream of information about the changes. As part of the program's monitoring process, it is important to assess how change occurs within its components as well as the surrounding environment, which was taken into consideration because of the interventions carried out by the program.

In Social Science, a theory of change is a model that explains how an intervention is expected to result in the intended or observed effects and utility of the intervention. According to the Theory of Change origins (TOC origins 2015), the ToC illustrates a series of assumptions and links that identify the presumed relationships. It is extremely useful in planning and coordination, as well as in research and surveillance, amongst other applications (Marc 2022:56).

2.3 ADAPTIVE MANAGEMENT

In the academic community, there is disagreement over the definition of Adaptive Management and the activities that it entails (Macleod, Blackstock, Brown, Eastwood, Gimona, Prager, and Irvine 2016:14). Development programs are confronting challenges in terms of how they can effectively employ adaptive management within their systems as well as where monitoring and evaluation should be placed within them, even though the concept of adaptive management has been applied differently by different organizations and interventions (Wild and Ramalingam, 2018:8). Adaptive management, on the other hand, is a critical instrument for promoting quality decision- making since it is a process that integrates learning for action with improved intervention outcomes (Ripley and Jaccard, 2016:8).

Adaptive management is critical for program development, implementation, monitoring, and evaluation, according to Macleod *et al*. (2016:8). Macleod *et al*. (2016:14) state that adaptive management increases support from a variety of stakeholders by helping them understand the system and the reasoning behind program implementers' decisions. It also improves learning through research and monitoring, which is then used to inform management decision-making processes. An organization's Adaptive Management is also important because it assists in the conceptualization of the situation and the development of objectives that aim to solve the problems that have been identified (Macleod *et al*., 2016:4).

Arora, Gogoi, Joy, Kumar, Luthra,Pal, Peraiz, and Rumbaitis (2019:5) emphasized the importance of managerial flexibility in adaptive management, which requires stakeholder commitment as well as an understanding of the value proposition. To implement an Adaptive Management strategy, the program's management structure, stakeholder interactions, institutional architecture and decision-making procedures must all be aligned and flexible enough to accommodate changes in the environment. Prior to implementing this strategy, management must assess the level of interest in adaptive management amongst donors, key stakeholders, staff/teams, and all those with supervisory responsibilities, amongst other things.

Rogers and Macfarlan (2020:3) state that adaptive management can include modifications to the types of activities undertaken, methods employed, and even the expected outcomes and the way in which the Theory of Change is understood, in addition to modifications to the specifics of how activities are carried out. It follows a process of iterative adaptation, which is guided by suggestive theories of change and contributes to the revision of these theories. When it comes to adaptive management, it is all about strategy adjustment because it is a systematic method that allows for acting in uncertain circumstances based on the best available science whilst also closely monitoring, reporting, analysing and re-evaluating outcomes and modifying judgments when new information becomes available, as claimed by the California Department of Fish and Game Wildlife (2009), cited by Rogers and Macfarlan (2020:3).

To effectively use evidence from monitoring, evaluation and research in decision-making and action-planning, organizations should implement adaptive management concepts that emphasize not only implementing plans but also modifying them in response to changes in circumstances or understanding, amongst other things (Rogers and Macfarlan 2020:3). For example, according to O'Donnell (2016:5), strategic adaptation is a more significant course adjustment in response to new information or feedback that raises doubts about the program's outcomes, target group or location. For example, adaptation based on double-loop learning can be used to support the above. Although feedback is essential once again, requests for feedback should be more basic in nature, and the program team may require a more in-depth reflection process, as well as a variety of monitoring data to inform such adjustments.

As O'Donnell (2016:4) points out, adaptive management requires teams that have the ability and interest in learning and reflection, along with the willingness to take appropriate risks and make necessary course corrections in their work. For program teams to adapt, they must have strong communications and collaboration across different functional areas such as programs, monitoring and evaluation and learning (MEL), and finance. They must also have rigorous monitoring and feedback mechanisms in place, in addition to clarity about how changes to the MEL Plan and the implementation plans and interventions can be made. They must also have more delegated decision-making.

Based on the literature above, the MWACSMED is encouraged to follow the guidance and the principles outlined by the various scholars by encouraging learning and reflection; using evidence from monitoring, evaluation, and research in decision-making; and managing adaptively by seeking support from a variety of stakeholders through including them in all aspects of program management.

2.3.1 Importance of Adaptive Management

Scholars are divided on the question of whether adaptive management is beneficial and, if so, for what purpose it saves money Bunnefeld, Nils, Redpath, Steve, Irvine, Robert (2016:8), Adaptive Management, according to Macleod *et al*. (2016:8), is critical for the planning, implementation, monitoring and evaluation of programs at all stages of their life cycle. Macleod *et al*. (2016:14) further explain that adaptive management builds support from various stakeholders through understanding the system and the reasoning behind decisions being made by program implementers; it enhances learning through research and monitoring, which informs management decision-making processes; and it promotes learning through research and monitoring, which informs program implementation. Adaptive management is also important in an organization because it aids the organization in conceptualizing its situation and developing objectives that seek to provide solutions to the problems that have been discovered (Macleod *et al*., 2016:4).

According to Pasanen and Barnett (2019:7), adaptive management increases the difficulty of monitoring and evaluating programs because it necessitates conscious monitoring and an evaluation design from the outset that is oriented towards both learning and responsibility. The assertion that all development and humanitarian programs must be committed to continuous reflection and learning is not always supported by the evidence. The goal of purposefully incorporating opportunities for organized and collective reflection, continuous and real-time learning, course correction and decision-making into the implementation process to improve the program's effectiveness and, ultimately, its impact, is what distinguishes adaptive management from other approaches, or is the focus of adaptive management initiatives.

It is claimed that adaptive management is an iterative technique for improving management over time through learning from how existing management affects the system, as stated by Bunnefeld (2015), cited in Arora *et al*. (2019:3). Therefore, adaptive management is founded on the monitoring and evaluation of previous management, as well as the design of alternative activities that can be tested against the goals of management.

Adaptive management necessitates the commitment of stakeholders, as well as their understanding of the value proposition. The program's management structure, stakeholder interactions, institutional design and adaptive management are all designed to recognize that while the overall goal of a complex intervention may be clear, the path to achieving it is frequently shrouded in uncertainty. This gives a program the freedom to explore to find the best solution rather than being stuck on a solution that may be incorrect or untimely in nature. Arora *et al*. (2019:5) state that to support contextual and timely decision-making, learning mechanisms must be implemented throughout the length and breadth of the program cycle.

Adaptive management is critical to the Ministry of Women Affairs, Community Development, Small and Medium Enterprise Development, and Small and Medium Enterprise Development in the Zaka district because it necessitates the commitment of stakeholders, encourages the Ministry to learn and adapt and ultimately helps the Ministry to effectively manage its development programs.

Table 2.1: Checklist to consider before engaging in Adaptive Management

Is adaptive management appropriate?	**Is adaptive management feasible?**	**Can Adaptive management be successful?**
• Socio-economic and ecological uncertainty is a barrier • Experiments can reduce uncertainty	• Are resources and benefits sufficient • Management flexibility	• Reduction in uncertainty • Improved management outcomes • Socio-economic and ecological goals

Source: Bunnefeld *et al*. (2015:16)

The checklist presented above assists the organization in taking a variety of factors into consideration before implementing adaptive management. It assists the organization in planning and strategizing, as well as determining whether the organization has the financial muscle and capability to implement adaptive management (Bunnefeld *et al*., 2015:16). For an organization to engage in adaptive management, the management team must be adaptable; the organization must have skilled personnel; and the organization must be open to creativity and innovation, which are the underlying enablers of adaptive management (Frohlich, Jacobson, Fidelman, and Smith 2018:2).

However, taking into account all of the requirements for effectively embracing adaptive management, development programs are confronted with complex and interconnected challenges, making adaptive management an essential component of any successful program (Wild and Ramalingam, 2018:5) In light of the foregoing discussion, one might wonder how and what factors were taken into consideration by the Ministry of Women's Affairs, Community, Small and Medium Enterprise Development in Zaka district in order to prepare for engaging in adaptive management in the district. Hence the study and its findings that are explained in detail in the findings of the study.

The checklist above asks three questions, namely:

- Is Adaptive Management appropriate?
- Is Adaptive Management feasible?
- Can Adaptive Management be successful?

The above questions should not be asked as questions, and the Ministry should be asking questions like:

- What are the best approaches to manage adaptive management appropriately?
- How to manage a feasible adaptive management strategy? and
- How to practise adaptive management?

The checklist presents adaptive management as an option. However, adaptive management should not be treated as an option by the Ministry when managing development programs.

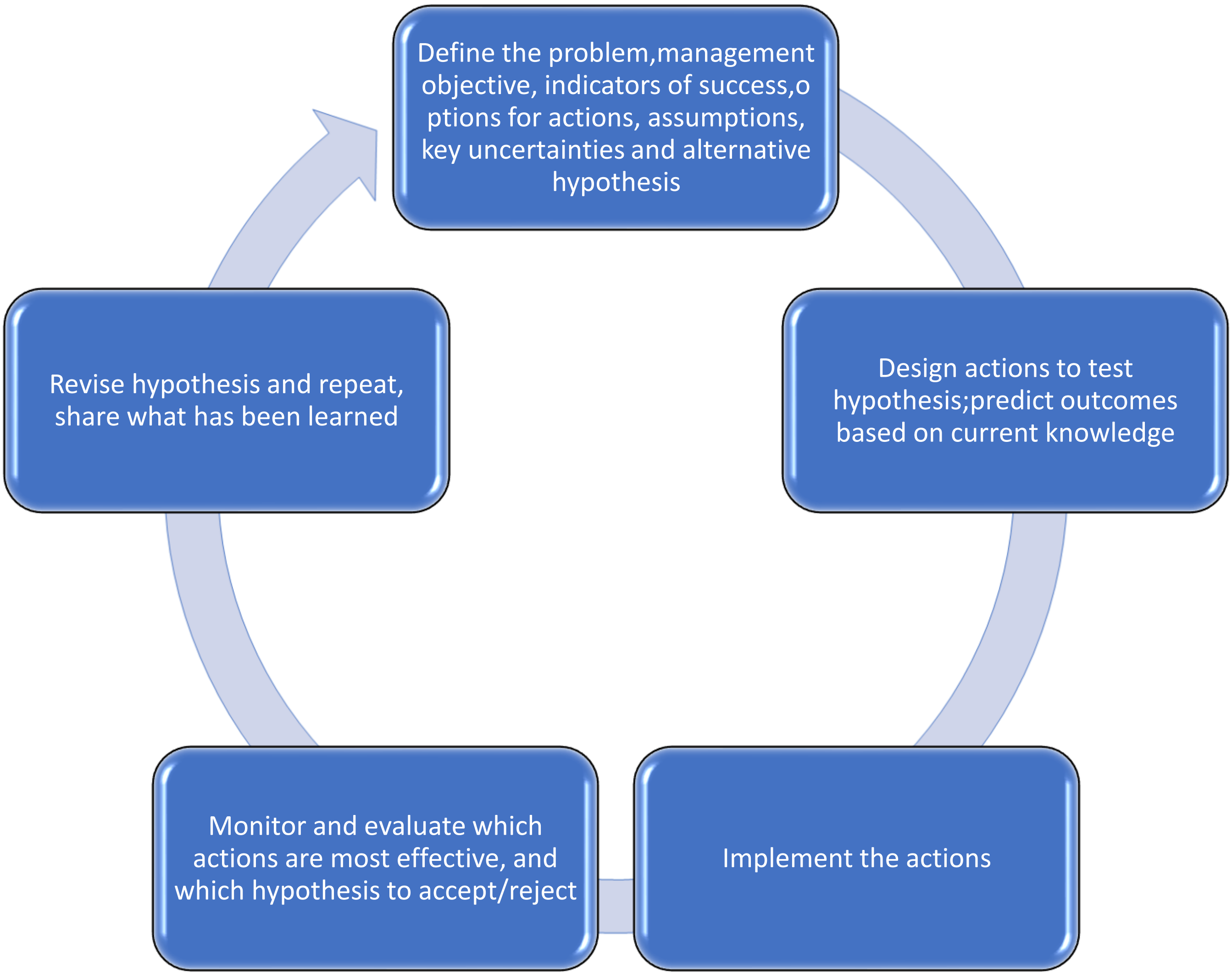
2.3.2 The Adaptive management cycle

The adaptive management cycle has its limitations since it does not consider collaboration and/ or stakeholder engagement at all the phases of adaptive management. The Ministry must have the ability to manage the expectations and interests of stakeholders as they are critical to the success of a program. As a result, identifying stakeholders at the outset of programs, as well as recognizing and managing their needs and expectations, will contribute to the creation of a favorable environment and serve as a success catalyst. Achieving this can be accomplished through the establishment of appropriate and timely communication channels that meet the needs of all parties involved. As part of this, it is necessary to provide decision-makers with the necessary data whilst also soliciting feedback to ensure that program objectives and stakeholder expectations are in alignment.

The cycle is also not clear on which stage the Ministry should have the learning agenda and clearly defined learning questions in place. Learning agendas are critical to learning and adaptive management since they are a collection of questions, planned activities and products that help organizations, operating units and teams learn and make decisions more effectively. Depending on the operating unit, learning agendas may be elevated to the level of strategy, may address more specific program or activity-level concerns, or may be designed to facilitate learning at multiple levels.

Ripley and Jaccard (2016) state that the Adaptive Management cycle is a generic blueprint or guideline that can be used by organizations in development programs to improve their performance and effectiveness. Change management is a step-by-step process that provides management with the fundamental strategies for implementing change to achieve superior results.

Figure 2.1: The Adaptive Management cycle



Source: Murray and Marmorek (2004) in Ripley and Jaccard (2016:7)

The first stage of the Adaptive Management cycle is concerned with defining the problem as well as establishing SMART (specific, measurable, achievable, realistic and time-bound) objectives, indicators and action points. The problem must be clearly defined and avoid ambiguity for actions to be designed that are specific to the issue at hand, which is not always the case (Bunnefeld *et al*. 2015:17). In this case, the manager must be open to learning new things, communicate openly and be a good listener who is also a critical thinker and who has learned to be at ease with uncertainty and change, amongst other qualities (USAID 2018:10).

In accordance with Ripley and Jaccard (2016:7), action points identified in the second stage of the adaptive management cycle are put into effect. Continual engagement with problem owners, which includes beneficiaries/communities and other stakeholders, is encouraged to ensure that the program is properly implemented, according to the authors.

Immediately following implementation, Ripley and Jaccard (2016:7) identify monitoring and evaluation as an important stage of the Adaptive Management cycle because it assists in determining which actions are the most effective, as well as which activities can be augmented, and which should be rejected. According to the FAO and UNDP (2019:4), monitoring and evaluation in adaptive management must alert managers about the problem to be solved and the progress that has been unexpected or accelerated, as well as to provide lessons learned; highlight significant accomplishments; and make recommendations for improvement, amongst other things.

In Adaptive Management, the monitoring and evaluation system must be highly participatory, recognize local partner involvement, and facilitate bottom-up approaches to decision-making and data collection to foster and promote local ownership of the intervention (Desai, Maneo, Pellfolk. and Schlingheider 2018:20).

The final stage of the adaptive management cycle focuses on the revision of the program's assumptions, as well as the sharing of the lessons learned from the experience. Yadav and Agarwal (2016:19) argue that it is critical for management to encourage open communication during this stage and to promote constructive dialogue to obtain the necessary feedback following the sharing of lessons learned. They state that Managers must be open to new ideas and willing to admit when they do not know something, or when their previous strategies have failed to produce the desired results (USAID, 2018:10).

In addition to the adaptive management cycle described above, according to Vugteveen, van Katwijk, Rouwette, Lenders, and Hanssen (2015:2), the Adaptive Management Information Cycle, which is the cornerstone of operational strategies employed by management in the adaptive management cycle, was first introduced in 2009. Adaptive management is based on the information cycle, which emphasizes monitoring as the central component for informing management decisions. The information gathered through the monitoring process provides real-time facts that can be used to inform management when making critical decisions (Desai *et al*., 2018:21).

The concept of the Adaptive Management cycle brings some good insights to program management however the cycle is not broad enough to cover all the important aspects of an effective adaptive management process. It does not clearly state at what stage comprehensive adaptive management should be prioritized. Stakeholder engagement and risk management principles are not incorporated into the cycle, they are however very critical to the entire process of adaptive management.

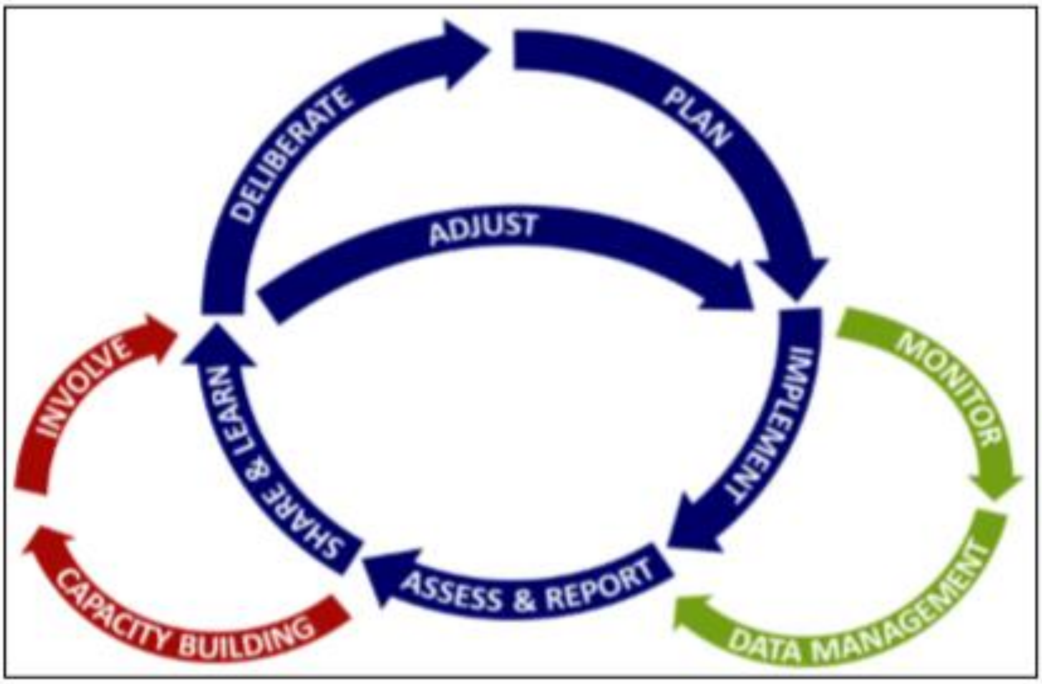
2.3.3 The Adaptive Management Information cycle

The information cycle below does not clearly articulate how the Ministry will deal with risk/uncertainties. It should be clear how the Ministry will handle and/or plan for uncertainties because the failure of a program, according to Wasiuzzaman, Shaista Chong, Lee-Lee, Ong, Hway and Boon (2021:14), would result in a low financial return or even a loss, which should be anticipated as a result.

The information cycle does not mention the concept of conflict resolution, which is the process of resolving disagreements and eliminating the known causes or triggers of conflicts, as well as the manifestations of those conflicts, through negotiation or mediation. To achieve peace between disputing parties, the primary goal of conflict resolution is to bring them together (Nnaemeka, 2019:27).

The theoretical framework for this study, which is explained in detail under recommendations, includes aspects of how organizations should incorporate risk/uncertainties and conflict resolution processes when applying the concept of learning and adaptive management.

Figure 2.2: The Information cycle for Adaptive Management



Source: Vugteveen et al. (2015:2)

The information cycle seems to be confusing on how the activities moves from one phase to another, this can however be presented differently using a log frame which might present and explain how the process works from phase to phase. The information presented on the information cycle can however be better understood ad interpreted if the log frame was used.

When it comes to Adaptive Management, the information cycle includes the capacity building of employees to ensure that they have the necessary skills as part of the sharing and learning that occurs during the process (Vugteveen *et al*., 2015:2). It is through the participation of employees that learning can be enhanced, and effective deliberations can be achieved, as employees make well-informed contributions to discussions aimed at developing better strategies for the implementation of relevant interventions (Valters, Cummings, and Nixon 2016:7).

2.3.4 Challenges in implementing adaptive management.

Bureaucracy, a lack of decentralization, the lack of tool integration, and a lack of guidance that can be streamlined within an organization to promote the effective implementation of adaptive management are all cited by Martins *et al*. (2020:8) as the primary impediments to the effective implementation of adaptive management. When compared to other management approaches, Adaptive Management is more expensive, necessitates the use of numerous resources, and has a higher overall cost. As a result, organizations with limited resources may be unable to afford it (Bunnefeld *et al*. 2015:13).

Wild and Ramalingam (2016:9) observe that there is a general lack of technical, leadership and political will to implement adaptive management. Leaders such as heads of departments and ministers, directors and civil servants, for example, lack the courage and commitment to adopt adaptive management. Considering the difficulties associated with implementing adaptive management that have been identified by various scholars, the researcher identifies the difficulties that the Ministry of Women Affairs, Community, Small and Medium Enterprises Development Zaka district has encountered in implementing adaptive management in the district.

For adaptive management to be effective, the United States Agency for International Development (USAID)(2017:16) stated that organizations must intentionally and systematically learn from relevant knowledge and use the acquired knowledge to make informed decisions and implement changes that are aimed at achieving desired development goals

Given the above challenges, the Ministry is expected to address all the above-mentioned challenges accordingly if they are expecting to manage development programs that will address the needs of the beneficiaries and meet the goals of the Government of Zimbabwe.

2.4 LEARNING

In development programs, learning is a critical component that should be used in conjunction with adaptive management (Valters *et al*. 2016:5). However, the arguments about learning and the double-loop learning process below does not mention the aspects of the learning agenda and learning questions which are critical to the whole concept of learning. The processes also do not clearly indicate how the organisation will move from the learning stage to adaptive management, or how organisations will make use of the learning outcomes for the benefit of the program. The concept of the learning agenda and learning questions forms part of the theoretical framework of this study.

Learning goes beyond the general acquisition of knowledge and seeks to promote the acquisition of knowledge for the purposes of decision-making and action, amongst other things (Wild and Ramalingam 2016:14). The primary goal of learning in development programs is to improve program operations; increase financial accountability; re-align the strategy; understand the context in which the program is being implemented; build and maintain trust; and raise awareness of the need for action (Young, Shaxson, Jones, Hearn, Datta, and Cassidy 2015:3). Adaptive Management Learning is classified into three types according to Valters *et al*. (2016:8), namely experiential learning, double-loop learning, and feedback learning.

Described as a learning process that allows stakeholders to actively participate in a program and generate lessons through their own experience, experiential learning is a type of learning that is becoming increasingly popular (Valters *et al*. 2016:8). Experiential learning enables program participants to address the specific problems they are encountering while implementing an activity, and it enables beneficiaries to define the outcomes they expect to see because of participating in an intervention (Desai *et al.*2018:20).

Two types of learning have been identified in adaptive management, the second of which is double-loop learning, according to Valters *et al*. (2016:8). To be more specific, double-loop learning refers to the transition from a single-loop learning process that is entrenched in just problem-solving as it currently exists in a process that questions the values and beliefs that underpin the actions. It provides an explanation of change and a worldview of what the program is attempting to accomplish (Valters *et al*. 2016:7).

The feedback learning process, as identified by Valters *et al*. (2016:8), is the third and final learning process to be considered. A key component of the feedback learning process is that learners actively seek feedback on their actions whilst also deliberately practicing goal-focused and feedback-supported actions. For development programs, feedback can come from a variety of sources, including local partners, beneficiaries, the donor organization, and other stakeholders (Pasanen and Barnett 2019:8).

The information gathered is then used by management to make decisions, which are then followed by action to put the decisions proposed by partners and beneficiaries of the intervention into effect (USAID 2018:7).

The learning process explained above can be good enablers of a comprehensive learning and adaptive management process. Adaptive management implies that contemporary development programs must adopt experiential learning, which allows individuals to learn from their past experiences to produce clear and relevant solutions to their problems. Experiential learning is defined as "learning from one's own experiences in order to produce clear and relevant solutions to one's own problems". World Bank (2015:38). The application of experiential learning can be

2.5 LEARNING ORGANIZATION

The literature below about learning organisations can guide the Ministry in its development programs by guiding them on how to; keeping track of; making use of; and contributing to the technical evidence base, researching, and experimenting with theories of change, as well as collaborating with colleagues and developing scenarios and ensuring that monitoring and evaluation are conducive to learning as priorities. However, the concept of learning organisations does not clearly articulate how learning lessons and the learning agenda should be drafted and put into use. The ideas of the Learning Organisation also fail to clearly link the concepts of learning, monitoring, evaluation, and adaptive management. The theoretical framework under recommendations for this study links the aspects of learning, monitoring, evaluation, risk, and adaptive management.

According to Peter Senge (1990) as cited by Yadav and Agarwal (2016:18), a Learning Organization is defined as an organization that encourages and facilitates learning to continuously transform itself to survive and excel in a rapidly changing environment (Yadav and Agarwal, 2016:18). Learning organizations provide managers and employees with the resources they need to react effectively in a rapidly changing environment that may have an impact on the program's success (Desai *et al*. 2018:25). According to the United States Agency for International Development (USAID), learning focuses on how development actors ask important development program-related questions and find responses that allow for appropriate decision-making. Strategic learning should be focused on the following areas:

- Tracking, utilizing and contributing to the technical evidence base.
- Testing and exploring theories of change, and collaborating with others; and
- Developing scenarios and ensuring that monitoring and evaluation are conducive to learning.

Organizational learning is essential for the successful implementation of development programs, as well as for the ability to adapt to changing environments. Development agencies can use learning environments to reflect on, use and share lessons in a transparent and honest manner, allowing for greater transparency and accountability. Incorporating learning should include the creation of formal and informal spaces of reflection that will allow implementation partners and managers at all levels to come together and reflect on and share new information, which is critical for adaptive management (Desai *et al*. 2018:25).Personal meetings, informal types of reflections such as blogs and process diaries, and other methods, can be used by development agencies to produce a well-designed learning strategy that is at the heart of adaptive management (Desai *et al*. 2018:25).

According to Lauba (2018:1), the Catholic Relief Services (CRS) conducted a survey on learning by and from beneficiaries in the Democratic Republic of the Congo (DRC) by utilizing a nationwide toll-free beneficiary feedback hotline where participants shared their inputs, concerns and complaints about program activities with the organization. Success was achieved because of the participants' contributions, which resulted in positive changes to implementation processes, as well as increased engagement with responsible authorities and other stakeholders.

Furthermore, the CRS utilized focus group discussions to solicit the opinions of beneficiaries, learn from them, and engage beneficiaries in the learning process about the program. The results of these discussions directly influenced how the CRS approaches its programs and how they engage beneficiaries in program planning and implementation. It has been suggested by Aga (2018:2) that many development programs implemented at the grassroots level, such as communal irrigation and rural community water programs, fail to be sustainable because the intended beneficiaries are not involved in program decision-making.

2.6 ORGANIZATIONAL LEARNING THEORY

The ideas of the Organisational Learning theory discussed below lacks clarity on how organisations encourage or generate learning through evaluation that is inclusive and responsive to all stakeholder because participatory evaluation is one method of achieving inclusiveness and responsiveness in an organization. It is possible for evaluation to serve as a catalyst for continuous transformational learning; in this case, the evaluator must assist the organization in reflecting and learning by providing new experiences, new interactions, new information, or at the very least new ways of looking at old information, in addition to being able to reflect and learn alone or with a select group of stakeholders.

One can also criticise all the concepts of organisational learning theory by citing that they do not go deeper into issues of an enabling environment for learning and adaptive management as a well as the concept of the learning agenda and the associated learning questions. The study has drafted a framework that clearly links these concepts and how organisations can also benefit from the organisation learning theory and realise the objectives of their programs.

On the other hand, if the Ministry or any organisation is a learning organization, by applying the principles of organisational learning theory and its subtopics discussed below, it can be skilled at creating, acquiring, and transferring knowledge, as well as at modifying its behaviour in response to new knowledge and insights that come to the surface. Organisations can also emphasize the importance of developing a learning culture that values knowledge sharing and taking the time to learn the lessons that failure can teach, and then applying these lessons to all its development programs, in accordance with organizational learning theory.

Organisations benefit from the numerous benefits that accrue to organizations that cultivate a learning culture since employees will be more satisfied with their jobs and other benefits such as reduced employee turnover, productivity, and efficiency will all be on the rise.

As Greve (2017:2) argues, organizational learning theory holds that organizations learn by encoding inferences from experience into their behaviour, and this is the foundation for organizational learning theory. The theory aims to provide answers to the questions of what types of experiences influence behaviours within an organization, how and under what circumstances behaviours change, and how new behaviours are stabilized and have consequences for organizations' adaptation to their environment. It is based on the findings of research in the field of organizational behaviour. As defined by Agrinatura and the Food and Agriculture Organization of the United Nations (FAO) (2019:7)., "Learning is the process by which information generated from tracking, monitoring, and evaluation is reflected upon and intentionally used to continuously improve the capacities of program partners and the ability of the program to achieve impacts"

2.6.1 Theoretical frameworks for learning and adaptive management

Organizational routines, according to Greve (2017:2-3), are intuitively thought of as what has been learned and kept stable for the organization to perform predictably and economically over time. Second, performance feedback is a major trigger for change because it signals when performance falls below aspirational levels. As a result, it is commonly referred to as the process of determining when it is appropriate to learn. Third, goal formation is a decision on what to learn and for what purpose, as it determines which outcomes the organization considers valuable and toward which efforts should be directed. Fourth, managerial attention determines situated learning, or where learning should be concentrated, and finally, organizational adaptation is the result of learning.

2.6.2 Experiential organizational learning theory

Experimental organizational learning theory derives from the works of John Dewey, Kurt Lewin, William James, Chung and other thinkers in the field of organizational learning (Dernova 2015:53). It was first presented publicly in 1984 by David Kolb, who based his theory on philosophy, psychology, and physiology. As a result, it has had an impact on leadership and development. A comprehensive adaptive learning process, experiential theory incorporates all aspects of the learner's experience into the learning process, including perception, cognition, and behaviour (McCarthy 2016:92). Learning, according to Kolb (1984:41), is defined as the process of knowledge generation that occurs through the transformation of experience.

To learn effectively, McCarthy (2016:92) asserts that the learner must go through a cycle that includes concrete experiences, abstract conceptualizations, active experimentation, and concrete experiences again. This results in the learner having a repeating progression that is unique to each context in which they are experiencing, thinking, reflecting, and acting. Experiential learning enhances observation and reflection, which is internalized and assimilated into thinking, which then stimulates new behavioural acting.

2.6.3 Adaptive and generative learning theory

Adaptive learning refers to the improvement and upgrading of existing competencies, technologies, and paradigms without necessarily scrutinizing or challenging the underlying beliefs and assumptions (Chiva and Habib 2015:11). Adaptive learning allows for changes in the environment to be accommodated without jeopardizing the organization's operations.

Furthermore, according to Chiva and Habib (2015:11), adaptive learning occurs when individuals and groups within organizations use logic or deductive reasoning, concentrate and deliberate while concentrating on improving any mental model, knowledge, process, or routine.

When it comes to generative learning, it is all about challenging the procedures, behaviour, and assumptions that already exist (Chiva and Habib 2015:11). As noted by Senge (1990:3), generative learning is a type of double loop learning in which the organization disregards its own norms, beliefs, policies, and objectives, thereby calling into question its own ways of doing things. The goal of generative learning, according to Cochrane (2004:6), is to challenge one's beliefs and assumptions by becoming aware of one's own self-protective routines as individuals and groups abandon their established routines to develop new institutionalized understandings and guidelines.

Senge (1990) clarifies that, in contrast to adaptive learning, generative learning seeks to establish new ways of doing things; it places a greater emphasis on creativity and innovation to challenge the status quo, according to Senge. Also included is the shift in mindsets that prompts fundamental shifts, as well as the pursuit of implicate order, which is an all-encompassing understanding of individuals and the things with which we interact (Chiva and Habib 2015:11).

2.6.4 Assimilation theory

According to the assimilation theory, learning occurs because of the assimilation of new concepts into existing concept frameworks that the learner already possesses. Because of the logical connection and clarity of cognitive organization, it is possible to learn the concept more easily if the learning structure of knowledge is well organized (Ziyanak 2015:6).

2.6.5 An enabling environment for learning and adaptive management

According to USAID (2018:9), adaptive management methods thrive in organizations that have the right enabling conditions in place; on the other hand, personnel will struggle to manage adaptively in an organization or team that does not have the right enabling conditions in place. Because of this, it is critical to assess the organization's enabling conditions and to identify and address the 'disabling' factors prior to implementing adaptive management strategies and practices. Collaborating, Learning, and Adapting (CLA) is a paradigm developed by the United States Agency for International Development (USAID). It identifies three elements of the enabling environment that support continuous learning and adaptive management: resources; culture; and processes.

2.6.6 An organisation's culture is made up of unwritten and unspoken rules that influence how people work and what they expect of themselves and their co-workers.

- The organizational culture: The culture of an organisation is made up of unwritten and unspoken rules that influence how people work and what they expect of themselves and their co-workers. An organisation's organizational culture is shaped by the behaviour of its employees and leaders as well as how people interact with one another and what is believed to be supported and rewarded in the organization.
- Processes: Without supportive systems and processes in place, it is difficult to establish continuous learning and adaptive management in an organisation. Aspects of an organization's processes examined by the CLA framework include decision-making, knowledge management, and institutional memory, with the latter two of these being particularly important for adaptive management.
- Resources: Adaptive management, like most organizational endeavours, necessitates the allocation of sufficient resources to be successful. Budget, personnel, and implementation procedures are all resources that can be used to aid in the implementation of adaptive management. To encourage employees to work on these behaviours and talents, organizations and teams should look for candidates who have the skills and qualities of adaptive managers when hiring. Adaptive management is a skill that can be developed over time. As noted above, organizations that provide the budget and resources (including time) necessary to carry out the processes and activities outlined in the strategy, program, and activity sections above, such as USAID (2018:9), are also able to implement adaptive management.

In addition to other measures, the Ministry can create an enabling environment for learning by facilitating communication between stakeholders, encouraging in-person interaction, and transforming mind-sets rather than simply behaviour, Desai *et al*. (2018:6).

2.7 LEARNING AGENDA

According to Nightingale, Fudge, and Schumann (2018:3), developing a learning agenda can benefit an organization in a variety of ways, including advancing research, evaluation, and creating a culture of evidence, among other aspects. A learning agenda, according to Nightingale *et al* (2018:3), can assist organizations in quickly identifying gaps in their activities, which will lead to them conducting research and evaluation to close the gaps that have been identified. When a functional learning agenda is implemented, it usually results in a more conducive environment for the organization to learn from available evidence as well as from other stakeholders, which can lead to adaptation and innovation, which are important aspects of program management.

In addition, according to USAID (2017:1), a learning agenda should specify evaluation and research questions for each activity. In addition to the evaluation and the research questions, a learning agenda can aid in the development of a culture of evidence, which is a critical component of adaptive management practices. With the help of a learning agenda, development programs can quickly identify knowledge gaps, after which the program team can use research and evaluation to close the gaps. The development of a learning agenda contributes to the creation of a learning environment that can foster learning and innovation among evidence- and program-related stakeholders. By using a learning agenda (USAID), it is possible to foster both internal and external collaboration and information sharing to facilitate adaptive management (2017:1).

By utilizing learning agendas, the Ministry can identify what is already known internally and by its partners, what data is available to the Ministry and its partners, and where data collection gaps exist both internally and externally. As a result, the Ministry can use the learning agenda as a coordination tool because learning agendas can also help catalyse targeted evidence-building activities among stakeholders, and as a result, the Ministry can use the learning agenda as a coordination tool.

2.8 STAKEHOLDER ENGAGEMENT

In accordance with the International Finance Corporation (IFC) (2017:10), development organizations should conduct stakeholder analysis, which is the process of identifying the possible stakeholder groups that may affect or be affected by a proposed development program. Sorting or categorizing stakeholders according to their impact on the proposed activity and the impact the proposed activity will have on them is a critical step before beginning the strategic planning process, and it should be completed before the strategic planning process. The study investigated whether the Ministry follows the process outlined above by the IFC, and the findings revealed that it does. Although a higher percentage of respondents believed that the Ministry identifies stakeholders, the total number of respondents who disagreed indicates that the Ministry can improve on stakeholder identification prior to the strategic planning process, according to the survey results.

Stakeholder representatives or gatekeepers should be identified and consulted throughout the duration of the program, according to the World Economic Forum (2017:12). This will ensure transparency and fairness throughout. Marginalized groups are frequently excluded from participation in decision-making processes, and as a result, they will have limited opportunities to engage in or benefit from the intervention. If there are any stakeholders who could be harmed by the proposed activities, they must receive top priority, even if their level of influence over the organization's activities is minimal. According to the United Nations (2015:13), "it is essential to make a special effort to understand the interests and concerns of stakeholders who are unable to articulate their views (future generations, ecosystem), as well as to give due consideration to disadvantaged and marginalized groups and other vulnerable stakeholders such as women, children, indigenous people, and migrant workers."

Reidar (2017:40) stated that for development programs to be successful, organizations must collect high-quality baseline data in consultation with stakeholders who are affected by the development program. Baseline data can be used to inform program design and implementation, as well as to make comparisons and evaluations of program results and impacts, among other things. The indicators/data elements that will be collected, as well as roles and timelines, should be discussed and agreed upon during the program kick-off meeting. There should also be clarity on who has authority, how the data will be collected, and how stakeholders should engage with the program throughout its life cycle. Organizations should agree on how data will be disaggregated by relevant social groups, adversely affected people, and program beneficiaries, as well as how data will be disaggregated by gender for program beneficiaries. To ensure that data is valid, proposed action plans and the data management and communication plan are all discussed with all relevant stakeholders (Reidar, 2017:40)

As stated by the United Nations (2015:25), it is critical to share critical data from development programs with stakeholders because doing so ensures program sustainability, a thorough understanding of the needs of stakeholders, and the ability to meet those requirements. As noted by the World Economic Forum (2017:210), learning and adaptive management can be effective and improve the performance of an organization if the program information is shared with stakeholders on a regular basis and in an open manner. It is important to communicate and report information to stakeholders because it helps to strengthen the relationship by building trust, giving them a sense of ownership, and demonstrating the value of their input. It also helps organizations stay accountable to the people they seek to serve. This information should be clear, transparent, and beneficial to each stakeholder group involved in the development program.

For effective management of development programs, according to Ibraheem (2018:45), the program team should convene a kick-off meeting to discuss the expected outcomes of the program as well as the roles that stakeholders are expected to play. During the kick-off meeting, all the program's goals and deliverables, as well as their significance to the program, will be discussed in detail. The kick-off meeting aids in the development of relationships and a sense of commitment to the program. According to Bourne (2009), as cited by Rajhans (2018:51), organizations can gather feedback from stakeholders through regular reports, meetings, and presentations, which will aid in the management of expectations and relationships between stakeholders and organizations. Rajhans (2018:4) points out that "building positive organization-stakeholder relationships depends on effective organization-stakeholder communication."

Ibraheem (2018:1) argues that the expectations and interests of stakeholders are critical to the success of development initiatives. Identification of stakeholders and recognition of their needs and expectations prior to the start of the program are critical because this will help to create a conducive environment that will serve as a catalyst for the program's success. Organizations attempting to achieve their objectives should always ensure that the necessary and correct data is provided to decision makers within the organization, as well as that the correct feedback from stakeholders is received, so that it can be incorporated into decision making to ensure alignment between program objectives and stakeholders.

According to Alvarez (2020); Whittington (2019) cited by Cryon (2021:15), reporting back to stakeholders allows the organization to be more open to outside voices. An organization's process of reporting back to stakeholders enables them to connect with the communities and society that they are aiming to serve with a development program through the reporting process. The transparency of decision-making will also improve, as will the ability to incorporate new ideas into the organization's implementation strategy as they are conceived. The study examined whether the Ministry provided feedback to stakeholders, and it was discovered that most respondents were not in agreement on the matter, indicating that more needs to be done to address the problem.

By proactively considering the needs and desires of anyone who has a stake in their programs, the Ministry can benefit from stakeholder engagement, which can foster connections, trust, confidence, and buy-in for your Ministry's key initiatives. To put it another way, the Ministry will be able to communicate with and get to know all the people who work for it. Understanding the stakeholders helps the Ministry better understand what they want to achieve, when they want to achieve it and how engaged they are. It also helps the Ministry better understand how the Ministry's plans and actions will affect their goals.

2.9 PLANNING

During the planning phase, it is crucial to put in place the below strategies or plans for future effective and efficient management of its development programs:

- Implementation plan
- Monitoring, evaluation and learning plan
- Communication Plan/Strategy
- Capacity development plan
- Sustainable development plan
- Contingency Plan

The above plans or strategies are discussed in detail in the below section.

2.9.1 Implementation plan

A program management tool, according to Malsam (2022:1), "an implementation plan is a tool that facilitates the execution of a strategic plan for an organisation or a program by breaking down the implementation process into smaller steps while also defining a timetable, teams, and resources that will be required." This definition indicates that the Ministry must develop a program implementation plan prior to launching the program, which is critical in future if they want to achieve their set goals.

2.9.2 Monitoring, evaluation and learning plan

According to Jeitani, Bonaiut and Bikara(202:8), the purpose of a monitoring and evaluation plan is to identify the program's goals, objectives, and outcomes in relation to the indicators and data collection methods used in the program. The monitoring and evaluation strategy outlines the procedures to be followed to translate the logical framework into program outcomes and reporting. In addition, the M&E strategy specifies a timetable for M&E implementation as well as the parties who will be responsible for it, among other things.

MEL Plan is a systematic procedure for gathering and analysing program data to determine how well the program is meeting the goals and objectives set out at the outset, according to Rural India Supporting Trust (RIST) (2020:4). This is tracked through the MEL Plan, which is created and reported on. Each MEL Plan should include specific actions, outputs, objectives, and the program's overall goal, among other things. Each of these should be represented by an indicator. Activities, outputs, and objective indicators all include baselines and targets, as well as data sources and data collection frequency. RIST (2020:3) goes on to say that the MEL plan is a written document that details how you'll monitor and evaluate your program so that you can express the "What," "How," and "Why It Matters" of your program and use evaluation data to improve it and make decisions, and that it should be written in plain English.

2.9.3 Communication Plan/Strategy

One of the most crucial management tools a business can use to create effective teams and achieve high performance is communication. Management and communication are complimentary fields with a strong commercial case for success. As a management tool, communication aims to create positive, non-confrontational relationships based on the accomplishment of shared objectives: to raise skill levels, the need to mobilize employees on the path of changing objectives, in order to fully utilize their work force possible, the evolution of production forms. It resembles a few of the elements that might account for the goal of enhancing communication (Bucăţa, George and Rizescu, 2017:6).

2.9.4 Capacity development plan

To effectively respond to current global economic, environmental, and social development issues, including meeting the Sustainable Development Goals, it is necessary to invest in capacity building. Capacity building in the development sector is comprised of three components:

- The establishment of an enabling environment, including appropriate policy and legal frameworks
- Institutional development, which includes community participation; and
- Human resource development and management system development and implementation. Ferrero, Setty, Rickert, George, Rinehold, DeFrance, Bartram (2019:2).

2.9.5 Sustainable development plan

Sustainable development plans, according to Sasho and Ljupco (2015:186), are defined as a coordinated, participatory, and iterative process of thoughts and actions at the national and local levels that strives for the achievement of economic, environmental, and social goals in a balanced and integrated manner. The process includes the following steps: situation analysis, policy and action plan development, implementation, monitoring, and periodic review. In this process, the emphasis is on tracking progress toward sustainability goals rather than on producing a final plan as a result. It is cyclical and interactive in nature, involving participation and action at all stages. It is also necessary for the Ministry to have a well-defined sustainable development plan to achieve its objectives.

2.9.6 Contingency Plan

According to Fischer (2019:249), planning for emergencies is a never-ending effort. It is not something that can be completed once, stored, and then pulled out as needed. Since business conditions are constantly changing, it is a continuous process that necessitates periodic adjustments and revisions. Implementing and upholding training and awareness components are also necessary. Personnel with contingency planning duties need regular training on new procedures and approaches, as well as familiarization with plans and processes. The following goals should be incorporated into the process of contingency planning.

- Keep individuals safe and secure. In times of distress, people must be safeguarded
- Ensure the continuity of the company's essential functions and reduce business disruptions
- Secure and safeguard all information systems that include or have an impact on customer and supplier relationships (Fischer 2019:249).

2.10 MONITORING AND EVALUATION FOR LEARNING AND ADAPTIVE MANAGEMENT

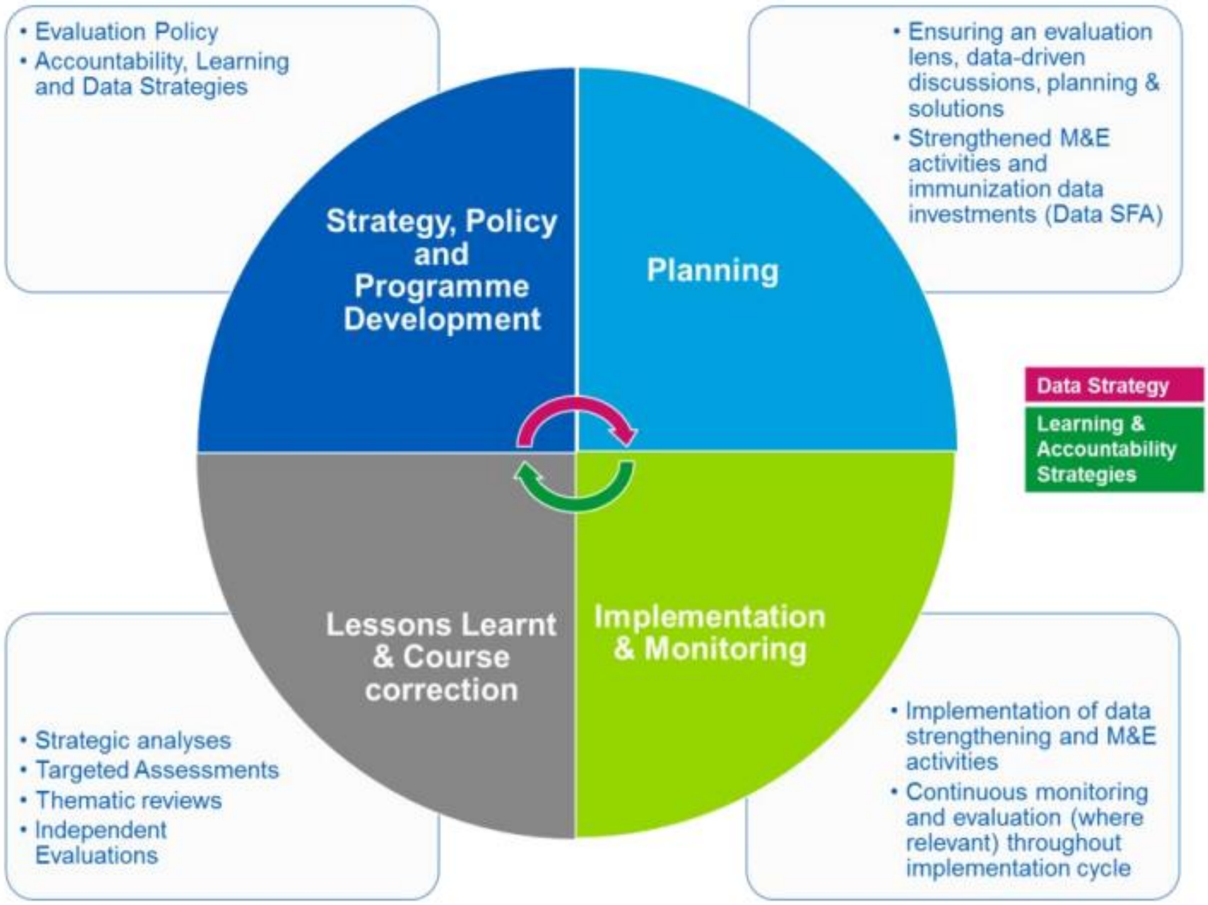
Monitoring and evaluation can enable the Ministry to implement a continuous management function that will allow it to determine whether progress is being made toward achieving expected results, identify bottlenecks in implementation, and identify whether there are any unintended consequences, either positive or negative, from an investment plan, program, and its activities.

Monitoring and evaluation can be regarded as an unaffordable luxury, an administrative burden, or an unwelcome instrument of external oversight by the Ministry at various times. However, if properly utilized, monitoring and evaluation can be a powerful tool for social and political change in both local communities and the entire country.

Monitoring and evaluation are critical in adaptive management hence it should assist managers to respond to the changing contexts and goals (Waylen *et al*., 2019:375). There is a need for clarity on where monitoring, learning and evaluation sit within adaptive management (Wild and Ramalingam 2018:8).

Monitoring and evaluation are also essential in responding to information needs of an organization, fostering learning and improvement of programs (Gavi, 2017:3). The monitoring and evaluation framework for learning and adaptive management is shown below.

Figure 2.3: The monitoring and evaluation framework



Source: Gavi (2017:5)

The monitoring and evaluation approach taken by the Gavi (2017) emphasizes learning and accountability as the most important elements of monitoring and evaluation. Independent evaluations, assessments, and reviews can help to improve learning by providing information that can be used to inform decision-making processes (Wild and Ramalingam 2018:9). The Gavi (2017) monitoring and evaluation framework for learning and adaptability includes planning as one of the critical stages in the framework, which is one of the most important stages in the framework.

The planning process consists of information-driven discussions that are supplemented by robust monitoring and evaluation activities that encourage the continuous collection and analysis of data for the purpose of ensuring that the program is implemented effectively (Gavi 2017:5).

The second stage entails the implementation and monitoring of the strategies that were identified in the first stage, respectively. However, while implementation can be completed in a single step, monitoring must be carried out on a continuous basis to collect real-time data for program adaptability in an uncertain environment (Desai *et al*. 2018:21).

It also includes the lessons learned and course correction through the analysis of strategies being employed, the conducting of assessments, and the conducting of independent evaluations to determine if the intervention is on the right path in terms of achieving its goals, which are all part of the monitoring and evaluation approach for learning and adaptability (Gavi 2017:5).

The lessons learned are then incorporated into the program's overall strategy, policy, and development activities. Considering the foregoing monitoring and evaluation framework, the research seeks to identify the monitoring and evaluation framework used by the Ministry of Women's Affairs, Community Development, and Small and Medium Enterprise Development in the Zaka district.

MEL systems, according to FAO and Agricultura (2019:7), are designed to track, monitor, and evaluate outcomes in a participatory manner, allowing program partners to learn and build their capacity, as well program implementers to learn and adjust their implementation strategy. The participatory approach to identifying and evaluating outcomes, according to Simplilearn (2021:1), should be adopted by organizations to increase process ownership both internally and externally, the authors argue.

Sulemana, Musah, Simon (2018:178) argue that to achieve the desired outcomes, any participatory monitoring and evaluation process must include stakeholders, collaboration, collective action, and mutual respect. It must encourage grassroots discussion and transform the community from one of passive recipients to one of active participants who could influence program activities based on their own needs and assessments of those activities. According to INTRAC (2017:1), participatory evaluations actively incorporate important stakeholders, particularly the intended beneficiaries of a program or program, in the design and implementation of the evaluation. Participatory evaluations can be conducted for a variety of reasons. Beneficiaries are provided with the tools they need to better analyse and improve their own conditions, and more accurate and dependable results and suggestions are produced. These are the two most common goals.

Following the recommendations of INTRAC (2017:1) and Sulemana *et al*. (2018: 178), it would seem reasonable that the Ministry include beneficiaries in the evaluation of monitoring results.

As part of a participatory evaluation, a report may be prepared in collaboration with beneficiaries or other stakeholders by the evaluators and the beneficiaries. To provide the greatest possible benefit to the recipients, reports can be created and/or delivered in a variety of formats. In traditional evaluations, results are shared only after an evaluation has been written up and agreed upon by the evaluators and the organization commissioning the evaluation, and only after the evaluation has been completed. When a participatory evaluation is conducted, the results and recommendations can be shared with beneficiaries immediately, and recommendations can be agreed upon before being submitted in a report. INTRAC (2017:2) In light of the foregoing, one could argue that the Ministry should collaborate with program participants to develop the program outcomes.

According to Mangubhai *et al*. (2021:1), evaluation looks at the big picture and checks on the entire program as well as its surrounding environment. An evaluation of a program's design, implementation, and outcomes must be conducted on a regular basis, and it is most often carried out at the program's midpoint and conclusion. Mangubhai *et al* (2021:1) went on to argue that relevance, efficiency, effectiveness, impact, and sustainability are all factors that can be examined in organizational evaluations. It is important for program evaluations to present findings that can be used to inform decision-making by program recipients, implementers, and funders.

According to the Centers for Disease Control and Prevention of the United States Department of Health and Human Services (2018:1), the evaluation should be focused on "how much" change is expected to occur in the program. The objectives should include a quantification of the amount of change that is expected. It is difficult to determine whether goals have been achieved unless they can be measured. A critical component of program evaluation is the use of objectives to track the implementation of your strategies and progress toward your program's objectives. In addition, objectives serve as a foundation for program evaluation questions and aid in the development of accountability targets.

As defined by the United Kingdom's Department for International Development (DFID) (2015:7), an effective beneficiary feedback process is one in which beneficiaries' feedback is sought and listened to, collated, and analysed, and then triggers a response/action at the appropriate level. The response/action is then communicated back to the original provider and, where appropriate, to the broader beneficiary community.

As stated by the World Health Organization (2019:58), determining whether your activities are effective in resolving the problem is a critical aspect of administering development programs. Using it can help you determine whether a particular activity is a wise use of resources and whether it should be continued or expanded. If it can assist in determining which aspects of an activity perform well and which do not, it can help in improving those aspects for future use as well. Organizations can also benefit from evaluation by learning from their mistakes and applying what they have learned. It is critical to plan for the evaluation from the very beginning of an activity to ensure that baseline data is available for comparison purposes. Because it is an important aspect of managing development programs, the Ministry must determine whether their program activities are effective in resolving the problems they are intended to address.

On the other hand, according to Okul and Nyonje (2020:180), evaluation results and/or outcomes should be used in practice and decision-making, and the evaluation results should be used to achieve the intended goal. It has long been one of the most pressing issues in the field of evaluation to figure out how to ensure that the evaluation results are actually put to use. According to Henry (2003) cited by Okul and Nyonje (2020:180), if evaluation results are not used, evaluations will be unable to achieve their primary goal, which is societal improvement.

Okul and Nyonje (2020:186) also recommend that stakeholders be involved at various stages of an evaluation to improve the impact of the evaluation Therefore, the extent to which stakeholders are involved in the evaluation process has an impact on the extent to which its conclusions are used because of the process. The recognition, legitimization, and participation of a stakeholder group in an evaluation are critical in ensuring the collection of high-quality data and the application of findings. Because of this, there is a relationship between engagement and use. Consequently, the quality of participation in the evaluation becomes a critical concern, which may result in better use of the data.

It is important for the Ministry to understand that monitoring and evaluation are critical components of adaptive management strategies. However, the Ministry should be aware that adaptive management is an iterative process that involves learning from previous management actions and experiences, as well as using information from monitoring and evaluation, to plan future actions, facilitate decision-making, and improve outcomes.

2.11 INDICATORS

It is possible for the Ministry to use indicators to determine whether they have met the objectives of a specific program, as well as whether they have reached a threshold or triggered a response. When determining whether they have achieved the objectives of a specific program, the Ministry should have valid, reliable, precise, measurable, timely, and programmatically important indicators in place. Detailed explanations of what the Ministry should have in place if they want to collect and use the appropriate data for learning and adaptive management are provided in the following literature.

According to Mangubhai *et al*. (2021:5), an indicator is a variable that provides a way of measuring one part of a program to understand how it is being executed or what changes are occurring. Indicators are classified into two categories: quantitative measures and qualitative/descriptive measures. A quantitative or numerical indicator is displayed as a number, a percentage, or a ratio, or as the results of other numerical operations, among other things. When presenting qualitative indicators, descriptive narratives can be used effectively. They provide information about the program's operating environment or about stakeholders' perceptions of the program's performance and effectiveness.

A further point made by RIST (2020:8) is that an indication can be used to answer questions such as "How do we know if or how much we've accomplished our goal?" To aid in the quantification of performance, indicators are frequently accompanied by a quantifiable goal, which is frequently expressed in percentages. They went on to say that organizations should have two types of indicators: results indicators, which measure the degree to which a program's goal and objective have been met, and process indicators, which evaluate progress in the program's procedures. Both types of indicators should be tracked by programs, according to the authors.

When developing precise indicators before the start of the program, program managers can ensure that their outputs, outcomes, and impacts are measured accurately and efficiently. In accordance with the MEL plan, data for the selected indicators should be gathered and used in the appropriate manner for learning and adaptive management. In addition, indicators must be refined or updated as the program is implemented, and this is based on the lessons learned (Mangubhai *et al*. 2021:5).

It is possible, according to Simister (2015:4), depending on the situation, organisations should ask themselves some questions after they've created a list of potential signs to determine whether they're feasible in their situation. The answers to these questions may, in some cases, result in the elimination of potential indicators of a problem. This aids in narrowing the range of possibilities and ensuring that any remaining indicators are reasonable in nature. It's also worth noting that new indications may appear during a program or program, and others may need to be removed or changed as a result. For a variety of reasons, including the fact that the indicators are too difficult or expensive to use, changes in the external socioeconomic environment, or simply because they do not function as expected, competent M&E system or methodology will, as a matter of course, allow for the addition, removal, or adjustment of indicators at any time (Simister 2015:4).

Additionally, it is necessary to define baselines and targets for each indicator in the MEL plan, as well as the methodology for monitoring the indicators, including the data source and measurement frequency, to effectively implement the plan. For each indicator covered by the MEL strategy, it is necessary to specify baselines and target values. A baseline measure for an indicator is obtained prior to or at the start of a program or program, and it is used to plan and/or evaluate subsequent progress and impact of the program or program. Prior to the program's or program's start, this statistic describes the current state of the output or result. Over the course of a program's life cycle, targets are estimates of the outputs or results that can be expected from the program or program. Goals are established based on educated guesses. Because of the realities of program implementation, performance may be better or worse than predicted (RIST 2020:11).

2.12 DATA MANAGEMENT FOR LEARNING AND ADAPTIVE MANAGEMENT

Having a clear data management strategy/system that guides how baseline data will be collected, how program data will be collected, how data quality will be enforced, and how the data will be analysed, reported, and used is essential for the Ministry. In addition, the Ministry should have the tools in place to collect, collate, analyse, and report on the information it gathers. The data management system should include tools for data collection, analysis, and visualization; monitoring and evaluation; program management and collaboration; mapping; reporting; and other functions as required by the Ministry.

According to Heywood and Boone (2016:6), data management includes the development of policies and procedures, as well as the implementation and oversight of programs and practices, that govern, secure, make available, and enhance the value of data and information assets for decision-making purposes. Good data management systems, coupled with sufficient skills, adequate local resources, and well-defined standard operating procedures, are the most important variables in ensuring information utilization (SOPs). If the system is primarily intended to support district-level decision-making and some of this data is passed up collaterally, there is a good chance that data quality will improve over time and that the data will be successfully used for informed decision-making in the long term. The Ministry should have a user-friendly data management system in place for a development program to be successful.

2.12.1 Collection of baseline data

According to Simister and Giffen (2017:2), the purpose of establishing a baseline is to compare the situation at the beginning of a program or program with the situation at a later point in time to assess whether progress has occurred. It is necessary to first comprehend the initial scenario to properly evaluate the modifications. At the outset of a program or program, this entails gathering and analysing data on the objectives and/or indicators of the program or program. The baseline is the starting point from which everything is measured. In theory, data on the objectives/indicators is collected later in the program or program, and the two conditions are compared to see which is superior. It is much more difficult to assess progress when there is no established baseline because changes cannot be easily compared to the initial situation.

It is the goal of conducting a baseline study, according to Simister and Giffen (2017:2), first and foremost, to compare the situation at the start of a program or programme with the situation later to assess progress. First and foremost, it is necessary to comprehend the original situation to evaluate the changes. In this case, information on the objectives and/or indicators is collected and analysed prior to the commencement of a program or program. This is referred to as the baseline. It is theoretically possible to collect data on the objectives and indicators at a later stage in the program or program, and then compare the two situations. It is much more difficult to evaluate progress when there is no baseline to compare it to because changes cannot be easily compared to the original situation.

2.12.2 Program data collection

When it comes to development, data collection is the process of acquiring and evaluating information on variables of interest in a systematic manner. This allows development organizations to answer questions about development, test hypotheses, and evaluate outcomes. The first step in data collection is determining what type of information is required, which is then followed by selecting a sample from a specific demographic group. Following that, organizations must collect data from the selected sample using specialized equipment/tools, as described above (Kabir 2016:201). Data collection is intended to yield high-quality evidence that can be transformed into detailed data analysis and then used to construct a convincing and credible response to the questions that have been posed. To ensure the success and integrity of a development program, accurate data collection is essential regardless of the subject of the study or the preference for quantitative or qualitative data definitions (quantitative or qualitative). In addition to reducing the risk of errors, the use of appropriate data gathering instruments, whether existing, modified, or newly built, as well as properly defined instructions and their proper use, can assist development organizations in collecting data that accurately represents the intended results of a program (Kabir 2016:202).

2.12.3 Data quality

“Data quality is crucial in measuring and analysing science, technology and innovation adequately, which allows for the proper monitoring of program efficiency, productivity and even strategic decision making” (Vancauwenbergh 2019:1). In simple terms, data quality indicates how trustworthy a set of data is and whether it is suitable for use in decision-making by an organisation. Quality data should be fit for use in making data driven decisions as well as learning and adaptive management (Vancauwenbergh 2019:1). For the Ministry to be in a good position to manage a development program efficiently and effectively they should ensure that the data is complete, unique, timely, valid, accurate, consistent/reliable and is of integrity.

2.13 THEORY OF CHANGE (TOC)

It can be very difficult to interpret the results of an evaluation if they do not have a theory of change in place. To this end an expert can draft a clear theory of change that describes how social change will happen while also connecting development programs with the big-picture vision, mission, and strategy of the government. It is essential that the theory of change includes a clear description of the target population as well as the intended outcomes, codified program activities, indicators, measurement tools, and data applications.

There should be a strong theory of change in place that unpacks hidden assumptions and challenges from people in different roles, levels, and perspectives of different stakeholders, facilitating agreement between stakeholders, and negotiating shared commitment among them, among other things. It is possible to use the language provided below as a guide to manage an effective theory of change.

A theory of change is a tool for mapping the strategy of a program that discloses how change is expected to occur as well as the assumptions that underpin that expectation (Pasanen and Barnett, 2019:14). The theory of change, according to Pasanen and Barnett (2019:14), is the foundation or backbone of a program, and it is a critical tool for monitoring and learning during the program's implementation. It is beneficial in revising and testing the assumptions of a program.

Theory of change must be updated on a regular basis throughout the course of the program's implementation (USAID, 2018:3). Continuous revision and revisiting of the theory of change assists program implementers in visualizing the circumstantial and operational changes that occur because of the program's implementation. In the field of psychology, a theory of change is the presentation of how and why an intervention will produce the desired results (Mayne, 2015:270).

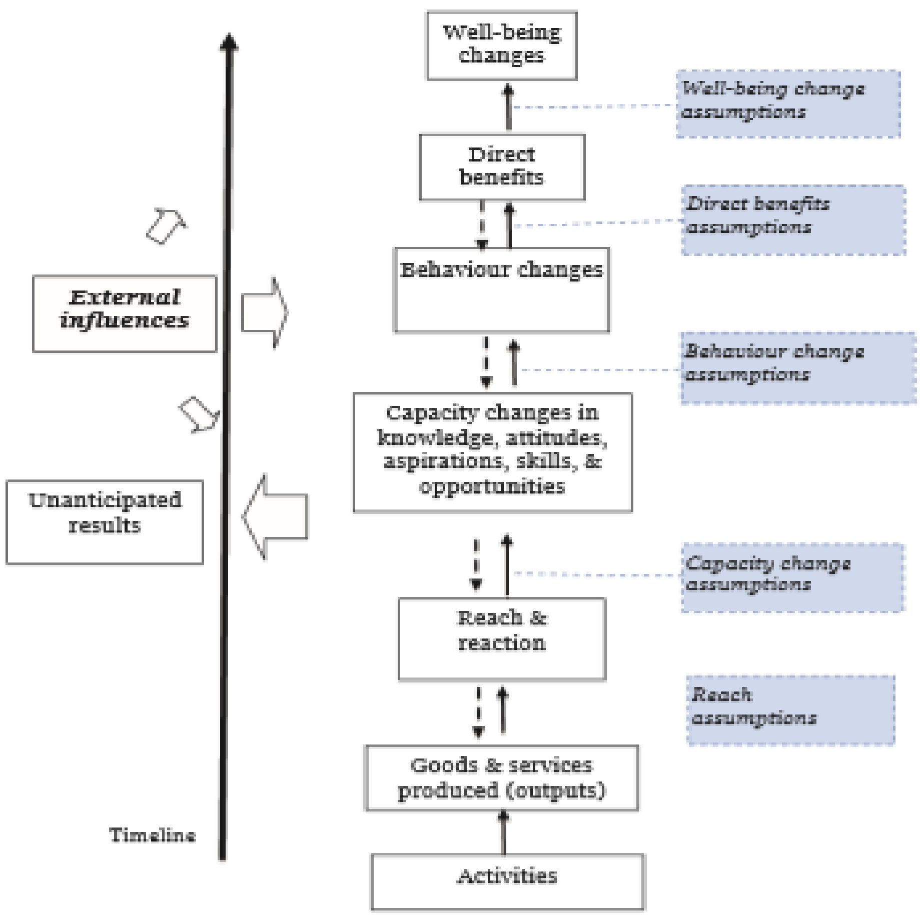
For this study, the Theory of Change will be applied, which emerged from two streams of development and social program practice, namely the evaluation stream and the informed social practice stream. The theory of change is regarded as a component of program analysis and/or program theory. The theory of change emerged from the tradition of logic planning models in the form of a logical frameworks approach, which was developed from the logic planning models' tradition. It has often been observed that development practitioners have used tools to reflect the underlying theories of development practice.

2.13.1 Uses of a theory of change

The theory of change is a critical tool for assisting the programme team to reflect on the contextual and operational changes in an intervention, it allows the staff to apply learning from the program's monitoring data and evaluation results, it helps to analyse evidence hence the theory of change is a critical tool to improve programme implementation through review and revision (Pasanen and Barnett 2019:15). It also provides an opportunity for programme implementers to reflect on the assumptions rooted in both the programme logic and the worldview (Valters *et al*. 2016:8).

A theory of change can be used to identify, and update program plans and indicators (Pasanen and Barnett (2019:10). In addition, Desai *et al*. (2018:17) observed that a theory of change also facilitates adaptive planning through experimentation. A generic theory of change is shown below.

Figure 2.4: A generic theory of change



Source: Mayne (2015:122)

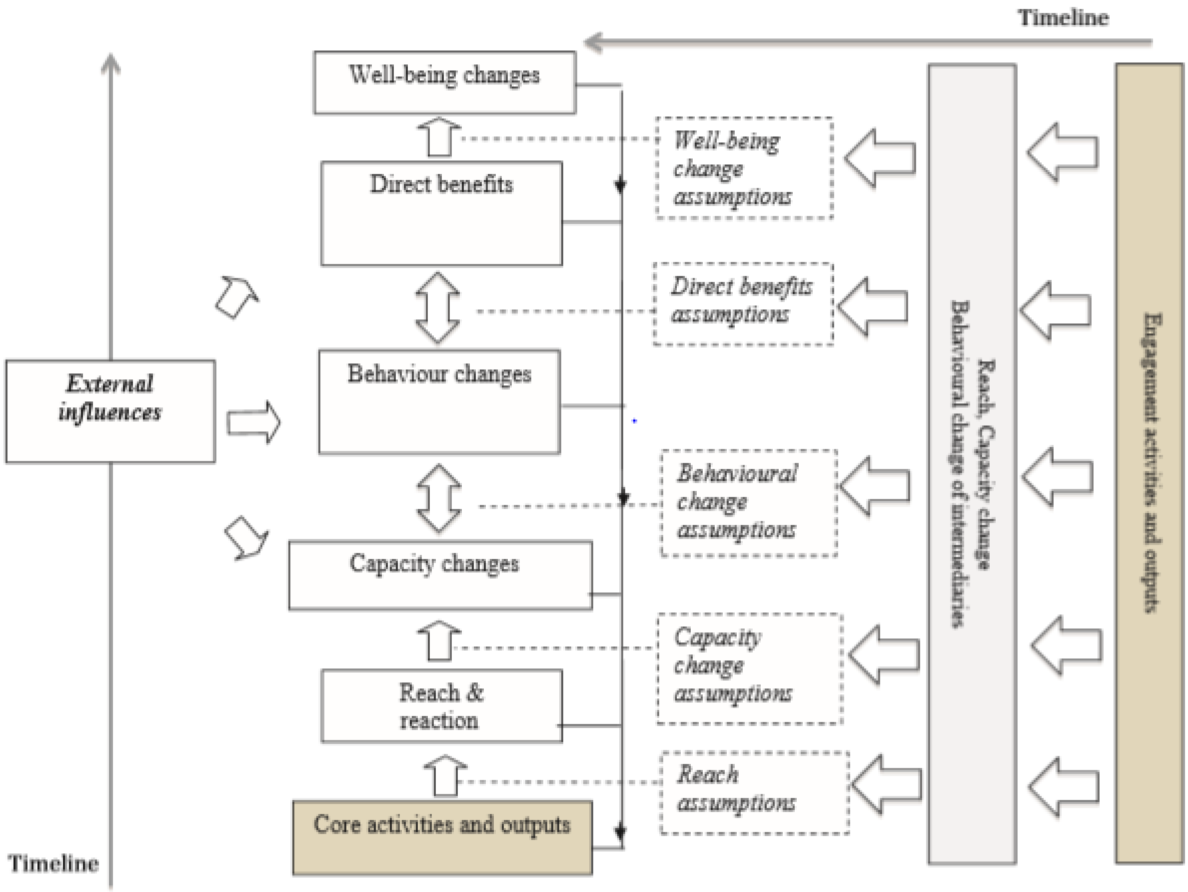
Activities refer to the intervention/ or actions taken by program implementers to bring about a shift in the status quo. To ensure that their programs are adaptively managed, program implementers must gather information about the socioeconomic and political developments that are taking place in their program areas to anticipate and prepare for any contingencies that may affect their activities (Pasanen and Barnett, 2019:13). Merchandise and services are the direct outputs of the activities that have been carried out.

According to Desai *et al*. (2018:13), while donors are interested in outputs, attention must be paid to the processes that lead to outputs, learning, and adaptation that can lead to better results. It is the intended beneficiaries who are the recipients of goods and services who are referred to as the "reach and reaction" group. Capacity changes are defined as shifts in the attitudes, knowledge, skills, and aspirations of program participants because of the program's interventions.

Mayne (2015:122) also identified retrogressive behavioural changes, which are defined as shifts in attitudes, norms, values, and practices that are detrimental to society. Individual beneficiaries of the program will notice improvements because of the program's direct benefits. Health and well-being improvements are long-term benefits/or the consequences of putting the program into action.

These are events and conditions that occur outside of the program intervention but have the potential to influence its end results. These can include economic, social, and political events and conditions that occur outside of the program intervention. Positive and negative outcomes that may arise because of implementing the program are referred to as unintended consequences. Mayne (2016:130) also presents a multifaceted theory of change for complex interventions, which can be found here.

Figure 2.5: Multifaceted theory of change for complex interventions.



Source: Mayne (2016:130)

The multifaceted theory of change acknowledges the existence of, and the importance of, a variety of stakeholders in the successful implementation of a change intervention. The interventionist, Mayne (2015:129), argues that to make a difference, a theory of change must include the government, the private sector, and nongovernmental organizations (NGOs) to influence their behaviour. As stated by the United States Agency for International Development (USAID) (2018:9), organizations must establish strong and binding relationships with their stakeholders; as a result, stakeholders must be aware of the processes by which decisions are made and how they can contribute to decision making processes. Using a multifaceted theory of change, researchers can identify fundamental links and assumptions that can be used to create an enabling environment for an intervention to be successful (Mayne 2015:125). For example, face-to-face dialogue that allows for open and honest discussion, a strong learning culture in organizations, and the ability to change, adapt, and innovate are all assumptions that can be made (Desai *et al*. 2018:7).

2.14 RISK MANAGEMENT

To achieve all its development objectives in the supported communities, the Ministry must have a clearly defined process for identifying, assessing, and controlling uncertainties that may affect its operations and activities. Financial uncertainties, legal liabilities, technology issues, strategic management errors, accidents, and natural disasters are all possibilities for the Ministry to contend with.

The identification and evaluation of program risks at an early stage are critical aspects of program delivery. It is a complicated issue that necessitates the establishment of decision-making procedures that are methodically sound to ensure the successful completion of the program. Even though there are a variety of risk management assessment tools available, this issue is still not taken seriously enough during the program's initial planning stages, even though there are a variety of risk management assessment techniques available. It is necessary for programs to use an applicable systematic risk model approach, to consider the systematic sensitivity of mitigation action plans, and to consider the necessity of early systematic program risk awareness (Dakovic, Lalic, Bojan, Delic, Milan, Tasic, Nemanja, Ciric and Danijela 2020:10).

When it comes to programs, risk management refers to a process that includes risk assessment as well as the development of a risk mitigation strategy for the risks that arise. The risk management approach should identify five major areas that are most likely to pose the greatest risks to the achievement of important development program objectives. Political, legal, and regulatory risks, as well as economic, physical, and institutional risks, are all examples of risk areas. The program team must track risks and report them in progress reports when they arise to maintain contextual understanding and clarity around the potential effects of external factors that may limit the program's ability to access desired activities and outcomes.

2.15 CONCLUSION

Chapter 2 covered all the theoretical frameworks for learning and adaptive management such as organizational learning theory, theory of change. The theoretical frameworks were also analysed and criticised and an explanation of how their components can be incorporated into the suggested framework of the study were also covered. The chapter also covered the literature review aspect of stakeholder engagement, planning, implementation, monitoring, evaluation, learning and adaptive management and how these aspects can be of good use to organisations managing development programs.

CHAPTER 3: EVIDENCE OF EMPIRICAL STUDIES

3.1 INTRODUCTION

This chapter covers the best practices of learning and adaptive management. The case studies covered below did not however covered all the important aspects or mechanisms for effective learning and adaptive management. Each case study is unique and used different approaches to learning and adaptive management. The study used some of the ideas from these case studies however a broad framework called Monitoring, Evaluation, Learning, Adaptive and Risk Management framework (MELARM) was put in place as an approach that can be used to manage development programs efficiently and effectively.

3.2 SUMMARY OF THE CASE STUDIES

The Scottish Government case study placed a strong emphasis on regular monitoring and management modification to achieve the goals that had been agreed upon previously. On the other hand, Bangladesh adopted lessons learned from four Indian states, and because of the adoption of these lessons, the country's disaster management strategies were strengthened.

OXFAM in Tanzania used evolutionary approaches to decision-making, outcome mapping, and peer-to-peer learning to improve the government's responsiveness to citizens through the strengthening of civil society. The program's success was attributed to the flexibility demonstrated by the program's implementers throughout the course of the program. Bottom-up decision-making and data collection were among the components of this process.

The case study of the Pastoralist Areas Resilience Improvement program, which was implemented by Mercy Corps in Ethiopia, and which enabled bottom-up decision-making and data collection through technologically driven approaches. Due to the system's ability to collect and store real-time information about the program's progress that was easily accessible to every staff member throughout Ethiopia, it also promoted progressive learning among all the program's implementation partners.

Desai, *et al.* (2016:22) conducted a case study of the Somali Girls Education Promotion Programme, which was implemented by the non-profit organization CARE International. CARE International developed an integrated monitoring system for the program, which included trackers for activity participation as well as adherence to the program's rules and regulations. An integrated monitoring system was developed by CARE International, which included trackers for activity participation as well as adherence to the program's rules and regulations. As a side note, the organization used participatory tools to gather information about how participants perceived and responded to challenges at their place of employment.

When van Soest, Carriger, Casella and da Silva Wells (2015:3) evaluated the learning alliance approach in Ghana, they discovered that learning platforms have played a significant role in shaping sector agendas, including policy, strategy, program formulation (including evaluations of service delivery approaches), and the implementation of governance processes (including the establishment of learning alliances).

A case study of the application of strategic adaptive management in the form of transforming participants in governance, planning, and management into partners or collaborators to solve water problems in the city of Cape Town revealed that strategic adaptive management enables the co-creation of the vision of the city by a diverse range of stakeholders.

3.3 GOVERNMENT OF SCOTLAND

The case study is based on the report, which has two related objectives. The first is to give a summary of adaptive management examples that are in action from the UK and internationally to select the most appropriate approach for the Scottish institutional context and to communicate this approach to policy and management colleagues. Typically, adaptive management strategies include a set of universally applicable processes (and occasionally principles) that can be used at any scale spatial, temporal, or programmatic. The stakeholders in this case studies will be given suggestions for an adaptive management strategy, complete with processes and principles, to help them implement adaptive management, Macleod *et al*. (2016:9).

The second goal was to use these guidelines to create a framework for evaluating the case studies in their research on practical interventions to realize numerous benefits and manage trade. To provide a structured integration across the research deliverable, wider work package, and "Natural assets" topic, the evaluation methodology will be used to create a collection of questions that Main Research Provider (MRP) researchers can use in their case studies. By comparing the case studies in this way, the adaptive management evaluation framework based on conclusions obtained from the overview) should aid in achieving the goals of the larger research on integrated and sustainable management of natural assets, Macleod *et al*. (2016:15).

Adaptive management was used in Scotland, according to Macleod, *et al*. (2016:9), to learn from past mistakes and develop new approaches to addressing the root causes of biodiversity loss in the country. Because climate change was threatening biodiversity conservation initiatives, the adaptive management program was created to encourage the adoption of best practices in the face of the threat of climate change. The adaptive management strategy developed by the Scottish government placed a strong emphasis on regular monitoring and management modification to achieve the agreed-upon objectives.

The Scottish government has implemented a total of seven principles of adaptive management into their biodiversity management programs, which can be found here. These seven principles include, balance and cohesion, integration, prioritization, targeting, support, and learning are just a few of the principles that must be followed. According to Macleod *et al*. (2016:10), adaptive management in biodiversity conservation has been successfully implemented in Scotland, resulting in the effective utilization of natural resources to combat climate change as a result. Aside from bringing the Scottish government and other stakeholders together, the adoption of adaptive management facilitated collaboration among those who had previously avoided addressing the risks and threats posed by climate change.

The case study of the Government of Scotland places emphasis on regular monitoring and the seven principles mentioned above. With case of Zaka district, these principles can also be applied to aid the smooth implementation of learning and adaptive management principles. With aid of the MELARM framework, development organisations can also learn some ideas from this case study given the good tips mentioned above.

3.4 STUDY BY ARORA, ET AL. (2019) IN BANGLADESH

Due to multiple ongoing programs addressing climate change, DFID urged ACT (Action on Climate Today) in 2015 not to pursue work in Bangladesh. However, ACT was requested to re-evaluate opportunities to serve the Bangladeshi government in 2017. Given that the initiative would end in March 2019, it explicitly searched for possibilities that would replicate ACT's efforts and be doable to implement in a short amount of time. Given the limited time available in Bangladesh, ACT has learned from past countries that having a champion within the government and securing their support at every stage was essential to achieving results (Arora *et al*. 2019:22).

Therefore, ACT created a work stream around the requirements and preferences of the Cotton Development Board (CDB), a Ministry of Agriculture group that was enthusiastic about and committed to cooperating with ACT. As part of the value chain study, ACT organized a series of focus group talks with Bangladeshi cotton farmers. Learning papers bringing adaptive management to life, Practice-based learnings to comprehend how climate change will affect the entire cotton production cycle. A much wider body of work by ACT on identifying climate-compatible crops and the susceptibility of their value chains to climate change in six different places includes a part on the climate resilient value chain analysis (CRVCA) of the cotton crop (Arora *et al*. 2019:22).

In Bangladesh, Arora *et al*. (2019:23) conducted a study with the goal of determining whether and how lessons learned from the four Indian states of Assam, Bihar, Maharashtra, and Odisha, as well as the two Pakistani provinces of Punjab and Sindh, could be applied to reduce the country's vulnerability to climate change. The Bangladesh government provided funding for the research. Because of the success of disaster management in the four states, disaster management in Bangladesh has been modelled after them. It is stated in the report by Arora *et al*. (2019:23) that lessons learned from these areas include the fact that development programs must fully incorporate the necessity of utilizing local expertise and organizations to take the lead in program implementation, as well as the importance of embedding learning into adaptive programs. The country's disaster management strategies have been strengthened because of the adoption of these lessons in Bangladesh.

The concept of learning from other projects and all relevant stakeholders has been an area of focus in this study. The Ministry operates in all the districts in Zimbabwe, therefore Zaka district activities or lessons learned from Zaka district development projects can be used in other districts or lessons learned from other districts or counties can also be applied to programs in Zaka district.

3.5 CASE STUDY OF OXFAM IN TANZANIA

As an additional example of adaptive management methods, OXFAM and partners conducted research in the town of Chukua Hatua in Tanzania, where they used evolutionary approaches to decision-making, outcome mapping, and peer-to-peer learning to improve the government's responsiveness to citizens through the strengthening of civil society, Desai *et al.* (2016:13). The study's main objective was to determine how adaptive management was implemented in the program and what the results were in the end. According to Desai *et al*. (2016:17), as part of their work, the Chukua Hatua program implementers tested five strategies to promote active citizenship in Tanzania.

Constant piloting, on the other hand, resulted in resource waste and staff losing their initial enthusiasm, which prompted the development of three strategies to deal with the issue. Participating in learning events and engaging staff in monitoring and evaluation activities were among the strategies employed. Other strategies included leveraging outcome-harvesting to allow partners to identify progress markers and promoting cooperation with the Department for International Development (DFID) by inviting its staff to participate in learning events and monitoring and evaluation activities.

According to Desai *et al*. (2016:17), the program's success was attributed to the flexibility demonstrated by the program's implementers throughout the course of the program's implementation. A further significant contribution to the overall effectiveness of the program was made through the implementation of adaptive management components. These components included bottom-up decision making and data collection, among other things.

The ideas that were used by this case study can also be used by the Ministry in its development programs in aka district. The use of evolutionary approaches to decision-making, outcome mapping, and peer-to-peer learning can be critical to improve the outcomes and impacts of development programs in Zaka, however there will be need to include other principles as demonstrated by the MELARM approach in Chapter 6, section 6.5.

3.6 A CASE STUDY OF THE PASTORALIST AREAS RESILIENCE IMPROVEMENT PROGRAMME IMPLEMENTED BY MERCY CORPS IN ETHIOPIA

Adaptive management is also concerned with the application of technology in data collection and decision-making processes, both of which are important aspects of the process. A good example of this is found in Ethiopia, where Desai *et al*. (2016:24) presented a case study of the Pastoralist Areas Resilience Improvement program implemented by Mercy Corps in Ethiopia, which enabled bottom-up decision making and data collection through technologically driven approaches and enabled bottom-up decision making and data collection through technologically driven approaches. In addition to an online platform that stores all suggestions, approved program activities, and completed program activities in the form of an electronic concept note that can be accessed at any time, the system also includes a mobile application.

Because it was designed in such a way that anyone can suggest a new activity by uploading a brief concept note, anyone on the Mercy Corps team or from a partner non-governmental organization (NGO) can gain access to the information. Following submissions, the system notifies four approvers of the proposed activity, who are typically a budget holder, an intermediate results leader, an operational staff member, and a technical approver from the field. All four approvers must agree on the proposed activity for it to be approved by the system (Picon and Wild 2015:3). The system made it possible to implement inclusive programming by involving field staff, regional staff, and management from across partner organizations in programmatic decisions.

As a result of providing and storing real-time data about the program's progress that was easily accessible to every staff member throughout Ethiopia, the system also promoted progressive learning among all the program's implementation partners (Desai *et al*. 2016:24). Although initially perceived as a source of additional administrative burdens for employees, the system was later found to be ineffective in terms of encouraging employees to actively suggest activities and necessitating the use of the internet. The first two challenges were successfully overcome by providing specific training to staff members.

Even though the system has increased the efficiency of data management, decision-making, and communication, the lack of a reliable internet connection in these settings continues to be the most difficult obstacle to implementing the system in these environments.

The application of technology in data collection and decision-making processes resulted in the provision and storing of real-time data about the program's progress that was easily accessible to every staff member throughout the program implementation. Such practices can significantly assist with learning among all the stakeholders managing a program. This case study employed a good practice that can be used to ensure effective and efficient learning and adaptive management. The study also checked if the Ministry collect information in real time and how the information was stored and used for learning and adaptive management.

3.7 CASE STUDY OF THE SOMALI GIRLS' EDUCATION PROMOTION PROGRAMME IMPLEMENTED BY CARE INTERNATIONAL. CARE INTERNATIONAL IN SOMALIA

Furthermore, the efficiency with which monitoring, and evaluation systems are implemented has a direct impact on the effectiveness of adaptive management systems. For demonstrating this point, Desai *et al*. (2016:22) conducted a case study of the Somali Girls Education Promotion Programme, which was implemented by CARE International. For the program, CARE International developed an integrated monitoring system that included trackers for activity participation and adherence to the program's rules and regulations. Aside from that, the organization used participatory tools to gather information about how participants perceived and responded to challenges at work.

Several online toolboxes, such as KoBo, were used to collect real-time data and to establish short-term feedback loops, which allowed the system to improve its overall performance over time. A major emphasis was placed on monitoring a sampled group of program participants and on focusing on specific indicators that were developed in tandem with the needs of donor organizations, according to Care International (CARE). Despite the success of this approach, Desai *et al*. (2016:21) assert that the program encountered some difficulties, including a large volume of data that needed to be analysed in a short period of time, the absence of research and data analysis skills among the team members, and a lack of resources.

This was addressed by Care International's monitoring and evaluation specialist, who made frequent field visits, made significant investments in employee training and capacity building, and aided with data analysis processes, among other things. It was also necessary to hold regular meetings with partners to discuss data challenges and to make decisions about how to improve the monitoring and evaluation system and the program, all of which were unanimously agreed upon.

The above case study shows that an application of a comprehensive monitoring system by the Ministry with indicators for active participation and adherence to the norms and regulations of the program and the use of technology to gather real-time data can create quick feedback loops, which helps programs to become more effective over time. The study also shows that monitoring indicators is also critical to the success of a development program. This study used the concepts raised here but came up with a comprehensive approach to learning and adaptive management.

3.8 LEARNING ALLIANCE APPROACH IN GHANA

Establishing the importance of the Learning Alliance Approach in affecting learning and adaptive capacity in Ghana's rural water sector was the goal of the study. The study was also designed to evaluate the Learning Alliance Platform's effectiveness and viability as a platform for sector learning at the national, regional, and district levels. A desk study and interviews were conducted as part of the research methodology to learn more about the learning alliance strategy and how it has been used at the national, regional, and district levels in Ghana's WASH sector (van Soest *et al*., 2015:2).

The purpose of the study was to examine the historical evolution of the learning alliance strategy and the efficient application of the learning alliance platform over the course of the past ten years at the national, regional, and district levels in the Ghanaian WASH sector. Additionally, the study employed focus group talks to gather opinions and first-hand accounts from different sector players regarding the efficacy of the strategy and the platform in fostering sector learning and the adoption or upscaling of innovations in practice, policy, and technology (van Soest, *et al*. 2015:2).

An evaluation of the learning alliance approach in Ghana was conducted by van Soest *et al*. (2015:3), and the findings revealed that learning platforms have played a significant role in shaping sector agendas, including policy, strategy, program formulation, reviews of service delivery approaches, and the implementation of governance processes. Apart from that, the learning alliance system aided in the development of procedures, standards, and monitoring frameworks for the application of sector financing and technology. The organization also made a significant contribution to the promotion of collaborative action, the incorporation of agreed delivery approaches into the design of new programs, the incorporation of agreed delivery approaches into existing programs, and the review of non-conforming, unapproved methodologies and technologies.

According to van Soest *et al*. (2015:3), several factors hinder stakeholder participation in learning, including a lack of enforcement mechanisms for non-compliance with sector guidelines and standards, which discourages participation in learning alliances, inconsistency by stakeholders, who send different representatives at different times in different platforms, which makes cohesion and follow-ups difficult, and a lack of funding for some stakeholders at the regional level. van Soest *et al*. (2015:3), taking this into consideration, recommend that an agreed-upon framework be established to guide the learning and adaptive management processes, as well as the establishment of formal structures to encourage orderly and well-organized learning.

The study covered all important aspects of learning and the learning processes including the learning agenda. The study was influenced by the above processes and findings however the study went further to include other aspects for learning such as the setting up of the learning agenda as well as conducting the pause and reflect sessions. This study covers only one component of an effective learning and adaptive management mechanism, which is learning, a detailed approach is discussed and illustrated in Chapter 6, section 6.5.

3.9 CASE STUDY OF THE CITY OF CAPE TOWN: SOUTH AFRICA

An important part of any strategy for improving service delivery is the use of adaptive management techniques. Frame, Clifford-Holmes, Winter and Davies (2018:9) present a case study of South Africa in which strategic adaptive management was used to improve water services that had previously been a problem because of top-down approaches to water challenges that had been implemented by the South African government since apartheid. Participants in governance, planning, and management were transformed into partners or collaborators because of the implementation of this strategic plan. Instead of being passive recipients of water services, they evolved into active citizens who participated in the decision-making processes of their respective local government organizations.

As previously stated, the application of strategic adaptive management to solve water problems in the city of Cape Town revealed that strategic adaptive management enables the co-creation of the vision of the city by various stakeholders, as explained by Frame *et al.* (2018:10). Because of the adoption of strategic adaptive management, flexibility has been enhanced, allowing for the adoption of new practices and technologies to improve service delivery. Strategic adaptive management has facilitated the adoption of new practices and technologies to improve service delivery.

The study in Zaka district also investigated the application of strategic management and adaptive management. Lessons were also drawn from the case study of the City of Cape Town, on its application of adaptive management on service delivery. The case study however does not cover all the important aspects of the best practices on learning and adaptive management hence the emergency of the MELARM approach.

3.10 CONCLUSION

Chapter 3 revealed some of the best practices of Learning and Adaptive management for efficient and effective management of development programs from around the world. The approaches and or the models that they used were clearly articulated. Each case study is distinct and utilized various learning and adaptive management strategies. However, a wide framework called Monitoring, Evaluation, Learning, Adaptive and Risk Management Framework (MELARM) was established as a method that can be used to manage development programs effectively and efficiently. The study utilized some of the principles from these case studies.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter will present the research methods for the study. The chapter will outline how the research will be conducted, how data will be collected, analysed, and presented. The chapter also covers the theoretical framework that supported the research method for the study which is the positivism paradigm, the advantages and disadvantages of this approach is also discussed in the sections below. The chapter further covers how the target population of the study was determined and who forms the target population of the study. The limitations of the study are also discussed in detail in the sections of this chapter below.

4.2 RESEARCH METHODOLOGY

A research methodology is a philosophical stance of worldview that underpins and informs the way research is conducted (Sapsford and Jupp 2006:3). In addition, Almalki (2016) goes on to explain that a research methodology refers to the various techniques, methods, and procedures that are employed while conducting research.

The case study method was selected for this investigation. As a case study, an empirical investigation is conducted to learn more about a contemporary phenomenon in its real-life context, particularly when the distinctions between the phenomena are unclear (Kabir 2016:121).

When it comes to delivering the objectives of development programs, the study investigated how learning can assist decision-makers in developing sound processes. The purpose of this study was to determine whether there are any shifts away from traditional management techniques toward learning and adapting, which was accomplished through the formation of partnerships between program managers and all relevant stakeholders. Finally, the study aimed to develop new strategies for dealing with uncertainties in development programs, as well as to draft a clear model for risk management, leaning, and adaptive management that can be used to direct managers in the direction of achieving desired objectives through improved program management.

4.3 RESEARCH PHILOSOPHY

A research philosophy reflects one's understanding of a phenomenon under investigation, whether from a quantitative or qualitative standpoint (Saunders, Lewis, and Thornhill 2009:106). A research methodology and design to be used, as well as the researcher's knowledge and experience, are all clarified because of this process Tashakkori and Teddlie, (2010:4). The research philosophies identified by Zukauskas, Vveinhardt, and Andriukaitienė (2018:125) are ontology, epistemology, axiology, and pragmatism, according to the researchers. Choosing between ontology and epistemology, is unrealistic in contemporary research practice because the research problem and the questions to be answered are the most important determinants of which philosophy should be used in the research. Because adaptive management is context specific and a current topic in the development discourse (Wild and Booth 2016:7), the research adopts a positivism approach as its guiding philosophical framework.

4.4 POSITIVISM

The positivist paradigm, which is based on the philosophical ideas of August Comte, a French philosopher, that form the foundation of the positivist paradigm of exploring social reality. According to him, observation and reason are the most effective tools for understanding human behaviour; true knowledge is based on sensory experience and can be gained through observation and experimentation, according to him. The positivists believe that reality is objectively given and that it can be measured using properties that are independent of the researcher and his or her instruments; in other words, they believe that knowledge is objective and quantifiable at the ontological level. Positivistic thinkers employ scientific methods and systematize the knowledge generation process with the aid of quantification to improve precision in the description of parameters and the relationship between them. Positivistic thinkers believe that knowledge can be gained through experimentation and observation. It is the goal of positivism to discover the truth and communicate it to others through empirical means (Henning, Van Rensburg, and Smit, 2004 as cited by Antwiand and Hamza (2015:218)

Quantitative methodology is based on the positivist research paradigm as its foundation. Positive paradigm research methodology must be objective or detached to be consistent with the realist/objectivist ontology and empiricist epistemology of the positivist paradigm.

The emphasis must be placed on measuring variables and testing hypotheses that are linked to general causal explanations (Sarantakos, 2005; Marczyk, DeMatteo and Festinger, 2005) cited in Antwiand and Hamza 2015:221). Positivist research employs experimental designs to measure effects, particularly through group changes, to reach conclusions. According to Neuman (2003) and Sarantakos (2005) cited in Antwiand and Hamza (2015:221), data collection techniques are primarily concerned with gathering hard data in the form of numbers so that evidence can be presented in a quantitative format. Specifically, truth in positivist inquiry is attained through the verification and replication of observable findings (Guba and Lincoln, 2005 cited in Antwiand and Hamza 2015:221), variable manipulation of the research objects and the application of statistical analysis (Guba and Lincoln, 2005 cited in Antwiand and Hamza 2015:221). Positivists, on the other hand, stress the importance of employing valid and reliable methods to describe and explain events.

According to Park *et al*. (2020:690), in science, positivism is aligned with the hypothetico-deductive model, which builds on the verification of a priori hypotheses and experimentation by operationalizing variables and measures; the results of hypothesis testing are used to inform and advance scientific knowledge. According to positivism, studies should aim to identify explanatory associations or causal relationships through quantitative approaches, with empirically based findings from large sample sizes being favoured. In this regard, generalizable inferences, replication of findings, and controlled experimentation have all been principles guiding positivist science for several years. When testing a priori hypotheses, positivism employs the hypothetic deductive method, which is often stated quantitatively, and from which functional relationships can be derived between causal and explanatory factors (independent variables) and outcomes (dependent variables). Research conducted by positivists, on the other hand, is not always quantitative in nature. For example, a qualitative analysis of an experimental study examining the effects of an intervention falls under the purview of the positivist paradigm.

According to Jaja and Cornelius, and Omiete. (2022:226), the positivist claim to objective knowledge implies that humans are inert and unchangeable. This is not the case, however, because people change. A person can answer yes or no to a questionnaire question and then change their mind or perspective later by answering yes. It is then unjustifiable to hold on to the person's previous opinion while claiming objective knowledge. Another weakness of positivism is that it is preoccupied with the search for generalizable rules. The assumption of determinism, which serves as the foundation for their search for generalizable laws, is incorrect. Because the concept of ethics and morality is predicated on the notion that humans could make decisions and should be held accountable for their actions, if human beings are forced to act in accordance with some law, the concept of ethics and morality will be rendered meaningless. In fact, humans are not predetermined; rather, they are autonomous beings capable of making their own decisions. We all see things differently, which is why there is such a wide range of viewpoints. The study will be guided by the above principles of povetisim.

4.5 RESEARCH DESIGN

A research design is the choice made by the researcher in selecting the approaches to be used in a study (Sileyew 2019:2). The research design defines how the information to answer research question was collected. It can also be referred to the glue that holds the research defining, a plan, a strategy on how data was be collected and analysed, thus it is the blueprint for the research to derive specific solutions to the problem under study (Islamia 2016:68). The research adopted the quantitative research methods despite havening initially planned for a mixed method approach which was abandoned during data collection because of strict COVID-19 lockdown rules during data collection in Zimbabwe

4.6 QUANTITATIVE RESEARCH DESIGN

As defined by the American Psychological Association, quantitative research is the collection of data so that information can be quantified and subjected to statistical treatment to support or refute alternative claims (Apuke 2017:41). Quantitative research is concerned with numerical data, and conclusions are drawn based on the amount of data collected. The quantitative research data, according to Kabir (2016:203), is gathered through experiments, questionnaires, and surveys, among other methods. Because quantitative research is subjective and deductive in nature, data is analysed using statistical software packages such as STATA, SPSS, R, or Excel, which are available for free online Kabir (2016:203).

The quantitative data drawn from the questionnaire responses from the beneficiaries of the interventions being implemented by the Ministry of Women Affairs, Community, Small and Medium Enterprise Development (MWACSMED) in Zaka district will be analysed using SPSS and Excel in this study.

The advantages of quantitative research include the use of statistical data as a time and resource saver, as well as the ability to generalize because of this approach. Researchers' detachment from participants, on the other hand, makes it extremely difficult to conduct an in-depth study of the phenomenon in its natural environment, which is why mixed methods were used in this study, Daniel (2016:94).

4.7 VALIDITY

The validity of the data collected describes how well the data collected covers the actual area of investigation (Taherdoost 2016:28; Noble and Heale, 2019:67). As a fundamental component of any form of assessment that is reliable and accurate, validity can be considered (Mohajan 2017:1). The validity of a study is determined by comparing the results to established theories and other measures of the same concept, among other things.

Bolarinwa (2015:195) describes several types of validity, including face validity, construct validity, content validity, and criterion validity. Face validity is the most common type of validity (which could be concurrent and predictive validity). Considering the advantages of the quantitative research methods, quantitative approach is used in this study, which increases the validity of the results through verification of the findings. The study will ensure validity.

4.8 RELIABILITY

The degree to which a measurement of a phenomenon produces a stable and consistent or dependable result is defined as the reliability of the measurement (Taherdoost, 2016:33). It is, in essence, the ability of research findings to be repeated or replicated. According to Kubai (2019:3), when a researcher conducts a study under specific conditions, and then conducts the same study for a second time and obtains the same results, the data is said to be reliable. Kubai (2019:3) defines reliability as the ability to produce the same results repeatedly.

Testing for reliability is essential because it refers to the consistency of a measuring instrument's performance across its various components (Taherdoost 2016:33). Random error and systematic error both have an impact on the reliability of a data instrument (Kubai 2019:3). The reliability of the data from questionnaires completed by beneficiaries of interventions being implemented by the Ministry of Women Affairs, Community, Small and

Medium Enterprise Development (MWACSMED) in Zaka district was assessed using the SPSS software package, which is available for free download.

4.9 QUESTIONNAIRE AS A MEASURING INSTRUMENT

Using a questionnaire as a measuring instrument, the researcher was able to collect information from participants. A questionnaire is a research instrument that consists of a series of predefined questions and other prompts for the purpose of gathering information from participants (Kabir 2016:208). If you want to get the best response rate, you should order your questions from least sensitive to most sensitive, from factual and behavioural to attitudinal, and from more general to more specific information (Kabir 2016:209). The respondent is asked to come up with his or her own answer in an open-ended question, whereas a closed-ended question requires the respondent to choose one of several provided options (Kabir 2016:208). This study made use of a questionnaire that contained only closed-ended questions. Based on the above, the study was done using a questionnaire.

4.10 STRUCTURE OF THE QUESTIONNAIRE

The study made use of questionnaire surveys for collecting primary data from the respondents. The questionnaire comprised of closed ended questions only. The questionnaire is divided into 10 sections and each section has several questions. The structure of the questionnaire is listed below:

- Biographical information
- Problem Statement
- Stakeholder Engagement
- Planning
- Implementation
- Monitoring
- Evaluation
- Leaning
- Adaptive management
- Challenges faced by the Ministry

4.11 SAMPLING

The term sample is defined by Male (2016:3) as a representative sub-group of the population that can be surveyed to draw accurate conclusions about the population. Sampling is a method in which a subset of the population is carefully selected to respond to survey questions, as in the case of a poll (Young 2015:6). The primary goal of sampling is to provide an estimate of a population parameter and to test a hypothesis, and this is accomplished through random sampling (Kabir 2016:170). The following are some of the advantages of sampling (Kabir 2016:170):

- You'll save both time and money
- Make it possible to collect comprehensive data
- Enable more accurate measurement because it is carried out by investigators who are well-trained and experienced
- The only way to collect data when a population contains an infinite number of members is through sampling
- In some situations, sampling is the only method of data collection
- It allows for the accurate estimation of sampling error

The study used sampling to determine the target population of the study because of the above advantages that it brings to the field of research.

4.11.1 Probability sampling

When a probability sample is selected, it ensures that each unit in a population has an equal and positive chance of being chosen from the sample (Young 2015:6; Kabir 2016:171). Probability sampling increases the likelihood of obtaining a representative sample while decreasing the likelihood of obtaining a sampling error, in which the sample does not accurately represent the population (Young 2015:6). Probability sampling includes techniques such as simple random sampling, systematic random sampling, stratified random sampling, and cluster/multistage sampling, among others.

4.11.2 Non-probability sampling

It is possible to use non-probability sampling to select participants or units of the population by grouping the samples in a way that does not give all participants or units in the population equal chances of being selected (Etikan and Bala 2017:1) non-probability sampling techniques include convenience sampling, purposive sampling, quota sampling, and snowball sampling, to name a few examples (Showkat and Huma 2017:8). Based on the sample of 17 participants, and the availability of resources, the study concluded that the target population will be as discussed in detail in the section below.

4.12 THE TARGET POPULATION AND SAMPLING

The questionnaire was distributed to 85 officials from MWACSMED, and 25 beneficiaries of programs managed by the Ministry in the Zaka district as part of the research. The study reached the above population because of limited resources and the small number of people employed by the Ministry. The study covered all of Zaka district and all the five areas covered by the five chiefs participated in the study. The researcher could have targeted a larger number of participants, but there are only a limited number of staff members available since some of the positions have been frozen and the government is not hiring. The study was conducted during the COVID-19 lockdown and due to the restrictions imposed by COVID-19 lockdown rules in Zimbabwe, it was not easy to travel and reach out to participants.

Purposive sampling was used by the researcher to ensure that all representatives of the MWACSMED who oversee development programs in the Zaka district at various levels were included in the study. As previously stated, the study involves the completion of a questionnaire that takes approximately 15 to 20 minutes to complete, and this was done at the convenience of the participant. The information was gathered using Google forms, with participants receiving the link to the form either via email or WhatsApp.

MWACSMED's National Office approved the researcher's request to proceed with the study after he submitted the gatekeeper's letter to it. It was this letter that was forwarded to the Provincial and District offices, as well as influential community leaders, who all agreed that the researcher was authorized to conduct the research in the Zaka district. In addition, the researcher provided each respondent with a letter of informed consent to ensure that they were fully informed. The confidentiality and anonymity of the participants' responses were maintained by not including any personal information about them in the presentation of the findings. A translated letter of Information and Consent (into Shona), a questionnaire, and an interview schedule were also shared; it was the respondent's choice whether to respond in English or Shona in response to the questionnaire.

4.13 PILOT STUDIES

A pilot study is a small-scale version of a planned study that is conducted with a small group of participants who are like those who will be recruited later in the larger scale study on a larger scale (Doody and Doody, 2015:1054).

Pilot studies are carried out to allow researchers to test and evaluate the effectiveness of their planned data collection tools prior to implementing the study's main procedures and procedures. The study was piloted with a sample size of 10% of the targeted population in the beginning.

4.14 DATA COLLECTION

Data collection was done using Google forms. The links were sent to participants through WhatsApp platform, less than 3% of the participants completed hard copies of the questionnaire and the information was then saved as an Excel document where data cleaning was conducted. The data was then exported to SPSS for further analysis.

4.15 DATA ANALYSIS

The quantitative information gathered was entered into an Excel spreadsheet. The quantitative data was analysed with the help of SPSS and Microsoft Excel. The findings were presented in the form of tables and graphs. The data from the tables and graphs was analysed to produce meaningful information for this study.

The data collected from the research participants was entered into an electronic database, and descriptive statistics were used to describe the findings of the study accurately and correctly, as well as to summarize the findings of the study. In this case, descriptive statistics were chosen because they allowed the researcher to present and share his or her findings quantitatively using tables and graphs. Because both inferential and descriptive statistics make use of the same data, the researcher used inferential statistics to generalize about the research to a larger group of participants in the study.

4.16 RESEARCH ETHICS

Kabir (2016:520) defined research ethics as a set of standards for how researchers and research organizations should conduct themselves when dealing with research participants, other researchers, and other stakeholders, as well as the users of their research and the public. The following are examples of ethical issues: informed consent, privacy, and confidentiality (Kabir, 2016:520; Bassey and Owen, 2019:1295,1298) making procedures, methods, and findings transparent so that they can be assessed, safety, and risk; referring to guidelines and codes of conduct relevant to the research being conducted (Kabir, 2016:520; Bassey and Owen, 2019:1295, 1298).

Participation in the study was entirely voluntary, and participants were free to withdraw from it at any time, without having to give a reason, and without incurring any prejudice or adverse consequences. The information that they provided was only used for research purposes, and it was aggregated with other responses, with only the overall or average information being used as the result. The identities of participants and the content of their individual responses were kept completely confidential; the researcher did not in any way request the names or identification numbers of participants.

There were no direct benefits received by the participants, and they did not receive any monetary or other types of remuneration for their participation in the study, nor was any compensation paid to any of the participants for their participation in the study. However, the study produced a model for learning, adaptive management, monitoring, and evaluation that can be used to ensure that development programs are implemented efficiently and effectively. The researcher paid for all the expenses associated with the study. Prior to commencement of the research, the researcher obtained an ethical clearance certificate and a letter for the gatekeepers from the Durban University of Technology.

The researcher used purposive sampling to accommodate all representatives of the MWACSMED who are managing development programs in Zaka district at different levels. As indicated above, the study involves the completion of a questionnaire that takes about 15 to 20 minutes, and that was done in the participant’s own time.

The researcher submitted the gate keeper’s letter to the National office of the MWACSMED who gave the researcher a go ahead to proceed with the study. The researcher took the letter to the Provincial, District offices and influential community leaders who should give permission to the researcher to conduct the research in Zaka district.

The researcher gave each of the respondent a letter of informed consent to ensure informed consent in this study. Confidentiality and anonymity of the participants’ responses were maintained by not making direct references to their personal particulars when presenting the results. A translated letter (into Shona) of Information and Consent, Questionnaire was shared to those must be attached to the participants, it was their choice to respond in English or Shona.

In terms of risk, the researcher does not see or anticipate any foreseeable risks or discomforts to your participation in the study. The researcher did not anticipate any research related injury.

The information collected from the participants was used for research purposes and was aggregated with other responses and only the overall or average information was used. The findings of the research will be shared with the Ministry and the findings will also be used for academic purposes. A copy of the final document was shared with each participant for their records.

The information collected will be safely stored on an external hard drive and will be kept for maximum of five years before being discarded. Only the researcher will have access to the information. The hard dive will be locked with a password.

4.17 LIMITATION OF THE STUDY

Limitations of the study included:

- The study is restricted to Officers and beneficiaries of the interventions being implemented by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in Zaka district only which makes generalisation difficult.
- The study was done in one Province, due to limited resources.
- The study only used the quantitative approach because of COVID-19, face to face interviews couldn’t take place.

4.18 CONCLUSION

This chapter focussed on the research design and research methodology used to attain the aims and objectives of the study. This study adopted the quantitative approach. Data were captured on Excel and analysed using SPSS and Excel. Graphs and tables were used to explain the results. Finally, the research was ethically conducted.

The study was done in one Province, due to limited resources. The study was based on voluntary participation. Participants were not put under pressure in any way to answer any question they feel uncomfortable with. Participants were informed verbally and in writing about the procedures involved in the study and they were requested to sign an informed consent form that clearly describes their right to not participate and to withdraw from the study. Data from the participants was handled in a confidential manner as the identity of the organisations and participants involved in the study were not revealed or discussed in the study.

CHAPTER 5: DATA ANALYSIS AND INTERPRETATION OF RESULTS

5.1 Introduction

Chapter 5 presents and interprets the results and discusses the findings. Data was coded to convert results from the questionnaire into meaningful categories for data analysis. The findings that were obtained through the questionnaires were checked for consistency and completeness. The data was analysed with SPSS version 27 and the results are presented in the form of descriptive statistics using graphs and cross tabulations. The study also used Cronbach's Alpha calculation and interpretation which is a measure of internal consistency of a survey. The target population for the research questionnaire comprised 110 participants and 108 (98% of the targeted population) participants completed the questionnaire, which enhances the validity of the study.

5.2 Reliability statistics

Cronbach's Alpha is a measure of internal consistency of a survey. Internal consistency is defined as how a survey questionnaire is constructed to test or measure certain aspects. The Cronbach's alpha should be in the ranges of (0-1), where an alpha that is closer to one indicates that the survey questionnaire is reliable and if closer to zero reconstruction of the questionnaire is advised. For the administered questionnaire the Cronbach's Alpha was computed using the Excel data analysis tool pack and this was done for each question as shown in the Table below.

Table 5.1: Cronbach's alpha and interpretation

Question description	Computed Cronbach's Alpha	Comment
Q1-The Ministry's programs and programs	0.89	Good
Q2-The Ministry	0.87	Good
Q3-Problem assessment	0.90	Excellent
Q4-Stakeholder engagement	0.95	Excellent
Q5-Planning	0.96	Excellent
Q6-Implementation	0.92	Excellent
Q7-Monitoring	0.94	Excellent
Q8-Evaluation	0.94	Excellent
Q9-Learning	0.92	Excellent
Q10-Adaptive management	0.94	Excellent
Q-11-Challenges	0.92	Excellent

Key: [alpha <0.5]-Unacceptable, [0.5<= alpha <0.6]-Poor, [0.6<= alpha <0.7]-Questionable,

[0.7<= alpha <0.8]-Acceptable, [0.8<=alpha <0.9]-Good and [0.9<= alpha]-Excellent

5.3 Biographical data

5.3.1 Gender Distribution

The distribution of respondents according to gender had 55% being male respondents and 42% being female respondents. However, 3% preferred not to indicate their gender. Figure 5.1 below shows the results. The gender distribution results were partially dominated by men with women contributing 42%. This seems to be less than expected given that this is the Ministry responsible for gender equality in Zimbabwe. The participation of women, who account for more than half of the world's population, is essential to the achievement of long-term development goals. Women possess the same level of intellectual and artistic abilities as their male counterparts. Therefore, we must alter our perceptions of imposed stereotypes and the division of labour to be more productive. Women must be accorded the same rights that men are accorded. In order for all forms of discrimination against girls and women to be eliminated, governments and civil society organizations must collaborate. Increasing the status of women must be a priority for them to be able to fully participate in the process of social and economic development. Parity between men and women must be achieved in all areas of administration and political life (Traoré 2021:17).

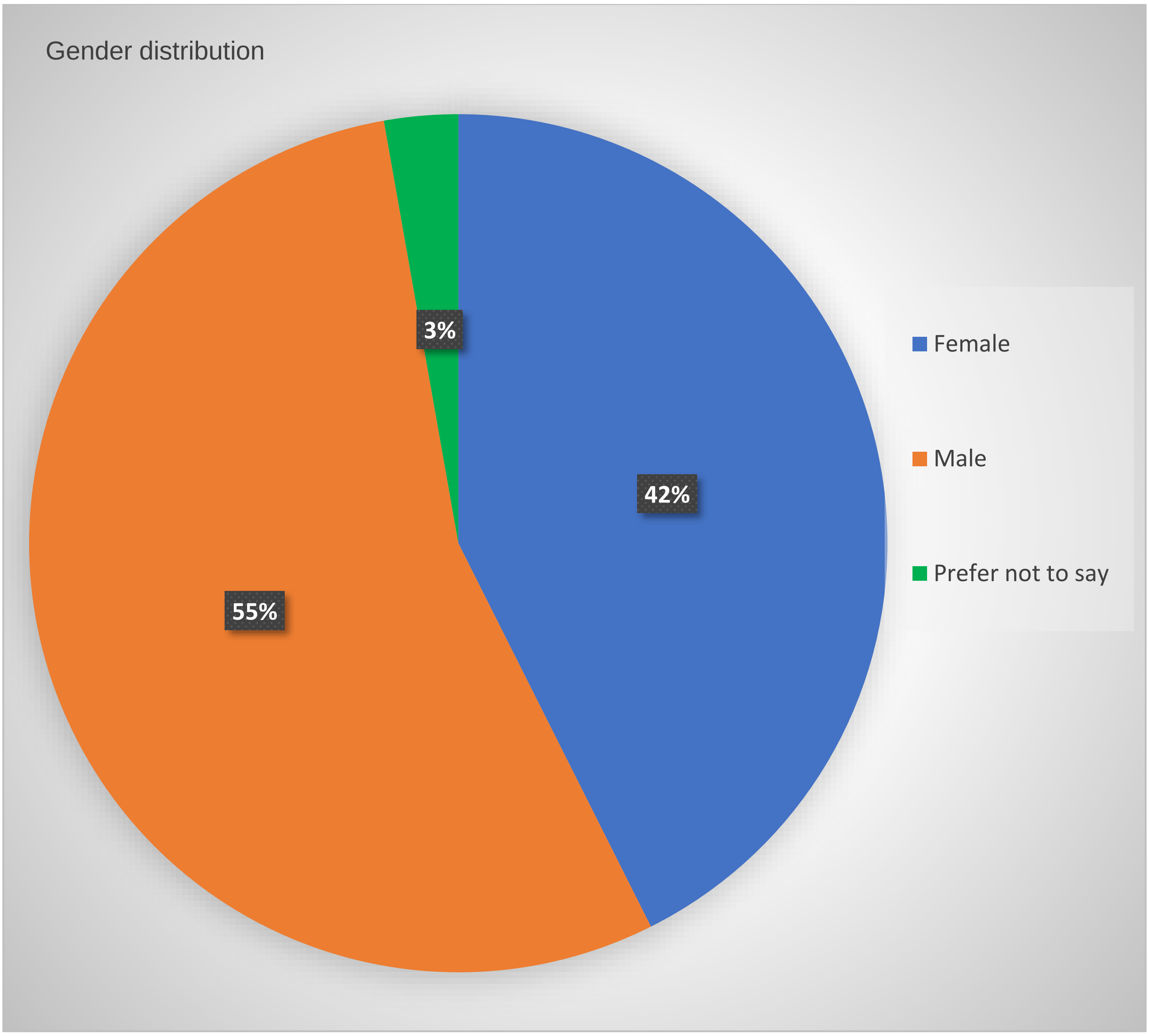


Figure 5.1: Gender distribution

5.3.2 Age Distribution

The age distribution graph shows that most respondents were mainly in the age range of 36-40 years (23.1%). The next common age group among participants was the 31-35 years

(19.4%) followed by the 26-30 and 41-45-year groups that both had 18.5% of the respondents. Fewer respondents were found in the 18-25 years (2.8%) and the above 46 age group which had a collective total of (17.6%). The study did not have any issues nor was it affected by the age of the participants; however, the results shows that most of the participants fall under the working group of any given population which gives confidence in the results of the study since the target population was the working class. The graph below shows the detailed results.

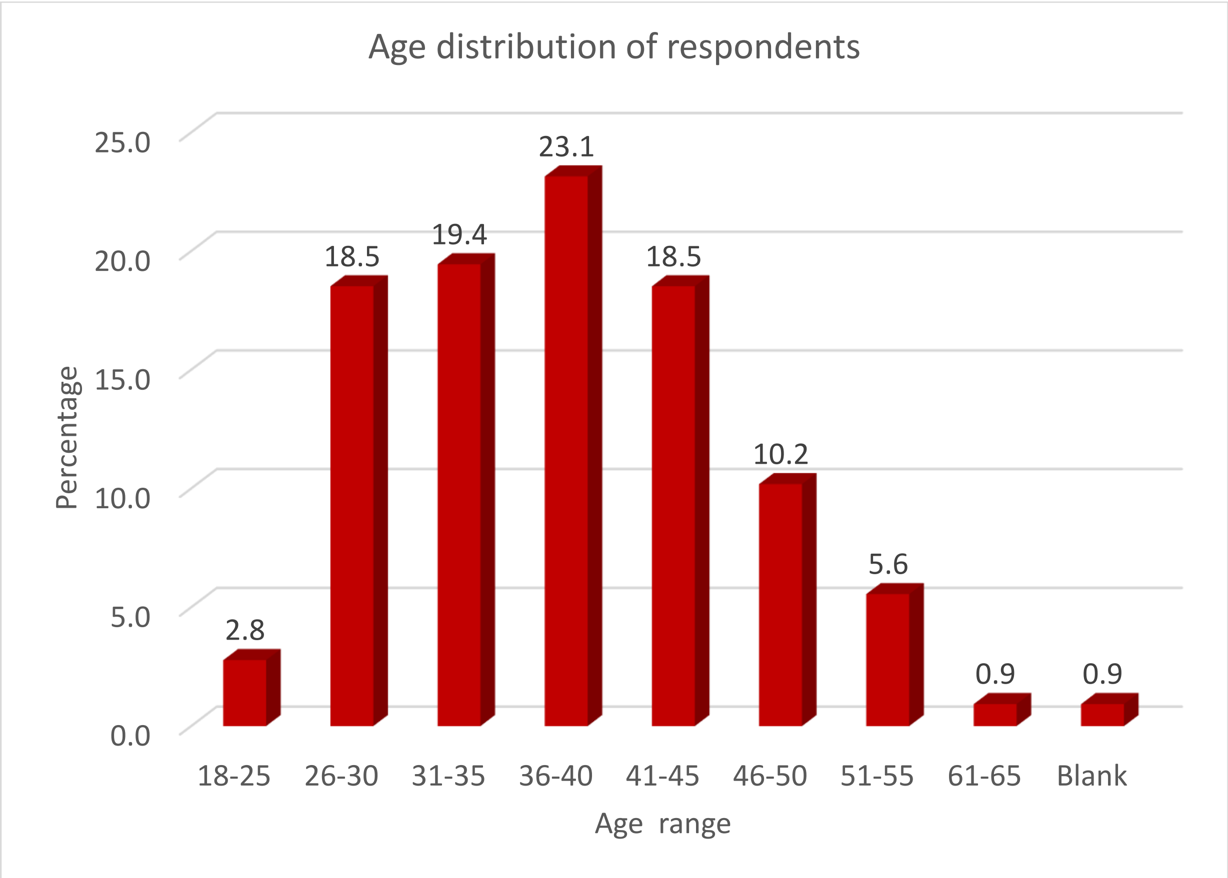


Figure 5.2: Age distribution

5.3.3 Race Distribution

The race distribution of respondents had 83% of the respondents being Black African and only 17% chose not to reveal their race. The race distribution for the study reflects the situation on the ground in Zimbabwe. This however did not affect the outcome of the study since the study was not in any way checking or asking questions that had issues to do with race.

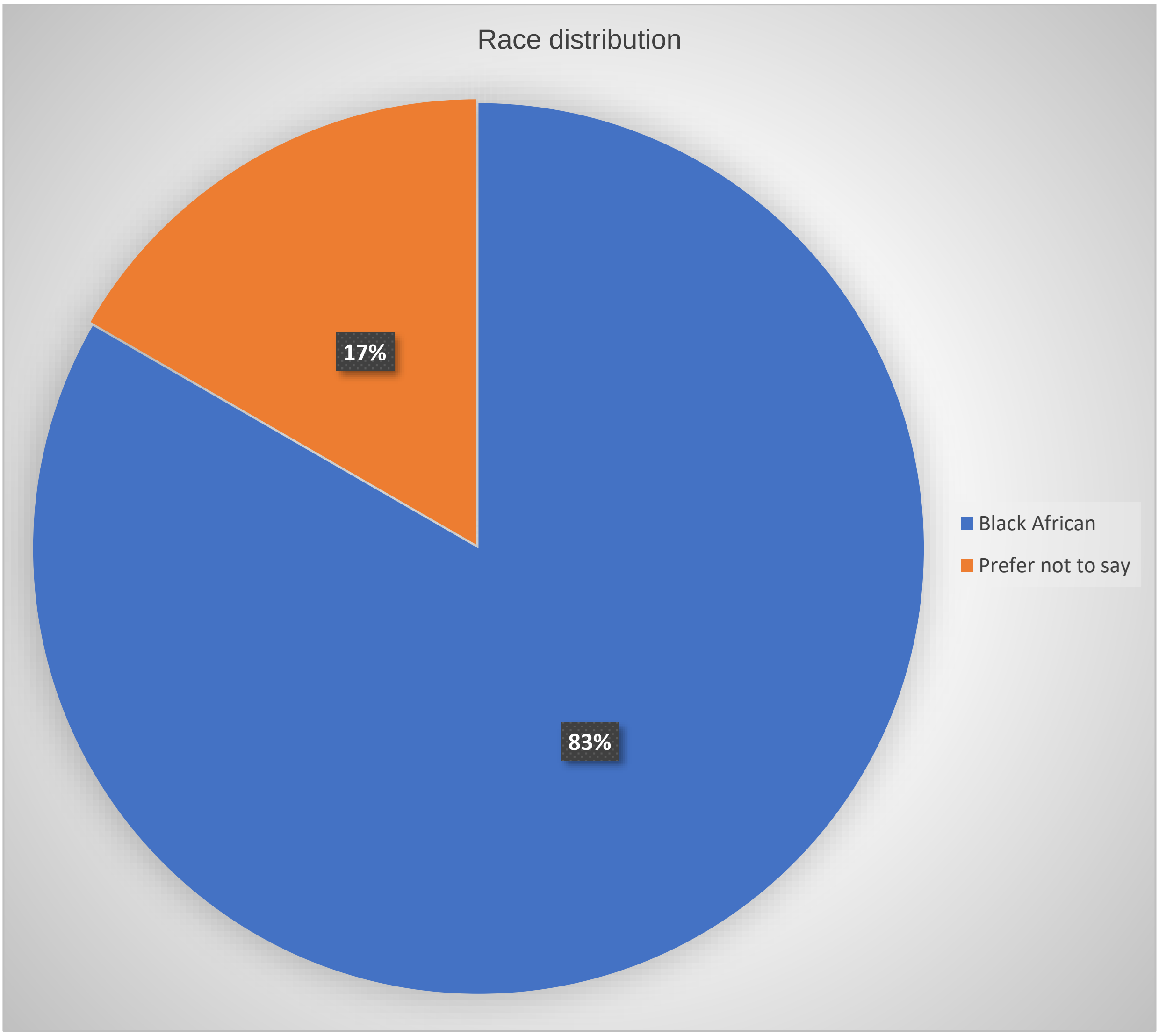


Figure 5.3: Race distribution

5.3.4 Qualifications

The highest number of respondents possessed at least a degree qualification as indicated by 48.1%. There was an almost even distribution on the respondents who held either a certificate, diploma, or master's degree. However, 14.8% of the respondents chose not to say what their highest qualification was. Most of the participants had a degree, which clearly indicates that the respondents could read and understand the instructions and the requirements of the questions as well as answering the questions. Only 14.8% of the respondents preferred not to indicate their level of education. This however did not affect the completion of the questionnaires since the researcher provided both the questionnaires translated in both languages.

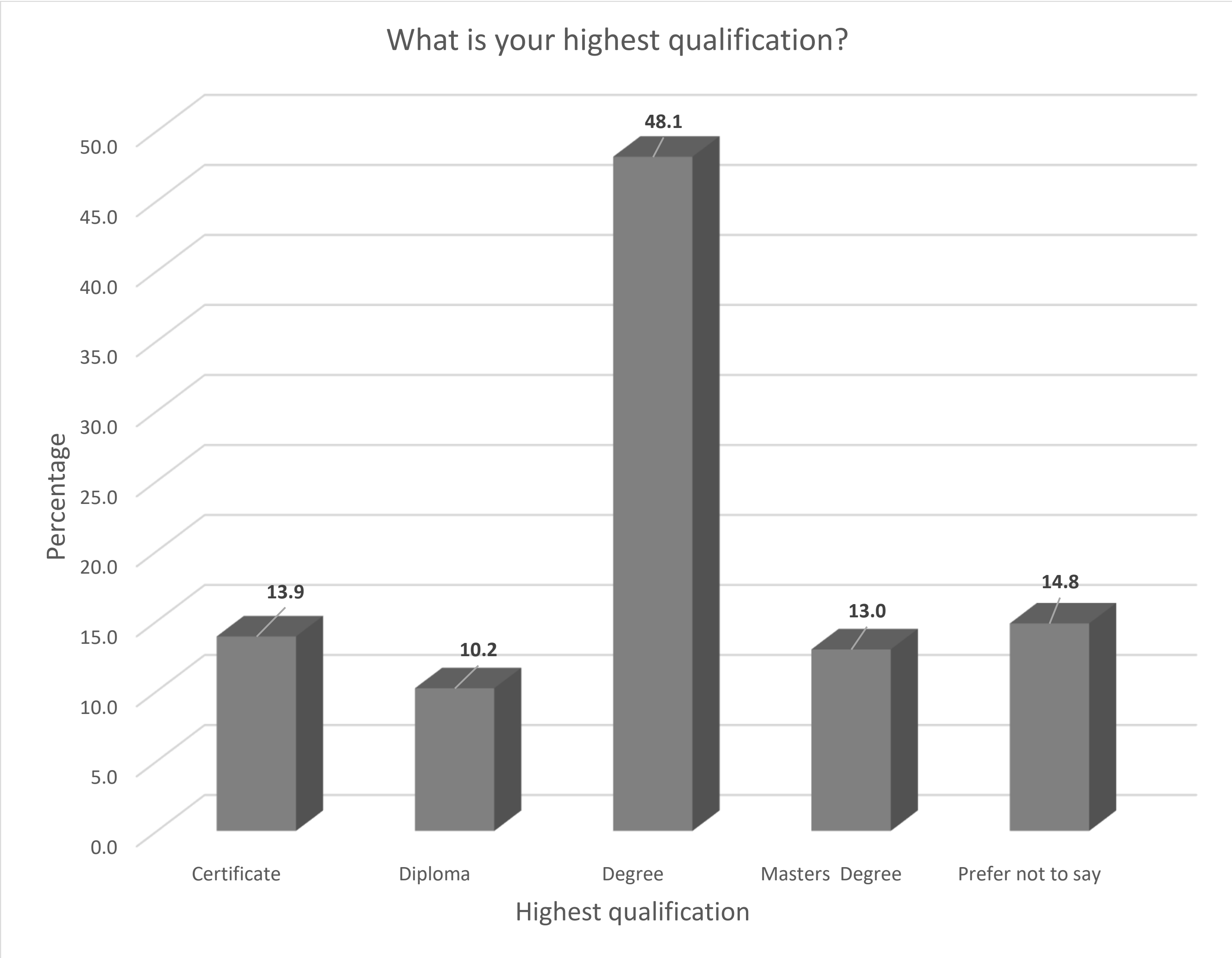


Figure 5.4: Highest qualification

5.3.5 Ministry, Organisation or Department

The distribution of the name of organisation that a responded belonged to had 79% of the respondents being employees of the Ministry of Women Affairs, Community, Small and Medium Enterprises Development while the remaining 21% were beneficiaries. This result shows that the study reached it targeted population as initially planned.

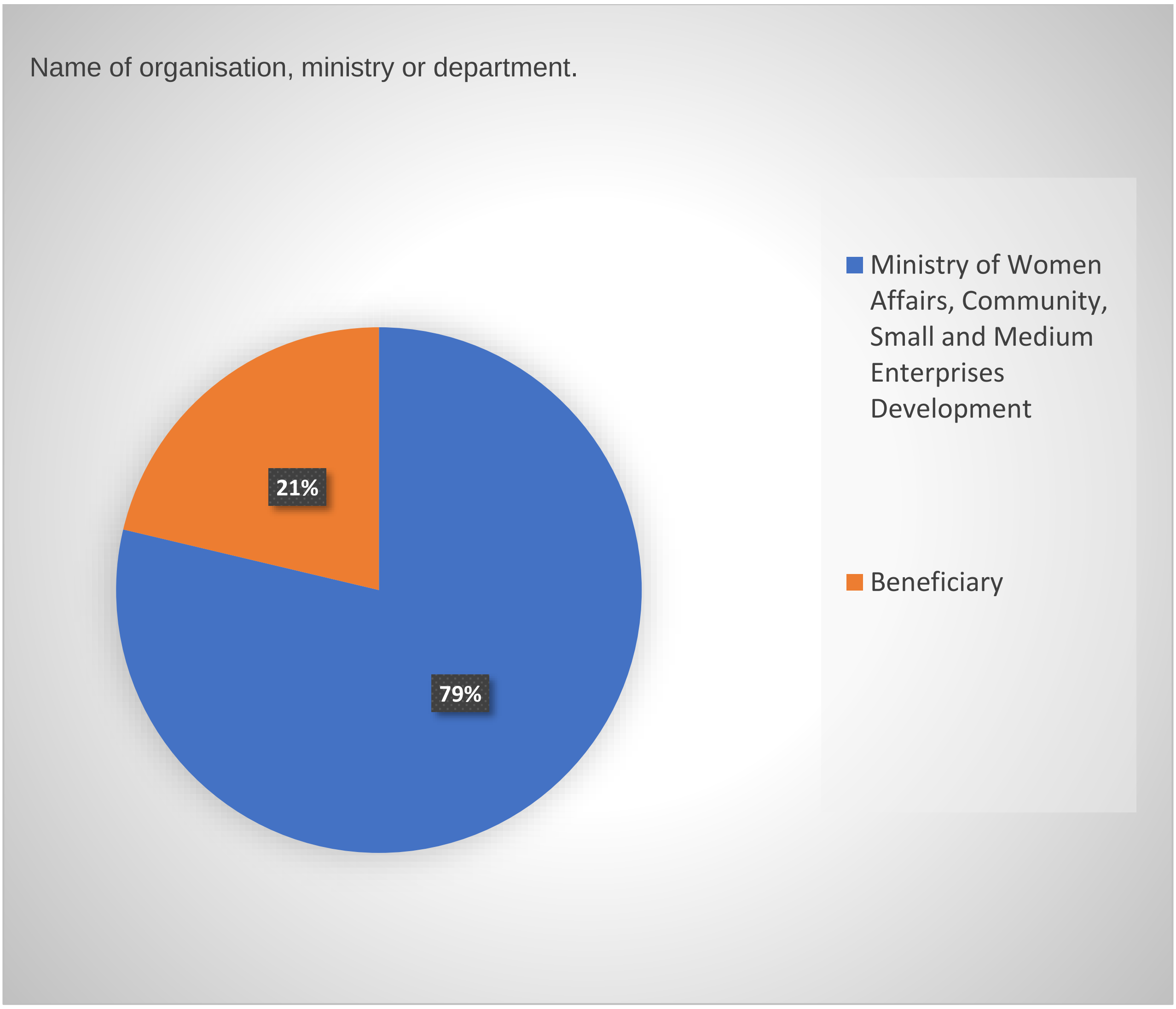


Figure 5.5: Name of organisation distribution

5.3.6 Position in the organization

Beneficiaries contributed 21.3% of the participants in the study. Moreover, 78.7% were employees of the Ministry as follows: there was a high number of Development officers among the respondents with 17.6% participating in the study; this was followed by Provincial development officers with an 11.1% participation; the rest of the positions such as community development officers, director, and deputy director among others had a minimal representation in the study. Those indicated as ‘other’, either did not put their position or were the only on holding the position such as “legal officer”. The results shows that participants were drawn from various positions within the Ministry and the fact that 21.3% of the respondents were beneficiaries of some of the programs managed by the Ministry means that the results were not only biased by feedback from people that working for the Ministry.

There was beneficiary inclusion in the study which is also a critical issue for learning and adaptive management.

The positions of the respondents within the organisation are analysed and presented in Figure 5.6 below.

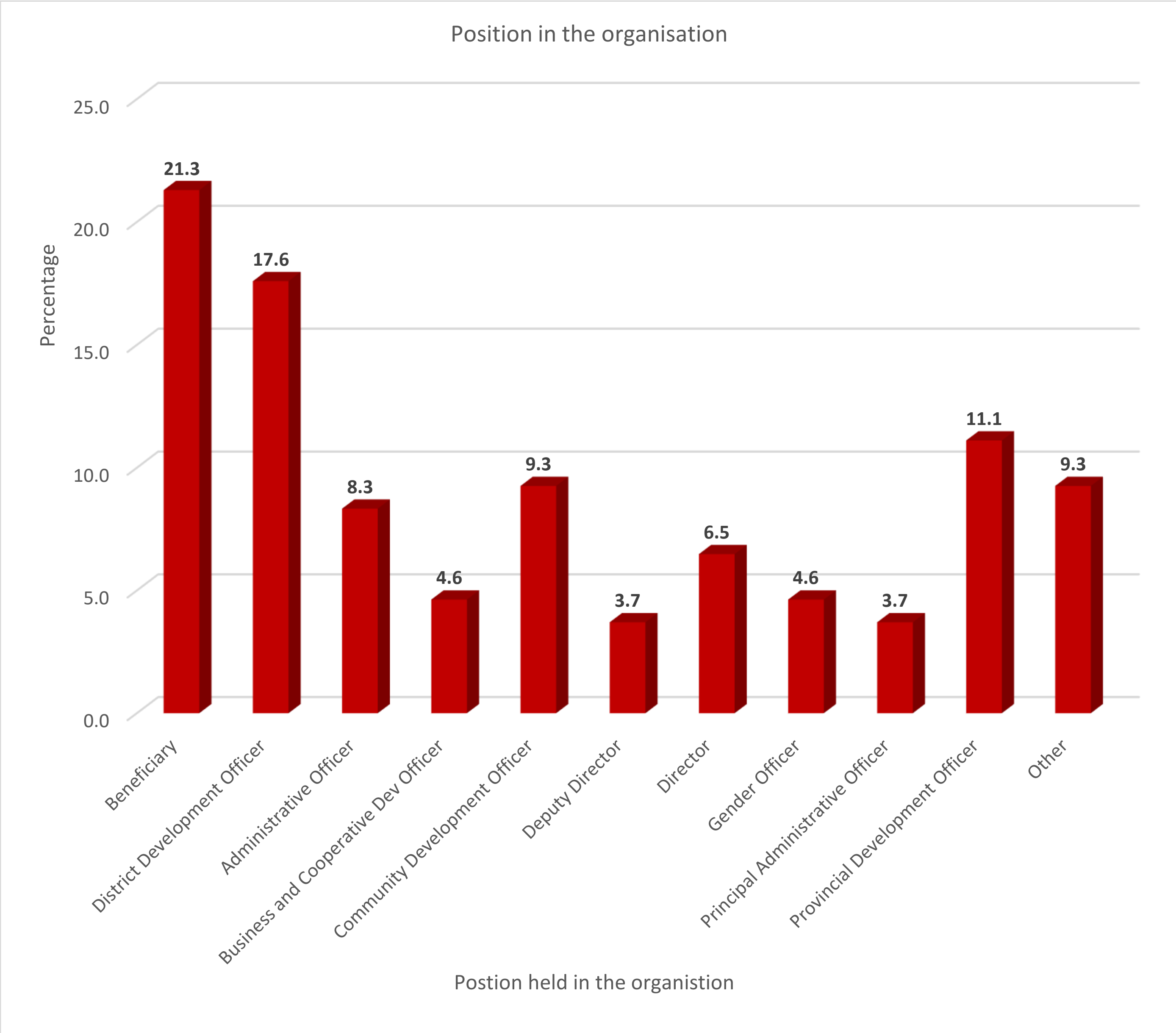


Figure 5.6: Positions of respondents within the organisation

5.3.7 Number of years employed by the Ministry/Organisation or Department

The distribution for the number of years employed is given in the Figure 5.7 below. It is observed that most respondents (31.5%) have been employed by the Ministry for between 11-15 years, while 25% of the respondents have been employed by the ministry for between 6-10 years. A further 10.2% of the respondents have been employed for between 0-5 years by the Ministry and the rest 12% have been employed for between 16-25 years - a greater proportion of these in the 16–20-year range. In addition, 21.3% of the respondents were beneficiaries and hence have been classified, not applicable (N/A). Most of the participants have been with the Ministry for more than 11-15 years, and the numbers of participants who have been with the Ministry for more than 5 years dominated the study. This therefore means that the participants have been working within the Ministry for some time and they had a good understanding of the processes and challenges within the Ministry. This gives one some confidence in the results of the study.

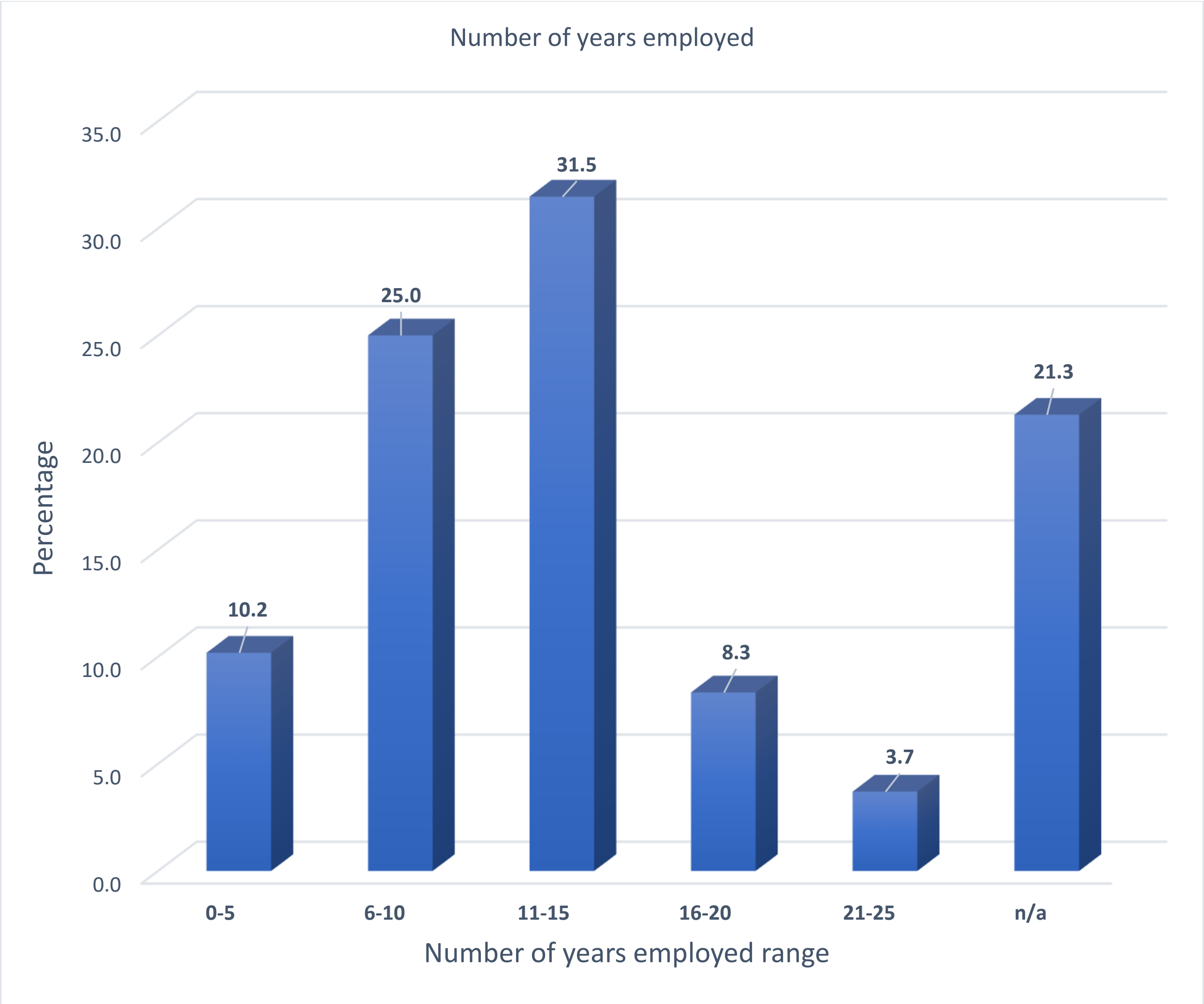


Figure 5.7: Number of years employed distribution

5.4 Results of the study

5.4.1 The Ministry's programs focus on:

Below is graphical representation of the results and the narrative for the results.

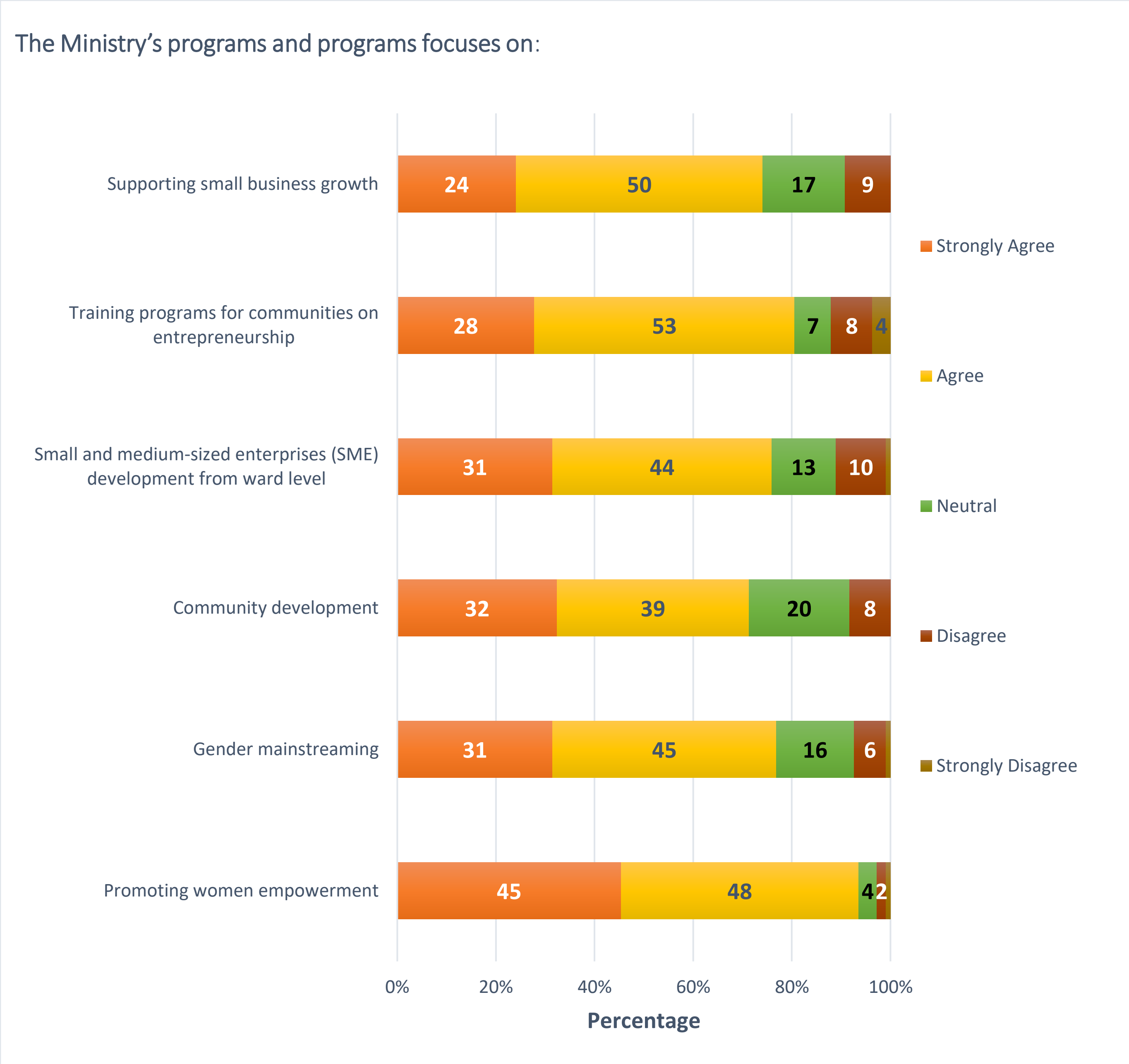


Figure 5. 8: The Ministry's programs and programs focus

i. Supporting of small business growth

According to Debarliev and Janeska-Iliev (2015:4), a variety of models representing various stages of development and the transition from one stage to another are used to explain the main challenges faced by small businesses, which in turn represent the important factors that may influence their growth. On a practical level, each stage of small business development can be thought of as a distinct perspective on the growth of a business. However, it should not be expected that these models will accurately predict what will occur during a company's development. There is significant value in their ability to assist in the diagnosis of organizational problems and bottlenecks that the small business owner should take into consideration if the goal is to expand the company's operations. It will also be presented in various stages of small business growth and development, with a focus on the key factors determining growth of small business in each stage, to identify which aspects of growth and development of small business may be identified as important.

From Figure 5.8, the results shows that a total of 74% of the respondents agreed that the Ministry's focus was on supporting small business growth, out of these, 24% strongly agreed and 50% agreed. However, only 9% disagreed while 17% were neutral. The results shows that the Ministry supports small business growth.

ii. Training programs for communities on entrepreneurship

Community entrepreneurship training includes a component that promotes local community empowerment. This training is a process of empowerment that is more than just a process of transmitting curiosity and skill, it is also a process of prioritizing efforts to raise and develop the economy's ability. The training process is expected to improve the ability of individuals to acquire knowledge, skills, and an entrepreneurial attitude, allowing them to overcome or resolve the problems that society faces daily. As a community economic empowerment program, this training emphasizes the importance of the community's critical ability in analysing and responding to every economic, social, and political situation that it encounters, as well as the development of its skills to improve its standard of living (Hidayat and Putra 2020:2).

The fundamental principle of social entrepreneurship training, which includes community participation, is carried out through the exploration of the full potential of society in its application. This training strategy demonstrates increased community participation to maximize the development of the environment in all its various potentials, as demonstrated in the case study. A strategy for managing social entrepreneurship training is developed by the community in response to community requirements. To support the improvement of social and economic welfare, a variety of training institutions encourage active participation by the community in the planning, implementation, and evaluation of their social entrepreneurship training programs.

Regarding training programs for communities on entrepreneurship, a total of 81% of the respondents agreed that the ministry focused on this area and out of these 28% strongly disagreed while 53% agreed. However, a total of 12% disagreed while 7% were neutral. These results indicate that the Ministry works on training programs for communities on entrepreneurship.

iii. Small and medium-sized enterprises (SME) development from ward level

According to Gherghina *et al*. (2020:1), small and medium-sized enterprises (SMEs) are critical for local economic development, contributing significantly to job creation, poverty alleviation, and economic growth. However, SMEs face numerous funding challenges, which make it difficult for them to grow.

SMEs or small and medium-sized businesses (SMBs) are businesses with fewer than 100 employees that fall within certain parameters of the SME definition. The SME sector is extremely important in today's economy, and it has proven to be the most attractive and tremendously innovative system in the past few years. The number of employees in SMEs varies by industry. SMEs are job creators for employees in areas where motivation and flexibility are higher. Additionally, SMEs have contributed to the competitive state of the market, which has resulted in greater satisfaction of consumer needs. SMEs also contribute to the supply of certain activities that assist large corporations in the efficient production of goods and services. Another important feature of SMEs is focusing on innovative processes, both in technology and in management. As a result, they contribute to the formation of the GDP and the expansion of national exports, as well as the preservation of social and political stability in a country (Al-Herwi 2019:2). According to the study, 75% of the respondents agreed that the Ministry focused on small and medium-sized enterprises development from ward level out of these 31% strongly agreed and 44% agreed. A further 13% where neutral and 10% disagreed. Given the above results, one can note that the Ministry supports small and medium-sized enterprises development from ward.

iv. <u>Community Development</u>

According to Schutte (2016:9) “Community development is the gradual positive change among people within a given geographical area, towards self-determined ideals, with minimal outside interference”. Sapkota and Tharu (2015:67) argued that community development is a concept that combines the concepts of community and development. The term "community" simply refers to a specific group of people who live in a specific location and who have a strong sense of social-cultural blondeness and belongingness. On the other hand, a comprehensive process of progressive transformation of human life and its other aspirations, including environmental sustainability and security, is encompassed by the term development.

Community development is thus based on the two-way interaction of people/community and development. Its goal is to equip individuals and groups of people with the knowledge and skills necessary to bring about positive change in their communities. These abilities are frequently developed because of the formation of large social groups dedicated to a common cause. The ability to collaborate with individuals as well as influence the positions of communities within the context of larger social institutions is essential for community developers to succeed. Community development is a broad term used to describe the practices of civic leaders, activists, involved citizens and professionals who work to improve various aspects of their communities with the goal of building stronger and more resilient local communities as a general objective. Community development, according to the United Nations, is "a process in which members of a community come together to take collective action and generate solutions to common problems" (Sapkota and Tharu (2015:67). With regards community development, a total of 71% agreed that the Ministry focuses on community development while 20% where neutral and only 8% disagreed. Most of the respondents agreed that the Ministry works on community development programs.

v. Gender Mainstreaming

According to UN Women (2022:11), gender mainstreaming is the process of determining the implications of any planned action, including legislation, policies, or programs, for both men and women in all areas and at all levels in all political, economic, and societal spheres. It is a strategy for including women's and men's concerns and experiences as integral components of the design, implementation, monitoring, and evaluation of policies and programs, ensuring that women and men benefit equally and that inequalities are not perpetuated. In the long run, the goal is to bring about gender equality.

Positive development outcomes in all areas are dependent on the effective and systematic application of the gender mainstreaming strategy, as well as the achievement of gender equality, women's rights, and women's economic empowerment. Everyone who works in the field of development policy and practice should consider gender mainstreaming as a critical component of their work.

Gender mainstreaming is the explicit consideration of both women's and men's priorities, needs, and contributions in all aspects of development planning, implementation, and monitoring to achieve gender equality and women's rights and empowerment. Gender mainstreaming is essential for achieving gender equality and women's empowerment. Gender responsive policies, strategies, regulations, and methodologies as well as the outcomes achieved must be ensured, and both women and men must be actively involved in leadership and decision-making, with equal influence on the directions and outcomes of development to achieve this (UN Women 2022:12). A total of 76% of the respondents agreed that the Ministry focused on gender main streaming. Of these, 31% strongly agreed while 45% agreed; however, 16% were neutral and 6% disagreed. A higher percentage of the respondents agreed that the Ministry supports gender mainstreaming programs.

vi. Women Empowerment

According to The United States Agency for International Development (USAID) (2020:10), defines women empowerment as the state in which women can act freely in society, exercise their rights on an equal footing with men, and realize their full potential as equal members of society, including the ability to determine their own sexuality and reproductive health. In households, communities, and societies, people can improve their lives by taking on leadership roles and influencing decision-making.

Gender equality and women's empowerment are essential for the realization of unalienable human rights, which are rights that are inherent in all people and that are universal and non-transferable, as well as for the achievement of effective and sustainable development outcomes in all countries. It is necessary for societies to thrive for women and girls to have equal and safe access to resources such as education and health care, capital and technology, water and sanitation services, land, markets, and the rule of law. They must also be afforded the same rights and opportunities as other business owners, citizens, peacebuilders, and leaders, among other things. All people, regardless of their gender or sexual orientation, benefit from equality across the board, regardless of their age (USAID 2020:3).

Even though women constitute half of society, it should be assumed that a society will progress more quickly and effectively if everyone works together rather than if half of the population is assigned to the kitchen. Women's emancipation is the most effective tool for the advancement of society as well as the reduction of poverty in the world. In recent years, government authorities and businesses around the world have increasingly recognized that women's economic empowerment is not only important in and of itself, but also necessary for human advancement and business prosperity. A censorious economic development driver, an assumption for poverty reduction, and the foundation for assuring that every child has a secure future have all been extolled as benefits of globalization. Unless women are content in their own homes, their families, communities, and country will suffer (Farzana, *et al*. 2018:4). According to the study, it is seen that in terms of promoting women empowerment, a total of 93% agreed that the Ministry focused on this area and out of this 45% strongly agreed and 48% agreed, only 6% had varied opinion. In summary most of the respondents agreed on the main focuses of the Ministry's programs and programs as evidenced by the responses.

vii. Gender Equality

UN Women (2022:11) notes that gender equality refers to the fact that women and men, as well as girls and boys, have the same rights, responsibilities, and opportunities. Equality does not imply the sameness of rights, but rather that the rights of women and men will not be determined by the gender into which they were born. Considering the interests, needs, and priorities of both men and women is essential to achieving gender equality, as is acknowledging the differences between the two genders. Gender equality is not a female-only issue, but one that should concern and fully engage people of all genders, while also acknowledging that neither all men nor all women are members of a homogeneous group of people.

According to USAID (2020:10), "gender equality is the state in which women, girls, men, and boys have equal access to opportunities, resources, benefits, and legal protections, and which recognizes their equal, inherent human dignity, worth, and unalienable rights". Equality of opportunity, rights, and responsibilities for men and women, as well as for girls and boys, is the goal of gender equality. This does not imply that women and men are interchangeable. Uneven power distribution between men and women results in gender inequality, which is exacerbated by ongoing discrimination, flaws in laws, policies, and institutions, as well as social relations that normalize inequality (Commonwealth of Australia, Department of Foreign Affairs and Trade 2016:3). The issue of the Ministry seeking gender equality had a total of 77% agreeing, out of these 37% strongly agreed. This indicates that the respondents acknowledged the efforts made by the Ministry on achieving gender equality. Only 12% disagreed and 10% were neutral. Most of the respondents are sure that the Ministry seeks to foster gender equality through its development programs.

5.4.2 The Ministry serves to achieve the following:

Below is graphical representation of the results and the narrative for the results.

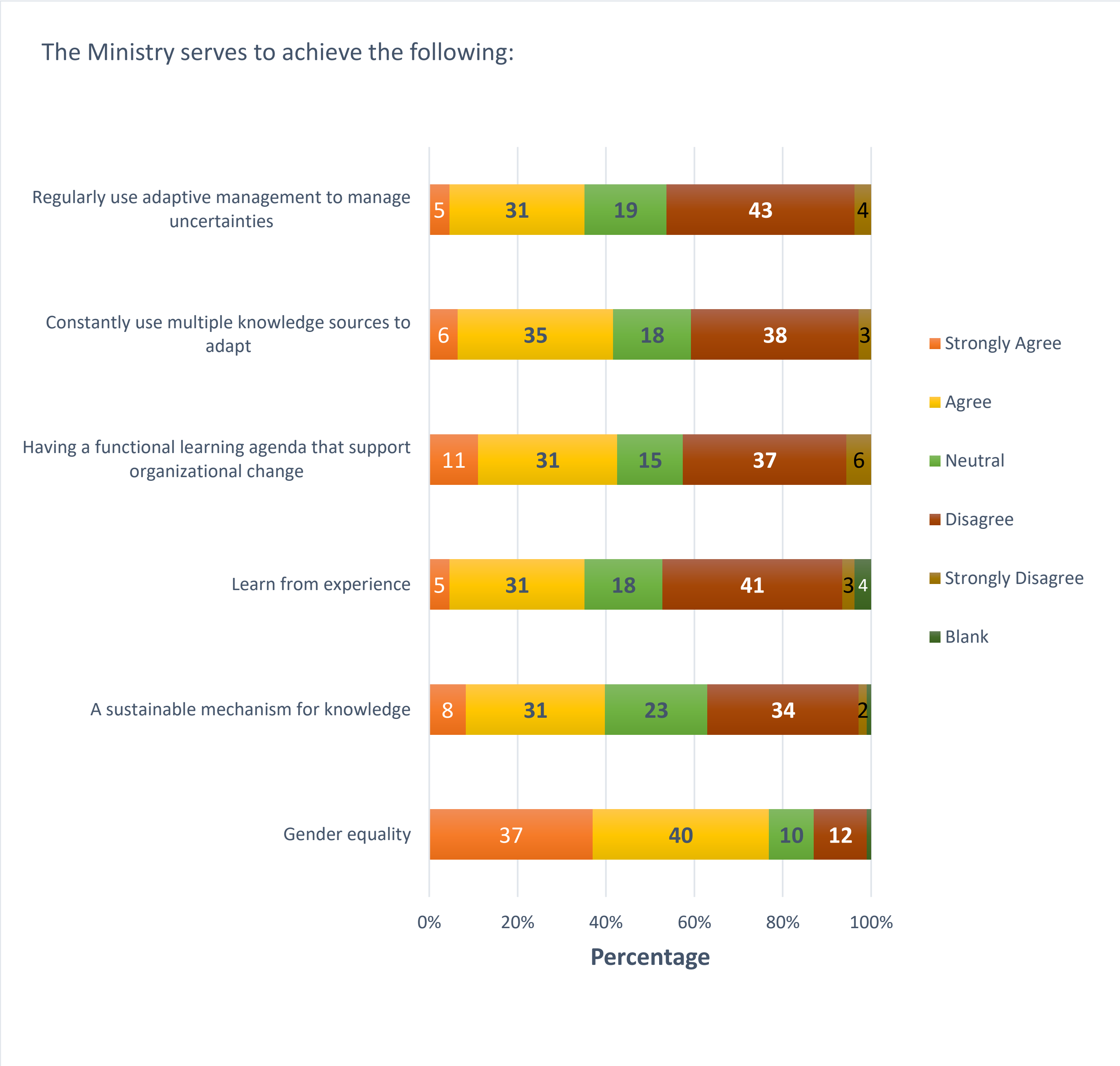


Figure 5.9: The Ministry seeks to achieve the following

i. Use of adaptive management

The responses from the questionnaire indicated that the majority (47%) generally disagree that the Ministry seeks to achieve regular use of adaptive management to manage uncertainties. Out of these, 43% disagree while 4% strongly disagree. However, 36% of the respondents agree that the Ministry seeks to achieve the regular use of adaptive management to manage uncertainties and out of these 31% agreed, 5% strongly agreed and 19% were neutral. These results shows that the respondents doubt if the Ministry effectively and efficiently uses adaptive management approaches in the implementation of its programs. According to Ripley and Jaccard (2016:8), adaptive management should be an essential tool for facilitating quality decision making and it should integrate learning for action and better intervention outcomes. Rogers (2017:5) also noted that the use of adaptive management should be an opportunity to review and make changes to programs throughout the implementation process and this should be based on the available information that should be obtained through effective and efficient monitoring and evaluating and re-evaluating and adjusting ideas obtained from learning. Given the results of the study on the use of adaptive management, the Ministry should consider rigorous use of adaptive management.

ii. Use of knowledge

For adaptive management to be effective, USAID (2017:16) noted that organisations should learn from relevant knowledge and use the acquired knowledge to make informed decisions and implement changes that are aimed at achieving desired development goals intentionally and systematically. Regarding, the Ministry seeking to achieve the use of knowledge sources to adapt, 41% of the respondents disagreed and out of these 3% strongly disagreed. On the other hand, 41% agreed while only 18% were neutral. This therefore showed a mixed opinion on the matter in question and indicates that the Ministry should strive to make use of acquired knowledge to achieve their desired goals.

iii. Functional learning agenda

Nightingale *et al.* (2018:3) noted that developing a learning agenda helps organisation in various aspects such as advancing research, evaluation and building a culture of evidence. Nightingale *et al.* (2018:3) also noted that having a learning agenda can help organisations to easily identify gaps in their activities and this will lead to them conducting research and evaluation to fill in the identified gaps. A functional learning agenda usually creates an environment that encourages the organisation to learn from available evidence and from other stakeholders and this can lead to adaptation and innovation which is an important aspect of program management. In the context of this study, the response to the question on the Ministry seeking to have a functional learning agenda that supports organizational change shows that 43% of the respondents disagreed and out of these 6% strongly disagreed. However, 44% agreed, and out of this 11% strongly agreed and only 15% were neutral. The respondents showed a mixed feeling on this matter through their responses. Therefore, the Ministry is encouraged to develop and manage a fully functional learning agenda because USAID (2017:1) also claims that a learning agenda should specify evaluation and research questions. In addition to the evaluation and the research questions, a learning agenda can help to create a culture of evidence which is an important component of adaptive management. By using a learning agenda, development programs can easily identify knowledge gaps, the programs team can use research and evaluation to address these gaps. Learning agenda helps to create a learning environment that can promote learning and innovation from evidence and program stakeholders. Internal and external collaboration and sharing of evidence which leads to adaptive management can also be achieved using a learning agenda (USAID 2017:1).

iv. Learning from experience

Greve (2017:2) argued that, with organizational learning theory, organizations learn through encoding inferences from experience into their behavior and this forms the basis of organizational learning theory. The theory aims to answer the questions of what kind of experiences influence behaviors within an organization, how and under what circumstances behaviors changes, and how new behaviors are stabilized and have consequences for organizations' adaptation to their environment. "Learning' is the process through which information generated from tracking, monitoring and evaluation is reflected upon and intentionally used to continuously improve the capacities of program partners and the ability of the program to achieve impacts" (Agrinatura and FAO 2019:7). In the relation to the question on learning from experience 44% disagreed and 4% did not complete the question at all. Only 36% seemed to agree that the Ministry seeks to achieve learning from experience, out of these only 5% strongly agreed and 18% were neutral. Based on the principles of organisational learning theory, organisations should learn from experiences, the result of the study shows that a higher percentage feels the Ministry is not doing enough to learn from experience hence more should be done for the Ministry to learn and adapt if they aim to achieve all their program goals.

v. Sustainable mechanism for knowledge

Ege (2017:446) also cited Dodgson (1993) who also views learning organizations as ‘firms that purposefully construct structures and strategies to enhance and maximize organizational learning’. With this, one would argue that the Ministry should have a sustainable mechanism of knowledge, however, the results show that the respondents had a feeling regarding the Ministry having a sustainable mechanism for knowledge since 39% of the respondents agreed with the question that Ministry seeks to achieve a sustainable mechanism of knowledge. However, 34% disagreed and 2% did not answer, while 23% were neutral.

5.4.3 Problem assessment

Question 3 addressed problem assessment processes followed by the Ministry.

Below is graphical representation of the results and the narrative for the results for problem assessment.

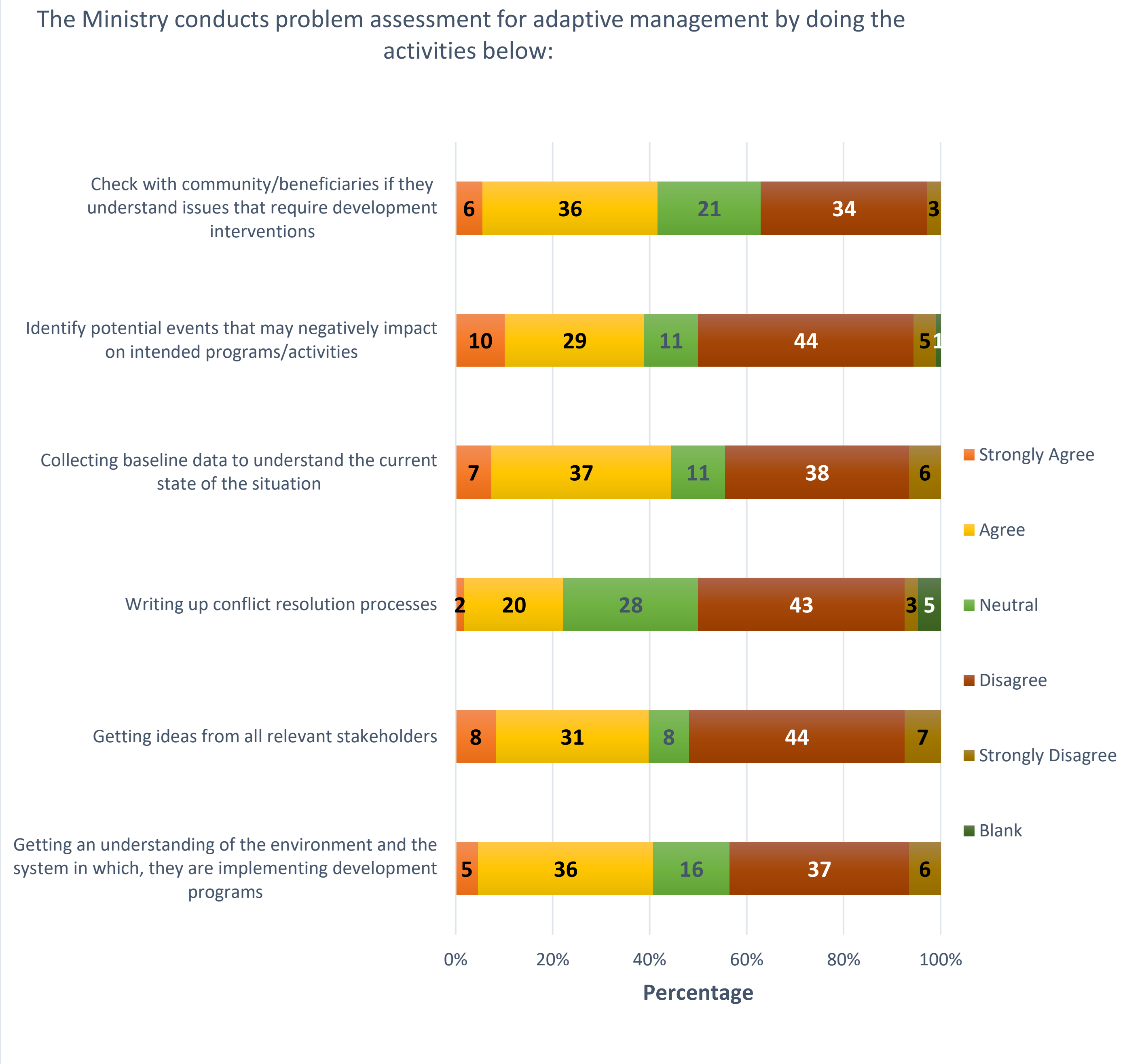


Figure 5.10: The Ministry conducts problem assessment for adaptive management

i. Checking with community/beneficiaries if they understand issues that require development interventions

Martin *et al.* (2020:6) argued that for the program to be well implemented and achieve its intended goals, organizations should continuously engage with the problem owners that include the beneficiaries/ communities and other stakeholders throughout the life of the program. Based on the distribution of the percentages on checking with community/beneficiaries if they understand issues that require development interventions, it can be seen there was a mixed opinion from the respondents because 42% of the respondents agreed and out of these only 6% strongly agreed, 37% disagreed and 21% were neutral.

ii. Identification of unpredictable events/situations

One would expect the Ministry to quickly identify unpredictable events or situations and manage them accordingly. The research however noted that most of the respondents felt that the Ministry can improve on identification of unpredictable events/situations because 39% of the participants agreed and, out of these, 10% strongly agreed; while 49% disagreed and, out of these 5% strongly disagreed, 11% were neutral and 1% did not answer.

iii. Collection of baseline data

According to Simister and Giffen (2017:2) organisations should collect baseline data to analyse/compare the situation before the start of a development program with the later to determine the progress made. Organisations should have a good understanding of the original situation by collecting and analysing data for the indicators at the start of a program or program and later in the program and compare the two situations to check progress, learn and manage the program adaptively. Without access to this type of information, it is difficult for the organisation to determine the change or progress made because one cannot compare the current situation with the original situation. The results of the study show that the respondents had a mixed feeling regarding the collection of baseline data. Therefore, the Ministry can do more on this issue since 44% of the respondents agreed that the Ministry conducts the collection of baseline data to understand the current state of the situation, out of this only 7% strongly agreed, 44% seemed to disagree while 11% were neutral.

iv. Conflict resolution processes

According to Nnaemeka (2019:23) conflict is a violent situation or period of fighting and resistance to ideas, attitudes, wishes, and interests in which people, groups, or countries are involved in major disagreement, debate, or friction. Conflict resolution is the act of resolving disagreements and eliminating the known causes or triggers of conflicts, as well as its manifestations. The primary goal of conflict resolution is to bring peace to the parties involved in a dispute (Nnaemeka 2019:27). Furthermore, there are not globally accepted and used dispute resolution procedures. Person to person, group to group, and culture to culture, responses to and resolutions of the same problem would differ. In other words, how a person reacts to or resolves a disagreement is influenced by a variety of variables and interests. The success or failure of a given dispute, as well as how it is handled, is determined by several factors. Whatever the issue may be, there are techniques that increase the likelihood of success in settling disputes between parties. In the process of resolving disagreements between individuals, groups, or nations, one such strategy addresses the needs of disputing parties in non-confrontational ways and dissolves feelings of animosity. Conflict resolution methods can be divided into two categories: proactive and reactive. Reactive approaches pertain to responses to conflict situations, whereas proactive methods deal with preventing conflict (Nnaemeka 2019:27). The Ministry should have a good conflict resolution strategy for all its development programs. The study disclosed that a small percentage of 22% only seemed to agree, while 46% disagreed, 28% were neutral and 5% did not answer on whether the Ministry writes up a clear conflict resolution process. This clearly indicates that not much was being done in terms of writing up conflict resolution processes.

v. Stakeholder engagement during problem assessment

Sulemana *et al*. (2018:174) noted that increased engagement of all stakeholders in the planning, implementation, monitoring and evaluation process, creation of an enabling environment for stakeholders to set their own targets will eventually result in organisations meeting development program targets. Indication from the responses of the study shows that not enough is done by the Ministry in relation to engaging relevant stakeholders since only 39% of the respondents seemed to agree, with 8% strongly agreeing to the matter; 51% disagreed on the matter and, out of these, 7% strongly disagreed and only 8% were neutral.

vi. Environmental Assessment

According to Huysman (1999) cited by Ege (2017:446), a learning organization should assess the environment and align with the environment to create structures and strategies which facilitate the learning of all its members. For effective program management, the Ministry should conduct environmental assessment and come up with structures and strategies that allows learning and adaptive management. Given the results below, one can note that the respondents had mixed feelings reading the Ministry conducting environmental assessment because 41% of the respondents agreed that the Ministry tries to understand the environment and the system in which they are implementing development programs;

43% disagreed and, out of these, 6% strongly disagreed. 16% of the respondents were neutral.

5.4.4 Stakeholder engagement

Question 4 addressed the issue of stakeholder management. Figure 5.11 presents the results analysis.

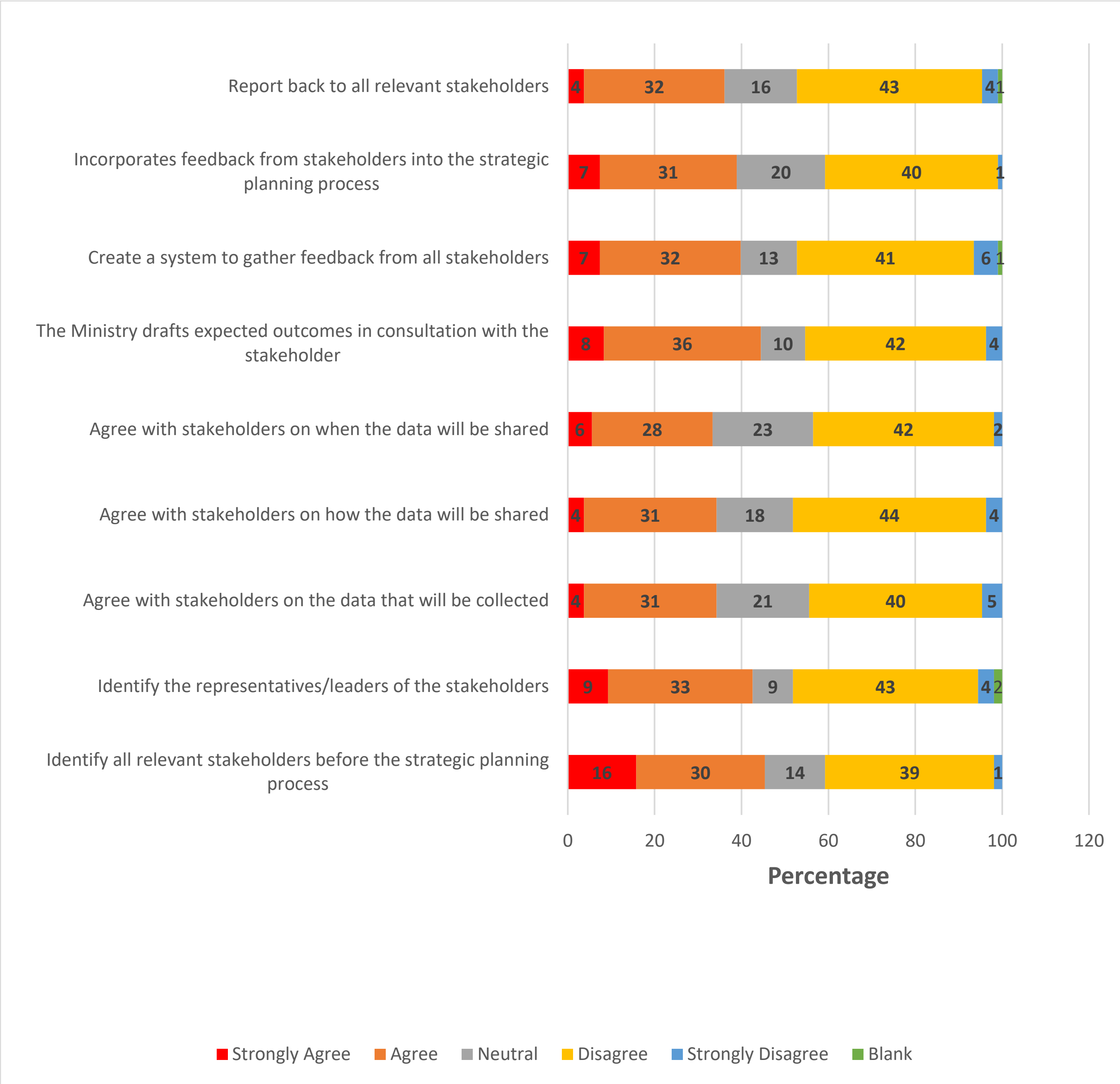


Figure 5.11: Stakeholder Engagement

i. Stakeholder identification before the strategic planning process

According to the IFC (2017:10), development organisations should conduct stakeholder analysis which involves the process of identifying the possible stakeholder groups that might affect or be affected by a proposed development program. Sorting or grouping stakeholders according to their impact on the proposed activity and the impact the proposed activity will have on them is a critical action before the strategic planning process. The study investigated if the Ministry follows the process indicated above by the IFC and the results indicated that a higher percentage of the respondents felt that the Ministry identifies stakeholders but the total of those who disagreed shows that the Ministry can improve on stakeholder identification before the strategic planning process. From the study, 46% of the respondents agreed that the Ministry identifies stakeholders and out of this 16% strongly agreed. However, 40% of the respondents disagreed and out of this only 1% strongly disagreed while 14% were neutral.

ii. Identifying the representatives of the stakeholders

World Economic Forum (2017:12) noted that stakeholder representatives or gate keepers should be identified and consulted through the life of the program to ensure transparency and fairness. Marginalised groups are often excluded as stakeholders therefore they will have limited opportunities to engage or enjoy the benefits of the intervention. Stakeholders who might be impacted by the proposed activities should be prioritized, even if their level of influence in the organization's activities is low. According to the United Nations (2015:13), "It is vital to make a special effort to understand the interests and concerns of stakeholders who are unable to articulate their views (future generations, ecosystem) and give due consideration to disadvantaged and marginalized groups and other vulnerable stakeholders such as women, children, indigenous people, and migrant workers". The study also checked if the Ministry pays attention to identification of the representatives of the stakeholders and the result of the study shows that a higher percentage of the respondents disagreed that the Ministry identifies representatives of the stakeholders because 42% of the respondents agreed that the Ministry identifies representatives of the stakeholders and out of this 9% strongly agreed. However, 47% of the respondents disagreed and, out of this, 4% strongly disagreed. The above results shows that the Ministry should understand the interest of their stakeholders and identify their representatives accordingly.

iii. Data collection in consultation with stakeholders

Reidar (2017:40) cited that for development programs to be successful, organisations should collect good quality baseline data in consultation with stakeholders as it affects them. Baseline data helps to inform program design, implementation and allows comparisons and evaluations about program results and impacts. During program kick-off meetings, organisations and stakeholders should agree on the indicators/data elements to be collected and agree on roles, timelines, clarity on who has authority, how the data will be collected, and how stakeholders are expected to engage with the program throughout its life cycle. Organisations should agree on how data will be disaggregated by relevant social groups. Adversely affected people and program beneficiaries should be disaggregated by gender. All relevant stakeholders should be consulted on validity of data, proposed action plans and the data management and communication plan (Reidar 2017:40). The study investigated if the Ministry follows the ideas above and 35% of the respondents agreed that the Ministry agrees with stakeholders on the type of data that will be collected; 45% disagreed and, out of this, 5% strongly disagreed while 21% of the respondents were neutral. A bigger percentage of respondents disagree indicating that there is need for the Ministry to do more in terms of agreeing with the stakeholders on which data to collect and how the data will be managed.

iv. Sharing of data with stakeholders

According to the United Nations (2015:25), it is important to share development program critical data with stakeholders as this ensures program sustainability, good understanding of the needs of the stakeholders and meeting their needs. The World Economic Forum (2017:210 noted that learning and adaptive management can be effective and improve the performance of an organisation if the program information is openly shared with stakeholders on a regular basis. Communication and reporting of information strengthen the relationship with stakeholders by building trust, giving them a sense of ownership, and showing the value of their input and keep organisations accountable to those they seek to serve. This should be clear, transparent, and valuable to each stakeholder group involved in the development program. In relation to the question on how data will be shared, 35% of the respondents agreed that the Ministry agreed with stakeholders on how data would be shared, out of these, only 4% strongly agreed. However, 48% disagreed and, out of this, 4% strongly disagreed o 18% were neutral. It is observed from the responses that most of the respondents did not agree with the fact that the Ministry agreed with stakeholders on how data will be shared, and these results shows that the Ministry can regularly check existing feedback mechanisms and identify whether there are needs for adjustment to better communicate with affected stakeholders and involve them in decision-making.

v. Schedule of sharing data with stakeholders

Program managers should design and implement a formal and effective stakeholder communication strategy if the program seeks to be successful. The study investigated if the Ministry agrees with stakeholders on when the data will be shared and 34% of the respondents agreed and out of these only 6% strongly agreed on the matter; 44% of the respondents however disagreed while 23% were neutral. The larger of percentage of respondents indicated that the Ministry does not agree with stakeholders on when the data should be shared. With the above, one would recommend the Ministry to have a plan on the schedule of data sharing.

vi. Drafting of expected outcomes in consultation with the stakeholders

Ibraheem (2018:1) argued that for effective management of development programs, the program team should contact a kick-off meeting and discuss the expected outcomes of the program the roles that the stakeholders are expected to play. In the kick-off meeting, all the program goals and deliverables and their importance to the program will be clarified. The kick- off meeting helps to build relationships and commitment to the program. The question on whether the Ministry drafts expected outcomes in consultation with the relevant stakeholder had 44% agreeing and, out of this, 8% strongly agreed. However, 46% disagreed and, out of this, only 4% strongly disagreed; 10% of the respondents were neutral on the matter. It is observed that generally respondents did not agree that the Ministry drafts outcome in consultation with the stakeholders therefore the Ministry is recommended to drafts outcome in consultation with all the stakeholders.

vii. System to gather feedback from all stakeholders

According to Bourne (2009) cited by Rajhans (2018:51), organisation can gather feedback from stakeholders through regular reports, meetings, and presentations and this will help to manage expectations and relationships. Rajhans (2018:51 pointed out that “building positive organization-stakeholder relationships requires effective organization-stakeholder communication”. Concerning the Ministry creating a system that gathers feedback from all stakeholders, 39% of the respondents agreed and, out of this, only 7% strongly agreed. However, 47% of the respondents disagreed and out of this 6% strongly disagreed; 13% were neutral and 1% did not respond. It is observed that most of the respondents disagreed that the Ministry creates a system that gathers feedback from all stakeholders and based on the information above, the Ministry is encouraged to have a clear system of ensuring the Ministry-stakeholder communication

viii. Incorporation of feedback from the stakeholders

Ibraheem (2018:1) argued that stakeholders' expectations and interests are important to the success of development programs. It is crucial to identify stakeholders before the program start and recognise their needs and expectations because this will create a suitable environment that is a catalyst for the success of the program. Organisations seeking to achieve their goals should always provide the decision makers within the organisation with the required and correct data and receive correct feedback from the stakeholders so that they can incorporate it in decision making to ensure alignment among program objectives and stakeholders expectations. Pertaining incorporating feedback from the relevant stakeholders in strategic planning, 38% of the respondents agreed and out of this 7% strongly agreed while 41% disagreed and 20% were neutral. It is observed that the percentage of respondents that disagree is higher than that of those who agree, indicating that more needs to be done concerning incorporating feedback from stakeholders into strategic planning processes.

ix. Reporting back to stakeholders

According to Alvarez (2020) and Whittington (2019) cited by Cryon (2021:15), reporting back to stakeholders allows the organisation to open to external voices. The process of reporting back to stakeholders by an organisation allows them to connect with communities and society that they targeting to serve with a development program. This will also increase the transparency of decision making and new ideas that can be incorporated into the organization's implementation strategy. The study checked if the Ministry reports back to stakeholders, and it is observed that most of the respondents did not agree on the matter indicating that more needs to be done to address the issue. The findings indicate that 36% of the respondents agreed and out of this only 4% strongly agreed, 47% of the respondents however disagreed with 4% strongly disagreeing while 17% were neutral. With the above, one would recommend the Ministry to prioritise reporting back to stakeholders.

5.4.5 Planning

Question 5 answered issues on the planning of adaptive management. Figures 5.12 and 5.13 present the results analysis.

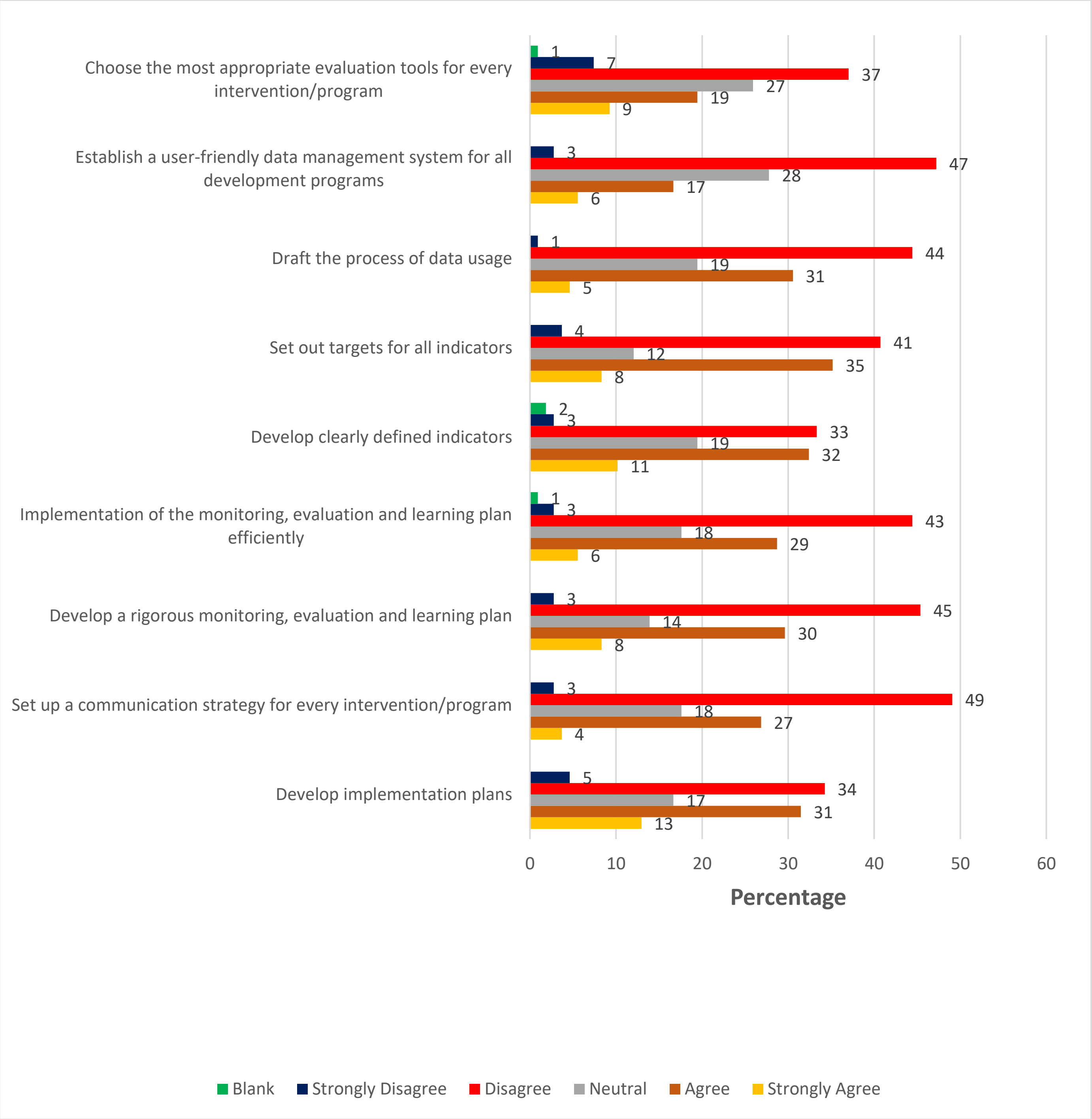


Figure 5.12: Planning of adaptive management (a)

i. Development of implementation plan

Malsam (2022:1) indicated that "an implementation plan is a program management tool that facilitates the execution of a strategic plan for an organisation or a program by breaking down the implementation process into smaller steps while defining the timeline, the teams and the resources that will be needed". With this definition one can note that it is important for the Ministry to develop an implementation plan before starting the program. The result of the study shows that, to some level, the respondents agree that the Ministry considers the development of implementation plans. The results show that 44% of the respondents agreed that the Ministry considers the development of implementation plans and out of this 13% strongly agreed. However, 39% disagreed and out of this 5% strongly disagreed while 17% of the respondents were neutral.

ii. Communication Strategy

The study investigated if the Ministry sets up a communication strategy for every program. The results show that 52% of the respondents disagreed and out of this 3% strongly disagreed. However, 30% agreed and out of this only 4% strongly agreed while 18% were neutral on the issue. It is observed that most respondents disagreed with the fact that the Ministry considers setting up a communication strategy for every program.

iii. Development of a rigorous monitoring, evaluation and learning plan

The goal of an M&E plan, according to Jeitani (2020:8), is to identify the program's goals, objectives, and outcomes in connection to the indicators and data collection methods. The M&E strategy lays out the methods for translating the logical framework into program outcomes and reporting. In addition, the M&E strategy specifies a schedule for M&E implementation as well as the parties responsible for it. In relation to the Ministry developing a rigorous monitoring, evaluation and learning plan, 48% of the respondents disagreed and out of this 3% strongly disagreed; 38% agreed and out of this 8% strongly agreed, while 14% were neutral on the matter. It is observed that generally respondents disagreed that the Ministry develops a rigorous monitoring, evaluation and learning plan and, with these findings, the Ministry should consider developing functional and rigorous monitoring, evaluation and learning plan.

iv. Implementation of the monitoring, evaluation and learning plan

According to Rural India Supporting Trust (RIST) (2020:4), Monitoring, Evaluation, and Learning Plan (MEL Plan) is a systematic procedure for gathering and analysing program data to assess how well the program is meeting the goals and objectives set out at the start. The MEL Plan, which is created and reported on, is used to track this. Specific actions, outputs, objectives, and the program aim should all be included in each MEL Plan. There should be indicators for each of these. Baselines and targets, data sources, and data collection frequency are all included in activities, outputs, and objective indicators. RIST (2020:3) further states that the MEL plan is a written document that details how one will monitor and evaluate their program so they can express the "What," "How," and "Why It Matters" of their program and use evaluation data to enhance it and make decisions.

Pertaining to the question on the Ministry implementing the monitoring, evaluation and learning plan efficiently, 47% of the respondents disagreed and, out of this, only 3% strongly disagreed. However, 35% of the respondents agreed and out of this 5% strongly agreed while 18% of the respondents were neutral. Generally, it is observed that respondents felt that the Ministry did not implement the monitoring, evaluation and learning plan efficiently.

v. Indicators

An indicator is a variable that gives a way of measuring one part of a program to understand how it is being executed or what changes are occurring (Mangubhai *et al*. 2021:5). There are two sorts of indicators: quantitative and qualitative/descriptive indicators. Quantitative or numerical indicators are shown as numbers, percentages, or ratios, or as the outcomes of other numerical operations. Descriptive narratives can be used to present qualitative indicators. They provide information regarding the program's operating environment or stakeholders' perceptions of the programs. RIST (2020:8) also noted that an indication responds to questions like, "How do we determine if or how much we've achieved our goal?" To assist quantify performance, indicators are usually accompanied by a measurable aim, frequently expressed in percentages. Organisations should have two types of indicators, namely results indicators that measure the degree of fulfilment of a program's goal and objective, and process indicators, which evaluate progress in the program's procedures.

For a program to be able to measure their outputs, outcomes, and impacts, they should draft precise indicators before the beginning of the program. Data for the selected indicators should be collected as per the MEL plan and used accordingly for learning and adaptive management. Indicators also need to be refined or updated as the program is being implemented and this comes from lessons learned (Mangubhai *et al*. 2021:5). In relation to the Ministry developing clearly defined indicators, 42% of the respondents agreed and out of this 10% strongly agreed, while 36% of the respondents disagreed and out of this only 3% strongly disagreed. The rest of the respondents (18%) were neutral and 3% did not answer the question. It is observed that, in general while a higher percentage of the respondents agreed more can be done by the Ministry to ensure that indicators are clearly defined.

vi. Indicator target setting

In addition to defining the indicators in the MEL plan, it is necessary to define baselines and targets for each indication, as well as the methodology for monitoring the indicators, including the data source and measurement frequency. Baselines and targets must be specified for each indicator covered in the MEL strategy. A baseline measure for an indicator is acquired before or at the start of a program and is used to plan and/or evaluate subsequent progress and impact. This statistic describes the current state of the output or result before the program begins. Over the course of a program's life cycle, targets are reasonable estimates of the program's outputs or results. Goals are set using estimates. Performance may be better or worse than predicted due to the realities of program implementation (RIST 2020:11). With regards to the question on whether the Ministry sets out targets for all indicators, 45% of the respondents disagreed and out of this 4% strongly disagreed. However, 43% agreed on the matter and out of this only 8% strongly agreed, while 12% were neutral on the matter. It can be observed that there were mixed opinions on whether the Ministry sets out targets for all indicators and hence more can be done in relation to indicator target setting.

vii. Process of data usage

Data usage, according to Becker (2016:143), encompasses the development program goals that necessitate access to such data, as well as the analysis and tools required to incorporate the analysis into organisational decision making. The validity of data driven decision-making in the future of the program, or the entire organisation is influenced by data. The time range for decisions/recommendations, from short to long, and the various databases, ranging from previous, historical data to current and up-to-date data, are influencing program elements or activities. Organisations should have a clearly defined plan or strategy that outlines the process of data usage and often the organisation uses data to make informed decisions.

With regards to the issue of the Ministry drafting the process of data usage, 45% of the respondents disagreed and, out of this, only 1% strongly disagreed. However, 36% agreed and out of this 5% strongly agreed. The rest of the respondents (19%) were neutral. A higher percentage of respondents felt that the Ministry did not draft the process of data usage, therefore based on the argument by Becker (2016:143), for the Ministry to manage its programs efficiently and effectively, they should have a process of data usage and they should use data for making decisions, learning and adaptive management.

viii. Data management system

According to Heywood and Boone (2016:6) the formulation, execution, and supervision of plans, policies, programs, and practices that govern, secure, provide, and enhance the value of data and information assets for decision making are all part of data management. The most critical variables in assuring information utilization are well-designed data management systems, paired with sufficient skills, adequate local resources, and good standard operating procedures (SOPs). If the system is primarily designed to support district-level decision-making and some of this data flows up collaterally, there is a good likelihood that data quality will improve over time and that data will be used successfully for informed decision-making. Based on the aforementioned, for a development program to be successful, the Ministry should have a user-friendly data management system.

The study investigated if the Ministry establishes a user-friendly data management system for all development programs and 50% of the responded disagreed, out of this only 3% strongly disagreed while only 23% agreed. The rest 28% were neutral on the matter. Most of the respondents disagreed with the fact that the Ministry establishes a user-friendly data management system for all development programs.

ix. Evaluation tools

Evaluation tools are part of program management tools and strategies which helps organisations to manage and handle programs more efficiently and effectively. Many tools and strategies have been discovered and widely used by program managers around the world for a long time, with significant contributions to program success (Le Hua Xuan, Moslehpour and Tran 2019:283). With this, the Ministry must choose the most appropriate evaluation tools for every intervention or program. The study uncovered that, regarding the Ministry choosing the most appropriate evaluation tools, 42% disagreed and out of this 7% strongly disagreed. On the other hand, 28% of the respondents agreed and out of this, 9% strongly agreed, while 27% were neutral and 1% did not answer. There is a need for the Ministry to address the issue of choosing appropriate evaluation tools.

Figure 5.13 below is a continuation of the planning for adaptive management question.

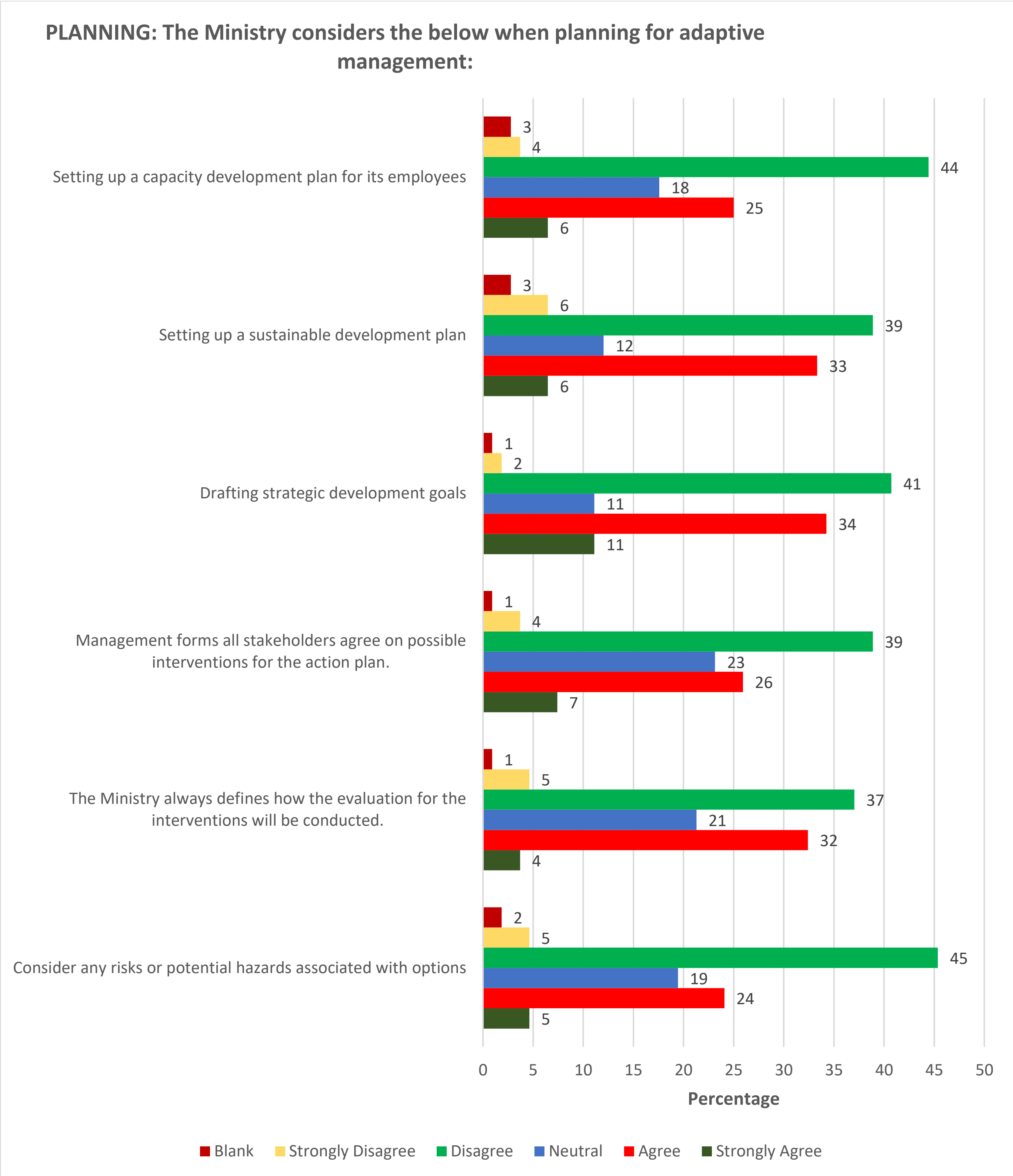


Figure 5.13: Planning of adaptive management (b)

x. Risks or potential hazards

According to the study, 50% of the respondents disagreed and, out of this, 5% strongly disagreed that the Ministry considers any risk or hazards associated with options. However, only 29% of the respondents agreed and out of this only 5% strongly agreed; 19% were neutral and 2% did not answer. Most of the respondents did not agree that the Ministry considers any risk or hazards associated with options.

xi. Defining evaluation interventions at the planning stage

With regards to the question on whether the Ministry always defines how the evaluation for the interventions will be conducted, 42% of the respondents disagreed on the matter and out of this 5% strongly disagreed. However, 36% of the respondents agreed and out of this 4% strongly agreed; 21% of the respondents were neutral on the matter and 1% did not answer. It is observed that the higher percentage of respondents disagreed with the fact that Ministry always defines how the evaluation for the interventions will be conducted.

xii. Agree with stakeholders on the possible interventions for the action plan

A kick-off meeting involving the program team and all key stakeholders is the first step in effective program administration. The program goals and deliverables, as well as their value to the organization, will be discussed at this discussion. Furthermore, the kick-off meeting aids in the development of team ties and dedication to the program (Alqaisi 2018:2).

The World Economic Forum (2017:16) states that an organization's actions should be carried out in accordance with agreed-upon objectives and in a way that incorporates ongoing mechanisms for incorporating stakeholder input. This is critical to maintain open lines of communication and create trust among stakeholders, and ultimately to maximize the positive impact potential. The study checked whether all stakeholders agree on the possible interventions for the action plan, 43% of the respondents disagreed and out of this 4% strongly disagree. However, 33% of the respondents agree out of this only 4% strongly agree. 23% of the respondents were neutral on the matter and 1% did not answer. Generally, it can be observed that there was a mixed feeling on whether all stakeholders agree on the possible interventions for the action plan. The Ministry might want to review this and come up with activities that will ensure that they agree with stakeholders on the possible interventions for the action plan.

xiii. Strategic development goals

Regarding drafting strategic development goals, 45% of the respondents agreed on the matter and out of this 11% strongly agreed. However, 43% of the respondents disagreed on the matter and, out of this, only 2% strongly disagreed. 11% of the respondents were neutral and 1% did not answer. In general, there were mixed feeling on the matter. Through strategic management, the Ministry can guarantee that they adapt to changing trends and external factors such as globalization.

xiv. Sustainable development plan

According to Sasho and Ljupco (2015:186), a sustainable development plan is characterized as a coordinated, participatory, and iterative process of thoughts and actions at the national and local levels to achieve economic, environmental, and social goals in a balanced and integrated manner. Situation analysis, policy and action plan design, execution, monitoring, and regular review are all part of the process. It is a cyclical and interactive planning, participation, and action process in which the focus is on tracking progress toward sustainability goals rather than producing a plan as a result. For the Ministry to achieve its objectives, they should also have a clear sustainable development plan. With regards to the question on setting up of a sustainable development plan, 45% of the respondents disagreed and out of this 6% strongly disagreed. However, 39% of the respondents agreed on the matter and, out of this, 6% strongly agreed; 12% of the respondents were neutral and 3% did not answer. Generally, a higher percentage felt that the Ministry did not consider the setting up of a sustainable development plan.

xv. Capacity development plan

Capacity building is critical for effectively responding to current global economic, environmental, and social development issues, including meeting the sustainable development goals. In the development sector, capacity building consists of three components: (a) the creation of an enabling environment with appropriate policy and legal frameworks; (b) institutional development, including community participation; and (c) human resource development and managerial system strengthening (Ferrero *et al.* (2019:2). The study investigated if the Ministry considers setting up a capacity development plan for its employees. In response to this question 48% of the respondents disagreed and out of this 4% strongly disagreed. On the other hand, 31% of the respondents agreed and, out of this, 6% strongly agreed; 18% of the respondents were neutral and 3% did not answer. The results shows that the Ministry can do more on capacity development and apply the three components of capacity development listed above.

5.4.6 Implementation

Question 6 addressed issues to do with implementation. Figure 5.14 presents the results analysis

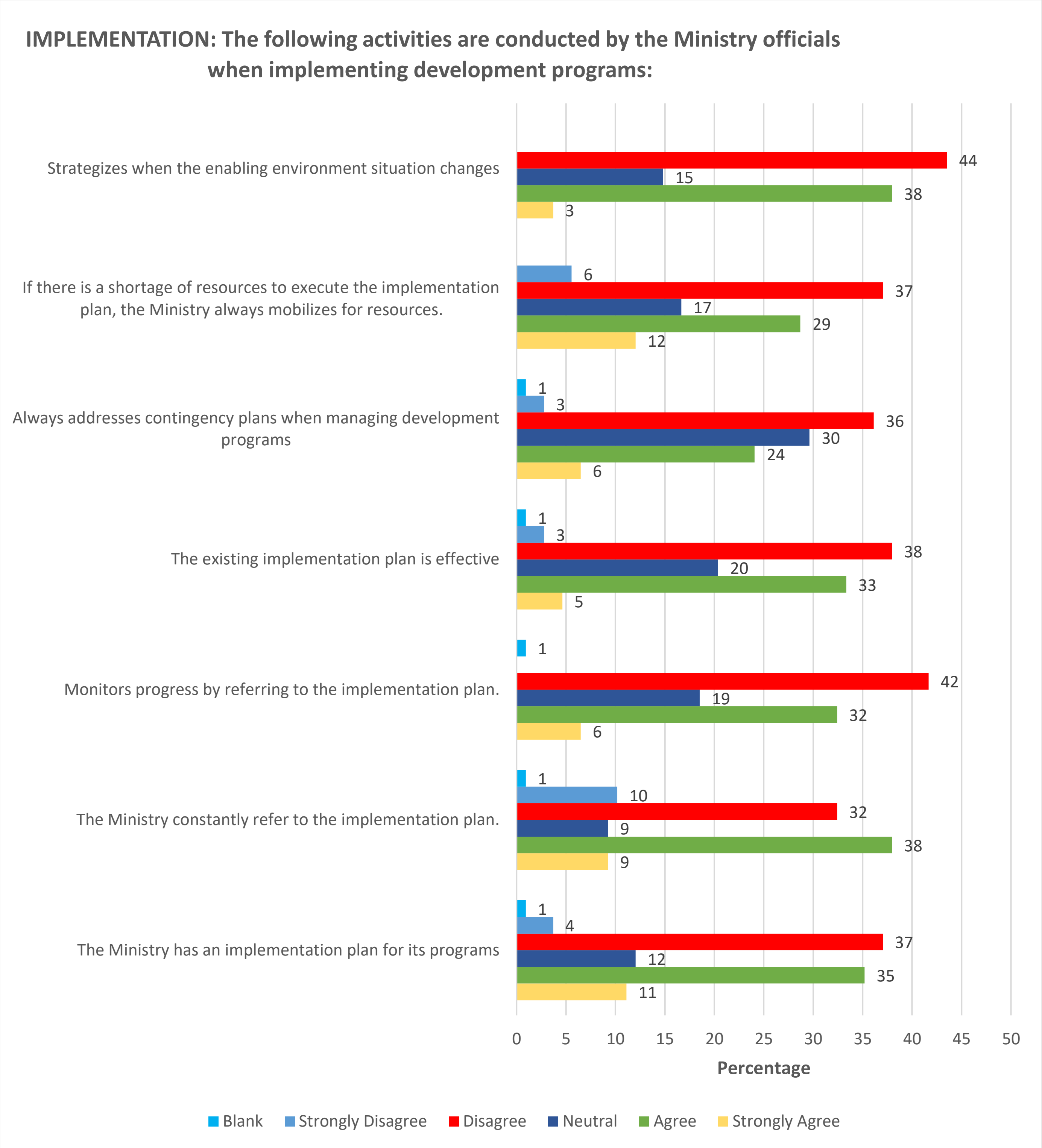


Figure 14: Implementation

i. Implementation plan

Malsam (2022:1) noted that an implementation plan is a program management tool that simplifies the execution of a program's strategic plan by breaking it down into smaller parts and identifying the timetable, teams, and resources that will be required. The implementation plan tracks the borders of that, laying out how to best implement a strategic plan from the start, as well as how to manage it efficiently as it is implemented. With the above, the Ministry needs an implementation plan for its programs. The study checked if the Ministry has an implementation plan for it programs and 41% of respondents disagreed and out of this 4% strongly disagreed. On the other hand, 46% of the respondents agreed and out of this 11% strongly agreed; 12% of the respondents were neutral on the issue and 1% did not respond. In general, there was a mixed response in answer to the Ministry having an implementation plan.

ii. Use of the implementation plan

The strategy implementation plan, according to Rani (2019:205), is one manner by which managerial objectives, methods, and rules are executed throughout the growth programs, financial plan, and procedure. If such techniques are not adequately implemented, the organisation may swiftly fail. When an organization aims to implement the required implementation plan, it ensures that it covers all the issues that it may encounter, such as the danger of misusing insufficient capital or the risk of losing one's self-worth if the firm fails. Rani (2019:206) further states that strategic plans are used by successful organizations around the world, such as the Coca-Cola Organisation, to guarantee that they operate efficiently. Such approaches produce a vision for the future as well as the strategies required to achieve all the specified objectives. Any organization's plan for achieving a feasible profit and long-term development must be well-thought-out to ensure the organisation's long-term success. For a program to be successful, the Ministry should consider drafting and using a clear implementation plan. With regards to the issue of whether the Ministry constantly refers to the implementation plan, 47% of the respondents agreed and out of this 9% strongly agreed. However, 42% of the respondents disagreed and out of this 10% strongly disagreed; 9% of the respondents were neutral and 1% did not answer. Generally, in respondents mixed feelings on whether the Ministry constantly refers to the implementation plan.

iii. Monitoring of progress with reference to the implementation plan

Seale, Broutet, and Narasimhan (2017) as cited by Rani (2019:205) indicated that organisations need to develop and manage a method for tracking and analysing performance of its programs as stipulated in the implementation plan. The plan serves as a foundation for measuring success by looking at what has been accomplished and what should be accomplished. In addition, an organisation should build a performance executive scheme, information, and response structure which will collect all necessary data and involve employees in the performance and management aspects. Pertaining to whether the Ministry monitors progress through referring to the implementation plan, 42% of the respondents disagreed on the matter. However, 38% of the respondents agreed and out of this 6% strongly agreed, while 19 respondents were neutral and 1% did not respond. It can be observed that the higher percentage of respondents felt that the Ministry did not monitor the progress through referring to the implementation plan, therefore there is need to develop and manage a method for tracking and analysing performance of its programs.

iv. Effectiveness of the implementation plan

According to Palinkas *et al*. (2015) as cited by Rani (2019:206), strategic strategies must be implemented to achieve maximum results. To accomplish this, five key stakeholders help to ensure that strategies are carried out effectively. People, resources, structure, processes, and culture are all variables that help an organisation accomplish its strategy. The Ministry must ensure that they have an effective implementation plan that involves stakeholders listed above. The study investigated if the Ministry has an effective implementation plan and 41% of the respondents disagreed and out of this 3% strongly disagreed. On the other hand, 38% of the respondents agreed on the matter with 5% strongly agreeing. 20% were neutral on the matter and 15 did not answer. Generally, the larger percentage of respondents felt that the existing plan was not effective hence Ministry may need to review their implementation plan.

v. Contingency Plan

The Ministry should have a contingency plan if it aims to lessen the likelihood of failing and maintaining continuity of its development programs. The study checked whether the Ministry always addresses contingency plans when managing development programs, 39% of the respondents disagreed and, out of this, 3% strongly disagreed. However, 30% of the respondents agreed on the matter, while 30% were neutral and 1% did not answer. Generally, there were mixed feelings on whether the Ministry addresses contingency plans when managing development programs.

vi. Resource mobilization

Golhasani and Hosseinirad (2017:1) noted that resource mobilization is the process of obtaining resources from a resource provider and using various mechanisms to carry out the organization's activity to meet pre-determined organizational objectives. It is concerned with obtaining the required resources in a timely and cost-effective manner. Resource mobilization argues for having the correct type of resource, at the right time, at the right price, as well as making the best use of the resources that have been acquired, ensuring that they are used to their full potential. For the Ministry to realize its goals, it should have the correct type of resource, at the right time, at the right price, as well as making the best use of the resources that have been acquired, ensuring that they are used to their full potential. The study investigated whether if there are shortages in resources the Ministry always mobilizes for resources and 43% of the respondents disagreed and out of this 6% strongly disagreed. On the other hand, 41% agreed and out of this 12% strongly agreed; 17% of the respondents were neutral. Generally, there were mixed feelings on whether Ministry mobilizes resources always when there are shortages.

vii. Strategies to handle changes with the enabling environment

According to Brauns (2015:41), individuals must embrace change and be willing to adapt in tandem with the organization's goals for change to be successful. Change can be successfully implemented when handled correctly, using tried and true change management strategies to meet specified goals and objectives. The most frequently mentioned implementation issue is resistance to change. Because a person's actions and goals are linked to his or her emotions, employees' unpleasant emotions in response to change have an impact on their actions and intentions. Therefore, people are resistant to change. Organizations must prepare carefully and lay the necessary foundations for change to be effective, after which implementing change will be lot easier.

Baker's (2007:2) as cited by Brauns (2015:38) noted that “change is constant" and is brought about through a transformation process. It can be intentionally manufactured in a planned manner, or it can appear to happen spontaneously when an individual or an organization adapts or evolves. In any case, change is neither good nor harmful in and of itself. "Some argue that overseeing successful change within an organization is about good leadership rather than effective management and that it is thus not a process but an approach” (Baker 2007: 16) as cited by Brauns (2015:38). However, Singh (2009: 4) as cited by Brauns (2015:38) argues that change is one of the most critical aspects of effective management. According to Baker (2007: 16) as cited by Brauns (2015:38), even the tiniest organizations are likely to be essentially interconnected and even interwoven. Change also entails "dissatisfaction with the old and belief in the new" (Harigopal 2006: 27 as cited by Brauns 2015:38). With the above, the Ministry must prepare carefully and lay the necessary foundations for change to be effective. The study further investigated if the Ministry strategizes when the enabling environment situation changes and 44% of the respondents disagreed while 41% agreed, of which 3% strongly agreed; 15% of the respondents were neutral. Generally, there were mixed feelings from respondents on the matter.

5.4.7 Monitoring

Question 7 addressed the issue of monitoring within the Ministry. Figures 5.15 and 5.16 present the results analysis.

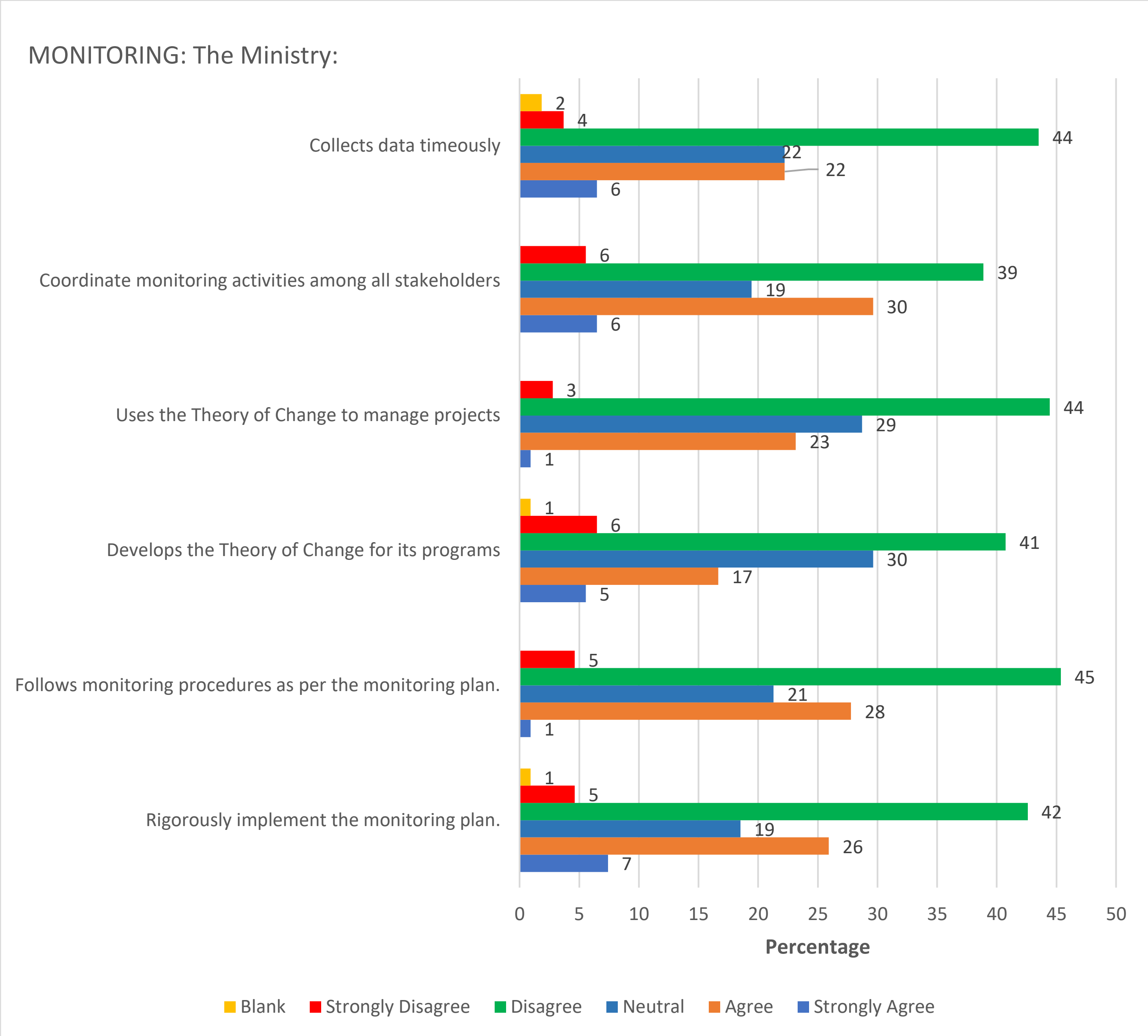


Figure 5.15: Monitoring (a)

i. Implementation of the monitoring plan and procedures

The study also investigated if the Ministry rigorously implementing the monitoring plan and 47% of the respondents disagreed and, out of this, 5% strongly disagreed. However, 33% of the respondents agreed and out of this 7% strongly agreed; 19% were neutral and 1% did not respond. It can be observed that a higher percentage of respondents felt that the Ministry did not rigorously implement the monitoring plan. Organisations might not have the resources to monitor all of their activities at the same time, but it is critical to determine and prioritize which programs or initiatives they will monitor. It is critical to address tall stakeholders' information demands, as well as their own. To achieve this, the organisation should understand why they want to perform M&E and what advantages it can provide. The organisation should also create guiding principles, it’s a good idea to develop some guiding principles to ensure that M&E is relevant, valuable, current, and convincing.

The organisation should also choose which programs to monitor as it is critical to choose and prioritize which programs to monitor, as the organisation might not have the resources to monitor all your interventions at the same time. The organisation should consider choosing who to include in various stages of your M&E as this helps to think about stakeholders' information demands as well as their own to ensure M&E is relevant to them. As a result, organisations need to figure out how to involve key internal and external stakeholders in the design, implementation, analysis, and/or reporting of program findings. It is also critical for the organisation to choose the most important issues and questions to investigate and to select and monitor the topics and concerns the organisation and stakeholders want to learn more about. Given the above, one can clearly argue that the Ministry should follow monitoring procedures as per the monitoring plan. The study revealed that 50% of the respondents disagreed and out of this, 5% strongly disagreed. However, 29% agreed and 21% were neutral on the issue. It is observed that most of the respondents felt that the Ministry did not follow monitoring procedures as per monitoring plan.

ii. Development of the theory of change

A theory of change is a technique for mapping a program's strategy that reveals how change is intended to occur as well as the assumptions that underpin it (Pasanen and Barnett 2019:14). A theory of change is a foundation or the backbone of the program (Pasanen and Barnett 2019:14). A theory of change is a vital instrument for monitoring and learning. It aids in the revision and testing of a program's assumptions. To support learning, a theory of change must be revised on a frequent basis throughout the program's execution (USAID 2018:3). The program implementers can envision the contextual and operational changes that occur by revising and revisiting the theory of change on a regular basis. A theory of change is a description of how and why a particular intervention will achieve the desired outcomes (Mayne, 2015:270). Based on the definitions and descriptions of the theory of change, the Ministry must have a clear theory of change that everyone involved in the management of the program understands. Regarding the Ministry developing the theory of change for its programs, 47% of the respondents disagreed and out of this, 6% strongly disagreed. However, 23% of the respondents agreed and 30% were neutral. This indicates that there is a mixed feeling on the issue of the development of a working theory of change.

iii. Use of the theory of change

Theories of Change (ToC) can help development agencies understand how, why, and to what extent change occurs because of development program implementation. When development organizations perform impact evaluation at a programmatic level, ToC is typically utilized as an overview and evaluation method to understand how change has been realized or not realized. ToC can aid development organizations in the development of interventions, as well as stakeholder participation during the planning phase to examine the intended ways to attaining effect. The table of contents also includes the procedures and impact framework that may be used to guide implementation and evaluation, as well as the reasoning for approaches taken and contextual effects (De Silva 2015:3).

According to the study, the question addressing the issue of the Ministry using theory of change to manage programs had 47% of the respondents disagreeing and, out of this, 3% strongly disagreed, while on the other hand 24% of the respondents agreed; 29% of the respondents were neutral and therefore it can be deduced that a higher percentage of the respondents felt that the Ministry did not use theory of change to manage programs and these findings indicate that the Ministry should consider using theories of change in its development programs.

iv. Coordination of monitoring activities among stakeholders

With regards to the Ministry coordinating monitoring activities among stakeholders, 45% of the respondents disagreed and out of this 6% strongly disagreed. However, 36% of the respondents agreed and 19% were neutral on the matter. It is observed that the higher percentage of respondents felt that the Ministry did not coordinate monitoring activities among all stakeholders. Given the above results, one would argue that the Ministry should consider coordination of monitoring activities among stakeholders.

v. Data collection

Data collection is the process of acquiring and evaluating information on variables of interest in a systematic manner that allows development organisations to answer development questions, test hypotheses, and assess outcomes. The first step in data collection is defining what type of data is needed, followed by selecting a sample from a certain demographic. After that, organisations must collect data from the chosen sample using a specific equipment/tool (Kabir 2016:201). In this study, the question regarding collection of data timeously had 48% of the respondents disagreeing and out of this 4% strongly disagreed, while 28% of the respondents agreed and 22% were neutral while 2% of the respondents did not answer. It can therefore be observed that generally the respondents felt that the Ministry does not collect data timeously and should put some effort on collecting data timeously since timeless is a critical required for quality data which is needed for making data driven decisions.

Figure 5.16 below is a continuation of analysis on monitoring within the Ministry.

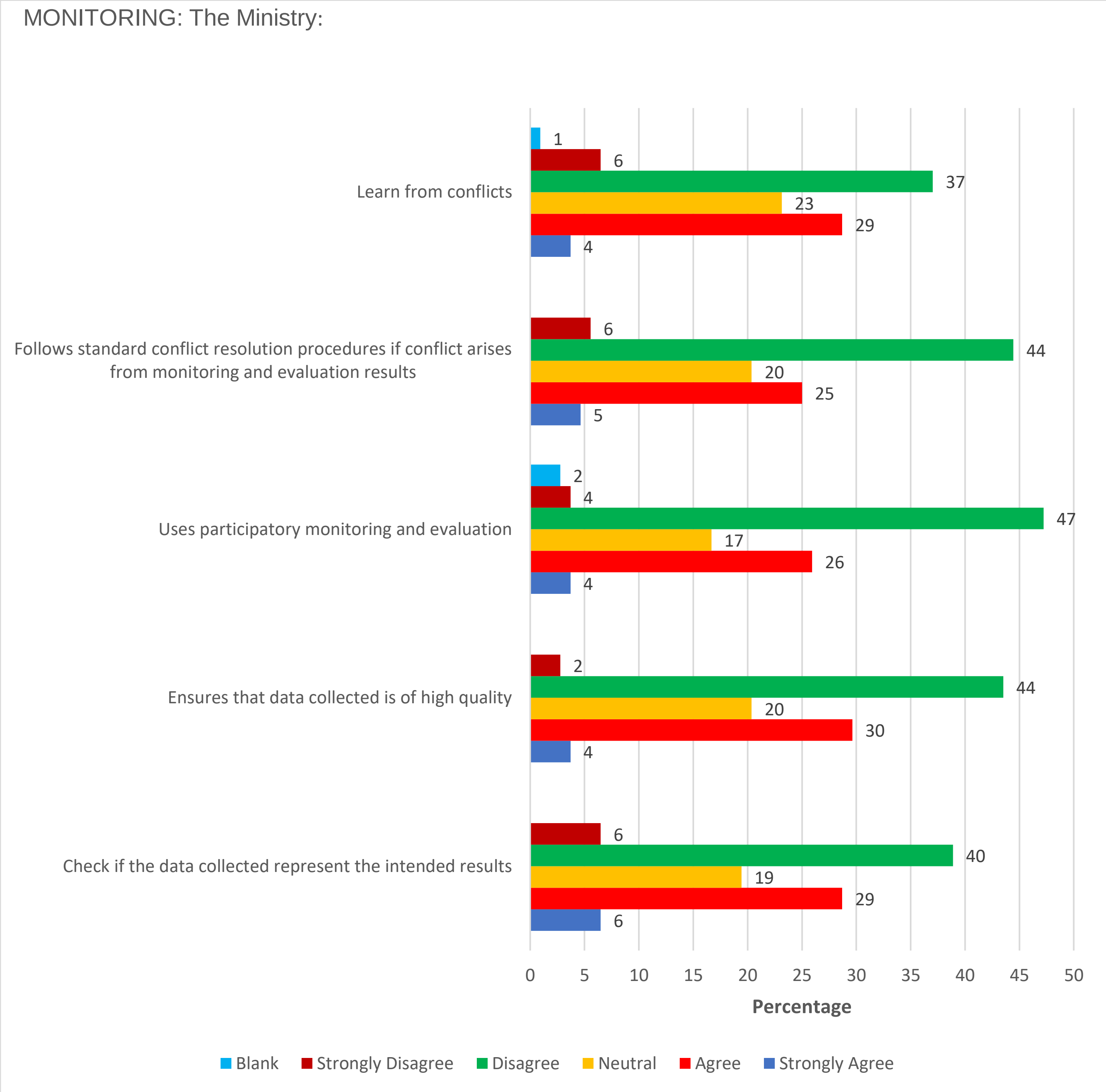


Figure 16: Monitoring (b)

vi. Collection of data that represents the intended results

The purpose of any data collection is to obtain high-quality evidence that can be translated into rich data analysis and used to construct a convincing and credible response to the questions addressed. Regardless of the subject of study or data definition preference, quantitative vs. qualitative, correct data collecting is critical to the success of a development program and its integrity. The use of appropriate data gathering instruments, existing, modified, or newly built, as well as properly defined instructions and their proper use reduce the risk of errors as well as assist development organizations to collect data that represents the intended results of a program (Kabir 2016:202). The study checked if the data collected represents the intended results and 46% of the respondents disagreeing and, out of this, 6% strongly disagreed. However, 35% of the respondents agreed and 19% were neutral. Most respondents felt that the Ministry did not check if the data collected represented the intended results. The result of the study reveals that the Ministry can do more with regards to collection of data that represents the intended results.

vii. Data quality

"Data quality is crucial in measuring and analysing science, technology and innovation adequately, which allows for the proper monitoring of program efficiency, productivity and even strategic decision making" (Vancauwenbergh 2019:1). Regarding the Ministry ensuring that the data collected is of high quality had 46% of the respondents disagreeing and 34% agreeing while 20% were neutral. Generally, it is observed that the higher percentage of respondents felt that the Ministry did not ensure that the data collected was of high quality. For the Ministry to be in a good position to manage a development program efficiently and effectively they should ensure that the data is complete, unique, timely, valid, accurate, consistent/reliable and is of integrity.

viii. Use of participatory monitoring and evaluation

According to FAO and Agricultura (2019:7), a MEL system is created to track, monitor, and evaluate outcomes in a participative manner, allowing program partners to learn and increase their capacity, as well as program implementers to learn and change their implementation strategy. Simplilearn (2021:1) also argued that organizations should adopt a participatory approach to identifying and evaluating outcomes to increase process ownership internally and externally. Regarding the question on whether the Ministry uses participatory monitoring and evaluation, 51% of the respondents disagreed, while only 30% agreed; 17% were neutral on the matter and 2% did not answer. A higher percentage of respondents felt that the Ministry did not use participatory monitoring and evaluation. The study discloses that that the Ministry should consider extensive use of participatory monitoring and evaluation on its development programs if it intends to achieve its set development goals.

ix. Conflict resolution procedures for monitoring and evaluation

With regards to the Ministry following standard conflict resolution procedures when a conflict arises from monitoring and evaluation, 50% of the responded disagreed while only 30% agreed; 20% of the respondents were neutral. Most of the respondents felt that the Ministry did not follow standard conflict resolution procedure when a conflict arose from monitoring and evaluation, therefore conflict resolution procedures for monitoring and evaluation should be followed by the Ministry when managing its development programs

x. Learning from conflicts

The study investigated whether the Ministry learns from conflicts and the results disclose that the Ministry should learn from conflicts because 43% disagreed and 33% agreed; 23% of the respondents were neutral while 1% did not answer. Most of the respondents felt that the Ministry did not learn from conflicts.

5.4.8 Evaluation

Question 8 addressed issues concerning evaluation by the Ministry. Figures 5.17 and 5.18 present the results analysis.

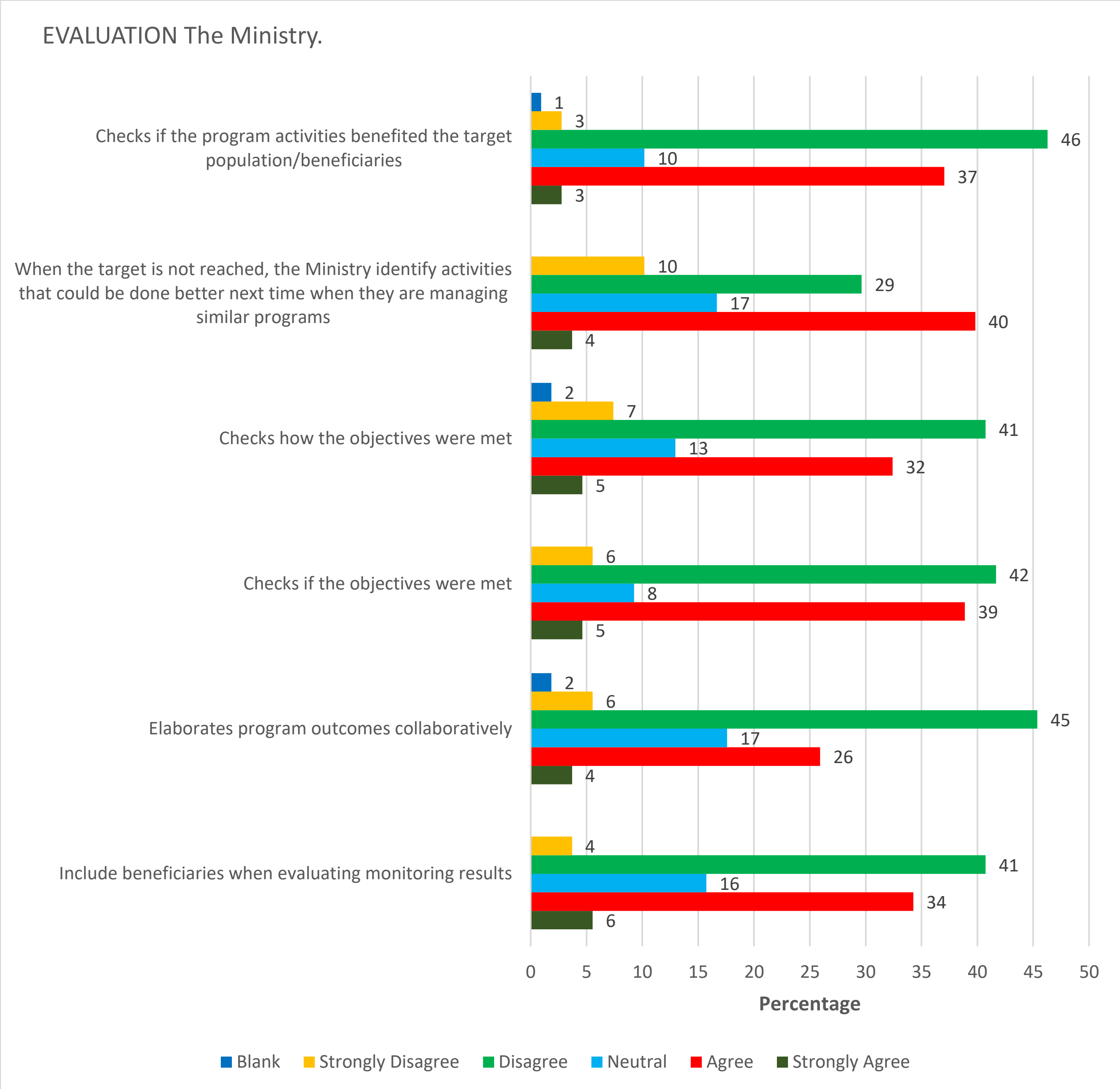


Figure 17: Evaluation (a)

i. Beneficiary participation on evaluations

Sulemana *et al*. (2018:178) suggest that any participatory monitoring and evaluation process must include stakeholders, collaboration, collective action, and mutual respect to achieve the desired outcomes. It must promote grassroots discussion and transform the community from passive recipients to active participants with the ability to influence program activities based on their needs and assessments. A participatory evaluation actively incorporates important stakeholders, particularly the intended beneficiaries of a program or program, in the design and implementation of the evaluation.

According to INTRAC (2017:1), participatory evaluations can be done for a variety of reasons. The two most common are to equip beneficiaries with the tools they need to better analyse and improve their own conditions, as well as to produce more accurate and dependable results and suggestions. The study checked if the Ministry includes beneficiaries when evaluating monitoring results and 45% of the respondents disagreed and out of this 4% strongly disagreed. However, 40% of the respondents agreed and out of this 6% strongly agreed while16% were neutral. It is observed that the higher percentage of the respondents felt that the Ministry did not include beneficiaries when evaluating monitoring results. One would suggest that the Ministry should include beneficiaries when evaluating monitoring results.

ii. Outcome elaboration

A report may be prepared in partnership between the evaluators and beneficiaries, or other stakeholders, in a participatory evaluation. Reports can be created and/or delivered in a variety of ways to maximize the possible advantages to the recipients. Results are shared after an evaluation has been written up and agreed upon by the evaluators and the organization commissioning the evaluation in traditional evaluations. Results and recommendations from a participatory evaluation can be shared with beneficiaries right away, and recommendations can be agreed upon before being submitted in a report (INTRAC 2017:2). Given the above, one would argue that the Ministry should elaborate the program outcomes collaboratively. Regarding the issue of the Ministry elaborating program outcome collaboratively, 51% of the respondents disagreed, and out of this 6% strongly disagreed. However, 30% agreed and 17% were neutral. From the respondents' point of view, the Ministry did not elaborate the program outcomes collaboratively. Access to complete program information, according to Hilhorst and Guijt (2006:43) as cited by Sulemana *et al*. (2018:176), gives people a solid foundation to express their concerns and requirements, which may then be included into program operations. Furthermore, widespread public dissemination aids in putting control in the hands of communities and reduces the possibility of manipulation by other players, and it is critical to guarantee that communities are kept informed and get feedback on progress at various stages once the program has begun.

iii. Checking if objectives are met

Mangubhai *et al*. (2021:1) states that evaluation looks at the big picture and checks on the entire program and its context. It entails a periodic evaluation of a program's design, implementation, and outcomes, which is often done at the program's midpoint and conclusion. Mangubhai *et al*. (2021:1) further argued that relevance, efficiency, effectiveness, impact, and sustainability can all be examined in evaluations be organisations. Program evaluations should present findings that program recipients, implementers, and funders can use to make decisions. With the above, the study questioned if the Ministry checks if the objectives are met had, 48% of the respondents disagreeing, and out of this 6% strongly disagreed. However, 44% of the respondents agreed and 8% were neutral on the matter. There was a mixed opinion on the matter which means that the Ministry must always check if objectives of their programs are met.

iv. Checking how objectives are met

The focus of evaluation, according to the Centers for Disease Control and Prevention, United States Department of Health and Human Services (2018:1), is on "how much" change is programmed. The quantity of change expected should be quantified in the objectives. It's hard to know whether goals have been fulfilled unless they can be measured. The use of objectives to track the implementation of your strategies and progress toward your program's goals is essential. Objectives also serve as a basis for program evaluation questions and assist define accountability targets. With the above, the study also questioned if the Ministry checks how the objectives were met. 48% of the respondents disagreed and out of this 7% strongly disagreed. On the other hand, 38% of the respondents disagreed and 13% were neutral. Most of the respondents felt that the Ministry did not check how the objectives were met and hence there is need for the Ministry to improve on this area.

v. Planning of better activities if objectives are not met

Evaluations give information for biannual operational planning, program budgeting, and program strategic planning. Evaluation must address both organizational learning and responsibility, and the terms of reference and methodology of the evaluation will be guided by the balance between these two goals. The Ministry should therefore use evaluation plan and identifies activities that could be done to better next time when they are running similar programs. The study checked if the Ministry uses evaluation results to identify activities that could be done better next time when they are running similar programs and 44% agreed and out of this 4% strongly agreed, while 39% disagreed and out of this 10% strongly disagreed;

17% of the respondents were neutral. These results shows that most respondents felt that when the target is not met the Ministry does identify activities that can be done better next time when they are managing similar programs.

vi. Did the program activities benefit the target beneficiaries?

According to the study, the question on whether the Ministry checks if the program activities benefitted the target population or beneficiaries had 49% disagreeing and out of this 3% strongly disagreed. However, 40% agreed and 10% were neutral while 1% did not answer. A bigger percentage of the respondents felt that the Ministry did not check if the program activities benefitted the target population. A participatory approach to evaluation guarantees that evaluations address equality, share knowledge, and help program recipients, implementers, funders, and other stakeholders improve their evaluation capabilities.

While those affected by a crisis may be involved during implementation (by donating time, labour, and feedback), they are much less involved during evaluation (Brown *et al*. 2015: 14). An effective beneficiary feedback process, according to the United Kingdom's Department for International Development (DFID) (2015:7), is one in which beneficiaries' feedback is solicited and listened to, collated, and analysed, triggers a response/action at the required level, and communicates the response/action back to the original provider and, if appropriate, the wider beneficiary community.

Figure 5.18 is a continuation of question 8 on evaluation.

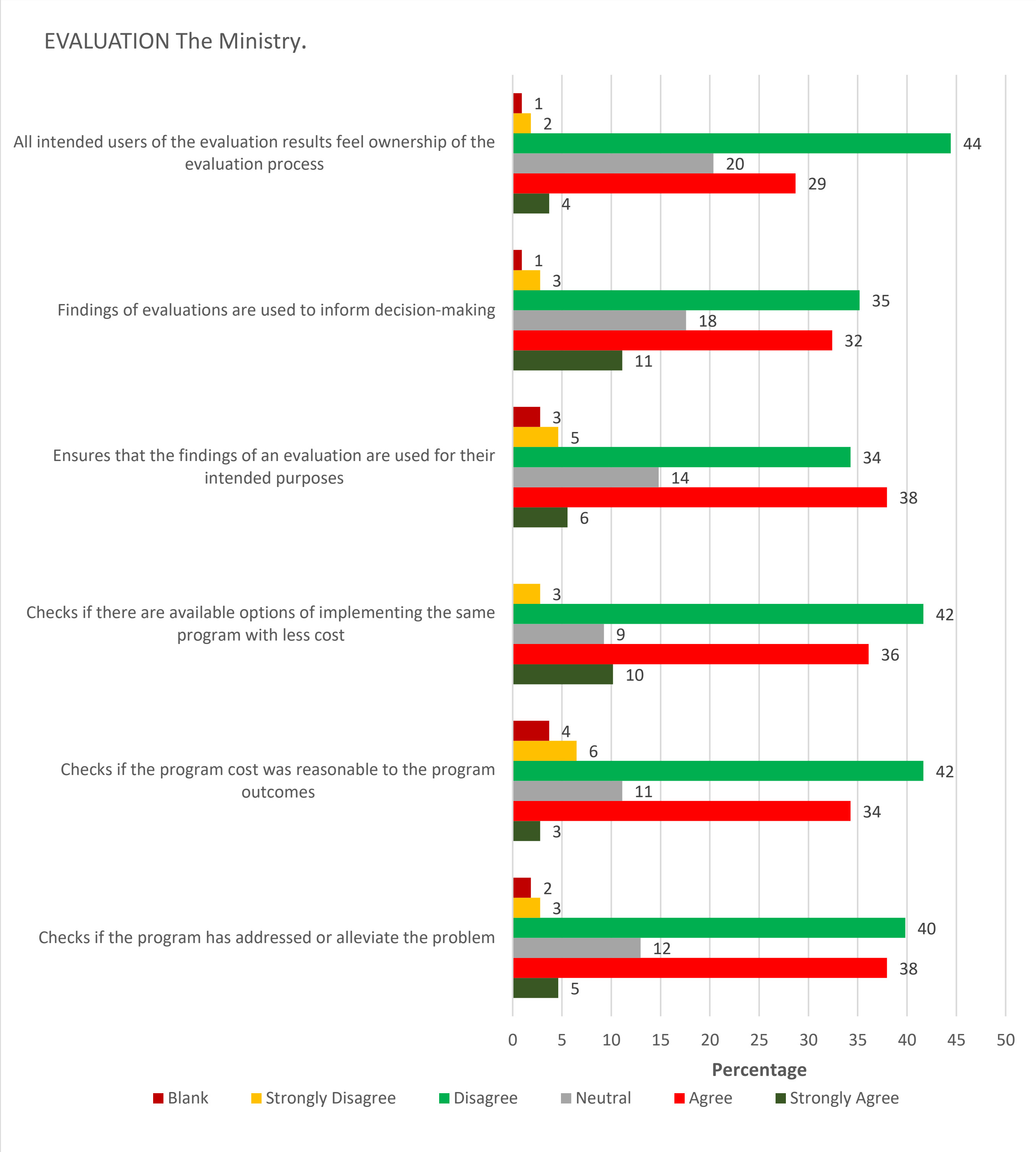


Figure 5.18: Evaluation (b)

vii. Did the program activities alleviate the problem?

According to WHO (2019:58), evaluating whether your activities are effective in resolving the problem is an important aspect of managing development programs. It can assist determine whether an activity is a good use of resources and whether it should be continued or expanded. Furthermore, it can assist in determining which aspects of an activity perform well and which do not, allowing them to be improved for future use. Organizations can also benefit from evaluation by learning from their mistakes. It is critical to plan for the evaluation right at the start of an activity to ensure that baseline data is available. The Ministry must analyse whether their program activities are effective in resolving targeted problems as it is an important aspect of managing development programs. The study investigated if the Ministry checks if the program has addressed or alleviated the problem and 43% of the respondents disagreeing and, out of this, 3% strongly disagreed. However, 43% also agreed and 12% were neutral on the matter; 2% of the respondents did not respond. There were mixed views on whether the Ministry checks if the program has addressed the problem.

viii. Program cost and outcomes

The question on whether the Ministry checks if there are available options of implementing the same program with less cost had 45% disagreeing and out of this only 3% strongly disagreed. On the other hand, 46% agreed while 9% were neutral on the matter. There were mixed feelings on whether the Ministry checks if there are available options of implementing the same program at less cost.

The study investigated if the Ministry checks if the program cost was reasonable to the program outcomes and 50% of the respondents disagreed and out of this, 6% strongly disagreed. However, 37% agreed and 11% were neutral while 4% did not answer. It can be clearly seen that most of the respondents felt that the Ministry did not check if the program cost was reasonable with the program outcomes. Link and Phillips (2015:22-23) claim that benefit-cost analysis is a decision-making tool that may and has been used in a variety of circumstances involving government activities in the past. Retrospective studies are commonly used to see if a previous program's decision was financially sound. As a result, benefit-cost analysis is an important tool for sound policy evaluation. Benefit-cost analysis, as critics have pointed out, frequently entails a comparison of diverse and incommensurate categories of benefits, which are sometimes inappropriately expressed in money. Furthermore, benefit-cost analysis frequently ignores distribution effects, which means that people who benefit positively and badly from the program under consideration are regarded equally, even if the benefits or costs are skewed by factors such as income or demographics (Link and Phillips 2015:22-23).

ix. Use of evaluation findings

"A cognitive process in the context of evaluation, motivated by an attitude of inquisitiveness and a belief in the value of evidence, that involves skills such as identifying assumptions, posing thoughtful questions, pursuing deeper understanding through reflection and perspective taking, and making informed decisions in preparation for action" (Visser *et al*. 2015:30). In relation to the Ministry ensuring that the findings of an evaluation were used for their intended purposes, 43% of the respondents agreed and out of this, only 11% strongly agreed. However, 38% disagreed on the matter and 18% were neutral, while only 1% did not answer. It is observed that a higher percentage of respondents felt that to some extent the Ministry did ensure that the findings of an evaluation were used for their intended purpose hence the need to use evaluation results as indicated by Okul and Nyonje (2020:180) who claim that the evaluation results and/or outcomes should be employed in practice and decision making, and the evaluation results should be used for the intended aim. One of the most pressing concerns in the subject of evaluation has been how to ensure that the evaluation results are used. If assessment results aren't used, evaluations won't be able to achieve their principal goal, which is societal improvement (Henry, (2003) as cited by Okul and Nyonje (2020:180).

x. Ownership of evaluation results

Involving program personnel in the evaluation process and encouraging evaluative thinking is expected to promote ownership of the process and results, as well as reach a larger spectrum of program staff. As a result, there's a chance that evaluation techniques and conclusions may be adopted and used more widely throughout organizations (Taut 2007 as cited by Pasanen *et al.* 2018:13). Intended users are more likely to use assessments if they understand and feel ownership of the evaluation process and conclusions. They are more likely to understand and feel ownership if they have been actively participated.

To ensure ownership of evaluation results, stakeholders should be involved at various stages of an evaluation to improve the impact of the evaluation (Nyonje *et al*. 2012 cited by as cited by Okul and Nyonje 2020:186). As a result, the extent to which stakeholders are involved in the evaluation process has an impact on the extent to which its conclusions are used. To ensure the collection of high-quality data and the use of findings, a stakeholder group's acknowledgment, legitimization, and participation in an evaluation are crucial. As a result, there is a link between engagement and use. Consequently, the quality of participation becomes a critical concern in the evaluation, which may lead to better use of the findings. The study investigated if the users of the evaluation results within the Ministry have a sense of ownership of the evaluation process and 46% of the respondents disagreed and out of this only 2% strongly disagreed. However, 33% of the respondents agreed and 20% were neutral while 1% of the respondents did not answer. A higher percentage of respondents felt that the users of the evaluation results did not have or feel a sense of ownership of the evaluation process. Partner-led evaluations, according to Pasanen *et al*. (2018:7), are likely to strengthen partners' ownership of the evaluation process and findings, which could lead to more utilization of evaluation findings and suggestions within the organization. The Ministry can also benefit by using partner-led evaluations which to strengthen stakeholders' ownership of the evaluation process and results.

5.4.9 Learning

Question 9 addressed the issue of Learning. Figure 5.19 presents the results of the analysis.

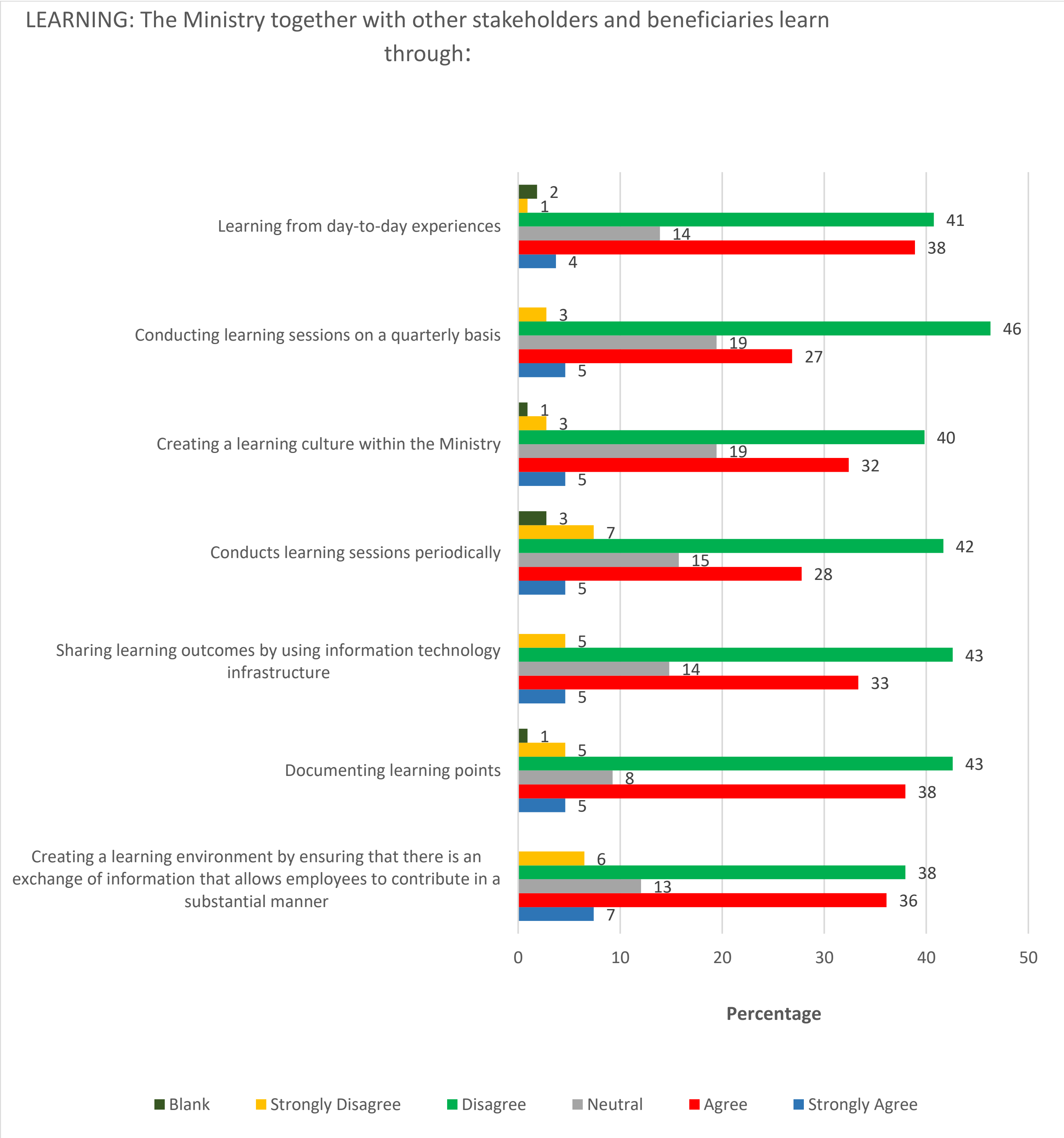


Figure 5.19: Learning

i. Creation of a learning environment

USAID (2018:9) claims that adaptive management methods thrive in organizations with the correct enabling conditions; on the other hand, personnel will struggle to manage adaptively in an organization or team without a supporting environment. As a result, it is vital to assess the organization's enabling conditions and seek to address the 'disabling' factors before implementing adaptive management. The Collaborating, Learning, and Adapting (CLA) paradigm, developed by USAID, identifies three elements of the enabling environment that support continuous learning and adaptive management: resources, culture, and processes:

- The organizational culture: The culture of an organization is made up of unwritten and unspoken rules that impact how people work and what they expect of themselves and their coworkers. The conduct of employees and leaders, how people interact, and what is believed to be supported and rewarded in the business all contribute to organizational culture
- Processes: Continuous learning and adaptive management are difficult to build in an organization without supportive systems and processes in place. The CLA framework looks at three parts of an organization's processes: decision-making, knowledge management, and institutional memory, with two of them being especially important for adaptive management
- Resources: Adaptive management, like most organizational efforts, requires enough resources to be sustainable. Budget, people, and implementation procedures are all resources that aid adaptive management. Organizations and teams can promote and reward their employees for trying to develop these behaviors and talents and seek for new employees who have the skills and qualities of adaptive managers when hiring. Adaptive management is also enabled by organizations providing the budget and resources, including time, required to carry out the processes and activities outlined in the strategy, program, and activity sections above (USAID 2018:9).The study checked if the Ministry together with all stakeholders and beneficiaries learn through the creation of a learning environment through ensuring that there is an exchange of information that allows the employees to contribute in a substantial manner. In response to this question, 44% disagreed and out of this 6% strongly disagreed, while 43% agreed. 13% of the respondents were neutral on the matter. There were mixed feelings on the issue judging by the distribution of responses and one would advise the Ministry to adopt the ideas mentioned above from USAID. An organisation can establish an enabling environment for learning by allowing communication between stakeholders, face-to-face interaction, and transforming mind-sets, not simply behaviours (Desai *et al* 2018:6).

ii. Learning through documenting learning

According to Yadav and Agarwal (2016:18) learning begins with widespread generation of information that is derived from various sources to capture new information that can be integrated into the organizational context. After integrating new information into the organizational context, Yadav and Agarwal (2016:18) note that the organization must collectively interpret the meaning of the information from various departments and come up with the most logical interpretation of the information gathered for decision making and implementation. The interpreted information should use for decision making and implementation as the organization continue to learn. The study asked if the Ministry learn through documenting learning points, 48% of the respondents disagreed and out of this, and 5% strongly disagreed. However, 43% of the respondents agreed on the matter and only 8% were neutral; 1% of the respondents did not answer. It can be seen through the distribution of responses that the higher percentage of respondents felt that there was not much learning through documenting of points. The findings shows that the Ministry must also learn through documenting lessons learned from different departments of the organisation and all implementing partners.

iii. Learning through sharing outcomes

The Promise of Evidence-Based Policymaking (2018:3) also notes that learning agendas help to identify what is already known by the organisation and its partners, what data are available to the organisation and its partners, and where data collection gaps exist internally and externally. Because of this, organisations can use the learning agenda as a coordination tool because learning agendas can also help catalyse targeted evidence-building activities among stakeholders. In relation to learning through sharing outcome by using information technology infrastructure, 48% of the respondents disagreed and out of this, 5% strongly disagreed. On the other hand, 38% of the respondents agreed and 14% were neutral on the matter. Most of the respondents felt that there was not much learning through sharing of outcomes therefore the Ministry should work to improve leaning through sharing outcomes or by using eexperiential learning which allows stakeholders to actively participate in a program and generate lessons through their own experience. Valters *et al.* (2016:8) also noted that experiential learning allows the program participants to tackle the exact problems they are facing in implementing an activity and enables the beneficiaries to define the results they expect from engaging in an intervention (Desai *et al*. 2018:20).

iv. Learning through conducting learning sessions

U.S. Agency for International Development (USAID) (2018:5) claims that it is vital to organize for and participate in regular opportunities for implementing partners to reflect on progress if one wants to create a relationship with them based on trust and communication. Partner meetings, collaborative work planning sessions among partners, portfolio reviews, and after-action reviews are examples of "stop and reflect" possibilities. These possibilities could be focused on current implementation issues and triumphs, changes in the operational environment or context that could affect programming, ways to better work with or influence other players, and/or other relevant topics. Because these collaborative efforts frequently necessitate cash, it is critical to factor them into the activity's budget during the planning stage. Development agencies are encouraged to use face-to-face meetings, informal types of reflections such as blogs and process diaries, these methods of pause and reflect sessions can result in a well-designed learning strategy that stands at the heart of adaptive management (Desai *et al*. 2018:25). From the results of the study, regarding leaning through conducting learning sessions periodically, 49% of the respondents disagreed and, out of this, 7% strongly disagreed. On the other hand, only 33% agreed and out of this, 5% strongly agreed; 15% of the respondents were neutral on matter while 3% did not answer. Most of the respondents felt that there was no learning through the conducting of learning sessions periodically. These results shows that the Ministry should conduct pause and reflect sessions more often as highlighted by Desai *et al* (2018:25) and the USAID (2018:5) above.

v. Frequency of learning sessions

According to (Lauba 2018:1), the Catholic Relief Services (CRS) conducted a survey on learning by and from beneficiaries in DRC buy using a nationwide, toll-free beneficiary feedback hotline were participants shared their inputs, concerns, and complaints on program activities. The initiative was a success because the views of the participants resulted in changes that positively impacted in the changes in implementation processes and increased engagement with responsible authorities. If organisations make use this type of facility during the life of the program, they will be able to get the views and ideas of all stakeholders throughout the life the life of the program.

In relation to the question on learning through conducting learning sessions on a quarterly basis, 49% of the respondents disagreed and out of this, 3% strongly disagreed. On the other hand, 32% of the respondents agreed and 19% were neutral on the matter. A bigger percentage of respondents felt that there was no learning through the conducting of learning sessions on a quarterly basis.

The study also checked if the Ministry has a structure in place for learning from day-to-day experiences. 42% of the respondents disagreed and out of this only 1% strongly disagreed. While on the other hand, 42% again agreed and 14% were neutral and 2% did not answer. It is observed that there were mixed feelings on the issue of learning through day-to-day experiences. The above results shows that the Ministry can also benefit from setting up an ongoing learning structure as cited above with the example of the CRS and help them to achieve goals of their development programs.

vi. Creation of a learning culture

Desai *et al*. (2018:29) believes that organizations must promote a culture of information sharing and informal information exchange mechanisms to enhance learning and adaptability. In addition to the above, the USAID (2018:8) asserts that development organizations must create a culture of openness, networking, learning and improvement to create an enabling environment for learning and adaptive management. The study also checked if the Ministry learns through the creation of a learning culture within the Ministry and 43% of the respondents disagreed and out of this only 3% strongly disagreed. On the other hand, 37% of the respondents agreed and 19% were neutral whilec1% of the respondents did not answer. It is observed that a higher percentage of respondents felt that there was not much learning through the creation of a learning culture within the Ministry. With the above, one would recommend the Ministry to consider investing in the creation of a learning culture given the benefits of learning

5.4.10 Adaptive management

Question 10 addressed the issue of adaptive management. Figure 5.20 shows the analysis.

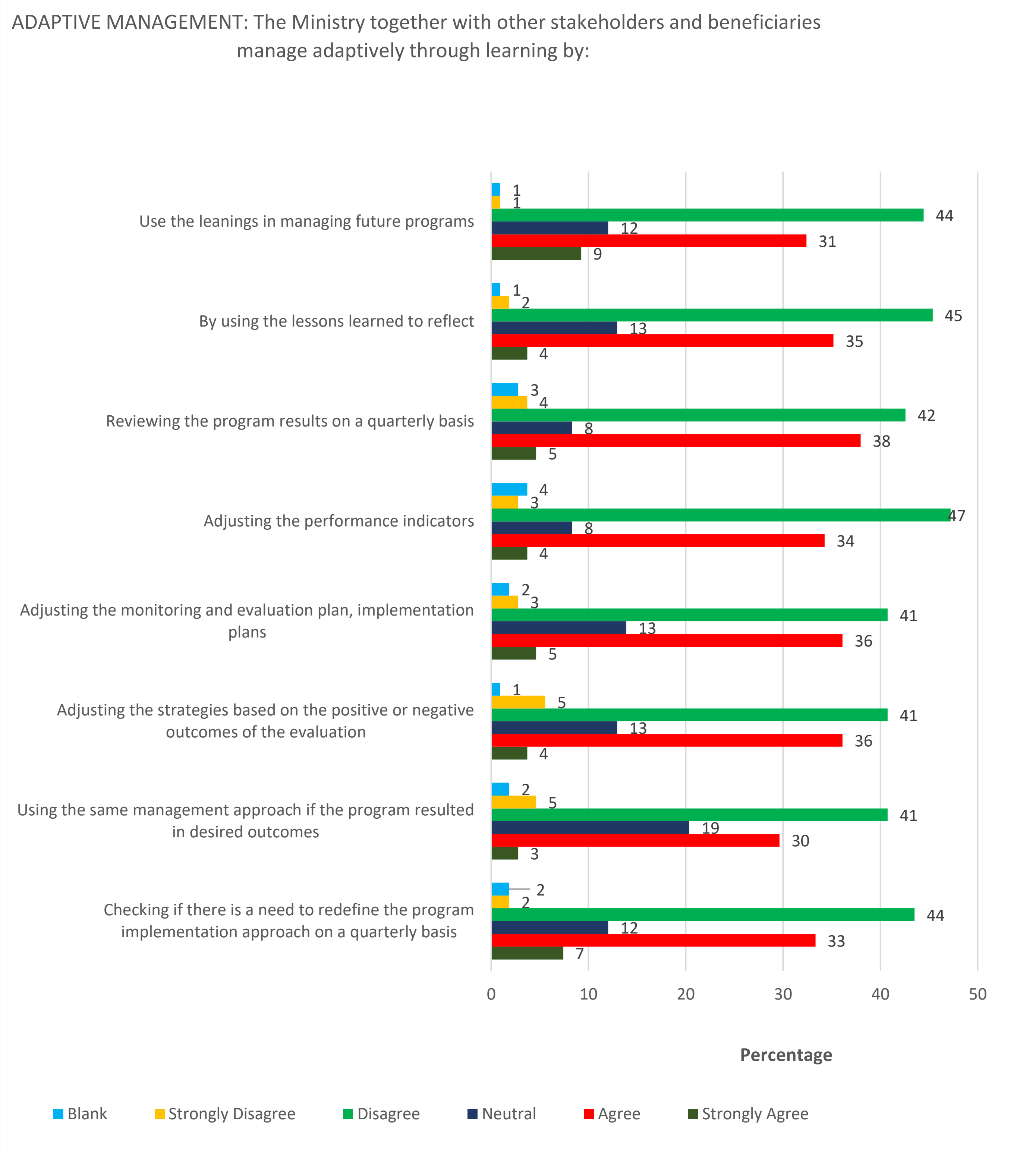


Figure 20: Adaptive Management

i. Managing adaptively

The study checked if the Ministry, stakeholders, and beneficiaries manage adaptively by checking if there is a need to redefine the program implementation approach on a quarterly basis and 44% of the respondents disagreed and out of this only 2% strongly disagreed.

However, 40% agreed and 12% were neutral while only 2% did not answer. These results indicate that a higher percentage of the respondents felt that the Ministry, stakeholders, and beneficiaries did not manage adaptively through learning by checking if there is a need to redefine the program implementation approach on a quarterly basis. Adaptive management, according to Macleod *et al*. (2016:8), is essential for program development, implementation, monitoring, and assessment. Furthermore, Macleod *et al*. (2016:14) state that adaptive management builds support from various stakeholders by understanding the system and reasoning behind program implementers' decisions; it also improves learning through research and monitoring, which informs management decision-making processes. Adaptive management is also important in an organization since it aids in the conceptualization of the situation and the development of objectives that strive to solve the problems identified (Macleod *et al*. 2016:4).

ii. Management approaches

On adaptive management, Arora *et al.* (2019:5) emphasized managerial flexibility, which involves stakeholder commitment and comprehension of the value proposition. To allow an adaptive management strategy, the program's management structure, stakeholder interactions, institutional architecture, and decision-making procedures must all be aligned and flexible enough. Before implementing this strategy, management must examine the appetite for adaptive management among donors, key stakeholders, staff/teams, and all those with supervision responsibilities. Stakeholder commitment and comprehension of the value proposition are required for adaptive management.

The second question on adaptive management addressed the issue of managing adaptively by using the same management approach if the program resulted in desired outcomes and 46% of the respondents disagreed and out of this 5% strongly disagreed. However, 33% agreed and 19% were neutral while 2% did not answer. Most of the respondents felt that there was no adaptive management through using the same managing techniques is the program achieve desired outcomes. The program's management structure, stakeholder interactions, institutional design, and adaptive management recognize that, while a complex intervention's overall goal may be clear, the path to attaining it is often veiled in mystery. As a result, it gives a program the freedom to explore to find the best solution rather than being stuck on a potentially incorrect or untimely one. To support contextual and timely decision-making, learning mechanisms must be implemented across the length and breadth of the program cycle (Arora *et al.* 2019:5).

iii. Strategy adjustment

Adaptive management, according to Rogers and Macfarlan (2020:3), can include modifications to the sorts of activities, methods, and even the expected results and how the theory of change is understood, in addition to modifying the details of how activities are conducted. It employs an iterative adaptation approach that is guided by suggestive theories of change and contributes to their revision. Adaptive management is about strategy adjustment because it is an organized method that enables for acting in uncertain circumstances based on the best available science, while also closely monitoring and reporting analysing and re-evaluating outcomes modifying judgments when new information becomes available (California Department of Fish and Game Wildlife 2009) cited by Rogers and Macfarlan 2020:3). The study investigated if the Ministry manages its programs adaptively by adjusting the strategies based on the positive or negative outcomes of the evaluation and 46% of the respondents disagreed and out of this 5% strongly disagreed. On the other hand, 40% of the respondents agreed and 13% were neutral while 1% did not answer. The results indicate that the higher percentage of respondents felt that there was no managing adaptively through learning by adjusting the strategies based on the positive or negative outcomes of the evaluation.

To address this gap, the Ministry should apply concepts of adaptive management which focus on using evidence from monitoring, evaluation, and research to inform decisions and actions, as well as in reminding us that, to some extent, all management must be adaptive, not just implementing plans but also modifying them in response to changes in circumstances or understanding (Rogers and Macfarlan 2020:3). To support the above, O'Donnell (2016:8) states that the Ministry can use strategic adaptation which is a more significant course adjustment in response to new information or feedback that raises doubts about the program's outcomes, target group, or location, such as adaptation based on double loop learning. Feedback is important again, but the focus of requests for feedback should be more basic, and the program team may require a more in-depth reflection process as well as a range of monitoring data to inform such adjustments.

iv. Adjustment of monitoring and evaluation plan and the implementation plan

Adaptive management, according to O'Donnell (2016:3), necessitates teams with abilities and interests in learning and reflection, as well as a willingness to take appropriate risks and make necessary course corrections in their work. Strong communications and collaboration across different functional areas such as programs, monitoring, evaluation, and learning (MEL), and finance, use of rigorous monitoring and feedback mechanisms, clarity of processes about how changes in MEL Plan and the implementation plans and interventions can be made, and more delegated decision making are all conditions that enable adaptation within program teams. The study investigated if the Ministry was managing adaptively through learning by adjusting the monitoring and evaluation plan, implementation plans and 44% of the respondents disagreed and out of this only 3% strongly disagreed. On the other hand, 41% agreed and 13% were neutral, while only 2% did not answer.

It is observed that there is a small difference in responses, therefore, there is a mixed feeling on the matter. Adaptive management, according to Pasanen and Barnett (2019:7) further adds to the challenges of monitoring and evaluating programs since it necessitates conscious M&E design from the outset that is oriented toward both learning and responsibility. While it may be claimed that all development and humanitarian programs must be committed to continuous reflection and learning, this is not always the case. The goal of purposely building in opportunities for organized and collective reflection, continuing and real-time learning, course correction, and decision-making during the implementation to enhance the program effectiveness and ultimately the impact is what sets adaptive management apart or what it focuses on.

v. Adjustment of performance indicators

The study questioned if the Ministry adaptively manages programs by adjusting the performance indicators and 50% of the respondents disagreed and out of this, only 3% strongly disagreed. On the other hand, 38% of the respondents agreed and 8% were neutral while 4% did not answer. Most of the respondents felt that the Ministry, stakeholders, and beneficiaries did not adaptively manage through learning by adjusting performance indicators. Indicators can be generated and adjusted in a variety of ways, according to Simister (2015:4), depending on the circumstances. After coming up with a list of prospective signs, it is a good idea to ask a few questions to see if they are feasible. The answers to these questions may sometimes lead to the elimination of potential indicators. This helps to limit down the possibilities and ensures that any remaining indicators are reasonable. It is also worth noting that new indications may appear during a program or program, and others may need to be eliminated or changed. This could be due to the indicators being too difficult or costly to utilize, changes in the external socioeconomic environment, or simply because they don't operate as expected. As a matter of course, a competent M&E system or methodology will allow for the addition, removal, or adjustment of indications from time to time (Simister 2015:4).

vi. Reviewing of program results

The study also investigated if the Ministry adaptively manages programs by reviewing the program results on a quarterly basis and 46% of the respondents disagreed and out of this, 4% strongly disagreed. However, 43% agreed and 8% were neutral while 3% did not respond. It is observed that there is a small difference in responses and therefore there are mixed feelings on the issue. The Ministry should adaptively manage programs by reviewing the program results on a quarterly basis and this can be accomplished through data analysis, which is the process of reviewing and cleansing data, extracting relevant information, and making recommendations. The insights can then be used to help programs and or the Ministry to make data driven decisions.

vii. Learning by using the lessons learnt to reflect

Mangubhai *et al*. (2021:1) argued that monitoring and evaluation can be used to improve program design, planning, execution, and management by refining, adapting, and improving them. Lessons learnt from both successes and failures that are derived from monitoring and evaluation can be used to improve a program to achieve its objectives. Organisations can prevent repeating the same mistakes in the future by incorporating learning into the design and implementation of programs. Regarding the issue of managing adaptively by using the lessons learnt to reflect, 47% of the respondents disagreed and out of this only 2% strongly disagreed. However, 39% of the respondents agreed and 13% were neutral, while 1% did not answer. Most of the respondents felt that the Ministry, stakeholders, and beneficiaries are not managing adaptively through learning by using the lessons learnt to reflect. Therefore, the Ministry should consider learning by using the lessons learnt from pause and reflect sessions.

viii. Management of future programs

Bunnefeld *et al*. (2015) as cited by as cited by Arora *et al*. (2019:3) claim that adaptive management is an iterative technique for enhancing management over time by learning from how existing management affects the system. As a result, adaptive management is built on monitoring and assessing previous management, as well as designing alternative activities that may be tried against intended outcomes. The study checked the issue of managing adaptively by using what has been learnt in managing future programs and 45% of the respondents disagreed and out of this, only 1% strongly disagreed. On the other hand, 40% agreed and 12% were neutral while only 1% did not answer. Most of the respondents felt that not much was done to address the issue of managing adaptively through learning by using what has been learnt in managing future programs. The Ministry should do more in this regard because adaptive management has the advantage of allowing a development program to carry forward with partial and unclear information It necessitates that development programs be informed by changes on the ground, and ideally, that these changes be included into the program's design (Valters *et al*. 2016 as cited by Arora *et al*. 2019:3).

5.4.11 Challenges faced by the ministry

Question 11 addressed the issue of challenges faced by the Ministry. Figure 5.21 and 5.22 presents the analysis.

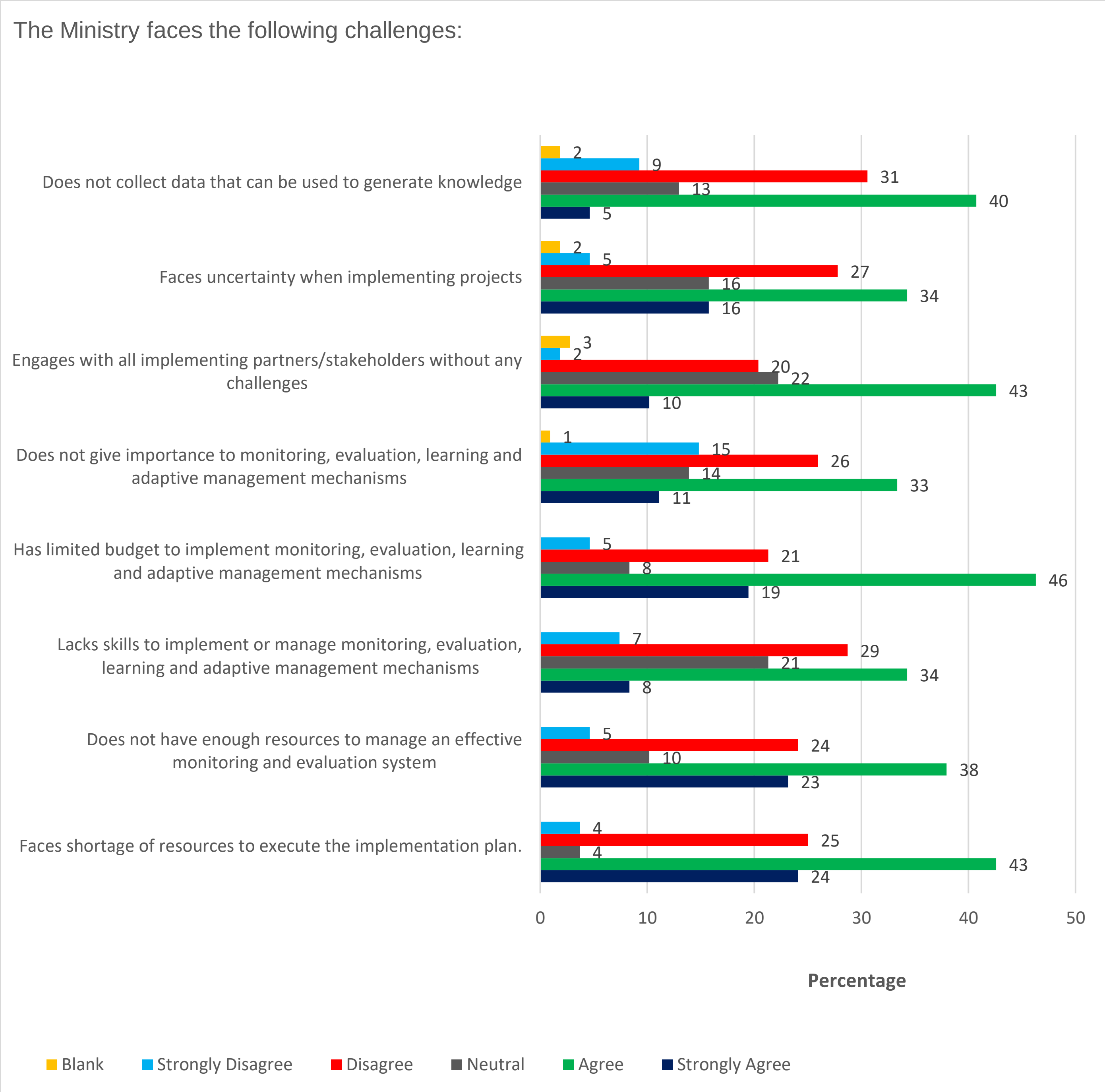


Figure 5.21: Challenges faced by the Ministry (a)

i. Shortage of resources to execute the implementation plan

Organizational resources, such as human and financial resources, should be deployed in the proper place in an organization to achieve organizational growth (Yuen and Lim 2016 as cited by Enwereji *et al*. 2019:13838). According to Kaplan and Norton (2008) as cited by Enwereji *et al.* (2019:13838), management should assess staff competencies before assigning them to specific tasks to avoid wasting talent and resources. The study investigated the issue of the Ministry facing shortages of resources to execute the implementation plan and 67% of the respondents agreed and out of this 24% strongly agreed. On the other hand, 29% disagreed and 4% were neutral. It is evident from the responses that the Ministry faces shortage of resources to execute the implementation plan. On the other end, poor resource allocation and management of the limited available resources are seen as a major impediment to strategy implementation. In the case of the Ministry, role players should guarantee that the appropriate resources are used, as well as those available resources are channelled into beneficial initiatives, since this might lead to proper strategy execution, (Yuen and Lim 2016 as cited by Enwereji *et al*. 2019:13838).

ii. Availability of resources to manage an effective monitoring and evaluation system

Jahid (2019:20) identifies insufficient capacity, a scarcity of resources, and a lack of political will as impediments to institutionalizing the M&E system in government. The study also checked the issue of the Ministry not having enough resources to manage an effective monitoring and evaluation system and 61% of the respondents agreed and out of this 23% strongly agreed. On the other hand, 29% disagreed and 10% were neutral on the matter. It is evident that the respondents felt that the Ministry does not have enough resources to manage an effective monitoring and evaluation system.

iii. Availability of skills to manage monitoring, evaluation, learning and adaptive management mechanisms

Where there is a lack of human capacity for monitoring and evaluation, governments will find it difficult to effectively administer their initiatives (Jahid 2019:20). Because of the low resource allocation to M&E, which will in turn lead to a lack of human capacity in M&E departments, this could be a problem for the Ministry to manage its programs effectively and efficiently. The study checked if the Ministry lacks skills to implement or manage monitoring, evaluation, and learning and adaptive management mechanisms and 42% agreed while out of this 8% strongly agreed. However, 36% disagreed and 21% were neutral on the matter. It is evident that while the larger% of respondents felt that the Ministry lacks skills to implement monitoring, evaluation, learning and adaptive management mechanisms.

iv. Budget for implementing monitoring, evaluation, learning and adaptive management mechanisms

Allocating sufficient resources has been cited as a critical component of effective M&E systems in government and any other sector. As a result, it has also been cited as a hurdle to the success of M&E systems in government and any other sector. Due of the competing demands for the restricted government budget, M&E is frequently left without a sufficient budget to meet its objectives (Mackay, 2006, 2007; Anderson *et al*., 2015; and Kusek and Rist, 2004 as cited by Jahid 2019:24). In relation to the Ministry having a limited budget to implement monitoring, evaluation, learning and adaptive management mechanisms, 65% of the respondents agreed and, out of this, 19% strongly agreed. On the other hand, 26% disagreed and 8% were neutral on the matter. It is observed that most respondents felt that the Ministry had a limited budget to implement monitoring, evaluation, learning and adaptive mechanisms.

It is vital to list and analyse all the budgeting management and work responsibilities for monitoring, assessment, learning and adaptive management systems. Items related with each task, as well as their costs, must be defined, and a budget for staffing, including full-time employees, external consultants, capacity building/training, and other human resource expenses, must be established. A budget should also include all capital expenses, such as facility charges, office equipment and supplies, travel and housing, computer hardware and software, as well as any other associated costs. Budgeting must also determine whether all tasks, such as support for an information management system, field transportation, vehicle maintenance, translation, and printing and publishing of M&E documents/tools, are included in the overall program budget, as well as whether any additional tasks are required. At some point, the inability to integrate these critical program monitoring and assessment phases together will become a problem (Tengan, and Aigbavboa 2016:390).

v. Importance given by the Ministry to monitoring, evaluation, learning and adaptive management mechanisms

Every monitoring and evaluation plan's effectiveness and success are primarily dependent on the ability of the organization or individual who has been tasked with carrying out the activity. Consequently, with little institutional capability, the implementation of program monitoring and evaluation is a difficult task. Capacity building of institutions is important not only for the immediate correction of poor performance, but also for the involvement based on a comprehensive goal and result analysis, as well as for the immediate rectification of poor performance. Due to the nature of the procedures involved in monitoring and evaluation, there is a requirement for collaboration with other activities in the program cycle, such as planning and budgeting. The inability to establish a strong link between program planning and budgeting on the one hand, and program monitoring and evaluation on the other, will have a negative impact on the goal of monitoring, evaluation, learning and adaptive management mechanisms. When planning for data collection and analysis, it is critical to assess whether there are any restrictions, biases, or threats to the accuracy of the data and analysis that need to be addressed (Tengan, and Aigbavboa 2016:390). Regarding the issue of the Ministry not giving importance to monitoring, evaluation, learning and adaptive management mechanisms, 44% of the respondents agreed and out of this 11% strongly agreed. On the other hand, 41% of the respondents disagreed and 14% were neutral while only 1% did not answer. It is observed that due to a small difference in those who agreed and disagreed a mixed opinion on the matter is observed.

vi. Challenges faced by the Ministry with partner/stakeholder engagement

Subjective views on the dominance of stockholders and their right to determine the primary objective of an organization are irrelevant; what is important is that coexistence and a long-term balance between the interests of entities, groups, and organizations, as well as the interests of government and administration bodies, be maintained. An open communication with stakeholders can result in the strengthening of business relationships, i.e., the development of shared value, the perception of advantages, or the reduction of transaction costs. Second, it has the potential to contribute to the development of social capital through the development of a stronger network and the practice of reciprocity. Third, it has the potential to boost reputation because of increased prestige, moral legitimization, and pragmatism. Positive attitudes toward creative co-operation, loyalty, trust, and adherence to standards can be achieved through open communication with stakeholders, as well as through other means. These attitudes have a direct impact on the creation of long-term value depending on the values of the organization (Hawrysz, Liliana and Maj 2017:10).

To ensure program success as well as allocation of money for monitoring and evaluation, Tengan and Aigbavboa (2016:393) advocate that stakeholder participating in monitoring and evaluation get capacity development on strategies and innovative methodologies for effective monitoring and evaluation. In relation to the question on whether the Ministry engages with all implementing partners or stakeholders without any challenges, 53% of the respondents agreed and, out of this, 10% strongly agree. However, 22% of the respondents disagreed and 22% were neutral. From the analysis it is observed that most respondents felt that the Ministry engages with all implementing partners or stakeholders without any challenges.

vii. Uncertainties faced by the Ministry when implementing programs

Wasiuzzaman *et al*. (2021:14) state that program uncertainty would result in the program's failure and a low financial return or even losses should be predicted as a result. Apart from that, that program uncertainty is negatively connected to program implementation success, and investment risk may have an impact on the overall efficacy of the program. However, perceived program creditability, which is based on the judgment of fund backers, is positively connected to the intention of fund backers to contribute to the program (Liu *et al*. 2018 as cited by Wasiuzzaman *et al*. 2021:14). Pertaining to the issue of the Ministry facing uncertainty when implementing programs. 50% of the respondents agreed and out of this, 16% strongly agreed. On the other hand, 32% disagreed and 16% were neutral. 2% of the respondents did not respond. It is observed that most of the respondents agreed that the Ministry was facing uncertainty when implementing programs.

viii. Generation of knowledge from collected data

With regards to the issue of the Ministry not collecting data that can be used to generate knowledge, 45% of the respondents agreed, and out of this, 5% strongly agreed; 40% disagreed and 13% were neutral; 2% of the respondents did not respond. Most respondents felt that the Ministry did not collect data that could be used to generate knowledge and hence more could be done by the Ministry to improve. The usability of monitoring and evaluation data and information is critical to understanding their worth and significance. It is incorrect, according to Mackay (2007) as cited by Jahid (2019:25), to suppose that management and evaluation has inherent worth. Instead, the value of data and information is determined by how they are used, and it is critical to recognize that the usability of M&E information improves the quality of the data and information. In most conflict-affected and fragile states, the use of monitoring and evaluation data and information is a major source of concern. Lack of high-quality information, insufficient analytical capacity, a weak organizational culture, and a lack of communication between monitoring and evaluation systems and decision-makers are all key variables that influence the utilization of monitoring and evaluation information (Anderson *et al*. 2015 as cited by Jahid 2019:25).

Figure 5.22 is a continuation of the question on the challenges faced by the Ministry.

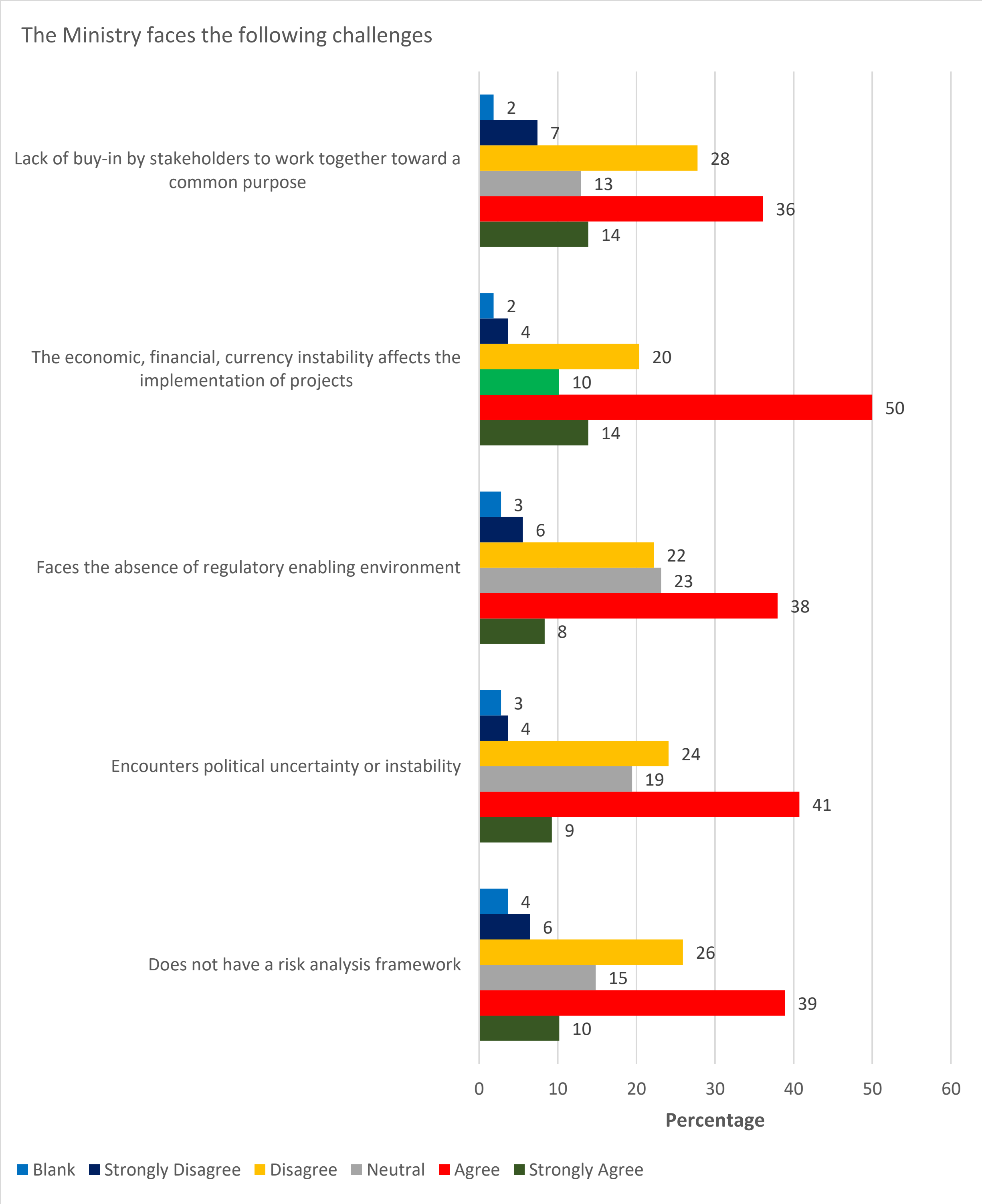


Figure 22: Challenges faced by the Ministry (b)

ix. Risk analysis

Early program risk identification and evaluation are important aspects of program delivery. It is a complex issue that requires decision-making procedures that are methodically adequate for successful program delivery. Although there are various risk management assessment tools available, this issue is still not treated seriously enough during the program beginning phase, even though there are multiple risk management assessment techniques available. An applicable systematic risk model approach, systematic sensitivity of mitigation action plans, and taking into consideration the necessity for early systematic program risk awareness is all required for programs (Dakovic, *et al*. 2020:10).

Regarding the Ministry not having a risk analysis framework, had 49% agreeing and out of this, 10% strongly agree. However, 32% disagreed and 15% were neutral. 4% did not respond. A higher percentage of respondents felt that the Ministry does not have a risk analysis framework. Hence there is need for the Ministry to improve in that area.

x. Political uncertainty or instability

Political uncertainty, according to Goel and Saunoris (2017:3), disrupts the environment and lawful contractual relationships, resulting in increased corruption activities to consolidate existing alliances and develop new ones. Additionally, political instability, as noted by Barugahara (2015:1), does not allow for the implementation of clear policies, which lowers the competency of government and diminishes its effectiveness. The ability to withstand shocks that eventually result in macroeconomic instability. Volatile inflation characterizes the state of disequilibrium. Pertaining the issue of the Ministry encountering political uncertainty or instability. 50% of the respondents agreed and out of this, 9% strongly agreed. On the other hand, 28% of the respondents disagreed and 19% were neutral on the matter; 3% did not respond. It is observed that the higher percentage of respondents felt that the Ministry encounters political uncertainty of instability.

xi. Enabling environment

According to Roy (2015:7), integrating elements of an enabling environment does not necessarily imply changing the materialistic environment in accordance with the demands of the circumstance. To establish an enabling environment, it is necessary to engage in a multifaceted struggle. For the sake of breaking down the concept, we have the jobs of making the environment a reality by making it practicable by generating such circumstances. It is necessary to define the relevant desideratum, identify the necessary environment to achieve it, create catalysts that act as enabling agents, and find a source of strength or power that will enable this to be completed to create an enabling environment. In relation to the Ministry facing the absence of regulatory enabling environment, 46% of the respondents agreed and, out of this, 8% strongly agreed. On the other hand, 28% of the respondents disagreed and 23% were neutral on the matter. 3% did not answer. Most respondents felt that the Ministry faced the challenge of the absence of a regulatory enabling environment.

xii. Economic, financial and currency instability

The question on the economic, financial, currency instability affecting the implementation of programs, had 64% of the respondents agreeing and out of this, 14% strongly agreed. However, 24% disagreed and 10% were neutral; 2% of the respondents did not respond. Generally, it is observed that most respondents felt that the Ministry faced the challenge of economic, financial, currency instability and this affects the implementation of programs. The case of Brazil from May 2004 to December 2017 in the study on the effects of economic policy uncertainty and political uncertainty on business confidence and investment is of note. Brazil has experienced periods of political instability as well as widespread public distrust in the government and its policies, both of which have had an impact on the economy. Specifically, the study makes use of two business confidence indicators that capture entrepreneurs' feelings about their organisation and the economy. In accordance with the estimates, findings showed that an increase in both political and economic policy uncertainty has a negative impact on business confidence. Business confidence appears to act as a transmission mechanism meaning that uncertainties have an impact on investments because of the confidence in the business environment. In light of the findings, the following practical ramifications of the existence of uncertainties in the Brazilian economy have emerged: different institutional difficulties and government indecisions have blurred the political landscape and exacerbated political uncertainties. Furthermore, the same factors that clouded the political landscape also created uncertainty in the context of economic policy, which undermined business confidence and had a negative impact on investment in general (Montes and Fabiana 2021:7).

xiii. Lack of buy-in by stakeholders to work together towards a common purpose

Frequently, there are multiple key stakeholders involved in a program. An increase in the number of stakeholders increases the amount of stress placed on the program and has an impact on the program's level of complexity. The stakeholder's financial or emotional commitment in the program, as well as the stakeholder's potential to affect the program's outcomes or execution method, will all have an impact on the stakeholder complexity of the program. In addition to the number of stakeholders and the amount of money they are willing to invest, the degree to which program stakeholders agree or disagree has an impact on the complexity of the program (Watt 2015:49). Finally on challenges, the question on the lack of buy-in by stakeholders to work together towards a common purpose had 50% of the respondents agreeing and, out of this, 14% strongly agreed. On the other hand, 35% of the respondents disagreed and 13% were neutral; 2% of the respondents did not respond. A higher percentage of respondents felt that the Ministry had a lack of buy-in from the stakeholders to work together towards a common purpose. According to Jahid (2019:26), it is recommended that a national M&E partnership and forum be developed that includes M&E professionals from across the government, development agencies, and non-governmental organizations to serve as a platform for reflection, discussion, and knowledge sharing.

5.5 CONCLUSION

This chapter covered the findings of the study. Data was coded to get meaningful categories from the data into meaningful categories to facilitate analysis. Vetting of data was also done ensure consistency and completeness. The data for the study was analysed with SPSS version 27 which made it easier to see the trends in learning and adaptive management mechanisms used by the Ministry. Presentation of data in the form of descriptive statistics by use of graphs and cross tabulations. Cronbach's Alpha calculation and interpretation was also used which is a measure of internal consistency of a survey.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The conclusions of the study are covered in this chapter. The conclusions are linked to the objectives/aim of the study and are based on the findings of the research. The Chapter also covers the recommendations to the MWACSMED. Under the recommendations, the study recommends the MELARM Framework (Monitoring, Evaluation, Learning, Adaptive and Risk Management Framework) to MWACSMED and this is based on the findings of the study. The MELARM is covered in detail in this Chapter under objective number five.

6.2 OBJECTIVE 1: TO EVALUATE THE OBJECTIVES OF THE PROGRAMS IMPLEMENTED BY THE MINISTRY OF WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT IN ZAKA DISTRICT

The first objective of the study was to evaluate the programs implemented by the MWACSMED. The results indicate that supporting of small business growth is one of the objectives of the of the Ministry because a total of 74% of the respondents agreed that the focus was on supporting small business growth and only 9% disagreed. 81% of the respondents indicated that the Ministry implements training programs for communities on entrepreneurship, therefore one of the objectives of the programs is to train people on entrepreneurship.

The results of the study also indicated that the Ministry focused on small and medium-sized enterprises development from ward level because 75% of the respondents agreed to the question on this matter and 10% disagreed. The Ministry aims to support communities with development programs in a bid to empower them, this is supported by the results of the study because total of 71% agreed that the Ministry focuses on community development while 20% where neutral and only 8% disagreed.

The study shows that the Ministry aims to spearhead gender mainstreaming because a total of 76% of the respondents agreed that the Ministry focused on gender main streaming and 6% disagreed.

The study shows that the programs implemented by the Ministry aims to empower women since 93% of the respondents agreed that the Ministry focused on this area and 45% strongly agreed and 48% agreed, only 6% had varied opinion on the matter.

The Ministry seems to take gender equality seriously based on the results of the study because more than half of the respondents, 77% agreed that the Ministry supports gender equality. 37% strongly agreed that the Ministry supports gender equality, and this indicates that the respondents acknowledged the efforts made by the Ministry on achieving gender equality. Only 12% disagreed and 10% were neutral on the matter.

6.3 OBJECTIVES 2: TO INVESTIGATE THE EXTENT TO WHICH LEARNING, RISK MANAGEMENT AND ADAPTIVE MANAGEMENT MECHANISMS IS USED BY THE MINISTRY OF WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT IN ZAKA DISTRICT

The study, investigated the extent to which learning, risk management and adaptive management mechanisms is used by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in Zaka district. The findings of the study led to the below recommendations. The study also resulted the emergency of a new framework that is named Monitoring, Evaluation, Learning, Adaptive and Risk Management (MELARM), the model is based on the recommendations below as well as its other components that are discussed in detail under section 6.5. A graphic interpretation of the model in found on section 6.5 under objective number 4.

6.3.1 Problem assessment

According to the findings of the study, stakeholders are only partially involved in the programs during the problem analysis phase since 51% of those who answered the survey disagreed that stakeholders should be included in the problem-solving phase. Based to the study findings, the Ministry did not properly identify unpredictable events/situations. There was little being done in terms of documenting conflict resolution processes based on the findings of the study. There was also a mixed response to the study's findings about the Ministry trying to understand the environment and system in which they are implementing development programs.

6.3.2 Planning

The findings of the study reveal that respondents have a mixed opinion about the development of the implementation plan. While most respondents agree that the Ministry is considering the development of an implementation plan, the data indicates that there is still room for improvement.

According to the findings of the study, the Ministry is not doing a good job in terms of the formulation and management of a good communication strategy because more than half (52%) of respondents disagreed that the Ministry considers setting up a working communication strategy for every program. Consequently, it is observed that many respondents disagreed with the fact that the Ministry considers developing a communication strategy for each program, and that more needs to be done in this regard.

Only 3% of the research participants strongly agreed that the Ministry should develop a rigorous monitoring, evaluation, and learning plan. This indicate that most respondents did not believe the Ministry should develop a rigorous monitoring, evaluation, and learning plan. The study also investigated whether the Ministry set targets in the MEL plan, and it was discovered that there was a mixed feeling about whether the Ministry is doing a good job of setting targets.

According to the results, a higher percentage of respondents (53%) disagreed with the fact that the Ministry establishes a user-friendly data management system for all development programs during the program planning phase and a greater proportion of respondents believed that the Ministry did not draft the process for data usage.

It was observed that there was a mixed response to the drafting of strategic development goals, which was the overall conclusion. On sustainable development plan only 39% agreed that the Ministry's draft sustainable development plan during the planning phase therefore most respondents believed that the Ministry did not consider the establishment of a sustainable development plan,

6.3.3 Stakeholder engagement

Although a higher percentage (46%) of respondents believed that the Ministry identifies stakeholders, 40% disagreed. According to the findings of the study, the Ministry appears to be doing a poor job on this issue stakeholder consultation, with 46% of the respondents disagreeing that the Ministry drafts expected outcomes in consultation with stakeholders.

On sharing of data with stakeholders, the responses reveal that most respondents (48%) disagreed with the fact that the Ministry reached an agreement with stakeholders on how data will be shared, and that more can be done to improve the sharing of information with stakeholders as a result. The results of the survey indicate that the Ministry does not have a clear system in place to collect feedback from stakeholders because only 39% of respondents agreed with the statement.

Regarding incorporating feedback from the stakeholders, the research revealed that the Ministry is failing miserably on this issue, with 38% of respondents agreeing that the Ministry incorporates feedback from the stakeholders.

6.3.4 Implementation

After investigating to determine whether the Ministry has an implementation plan for its programs, there was a mixed response, which raises the question of whether the Ministry employs effective implementation plans for its programs. In addition to this 38% agreed the Ministry had an effective implementation plan. Overall, most respondents believed that the existing plan was ineffective, and as a result, the Ministry may need to review its existing implementation plans for them to be effective.

In general, respondents have conflicting opinions, 47% agreed and 42% disagreed about whether the Ministry refers to the implementation plan on a regular basis or not. The study investigated whether the Ministry monitors progress by referring to the implementation plan, and 42% of those who took part in it disagreed with the findings with this, a higher percentage of respondents believed that the Ministry did not monitor progress by referring to the implementation plan.

The survey also inquired as to whether the Ministry always considers contingency plans when managing development programs, 30% of respondents agreed, while 30% were neutral. These findings reveal a mixed response to the question of whether the Ministry considers contingency plans when managing development programs.

On whether the Ministry strategizes when the enabling environment situation shifts. Respondents had a variety of opinions about the survey, 44% of those who answered the survey disagreed with the statement, while 41% agreed.

6.3.5 Monitoring

Only 30% of those who responded agreed with the statement that the Ministry uses participatory monitoring and evaluation. Based on these findings, it is reasonable to conclude that the respondents believed that the Ministry did not engage in participatory monitoring and evaluation.

47% of the respondents disagreed that the Ministry uses theory of change to manage programs and, 24% of the respondents agreed and 29% of the respondents were neutral and therefore it can be deduced that a higher percentage of the respondents felt that the Ministry did not use theory of change to manage programs.

When a question was asked about data collection timeframes, it was noted that the Ministry did not collect data in a timely manner. In this case, 48% of respondents disagreed that the Ministry collects data on time.

The study also investigated if the data collected represents the intended results and 46% of the respondents disagreed and 35% of the respondents agreed and 19% were neutral. Most respondents felt that the Ministry did not check if the data collected represented the intended results.

6.3.6 Evaluation

Among those who responded to a question about whether the Ministry checks to see if the objectives have been met, 48% said they disagreed, and 44% of those who responded agreed with the statement, therefore, on the method by which the Ministry determines whether the objectives have been met, there was a divided opinion. A follow-up question was also asked, which addressed the issue of whether the Ministry checks how the objectives were met, and 48% of those who responded disagreed, on the other hand, 38% of those who responded agreed with the statement. It was discovered that most respondents believed that the Ministry did not check to see if the objectives were met, indicating that the Ministry needs to improve in this area.

Based on the findings of the study, one can conclude that the Ministry did not collaborate in the development of program outcomes because only 30% agreed with the statement, It is observed that, in the respondents' opinion, the Ministry did not collaboratively elaborate the program outcomes, and that the Ministry can improve on collaborative evaluation because it is a critical component of effective learning and adaptive management.

The respondents were asked if the Ministry identifies activities that could be done better the next time they run similar programs, and 44% agreed, while 39% disagreed. In this survey, it was discovered that most respondents believed that when a target is not met, the Ministry does identify activities that can be done better the next time they oversee similar programs.

Regarding the Ministry's responsibility for ensuring that the findings of an evaluation are used for the purposes for which they were intended, 43% of those who responded agreed, while 38% disagreed, 18% were neutral. As can be seen from the results, a higher percentage of respondents believed that the Ministry did a good job of ensuring that the findings of an evaluation were used for their intended purpose, but there appears to be a mixed feeling about the Ministry's use of the evaluation findings. Another question that was linked to the previous one addressed the issue of all users of evaluation results feeling a sense of ownership over the evaluation process. Only 33% of those who responded agreed, the greater percentage of respondents believed that users of evaluation results did not have or did not feel a sense of ownership of the evaluation process.

6.3.7 Learning

A question in the study asked if the Ministry fosters a learning environment by ensuring that information is shared and exchanged in a way that enables employees to make significant contributions to development programs. The response to this question revealed that 44% disagreed, with 6% strongly disagreeing and revealed that 43% agreed, based on the above findings, it can be concluded that respondents had a variety of opinions on the subject, as evidenced by the distribution of responses.

When asked about the issue of learning through documentation of learning points in the following question, 48% of those who answered disagreed, while 43% agreed on the subject. Based on the distribution of responses, it can be concluded that a greater proportion of respondents believed that there was little learning from the documentation of points. In relation to the outcome of learning through sharing achieved using information technology infrastructure, 48% of those who answered the survey disagreed, and on the other hand, 38% of those who responded agreed with the statement, In this study, it was discovered that a higher percentage of respondents believed that there was not much learning through sharing of outcomes because of the use of technology infrastructure, and that more could be done to improve the situation.

Regarding learning through the conduct of periodic learning sessions, the results show that 49% of respondents disagreed, while 33% agreed. A higher percentage of respondents believed that the Ministry's approach to learning, which includes holding periodic learning sessions, was ineffective.

When asked if the Ministry holds quarterly learning sessions, the respondents responded that they did not, with 49% disagreeing while 32% agreed. It is observed that a greater proportion of respondents believed that the Ministry did not conduct quarterly learning sessions.

The results of the question on the development of a learning culture within the Ministry show that 43% of those who answered disagreed, and 37% of those who responded agreed. A greater number of respondents believed that the Ministry does not foster a learning culture within its programs.

In the study, it was checked whether the ministry learns daily, and the results revealed that 42% of respondents disagreed with 42% agreeing. According to the findings, respondents had a mixed reaction to the Ministry's approach of learning through day-to-day experience on its programs, which was facilitated by the Ministry.

According to the responses to the question about the Ministry's desire to have a functional learning agenda that supports organizational change, 43% of those who responded disagreed, 44 percent, on the other hand, agreed. These findings demonstrates that respondents had a mixed response when asked if the Ministry had a functional learning agenda that supported organizational change.

Concerning the question about learning from one's mistakes, 44% of respondents disagreed, and only 36% appeared to agree that the Ministry seeks to achieve learning from experience. When it comes to learning from experience, a greater number of respondents believe that the Ministry is not doing nearly enough.

The study investigated whether the Ministry is attempting to establish a long-term mechanism of knowledge, and the findings revealed that 39% of those who responded agreed with the statement that the Ministry is attempting to establish a long-term mechanism of information while 34% disagreed. These findings reveal a mixed response from the respondents, indicating that there is room for improvement on the part of the Ministry if they want to achieve the objectives of their programs.

Regarding the Ministry's ability to learn from conflicts, 43% of respondents disagreed that the Ministry had learned from conflicts, while 33% agreed and another 23% of respondents were neutral. Overall, most of the respondents believed that the Ministry failed to learn from its mistakes and that this denied learning opportunities to the program teams, which are critical to the success of the ministry's initiatives.

6.3.8 Adaptive management

The study investigated whether the Ministry manages its programs in an adaptive manner by determining whether there is a need to redefine the program implementation approach on a quarterly basis. The findings revealed that 44% of respondents agreed, in contrast, 40% of respondents agreed. Based on the above findings, it can be concluded that a greater percentage of respondents believed that the Ministry, stakeholders, and beneficiaries did not manage adaptively by evaluating whether it was necessary to redefine the program implementation approach on a quarterly basis.

The study also investigated whether the Ministry was managing adaptively by employing the same management approach regardless of whether the program produced the desired results. 46% of those who answered the survey disagreed, while 33% agree. According to the above findings, a higher percentage of respondents believed that the Ministry did not manage adaptively by continuing to use the same management techniques even if the program achieved the desired results. It is clear from the above results that a greater proportion of respondents, 46%, believed that the Ministry was not managing adaptively by adjusting strategies in response to the positive or negative results of the evaluation

The respondents were also asked if the Ministry manages its programs in an adaptive manner, meaning that the monitoring, evaluation, and implementation plans are constantly being revised. The total number of disagreeing respondents was 44%. On the other hand, 41% of respondents agreed. Due to the small difference in responses, there was a mixed feeling about whether the Ministry manages its programs in an adaptive manner by adjusting the monitoring, evaluation, and implementation plans.

The following question addressed the issue of adaptively managing through learning, which was addressed by adjusting the performance indicators in the next question. The total number of respondents who disagreed was 50% and 38% of those who responded agreed. As a result, it was discovered that most respondents believed that the Ministry, stakeholders, and beneficiaries did not adapt their management practices through learning and by adjusting performance indicators.

Regarding the issue of managing adaptively through learning and reflecting on what had been learned previously, the total number of respondents who disagreed was 47 and the results showed that 39% of those who responded agreed. A higher percentage of respondents believed that the Ministry, stakeholders, and beneficiaries were not managing adaptively through learning by using the lessons learned to reflect on their decisions therefore a lot can be done to ensure managing adaptively through learning by using the lessons learned to reflect on decisions.

The issue of managing adaptively through learning and applying what has been learned in the management of future programs, which was addressed in the previous question. The total number of disagreeing respondents to 45%. On the other hand, 40% agreed. Overall, it appears that not much has been done to address the issue of managing adaptively through learning and applying what has been learned to manage future programs, according to the majority of those who responded.

According to the responses to the questionnaire, the vast majority (47%) generally disagree with the statement that the Ministry seeks to achieve regular use of adaptive management to manage uncertainties in a systematic manner

In response to the Ministry's goal of achieving the use of knowledge sources to adapt, 41% of those who answered the survey disagreed. On the other hand, 41% agreed with the statement, consequently, this demonstrated a range of opinions on the subject at hand, therefore the Ministry should strive to use knowledge sources to adapt.

6.4 OBJECTIVE 3: TO EXAMINE CHALLENGES FACED BY THE MINISTRY OF WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT AND BENEFICIARIES ON DEVELOPMENT PROGRAMS IN ZAKA DISTRICT.

The study also aimed to examine the difficulties that the MWACSMED faces to effectively manage development programs, which was the primary objective. According to the findings of the study, the Ministry is experiencing resource constraints to carry out the implementation plan. 67% of those who responded agreed. It is clear from the responses that the Ministry is short on resources to carry out the implementation plan in its entirety.. The findings of the study also revealed that the Ministry lacked the necessary resources to manage an effective monitoring and evaluation system, according to the findings. According to the survey results, 61% of respondents agreed and only 29% of those polled disagreed. According to the findings of the study, the respondents believed that the Ministry lacked the necessary resources to manage an effective monitoring and evaluation system.

In the study, 42% of respondents agreed that the Ministry lacked the necessary skills to implement or manage monitoring, evaluation, and learning and adaptive management mechanisms, while 36% disagreed. A higher percentage of respondents believed that the Ministry lacked the necessary skills to put in place monitoring, evaluation, learning, and adaptive management systems.

According to the findings of the study, the Ministry has a limited budget for monitoring, evaluation, learning, and adaptive management activities. In the survey, 65% of respondents agreed that the Ministry had a limited budget for monitoring and evaluation activities as well as learning and adaptive management activities. Most respondents believed that the Ministry had a limited budget for implementing monitoring, evaluation, learning, and adaptive mechanisms in its programs and initiatives.

The findings of the study revealed a mixed response to the issue of the Ministry failing to place sufficient emphasis on monitoring, evaluation, learning, and adaptive management mechanisms and processes. 44% of those who responded agreed, with 41% of those who responded disagreed. This mixed response demonstrates that the Ministry of Development should consider increasing the importance placed on monitoring, evaluation, learning, and adaptive management activities in their development programs.

A survey of respondents revealed that 53% of those polled agreed with the statement that the Ministry engages with all implementing partners or stakeholders without encountering any difficulties. According to the above findings, most respondents believe that the Ministry engages with all implementing partners or stakeholders without encountering any difficulties.

Half of those who answered the survey questions (50%) agreed that the Ministry is facing uncertainty while 32% of respondents disagreed. For a development program to be successful, there must be a high level of predictability. According to the findings of the study, the Ministry of Development faces uncertainty when it comes to managing development programs. Most respondents believed that the Ministry did not collect data that could be used to generate knowledge; 45% of respondents agreed with this and 40% of those polled disagreed.

A higher percentage of respondents agreed with the statement that the Ministry does not have a risk analysis framework, with 49%of respondents agreeing with the statement and a total of 32% of respondents disagreed that the Ministry lacked a risk analysis framework. According to the findings of the study, the Ministry was confronted with political uncertainty or instability. Of those who answered the survey, 50% agreed that the Ministry is experiencing political uncertainty or instability, 28% of those who responded disagreed.

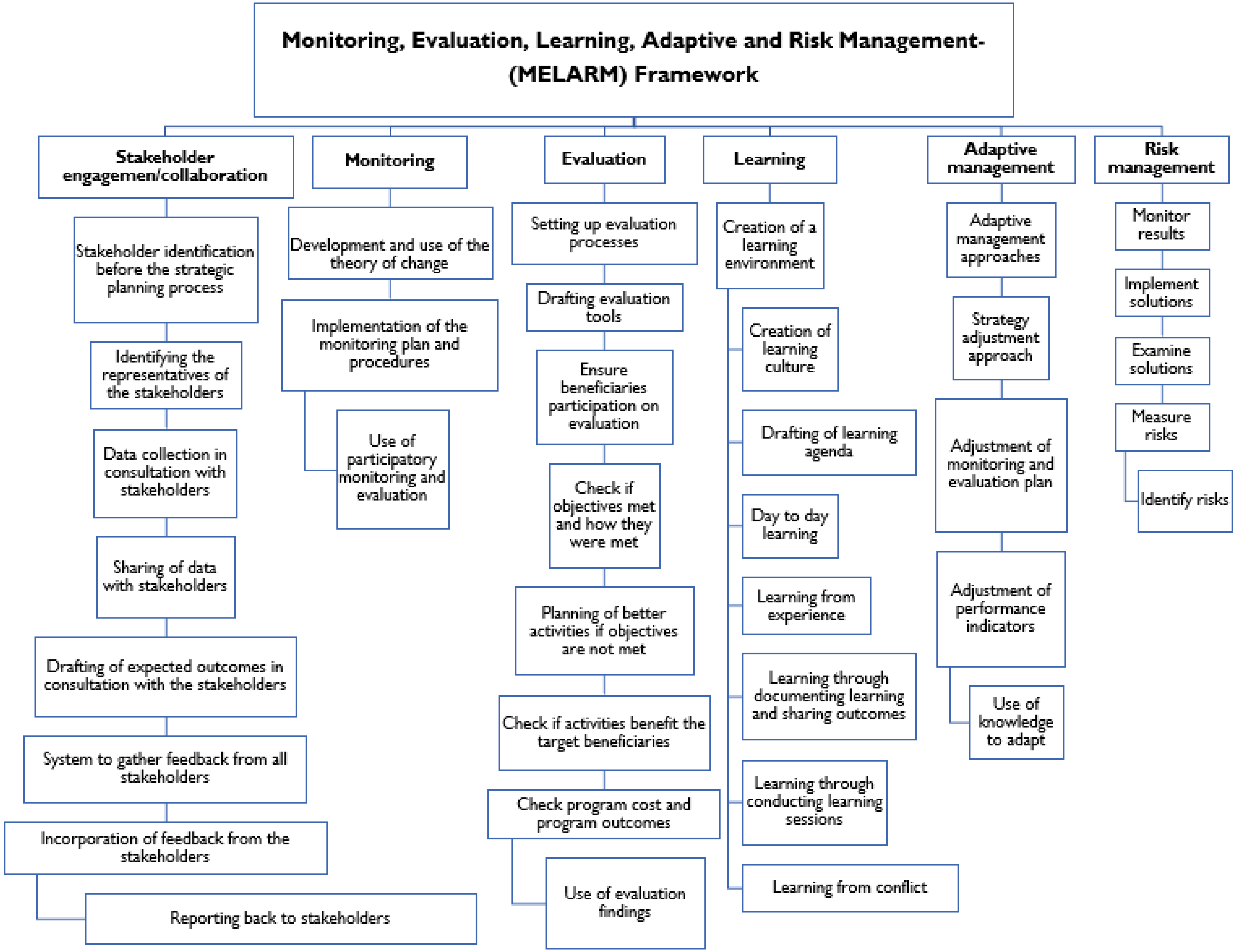
The study examined whether the Ministry was managing its programs in a regulated environment, and the findings revealed that 46% of respondents agreed that the Ministry was confronted with the challenge of an absence of an enabling environment, while 28% of those who responded disagreed. Of those who answered the survey, 64% agreed that the economy is undergoing massive fluctuations, however, 24% of respondents disagreed that the economy is experiencing massive fluctuations.

Most respondents believed that there is a lack of buy-in from stakeholders to work together toward a common goal, as indicated by the fact that 50% of respondents agreed that there is a lack of buy-in from stakeholders, with 35% of those who answered the survey disagreed that there is a lack of stakeholder participation.

6.5 OBJECTIVE 4: TO DEVELOP A MODEL FOR LEARNING, RISK MANAGEMENT, ADAPTIVE MANAGEMENT, MONITORING AND EVALUATION FOR EFFICIENT AND EFFECTIVE IMPLEMENTATION OF DEVELOPMENT PROGRAMS.

The Monitoring, Evaluation, Learning, Adaptive and Risk Management (MELARM) framework below which is an outcome of the study answers the fourth objective of the study which was to develop a model for learning, risk management, adaptive management, monitoring and evaluation for efficient and effective implementation of development programs.

Figure 6.1: Monitoring, Evaluation, Learning, Adaptive and Risk Management- (MELARM) Framework



The MELARM model above is discussed in detailed below. The section covers the discussions and analysis of adaptive management mechanisms which then addresses objective two, to investigate learning, risk management and adaptive management mechanisms used by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in Zaka district.

According to the findings, a higher percentage of respondents (47%) believed that the Ministry did not rigorously implement the monitoring plan, and as a result, much more work needs to be done in this area if their development programs are to be successful in the long run. The findings of the study also indicate that more work needs to be done to fully implement a functional monitoring and evaluation system that is also capable of learning and adapting because more than half those who answered the survey disagreed that the Ministry follows all the procedures.

The MELARM approach can help address these issues. A continuous monitoring, reporting, and learning process should be implemented as part of development programs. When these processes are completed, the data collected should be used to inform program management decisions, including resource allocation, cost effectiveness, task management, and course corrections, if necessary.

If the MELARM framework is used, the MELARM team should oversee the MELARM from the beginning to the end. In addition, the MELARM team should use analysis to assess progress toward goals and to identify and address performance issues before they have a negative impact on outcomes.

Development programs should collect two types of data using the MELARM framework, and they should do so through two primary methods: routine Monitoring and Evaluation of performance indicator data (Quantitative), and deliberate collection of Qualitative data through a structured collaborating, learning, and adapting (CLA) process that includes peer-learning sessions, lessons-learned through the learning agenda, and key learnings captured through the Adaptive Management tracking process. The magnitude of change and transformation is captured by quantitative data, whereas the nature and direction of change are revealed by qualitative data.

An effective monitoring plan should be well-defined and follow the fundamental standards of what can reasonably be expected from such a plan. In most cases, the monitoring plan should clearly state the goals and objectives of the program being monitored. Exceptions include special circumstances. It should also have clearly defined indicators and data collection methods, as well as a clear purpose. On the monitoring plan, issues of timeliness are also critical because they have an impact on the quality of data that will be required for learning and adaptive management. The roles and responsibilities for monitoring activities should be clearly defined, and the procedures for data analysis and reporting should be clearly defined as well. With all these components in place, the program will be well-positioned to manage an effective monitoring, evaluation, learning, and adaptive management mechanism.

6.5.1 Development and use of the theory of change

The results of the study revealed a mixed feeling regarding the development of the theory of change by the Ministry. In addition to the above, it can be deduced that a higher percentage of the respondents (47%) felt that the Ministry did not use theory of change to manage their programs.

For an organization to achieve its goals, it is necessary to have a methodology that can be used to plan and promote change using development programs. This methodology is known as the theory of change. The MELARM framework accommodates this. An effective theory of change should describe how the organization will effectively manage activities, and it should demonstrate how the organization's activities will bring about change in the short, medium, and long-term. While implementing a program based on the theory of change, managers can discard old information and replace it with new information as they go along, which is a critical component of learning and adapting management. It is possible to illustrate a theory of change with a diagram and/or a narrative.

The MELARM framework demonstrates a clear understanding of the causal chain that exists between different levels of activities and the interventions that are associated with those levels of activities. Regardless of the activity, all activities contribute to the achievement of a development program objective.

Founded on organizational learning theory, theory of change, and monitoring and evaluation models, the MELARM framework aims to address issues of learning and adaptive management in development programs by incorporating them into development programs.

Results, expected results, and indicators are used to determine the goal of the Theory of Change (ToC). It is the responsibility of the program team to review the MELARM framework on a regular basis and discuss whether the intended results are being achieved or whether there are gaps in the framework of cause and effect. Validating the ToC and MELARM frameworks allows for more accurate tracking of progress and the deliberate application of evidence-based decision-making for programmatic adaptations, strategic collaboration, and coordination to achieve better results. Additionally, the MELARM framework incorporates critical assumptions; that is, the conditions that must be met for the program to be implemented as designed and to achieve the desired result.

When developing and implementing activities that should incrementally lead to expected results at the output, outcome, and impact levels on an annual basis, the MELARM framework should be used as a guide. It should also be used to monitor progress towards results achievement at all levels, measure program results, and observe how they contribute to higher level results.

The achievement of the various levels of expected results should be dependent on the availability of a favourable environment in the area or locations where the program activities are carried out. The following are some of the most important critical assumptions, as stated in the section below:

- It is important to note that political stability exists in the countries in the region where the development program is being implemented.
- It is necessary for government bodies to reform or improve development interventions on an institutional level.
- There is no major economic or financial crisis that would have a negative impact on development initiatives.
- No physical danger exists in the vicinity of the development interventions.
- There is a consistent level of funding for development programs.

6.5.2 Coordination of monitoring activities using the MELARM framework

It was observed that a higher percentage of respondents, 45%, believed that the Ministry did not coordinate monitoring activities among all stakeholders, which is consistent with previous findings.

With the MELARM frameworks, the program team can put in place a robust monitoring system that will track the results of development activities over time. Standard templates, developed by the MELARM team in consultation with the program technical/implementation team, must be used to collect both qualitative and quantitative data.

Following are the reports/documents that the MELARM team should prepare and share with the program management team as well as all relevant stakeholders:

- Progress Reports: These types of reports should provide a detailed update on the progress of key activities for each reporting period in a concise and understandable manner. Progress reports against indicator targets must include indicator data that has been visualized and disaggregated in the appropriate manner
- A CLA learning report that captures what works and what doesn't work, identifies challenges and opportunities, identifies gaps in performance and collaboration, and documents lessons learned from the previous reporting period, as well as learning questions and reflection, is produced (as applicable)
- In addition, the MELARM team should collect, analyse, and report to the program management team on the qualitative and quantitative data collected. This information should be used for remediation, improvement, adaptation, or joint/collaborative actions both within and outside of the program
- Annual Work Plans guided by evidence and learning from monitoring, evaluation, learning, and adaptive management: At the end of each year, the program should develop a detailed annual work plan that describes the implementation approach and activities that will be undertaken in the following year based on new evidence and learning from data sources. Efforts to achieve performance indicators, targets, and improve results for that year as well as the remainder of the program cycle should be documented in all annual work plans.

6.5.3 Indicators and indicator data management for the MELARM framework

It is observed that, in general, while a higher percentage of respondents (42%) agreed that more could be done by the Ministry to ensure that indicators are clearly defined, a smaller percentage agreed that more could be done by the Ministry. For the MELARM framework to function properly, there must be clearly defined indicators that the team can use to monitor progress and manage performance. A comprehensive picture of the program's effectiveness in terms of achieving its objectives should be provided by the indicators used. It is recommended that a mix of output and outcome indicators be assigned to each program's objectives to ensure comprehensive monitoring of the program.

It is critical to have indicators in place because they are a measure that can be used to show development changes and program progress. When it comes to indicators, they must be clearly defined and not ambiguous; they must also indicate exactly what should be measured, which necessitates the requirement that they be precise.

The study checked whether the Ministry collects data that represents the intended results was investigated, and 46% of those who answered the survey disagreed that the Ministry collects data that represents the intended results, A higher percentage of respondents believed that the Ministry did not check to see if the data collected represented the intended results, as observed in the survey results. As a result, there is an urgent need for action in this area. Correct and high-quality data are required for the development of data-driven designs that are managed through learning and adaptive management.

Taking data from its original source and transferring it to tools and systems so that it can be analysed and reported on is the process of data collection and management. To ensure data quality, it is usually necessary to structure data collection efforts in such a way that all data will be collected in the same manner from one data collection site to another, allowing for cross-site comparisons. It is also critical to ensure that the data collection process is credible, and that the data collected is accurate and provides the organization with an accurate picture of the intended results at the time of data collection. Selecting the appropriate tools and methods, training data collectors and interviewers, providing clear instructions on how to collect data, and ensuring the accuracy of the information collected are all essential components of a high-quality data collection process, among other things.

6.5.4 Data quality

To ensure accurate reporting and informed decision-making, the MELARM framework aims to ensure that all program data is of high quality to achieve this. The MELARM framework adheres to the guidelines and principles outlined below to ensure that program data meets established standards for data quality.

- Validity is the degree to which the data accurately and completely represents the intended result.

- Data integrity is ensured by safeguards that reduce the possibility of transcription errors or data manipulation.
- Accuracy: Data is sufficiently detailed to allow for management decision-making to take place.
- Trustworthiness: Data collection processes and analysis methods are consistent over time, ensuring that the information is reliable.
- On-time delivery of data: Data are available at a useful frequency, are current, and are delivered in a timely manner so that they can be used for management decision-making when needed.

Using the MELARM framework, it is recommended that the following data quality behaviours be implemented by the MELARM team and key program staff throughout the program's lifecycle.

Data collection for the program is done using standardized templates, which are as follows:

- The templates should be reviewed for quality by the program technical team as well as the MELARM team before being implemented
- To reduce administrative time and costs, as well as human error, electronic templates should be used to the greatest extent possible. This will also facilitate regular data collection
- MELARM should collaborate with the program technical team to ensure that data collection templates are accurate and efficient in their collection of required information
- Quality assurance review of the data that has been submitted:

To consolidating information across all program indicators, the MELARM team should use standardized data collection templates. This includes ensuring that all supporting documents are correctly stored on a secure server by the MELARM team. The MELARM team should ensure that data entered the performance indicator database, which is stored on a secure server, is accurate and complete. Following the review of the data, it is necessary to begin the process of analysis and reporting.

6.5.5 Data Storage for MELARM Framework

For the MELARM framework, data storage is required. Program quantitative data can be stored in a database or any other applicable system or format, and then saved on a secure server, which is another important component of the MELARM framework. It is also recommended that qualitative data and supporting documentation be archived on the server in an internal document management archive. Using data analysis and triangulation, findings should be synthesized into regular progress reports and other performance reports, learning briefs, or assessment reports, which serve as the foundation for documenting high-priority performance information about a development program's development program.

6.5.6 MELARM Framework Data Quality Assessments (DQA)

In the study's findings, it was revealed that the Ministry did not place a high value on the quality of data it collected, with 46% of respondents disagreeing that the Ministry collected high-quality data. According to the study's findings, the Ministry may end up making incorrect program decisions because of using low-quality data to inform those decisions. For the Ministry to achieve its program objectives, it needs to collect the appropriate information at the appropriate time using the appropriate tools and to make data-driven decisions on time. There is room for improvement in this area.

Periodic internal DQAs are implemented within the MELARM framework. Using this process, program staff and other stakeholders can gain a better understanding of the strengths and weaknesses of their data as well as the extent to which the data can be relied upon to inform management decisions. Standard data quality assurance practices for evaluating data quality should be clearly defined and followed to the letter. The process should document any shortcomings in data quality and devise a plan for correcting them if necessary. To be useful for monitoring program activities, monitoring data must meet quality standards that are reasonable in scope and consistency. It must also be reliable for management decisions and credible for reporting.

Data quality is assessed based on variables such as timeliness, precision, integrity, reliability, validity, and dependability of the information. An evaluation of the data set's quality indicates how well it will serve a specific purpose if used as intended. Through a set of practices known as data quality management, an organization should strive to maintain high-quality data in all its systems and databases. This set of practices is followed throughout the data handling process, including the acquisition, implementation, distribution, and analysis of organizational data.

When data is of high quality, it helps an organization's decision-making and adaptive management processes to perform better. When high-quality data is used to make program decisions, one can be more confident in the results. Quality data can lower the likelihood of making incorrect decisions while also resulting in better outcomes.

6.5.7 Reporting back to stakeholders using the MELARM approach

It is critical for organizations to report on their learning and adaptive management efforts because it allows them to share critical information that can be used to make decisions or adapt their operations. Only 36% of those who responded agreed that the Ministry reports to stakeholders, therefore the Ministry does a poor job of communicating with its constituents.

The team should be able to provide regular progress reports outlining the status of implementation progress against targets and planned activities using performance monitoring data, learning generated through collaborative processes such as peer-learning sessions, and operational research studies if they employ the MELARM framework.

Progress reports should also include specifics on how the team is progressing toward achieving the desired results. These reports must also include documentation of any lessons learned as well as any difficulties encountered that may have resulted in a delay in the achievement of the intended results. Where appropriate, the reports should include proposals for solutions to the problems being addressed in the reports. When analysing and presenting quantitative results for the indicators, top-level aggregates should be used, but they should also be disaggregated to show distributions of results and to highlight key trends.

Ultimately, the role of adaptive management principles in enhancing learning among key stakeholders leads to the conclusion that the Ministry has some work to do in terms of managing activities that have an impact on external collaboration and adaptive management, as evidenced by the low scores received on all the questions pertaining to stakeholder involvement.

6.5.8 Evaluation processes for MELARM

The MELARM framework places a strong emphasis on the importance of conducting program evaluations. It is essential that the program has a clear plan for all anticipated evaluations, and that this plan is in place during the program design process. Accountability and learning are the goals of evaluation to improve development programs. Evaluations of the MELARM framework can be carried out by either the internal team or the external team to inform current and future development decisions for the framework.

It is reasonable to conclude that a greater proportion of respondents disagreed with the fact that the Ministry always defines how evaluation for interventions will be conducted. Although there has been progress, there is still room for improvement in the way the Ministry defines evaluation processes. The Ministry can also collect information for evaluation purposes using a variety of tools, which are referred to as "evaluation methodologies." Surveys, observation, case studies, focus groups, and interviews are some of the evaluation tools that the Ministry can employ. The result of the study also shows that the Ministry must address the issue of selecting appropriate evaluation tools, which is currently unresolved. According to the findings of the study, the Ministry did not always include beneficiaries when evaluating monitoring results, as 45% of respondents disagreed that the Ministry includes beneficiaries in evaluation activities. Beneficiaries can be included in all the Ministry's evaluation activities, and this can be done at any stage of the evaluation process, allowing the Ministry to accomplish more.

To be effective, MELARM evaluations must answer questions that cannot be answered by simply analysing monitoring data and they must be focused on one or more specific activities. The results of the evaluation should also be used to determine the organization's learning requirements.

MELARM framework should be used to collaborate with all relevant partners on evaluation activities whenever possible. This will allow for collaboration on the design and implementation of current and future programs using the MELARM framework.

Program evaluation is an unbiased examination of a current or completed program to determine whether the program is in line with its objectives or whether the program has achieved the goals that were set out in the program's objectives. The purpose of evaluation is to determine whether a program is worthwhile to implement and to determine how far it has progressed.

In addition, evaluation examines issues such as the effectiveness, efficiency, and long-term viability of a particular program. An effective monitoring, evaluation, learning, and adaptive management system is dependent on the ability to conduct effective evaluations. This is because evaluations provide lessons about the program that influence the decision-making processes of program stakeholders.

A typical program evaluation process includes four stages, which are as follows: planning the evaluation, conducting the evaluation, concluding the evaluation, disseminating, and reporting the findings of the evaluation, and reporting the findings. They are critical in identifying information that can be used for learning and adaptive management, and each phase has its own issues, methods, and procedures to contend with and address.

Beneficiaries of a development program should be included in the evaluation process, and they should be involved in the analysis of the program's results as well as participation in external collaboration. Beneficiaries should also be invited to participate in some of the pause and reflect sessions, during which program managers learn and make decisions about how to adapt their programs. Beneficiaries are the ultimate users of the outcomes of development interventions, and they should be involved in the decision-making process, as well as the adjustment and refining of program activities that result from evaluation activities, if possible.

Beneficiaries can be involved in the evaluation process at any stage of the process; this can begin with the evaluation design phase, continue through the evaluation data collection stage, continue through the evaluation analysis stage, and conclude with the reporting of the results.

6.5.9 MELARM Learning Principles

The application and integration of learning for development programs based on the MELARM framework should be guided by the core principles outlined below.

- Learn and adapt on a continuous basis: Continuous feedback, learning, and the timely application of insights to inform and adapt our strategies are required to make progress on difficult issues. Putting an emphasis on continuous improvement in the development program recognizes that once program strategies are implemented, they are likely to require modification as the team learns what works and the context changes. By keeping the MELARM efforts of the program in close communication with the strategy, the program team can bring timely data to the table for reflection and use. When developing strategies, the program team should establish specific and measurable objectives, as well as feedback loops for monitoring progress toward those objectives. When implementing and adapting program strategies, the team should first gather information about what works and how the context is shifting, and then use this information to navigate a path forward in the current environment.

- Learn in partnership: Development programs should pay close attention to what partners and other stakeholders have to say and learn from them. When developing and implementing the MELARM framework, the program team should include input from other stakeholders.
- Create decisions that consider several different factors: External evaluations, on their own, are insufficient to guide an organization's decision making. Development programs should analyse multiple sources of information and combine that learning with that obtained from external evaluation results to inform decision-making to be more effective. Additionally, staff can serve as trusted and intelligent filters for a wide range of information sources for various programs. Program staff should pay close attention to partners in their fields and draw on a variety of inputs, both qualitative and quantitative, to make well-reasoned decisions that will assist in achieving the desired impact.
- Cultivate a culture of curiosity: Cultivating a culture of curiosity is critical to surfacing insight into program successes, failures, and emerging opportunities. Teams of program managers can identify opportunities to improve their strategies and increase the impact of their programs by paying close attention to what others are saying about their work and the changing energy landscape.
- Disseminate learning to increase impact: Disseminating what the program is learning can generate value for constituents and help to drive impact by increasing its reach. Programs should look for strategic opportunities to share what they are learning, to co-create openly insights with program partners, and to use these insights to inform and galvanize change in their respective program fields, among other things. Programs should strive to strike a reasonable balance between complete transparency and the protection of grantee privacy and trust, sharing findings whenever possible without jeopardizing grantee or program goals.

6.5.10 Collaborating, Learning and Adapting (CLA) for MELARM Framework

Combining monitoring and evaluation with learning, adaptive, and risk management can improve results by facilitating programmatic adaptations and strategic collaborations based on learning from a variety of sources, according to the authors. Included in this data set are both qualitative and quantitative information gathered during the program's monitoring and evaluation process, as well as information gathered during iterative "pause and reflect" peer-learning and knowledge-sharing sessions focused on experiences, best practices, and lessons learned within and outside of the program teams.

Apart from that, it has become increasingly important to learn from research conducted on specific development programs, practices, or topics that are relevant to the program team to build a stronger evidence base on meta-data from MELARM, which should aid in triangulating learning and evidence beyond M&E data. An integrated set of MELARM tools, systems, and processes should be implemented as part of the development program management cycle to generate, document, share, and reflect on sound knowledge, learning, and empirical evidence.

The following best practices for CLA activities are recommended by the MELARM framework:

- Learning sessions are held annually and are intended to facilitate the sharing of program staff experiences and challenges, as well as to provide a collaborative space for problem solving. During these sessions, the program team should be presented with qualitative and quantitative data from program Monitoring and Evaluation, as well as additional evidence from research and learning.
- Learning Agenda: This consists of questions pertaining to the development sector, as well as a suggested work plan. The Learning Agenda's most important findings should be shared with other stakeholders in the sector.
- A deliberate process for documenting and tracking Adaptive Management decisions made by key technical staff members is known as Adaptive Management Monitoring (AMM).

6.5.11 Risk management for MELARM

By using the MELARM approach, instead of being resolved too much or too little, uncertainties must be diminished or resolved to a sufficient level to be successful. Over-resolving a problem presents a value trade-off between greater information and the expense of gaining it. Under-resolving is a cost-cutting tactic that costs less but comes with higher failure chances. Applying risk-based logic can help in assessing what is sufficient. As uncertainty grows, so does the requirement for resolution sufficiency. The potential for adaptive management to boost productivity and yield significant returns on investment.

Under the MELARM approach, resources should be wisely distributed, and uncertainties that may have derailed the initiative are now resolved. Adaptive management must be considered by organizational governance, and it must be highly valued. It's important to set aside enough time and money. Adaptive management needs to be incorporated into other organizational processes, such program management and delivery, in order to be effective. To successfully incorporate adaptive management, people and organizations must change their ways of thinking. To meet the difficulties, the resources that are made accessible need to be grown, focused, and optimized.

6.6 GENERAL RECOMMENDATIONS

In addition to the recommendations outlined above under the MELARM framework, the Ministry and other development agencies managing development programs are recommended to consider the below recommendations which are also in sync with the principles of the MELARM framework.

6.6.1 Stakeholder engagement

The Ministry should improve on stakeholder identification prior to the strategic planning process. The Ministry should identify the individuals, groups, or organizations who are interested in the development programs that the Ministry manages. The stakeholder list must be understood to serve as the foundation for stakeholder analysis.

Participation of the community or participation of beneficiaries is essential in sustainable development programs. Ascertaining from program beneficiaries or communities whether they understand development interventions is important for program success. If beneficiaries are involved from the beginning, they will feel and take ownership of the program. The responses indicate that the Ministry is not doing nearly enough to engage relevant stakeholders during the problem analysis phase, as indicated by the responses.

To ensure that all relevant stakeholders are involved in a program from the outset, all stakeholders should be consulted and included in the program during the problem analysis phase. The Ministry must do more when determining whether the community/beneficiaries understand the issues that necessitate development interventions during the problem identification and assessment phase as there was there was a mixed response to these issues

On the other hand, if expected outcomes or results are being drafted, it is a good practice to include all relevant stakeholders during the program planning phase. This is because the organization will be drafting what they expect to achieve at the conclusion of the program, and for a program to be successful, stakeholders must be actively involved from the beginning.

The exchange of information is essential for development programs, and it is also a critical component of collaborative learning and adaptive management strategies. The goal of stakeholder engagement, as previously stated, should be to identify the needs of key players in development programs, because they are critical to the success of such programs. Sharing information at all stages of the program is one of the steps that must be taken to accomplish this. The ability to gather feedback from all stakeholders is essential for effective adaptive management.

The study also revealed that more needs to be done in terms of incorporating feedback from stakeholders into strategic planning processes, as evidenced by the higher percentage of respondents who disagree than the percentage of respondents who agree. It is important to incorporate feedback from relevant stakeholders into strategic planning because it helps to ensure that development programs meet the needs and ideas of all stakeholders. It also facilitates external collaboration, which is essential for effective adaptive management.

It is also important to collaborate with stakeholders during the pause and reflect sessions. It is also important to include stakeholders in the planning of corrective measures. If a program fails to achieve its objectives, its managers should identify activities that can be done better the next time they oversee a program with the same objectives.

6.6.2 Conflict resolution

Conflict resolution can only occur when two parties who are not in agreement on development issues or how to resolve a development problem come together to discuss and negotiate a solution. Because conflicts can arise at any stage of the program, it is necessary to develop conflict resolution procedures during the program's initial stages.

6.6.3 Risk Management

A top priority for any development intervention should be the management of risks. Program managers should be able to recognize, evaluate, and control any unexpected events or situations that may arise. For better managing risk, it is a good practice to identify the different types of risks that may be encountered prior to launching the program. This should take place during the problem-solving phase of the process

6.6.4 Planning

The development of an implementation plan or strategic plan is critical because it defines all the stages and or processes that the program team will follow to achieve that development goal. Unless the team has an implementation plan, they will not know what actions are required, what the scope of work is, what processes or strategies are to be followed, and what budget is required to carry out the development program.

The program implementation plan is one of the most important tools that an organization can use to manage programs and deliver on the strategic plan of the organization. The implementation plan outlines the breakdown of how program activities will be carried out, as well as the resources and time commitments necessary to put a development program into action. The implementation plan should provide clear instructions to the management team on how to effectively manage a program or initiative. As previously stated, the implementation plan assists program managers in visualizing the breakdown of how program activities will be implemented, as well as the resources and time commitments required to successfully implement a development program.

Managers should refer to the implementation plan on a regular basis to manage a development program efficiently and effectively. The plan serves as a guideline for how things are managed, as well to keep track of what has been done and what still needs to be done. An effective monitoring, evaluation, learning, and adaptive management system relies on regular progress monitoring to function properly.

In monitoring, evaluation, learning, and adaptive management processes, communication is critical to success. The development and management of an effective communication strategy can aid a development program or organization in achieving its communication objectives. A successful communication strategy can assist an organization in effectively engaging with all its stakeholders. A sound strategy will ensure that information is transferred smoothly both internally and externally. It is also possible to communicate with beneficiaries if the organization has a communication strategy in place that is effective and efficient.

Evidence-based decision-making is only possible if the program has a monitoring, evaluation, and learning plan that is efficient and effective in its implementation. It is recommended that the Ministry seriously consider developing an effective and efficient rigorous monitoring, evaluation, and learning plan prior to launching a development program based on the findings. Before beginning any development program implementation, it's critical to have a monitoring, evaluation, and learning plan in place to ensure that the indicators and targets are clearly defined so that they can be used to guide the program's implementation. The plan should assist the program in gathering evidence, analyzing it, learning from it, and adapting to it.

It is critical to begin implementing the MEL plan as soon as possible after it has been developed. This will allow program managers to monitor program activities, evaluate them, and learn from program implementation. It is important that the MEL plan be implemented to document the critical information that is required for adaptive program management and to review the progress made towards achieving the program's objectives.

The Ministry should consider the drafting of a sustainable development plan at an earlier stage in their programs It is possible for program managers to achieve long-term objectives and to continue development activities in the future with the help of a sustainable development plan. Plan development and implementation should take place during the program planning phase, with any remaining issues being addressed during the program implementation phase.

6.6.5 Indicators

Performance indicators are essential for assessing the program's progress and determining its success. Their roles and responsibilities should be clearly defined, as should all aspects of the data collection, collation, analysis, utilization, and storage processes. Indicators should be clear and unambiguous. Indicators are a part of the monitoring, evaluation, learning, and adaptive management plan, which is a living document that is constantly being updated. During implementing the program, if the indicators are not gathering the appropriate information or providing the managers with the evidence, they require to make decisions, it is always recommended that they be adjusted accordingly.

It is recommended that the Ministry give high priority to the setting of indicator targets, as they are an important component of the management of a successful development program. Indicators of development success must have specific objectives that are measurable, achievable, realistic, and time-bound (SMART). The establishment of indicator targets is an important tool for assessing the overall performance of the program. This also provides a clear picture of the targets or activities that must be managed for the program to be successful for all the stakeholders. The selection of indicator targets is a critical input to the development of a successful monitoring, evaluation, learning, and adaptive management system.

6.6.6 Data management system

The Ministry should consider implementing a comprehensive and user-friendly data management system to assist with program management and the ability to make data-driven decisions based on high-quality data. To ensure the success of a development program, it is necessary to implement a comprehensive data management system. When it comes to data management, data quality should be prioritized at every stage, including the data collection phase, data storage phase, data analysis phase, the reporting phase, and the data usage phase. The monitoring, evaluation, learning, and adaptive management system can be managed effectively and efficiently if all these processes are in place and data quality is maintained at each phase.

6.6.7 Data usage

Due to the importance of having a data usage process in place and using the data to make informed decisions, the Ministry can and should do more when it comes to data usage. To make data-driven decisions in a timely manner, data usage is critical for monitoring, evaluation, learning, and adaptive management. The availability of high-quality data and the ability to assess it in a timely manner should be ensured for decision makers. The data should be made available in a format that is user-friendly for program managers, that is, the data should be presented in a way that makes it simple for decision makers to make use of the information. Development programs can use data to predict the outcome of the strategic plan, and they can also use data to predict the outcome of the stakeholder engagement strategy.

6.6.8 Monitoring

The MELARM framework, on section 6.5 above covers the bulk of the monitoring component and the suggested recommendations. In general, monitoring and evaluation that is participatory in nature must include full participation and involvement of stakeholders at all stages of the monitoring and evaluation process. This will allow for smooth participation of stakeholders in learning and adaptive management because everyone will be fully involved in decision-making because the organization and stakeholders will be able to take ownership of the development program. Everyone benefits from participatory monitoring and evaluation because it encourages everyone to get on board and manage the program in a way that will produce the desired results. When activities are monitored and evaluated in a participatory manner, the organization and all stakeholders can determine whether they are being managed as originally planned; if they are not, they can adjust the program accordingly through pause and reflecting sessions. Participatory monitoring and evaluation can be used by the Ministry to manage development programs more efficiently and effectively, as well as to achieve the objectives established for each program.

Regarding data collection, data must be collected on a regular basis enough to be considered "timely," and it must be always up to date. Data quality characteristics such as timeliness are critical because if information is not available in a timely manner, incorrect decisions can be made. When it comes to a good monitoring and evaluation system that also incorporates learning, this is a critical component to consider. If the data is timely, the team can take a moment to pause and reflect on the situation before making data-driven decisions.

6.6.9 Evaluation

In addition to the process and ideas raised under the MELARM in the section above, managers of development programs, in collaboration with stakeholders, should evaluate the progress or improvement of the program. This can be accomplished by contrasting the current situation on the ground with the activities that are planned. The team should determine whether the defined program goals have been achieved, and if they have not, it will be necessary to evaluate the way the activities are being managed in the future.

Additionally, if there is success, the team should document the mistakes that were made as well as how the successes were achieved. If they make a mistake, they should document how they can avoid making the same mistake again in the future. The most effective method of identifying and documenting failures and best practices is through collaborative consultation, which can be accomplished by gathering the program team and stakeholders in one location for pause and reflect sessions, during which they can discuss what has worked and what has not worked. Everyone will be able to learn and adapt because of this, because evidence will be used to guide them.

The Ministry is encouraged to use the collaborative evaluation approach allows all stakeholders to have access to program information, provides problem-solving opportunities for everyone involved, and allows all stakeholders to use the evaluation results to help them achieve the development goal. If the evaluators want to achieve collaborative evaluation, they must allow for open engagement between themselves and the stakeholders. This will aid in the development of a strong evaluation approach, as well as the quality of data that is collected and analysed. The result will be results that are understandable and useful to all stakeholders in the pursuit of development goals. By supervising an evaluation, collaborative evaluators foster an ongoing dialogue between evaluators and stakeholders, resulting in stronger evaluation designs, improved data collection and analysis, and results that stakeholder can understand and apply.

The findings of evaluations serve as the foundation of an effective collaboration, learning, and adaptive management system, and they should not be overlooked. For example, the results of formative evaluation should assist managers in making decisions or making judgments about the benefits of the program to the beneficiaries and stakeholders; on the other hand, the results of summative evaluation can assist managers in making decisions about the expansion or sustainability of a program, among other things. The use of evaluation findings assists program managers in determining whether activities are reaching the targeted population, learning, making program adjustments as needed, planning for future activities, sharing learning outcomes with stakeholders, and practicing adaptive management based on the evaluation results, among other things.

Involving all stakeholders in the evaluation process allows all parties to benefit from the findings of the evaluation and to take ownership of the findings as well as future decisions that will be made because of the results of the evaluation

6.6.10 Learning

It is possible for an organization to learn about its function and use that knowledge to adapt to changing environments when the organization gains knowledge about its function. A learning organization contributes to the improvement of the program's performance by improving the performance of its employees.

Achieving high levels of employee performance is only possible in an environment that encourages them to grow through continuous learning both within and outside of the organization. Employee satisfaction increases because of a learning environment, which can result in lower staff turnover. The retention of employees in their current positions is critical to the achievement of program objectives.

Facilitating conditions aid in the processes of collaboration, learning, and adaptive management, among other things. Making staff onboarding a priority, creating a work environment where everyone feels comfortable, following up on staff and activities on a regular basis, encouraging internal and external collaboration, fostering a learning culture, and providing regular training opportunities are all part of creating a learning environment. This will result in a positive learning environment, and as a result, an organization that is guided by the principles of learning and adapting will be formed. Long-term success necessitates the continuous learning and adaptation of the entire organization.

Development programs should make a concerted effort to collect, analyse, interpret, and display evidence of learning, with the goal of using it to inform adaptive management decisions and management practices. The development of tools for recording and documenting decisions and lessons learned in a fast-paced environment and a constantly changing context of a program is essential for program managers working in this environment. These tools provide context for decision-making by providing information on the factors that led to the decision, the results, the responsible parties, and the action items to be taken because of the decision.

An LLT (Lessons Learned Tracker) can also be created and managed by management, which can track and demonstrate how the lessons learned data can be used internally and externally, as well as with whom the data may be shared. Because of the use of these simple, yet effective approaches, including program knowledge management, collaborative program decision-making, and collaboration both internally and externally, the organization will learn through the documentation of lessons learned and the sharing of outcomes.

Depending on the nature of the programs, learning sessions should be conducted on a regular basis. They can be held monthly, quarterly, or biannually. Most organizations hold pause and reflect sessions once a quarter. Regular pauses and reflections should be built into the workday so that the team can identify what is working and what needs to be tweaked as well as consider the implications of changes in the operating environment. To accomplish this, team members and stakeholders can participate in pause and reflect sessions or learning sessions, which allow them to reflect on and transfer their ideas from a specific program activity.

To conduct a successful learning session, the team and stakeholders should get together and take off their official hats for a few minutes, putting themselves in the shoes of the event participants, to gain a deeper understanding of program activities and what can be improved. When the participants participate in pause and reflect sessions, they can describe what the program intended to achieve, what was successful and why, what was unsuccessful and why, what they have learned, and what should be changed. These learning sessions are critical to adaptive management because they provide an opportunity for everyone to see what worked and what did not work and to make decisions that will result in the program achieving the goals that were set.

Internal and external collaborative learning is an important aspect of adaptive management, and if done properly, the goals of development activities will be achieved within the budgetary constraints set by the organization. Organizational learning culture is formed because of the adoption of norms and values that are relevant to the operation of the organization. Higher levels of organizational learning can only be achieved by taking a systematic and detailed approach to the process.

A growing number of studies have demonstrated that improving employee learning can improve an organization's performance because learning cultures encourage employees to continually acquire skills and knowledge. Productivity and employee satisfaction are both increased because of the establishment of a successful learning culture. The efficiency, increased profits, lower turnover, and loyalty and commitment of employees who feel valued and appreciated are all benefits of having a strong learning culture in an organization.

A development program's lifecycle is characterized by continuous learning; new program designs should be informed by evidence from previous work, feedback from past performance and assumption monitoring, as well as by evaluations carried out during the development program. Learning should be integrated primarily at three key points in these processes: (a) during program design, when lessons from prior evaluations are assembled to guide program development; (b) during performance monitoring and evaluation, when utilization-focused plans for performance monitoring and evaluation are developed; and (c) when performance data and evaluation reports become available, and their findings and lessons can be absorbed and applied to program development.

Starting with the question "what did we learn?" when receiving monitoring data, evaluation, and CLA reports, we can maximize the value of the information we are receiving. Sometimes the information contained in MEL data and reports that we need to learn is mixed in with facts that some potential users are already familiar with, but this is not always the case. The process of extracting or highlighting new information, as well as key findings and recommendations, is frequently an important first step in ensuring that the key learning messages are absorbed and implemented by the program team.

The day-to-day activities carried out by the program team are directed toward the achievement of development objectives. For learning to be effective, program managers are encouraged to document learning as it occurs on a day-to-day basis as it happens. This will save time by not having to wait for the pause and reflect sessions, which may occur after three or six months.

The Ministry should develop a learning agenda that incorporates all the important aspects discussed above. Learning objectives for development programs should be designed to help the program team gain a better understanding of their environment, including its challenges and opportunities as well as its constraints and best practices for working in the sector. Learning questions can also be designed to push the boundaries of knowledge in the development sector further out into the world. It is recommended that these learning questions and the broader learning agenda be reviewed and updated at least once a year. Understanding of dynamics in the development sector should be improved because of the lessons learned from this process. Aside from that, the program team should be able to use the lessons learned to address bottlenecks and achieve the expected results of the program.

Organizations interact with their surroundings daily, and through their programs, the team gains valuable experience that will be used to generate knowledge. Learning allows for the creation, retention, and transfer of knowledge within an organization because of the knowledge generated. As the team grows and experience, the organization benefits as well, as the team will have the knowledge and skills necessary to manage complex development programs as they progress through the organization.

The ability to learn from conflict is critical to the success of development initiatives. A common requirement of most development programs is for managers to integrate diverse and conflicting viewpoints; in doing so, they will be accepting a learning opportunity that is critical for effective adaptive management. Conflicts can sometimes provide learning opportunities; however, if defensive behaviour is involved, it may be more difficult to learn from the situation.

6.6.11 Adaptive management

The Ministry should manage adaptively by reviewing whether there is a need to redefine the program implementation approach on a quarterly basis or whenever there is a need. Data collection and analysis are ongoing processes in adaptive management, which allows for the continuous adjustment and refinement of programs over time. It is not necessary to design development programs from the beginning to deal with unpredictable or complex conditions from the start. Many processes and approaches that are commonly used in development programs, such as monitoring and evaluation, participatory approaches to planning and design, learning within organizations, research, as well as beneficiary feedback mechanisms are incorporated into adaptive management strategies and practices.

If development programs are seeing positive results from their program management approaches, they are encouraged to maintain consistency in their program management approaches. The monitoring, evaluation, learning, and adaptive management approaches must be the same as they were when the program achieved the desired outcomes in previous iterations. In addition to major changes in programming, a change in funding or policy priorities may necessitate rescoring or revision of intended outcomes because of a change in the environment. These may be carried out because of the monitoring, evaluation, and learning outcomes that occur during the program's implementation. A learning and reflection activity that leads to the revision or updating of organizational strategies or programs is strongly recommended, and it is strongly recommended that organizations do so.

Plans for monitoring and evaluation (M&E) are ever-changing documents that must be revised as the program changes. It is important to design the monitoring, evaluation, learning, and adaptive management plan in a flexible manner to account for issues that may arise during program implementation. This will allow the plan to be adjusted at any time if the need arises in the future.

The Ministry should aspire using adaptive management to manage uncertainties, utilizing knowledge sources for adaptation, learning from experience, being a sustainable source of knowledge, and achieving gender equality

6.6.12 Resource mobilization

The Ministry should mobilise resources for it programs, if resources are limited, it makes it difficult for development programs to be implemented properly. If resources are limited, the team in charge of the program will be unable to put in place all the necessary elements for monitoring, evaluation, risk management (including incident and crisis management), learning, and adaptive management. Insufficient resources place a strain on program managers' shoulders and prevent them from implementing best practices for development programs in their respective organizations.

For a development program to be successful, it is necessary to have a diverse range of skills among the human resources available. Having a team with the skills of monitoring, evaluation, learning and risk management as well as adaptive management is one of the most important requirements.

Program managers may be limited in the number of activities that they can implement as part of a development program due to a limited budget. Monitoring, evaluation, learning, and adaptive management can all be accomplished with a 10% budg*et al*location. If the budget is limited, development programs may be forced to reduce the scope of monitoring, evaluation, learning, and adaptive management activities, which has a negative impact on the program's overall effectiveness and efficiency.

6.6.13 Enabling environment

A well-regulated enabling environment is critical to the success of development programs because it reduces risks to the greatest extent possible. Many respondents believed that the absence of a regulatory enabling environment presented a challenge for the Ministry. If the government and other stakeholders can create an environment that is conducive to development programs, the Ministry will reap the benefits. Political stability is critical for the success of any development program, and political instability is known to be a contributing factor to the failure of many development programs.

Large-scale fluctuations in the economy are detrimental to the effectiveness of economic development interventions. According to the findings of the study, there is economic, financial, and currency instability in Zimbabwe, which has an impact on the implementation of development programs.

6.7 CONCLUSION

Conclusions and recommendations of the study were thoroughly covered in this chapter, the researcher provided a detailed write up concluding the study using all the objectives of the research as a point of reference. The chapter provided recommendations on how to incorporate learning and adaptive management when implementing development programs. This was done through the detailed Monitoring, Evaluation, Learning, Adaptive and Risk Management-(MELARM) Framework.

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7.1 APPENDIX A: RESEARCH QUESTIONNAIRE

Title: Learning and adaptive management mechanisms in implementing development programs in Zaka district, Zimbabwe.

Instruction(s): Please indicate your level of agreement with the opinion expressed in the statements below by marking the appropriate box with a (X)

Biographical information

a)	Name of ministry, or department	
b)	Position in the organization	
c)	Number of Years employed in the organization ministry or department	
d)	Gender	
e)	Age	
f)	Race	
g)	Highest Qualification	

The Ministry's programs and programs focuses on:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a)	Promoting women empowerment					
b)	Gender mainstreaming					
c)	Community development					
d)	Small and medium-sized enterprises (SME) development from ward level					
e)	Training programs for communities on entrepreneurship					
f)	Supporting small business growth					

The Ministry serves to achieve the following:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a)	Gender equality					
b)	A sustainable mechanism for knowledge					
c)	Learn from experience					
d)	Having a functional learning agenda that support organizational change					
e)	Constantly use multiple knowledge sources to adapt					
f)	Regularly use adaptive management to manage uncertainties					

Problem assessment

The Ministry conducts problem assessment for adaptive management by doing the activities below:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a)	Getting an understanding of the environment and the system in which, they are implementing development programs					
b)	Getting ideas from all relevant stakeholders					
c)	Writing up conflict resolution processes					
d)	Collecting baseline data to understand the current state of the situation					
e)	Identify potential events that may negatively impact on intended programs/activities					
f)	Check with community/beneficiaries if they understand issues that require development interventions					

STAKEHOLDER ENGAGEMENT

The Ministry:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) Identify all relevant stakeholders before the strategic planning process					
b) Identify the representatives/leaders of the stakeholders					
c) Agree with stakeholders on the data that will be collected					
d) Agree with stakeholders on how the data will be shared					
e) Agree with stakeholders on when the data will be shared					
f) The Ministry drafts expected outcomes in consultation with the stakeholder					
g) Create a system to gather feedback from all stakeholders					
h) Incorporates feedback from stakeholders into the strategic planning process					
i) Report back to all relevant stakeholders					

Planning

The Ministry considers the below when planning for adaptive management:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) Develop implementation plans					
b) Set up a communication strategy for every intervention/program					
c) Develop a rigorous monitoring, evaluation and learning plan					
d) Implementation of the monitoring, evaluation and learning plan efficiently					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
e) Develop clearly defined indicators					
f) Set out targets for all indicators					
g) Draft the process of data usage					
h) Establish a user-friendly data management system for all development programs					
i) Choose the most appropriate evaluation tools for every intervention/program					
j) Consider any risks or potential hazards associated with options					
k) The Ministry always defines how the evaluation for the interventions will be conducted.					
l) Management forms all stakeholders agree on possible interventions for the action plan.					
m) Drafting strategic development goals					
n) Setting up a sustainable development plan	e				
o) Setting up a capacity development plan for its employees					

Implementation

The following activities are conducted by the Ministry officials when implementing development programs:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) The Ministry has an implementation plan for its programs					
b) The Ministry constantly refer to the implementation plan.					
c) Monitors progress by referring to the implementation plan.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
d) The existing implementation plan is effective					
e) Always addresses contingency plans when managing development programs					
f) If there is a shortage of resources to execute the implementation plan, the Ministry always mobilizes for resources.					
g) Strategizes when the enabling environment situation changes					

Monitoring

The Ministry:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) Rigorously implement the monitoring plan.					
b) Follows monitoring procedures as per the monitoring plan.					
c) Develops the Theory of Change for its programs					
d) Uses the Theory of Change to manage programs					
e) Coordinate monitoring activities among all stakeholders					
f) Collects data timeously					
g) Check if the data collected represent the intended results					
h) Ensures that data collected is of high quality					
i) Uses participatory monitoring and evaluation					
j) Follows standard conflict resolution procedures if conflict arises from monitoring and evaluation results					
k) Learn from conflicts					

Evaluation

The Ministry.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) Include beneficiaries when evaluating monitoring results					
b) Elaborates program outcomes collaboratively					
c) Checks if the objectives were met					
d) Checks how the objectives were met					
e) When the target is not reached, the Ministry identify activities that could be done better next time when they are managing similar programs					
f) Checks if the program activities benefited the target population/beneficiaries					
g) Checks if the program has addressed or alleviate the problem					
h) Checks if the program cost was reasonable to the program outcomes					
i) Checks if there are available options of implementing the same program with less cost					
j) Ensures that the findings of an evaluation are used for their intended purposes					
k) Findings of evaluations are used to inform decision-making					
l) All intended users of the evaluation results feel ownership of the evaluation process					

Learning

The Ministry together with other stakeholders and beneficiaries learn through:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) Creating a learning environment by ensuring that there is an exchange of information that					

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	allows employees to contribute in a substantial manner					
b)	Documenting learning points					
c)	Sharing learning outcomes by using information technology infrastructure					
d)	Conducts learning sessions periodically					
e)	Creating a learning culture within the Ministry					
f)	Conducting learning sessions on a quarterly basis					
e)	Learning from day-to-day experiences					

Adaptive management

The Ministry together with other stakeholders and beneficiaries manage adaptively through learning by:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a)	Checking if there is a need to redefine the program implementation approach on a quarterly basis					
b)	Using the same management approach if the program resulted in desired outcomes					
c)	Adjusting the strategies based on the positive or negative outcomes of the evaluation					
d)	Adjusting the monitoring and evaluation plan, implementation plans					
c)	Adjusting the performance indicators					
e)	Reviewing the program results on a quarterly basis					
e)	By using the lessons learned to reflect					
f)	Use the leanings in managing future programs					

Challenges:

The Ministry faces the following challenges:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a)	Faces shortage of resources to execute the implementation plan.					
b)	Does not have enough resources to manage an effective monitoring and evaluation system					
c)	Lacks skills to implement or manage monitoring, evaluation, learning and adaptive management mechanisms					
d)	Has limited budget to implement monitoring, evaluation, learning and adaptive management mechanisms					
e)	Does not give importance to monitoring, evaluation, learning and adaptive management mechanisms					
f)	Engages with all implementing partners/stakeholders without any challenges					
g)	Faces uncertainty when implementing programs					
h)	Does not collect data that can be used to generate knowledge					
i)	Does not have a risk analysis framework					
d)	Encounters political uncertainty or instability					
f)	Faces the absence of regulatory enabling environment					
g)	The economic, financial, currency instability affects the implementation of programs					
h)	Lack of buy-in by stakeholders to work together toward a common purpose					

THANK YOU FOR YOUR TIME

7.2 APPENDIX B: MIBVUNZO YECHIDZIDZO

Musoro WeChidzidzo: Kudzidza, kugadzirisa, nekutungamirira zvirongwa zvekuvandudza mudunhu reZaka, Zimbabwe.

Mirayiridzo: Mirairo: Ndokumbira utaridze danho rako rekubvumirana nemaonero akaratidzwa mune zvirevo pazasi nekumaka bhokisi rakakodzera ne (X)

DZIMWE DZIDZO

a) Zita resangano,kana dhipatimendi	
b) Chinzvimbo musangano	
c) Nhamba yemakore akashandwa musangano kana dhipatimendi	
d) Murume/Mukadzi	
e) Makore ekuzvarwa	
f) Dzinza Raunobva(Race)	

1. Adaptive manejimendi ndeye:

	Hanndibvumirani nazvo zvakasimba	**Handibvumirani nazvo**	**Kusarerekera**	**Ndinobvimirana nazvo**	**Ndinobvimirana nazvo zvakasimba**
a) Maitiro ekugadzirisa zvinhu kuti zvive zvinoenderana nezvirikuitika					
b) Kudzidza nekuita					
c) Kuona hurongwa hwe manaejimendi sekuyedza kugadzirisa zvinhu nekuzvikurudzira kuti zvive nani					
d) Dambudziko rinotarisirwa nemanejimendi					
e) Inzira yekuvaka ruzivo uye kudzidza					

Adaptive manejimendi inoda.

	Hanndibvumirani nazvo zvakasimba	Handibvumirani nazvo	Kusarerekera	Ndinobvimirana nazvo	Ndinobvimirana nazvo zvakasimba
a) Kujeka kwedambudziko uye kuziva iro dambudziko nderei					
b) Kubatanidzwa uye kubatanidza vese vanechekuita nehurongwa hwekuvandutsa nzvimbo					
c) Kuenderera mberi nekubatanidzwa kwevanechekuita nehurongwa hwekuvandutsa nzvimbo nguva dzose					
d) Kubatana pakati penyanzvi dzese dzinechekuita nehurongwa hwekuvandutsa nzvimbo					
e) Kuisa pfungwa pamwe chete neruzivo kubva kune vese varipo mukuita basa rekuvandutsa dunhu					
f) Kurongeka kwakakwana musangano kuti adaptive manejimendi iitike.					

3. KUONGORORWA KWEDAMBUDZIKO

Bazi rinoita ongororo yedambudziko rekugadzirisa manejimendi nekuita zviitwa zviri pazasi.

	Hanndibvumirani nazvo zvakasimba	Handibvumirani nazvo	Kusarerekera	Ndinobvimirana nazvo	Ndinobvimirana nazvo zvakasimba
a) Kuwana kunzwisiswa kwenzvimbo uye					

masisitimu maari, ivo vari kuita zvirongwa zvekuvandudza					
b) Rinoziva uye rinobatanidzana nevose vari kuita / vanobatirana navo kuti kutsvaga mazano, uye kudzidza nekushandisa pfungwa nyuwani dzokuita hurongwa hunepundutso					
c) Rinonyora nzira nemaitiro ekugadzirisa kusawirirana					
d) Rinosarudza mabasa echikamu chimwe nechimwe chedzidzo nekushandisa pfungwa nyuwani dzokuita hurongwa hunepundutso					
e) Bazi rinozivisa mapato ese anofarira chirongwa chebudiriro zvisinei nekuti harisi dambudziko ravo					
f) Bazi rinounganidza umbooo hwekutanga kuti rinzwisise mamiriro ezvinhu					
g) Rinovhunza kune vese vane chekuita ne budiriro kuti umboo honidikanwa ndehupi uye hunounganidzwa sei?					
h) Rinoziva zviitiko / mamiriro asingafungidzirwe					
i) Vhunza vanhu vemunharaunda / vanobatsirwa kana vachinzwisisa nyaya dzinodiwa pasimudzira dunhu					

uye kuwana maonero avo					

4. KURONGA

Bazi rinoita zvakanyorwa pazasi kana richironga zvekugadzirisa manejimendi yehurongwa hwebudiriri.

	Hanndibvumirani nazvo zvakasimba	**Handibvumirani nazvo**	**Kusarerekera**	**Ndinobvimirana nazvo**	**Ndinobvimirana nazvo zvakasimba**
p) Kugadzira zvirongwa zvekuita uye kuona vanhu vachange vachizadzisa chirongwa ichi uye nekuona kuti ndivo varidzi vechirongwa.					
q) Kugadzira nekushandisa gwaro rekutaurirana panzira dzese dzekuita chirongwa					
r) Rinogadzira nzira yakasimba yekukuongororwa, uye kudzidza chirongwa zvinobudirira					
s) Rinogadzira zviratidzo zvinotsanangurika zvakajeka uye nekuisa zvinangwa					
t) Bazi rinobvumirana nevatori vechikamu kuti humboo huchagovaniswa sei uye nenguva dzipi					
u) Rinironga mashandisirwo achazoitwa humboo					
v) Inoita ongororo yekutanga panotanga chirongwa kuti riwane ruzivo rwakakodzera kuchirongwa					
w) Bazi rinoadzira nzira yakajeka uye mushandisirwo					

anoitwa humbooo kune hurongwa hwese hokuvandudza dunhu					
x) Sarudza maturusi akakodzera ekuongorora chirongwa kuti chiri kufambiswa sei					
y) Ziva kuti njodzi dzinogona kuitika uye inoziva dzimwe nzira dzokudzivirira njodzi					
z) Bazi rinogara richitsanangura kuti kuongororwa kwe hurongwa hwekubudirira kwe dunhu hunofambiswa sei					
aa) Hutungamiriri hweBazi hunoita kuti vese vanechokuita nehurongwa vawiriane pane zvichaitwa					
bb) Bazi rinogadzira nekunyora pasi zvinotarisira kuti vese vane choukita nehurongwa vazive zvavanofanira kuita					

5. KUSHANDA/MAITIRWO EBASA REBUDIRIRO

Izvi zvinotevera zvinoitwa nevakuru veMinistry kana vachiita zvirongwa zvebudiriro:

	Hanndibvumirani nazvo zvakasimba	**Handibvumirani nazvo**	**Kusarerekera**	**Ndinobvimirana nazvo**	**Ndinobvimirana nazvo zvakasimba**
a) Vanoita kuti ruzivo ruende kune vanoshandira Bazi nevamwe vasingashandiri Bazi asi vachibatsira pahurongwa hwebudiriro					
b) Bazi rinogara richitarisa zvakarongwa pakutanga uye kutaurira ruzhinji kuti					

zvirongwa zviri kufamba sei? .					
c) Rinoongorora kufamba kwe hurongwa vachitarisa zvavaka ronga pakutanga kwechirongwa.					
d) Nguva dzose inogadzirisa zvirongwa zvezviitiko kana ichitarisira zvirongwa zvekuvandudza dunhu					
e) Kana paine kushomeka kwezvekushandisa kuita chirongwa, Bazi rinogaro tsvaga zviwanikwa.					

6. KUTARISIRA/KUONGORORA

Bazi:

	Hanndibvumirani nazvo zvakasimba	**Handibvumirani nazvo**	**Kusarerekera**	**Ndinobvimirana nazvo**	**Ndinobvimirana nazvo zvakasimba**
a) Rinoongorora zvakasimba kushandiswa kwechiringwa chekutarisa kufamba kukuita basa					
b) Inoteedzera maitiro ekuongorora zvinoenderana nechirongwa chekutarisa kuti basa ririkufambiswa sei					
c) Rinotungamirira zviitiko pakati pevose vane chekuita uye vanhu vanoona nezvekuunganidzwa kwehumboo.					
d) Inounganidza dhata/humboo nenguva uye humboo hunogara rhuripo kune					

vanotungamira kuti vawane chekushandisa pakufunga zvinoita kuti hurongwa hubudirire					
e) Inotarisa kuti humboo hwaunganidzwa hunomiririra zvakatarwa kuti ndizvo zvichabuda muchirongwa chebudiriro .					
f) Bazi rinoongorora kuti umbowo ndehwechokwadi uye hunounganidzwa nenzira yakanaka					
g) Rinoita kuti umboo hwakaunganidzwa rune mwero unonzwisisika wekukanganisa uri mushoma pane shanduko yaifungidzirwa					
h) Rinoita kuti umboo hunounganidzwa husava nekurerekera kune rimwe divi asi kumiririra nekuratidza zvikuitika maeererano nekufambiswa kwehuronngwa					

7. KUTSOROPODZA/KUEDZESA

Bazi:

	Hanndibvumirani nazvo zvakasimba	**Handibvumirani nazvo**	**Kusarerekera**	**Ndinobvimirana nazvo**	**Ndinobvimirana nazvo zvakasimba**
a) Rinosanganisira vanobatsirwa nehurongwa kana richiongorora kuti chirongwa chakafamba zvakanaka here kuitira kugadzirisa zvirongwa zvimwe mune ramangwana.					

b) Rinotsanangura zvabuda muchirongwa pamwe chete nevamwe vese vane chokuita nehurongwa					
c) Rinotarisa kuti chirongwa chakakwanisa kugadzirisa zvinodiwa, uye zvakagadzirisika sei, kana zvisina kugadzirisika, sei zvisina kufamba zvakanaka					
d) Rinoziva zvinogona kuitwa zvirinani nguva inotevera pavanenge vachironga zvirongwa zvakafanana nechirongwa chabva kupera					
e) Inoongorora kana zviitiko zvechirongwa zvakabatsira vanhu vakatarisirwa kubatsirwa					
f) Rinotarisa kuti chirongwa chakatarisana/gadzirisa kana kurerutsa dambudziko					
g) Rinoongorora Kana mutengo wechirongwa waive unonzwisisika kune zvakaitika muchirongwa					
h) Rinoongorora kana paine dzimwe nzira dziripo dzekushandisa chirongwa chimwe chete nemari shoma					

8. ADAPTIVE MANEJIMENDI

Bazi rinogadzirisa zvinoenderana kuburikidza nekudzidza zvinoteera:

	Hanndibvumirani nazvo zvakasimba	**Handibvumirani nazvo**	**Kusarerekera**	**Ndinobvimirana nazvo**	**Ndinobvimirana nazvo zvakasimba**

a) Ongorora kana pachida kutsanangudzwa kwechirongwa kana kuchinja maitiro					
b) Rinoongorora kuti nzira dzimwe chete dzikashandiswa kubata basa repundutso mudunhu dzinobudisa zvinangwa zvakafanana					
c) Rinochinja marongero zvichienderana nezvakabuda muongororo yekuona kuti zvakafamba zvakanaka here					
d) Rinogadzirisa zvese zvakanga zvanzi zvichashandiswa pakugadzirisa dambudziko kana hurongwa kana zvisina kuburitsa chinagwa chehurongwa zvakanaka					
e) Rinoongorora umboo hwechirongwa uye kutarisa pamwe chete nevamwe vane chekuita nehurongwa kuti pane mukana wekuita zviri nane here.					
f) f) Inounganidza uye inogovana izvo inodzidzisa vese vadyidzani / vane chekuita uye vanoshandisa zvidzidzo zvinodzidzisa kuratidza nekushandisa zvimiro mukugadzirisa zvirongwa zvenguva yemberi.					

Ndokumbirawo utaure pane chero imwe nyaya yaunoda kugovana nemuongorori pazvinhu zvakanyorwa pamusoro.

NDATENDA NEKUPINDURA KWAWAITA MIBVUNZO IYI

7.3 APPENDIX C: LETTER OF INFORMATION

DUT DURBAN UNIVERSITY OF TECHNOLOGY INSTITUTIONAL RESEARCH ETHICS COMMITTEE

LETTER OF INFORMATION

Title of the Research Study: Learning and adaptive management mechanisms in implementing development programs in Zaka district, Zimbabwe.

Principal Investigator/s/researcher: Trust Mapfumo: B Sc. Hons: Sociology, Master's in Management Sciences

Co-Investigator/s/supervisor/s: Dr Ivan Govender: D Admin., B Sc., B Com., MBA, CFP, LLB.

Brief Introduction and Purpose of the Study: The study is intending to fulfil the academic requirements of a DPhil in Management Sciences (Public Management) with the Durban University of Technology. The study aims to assess learning and adaptive management mechanisms used by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in Zaka district and to develop a model for learning, adaptive management, monitoring and evaluation for efficient and effective implementation of development programs.

Good day,

I am a registered student at the Durban University of Technology in the Department of Public
Management. I am currently pursuing a DPhil in Management Sciences (Public Management) and the primary component deals with a research-based investigation which necessitates, inter alia, field work and data collection. My topic is Learning and adaptive management mechanisms in implementing development programmes in Zaka district, Zimbabwe.

I would like to invite you to participate in the research for my studies in DPhil in Management Sciences (Public Management)

Research is a systematic search or enquiry for generalized new knowledge.

Would you agree to complete a questionnaire and respond to interview questions for the study? The questionnaire will take approximately 15-20 minutes and the interviews might take up to 30 minutes. Participation is voluntary and you are free to withdraw from the study at any time without giving reasons, and without prejudice or any adverse consequences. The information you give will only be used for research purposes and will be aggregated with other responses and only the overall or average information will be used. Your identity and individual answers will be kept totally confidential. You are free to ask as many questions as possible if you want more information about the study. You are also entitled to discuss the study with your family and friends and there are under no obligation to commit at this stage. A copy of the Letter of Information document will be given to you take home.

Outline of the Procedures: The study aims to assess learning and adaptive management mechanisms used by the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in Zaka district and to develop a model for learning, adaptive management, monitoring and evaluation for efficient and effective implementation of development programs. As indicated above, the study involves the completion of a questionnaire that takes about 15 to 20 minutes, and this will be done in your own time and a follow up interview that will take approximately half an hour. The study aims at administering questionnaires to the 31 officials from the Ministry. Due to limited resources and the number of people that are employed by the Ministry, the study will also aim at interviewing 10 officials of the Ministry and 10 beneficiaries of the programs managed by the Ministry.

Risks or Discomforts: The researcher does not see or anticipate any foreseeable risks or discomforts to your participation in the study.

Withdraw from the Study: Participation is voluntary, and you are free to withdraw from the study at any time without giving reasons, and without prejudice or any adverse consequences. The information you give will only be used for research purposes and will be aggregated with other responses and only the overall or average information will be used. Your identity and individual answers will be kept totally confidential.

Benefits: There are no direct benefits to you, however the study is expected to come up with a model for learning, adaptive management, monitoring and evaluation for efficient and effective implementation of development programs.

Remuneration: You will not receive any monetary or other types of remuneration for participating in this study and no compensation will be paid to the participant.

Costs of the Study: You are not expected to cover any costs towards the study, all the costs will be covered by the researcher.

Confidentiality: Your identity and individual answers will be kept totally confidential. The researcher will not in any way ask for your name or identity numbers.

Results: The information you give will only be used for research purposes and will be aggregated with other responses and only the overall or average information will be used. The findings of the research will be shared with the Ministry and the findings will also be used for academic purposes. A copy of the final document will be shared with each participant for their records.

Research-related Injury: The researcher does not anticipate any research related injury.

Storage of all electronic and hard copies including tape recordings: The information collected will be safely stored on an external hard drive and will be kept for maximum of five years before being discarded. Only the researcher will have access to the information. The hard dive will be locked with a password.

Persons to contact in the Event of Any Problems or Queries: Should you wish to discuss this further please feel free to contact me or my supervisor (Dr I. Govender, telephone: 031 373 5694 or email to: ivang@dut.ac.za) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support Dr L Linganiso on 031 373 2577 or or researchdirector@dut.ac.za.

Yours faithfully,
Trust Mapfumo
Student Number: 21450953
Cell phone Number: +27780674291
Email. trumapfumo@gmail.com

Signature . Date: 22 May 2021

7.4 APPENDIX D: LETTER OF CONSENT - ENGLISH

DUT DURBAN UNIVERSITY OF TECHNOLOGY INSTITUTIONAL RESEARCH ETHICS COMMITTEE

CONSENT

Full Title of the Study: Learning and adaptive management mechanisms in implementing development programs in Zaka district, Zimbabwe.

Names of Researcher/s: Trust Mapfumo

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that, I have been informed by the researcher, Trust Mapfumo,about the nature, conduct, benefits, and risks of this study - Research Ethics Clearance Number: IREC 031/21
- I have also received, read, and understood the above written information (Participant Letter of Information) regarding the study.

- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during this research which may relate to my participation will be made available to me.

____________________ __________ ______ _______________

Full Name of Participant **Date** **Time** **Signature/ Right Thumbprint**

I Trust Mapfumo, herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Trust Mapfumo 22 May 2021

Full Name of Researcher **Date** **Signature**

Full Name of Witness (If applicable) **Date** **Signature**

Full Name of Legal Guardian (If applicable) **Date** **Signature**

7.5 APPENDIX E: LETTER OF CONSENT - SHONA

Tsamba Yeruziviso

Musoro WeChidzidzo: Kudzidza, kugadzirisa, nekutungamirira zvirongwa zvekuvandudza mudunhu reZaka, Zimbabwe.

Muongorori Mukuru/ Muongorori: Trust Mapfumo: B Sc. Hons: Sociology, Master's in Management Sciences

VaForomani/Foromani: Dr Ivan Govender: D Admin., B Sc., B Com., MBA, CFP, LLB.

Nhepfenyuro Sumo uye Chinangwa cheChidzidzo: Chidzidzo chiri kutarisira kuzadzisa zvinodikanwa zvedzidzo yeDPhil muManagement Sayenzi (Ruzhinji Management) neDurban University yeTekinoroji. Chidzidzo ichi chakanangana nekuongorora nzira dzekufunda uye dzekugadzirisa dzinoshandiswa nebazi rezvemadzimai, nharaunda, diki nerepakati mabhizimusi kuvandudza mudunhu reZaka uye kugadzira muenzaniso wekudzidza, kugadzirisa shanduko, kuongorora pamwe nekuongorora kuita kwakanaka uye kunoshanda kwehurongwa hwebudiriro.

Zuva rakanaka muverengi, Ini ndiri mudzidzi akanyoreswa kuDurban University of Technology muDhipatimendi republic Management. Ndiri parizvino kutsvaga DPhil muManagement Sayenzi (Public Management). Nyaya yangu ndeye kudzidza mukuita zvirongwa zvekuvandudza mudunhu reZaka, Zimbabwe.

Ndinoda kukukoka iwe kuti utore chikamu mukutsvaga kwekudzidza kwangu muDPhil muManagement Sciences (Public Management)

Iwe ungabvuma kupedzisa bvunzo remibvunzo uye kupindura kumibvunzo yekubvunzurudza yechidzidzo? Bvunzo remibvunzo rinotora maminetsi gumi nemashanu kusvika gumi nemashanu uye mabvunzurudzo anogona kutora maminetsi makumi matatu. Kutora chikamu ndekwekuzvidira uye wakasununguka kubuda muchidzidzo chero nguva pasina kupa zvikonzero, uye pasina rusaruro kana mimwe migumisiro yakaipa. Ruzivo rwaunopa rinongoshandiswa chete kutsvagisa zvinangwa uye rwuchabatanidzwa pamwe nemimwe mhinduro uye ruzivo rwehuwandu ndirwo ruchashandiswa. Kuzivikanwa kwako uye mhinduro dzemumwe neumwe zvichachengetwa zvakavanzika zvachose. Iwe wakasununguka kubvunza mibvunzo yakawanda kana iwe uchida rumwe ruzivo nezve chidzidzo. Iwe unewo kodzero yekukurukura chidzidzo ichi nemhuri yako neshamwari uye hapana chisungo chekuzvipira panguva ino. Kopi yeGwaro reRuzivo uchapihwa uye unokwanisa kuenda naro kumba.

Rondedzero yeMaitiro: Chidzidzo ichi chakanangana nekuongorora nzira dzekufunda uye dzekugadzirisa dzinoshandiswa nebazi rezveVanhukadzi, Ruzhinji, Hudiki maBhizimusi madiki ane chinangewa chekukuvandudza mudunhu reZaka uye kugadzira nzira yekudzidza, yekushandura manejimendi, uye kuongorora kuti ibudirire uye kuitwa kwakanaka kwezvirongwa zvekuvandudza. Sezvakaratidzwa pamusoro apa, chidzidzo ichi chinosanganisira kuzadzikiswa kwemibvunzo inobvunzwa inotora maminitsi gumi nemashanu kusvika makumi maviri uye izvi zvichaitwa munguva yako uye nhaurirano yekutevera ichatora inenge hafu yeawa. Chidzidzo ichi chakanangana nekupa mapepa emibvunzo kuvakuru makumi matanhatu neshanu kubva ku Ministry uye makumi maviri nevashani kubva kuvanhu vanobatsirwa nezvirongwa zve Ministry.

Njodzi kana Kusagadzikana: Muongorori haaone kana kutarisira chero njodzi dzinoonekwa kana kusagadzikana nekutora chikamu kwako muchidzidzo.

Kubuda muChidzidzo: Kutora chikamu kana kupindura mibvunzo ndekwekuzvidira, uye wakasununguka kubuda muchidzidzo chero nguva pasina kupa zvikonzero, uye pasina rusaruro kana mimwe migumisiro yakaipa. Ruzivo iwe rwaunopa rinongoshandiswa chete kutsvagisa zvinangwa uye rwuchabatanidzwa pamwe nemimwe mhinduro uye chete ruzivo rwehuwandu kana rwepakati chete ndirwo ruchashandiswa. Kuzivikanwa kwako uye mhinduro dzemunhu mumwe nemumwe zvichachengetwa zvakavanzika zvachose.

Zvakanakira kuva paChidzidzo: Hapana muripo wekuva muchidzidzo izchi asi zvisinei, chidzidzo ichi chinotarisirwa kuti chiuye nemhando yekudzidza, kugadzirisa shanduko, kuongorora pamwe nekuongorora kuti zviitwe nemazvo zvirongwa zvekuvandudza.

Mubhadharo: Haugamuchire chero mari kana mamwe marudzi emubhadharo wekutora chikamu muchidzidzo ichi uye hapana muripo uchapihwa kune anotora chikamu.

Mari dzeChidzidzo: Iwe hautarisirwe kubhadhara chero mutengo kuenda kuchidzidzo, zvese zvinobhadharwa zvichafukidzwa nemuongorori.

Kuvanzika: Kuzivikanwa kwako uye mhinduro dzemumwe neumwe dzichachengetwa zvakavanzika zvachose. Muongorori haazobvunze chero zita rako kana nhamba dzekuzivikanwa

Mhedzisiro: Ruzivo iwe rwaunopa runongoshandiswa chete pakutsvagisa zvinangwa uye zvichave zvakaunganidzwa pamwe nemimwe mhinduro uye chete ruzivo rwehuwandu kana rwepakati chete runoshandiswa. Zvakawanikwa pakutsvagisa zvichagovaniswa neMinistry uye zvakawanikwa zvozoshandiswa zvakare pazvinangwa zvedzidzo. Kopi yegwaro rekupedzisira ichagoverwa kune mumwe nemumwe anotora chikamu.

Kukuvara uchitora chikamu muChidzidzo: Muongorori haatarisiri chero kukuvara kunoenderana nekutsvagwa kweruzivo muchidzidzo ichi.

Kuchengeterwa kwemakopi ese emagetsi uye akaomarara kusanganisira akarekodhwa matepi: Muongorori chete ndiye achawana ruzivo. Mhinduri dzemuKombiyuta dzichavharwa ne password. Ruzivo runozoparadwa kwapera makore makumi mashanu.

Vanhu vaunosangana navo muChiitiko cheZvese Zvinetso kana Mibvunzo: Kana iwe uchizoda kukurukura izvi zvakare ndapota iva wakasununguka kundibata kana maneja wangu (Dr I. Govender, runhare: 031 373 5694 kana email ku: ivang@dut.ac.za) kana Institutional Research Ethics Administrator panhamba dzinoti 031 373 2375. Zvichemo zvinogona kutaurwa kuna Director: Research and Postgraduate Support Dr L Linganiso pa031 373 2577 kana researchdirector@dut.ac.za.

Wako akavimbika,
Trust Mapfumo
Nhamba Yemudzidzi: 21450953
Cellphone Number: +27780674291
Email. trumapfumo@gmail.com

Siginecha Zuva: 22 May 2021

7.6 APPENDIX F: REQUEST FOR PERMISSION TO CONDUCT RESEARCH-SHONA

Tsamba YeKumbuma kutora Chikamu muChidzidzo

Musoro WeChidzidzo: Kudzidza, kugadzirisa, nekutungamirira zvirongwa zvekuvandudza mudunhu reZaka, Zimbabwe.

Muongorori Mukuru/ Muongorori: Trust Mapfumo

Chirevo cheChibvumirano chekutora chikamu muChidzidzo chekutsvaga ruzivo:

- Ini ndinosimbisa izvi, ndakaudzwa nemuongorori, Trust Mapfumo, nezvehunhu, maitiro, mabhenefiti, uye njodzi dzeichi chidzidzo - Research Ethics clearance Nhamba:___________
- Ini ndakagashirawo, ndikaverenga, uye ndikanzwisisa zvakanyorwa pamusoro apa mutsamba yeRuzivo maererano nechidzidzo.
- Ndinoziva kuti mhedzisiro yechidzidzo ichi, kusanganisira ruzivo rwevanhu maererano nezera, zuva rekuzvarwa, kwandinibva, uye kuongororwa zvichaitwa zvisina kuzivikanwa kuita mushumo wekudzidza.
- Nekuda kwezvinodiwa pakutsvagurudza, ndinobvuma kuti ruzivo ruchaunganidzwa panguva yechidzidzo ichi runogona kuchengetedzwa nekutsoropodzwa mukomputa nemuongorori.
- Ini ndinogona, panguva ipi neipi, pasina rusaruro, kubvisa mvumo yangu uye kutora chikamu muchidzidzo.
- Ndakave nemukana wakaringana wekubvunza mibvunzo uye (nekuzvidira kwangu) kutaura kuti ndakagadzirira kutora chikamu muchidzidzo ichi.
- Ini ndinonzwisisa kuti zvakakosha zvitsva zvakawanikwa panguva iyi yekutsvaga iyo inogona zvine chekuita nekutora chikamu kwandichaitwa kuti ndiwanikwe.

______________________	___________	_______	_________________
Zita Rizere/Munhu achapindura Chikuru Chekurudyi	**Zuva**	**Nguva**	**Siginecha/Chigunwe**

Ini, Trust Mapfumo, ndinoburitsa pachena kuti munhu ari pamusoro apa akaziviswa zvizere nezvechidzidzo, hunhu amafambisirwe ebasa, uye njodzi dzechidzidzo chiri pamusoro.

Trust Mapfumo	29 Chikunguru 2021	______________________
Zita Rizere Remuongorori	**Zuva**	**Siginecha**
___________________	___________	______________________
Zita Rizere reChapupu (Kana zvichiita)	**Zuva**	**Siginecha**
_________________	__________	____________________
Zita Rizere reMutemo remunhu mukuru(Guardian (Kana zvichiita)	**Zuva**	**Siginecha**

7.7 APPENDIX G: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

29 July 2021

Trust Mapfumo
49 Panorama
400 Ariel Road Faerie Glen
Pretoria
South Africa.

Request for Permission to Conduct Research

Dear Ms M. Matshiya: Permanent Secretary for Ministry of Women Affairs, Community, Small and Medium Enterprises Development (MWACSMED)

My name is Trust Mapfumo, a DPhil in Management Sciences (Public Management) student at the Durban University of Technology. The research I wish to conduct for my Doctoral thesis involves Learning and adaptive management mechanisms in implementing development programs in Zaka district, Zimbabwe.

I am hereby seeking your consent to conduct the research in Zaka district.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me or my supervisor (Dr I. Govender, telephone: 031 373 5694 or email to: ivang@dut.ac.za) or or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support Dr L Linganiso on 031 373 2577 or or researchdirector@dut.ac.za.

Yours faithfully,

Trust Mapfumo

Student Number: 21450953

Cell phone Number: +27780674291

Email. mapfumot@gmail.com

Durban University of Technology

7.8 APPENDIX I: JUSTIFICATION LETTER FROM STATISTICIAN

Justification Letter from Statistian Inbox x

Trust Mapfumo May 5, 2021, 9:26 AM (5 days ago)

Hi Alfred, Kindly refer to the attached as discussed via WhatsApp. Thank you.

Alfred Musekiwa May 5, 2021, 10:28 AM (5 days ago)

to me

Hi Trust

I am busy with lectures but have scanned your document.

You can say that you have used the checkmarket sample size calculator (give the website reference) to obtain the sample size of n=80 for 95% confidence intervals with a margin of error of 5%. Then the sample size of n=85 that will be used in this study will be sufficient.

...

--

Alfred Musekiwa, PhD
School of Health Systems and Public Health
University of Pretoria