

**FACTORS AFFECTING APPLICATION OF RESULTS BASED MONITORING AND
EVALUATION SYSTEM BY NURTURE AFRICA**

By

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MAY15/PM&E/0414U

A dissertation submitted to the School of Business and Management in partial fulfilment of the requirements for the award of the degree of Master's in Project Monitoring and Evaluation of Uganda Technology and Management University (UTAMU)

August, 2016

DECLARATION

I, Joseylee Surney Kasule, declare that, to the best of my knowledge, this is my original work and has not been submitted to any other University or Institution of higher learning for the award of any academic qualification.

Signature:

Date:

APPROVAL

This research work has been done under my supervision and submitted for examination with my approval.

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Date:

DEDICATION

This dissertation is dedicated to my wife, Mrs. Justine Olivia Kasule, and my daughter, Nicole Shirley Mulungi, who are a blessing to me.

ACKNOWLEDGEMENTS

The accomplishment of this work was due to collaboration with Nurture Africa management and staff; my lecturers and supervisor. I wish to thank all my lecturers, with special gratitude being extended to my supervisor, Mr. Denis K. Omvia, of the School of Business Management, Uganda Technology and Management University (UTAMU).

I also extend special thanks to Nurture Africa Management and to all staff who provided me with information to make this study a success.

Lastly, I thank my fellow course mates, research assistants who supported me in my fieldwork research.

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LIST OF ABBREVIATIONS

CBO	Community Based Organization
FAO	Food and Agriculture Organization
IFAD	International Fund for Agricultural Development
IREC	Institutional Research and Ethics Committee
MalERA	Malaria Eradication and Research Agenda
M&E	Monitoring and Evaluation
NGOs	Non-Governmental Organizations
OECD	Organization for Economic Corporation and Development
PELUM	Participatory Ecological Land Use Management
PRA	Participatory Rural Appraisal
RBM	Results Based Management
RBME	Result Based Monitoring and Evaluation
PME	Participatory Monitoring and Evaluation
SPSS	Statistical Package for Social Sciences
TIR	Third International Roundtable
TME	Traditional Monitoring and Evaluation
UNFPA	United Nations Population Fund
UNDP	United Nations Development Programme

ABSTRACT

Donor countries are concerned about development practices in the developing countries where much of the financial and technical investment has been done with little change. One of the causes the donors identified was under-reporting of project impact on people's lives. The donors resolved during the Paris Declaration of 2005 that development organizations should use results-based management approach to implement projects. The purpose of the study was to examine factors affecting the application of Results Based Monitoring and Evaluation system by Nurture Africa. The research study used a mixed method to collect data from 40 sampled respondents. These included surveys, key informative interviews and document review of M&E tools. Out of 38 respondents, most (37%) disagreed that Nurture Africa management provides capacity building for staff in M&E. There was however a significant number of respondents (31.5%) who agreed that management provided capacity building for staff in M&E. The majority of the respondents (52.6%) disagreed and 10.5% strongly disagreed that Nurture Africa management allocated sufficient funds for M&E activities. The highest percentage (60.5%) of the respondents interviewed disagreed that Nurture Africa staff possessed M&E skills and experience. Close to 37 (36.8%) of the respondents interviewed, disagreed that Nurture Africa conducted a baseline for every project, while 26.3% agreed and 21.1% strongly agreed that Nurture Africa always conducted baseline studies. Only 15.8% percent of the participants were not sure whether Nurture Africa conducts baseline studies. It was concluded that management support, organizational capacity as well as utilization of baseline information affected the capacity of Nurture Africa staff to report project outcomes and impact. The study recommended that Nurture Africa should invest in capacity building for staff in RBM&E; allocate 5-10% of funds of every project for M&E; conduct baseline and utilize findings.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study seeks to examine factors affecting the application of Results based Monitoring and Evaluation by Nurture Africa. Factors in this case were the independent variables while Results based Monitoring and Evaluation was the dependent variable. The independent variables in this study were measured in form of Management support, organization capacity and Baseline survey. The dependent variables on the other hand were measured in form of the change that had occurred as a result of the intervention and long-term planned or unplanned change in general welfare. This chapter covers the background, problem statement, purpose, objectives, research questions, hypothesis, conceptual framework, justification of the study, significance of the study, scope of the study as well as operational definitions.

1.2 Background to the Study

1.2.1 Historical background

The formal recognition and use of the monitoring and evaluation can be traced back before 1990s when development organizations used it as a tool to report on the work done against the funds provided (Coninck *et al*, 2008). This kind of monitoring and evaluation was basically focused on project activities and outputs, and thus concentrated on monitoring project implementation by tracking resources and planned activities. This is what is commonly known as Traditional Monitoring and Evaluation (TME). Its main monitoring tools were work plans and budget (PELUM Uganda, 2008).

In the 1990s there was a movement in development that advocated for the use of participatory approaches in community development which emphasized participation of the target beneficiaries of the projects. This shift in development demanded the participation of all stakeholders interested or affected by the projects, including the target beneficiaries. It is during this time that Participatory Rural Appraisal (PRA) was used as a tool to engage communities in project implementation. Monitoring and evaluation being the key component of the project had to be carried out in a participatory manner, leading to a practice commonly known as Participatory Monitoring and Evaluation (PME), which meant that all stakeholders had to be involved in monitoring and evaluation processes. These stakeholders included target beneficiaries, service providers, donors and governments (Mulwa, 2011; Coninck *et al*, 2008). Still development organizations could not report on the changes they made in target beneficiaries' lives because PME focused on showing donors the participation of the stakeholders in project implementation.

In the Paris Declaration of 2005, donor countries and organizations registered their concerns regarding development practices in the developing countries. They complained that much of the financial and technical investment had been done in the developing world with little change. One of the causes the donors identified was under-reporting of project impact on people's lives. The donors resolved that development organizations should use results-based management approach to implement projects. The approach focused on desired results and regular progress report. Moreover, the developmental organizations were asked to establish the RBME system as a condition before funding. The system would support monitoring progress against a number of indicators of their sector development projects and show the link between project implementation and desired results. This led to an improvement of the TME and PME to monitoring and evaluation now known as Result Based Monitoring and Evaluation (RBME)

(Kusek, 2004).

RBME is practiced, albeit silently, by some organizations that had adopted results based management of projects in early the 2000s. Result based management is interested in achieving the desired impact of the projects. The results include long-term (impact) and intermediate (outcomes). The RBME not only monitors desired results but also project activities and financial resources because it is embedded in showing the inter-linkage between project activities, finances and results (UNDP, 2004).

One common feature of all the types of monitoring and evaluation is the collection of information and reporting on the progress made in project implementation. Traditional monitoring and evaluation collects information and reports on project activities and outputs, while participatory monitoring and evaluation is more concerned with collecting and reporting the participation of all stakeholders. The information generated by these two types of monitoring and evaluation do not demonstrate value for donors' funds being invested to benefit poor communities. The RBME was therefore adopted to ensure adequate reporting of the benefits generated by the projects in people's lives. The superiority of the Results Based Monitoring and Evaluation over others is based on its ability to document the changes in peoples' lives without ignoring the contribution of the project activities and participation of all stakeholders in the project (UNDP, 2004).

1.2.2 Theoretical background

This study adopted the Theory of Change model as the theoretical basis for analysing and understanding factors affecting outcome and impact reporting (RBM&E).

The stream of work leading to the use of theories of change in evaluation can be traced back to the late 1950s with Kirkpatrick's 'Four Levels of Learning Evaluation Model'. Further progress

and evolution has included Daniel Stufflebeam's CIPP (context, input, processes and products) and the widely used logical frameworks (logframes) or logical models which set out causal chains usually consisting of inputs, activities, outputs and outcomes coupled to long-term goals.

Methods such as logframes were a significant advance, providing a framework through which the relationships between a programme's components could be drawn out and articulated. However, US writers such as Weiss, Chen and Patton increasingly highlighted the challenges in evaluating complex social or community change programmes when it was not clear precisely what the programmes had set out to do or how, and therefore difficult to evaluate whether or how they had achieved it (James, 2011).

One organization which began to focus on these issues was the US-based Aspen Institute and its Roundtable on Community Change. The work of the Roundtable led to the publication in 1995 of *New Approaches to Evaluating Comprehensive Community Initiatives*. In that book, Carol Weiss, a member of the Roundtable's Steering Committee on Evaluation, hypothesized that a key reason complex programmes were so difficult to evaluate is that the assumptions that inspire them were poorly articulated. She argued that stakeholders of complex community initiatives typically were unclear about how the change process would unfold and therefore gave little attention to the early and mid-term changes that needed to happen in order for a longer-term goal to be reached. The lack of clarity about the "mini-steps" that must be taken to reach a long-term outcome not only made the task of evaluating a complex initiative challenging, but reduced the likelihood that all of the important factors related to the long-term goal would be addressed (Weiss, 1995).

Weiss (1995) popularized the term “Theory of Change” as a way to describe the set of assumptions that explain both the mini-steps that lead to the long-term goal and the connections between programme activities and outcomes that occur at each step of the way. She challenged designers of complex community-based initiatives to be specific about the theories of change guiding their work and suggested that doing so would improve their overall evaluation plans and would strengthen their ability to claim credit for outcomes that were predicted in their theory. She called for the use of an approach that at first glance seems like common sense: lay out the sequence of outcomes that are expected to occur as the result of an intervention, and plan an evaluation strategy around tracking whether these expected outcomes are actually produced.

Since the publication of Weiss’s book, the use of planning and evaluation using theories of change has increased exponentially among philanthropies, government agencies, international NGOs, the UN and many other major organizations in both developed and developing countries. This has led to new areas of work, such as linking the theory of change approach to systems thinking and complexity. Change processes are no longer seen as linear, but as having many feedback loops that need to be understood. Theories of change are strengthening monitoring, evaluation and learning. They are also helping to understand and assess impact in hard-to-measure areas, such as governance, capacity strengthening and institutional development. Innovations continue to emerge.

Despite the growing ubiquity of theory of change however, especially in the development arena, understanding of the approach and the methods necessary to implement it effectively is not uniform. In fact, there is evidence of some confusion about what the term ‘theory of change’ actually means; and in some cases what some programme developers describe as theories of

change are in essence simply log frames or other approaches that do not encompass the complexity of the theory of change approach.

1.2.3 Conceptual background

The study focused on the management support, organization capacity, availability of baseline data and how these factors affect the application of RBM&E (reporting on outcomes and impact of project interventions). The relationship between the above factors and RBM&E in that the factors are the tools to achieve the ideal output while RBM&E is an ideal outcome. RBM&E in the study is measured using outcome and impact reporting of project interventions. The factors in the study are the independent variables while RBM&E is the dependent variable.

Monitoring has been defined by many authors in different ways. The Organization for Economic Cooperation and Development (OECD, 2002) defined monitoring as a continuous function that uses systematic collection of data on specific indicators to provide management and main stakeholders of an on-going development intervention with indications of the extent of progress and achievement of objectives. Evaluation on the other hand is a systematic and objective assessment of an on-going or completed project, programme or policy with the aim of determining relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability.

Monitoring and evaluation are essential to improving project effectiveness. Effective project monitoring allows a project team to make appropriate decisions on a day-to-day basis and ensures that projects are carried out as planned, and modified when necessary. Evaluation enables project managers to understand and demonstrate the results of their work, determine the

best strategies for achieving the project objectives and document lessons learned to improve future programmes.

The concept of Results Based M&E is a powerful public management tool introduced by the World Bank. It can be used to help policy-makers and decision makers to track progress and demonstrate the impact of a given project, programme, or policy. It differs from traditional implementation-focused M&E defined by compliance. In this regard, it moves beyond an emphasis on inputs and outputs to a greater focus on outcomes and impact (Kusek and Rist, 2004:1).

The increasing emphasis on results affected the management of organizations and interventions, and necessitates the adoption of the Result-Based M&E. RBM&E is a participatory and team-based management approach that seeks to focus an organization's efforts and resources on expected results, improving effectiveness and sustainability of projects/programmes/policies, and to improve transparency and accountability.

RBM&E provides a coherent framework for strategic planning and management by improving learning and accountability. It is also a broad management strategy aimed at achieving important changes in the way agencies operate, with improving performance and achieving results as the central orientation, by defining realistic expected results, monitoring progress toward the achievement of expected results, integrating lessons learned into management decisions and reporting on performance. Therefore, RBM&E takes the focus away from activities to results. In general, RBM&E involves identifying project/programme/policy beneficiaries, designing projects/programmes/policies to meet their needs, defining realistic expected results, identifying

and managing risks, monitoring progress towards results and resources consumed, increasing knowledge by learning lessons, incorporating lessons learned into management decisions, and reporting on the results achieved and resources involved to relevant stakeholders (CIDA, 2009).

The Organization for Economic Cooperation Development (OECD) (1997) reported that public reform efforts of the past decade in the ten OECD countries and concluded that variants of results management had been prominent in all the ten countries. In this period, results management became a basic component of modern public management practices. The United Nations system adopted results-based management to improve the effectiveness and accountability of United Nations agencies. This shift towards Results Based Management (RBM) was accompanied by increasing UN interagency collaboration and interaction that seek to respond to UN reform and greater harmonization of UN programmes with national priorities (United Nations Handbook, 2010).

1.2.4 Contextual background

Monitoring and evaluation (M&E) are essential components of results based management (Rist, Boily & Martin, 2011). Results-based management involves deliberately gathering empirical evidence in order to know the extent to which intended results are being achieved so that modifications to the design and delivery of activities can be made to improve and account for performance in achieving intended outcomes. Furthermore, organizations successfully adopting RBM will need to have appropriate systems and procedures in place that collectively constitute an RBM regime (Mayne, 2007).

The increased level of emphasis given to results (outcomes), as opposed to activities and output,

has also brought some major changes in the focus, approach and application of monitoring and evaluation systems whereby as focus of management changes from activities to results, focus of M&E also changes from the traditional M&E system, which focuses on assessing inputs and implementation process (progress monitoring) to results-based M&E system, which emphasizes assessment of the contributions of interventions to development outcomes (Gebremedhin et al, 2010). Building and sustaining a results based monitoring and evaluation system is admittedly not an easy task for it requires continuous commitment, champions, time, effort, and resources. In addition, it may take several attempts before the system can be tailored to suit a given governmental or organizational policy, programme, or project; but it is doable (Kusek, 2004).

In Uganda, over the past two decades, considerable efforts have been made to establish a strong and robust basis for assessing both private and public spending. In achieving this, M&E was considered as a means of Government and NGOs measuring their development interventions. M&E was therefore enshrined in the National Development Plan and institutionalized in the governance systems and processes (National Development Plan,2010/11-2014/15).The Office of the Prime Minister (OPM) was given the constitutional mandate to oversee reforms and service delivery in all Government Ministries, Departments and Agencies and established an M&E function to support this role (National M&E Policy, 2013).

A National Integrated Monitoring and Evaluation Strategy of Government programmes was developed with the aim of enhancing M&E capacity as well as ensuring that sound evidence-based data and information are available to inform decision making (NIMES, 2006).

Significant effort went into introducing planning, results based budgets, monitoring systems and developing the institutional capacity to design ministry strategy and plans to implement M&E

arrangements to monitor results and provide a basis for performance improvement as provided for in the National Development Plan (Annual Performance Assessment Report,2013/2014).

The growing concern over the effectiveness of aid has led donors to attach conditions to funds, under expectations that NGOs demonstrate results, effectiveness and accountability. As requirements for funds grow stricter and the emphasis on management practice and demonstrable results increases, NGOs have been forced to demonstrate their impact through development of comprehensive monitoring and evaluation systems. Besides, the donors, the project beneficiaries are also putting pressure on the NGOs and other members of civil society to show the impact and relevance of their work.

This study was carried out at Nurture Africa headquarters located in Nansana Village, Kawempe Division in Wakiso District. Nurture Africa is a Not-For-Profit Non- Governmental Organization (NGO) founded in 2003. It focuses on the provision of quality health care and education to Orphans and Vulnerable Children (OVC) infected with and affected by HIV/AIDS in Uganda. It is currently operating in the districts of Wakiso (Population 1.2 million), Mubende (Population 470,000), Hoima (Population 580,000) and Arua (Population 560,000). The organization employs a total of 51 staff and its core programme areas include: Primary Health Care, Child Protection, Education and Sustainable Livelihood.

1.3 Statement of the problem

Nurture Africa depends on donor funds to implement community projects. Since its establishment in 2003, Nurture Africa has been reporting its performance based on activities completed versus the expenditure (traditional M&E) and very little on outcomes and impact of the project interventions (Nurture Africa Annual Project Reports 2003-2011). There has been

growing concern over the effectiveness of aid which led the donors such as Lessons for Life Foundation attaching conditions to subsequent funds by demanding Nurture Africa to demonstrate the project impact through development of results based monitoring and evaluation system (Project Evaluation Report 2012). In 2013 and 2014, the organization conducted 3 internal M&E trainings to enable staff acquire basic M&E skills and improve reporting and documentation of project performance (Nurture Africa Training Report, 2014). Despite the above efforts, little is being documented on project outcomes and impact (Annual Report, 2015).

The persistent reporting on project activities and outputs than outcomes and impact has continued to raise concern among donor organizations, leading to reduced funding and stringent conditions on development organizations to demonstrate RBME system application before they are considered for funding (PELUM, 2008). It is against this background, therefore, that this study seeks to examine factors affecting the application of Results based M&E by Nurture Africa.

1.4 Purpose of the Study

To examine factors affecting the application of Results Based Monitoring and Evaluation system at Nurture Africa.

1.5 Objectives of the Study

- i) To establish how management support affects the application of RBM&E by Nurture Africa;
- ii) To explore how organization capacity affects application of RBM&E by Nurture Africa;
- iii) To assess how baseline data affects application of RBM&E by Nurture Africa.

1.6 Research questions

- i) How does management support affect application of RBM&E at Nurture Africa?
- ii) How does organization capacity affect application of RBM&E at Nurture Africa?
- iii) How does baseline data affect application of RBM&E at Nurture Africa?

1.7 Hypotheses of the Study

- i) There is a positive relationship between management support and application of Results based Monitoring and Evaluation system.
- (ii) There is a positive relationship between organization capacity and application of Results based Monitoring and Evaluation system.
- (iii) There is a positive relationship between availability of baseline data and application of Results based Monitoring and Evaluation system.

1.8 Conceptual Framework

This research study was conceptualized in line with ten steps of setting up Result Based Monitoring and Evaluation systems (Kusek, 2004). The conceptual framework has several factors that affect the RBME system application by Nurture Africa. In this study, three factors were investigated. These include management support, organization capacity, availability and use of baseline data.

CONCEPTUAL FRAMEWORK

Independent Variable

Management Support

- Demand for outcome and impact reporting
- Budget allocation to M&E
- Availability of M&E operating manual
- Capacity building for staff in M&E

Organization capacity

- Academic qualification for M&E staff
- M&E Specific training for staff
- M&E skills and experience for staff

Baseline Data

- Availability of baseline data
- Utilization of baseline data

RBM&E

- Reporting Outcomes
- Reporting Impact

Adopted with modification from Nyagah (2015)

Figure 1: Conceptual Framework

1.9 Scope of the Study

1.9.1 Geographical Scope

The study was carried out at Nurture Africa Head Offices located in Nansana village, Kawempe Division in Wakiso District. Nurture Africa has a total number of 51 staff and it serves a district with a total population of 1.2 million people.

1.9.2 Content Scope

The study explored factors affecting the application of Results based Monitoring and Evaluation by Nurture Africa. Factors explored included: management support and application of RBM&E, organization capacity and application of RBM&E, Availability of baseline data and application of RBM&E

1.9.3 Time Scope

The study covered a period from 2008 to 2015 since Nurture Africa Monitoring and Evaluation system has been operational from 2008. The donor demand for outcome and impact reporting of projects on beneficiaries became a concern since 2011 and, to some donors, this became a prerequisite for the subsequent funding.

1.10 Justification of the Study

It is critical that the factors that affect the application of Results based M&E in development organizations are thoroughly examined and understood by the development organization implementing Monitoring and Evaluation system as well as the funding agencies. Without clear understanding of these factors, organizations will continue reporting at activity and output level instead of outcomes and impact of interventions on beneficiaries.

1.11 Significance of the Study

The information from this study will be vital in enabling Nurture Africa and other development organizations, including donor organizations, to understand the current status of RBME system in organizations and factors associated with its application. The findings will be used to enable development organizations apply RBME system effectively through focusing on reporting results. The findings will be instrumental in decision making processes by donor organizations concerning project funding. Lastly, the findings will be of value to project management researchers who are interested in carrying out further research in monitoring and evaluation of the projects.

1.12 Definition of operational terms and concepts

Application of a RBME system means facilitating recording and reporting changes made by

development organizations in target beneficiaries' lives (International Fund for Agricultural Development [IFAD], 2002).

Development organizations are the organizations that identify social problems, design interventions, source funds and implement relevant interventions. During the project implementation, the project staff are expected to write regular reports on the progress of the implementation and achievements (Lynn *et al*, 2008).

Donor organizations are the organizations, mostly international, that give funds to development organizations to implement interventions to make a positive difference in the target communities (Wanyama, 2001).

Evaluation is the systematic and objective assessment of an ongoing or completed project, programme, or policy to determine the design, implementation and results. The aim of an evaluation is to determine the relevance and fulfilment of objectives, project efficiency, effectiveness, impact, and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipient's organizations and donors (Duignan, 2008).

Management in relation to RBME refers to the use of performance information in making decisions to coordinate the projects' implementation to achieve predetermined objectives (Mulwa and Ngulu, 2011).

Monitoring is a continuous, systematic and regular (routine) collection of data on a given project's indicators to provide management and the main stakeholders with information on an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds (Lynn *et al*, 2008).

Results are the changes occurring as an effect of a project and that can be attributed to it. They may be positive or negative, intended or unintended, direct or indirect. The results include

outcomes and impact. *Outcomes* are both short-term and medium-term effects of a project's outputs and *impacts* are positive and negative, primary and secondary long-term effects produced by a project, directly or indirectly, intended or unintended (IFAD, 2002; Lyn *et al*, 2008).

Results Based Monitoring and Evaluation System is a standard and structured procedure for recording and reporting project performance to inform decision making on the project implementation and performance (Food and Agriculture Organization (FAO), 2010).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to put Results based Monitoring and Evaluation into context in relation to earlier works by other researchers. It also presents a theoretical review, conceptual review as well as actual review on factors affecting the application of Results based Monitoring and Evaluation in organizations.

2.2 Theoretical Literature Review

2.2.1 Theory of Change

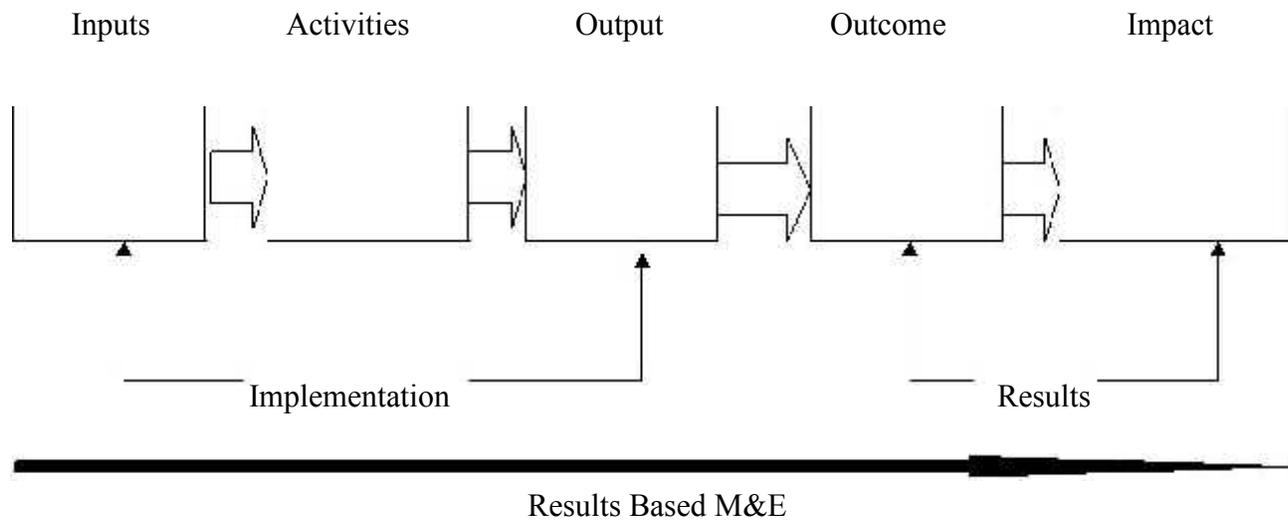
This study was further guided by the Theory of Change (ToC) that has multiple applications in understanding project planning, implementation, as well as monitoring and evaluation of high project results (outcomes and Impact). What is advanced within this theory is the need for managers and project implementers to focus on the changes (outcomes and impact) created by interventions in the lives of beneficiaries.

The Theory of Change is understood as an approach which describes how a programme brings about specific long-term outcomes through a logical sequence of intermediate outcomes (Vogel I, 2012). ToC has been used widely in the development sector for programme development and evaluation by funders such as the UK's Department for International Development, Comic Relief, Grand Challenges Canada and the Gates Foundation (De Silva MJ, Breuer E, Lee L, Asher L, Chowdhary N, Lund C, et al 2014)

The theory of change helps in developing comprehensible frameworks for monitoring and evaluation. It is mainly used by NGOs and donors to articulate long-term impact on projects (James, 2011).

The concept of theory of change is also gaining greater attention within the conflict studies community (Organization for Economic Co-operation and Development, 2008) where it is implicitly or explicitly guiding conflict resolution practice, and it is essential to engage in evaluation of conflict interventions.

Theory of Change



Adopted from UNDP (2002:7)

Figure 2: Theory of change

2.3 Conceptual Literature Review

2.3.1 Monitoring

Monitoring and Evaluation is one of the components of project management. Project management covers all the operations of a project from inception to completion. The operations

are categorized into stages, namely project identification, formulation, appraisal, approval, implementation, and monitoring and evaluation (Mulwa, 2010). Each stage has a clear role in the project and are interdependent. However, monitoring and evaluation is a unique stage because its operations cover all other stages although its significance is evident at the implementation and the end of the project.

Many authors have preferred defining the terms ‘monitoring’ and ‘evaluation’ separately. However, the two terms are related in terms of operation in the project management. The United Nations Development Programme (UNDP) (2004) defines monitoring as a continuous function that provides project stakeholders with indication of progress towards achievement of the results. Lynn *et al* (2008), Kusek (2004) and Shapiro (2001) further state that it is a systematic collection and analysis of the information based on specific indicators to track efficiency and progress of a project. Farrell (2009) summarizes the definition of monitoring by stating that it is a continuous process that provides evidence-based report about project progress.

2.3.2 Evaluation

On the other hand, an evaluation is seen as a systematic identification of effect whether positive or negative in target beneficiaries, households, institutions or environment as a result of an intervention (World Bank, 2004). Kusek (2004) further quotes from OECD (2002) that monitoring and evaluation is a systematic and objective assessment of either ongoing or completed projects.

Looking at the above definitions, it can be summarized that monitoring has to be continuous, systematic and regular. The information collected and analyzed should show the progress of the

project to its audience. The converging point of monitoring and evaluation processes is that they are all systematic processes involved in collection and analysis of the information specifically to report on project progress, achievements of intended results, proper use of resources and the context in which the project is operating by the many stakeholders.

2.3.3 Results Based Monitoring and Evaluation System

RBME system is embedded in clear principles that guide its design. Adherence to six principles, namely crafting results statements, develop the performance indicators, conducting baseline survey, setting performance targets and performance monitoring explained below lead to adequate reporting of expected changes by development organizations.

2.3.4 Results

Result Based Monitoring and Evaluation is embedded in measuring and reporting expected results. Farrell (2008) observes that development organizations are often accused by donor organizations of setting unclear goals because their project designs do not explicitly state the desired project results. The author defines results as changes that are realized as a result of a project. To be specific, Lynn *et al* (2008) explain results as describable and measurable changes caused by a project and further adds that results have to be attributed to an organization that is willing to be accountable to them. Results are short-term, intermediate and long-term in Nurture and should be stated in hierarchical order to show cause-effect relationship between them. PELUM Uganda (2008) states them as outcomes and impacts, referring to intermediate and long-term results respectively. These results are supposed to be crafted by all stakeholders in the form of results statements that are clear and represent logical relationship between levels. Spreckley (2009) refers to this logical relationship as a result chain and suggests its presentation be done in

a form of project logical framework.

Clear definition of outcomes and impact of any project is the genesis of the Results Based Monitoring and Evaluation. PELUM Uganda (2008) and Farrell (2008) agree that generating outcomes and impact and transforming them into implementable result statements is the most challenging stage which needs time and they recommend the engagement of all stakeholders in the process of defining and crafting the result statements to ensure that attribute is clear and specific.

2.3.5 Performance indicators

Indicators simply mean yardsticks or standards against which change or progress are measured. Some authors have further expounded the definition of indicators. Lynn *et al* (2008) state that indicators are pieces of information on which when studied over time show change in people's lives. Kusek (2004) defines indicators as quantitative and qualitative variables that provide simple and reliable means to measure achievement and reflect changes connected to a project. According to UNICEF programmes (2010), the indicators of the UNICEF programme include percentage of the children seeking treatment at the health facility (as an outcome indicator) and number of the mothers who have the information on importance of seeking health from health facilities within their locality.

The above definitions point out that an indicator must be clear, measurable and generate information that depicts progress. Indicators provide evidence of how much change has happened due to their ability to generate units of information over a period of time. Documenting project experience is vital for donor-funded projects and indicators become the driving force to

conduct documentation effectively. If done well, indicators facilitate the reduction of volumes of the project information into just simple and most important form (FAO, 2010).

According to Kusek (2004), indicators can take two forms; qualitative and quantitative, based on the types of information generated. However, the focus of the indicators should not be on the information generated but on how relevant they are in fulfilling their intended purpose of measuring project outcomes. A project can develop new indicators or use predesigned indicators. Selecting new indicators is a difficult task that requires considerable experience and skill. However, in some sectors like health and micro finances, there are predesigned indicators. They are established independently of individual country, organization, programme or sector context. They are also known as universal indicators (PELUM Uganda, 2009; Kusek, 2004). The number of indicators depends on the level at which they are able to measure project outcome adequately and should be left to all stakeholders to decide (Farrell, 2008).

2.3.6 Baseline data

It is very critical for any project to begin by carrying out a baseline survey which can be either a large general community contextual analysis or a specific small group survey. Baselines generate information that becomes a starting point in measuring the performance and setting realistic targets (Kusek, 2004). To measure the extent to which changes have been achieved in the target beneficiaries, baseline information of their needs is a must. Shapiro (2001) confirmed that it is difficult to measure the impact of a project if the Nurture of the situation was not known at the beginning of the project.

Result Based Monitoring and Evaluation calls for attention to be given to baseline information

before implementing a project. The baseline data is based on the performance indicators and outcome of the project. However, development organizations do not embrace this practice as a precondition for their projects; instead they start project implementation without it. PELUM Uganda (2008) reported that many organizations do not carry out baseline survey at the beginning of the project. It is done after the project starts or even never conducted at all. Coninck *et al* (2008) supports that claim by stating that baseline surveys are expensive and organizations consider them to have little value. He further states that baseline findings are rarely used for monitoring and evaluation. Instead, many organizations conduct baseline surveys in compliance with donor requirements but do not apply the data for project monitoring and evaluation purposes.

If the baseline has not been carried out, PELUM Uganda (2008) advises that it can be reconstructed but it is challenging. Shapiro (2001) suggests two measures which may be considered as damage control. Either selecting and continuing to monitor control group simultaneously with target beneficiaries or carrying out a retrospective or backward survey. Coninck (2008) suggests that for organizations to make use of baseline data, it should always be updated to reflect the current situation. This way, it can be useful for monitoring results and gives staff a fresh look, periodically, at their situations, enabling them to make necessary adjustments.

2.3.7 Performance targets

Result Based Monitoring and Evaluation requires organizations to specifically define targets as a threshold of their projects. In most cases targets comprise quantifiable levels of project intentions. Projects should be clear about the target groups, time and location. Baseline data is crucial for facilitating the developing of the targets (IFAD, 2002). It is clear that without performance indicators

and baseline data, organizations find the setting of realistic targets to be problematic.

2.3.8 Performance monitoring

After target setting, Result Based Monitoring and Evaluation requires the organization to define the data collection process based on performance indicators. PELUM Uganda (2008) refers to this process as setting out a performance monitoring and evaluation plan. It is in this plan that the frequency of data collection, data collection methods and tools, data analysis and responsibilities are outlined clearly. It is this plan that guides the project team on data analysis and reporting of the results (Lynn *et al*, 2008).

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2.3.9 Communicating findings

Due to a lack of understanding of monitoring and evaluation, organizations carry out casual compilations of reports from the field guided by donors' prescribed reporting requirements. There is minimal analysis of the project data by the project staff. The common practice among development organizations is compiling information without giving meaning to the data. The reporting therefore concentrates more on accountability at the expense of learning (TIR, 2007).

Monitoring and evaluation generates information that has to be packaged and disseminated in the right form. It is important to appreciate different uses and users of monitoring and evaluation findings. These include giving accountability, advocacy, learning, investigating and exploring what works and what does not work, institutional memory, empowerment of stakeholders and promoting understanding of the project. The main task is to deliver a message to an appropriate audience about progress. It is therefore important to know the information needs for all project stakeholders and their preferred forms of delivery. The information ought to be presented in a

clear and understandable form (PELUM Uganda, 2008).

2.4 Factors hindering RBME system Application by Development Organizations

Result Based Monitoring and Evaluation is a paradigm shift away from the traditional monitoring and evaluation to impact monitoring of projects. The traditional method of monitoring and evaluation benefited donor organizations but the Result Based Monitoring and Evaluation has proven to benefit all stakeholders including target beneficiaries, local organizations and governments (Spreckley, 2009). However, the practice has been slow and in some cases absent because of the several factors. These factors include financial resources, staff technical skills, management support, availability of baseline data, the presence of a clear monitoring and evaluation structure.

2.4.1 Management support and the application of Results Based Monitoring and Evaluation

The primary challenge of development organizations in adopting the Result Based Monitoring and Evaluation system is a lack of political will in the leadership of the organizations. Lack of interest from managers is a hindrance to effective monitoring and evaluation (Turabi *et al*, 2011). This is attributed to the lack of a transparent administrative culture that does not encourage accountability for both effective financial and performance management. On the same note, lack of support is generated by the absence of a clear strategy at all levels in the organizations that hinders high performance monitoring. The link between strategy and performance monitoring remains a fertile ground for mismanagement of the projects within an organization (Turabi *et al*).

2.4.2 Organization capacity and the application of Results Based Monitoring and Evaluation

Result Based Monitoring and Evaluation requires great investment from the organizations. In most cases the donors do not provide funds to carry out monitoring and evaluation separately. Financial resources are fundamental for RBME system because of developing the capacities of the staff and acquiring of the equipment that facilitates the system. Ellis (2009) acknowledges that monitoring and evaluation consume much time and money and if inadequate, incomplete reporting and inaccurate data is to be expected. The other reason for the slow uptake of the Results Based monitoring and Evaluation by organizations is an imbalance between accountability and learning. While Results Based Monitoring and Evaluation advocates for a balance between learning and accountability, many development organizations are still emphasizing accountability more than learning (IFAD, 2002).

2.4.3 Baseline data and the application of Results Based Monitoring and Evaluation

Organizations identified impact of the project as difficult to document due to lack of baseline data as well as irrelevant indicators. Inadequate capacity on monitoring and evaluation is associated with donors demanding too much information from organizations. The technical skills to collect quality data, analyse it and report has been noted to be another challenge that makes donors demand more and more data because of missing information in the reports. A serious problem lies with analysing the data appropriately to reflect change made in people's lives (Malaria Eradication and Research Agenda, 2011).

2.5 Empirical Studies

A number of studies have been conducted on application of Results based Monitoring and Evaluation. Nyagah (2015) undertook a study on the application of the result based monitoring and evaluation system by development organizations and established that management support, budgetary allocation, staff capacity and availability of baseline data are important factors which greatly facilitate application of Results based Monitoring and Evaluation by development organizations.

Another study done by Turabi *et al* (2011) on a novel performance monitoring framework for health systems emphasizes that the primary challenge of development organizations in adopting the Result Based Monitoring and Evaluation system is a lack of political will among the leadership of the organizations. The lack of interest from managers is a hindrance to effective application of results based monitoring and evaluation in organizations.

Ellis (2009) in his study on Monitoring and Evaluation in the sector; meeting accountability and learning needs acknowledges that results based monitoring and evaluation consumes much time and money and if inadequate, incomplete reporting and inaccurate data is to be expected.

2.6 Synthesis and Gap Analysis

Researchers on related literature present that Result Based Monitoring and Evaluation has proven to benefit all stakeholders including target beneficiaries, local organizations and governments where it has been applied (Spreckley, 2009). However, the literature shows that its application has been slow and in some cases absent in both public and private institutions including Not for profit Non-Government Organizations.

This study will therefore bridge the gap on why the slow or lack of application of Results Based Monitoring and Evaluation Systems by development organizations.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was used in this study and provides a general framework for this research. The chapter presents details of the research design, target population, sample and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations used while conducting the study.

3.2 Research Design

Ogula (2005) describes a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. Additionally, a study design is the plan of action the researcher adopts for answering the research questions and it sets up the framework for study or is the blueprint of the researcher (Kerlinger, 1973). This study adopted a cross-sectional study design. Cross-sectional study design was suitable for this study because it is used for examining a phenomenon that is expected to remain static throughout the period of the study, gives room to collect data on many variables at once and best applied for different groups of individuals that differ in the variables under the study but share other characteristics including those under investigation (Mugenda and Mugenda, 2003).

3.3 Study Population

According to Ogula, (2005), a population refers to any group of institutions, people or objects that have common characteristics. The target population for this study constituted all the 51 Nurture Africa staff

3.4 Determination of the Sample Size

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 1999). This subgroup is carefully selected so as to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject, respondent or interviewee.

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005). It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. A sample of 40 Nurture Africa staff was determined using Krejcie & Morgan (1970) table and individual elements in different categories were determined using both simple random and purposive sampling procedures.

3.5 Sampling techniques and procedures

Table 1: Sampling techniques and procedures

No	Stratum (Departments at Nurture Africa)	Target population	Sample Size	Sample Technique
1.	Child Protection	6	5	Simple Random sampling
2.	Education	8	6	Simple Random sampling
3.	Health	12	10	Simple Random sampling
4.	Sustainable Livelihood	6	4	Simple Random sampling
5.	Accounts	4	3	Simple Random sampling
6.	Management	5	4	Purposive sampling
7.	Monitoring & Evaluation	4	3	Simple Random sampling
8.	Support Staff	6	5	Purposive sampling
	TOTAL	51	40	

Source: Krejcie. & Morgan, (1970) tables as cited in (Amin, M.2005.p.454)

For respondents who were selected randomly, a list of names for staff (sampling frame) was obtained from the departmental heads where respondents were selected using simple random sampling.

3.6 Data Collection Methods

The research study used a mixed method of data collection. These included surveys, key informative interviews, document review of M&E tools and reports as well as observation of available M&E tools.

3.7 Data Collection Instruments

The data was collected using self-administered questionnaire. This was used for the purpose of collecting primary quantitative data. Additionally, the questionnaire was used for the following reasons: a) its potentials in reaching out to a large number of respondents within a short time, b) able to give the respondents adequate time to respond to the items, c) offers a sense of security (confidentiality) to the respondent and d) it is an objective method since no bias resulting from the personal characteristics (as in an interview) (Owens, 2002).

Key Informant Interview guides were also used for the selected respondents such as support staff and Management staff. The interview guide provided detailed, qualitative information about impressions, experiences and opinions.

3.8 Validity and Reliability

3.8.1 Validity

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. The validity of an instrument is the extent to which it does measure what it is supposed to measure. According to Mugenda and Mugenda (1999), validity is

the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. The research instruments were validated in terms of content and face validity. The content-related technique measured the degree to which the questions items reflected the specific areas covered.

3.8.2 Reliability

Reliability is the ability of a research instrument to consistently measure characteristics of interest over time. It is the degree to which a research instrument yields consistent results or data after repeated trials. If a researcher administers a test to a subject twice and gets the same score on the second administration as the first test, then there is reliability of the instrument (Mugenda and Mugenda, 1999). Reliability is concerned with consistency, dependability or stability of a test (Nachmias and Nachmias, 1996). The researcher measured the reliability of the questionnaire to determine its consistency in testing what it was intended to measure. The test re-test technique was used to estimate the reliability of the instruments. This involved administering the same test twice to the same group of respondents who had been identified for this purpose.

3.9 Data Collection Procedure

After getting the introductory letter from the University, the researcher made an official request to the Chief Executive Officer (CEO) Nurture Africa to conduct a survey in the organization. The researcher visited the organization and had an introductory meeting with the CEO to explain further on the purpose of the study. Upon receiving oral permission from the CEO, the researcher engaged the Human Resources Manager of Nurture Africa to provide a list of project staff according to their departments. The researcher scheduled for appointments with the respondents.

3.10 Measurement of Variables

The Likert scale was used to measure the strength of respondents' skills towards statements that were formulated on the variables and their dimensions.

3.11 Data Analysis procedure

Both quantitative and qualitative approaches were used for data analysis. Quantitative data from the questionnaire were coded and entered into the computer for computation of descriptive statistics. The Statistical Package for Social Sciences (SPSS version 11.5) was used to run descriptive statistics such as frequency and percentages so as to present the quantitative data in form of tables and graphs based on the major research questions. The qualitative data generated from open-ended questions and key informant interviews were categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. The qualitative data was used to reinforce the quantitative data.

3.12 Ethical consideration

The researcher explained to the respondents about the research and that the study was for academic purposes only. It was made clear that the participation was voluntary and that the respondents were free to decline or withdraw any time during the research period. Respondents were not coerced into participating in the study. The participants had informed consent to make the choice to participate or not. They were guaranteed that their privacy was to be protected by strict standard of anonymity.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESULTS

4.1 Introduction

The study examined the factors affecting the application of Results Based Monitoring and Evaluation system at Nurture Africa. This chapter presents and discusses the findings of the study. The chapter also presents the analysis and interpretation of results. The presentations are done according to the specific objectives and hypotheses. The first section presents the response rates. The second section presents the background information of the respondents. The third section presents descriptive and inferential statistical results along the three study objectives.

4.2 Response Rates of Respondents

Response rate also known as completion rate or return rate in survey research refers to the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the non-response is unequal among the participants regarding exposure and /or outcome (AAPOR, 2000). In this study, the sample size was 40 members of staff but the study managed to access 38 members of staff as shown in the breakdown in the Table below;

Table 2: Response rates of respondents to the study

Category of Respondents	Sample Size	Actual Response	Percentage
Child protection, Education, Health, Sustainable Livelihood, Accounts, M&E and support staff	36	34	94%
Management	4	4	100%
Total	40	38	

According to Table 2 above, out of the 36 questionnaires administered, 34 were returned fully completed, giving a response rate of 94%. All the 4 respondents targeted for interviews were interviewed, implying a response rate of 100%. The overall response rate of the respondents was thus, 95%. With that high response rate of 95%, the findings of the study were representative and could therefore be generalized as observed by Sekaran (2003).

4.3 Demographic characteristics of Nurture Africa staff

The background characteristics of the respondents are essential in order for the reader to understand the Nurture of the respondents that were studied. The respondents' characteristics which were studied included; Age, Sex, Education qualification and duration of service at Nurture Africa. Table 3 shows the distribution of the respondents' socio-demographic characteristics.

Table 3: Socio-demographic distribution

Socio-demographic distribution	Frequency (n=38)	Percent (100)
<i>Age group in years</i>		
• Less than 25 years	5	13
• 26-35 years	30	79
• 36-45 years	2	5
• 46-55 years	0	0
• 56 years and above	1	3
<i>Sex of the respondents</i>		
• Male	20	53
• Female	18	47
<i>Education Qualification</i>		
• PhD	0	0

• Master's	1	3
• Bachelor's	25	66
• Diploma	8	21
• Certificate	4	10
<i>Duration of service at Nurture Africa</i>		
• Less than 5 years	28	74
• 5-10 years	9	23
• 11-15 years	1	3
• 16 years and above	0	0

4.3.1 Age distribution

The biggest percentage of respondents 30 (79%) fell in the age group 26-35, followed by 5(13%) fell in age bracket of less than 25 years. 2 (5%) were in the age bracket of 36-45 and only 1 was above 56 years of age. The findings indicate that the majority of staff at Nurture Africa are in their most productive age group. Such employees are likely to perform better at their job.

4.3.2 Sex of the Respondents

Of the 38 respondents studied, 53% were male and only 47% were female.

4.3.3 Education qualification

Among the respondents interviewed, it was realized that high percentages of the respondents 25 (66%) were degree holders. About 8(21%) were diploma holders, 4 (10%) were certificate holders and only 1 (3%) was a Master's degree holder. This shows that the majority of the study respondents were adequately educated. This practically implies that the organization has qualified staff who are likely to perform better at their work.

4.3.4 Duration of service at Nurture Africa

The results in the table above also show that the biggest proportion, 28 (74%), of the study respondents had worked for a period of less than 5 years, followed by those who had worked for a period between 5 and 10 years, 9 (23%), those who had worked for 11 and 15 years, 1(3%) and none above 16 years. Although the figures may suggest that the staff do not have adequate experience, they also point to the fact that this is an NGO that started operation as recently as 2003.

4.4 Management support

Management support in terms of demand for outcome and impact reports, provision of capacity building for staff in M&E, allocation of sufficient funds for M&E activities, availability of an M&E operational manual are key management factors which were studied at Nurture Africa.

4.4.1 Demand for outcome and impact reports

The demand for outcome and impact reports by both the implementing organization as well as the donor agency demonstrates a high interest for outcomes and impact than outputs. Figure 3 below shows Nurture Africa staff's perception on management's demand for reports which demonstrate outcomes and impact.

Figure 3: Management demands for outcome and impact reports



Figure 3 above presents staff's perception of management demand for outcome and impact reports. Out of the 38 staff interviewed, 62.5% agreed that management demands for documented outcomes. Only 7.5% disagreed and 30% strongly disagreed respectively. The higher percentage of 62.5%, however, reflects the high interest Nurture Africa management has in documenting changes in terms of outcomes and impact.

4.4.2 Management provides capacity building for staff in M&E

Capacity building of professional staff in results based monitoring and evaluation improves their skills in proper monitoring and evaluation of project interventions. The respondents were asked whether Nurture Africa management provides capacity building for staff in Results based Monitoring and Evaluation. The results are presented in table 4.

Table 4: Management provides capacity building for staff in M&E

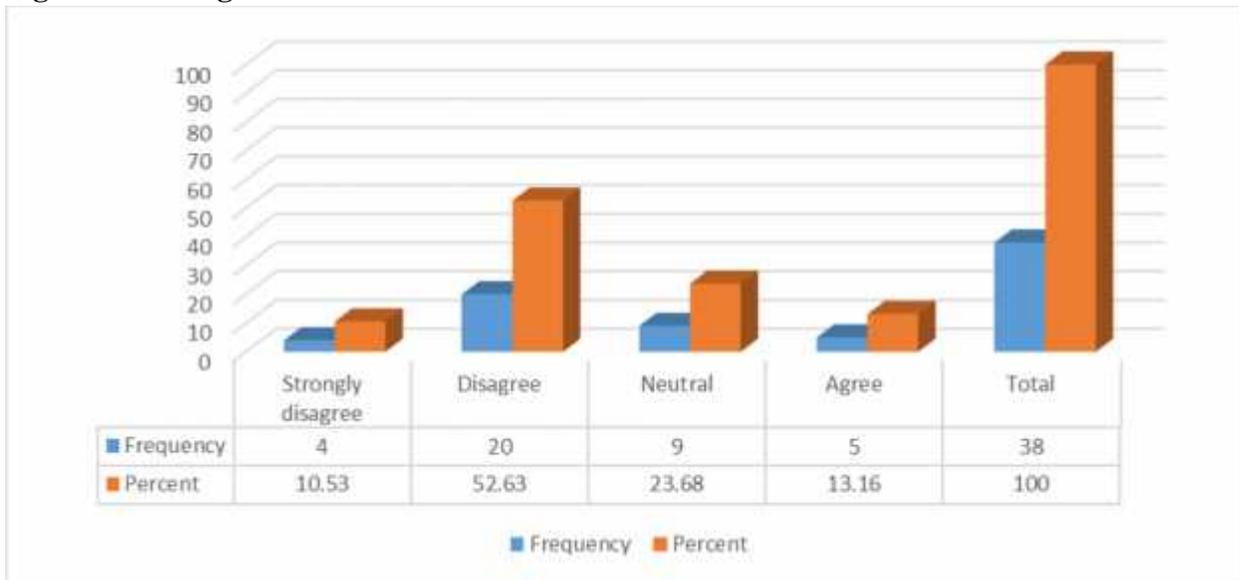
Responses	Frequency (n=38)	Percent (100)
Strongly disagree	3	7.9
Disagree	14	37
Neutral	8	21
Agree	12	31.5
Strongly agree	1	2.6
TOTAL	38	100

Table 4 shows that most respondents (37 %) disagreed that Nurture Africa management provides capacity building for staff in M&E. There was however a significant number of respondents (31.5%) who agreed with the statement that management provides capacity building for staff in M&E. 21% of the respondents were not sure whether management provides capacity building for staff in M&E.

4.4.3 Management allocates sufficient funds for M&E activities

The effective functionality of an M&E system is partly dependent on the availability of funds allocated to M&E-related activities. The standard allocation of funds for M&E is between 5 and 10%. The study investigated the perception of staff on the sufficiency of funds allocated to M&E activities at Nurture Africa. The findings are presented in Figure 4 below.

Figure 4: Management allocates sufficient funds for M&E activities



The majority of the respondents (52.63%) in Figure 4 above disagreed and 10.53% strongly disagreed with the statement that Nurture Africa management allocates sufficient funds for M&E activities. 23.68% of the respondents were not sure whether the funds allocated for M&E are sufficient. Only 13.16% agreed with Nurture Africa’s sufficient allocation of funds for M&E activities.

4.4.4 Availability of an M&E operational manual

The M&E operational manual enables understanding the synergistic relationships between programme design and management, and M&E systems in order to determine the expected impact and objectives and how they will be achieved. The findings of whether the M&E operational was available or not at Nurture Africa are presented in Table 5.

Table 5: Availability of an M&E operational manual

Responses	Frequency (n=38)	Percent (100)
Strongly disagree	16	42.1
Disagree	12	31.6
Neutral	10	26.3
Total	38	100

Table 5 above shows a higher percentage (42.1%) of staff who strongly disagreed, 31.6% disagreed with the statement about the availability of an M&E operational manual in the organization, whereas 26.3% of the respondents were not sure whether Nurture Africa possesses an M&E operational manual. Therefore, the majority of staff, 38(73.7%), overwhelmingly disagreed about the existence of an M&E operational manual at Nurture Africa.

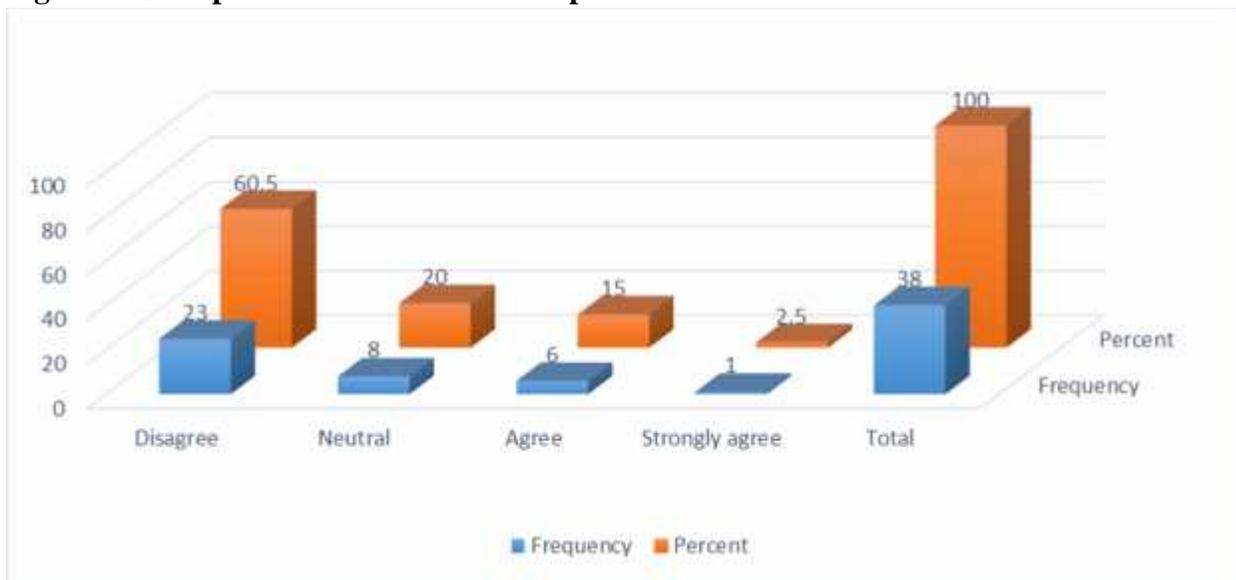
4.5 Organizational capacity

The study investigated organizational capacity in terms of staff experience and skills in RM&E, sufficient staff trained in M&E, presence of an M&E department, competence of staff in developing M&E frameworks and plans, competence of staff in developing outcome and impact indicators as well as competence in conducting evaluations.

4.5.1 Staff possess M&E skills and experience

The M&E skills and experience of staff is a key factor in enabling staff document and report project/organizational results in terms of outcomes and impact. Figure 5 presents the perception of respondents on whether staff possess M&E skills and experience.

Figure 5: Staff possess M&E skills and experience



The figure above clearly shows that the biggest number, 23 (60.5%), of the respondents interviewed disagreed with the statement that Nurture Africa staff possess M&E skills and experience, only 15% of the respondents agreed that staff possess the necessary M&E skills and experience, whereas 20% of the respondents were undecided.

4.5.2 Organization has sufficient staff with formal M&E training

Formal training in Monitoring and Evaluation provides knowledge and skills on the techniques of conducting project monitoring as well as evaluation of interventions. This research also investigated whether Nurture Africa had sufficient staff members with formal M&E training. The findings are presented in the table below.

Table 6: Organization has sufficient staff with formal M&E training

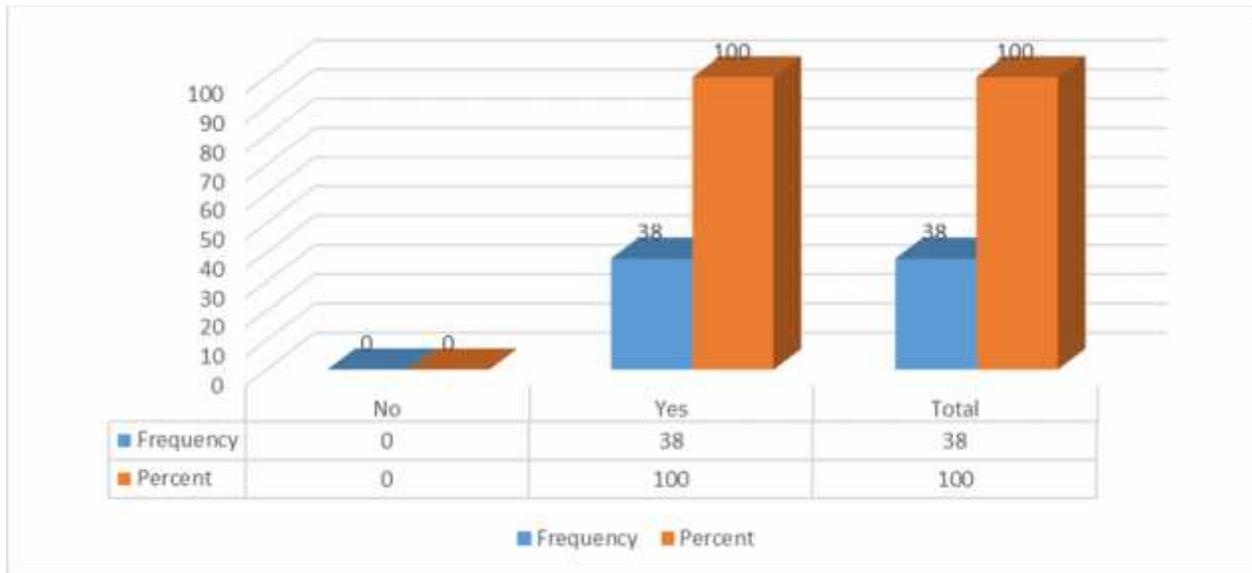
Responses	Frequency (n=38)	Percent (100)
Strongly disagree	6	15.8
Disagree	17	44.7
Neutral	9	23.7
Agree	3	7.9
Strongly agree	3	7.9
Total	38	100

It is evident from table 6 above that 44.7% disagreed and 15.8% strongly disagreed with the statement that Nurture Africa has sufficient staff with formal M&E training. Whereas 7.9% agreed and 7.9% strongly agreed that there was availability of sufficient staff with formal M&E training, 23.7% were undecided.

4.5.3 Organization has an M&E department

The M&E department in any organization is responsible for all M&E-related functions. These may include; conducting surveys, assessments, monitoring project implementation as well as evaluating the worth of project interventions. The respondents were asked for their view about the existence of an M&E department at Nurture Africa and their responses are presented in Figure 6.

Figure 6: Organization has an M&E department



The graph above shows that all (100%) of the respondents responded that Nurture Africa has a Monitoring and Evaluation department which is charged with all research and all other M&E related activities.

4.5.4 Competence of staff in developing M&E frameworks and plans

M&E frameworks and plans enable staff clearly understand program/project goals and measurable, long-term, short-term, and intermediate objectives. They also clearly define relationships between program/project: inputs, processes, outputs, and outcomes, and between program/project activities and the external context (environmental factors). The staff were interviewed on whether they possess the necessary competence in developing M&E frameworks and plans.

Table 7: Staff have competence in developing M&E frameworks and plans

Responses	Frequency (n=38)	Percent (100)
Strongly disagree	16	42.1
Disagree	7	18.4
Neutral	8	21.1
Agree	6	15.8
Strongly agree	1	2.6
Total	38	100

The highest percentage (42.1%) of respondents strongly disagreed and 18.4% disagreed concerning staff having competence in developing M&E frameworks and plans. A small percentage (15.8%) agreed and only 2.6% strongly agreed about staff having the necessary competences in developing M&E frameworks and plans. Twenty-one (21.1%) of the respondents were not sure whether staff possessed competence in developing M&E frameworks.

4.5.5 Competence of staff in developing outcome and impact indicators

Developing good performance indicators requires careful analysis of what is to be measured. One needs to have a thorough understanding of the Nurture of the input or output, the activities, the desired outcomes and impacts, and all relevant definitions and standards used in the field. For this reason, it is important to involve subject experts and line managers in the process.

Respondents were interviewed on the staffs' competence in developing outcome and impact indicators, the findings are presented in Table 8

Table 8: Staff have competence in developing outcome and impact indicators

Responses	Frequency (n=38)	Percent (100)
Strongly disagree	15	39.47
Disagree	10	26.32
Neutral	5	13.16
Agree	8	21.05
Total	38	100

Over thirty-nine per cent (39.5%), representing the highest percentage of respondents strongly disagreed and also 26.3% disagreed with staff having competence in developing both outcome and impact indicators. Only 21.1% of the respondents were in agreement regarding staff possessing competence in developing outcome and impact indicators. Thirteen per cent (13.2%) of the respondents were not sure.

4.5.6 Competence of staff in conducting evaluation studies

Respondents also provided their perception on the competence of Nurture Africa staff to conduct evaluations. The findings are presented in the table below.

Table 9: Staff have competence in conducting evaluation studies

Responses	Frequency (n=38)	Percent (100)
Strongly disagree	27	71
Disagree	6	15.8
Neutral	5	13.2
Total	38	100

The high number of 27 (71%) of respondents who strongly disagreed with the statement on having competent staff in conducting evaluations at Nurture Africa, reflects a big gap in conducting reviews and evaluation studies. Six (15.8%) also disagreed, whereas 5 (13.2%) were undecided.

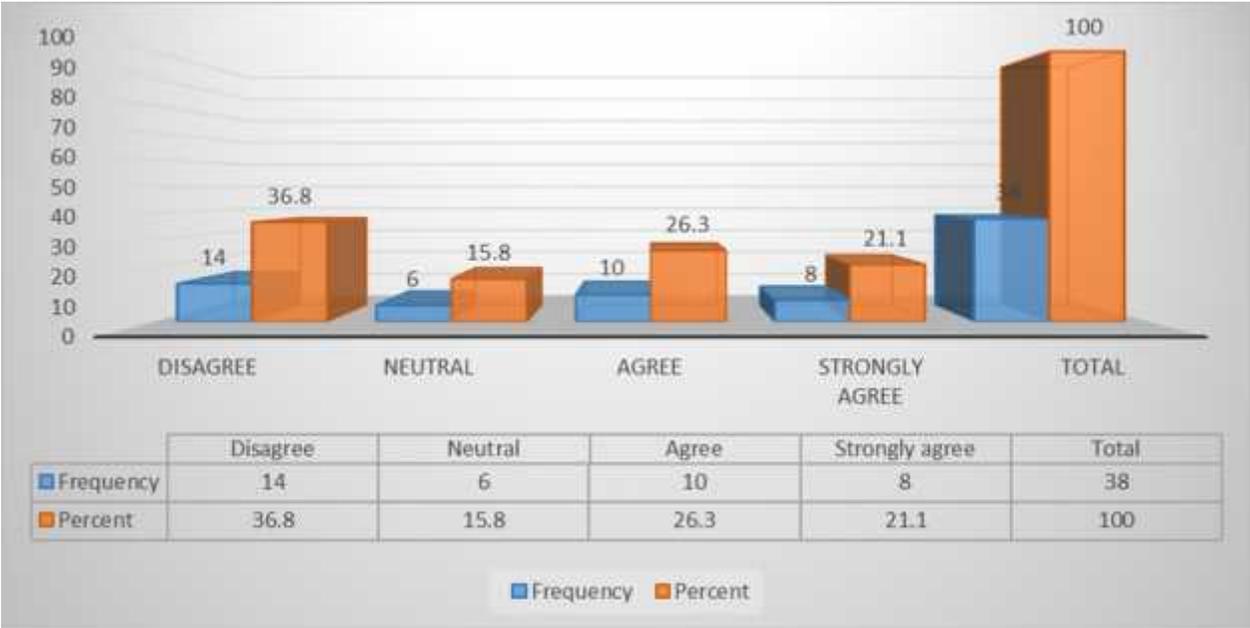
4.6 Availability and usability of baseline data

Without baseline data, it can be very difficult to plan, monitor and evaluate future performance. Baseline data helps to set achievable and realistic indicator targets for each level of result in a project's design (e.g. log frame), and then determine and adjust progress towards these targets and their respective results.

4.6.1 Organization conducts baseline studies

Respondents were asked whether Nurture Africa conducts baseline studies. The findings are presented in the graph below.

Figure 7: Organization conducts baseline studies

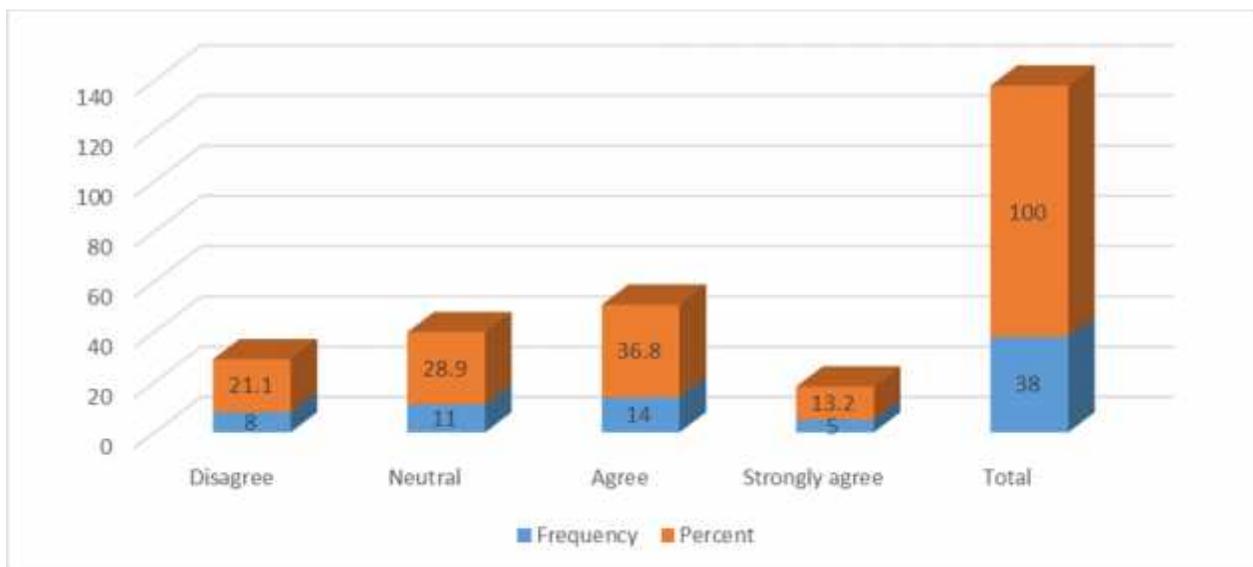


In figure 7 above, 36.8% of the respondents interviewed, disagreed concerning the statement that Nurture Africa conducts baseline for every project, while 26.3% agreed and 21.1% strongly agreed that Nurture Africa always conducts baseline studies. Only 15.8% per cent of the participants were not sure whether Nurture Africa conducts baseline studies.

4.6.2 Organization utilizes baseline information

The respondents were asked whether the organization utilizes baseline information and the findings are presented in Figure 8 below.

Figure 8: Baseline information is utilized by the organization



The findings in Figure 8 above show that most respondents (36.8%) agreed and 13.2% strongly agreed that the available baseline information is utilized by the organization. Only 21.1% disagreed concerning Nurture Africa utilizing baseline information, while 28.9% of the respondents were undecided.

4.7 Results based monitoring and evaluation

Results Based Monitoring and Evaluation focuses on the higher-level objectives/outcomes other than lower-level activities. This study regards effective application of Results based Monitoring

and Evaluation system if there is documentation and reporting on higher-level results (outcomes and impact) as well as utilization of Monitoring and Evaluation findings. Respondents were interviewed on whether Nurture Africa has clear outcome and impact indicators, reports on outcomes and impact and whether the M&E findings are utilized by the organization.

4.7.1 Outcome and impact indicators

Indicators of Outcome and Impact provide a sign of how well the project changes have been achieved. They are about measuring change. The respondents were interviewed on whether Nurture Africa had clear indicators for measuring outcomes and impact. The findings are presented in Table 10 below.

Table 10: Organization has clear indicators for measuring outcomes and impact

Responses	Frequency (n=38)	Percent (100)
Strongly disagree	14	36.8
Disagree	2	5.3
Neutral	5	13.2
Agree	11	28.9
Strongly agree	6	15.8
Total	38	100

Table 10 shows the highest percentage (36.8%) of the respondents who strongly disagreed with the statement that Nurture Africa has clear outcome and impact indicators. This therefore means that there is still lack of performance indicators to measure higher-level project and organizational results. Close to twenty-nine per cent (28.9%) were in agreement and 15.8% strongly agreed that Nurture Africa has clear outcome and impact indicators. Only 13.2% were not sure.

4.7.2 Outcome and impact reporting

Documenting the changes in terms of outcomes and impact created by an intervention is key as it clearly shows an additional value that can be attributed to the project. The respondents were interviewed on whether Nurture Africa reports at outcome and impact level. The responses are presented in the table below.

Table 11: Nurture Africa reports on project outcomes and impact

Responses	Frequency (n=38)	Percent (100)
Disagree	20	52.6
Neutral	2	5.3
Agree	14	36.8
Strongly agree	2	5.3
Total	38	100

The findings in Table 11 above show that most respondents (52.6%) were in disagreement with the statement that Nurture Africa reports at outcome and impact level. Only 36.8% were in

agreement, 5.3% strongly agreed whereas 5.3% were not certain whether Nurture Africa produces outcome and impact reports.

4.7.3 Utilization of M&E findings

The utilization of M&E findings/data helps to improve decision making and also improves performance in organizations. The responses in Table 12 below reflect the perception of respondents interviewed on whether Nurture Africa utilizes M&E findings.

Table 12: Organization utilizes M&E findings

Responses	Frequency (n=38)	Percent (100)
Disagree	16	42.1
Neutral	6	15.8
Agree	15	39.5
Strongly agree	1	2.6
Total	38	100

According to findings in Table 12 above, most respondents (42.1%) reported that M&E findings are not utilized by Nurture Africa, although 39.5% of the respondents were in agreement that

M&E findings are utilized. Only 15.8% of the respondents were not sure whether M&E findings are utilized by Nurture Africa.

4.8 Overall factors affecting application of results based monitoring and evaluation

Both staff and Management as well as a representative of the board were requested to comment on the overall factors affecting the application of results based monitoring and evaluation by Nurture Africa. They also provided possible recommendation as presented in Table 13 below.

Table 13: Factors affecting application of results based monitoring and evaluation

Factors	Possible recommendations
<p><i>Nurture Africa Staff</i></p> <ul style="list-style-type: none"> • <i>Un timely implementation of activities</i> • <i>Inadequate staff.</i> • <i>Lack of clear M&E tools</i> • <i>Lack of knowledge, skills and experience in RBM&E</i> • <i>Organization doesn't utilize M&E findings for decision making</i> • <i>Donor demand driven factors</i> • <i>Lack of political will by management</i> • <i>Lack of baseline data.</i> 	<ul style="list-style-type: none"> ✓ <i>Evaluation reports should be discussed with the implementers and plan way forward as a team</i> ✓ <i>Capacity building of staff and refresher courses are a prerequisite as many staff are not so knowledgeable.</i> ✓ <i>Involvement of all stakeholders at all levels.</i> ✓ <i>The senior management needs to allocate sufficient funds to the M&E department.</i> ✓ <i>M&E department should be independent with its own budget</i> ✓ <i>Need to use M&E findings in making decisions of the organization.</i> ✓ <i>Management should recruit well qualified and technical staff.,</i> ✓ <i>Management should regularly demand for results.</i>
<p><i>Nurture Africa Management</i></p> <ul style="list-style-type: none"> • <i>Limited M&E skills for staff to report outcomes and impact</i> • <i>Commitment/Negative attitude among staff to always report outcomes and impact</i> • <i>Inadequate funding</i> 	<ul style="list-style-type: none"> ✓ <i>Management should own the RM&E system and built capacity of staff to report higher level results</i>
<p><i>Board member representative</i></p>	<ul style="list-style-type: none"> ✓ <i>Empower staff with RBM&E skills</i>

- | | |
|---|--|
| <ul style="list-style-type: none">• <i>Inadequate skills for staff in RBM&E</i> | |
|---|--|

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study examined the factors affecting the application of result based monitoring and evaluation at Nurture Africa. The study specifically set out to: examine how management support affects the application of RBME system at Nurture Africa; establish the relationship between organizational capacity and RBME system at Nurture Africa; and to find out how Baseline survey affects the application of RBME system at Nurture Africa. This chapter presents the summary, discussion, conclusions and recommendations arising out of the study findings according to the objectives.

5.2 Summary of Findings

5.2.1 Management Support

The study revealed that management support was low and financial resources allocated for RBM&E was insufficient. This greatly affected effective outcome and impact monitoring and evaluation of projects. The study shows that Nurture Africa did not have Monitoring and Evaluation plans to guide monitoring and evaluation activities. In addition to the above, findings confirmed that Nurture Africa Management did not adequately support staff in building their capacity in RBM&E. Despite the above gaps, the findings of the study indicated that the management demand for outcome and impact reporting.

5.2.2 Organizational capacity

The study showed that the skills and experience of staff in RBM&E were still inadequate. The M&E staff members lacked M&E-specific training and qualifications. The findings confirmed that the inadequate skills of staff were a significant factor that affected the application of RBME system at Nurture Africa.

5.2.3 Availability and utilization of Baseline survey

The findings show that Nurture Africa demonstrated some little effort in collecting baseline data for projects. However, utilization of baseline information was still very low. This was partly attributed to insufficient funds allocated to M&E.

5.3 Discussion of Findings

5.3.1 Management Support

The study found out that over 63% of the respondents reported that Nurture Africa management does not allocate enough funds for M&E activities. This compromises the implementation of monitoring activities in the organization.

The findings on limited funds for M&E are consistent with Turabi *et al* (2011), Ellis (2009) and MaLERA (2011) who singled out limited financial resources as the principal threat to any monitoring and evaluation system in organizations. It is important to note that management determines the budget allocation to all the project activities including monitoring and evaluation.

Most respondents (74%) reported non-existence of Monitoring and Evaluation plans and operational manual at Nurture Africa. The findings of the study reflect that Nurture Africa did not have Monitoring and Evaluation Plans to guide monitoring and evaluation activities. The findings are inconsistent with the Paris Declaration (2005) which recommends that development organizations should carry out development projects while focusing on predetermined changes by laying them in a plan. The defined results guide all the projects processes and reporting changes as they occur.

5.3.2 Organizational capacity

The highest number 23 (60.5%) of the respondents interviewed disagreed with the statement that Nurture Africa staff possess M&E skills and experience. As regards formal M&E training, 44.7% of the respondents disagreed and 15.8% strongly disagreed with the statement that

Nurture Africa has sufficient number of staff with formal M&E training. The findings above are contrary with Farell (2009) who observed that staff capacity is important as regards results monitoring and evaluation. The project staff, including M&E staff, need to have skills on data collection, analysis and reporting to ensure that reports portray performance of the project at any given time. Reporting on the outcomes and impact is a finding that Ellis (2009) found to be lacking in the reports for development organizations.

5.3.3 Availability and utilization of Baseline survey

The findings show that most respondents (36.8%) agreed and 13.2% strongly agreed that the available baseline information is utilized by the organization.

The findings above concur with Coninck et al, (2008) who argue that baseline survey is supposed to be done at the beginning of the project implementation. Baseline information is important for two main reasons; one, the baseline information becomes the benchmark upon which progress is measured and, secondly, it is used for monitoring achievements of the project's targets.

5.4 Conclusion

5.4.1 Management Support

As far as management support at Nurture Africa is concerned in terms of allocation of insufficient funds for M&E, absence of an M&E operating Manual to guide the M&E processes and lack of capacity building for staff in M&E, it was concluded that all these affected the capacity of Nurture Africa staff to report project outcomes and impact.

5.4.2 Organizational capacity

It was concluded that organizational capacity to apply Results Based monitoring and Evaluation greatly affected the application of Results based Monitoring and Evaluation at Nurture Africa.

This was evidenced by very few staff with academic qualification in Monitoring and Evaluation, lack of M&E-specific training for staff as well as the inadequate skills and experience of staff in RBM&E.

5.4.3 Availability and utilization of baseline information

As regards the utilization of baseline information, it was concluded that Nurture Africa did not adequately utilize it to inform decisions and improve performance. Therefore, without utilization of M&E findings, this affects the reporting of project results at both outcome and impact level.

5.5 Recommendations

5.5.1 Management Support

Based on the findings, the study recommends that Nurture Africa should allocate the recommended percentage of funds (5-10%) of each project budget to Monitoring and Evaluation in order to get maximum benefit from RBME system.

Nurture Africa staff, especially the M&E Officer, should develop an M&E operating manual in order to guide the M&E processes in the organizations.

The study also recommends that the capacity of staff members in Results based Monitoring and Evaluation should be built in order to improve their M&E skills.

5.5.2 Organizational capacity

The study indicates that Nurture Africa staff lacked M&E-related academic qualifications, M&E specific trainings as well as adequate M&E skills and experience. The study therefore recommends that the M&E staff should enroll for M&E professional courses. The organization should also organize for refresher courses/ basic M&E trainings for staff.

M&E staff at Nurture Africa should always engage in developing of M&E tools and use the tools in Monitoring and Evaluation of projects. This will develop their skills and experience in outcome and impact reporting.

5.5.3 Availability and utilization of Baseline survey

The study further recommends that baseline surveys should be conducted for every new project before it is implemented. This will ensure availability of baseline data for every project.

Nurture Africa management and staff should always utilize Monitoring and Evaluation findings in order to inform decision making as well as improve project performance.

5.6 Limitations of the Study

The research was conducted only with Nurture Africa staff and management. Other key stakeholders in the organization such as guardians, school teachers, Local Council chairpersons, among others, were not consulted to get their opinion. Therefore, the findings of this research may not be conclusive in giving a general picture of RBM&E application at Nurture Africa.

The study relied on primary data collected using questionnaires and interview methods alone. The use of secondary data would have enabled triangulation of the data to inform the concrete conclusions on the study.

5.7 Contribution of the Study

The findings and recommendations of this study will be very useful to the different stakeholders as specified below.

The findings and recommendations will benefit both Nurture Africa Management and staff in addressing the gaps that compromise the effective application of the Results Based Monitoring and Evaluation system. This will enable Nurture Africa to know and document the contribution made by its community projects which may also attract more funding from donor agencies.

Other development organizations will use the findings of this study to come up with strategies to bridge the gaps in order to strengthen their Results based Monitoring and Evaluation systems.

The study findings will provide up-to-date literature to academicians who may wish to carry out similar or related studies.

5.8 Recommendation for Further Research

- There is a need to conduct an evaluation study to establish the effectiveness of the Results Based Monitoring and Evaluation system in development organizations.
- There is need to have confidence that the factors studied by this research significantly affect the application of Results Based Monitoring and Evaluation, a follow-on longitudinal study may be required.

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APPENDIX I: QUESTIONNAIRE

INTRODUCTION

My name is JOSEYLEE SURMEY KASULE, a student from Uganda Technology and Management University. I'm pursuing Masters' degree in Monitoring and Evaluation and one of the university requirements for the award of the Master's degree is to carry out a research project in areas of individual interest. I would like to seek your consent for completing this research questionnaire on *"Factors affecting application of Result Based Monitoring and Evaluation System by Nurture Africa"*.

Serial No.....

SECTION A: BACKGROUND INFORMATION

Please tick or circle the appropriate number

1	AGE (Years)				
	Less than 25 years	26 – 35 years	36 – 45 years	46 -55 years	56yrs and above
	1	2	3	4	5

2	SEX	
	Female	Male
	1	2

3	DEPARTMENT	<i>Tick</i>
	Child protection	
	Education	
	Health	
	Sustainable livelihood	
	Accounts	
	Management	
	Monitoring and Evaluation	
	Support staff	

4	TITLE	
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5	EDUCATION QUALIFICATION					
	PhD	Masters	Bachelors	Diploma	Certificate	Others (Specify)
	1	2	3	4	5	6

6	DURATION OF SERVICE AT NURTURE AFRICA			
	Less than 5 years	5 – 10 years	11 – 15 years	16 years and above
	1	2	3	4

From questions 1 – 55, tick or circle the number that best indicates your opinion on the question using the following scales: **SD**=Strongly Disagree, **D**=Disagree, **N**=Neutral, **A**=Agree, **SA**=Strongly Agree

SCALE	1	2	3	4	5				
	SD	D	N	A	S	A			
	SECTION B. MANAGEMENT SUPPORT				SD	D	N	A	SA
1	Management always demands for outcome and impact reports.				1	2	3	4	5
2	Management always support capacity building in M&E for staff.				1	2	3	4	5
3	Management always allocate sufficient fund for M&E.				1	2	3	4	5
4	Donors always allocate sufficient funds for project activities.				1	2	3	4	5
5	There is timely allocation of funds for project activities.				1	2	3	4	5
6	Nurture Africa has got an M&E operational manual.				1	2	3	4	5
7	Staffs always follow M&E operational manual while executing project activities.				1	2	3	4	5
8	Staffs always provide regular reports on outcome and impact.				1	2	3	4	5
9	There is utilization of outcome and impact reports at Nurture Africa.				1	2	3	4	5
10	Outcome and impact reports are accessible to staff				1	2	3	4	5
11	Donors always demand for outcome and impact reports from management				1	2	3	4	5
12	There is standard format for reporting on outcome and impact at Nurture Africa				1	2	3	4	5
13	Outcome and impact indicators are easy measure				1	2	3	4	5
	SECTION C: ORGANIZATIONAL CAPACITY				SD	D	N	A	SA
14	Staff have M&E skills and experience				1	2	3	4	5
15	Staffs are regularly trained in M&E reporting				1	2	3	4	5
16	The organization has sufficient number of staff with M&E competences				1	2	3	4	5
17	The organization has a department in charge of M&E related activities				1	2	3	4	5
18	Nurture Africa has got qualified staff in all the departments				1	2	3	4	5
19	There is sufficient budget allocated for staff training and development				1	2	3	4	5
20	The staffs have competence in logical/result framework				1	2	3	4	5

21	The staff have competences in developing outcome and impact indicators	1	2	3	4	5
22	The staffs have competence in designing M&E plans	1	2	3	4	5
23	The staffs always meet their performance targets	1	2	3	4	5
24	Staffs have competence in data analysis	1	2	3	4	5
25	Staffs have competence in conducting evaluation studies	1	2	3	4	5
26	The organization regularly collects data on project outcomes and impact	1	2	3	4	5
27	Nurture Africa has got competent leadership	1	2	3	4	5
28	Project donors have a vote for capacity training and development	1	2	3	4	5
	SECTION D: BASELINE SURVEY	SD	D	N	A	SA
29	Nurture Africa conducts baseline studies	1	2	3	4	5
30	Nurture Africa engages stakeholders at every stage in conducting baseline studies	1	2	3	4	5
31	The objective for conducting the baseline is clearly understood by all stakeholders	1	2	3	4	5
32	The baseline information is utilized by the organization	1	2	3	4	5
33	Baseline studies are normally conducted before the start of the project at Nurture Africa	1	2	3	4	5
34	Baseline studies are normally conducted during project implementation	1	2	3	4	5
35	Baseline studies are conducted after the project implementation	1	2	3	4	5
36	Baseline studies provide information base against which to monitor and assess an activity's progress during and after implementation	1	2	3	4	5
37	A baseline study is not the same as a pilot study	1	2	3	4	5
38	Without a baseline, it is not possible to know the impact of a project	1	2	3	4	5
39	A baseline is a starting point for a project and services as a bench for all future activities, where project managers can refer to for the purpose of making project management decisions	1	2	3	4	5
40	Baselines studies are carried out at Nurture Africa as a requirement by the donors	1	2	3	4	5
41	The tools used during a baseline study are normally the same tools used during evaluation study at Nurture Africa	1	2	3	4	5
42	Without a baseline study, it is not possible to know the impact of a project	1	2	3	4	5
43	There is sufficient funds allocated for baseline studies	1	2	3	4	5

	at Nurture Africa					
	SECTION E: RESULT BASED MONITORING AND EVLUATUION	SD	D	N	A	SA
49	The organization has clear indicators for measuring results at outcome and impact level	1	2	3	4	5
50	The organization reports on outcome and impact	1	2	3	4	5
51	M&E reports informs decision making in the organization	1	2	3	4	5
52	There is utilization of M&E results in the organization	1	2	3	4	5
53	Performance has improved as a result of the demand for M&E results at outcome and impact level	1	2	3	4	5
54	Funding has increased as a result of the organization reporting on outcome and impact	1	2	3	4	5
55	The demand for results at outcome and impact level has improved on accountability in the organization	1	2	3	4	5

E1 Please comment on the overall factors that affects application of result based monitoring and evaluation in Nurture Africa?

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E2 What can be done to enhance result based monitoring and evaluation at Nurture Africa?

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Thank you for your participation!

APPENDIX II: INTERVIEW GUIDE

**FACTORS AFFECTING APPLICATION OF RESULT BASED MONITORING AND
EVALUATION SYSTEM BY NURTURE AFRICA**

The purpose of the interview is to gather Key informants' views on the factors affecting application of result based monitoring and evaluation at Nurture Africa.

Background Information

Gender of respondent: Male () Female ()

Position in the Organization:

Date:

1. What have you done as management to improve on outcome and impact reporting at Nurture Africa?
2. What criteria do you have in place to demand for result both at outcome and impact level?
3. Does Nurture Africa have an M&E operational manual? What was the process of its development?
4. What strategies do you have in this organization to build capacity of staff in Results based Monitoring and Evaluation?
5. Comment on the resources committed to the M&E function at Nurture Africa.
6. What challenges have you faced with regard to reporting at outcome and impact level?
7. What challenges do you face with regard to carrying out baseline studies?
8. What do you recommend to address the challenges mentioned above?

THANK YOU