

**SUCCESS FACTORS FOR ESTABLISHMENT OF A RESULTS BASED MONITORING  
AND EVALUATION SYSTEM AT ADVOCACY FOR VULNERABLE CHILDREN'S  
RIGHTS (AVCR) UGANDA**

**By**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND  
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## **DECLARATION**

I, Isaiah Eitu, hereby declare that, to the best of my knowledge and belief, I am the sole author of this dissertation. The work presented in this dissertation has never been submitted to Uganda Technology and Management University before for the award of a Master's in Project Monitoring and Evaluation or its equivalent, or to any other University / Institution for any academic award. Thus, the work is original, a result of my own research, and where other people's research was used, the authors have been duly acknowledged.

Isaiah Eitu

Signature.....

Date.....

## **APPROVAL**

This is to certify that this dissertation titled “Success factors for establishment of a result based monitoring and evaluation system at AVCR Uganda” was submitted with my approval as the authorized and nominated supervisor of Uganda Technology and Management University.

**Supervisor:**

Name: Mr. Dennis .K. Omvia

Sign .....

Date.....

## **DEDICATION**

This research work is dedicated to God almighty, the creator of heavens and the father of our Lord King Jesus Christ for making all things possible at his own timing. AMEN.

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## ABBREVIATIONS

AFDB	-	African Development Bank
AVCR	-	Advocacy for Vulnerable Children's Rights
CEL	-	Context Evidence Links
IMF	-	International Monetary Fund
IFRC	-	International Federation of Red Cross
M&E	-	Monitoring and Evaluation
MWE	-	Ministry of Water and Environment
NCBS	-	National Capacity Building Secretariat
RBM	-	Result Based Management
RBME	-	Results Based Monitoring and Evaluation
SPR	-	Sector Performance Report
SPSS	-	Statistical Package for Social Scientists
TOC	-	Theory of Change
UEA	-	Uganda Evaluation Association
UEA	-	Uganda Evaluation Association
UNDP	-	United Nations Development Program
UNICEF	-	United Nations International Children Emergency Fund
UTAMU	-	Uganda Technology and Management University

## ABSTRACT

The study was conducted under a topic “Success factors for establishment of a Results based monitoring and evaluation system at Advocacy for Vulnerable Children’s Right Uganda which was the case study with three major objectives which included: To examine how institutional factors influence the establishment of RBM&E, Establish the relationship between organizational resources and the establishment of RBM&E and to find out how organizational capacity influence the establishment of RBM&E. The greater the engagement of success factors in an organization, the excellence in RBM&E. In this case, Institutional factors relate to the norms, rules and routines that guide behavior. (Nurse killam 2013), organization resources are all assets that are available to the institution for use and organization capacity is the application of M&E strategies such as skills, training and technology to coordinate and ensure quality. The study adopted descriptive research design basing on qualitative and quantitative research approach. Data was gathered from 34 respondents out of the population of 36. It also adopted the use of questionnaires, interviews and library research to collect data. Frequencies, percentages, mean and standard deviations were employed using SPSS.

During the research study, it was found out that, as far as influence of institutional factors in AVCR Uganda are concerned, most respondents emphasized that an M & E framework (work plan) really exists. As far as organization resources are concerned, AVCR Uganda permanently recruits M & E specialists since and has a department in charge of M & E related activities. And finally, there is a significant relationship between success factors and service RBM&E.

The study recommends that AVCR should come up with clear reward mechanisms and disseminate to all staff, ensure that M&E work plans are carefully analyzed and finally allocate funds for capacity building trainings.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This study examined success factors for establishing a Result-based Monitoring and Evaluation System in AVCR Uganda. AVCR Uganda is an indigenous non-government organization operating in Uganda. Its major focus is reduction of poverty through provision of tools for sustainable change to the people made most vulnerable due to hunger, violence and disease. AVCR also works with community-based efforts to improve basic education, increase access to quality health care and expand economic opportunity for all. AVCR Uganda is among the few non-governmental organizations with well-established monitoring and evaluation systems and streamlined Results -based Monitoring and Evaluation systems. This was developed overtime to enhance the general performance of the organization in transformation of society.

The study on AVCR Uganda's well established result-based monitoring and evaluation system followed a desire to draw out successful factors that had favored the establishment of the Result-based Monitoring and Evaluation system, and which could be used to support the establishment of similar systems in other sectors in Uganda. Success factors in this study were conceived as independent variable while establishment of result-based monitoring and evaluation system as the dependent variable. Success factors were measured inform of institutional factors, organizational resources and organizational capacity while establishment of result-based monitoring and evaluation system were measured inform of Monitoring and Evaluation plan, Monitoring and Evaluation reports and Utilization of Monitoring and Evaluation findings.

This chapter covers the background of the study, the statement of the problem, the purpose, the objectives of the study, the research questions, the hypotheses, the conceptual framework, the scope of the study, the significance of the study, justification of the study and operational definitions of terms and concepts.

## **1.2 Background to the study**

In this study, the historical, theoretical, conceptual and contextual background was discussed in details herein below:

### **1.2.1 Historical Back ground**

Monitoring and evaluation, as a broad field of study, has steadily grown to cover institutional operations, program and project performance across the globe. Monitoring and evaluation was conceptualized as an accountability tool for the funds used in restoration of structures and systems after World War II in 1945 and as development work continued to grow over the years, monitoring and evaluation became a dependable tool for accountability and learning in both the private and public sectors worldwide (Lynn et al, 2008).

The birth of Result-based Management (RBM) in the late 1990s set a clear mark, that without a Result-based Monitoring and Evaluation (RBME) system, it was becoming very impossible to establish whether the expected changes or results were achieved. This led to the introduction of Result-based Monitoring and Evaluation system in public sectors. It was however sad that despite this perceived brilliance, public sectors as well as development organizations continued to concentrate more on the activity implementation processes rather than the results (change) made in people's lives (Farrell, 2008 and Spreckley, 2009).

The UNDP in their strategic reforms adopted the results-based management systems in 1999, intensifying focus on outcomes as a major shift to better measurement of performance and systematic monitoring and reporting of organizational outcomes (UNDP 2002).

In Latin America, the Result-based monitoring and evaluation system which is commonly known as the Colombia's National Results-based Management and Evaluation System (SINERGIA) was established. This system has progressively developed and endured the countries' institutional, political and fiscal problems to attain one of the highest levels of development. based on its accomplishments in improving the country's performance, it has been held up as an example by multilateral organizations, donor agencies and other governments (Manuel 2008).

South Africa is one of the African countries with mature Monitoring and Evaluation (M&E) systems, established between 1980 and 1994. This followed the increased need for clear-cut accountability from the South African public sectors (Charlin 2010). In 2009, the South African government, through its African National Congress (ANC), made a strategic shift by introducing the outcome approach whose cardinal focus was to ensure improved performance through measurement of outcomes (NEWS 2012). This initiative is championed by the Department of Performance Monitoring and Evaluation (DPME) in the office of the President.

In Ghana, the RBME System focuses on observing the results directly from program/ project outputs. The system recognizes the entire results chain from inputs-outputs-outcomes and impacts indicators. In this system the results refers to those changes that can be attributed to specific program/ project. Thus, only where a causal link can be made is the observed change attributable to the program/ project. It has been observed that as the program/ project analysis improves towards outcomes and impacts, the attribution gap widens to the extent that the



observed changes cannot be attributed only to the program/ project output. (Ghana M&E system-website)

In a bid to improve its service delivery, the government of Tanzania introduced the performance management systems between 2000 and 2006. These systems were mainstreamed in all public sector institutions and are monitored every six month to measure the effectiveness of the developed tools. The usage of these monitoring and evaluation tools stood at 62% in financial year 2008/2009 and steadily rose to 75% in 2012/2013 financial year. (Cafrad.org)

However, according to UNDP (2004), the information generated by tradition and participatory monitoring and evaluation do not demonstrate value for donor 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 Result-based Monitoring and evaluation over others is based on its ability to document 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 research study undertook an in-depth analysis based on theoretical framework of the RBM&E. However, no one single theory can ably explain and resolve the problem. This study adopts the Theory of Change model as the theoretical basis for analyzing and understanding factors influencing outcome and impact reporting (RBM&E).

The ToC, often presented in a diagrammatic fashion or a table (such as a log fame), serves as a basis for future planning and M&E activities, as well communication about such activities with

partners and funders. It is best to develop such a theory explicitly to cover all aspects of one's influencing work before undertaking the work, but this is not always possible. Sometimes, teams must react to emerging circumstances by acting in ways that they had not anticipated and that takes them outside the original plans. In other situations, wholly influential initiatives are carried out without an explicit ToC being constructed. In the former situation, it is best for teams to collect whatever information seems relevant to be incorporated into an improved ToC at a later date. However, this is a challenge in the latter situation where theories must be reconstructed from available project documents and other sources.

There are three common types of ToC:

- **Causal chain:** perhaps the best-known kind of ToC, which describes a succession or 'chain' of elements and the logical or causal connections between them. This usually involves a set of inputs, activities, outputs, outcomes and impact, with each element causing or leading to the next one, depending on certain assumptions. For example, a log frame that sets out this sort of chain can be the basis for a ToC, identifying a series of intermediate outcomes that can be measured as determinants of progress or success (as 'early indicators' of potential impact, and/or confirmation of a useful influencing approach). The downside is that the actual theoretical content and hypotheses about causal links can remain implicit, rather than explicit (Sridharan and Nakaima, 2010).
- **Dimensions of influence:** this approach looks at different dimensions of change. This involves a set of areas of outcomes, each of which is presumed to be important in contributing towards policy influence. For example, the 'context-evidence-links' framework developed by the RAPID team at ODI specifies four key areas that are crucial in shaping the influence of evidence or researchers on policy: the political and policy context, the nature of the evidence,

the key actors and the relationships and networks between them, and external factors, such as social structures or international forces (Court et al., 2005). These represent various changes that, taken together, help create the conditions for policy change. Again, they highlight areas that can be monitored or evaluated.

- **Actor-centred theories:** Some frameworks focus on the behavior change of different actors. Actors are seen as the key driving force for change, with policy-making largely dependent on policy actors and networks, their behavior, relationships, perspectives and political interests. Gearing ToCs around actors provides a clear, concrete focus for M&E activities, namely the behavior changes of those actors. One framework that structures M&E in this way is Outcome Mapping, which focuses M&E activities on the behavior of a program's 'boundary partners' – 'those individuals, groups, and organizations with whom the program interacts directly to effect change' (Smutylo, 2001). Another is Rick Davies's 'Social Framework', which combines elements of the 'causal chain', mapping out a pathway to change through a series of actors and their relationships to each other (Davies, 2008).

There are various ways to combine different ideas about ToCs. The straightforward 'causal chain' model may be too linear or simplistic for understanding policy influence, and may force M&E into a straightjacket that does not reflect the dynamics of the specific context. Patricia Rogers provides a wealth of guidance about how to fit ToCs to complex challenges, such as incorporating simultaneous causal strands (two or more chains of events that are all required for the intervention to succeed) or alternative causal strands (where a program could work through one or another path). (Rogers, 2008).

Another area for elaboration is the interaction with various different (potential) contexts. Both Pawson and Tilley argue that evaluation must consider how a program may function by various different causal mechanisms which would interact with various potential contexts in order to produce an outcome (Pawson, 2002; Tilley, 2000). For example, the literature shows that the influence of research on policy will play out in very different ways depending on whether the government happens to have an interest in the issue, or capacity to respond (Carden, 2009). The emphasis should not be on making things highly intricate, but on trying to provide a realistic and intuitive model that clearly sets out a team's assumptions and ideas about change.

There are two important considerations for developing a ToC. First, **start with a picture of what drives change in the 'target'**. A good ToC should, where possible, draw on a realistic understanding of what forces tend to affect the desired target audience or outcome. This is an important opportunity to incorporate social science theory into the planning and M&E of policy influencing, but also crucial in establishing realistic expectations about what can be achieved, and what degree of influence a particular program may have exerted. Stachowiak (2007) presents six theories of policy change:

- 'Large Leaps' or Punctuated Equilibrium Theory, like seismic evolutionary shifts, significant changes in policy and institutions can occur when the right conditions are in place.
- 'Coalition' Theory or Advocacy, Coalition Framework, where policy change happens through coordinated activity among a range of individuals with the same core policy beliefs.
- 'Policy Windows' or Agenda Setting, where policy can be changed during a window of opportunity when advocates successfully connect two or more components of the policy process: the way a problem is defined, the policy solution to the problem or the political climate surrounding their issue.

- ‘Messaging and Frameworks’ or Prospect Theory, where individuals’ policy preferences or willingness to accept them will vary depending on how options are framed or presented.
- ‘Power Politics’ or Power Elites Theory, where policy change is made by working directly with those with power to make decisions or influence decision making and,
- ‘Grassroots’ or Community Organizing Theory, where policy change is made through collective action by members of the community who work to find solutions to problems affecting their lives.

Second, **link into this the way(s) that the project aims to influence the target.** A causal chain, or ‘pathway’ can then be linked into the model of what affects the target audience or outcome, to specify how the project or program hopes to influence it. This could flow from the project outputs, to a chain of intermediate outcomes, to the wider and longer-term outcomes. Alternatively, coming to a case ex-post, the process would try to trace key chains of events that lead towards final decisions or outcomes. It is likely that certain outcomes required for success are beyond the direct control of the individual project, program or organization.

While the project team is in charge of the inputs and resources, local actors will often become involved in activities and outputs, and any policy influencing activity is likely to be only one of a multitude of factors that influence outcomes and impact (Smutylo, 2001). It is also desirable for projects and programmes to gradually reduce their control over changes as the causal chain progresses, as change needs to be owned locally, rather than externally, to be sustainable, especially if these are questions of politics and policy.

In these situations, it may be wise to focus a good deal of the data collection, and accountability measures, on the sphere within which the project/programme has a direct influence when developing a ToC, to provide more useful guidance for reporting and decision-making. Outcome

Mapping, for example, focuses on the influence on partners with whom an organization works directly.

### **1.2.3 Conceptual Background.**

The study emphasizes on success factors which include institutional factors support, organization resources and organization capacity and how these factors lead to the establishment of RBM&E. The relationship between the success factors and RBM&E are the apparatuses to achieve the recommended output while result-based monitoring and evaluation is the outcome. The study will specifically examine or look at the three main dimensions under success factors namely: institutional support factors, organization resource and organization capacity which are the independent variables while RBM&E is the dependent variable.

According to Presidency of South Africa (2007), monitoring involves collecting, analyzing and reporting data on inputs, activities, outputs, outcomes and impacts as well as external factors, in a way that supports effective management. They further noted that monitoring aims to provide managers, decision makers and other stakeholders with regular feedback on progress in implementation and about this policy framework and its applicability. Whereas UNITAR (2012) defined monitoring as a routine process of collecting and recording information in order to track progress towards expected results. **Evaluation** is the systematic assessment of the design, implementation and/or results of a programme, project, activity, policy, strategy or other undertaking. (UNITAR, 2012)

Evaluation is a time-bound and periodic exercise that seeks to provide credible and useful information to answer specific questions to guide decision making by staff, managers and

policymakers. Evaluations may assess relevance, efficiency, effectiveness, impact and sustainability. Impact evaluations examine whether underlying theories and assumptions were valid, what worked, what did not and why. Evaluation can also be used to extract crosscutting lessons from operating unit experiences and determining the need for modifications to strategic results frameworks results and early indicators of problems that need to be corrected. It usually reports on actual performance against what was planned or expected. (Presidency of South Africa, 2007)

Monitoring and Evaluation uniquely oriented towards providing its users with the ability to draw causal connections between the choice of policy priorities, the resourcing of those policy objectives, the programs designed to implement them, the services actually delivered and their ultimate impact on communities. M&E helps to provide an evidence base for public resource allocation decisions and helps to identify how challenges should be addressed and successes replicated. (Presidency of South Africa, 2007)

RBM&E , the word result in this context means that monitoring is focused on the higher level objectives/outcomes and not the lower level activities. This approach uses the logical framework as the basis for project design and establishes the quantifiable monitoring indicators against the objectives and measures the qualitative results against assumptions, risks and stakeholders. (Spreckley, 2009) Whereas Kusek and Rist 2004:1 postulated that 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, program or policy. It differs from traditional implementation-focused M&E that is defined by

compliance. In this regard, it moves beyond the emphasis on inputs and outputs to a greater focus on outcomes and impact (Kusek and Rist 2004:1)

#### **1.2.4 Contextual Background**

Over the past decades, Uganda has undergone comprehensive economic reforms and has achieved macroeconomic stability. Hague (2001:pg16) asserts that the recognition of service delivery's effectiveness as an imperative of national development management is a strong evidence of commitment to results by the Ugandan government (Alois 2012). Uganda is named among the first countries to benefit from the IFM and world bank support to the HIPC with good M&E systems (Kusek and Rist 2004: pg6). The Monitoring and Evaluation in Uganda got a major boost with the establishment of the department of Monitoring and Evaluation at the Prime Minister's office. This from time to time conducts reviews and evaluations on the implemented government programs/ projects and advises the cabinet accordingly. Establishment of the Uganda Evaluation Association (UEA). It is, however, key to note that despite the existence of an M&E systems at the executive realms, casketing it down to the different ministries still remains a challenge. There are no formal Result-based Monitoring and Evaluation (RBME) systems that comprehensively inform the strategic decisions for better public sector performance. Every public institution develops its own performance measurement yardsticks, which negate the cardinal principles of RBME approach as advanced by Kusek and Rist 2004.

This study will be carried out at Advocacy for Vulnerable Children's Rights Uganda located in Bukedea town council in Bukedea district. It is an indigenous Non- Governmental Organization (NGO) founded in 2008, that is committed to advocating for the rights and freedoms of vulnerable children at all levels. It seeks to create an enabling environment for children to freely



exercise their abilities and enjoy privileges such as self-expression, education, peace, love, clothing, food, leisure and protection against all forms of abuse among others; as provided for in the Uganda Child's Rights and Protection Act of 1996 and the international declarations of human rights.

AVCR acknowledges human rights as the greatest fundamental promulgation that government, states, kingdoms, public and private organizations have offered to the human race. And it is against this principle background, therefore, that this organization was established to protect and preserve these irrevocable and most valuable assets.

The sole interest of the organization lies in the protection of vulnerable children stemmed from rampant child abuse, neglect, child labour and sexual exploitation that society easily takes advantage of.

AVCR – Uganda helps families of children at risk of abandonment and gives them secure future within their communities and strengthens families so they can care for their own children through education, food security and other projects.

We work to keep families together, send children to school, help mothers alive and protect children by transforming systems with the aim of transforming a child's life.

The organization operates in Teso sub-region in North Eastern Uganda, with its head office being in Bukedea district and covers a total of 8 districts of Bukedea, Kumi, Ngora, Serere, Kaberemaido, Soroti, Amuria and Katakwi with plans to extend its services to Karamoja sub-region in the near future. It focuses on reduction of poverty through provision of tools for sustainable change and support to the most vulnerable communities due to hunger, violence and disease. It also works with community-based efforts to improve basic education, increase access to quality healthcare and expand economic opportunities for all. The organization employs a total of 36 members of staff that run four core organizational programs.

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

In the past 8 years of Advocacy for Vulnerable Children's Rights operations, there has been widespread complaints about very little outcome and impact of the project involvements thus recognizing the significance of Result-based monitoring and evaluation systems in performance improvement. Some of the factors that have been advanced by the organization that have led to dysfunctional project activities are; conceptual and technical challenges, where it is very difficult to determine the links between policy influencing activities and outputs and any change in policy, nature of policy influencing was rare, practical problems that constrain the production and use of knowledge like staff rarely have the time /resources to conduct M & E; lack of interest from managers is a hindrance to effective monitoring and evaluation (Turabiet al, 2011), lack of a transparent administrative culture that does not encourage accountability for both effective financial and performance management and technical skills to collect, analyze and report quality data has been noted to be another challenge. According to Williamson (2003), the organizations lack formal internal reporting and performance tracking systems against which the sector interventions are monitored and evaluated. UNICEF (2012) observed that, even those who

attempt to set up these RBME systems did not have sufficient data to inform the result-based monitoring and evaluation processes.

This implies that such a problem requires establishment of success factors for the establishment of Result-based Monitoring and Evaluation. When adopted, success factors can provide the decision-makers in the monitoring and evaluation department with unbiased and objective information regarding the success factors of RBM&E. It was therefore pertinent that this study is conducted to establish key success factors that both public and private sector organization could use as benchmarks for establishment of result-based monitoring and evaluation systems in order to improve planning, implementation and reporting processes in Uganda. This study is therefore intended to examine how success factors influence RBM&E at AVCR Uganda. It looked at understanding the relationship between success factors as independent variable (which include institutional factors support, organization resource and organization capacity and RBM&E as a dependent variable and analyse how one affects the other.

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

The purpose of study was to examine the success factors for the establishment of Result Based Monitoring and Evaluation system in AVCR Uganda.

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

The study was guided by the following objectives:

- i. To examine how institutional factors influence the establishment of result-based monitoring and evaluation system in AVCR Uganda.

- ii. Establish the relationship between organizational resources and establishment of result based monitoring and evaluation system in AVCR Uganda
- iii. To find out how organizational capacity influences the establishment of result-based monitoring and evaluation system in AVCR Uganda

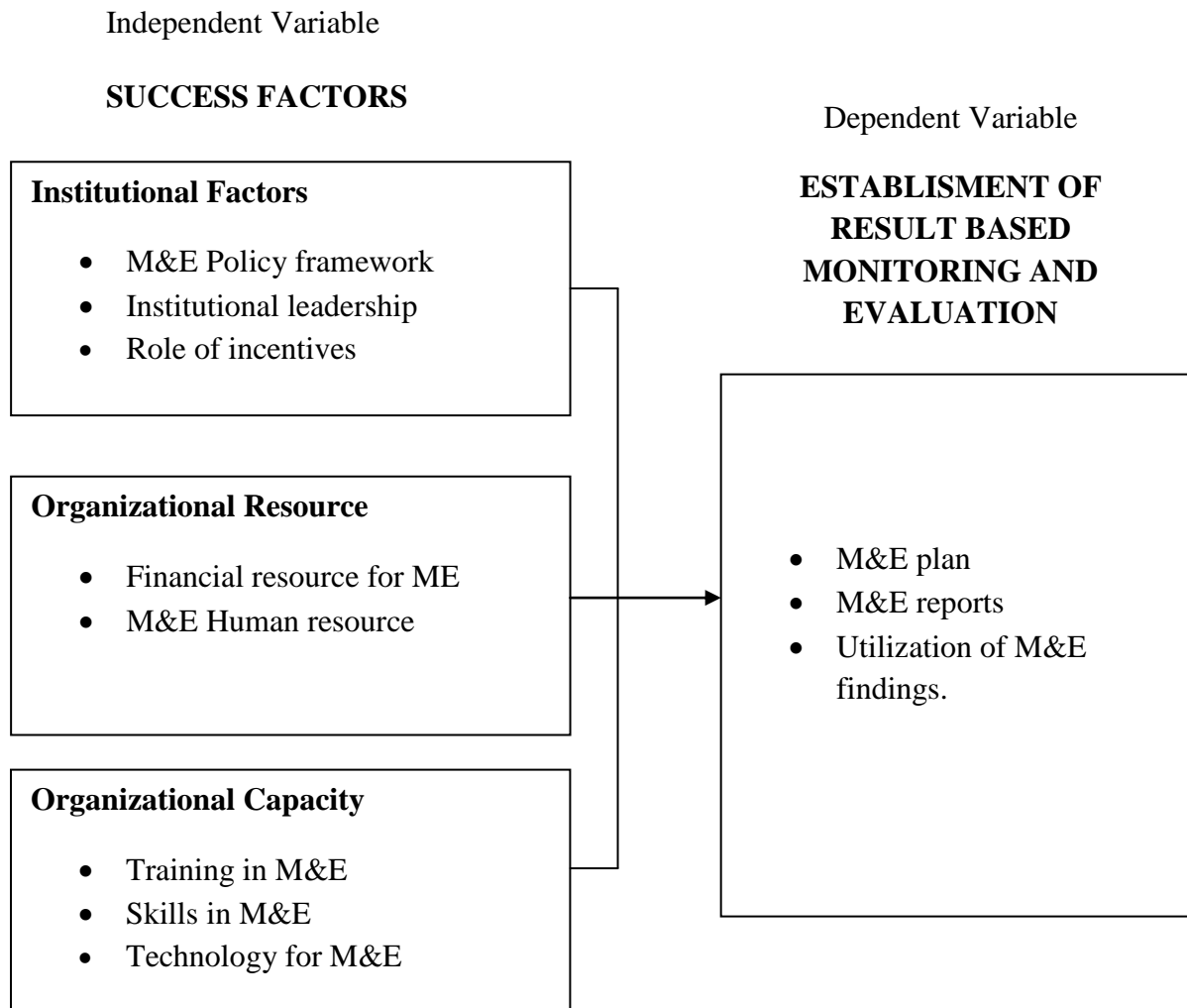
### **1.6 Research Questions**

- i. How do institutional factors influence the establishment of result-based monitoring and evaluation system in AVCR Uganda
- ii. What is the relationship between organizational resources and the establishment of result-based monitoring and evaluation system in AVCR Uganda?
- iii. How does organizational capacity influence the establishment of result-based monitoring and evaluation system in AVCR Uganda?

### **1.7 Research Hypotheses**

- i. Institutional factors have a significant positive influence on the establishment of result based monitoring and evaluation system
- ii. There is significant positive relationship between organizational resources and the establishment of result-based monitoring and evaluation system
- iii. Organizational capacity has a significant positive influence on the establishment of result based monitoring and evaluation system

## 1.8. Conceptual framework



*Source: Adopted with modifications from Hassan Karamat 2014, superior University*

**Figure 1.** *Above is of a conceptual framework for this study.*

The above conceptual framework formed the core base for this study. It is imperative to note that the establishment of a sustainable and reliable Result-based monitoring and evaluation system in any organization is dependent on a number of factors which the researcher in this study aimed at identifying and justifying. The figure 1 above clearly depicted that some of this factors are institutional related which could be measured by; (the M&E policy framework, the institutional

leadership and by the role played by incentives). These factors could also relate to organizational resources (financial resources allocated to M&E and available M&E human resources) and these factors could further relate to the organizational capacity to institute, conduct and or manage monitoring and evaluation.

### **1.9 Significance of the Study**

This study shall be used as a guide for organizations with a desire to build result-based monitoring and evaluation systems for improved organizational performance.

The results of the study will be useful to AVCR Uganda and other organizations in identification of areas that require improvement in their already existing RBME systems.

The findings of this research will not only build on the existing RBME knowledge but shall also form the basis for future studies.

### **1.10 Justification of the Study**

According to Raftree and Bamberger (2014), various trends are impacting on the field of monitoring and evaluation in the area of international development. Resources have become ever scarcer, while expectations for what development assistance should achieve are growing. The search for more efficient systems to measure impact is on. Country governments are also working to improve their own capacities for evaluation, and demand is rising from national and community-based organizations for meaningful participation in the evaluation process as well as for greater voice and more accountability from both aid and development agencies and government. Result-based Monitoring and Evaluation has emerged as one of the most effective and efficient means through which the impacts of organizational performances can be measured. The greatest challenges however have been associated with the processes of putting these

RBME systems in place. Some have attempted to set them up but failed mid-way while others are still hesitant to take the first step in making the attempt. The biggest fear emanated from lack of adequate knowledge of key factors that could be taken into account for the successful establishment of these systems. The zeal to conduct this study was therefore propelled by the desire to identify, compile and share reliable factors developed through a comprehensive study of facts developed from an indigenous organization.

### **1.11. Scope of the Study**

For better understanding of this subject matter, this study had a content scope, time bonds and clearly defined geographical limits.

#### **1.11.1 Content Scope**

The study focused majorly on the result-based monitoring and evaluation systems in AVCR Uganda identifying factors that enabled its successful establishment and sustainability. The target study population included Monitoring and evaluation officers, program managers, administrative managers and technical field staff.

#### **1.11.2 Time Scope**

Well aware that dragging any study of this nature results into distortion of information and compromise of the research quality, this study was conducted and completed within three month - that is to say May, June and July 2016.

#### **1.11.3 Geographical Scope**

This study was conducted in Bukedea District, specifically at AVCR Uganda headquarters.

### **1.12. Operational Definitions**

For purposes of this study the following statements / words were used to mean the following;

**Monitoring** is a continuous, systematic and regular (routine) collection of data on a given project's indicators to provide the management and 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 output, outcomes and impact. Outputs are the products, capital goods and services, which result from a project. ( Lynn et al, 2008)

**Evaluation** is a selective exercise that attempts to systematically and objectively assess progress towards and the achievement of an outcome (UNDP2002)

**Results-based Monitoring:** (what we call “monitoring”) is a continuous process of collecting and analyzing information to compare how well a project, program, or policy is being implemented against the expected results (IPDET)

**Results-based Evaluation;** Results-based evaluation is an assessment of a planned, ongoing, or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability(IPDET).

**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).

**Public Sector:** refer to government established institutions which ensure provision of public goods and services.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

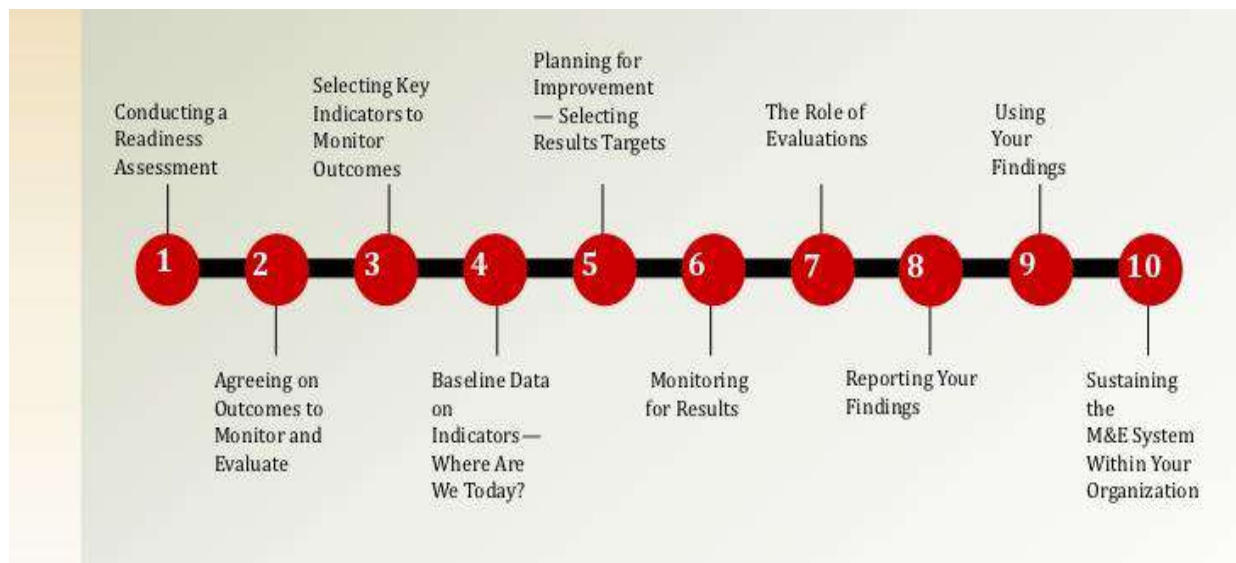
#### **2.1 Introduction**

It explores the different schools of thought that have come out to share valuable information and research about success factors for establishment of a results-based monitoring and evaluation system. The chapter compares and reviews different theories and approaches from different scholars, journals and researchers who have drawn a lot of relationships between success factors and RBME over the years. This chapter also provides some literature (existing written material) on the success factors and RBME with special focus on activities in AVCR. The purpose is to familiarize with and appreciate issues related to RBME factors, as investigated and presented by other researchers, in various information media, including text books, internet/ websites and journals that have been published on RBME systems in the private sectors. Such information was reviewed for enrichment of this study. The reviewed literature covers, among others, the theoretical, conceptual and actual reviews of the study which includes: Institutional factors, Organisation resource, Organisation capacity and Key issues emerging from the literature review.

#### **2.2 Theoretical Review.**

The establishment of RBME systems have in recent years been successfully executed using a 10 step model for building a sustainable result-based monitoring and evaluation system which includes: conducting a readiness assessment, agreeing on outcomes to monitor and evaluate, selecting key indicators to monitor outcomes, baseline data on indicators, planning for improvement, monitoring for results, role of evaluations, reporting of findings, use of findings

and sustaining the M & E system. This model which has been accepted as a benchmark for establishment of M&E systems is attributed to Kusek and Rist 2004. The sequential undertakings for the 10 step RBME model is as per the illustration below:



*Source (Jody and Ray C. 2004)*

**Figure 2 above shows the ten step for establishment of a sustainable RBME system.**

However, according to Spreckley 2009, monitoring and evaluation should be planned for and designed at the same time as planning and designing a project. Monitoring and Evaluation requires resources such as skills, time, access to stakeholders and communication channels that if not planned and budgeted for, weaken project's management and accountability.

### **2.2.1 Theory of change**

Harry Jones (2011) asserts that, the theory of change, often presented in a diagrammatic fashion or a table (such as a log frame), serves as a basis for future planning and M&E activities, as well communication about such activities with partners and funders. He further noted that, it is best to develop such a theory explicitly to cover all aspects of one's influencing work before undertaking the work, but this is not always possible. He later emphasized that sometimes, teams must react to emerging circumstances by acting in ways that they had not anticipated and that takes them outside the original plans. In other situations that wholly influence the initiatives are carried out without an explicit ToC being constructed. (Jones, 2011)

However, Stein concurred with Valters 2012 by stating that the theory of change is part of the program theory that emerged in the 1990s as an improvement to the evaluation theory. A theory of change is a tool used for developing solutions to complex social problems. It provides a comprehensive picture of early and intermediate changes that are needed to attain a long-term set goal (Anderson, 2005). It therefore provides a model of how a project should work, which can be tested and refined through monitoring and evaluation. A theory of change is also a specific and measurable description of change that forms the basis for planning, implementation and evaluation. Most projects have a theory of change although they are usually assumed (CARE, 2013). The theory of changes 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).

NCBS (2013) finally asserts that, a theory summarizes how change will happen and that it also outlines the key results to be achieved, the processes and stages through which the results will be achieved and the assumptions made when moving from one stage to the other. They further noted that an important feature of the theory of change that distinguishes it from a results framework and the log frame is that it also assesses the strength of evidence for each assumption and process. This is useful in identifying areas where further evidence is required and this could influence design of monitoring framework and evaluation questions. (NCBS, 2013)

### **2.3 Conceptual Review**

A conceptual framework in research, according to Amin, (2005) is an arrangement of study variables in order to establish their relationships. The variables include independent and dependent for this research. The independent variables in the study are identified as institution factors, organisation resource and organisation capacity. The dependent variable is the result-based monitoring and evaluation (RBME) which is seen in form of outcome of the success factors. The concept of RBME as part and parcel of Results-based management (RBM) is believed to have begun with Peter Drucker as Management by Objectives (MBO) and Program Performance Budgeting System (PPBS) in the 1960s and evolved into the use of logical framework for the public sector in the 1970s (Rassapan 2003: 02) . It was adopted by different countries in the 1980s and 1990s using different forms and names. It has now developed into a proven and accepted approach for improving public sector accountability, effectiveness and efficiency.

## **2.4 Institutional factors and RBME Systems**

Institutional factors relate to the norms, rules and routines that guide behavior. These factors may be both internal and external related (Nurse killam 2013). Internal factors like the existence of an M&E policy frame work are central to building an institutional strategic direction towards establishing and strengthening of a RBME system (UNITAR 2012). According to (Angela bester 2012:33.) establishment of a RBME system requires an explicit theory of change, adequate resources to facilitate the set up processes and a well-structured change management approach within the organization. The evaluation by UNDP Evaluation Office (UNDP 2007), stressed the importance of having incentives in place for managers and staff to use results-based monitoring and evaluation. It is apparent from these studies and the existing literature that the issue of incentives cannot be dealt with on an ad hoc basis. There are needs to be a framework for incentives and how they should be applied (Angela Bester 2012:pg33)

### **2.4.1 M & E policy frame work**

According to Harry Jones (2011), influencing policy is a central part of much of the international development work. Donor agencies, for example, must engage in policy dialogue, if they channel funds through budget support, to try to ensure their money is well-spent. He further asserted that civil society organizations are moving from service delivery to advocacy in order to secure more sustainable, widespread change. And there is an increasing recognition that researchers need to engage with policy-makers if their work is to have wider public value. (Jones, 2011)

Start and Hovland (2004) discusses that policy influence can encompass a wide range of activities. In this paper, policy influence and advocacy is defined broadly as an intervention

intended to catalyze, stimulate or otherwise seed some form of change through different forms of persuasion.

Tsui et al 2014 noted that having a firm understanding of policy development frameworks enables effective communication with other practitioners over how you think the context operates. He further noted that some of these frameworks operate on an assumed theory and it may be useful to communicate with the rest of the team, what the assumptions are. These frameworks should be used when you are analysing the contextual settings when designing a new intervention or evaluating a past intervention. (Tsui et al 2014)

The four frameworks are compared in the table below:

Table 1: Brief description of policy development and formation framework

Frame work	What is it?	Why use it?	When use it?
Linear process	A simple linear diagram that broadly describes five stages involved in policy development: agenda setting; policy formulation; decision making; policy implementation; evaluation.	When decision-making is simple, this framework offers a common language for intervention planning.	When policy change is controlled by one actor; when there are clear and uncontested goals for decision makers; and when there are predictable processes for decision-making.
7Ps	Expanding on the linear process, the 7Ps adopt a more nuanced approach to policy development which explains the policy process as a circle with six different, interacting elements	The 7Ps remind us there are multiple aspects of policy development. They all stem from the problem and are all interconnected.	It may be useful to use as a way of framing more complicated policy processes, or when analyzing different levels of policy (e.g. local, sub-national, and national).
Context, Evidence, Links (CEL)	Considers wider political interests and the role of civil society and evidence to create a more holistic approach to understanding how policy changes.	CEL is particularly useful to help understand how information and evidence has been used, shaped or ignored by policymakers and how it could be used more effectively.	When you need to understand the links between tactics ,activities and inputs of an intervention and the corresponding changes in policy.

**Source:** Working Paper 395 by Tsui et al, 2014

### **2.4.3 Institutional leadership**

Kusek concurred with Rist, 2002 noted that a successful result-based M & E system must have sustained leadership. They further noted that, while it is important to have good program managers overseeing the implementation of government programs and projects, there must also be strong political support at the very highest levels of government. They still asserted that the country, through its government, must be in the driver's seat in developing these systems. We have found consistently that without a strong champion who is willing to take on the ownership of a results based M & E system, it will neither be built nor used. (Kusek and Rist, 2002) However, according to the Quality Assurance and Results Department (ORQR), established in 2008, has assumed overall leadership for the establishment of a results-based management culture. (AFDB, 2011)

### **2.4.4 Role of incentives**

According to Berhanu (2011), incentives need to be introduced to encourage the use of performance information. He further noted that success needs to be acknowledged and rewarded, problems need to be addressed, organizational learning is valued and budget savings are shared. Corrupt or ineffective systems cannot be counted on to produce quality information and analysis. (Berhanu 2011)

Still on (Berhanu) 2011, he strongly continues to assert that, sustaining RBM&E systems also involves using appropriate incentives to keep managers and stakeholders on track and motivated. There are a variety of organizational, financial, resources, political, technical assistance and training incentives that can be used to sustain RBM&E systems. Likewise, managers need to



remove disincentives to sustaining RBM&E systems. Thus the following, are the incentives which must be put into consideration: clarity of RBM&E responsibility, financial and other rewards; appropriate salaries and other rewards, activity support; support, such as financial and other resources for carrying out RBM&E activities, personnel and partner strategy; hiring staffs that have an open attitude to learning and signing on partners who are willing to try out more participatory forms of RBM&E, project/program/policy culture; compliments and encouragements for those who ask questions and innovate; giving relatively high status to RBM&E among staff; performance appraisal processes; equal focus on staff capacity to learn and innovate rather than focusing only on the achievement of quantitative targets; showing the use of RBM&E data; making the data explicit and interesting by displaying them. Feedback: telling data collectors, information providers, and others involved in the process how their data was used (analysed), and what it contributed to the project. (Berhanu 2011)

Hauge, 2001, argues that, the best way of ascertaining that managers are motivated to achieve results is the alignment of incentives to those results. He further noted that, the principles of equity are deeply embedded in Uganda's civil service culture. Grading of jobs, rather than individual performance, and across-the-board salary increases remain key features of MPS's approach to public service reform. There is a weak enforcement of sanctions for malpractice or poor performance. To strengthen the attention of civil servants on poverty-reduction outcomes, the definition of goals, performance and implementation success should be broadened from an emphasis on processes and outputs to encompass achievements in contributing to outcomes. An immediate step would be to broaden the focus on physical outputs to encompass measures of reach: service facility access, coverage, use and client satisfaction. (Hauge, 2001)

According to Castrol (2008), based on the premise that the best road to results-based management is to generate adequate set of incentives to implement the strategy, two instruments stand out: results agreements and results committees. He further noted that results agreements are management partnership contracts entered into by the governor and the state secretariats (first-tier agreements), and between state secretariats and their work teams (second tier agreements). Keeping in mind the strategic vision and desire to strengthen the importance of targeted actions, as well as the notion of supervised autonomy, the M&E system spends more energy on the first tier, and leaves the respective sectoral agencies in charge of second-tier agreements. (Castro, 2008)

Lastly, Kusek and Rist (2004) asserted that, incentives and demands for Designing and Building a Results-based M&E System is important in determining whether incentives exist—political, institutional or personal before beginning to design and build a results-based M&E system

## **2.5 Organizational Resources and RBME System**

Organizational resources are all assets that are available to the institution for use. There are four basic types of organizational resources which are significantly key in the establishment of a RBME. These, among others, include human, monetary, raw materials and Capital (Subject money.com) a highly professional, skilled and talented human resource base works perfectly well in favor of the RBME system establishment process. Kusek and Rist (2004) recognize the pertinent role individuals as part of the human resource in embracing and championing the RBME establishment processes. World Bank (2000) seems to agree with this when it notes that

lack of champions, fiscal resources and political will act as immediate barriers to the establishment of the RBME system. Chris Bishop (2015), points out a strong human resource base as one of the key factors in the establishment of a RBME system in the public sector.

### **2.5.1 Financial Resource for M&E**

According to IFAD 2002, the financial resources are fundamental for RBME system because of developing the capacities of the staff and acquisition of equipment that facilitates the system. Ellis (2009) acknowledges that monitoring and evaluation consumes 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 Result-based Monitoring and Evaluation by organizations is an imbalance between accountability and learning. While Result-based Monitoring and Evaluation advocates for a balance between learning and accountability, many development organizations are still emphasizing accountability more than learning (IFAD, 2002).

Crawford and Bryce (2003), noted that financial resources should be tracked with a project budget with the project activities having cost attached to them, with comparison of what has been spent on project activities with what should have been spent as per planned expenditure in the budget. This information of expenditure is obtained from the individual in charge of project accounts. This comparison of actual expenditure versus planned expenditure should be done regularly to determine if the project is not going over budget. (Crawford and Bryce, 2003).

NCBS (2013) argues that, financial managers are responsible for financial planning to ensure adequate cash-flow, monitoring financial resources and controlling expenditures to ensure appropriate use of funds, and providing program managers or coordinators with timely access to funds and information about expenditure, among other tasks. They further noted that,

an annual budgeting exercise takes place to identify full costs of running the organization, number of revenue sources that support organizational operation, the Secretariat has a written policy outlining expense procedures and percent of months where the balance in the cashbook is reconciled with the balance on the bank statement for every bank account. (NCBS, 2013)

### **2.5.2 M&E Human Resource**

NCBS (2013) asserted that human resources (HR) management describes the processes of recruitment, performance management, staff development and staff retention. They further noted that, in a country like Rwanda that has once been affected by conflicts, where access to education has been disrupted and many skilled workers have fled during the conflict, it can be quite a difficult task to recruit staff with the appropriate skills. In this context, staff development and staff retention become particularly important. (NCBS, 2013)

According to IFRC (2011), a first step in planning for M&E human resources is to determine the available M&E experience within the project team, partner organizations, target communities and any other potential participants in the M&E system. It is important to identify any gaps between the project's M&E needs and available personnel, which will inform the need for capacity building or outside expertise. They further noted that there are key questions to guide this process which include: Is there existing M&E expertise among the project team? How does this match with the M&E needs of the project? ,Is there M&E support from the organization implementing the project? For instance, is there a technical unit or individuals assigned with M&E responsibilities to advise and support staff and if so, what is their availability for the specific project? Do the target communities (or certain members) and other project partners have

any experience in M&E? It can be useful to refer to the discussions about the M&E stakeholder assessment. (IFRC, 2011)

Ramesh (2002) argues out that, human resources on the project should be given clear job allocation and designation befitting their expertise, if they are inadequate then training for the requisite skills should be arranged. For projects with staff that are sent out in the field to carry out project activities on their own there is need for constant and intensive on-site support to the outfield staff (Ramesh, 2002: and Reijeret *al.*, 2002) e.g. in a BCC project where a number of peer educators are recruited and deployed on their own in different parts of the implementation area, there is need to constantly check on them and help solve any challenges they may be encountering such as running out of materials, supplies, encountering hostile communities, whereas Avecedo et al (2010) postulated that building an adequate supply of human resource capacity is critical for the sustainability of M&E system and generally is an ongoing issue.

## **2.6 Organizational Capacity and RBME System**

Presidency of South Africa 2007, asserted that the capacity needed to implement M&E strategies is required in two places: Line managers need the generic M&E skills required by the Framework for Managing Programme Performance Information and Specialist M&E skills are likely to be needed for other aspects of the M&E Strategy, to coordinate and ensure quality. They emphasized that initiatives to build the first set of skills should be integrated into the institution's overall skills development strategy. However, providing the second set of specialist M&E skills in many instances requires a specialist M&E Unit but this is a decision for each institution. Arrangements for the provision of specialist M&E skills should be explicitly referred to in the institution's Strategic Plan. (Presidency of South Africa, 2007)

### **2.6.1 Training in M&E**

According to Hauge (2001), M&E ultimately draws on a broad range of technical fields, including economics, accountancy, social science research methodology, contract administration, information management, general management and “process facilitation” or consulting skills. On which Uganda has a fairly well developed infrastructure for training in these fields. And although an exhaustive review of human resource development needs is beyond the scope of this review, there are, undoubtedly, shortcomings and needs for institutional strengthening. Skills are needed in central government, in the district administrative apparatus and at the level of frontline service facilities. He further noted that, technical skills and training are a necessary precondition for capacity development. Therefore, a further element of skills and capacity development would be the establishment of a national evaluation association, a proposal that was made by participants at the M&E workshop organized by MFPED in Kampala in October 2000. (Hauge, 2001)

IFRC (2011) noted that, once roles and responsibilities have been determined, it is important to specify any M&E training requirements. They further noted that for longer-term projects/programmes, or those with significant training needs, it may be useful to create an M&E training schedule (planning table), identifying key training sessions, their schedule, location, participants and allocated budget. M&E training can be formal or informal. Informal training includes on-the-job guidance and feedback such as mentorship in completing checklists, commenting on a report or guidance on how to use data management tools. Formal training can include courses and workshops on project/programme design (log frames), M&E planning, data collection, management, analysis and reporting, etc. Formal training should be tailored to the

project/programme's specific needs and audience. This can involve an outside trainer coming to the project/programme team/site, sending participants to training/workshops, online training or academic courses. Whereas UNITAR (2012) asserted that, as a training and research organization, the Institute naturally places much emphasis on delivering learning-related products and services with an aim to bring about changes in behavior, to enhance on-the-job performance and to develop other capacities of its beneficiaries, be they individual or organizational, with a view to achieving or contributing to the achievement of higher order, longer-term objectives. Parallel to learning, the Institute also engages in programmes aimed at achieving broader social and economic development outcomes, such as developing institutional capacities, strengthening public participation in decision-making and improving relief coordination in the wake of humanitarian emergencies and natural disasters. (UNITAR 2012)

Schacter (2000) noted that, officials need to be trained in modern data collection, monitoring methods and analysis but rather asserted that this can be difficult for many developing countries. For example, there is a severe shortage of local capacity in sub-Saharan African countries, compounded by the emigration of well-qualified people out of the region (Schacter2000, p. 8). Technical assistance and training for capacity and institutional development may be required. At the Introduction: Building a Results-based Monitoring and Evaluation System same time, donors should try to harmonize their evaluation requirements (Kusek and Rist, 2004) relative to recipient countries. Both formal training and on-the-job experience are important in developing evaluators. Thus Acevedo (2010) postulated that two key competencies for evaluators are cognitive capacity and communication skills therefore program and senior managers are important audiences for less technical training on M&E and RBM since they need to have

enough understanding to trust and use M&E information whereby this type of broad training/orientation is critically important in building a results culture within organizations. (Acevedo et al, 2010)

### **2.6.2 Skills in M&E**

Establishing a RBME requires specialized skills such as data tools development, data collection, analysis and presentation of findings. These skills are instrumental in building a reliable M&E database of facts, which are used to inform the decisions of an institution.

According to (World Bank 2000), the broader assessment of the organizational capacity must critically look at the technical skills, managerial skills, existing data systems and their quality, technology available, fiscal resources available and institutional experience in conducting monitoring and evaluation.

Mackay (2007) discusses that in order to institutionalize RBM&E, building skills of staff, developing procedures, methodology, data systems, manuals etc. are important issues that need to be considered. Dissemination mechanisms of RBM&E findings also need to be put in place so that formalized feedback arrangements operate to integrate lessons into planning and designing new projects/programs/policies. ((Mackay 2007; Sivagnanasothy 2007). However, M&E skills and capacities constitute a component of several assistance projects and programmes funded by CDF partners – e.g. in support of ministerial planning and management objectives. In other projects, there are M&E skills and capacity development activities that cater to the projects themselves. (ArildHauge, 2001)



Presidency of South Africa (2007) noted that sound technical skills in data collection and analysis are necessary for the system's sustainability. Managerial skills in strategic goal setting and organizational development are also needed. Data collection and retrieval systems must be up and running, and modernized. Organizations will need to commit continuous financial resources to the upkeep and management of RBM&E systems. Institutional experience and memory are also helpful in the long-term sustainability of these systems. (Presidency of South Africa, 2007)

### **2.6.3 Technology for M&E**

Kusek and Rist (2004), discusses that technically trained staff and managers, and at least basic information technology, are also a must whereby in some cases, donor-supported technical assistance and training will first be necessary for the country to produce a minimum of information and data, and start to build an M&E system. A recent assessment found that capacity building for key national officials in results-based M&E and performance-based budgeting will be needed in the Arab Republic of Egypt (World Bank, 2001).

They further asserted that sometimes a great deal of data is collected in a country, but there may not be much understanding of how to use the data. Therefore, providing mounds of data and no analysis will not generate the information needed to improve programs. How much information and data are enough? Obviously, decision makers seldom have all the information they need when they need it. This is a common dilemma with respect to managing in any organization. Even without perfect data, though, if the M&E system can provide some analytic feedback, it will help policymakers make more well-informed decisions. (Kusek and Rist, 2004)

## **2.7 Establishment of a RBME System**

This dependent variable is an evidence of the actual existence of a system as a result of certain undertakings. The evidence lies in the existence of an M&E plan, reports and utilization of findings.

M&E plan; is a roadmap to the successful implementation of an M&E activity. It identifies how evaluation questions directly link to programmatic goals and Variables needed for measurement so as to provide answers to monitoring and evaluation questions (Marla Vaughan... et al...2009).

M&E reports are essential in directing the top management's decision making processes.( Kusek and Rist 2004). These reports should be timely, clear to the point and comprehensible if the findings are to be utilized.

Utilization of findings; the common scenario across various sectors is non-utilization of monitoring and evaluation findings. According to Kusek and Rist 2004, utilization of evaluation findings involves generating and sharing knowledge and learning within all stakeholders.

## **2.8 Empirical review**

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, complete reporting and inaccurate data is to be expected.

Following the growing need for establishment of RBMS in the public sectors across the globe, a similar study was conducted in Zimbabwe by Gwata and Rudo Grace in 2014. The purpose of the study was to investigate main factors impacting on the implementation of the RBM strategy in the Zimbabwe Public Service. The researcher employed both the primary and secondary data

collected through exploratory and extensive literature review respectively. The findings of this study were that inadequacy of skills, information, attitudes as well as financial were some of the major factors which impeded the achievement of the RBM strategy. According to this study, managers of the line ministries required result-based capacity building for better performance (Gwata and Rudo 2014)

This similar study was conducted by Kimathi (2015) under the title “Application of result-based Monitoring and Evaluation system by development organizations in north Rift region of Kenya. The objective of this study was to assess the level of RBME application by development organizations. Findings of this study showed that management support, budget allocation, staff capacity, baseline surveys and stakeholder participation were very significant preconditions for any organization to effectively design and apply a RBME system.

## **2.9 Synthesis and Gap Analysis**

The above literature review showed that the demand and appreciation of the RBME as a new public management tool is on the rise in developing countries. This follows an increasing demand for accountability, transparency and tangible results (Kusek and Rist 2004). The developed countries in Europe which adopted this strategy that focuses on outcomes in the 1990s attest to the significant role of RBME in improving performance of their organizations. South Africa is one of the countries on the African continent with a leading and well established RBME system which is centrally managed in the public service institution for cohesion and enforcement. Academicians and practitioners alike agree that the process of establishing a RBME system must be done in a systematic and logical manner. This closely follows the ten-step model for establishment of RBME system as advanced by Kusek and Rist. Certain

fundamentals must, however, be observed for RBME establishment as per numerous prior studies; the organizational structure upon which a RBME is established must be clearly defined. Bearing in mind that the introduction of a RBME system affects the *status quo* in one way or another, an explicit theory of change must be employed to avert negative perception. Drivers or champions (individuals with specialized skills) for RBME system must be identified and an extensive buy in strategy adopted to ensure involvement of all key stakeholders in the introduction, use and sustainability processes of a RBME system. Setting up of a RBME physical system is an expensive undertaking which requires substantial funds for; acquisition of the technological equipment (hardware and software) as well as conducting RBME exercises. Last but not least, incentives are crucial in motivation of staff, managers and in increasing the demand and use of RBME findings in the decision making processes.

Whereas much information exists on how to set up a RBME system and whereas the factors limiting this process have been partially mentioned, the literature reviewed provided general findings of very wide study areas. The risk of generalization of findings in the previous researches could become inevitable. The researcher therefore preferred to conduct a narrow study within one organization with a rich M&E platform for specific Ugandan contextualized findings.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology used in the research process. Some of the areas covered include: research design, population of the study, sample size determination procedures, sample selection technique, sources of data, data collection methods and instruments, data quality control, data collection procedure, measurement of variables, data processing and analysis, ethical issues and finally limitations of the study were all laid out herein.

#### **3.2 The Research Design**

A research design is a blueprint for conducting the study that maximizes control over variables that could interfere with validity of the findings (Burns & Grove 2001: 223). It guides the researcher in planning and implementing the study in a way that is likely to achieve the intended goal. The research design used was a descriptive and a cross-sectional study carried out by conducting interviews on AVCR Uganda staff, selected both field staff and administrative staff. Cross sectional study design was suitable for this study because it is used for examining a phenomenon that is expected to remain static through the period of 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). The design allowed the collection of data at different points almost the same time and also allowed the study of different subjects at a time and generated quick self-reports from selected participants. This study involved both qualitative and quantitative research methods. Burns and Groove, (1993) defines quantitative research as formal, objective,

systematic process to describe and test the relationship and also examine cause and effect interactions among variables. This quantitative method helped to show particular results of the variables under consideration using percentages, frequencies, mean differences and standard deviation. Qualitative research which is also descriptive in nature was used to provide accuracy of some research attributes such as behaviour, opinions, perceptions and knowledge of a particular individual or group on a phenomenon.

### **3.3 Study Population**

The study was carried out at AVCR in Kampala district. The research involved 6 administrative staff, 10 program managers and 20 field staff bringing the total to 36 employees. For purposes of this study, the researcher interviewed 34 employees for credibility of research because these categories had the information needed by the researcher and are more informed of what takes place thus these were chosen due to the information that the researcher needed to get for the study. This population is chosen because the researcher anticipates that all the necessary information for the study was got.

### **3.4 Sample and Sample size determination**

A sample size of 34 respondents was determined using statistical tables of (Krejcie & Morgan, 1970) as cited by Amin (2005). It composed of administrative staff, program managers and field staff. The target population was derived basing on the formula for the sample size determination

(Yamane, 1967) as presented below.

$$n = \frac{N}{1 + N(e)^2}$$

Where  $n$  = Sample size

$N$  = Targeted number of respondents

$e$  = Desired margin of error

A sample size of 34 respondents was determined using statistical tables of (Krejcie & Morgan, 1970) as cited by Amin (2005), and included various categories as specified in table 1 below:

**Table 1: Research respondents by category and sample**

Category	Population (N)	Sample Size (S)	Sampling Technique
Administrative Staff	6	4	Simple Random Sampling
Program Managers	10	10	Purposive Sampling
Field Staff	20	20	Purposive Sampling
<b>Total</b>	<b>36</b>	<b>34</b>	

**Key:**  $N$  – Population Size,  $S$  – Recommended Sample Population (*Krejcie & Morgan, 1970*).

### 3.5 Sampling Techniques and Procedures

In order to get representative view about social dynamics among the different categories of respondents, purposive sampling technique was used as described by different authors.

### **3.5.1 Stratified Random Sampling**

The study used stratified random sampling at first level to select and ensure the right mix of respondents in terms of administrative staff, program managers and field staff. Therefore, this involved grouping the respondents by class and from each strata, at least 50% of the overall sample was considered. (Gay, 1987) agrees that stratified random sampling is an appropriate methodology in order to make proportionate and therefore meaningful, comparisons between sub-groups in the population. (Robson, 1993) tells us that sampling theory supports stratified random sampling as an efficient choice because the means of stratified samples are likely to be closer to the mean of the overall population. Finally, (Leary, 1995) indicates that a stratified random sample, typically, reflects the characteristics of the population as a whole. Consequently, the sample in this study was disaggregated by department to address the uneven number of respondents and give them equal opportunity to participate in determining this work and life balance. According to (Krejcie and Morgan, 1970) table for determining sample size as cited in Amin (2005: 454). Stratified sampling grouped the respondents according to departments at AVCR.

### **3.5.2 Simple Random Sampling**

At second level, the simple random sampling using Morgan formula alongside the random number tables to get the sample size per region was used. Amin (2005), postulates that this is the purest form of probability sampling. Each member of the population has an equal and known chance of being selected. When there are very large populations, it is often difficult or impossible to identify every member of the population, so the pool of available subjects becomes biased. This was used to select the respondents from each, hence giving equal chances for selection in each as suggested by (Amin, 2005).



### **3.5.3 Purposive Sampling**

According to Amin (2005), “Purposive sampling is based on the assumption that one wants to discover, understand, gain insight; therefore one needs to select a sample from which one can learn the most”. Purposive sampling involved identifying and selecting individuals or groups of individuals that were knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark 2011). This helped to select the team that was considered as key respondents to provide in-depth information that was used to triangulate data collected from the clients. This is because, with the purposive technique you get the right source, save time and less costly. This sampling was used to select (6) Administrative and (10) program managers. The researcher chose this technique because the respondents are at the center of AVCR Uganda core activities.

## **3.6 Data Sources**

The researcher mainly employed both primary and secondary sources of data.

### **3.6.1 Primary Source**

Data that was used in the study is primary, which was got from administrative staff, program managers and field staff. The researcher also administered the interview guides and questionnaires to the respondents and were filled in the presence of research assistants. The necessary information was gathered from the respondents.

### **3.6.2 Secondary Source**

The researcher also obtained data from libraries, text books, newspapers, business journals, global reports that focus mainly on success factors and result--based monitoring and evaluation.

Data that was obtained from those sources was compared with the firsthand information from primary sources which helped to arrive at conclusions.

### **3.7 Data Collection Methods**

The data collection methods that were employed when carrying out the study were mainly quantitative and qualitative analysis. In quantitative methods, a structured questionnaire through an interview was administered to respondents and for qualitative methods; observations and document analysis were used as the main tools for collecting data.

#### **3.7.1 Questionnaire Survey Method**

The primary data for this research was collected using questionnaires. The choice for a questionnaire survey as a major data collection method was due to the advantages it provided especially in providing much information within a short time as well as providing relevant information at a minimal cost (Sekaran, 2003). It is also good for confidentiality purposes (Moser and Kalton, 1979). The self-administered questionnaires were given to employees to fill out. The questionnaire was structured in sections. Section A elicited demographic data; section B focused on the institutional factor to support the establishment of EBME, section C tackled the organizational capacity and Section D focused on organizational resources, while section E elicited the result-based monitoring and evaluation factors. In each section, the respondents were given clear instructions on how to complete the item. The questionnaire was refined once the instrument was piloted. The researcher also obtained some of necessary secondary data information through documentary review

### **3.7.2 Interview Method**

Interview was used as a supplementary method for data collection. Saunders et al (1997) defines an interview as a purposeful discussion between two or more people. This method of collecting data involves presentation of oral–stimuli and replies in terms of oral verbal responses (Kothari, 1990). Four staff of AVCR Uganda. M&E Unit were purposely selected because of their role in the implementation of the RBME activities at AVCR Uganda. This method was preferred because it was flexible enough to allow the interviewer to ask supplementary questions.

### **3.7.3 Documentary Review Method**

Prior to the selection of respondent organization, the research took some time to review the Advocacy for Vulnerable Children’s Rights profile documents to understand the organizational interventional scope, mission and vision. He further obtained the organizational annual reports for the past two years in order to understand the organizational performance track-record. M&E quarterly reports were equally reviewed in order to understand the M&E level of application and usage in the organization.

### **3.7.4 Observation Method**

After the documentary review, the researcher made a deliberate move to observe the actual day to day RBME usage at AVCR. He observed whether the staff had hardware systems and software applications for data capture, processing storage and dissemination, observed the staff ability to develop impact indicators and M&E framework. These measures were taken by the researcher to ascertain that the respondent organization leaved the reality of RBME systems. The researcher used a mixed method; quantitative research is weak in understanding the context or setting in which people behave, something that qualitative research makes up for. On the other hand, qualitative research is seen as deficient because of the potential for biased interpretations

made by the researcher and the difficulty in generalizing findings to a large group. Quantitative research does not have these weaknesses. Thus, by using both types of research, the strengths of each approach can make up for the weaknesses of the other (food Risc 2016).

### **3.8 Data Collection Instruments**

#### **3.8.1 Questionnaire**

A questionnaire was used as one of the data collection instrument. A questionnaire is a printed self-report form designed to elicit information that can be obtained through the written responses of the subjects. The information obtained through a questionnaire is similar to that obtained by an interview, but the questions tend to have less depth (Burns & Grove 1993: Pg 368). According to Leary (1995), there are distinct advantages in using a questionnaire. It is one in which the questions asked are precisely decided in advance. When used as an interviewing method, the questions are asked exactly as they are written, in the same sequence, using the same style, for all interviews. Nonetheless, the structured questionnaire can sometimes be left a bit open for the interviewer to amend to suit a specific context. Questionnaires are less expensive and easier to administer than any other method, they lend themselves to a group administration and, they allow confidentiality to be assured. Robson (1993) indicates that mailed surveys are extremely efficient at providing information in a relatively brief time period at low cost to the researcher.

#### **3.8.2 Interview Guide**

The researcher distributed questionnaires to the prospective respondents and briefed them accordingly to ensure that they understood the questionnaire content and the study context. On the other hand for those that may not have the ability to fill out the questionnaire the research used the available interview guide to acquire the desired data. Interview guides with closed and

open-ended questions were administered according to the theme of the study to the selected respondents. Both structured and unstructured interviews were used. The structured interviews helped to guide the researcher and keep the respondents on the subject. The unstructured interview helped solicit for more in-depth information. First-hand information and opinions was obtained. The interview helped to enrich the research findings by providing more information not obtained through the questionnaires.

### **3.8.3 Documentary Review Guide**

The above review was also used to collect data for this study.

### **3.9 Data Quality Control**

The researcher employed the Validity and Reliability of data

#### **3.9.1 Validity**

Validity refers to the effectiveness or soundness of research instruments in bringing out truthful data as intended (Amin, 2004). Furthermore, the validity of an instrument is the degree to which an instrument measures what it is intended to measure (Polit & Hungler 1993:448). It also measures the extent to which the instrument achieves what it sets out to do (Smith 2003). Construct validity determines whether the measurements of a variable in a study behave in exactly the same way as the variable itself. It was checked by going through and reconstructing some of the items that were found not valid by the use of Content Valid Index. This involved examining past research regarding different aspects of the same variable.

$$CVI = \left( \frac{R}{R+N+IR} \right), \text{ where R stands for Relevant, N for Neutral and IR for Irrelevant}$$

### **3.9.2 Reliability**

The reliability of the instruments was tested using the pre-test method of reliability and Cronbach alpha tests, as stated by Alexander *et al.*, 1995. For the instruments to be regarded as reliable, the reliability coefficient Alpha is supposed to be above 0.5. The closer the CVI to 1, the more valid the survey instruments. Reliability as the degree of consistency and precision in which the measuring of the instrument demonstrates under same circumstances, same research respondents using the same instrument should generate the same results under identical conditions (Amin, 2005). In determining reliability of the instrument, the researcher carried out a pretest by issuing 15 questionnaires to the selected respondents and the data that was obtained was entered into the Statistical Package for Social Science research (SPSS) which determined the reliability of the tool. Cronbach's Alpha Coefficient (2004) was used to assess the internal consistency.

### **3.10 Data Collection Procedure**

On approval of this proposal the researcher acquired an introductory letter from the university which was presented to respondents or institutional administrators to eliminate any suspicions that could otherwise jeopardize the study. Self-administered questionnaire was handed over to each respondent by the researcher while noting collection dates on a piece of paper. Each respondent was given adequate time depending on their schedules before the questionnaire is picked up.

### **3.11 Measurement of variables**

The researcher used the nominal and ordinal measurement levels. The nominal measure was used in computing variables with undisputable order, while on the other hand by virtue of choice for

use of the Likert scale in the data collection, which measures sentiments, the use of an ordinal measurement unit becomes inevitable. The independent variable is success factors (Institutional factors, organizational resource, organizational capacity), and the dependent variable is a result-based monitoring and evaluation. For all variables a structured standard questionnaire (with a top part explaining the purpose of the study) was used. Except for the personal background, all variables were measured on interval scales.

**Table 2: Definition of scale**

Scale	Response Rating	Mean range	Interpretation
4	Strong agree	3.26-4.00	High
3	Agree	2.51-3.25	Moderate
2	Disagree	1.76-2.50	Low
1	Strongly disagree	1.00-1.75	Very Low

Adopted from Renis Likert (1932, 34) on interval scales.

### 3.12 Data Processing and Analysis

Before the data was analysed, it was processed by editing and coding to eliminate any possible errors. Both qualitative and quantitative techniques of data analysis was adopted. Quantitatively, data was entered in a database using the double entry system into EPI-DATA version - InfoTM 3.5.1 and analysed with SPSS version 19. Data entry was double-checked against forms to minimize data entry errors. (Statistical Package for Social Scientists) computer package provided frequency tables because it's easy and much faster when analysing data.

### **3.12.1 Qualitative Analyses**

For qualitative analysis, the researcher organized statements and responses, mainly from interview guides, to generate useful conclusions and interpretations on the research objectives (Sekaran, 2003). Qualitative analysis involved coding of data, identifying categories and pattern that emerged in the responses on establishment of result-based monitoring and evaluation.

### **3.12.2 Quantitative Analyses**

Quantitative data was presented in form of descriptive statistics, namely, frequencies, percent, mean, standard deviations from frequency distributions. Pearson's coefficient was computed to show the magnitude and direction of the relationship (+ or -) between the variable, while the adjusted R-values, beta-values, t-values were derived using specialized tools/functions in SPSS, to shed light on the magnitude (extent) of influence of the independent variables on the dependent variable, tested at various confidence levels.

### **3.13 Ethical issues**

Ethics in research refers to the norms for conduct that distinguish between acceptable and unacceptable behaviour (David and Resnik, 2010). The researcher recognized the crucial role of ethics in any study especially if reliability and validity are to be attained. Honesty, integrity and attribution were highly taken into account. The researcher sought for respondent's consent prior to engagement. Rights and opinions of every respondent were respected both during the data collection and analysis process. The researcher followed ethical standards to plan, collect, process, interpret and report data in line with the conventional research norms. There was objectivity and respondents' confidentiality was respected. Efforts were made to meet all relevant ethical requirements for undertaking the research among human subjects. It should be



pointed out that some of these requirements were fulfilled before field data collection while others were in the course of the study process activities. For all the data that was collected, a written informed consent was sought from the prospective or identified research participants.

### **3.14 Limitations of the Study**

**Limitation of Funds:** Limitation of funds was encountered by the researcher. The study was expensive in terms of telephone calls and transport costs to respondents and supervisors and production of the report.

**Lack of enough time for the research:** Time pressure was an issue to the researcher due to the need to balance many aspects at the same time, for example, dividing time between research demands, job work and studies. However, the researcher was strategic in order to undertake all these activities without compromising the necessity and value of the research project.

### **3.15 Conclusion**

It is imperative to note that, chapter three dealt with research methodology. The following chapter dealt with the findings according to the objectives of the study. The findings and the interpretation of data was presented in the frequency tables derived from the statistical package for social scientists (SPSS) Version 19.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

This chapter presents and discusses the analyzed research data in relation to the research objectives that were mentioned in chapter one. The study was designed to investigate the “Success factors for establishment of a results-based monitoring and evaluation at AVCR”. The results obtained were presented in line with the research objectives, research questions and the literature review.

#### 4.2 Response rate

Self-administered questionnaires were distributed to a total of 34 respondents. After respondents receiving the questionnaires, phone calls and visits were made to the organization in order to persuade them to participate in the research project. This was necessary in order to increase the response rate to an acceptable level. Fortunately, they all completed and returned the questionnaires. However, 95 percent response rate was sufficient for the researcher to draw conclusions from the study for the entire population. This implies the results of the study can be generalized to give a picture of the entire study population.

#### 4.3 Demographic characteristics

To find out the demographic characteristics of the respondents in relation to their age, sex, department, title, education qualification and duration of service, the frequency and percentage were used as the statistical tools of which the results are as shown in the tables below.

### 4.3.1 Age of the Respondents

The distribution of respondents' age is illustrated in the table below.

**Table 2: Showing distribution of respondents by age**

<b>Question Statement</b>	<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Age</b>	Less than 25 years	7	20.6
	26 - 35 years	17	50.0
	36 - 45 years	5	14.7
	46 - 55 years	5	14.7
	<b>Total</b>	<b>34</b>	<b>100.0</b>

**Source: Primary data (2016)**

From the table above, the results of the research showed that, most of the respondents were in the age bracket of 26 – 35 years (50%), followed by the age bracket of those who were less than 25 years (20.6%), for the age brackets of 36 – 45 years and 46 – 55 years each pertained to a percentage of (14.7%) . This indicated that the respondents who are in the age bracket of 26-35 are young adults who are physically strong and active and they constitute the bigger percentage which was good for AVCR and they were able to drive performance.. Since all the selected age brackets were represented, this implies that, fair representation of the study population was attained and views of representative of the population position.

### 4.3.2 Sex of the Respondents

The distribution of respondents' sex is illustrated in the table below.

Table 3: Showing distribution of respondents by sex

Question Statement	Option	Frequency	Percentage
Sex	Female	18	52.9
	Male	16	47.1
	<b>Total</b>	<b>34</b>	<b>100.0</b>

Source: *Primary data (2016)*

From the findings above, female respondents participated more in the study compared to male respondents, where 52.9% were women while 47.1% were men. This really indicates that the population which was targeted included more women compared to men although both female and male were well represented which translates into an almost equitable participation of both genders. . Therefore, the findings were believed to be representatives of the study population and reliable.

#### 4.3.3 Department of the Respondents

The distribution of respondents' department is illustrated in the table below.

Table 4: Showing distribution of respondents by department

Question Statement	Option	Frequency	Percentage
Department	Child protection	9	26.5
	Education	4	11.8
	Health	5	14.7
	Sustainable livelihood	6	17.6
	Accounts	3	8.8
	Management	3	8.8
	Monitoring and Evaluation	4	11.8
	<b>Total</b>	<b>34</b>	<b>100.0</b>

Source: *Primary data (2016)*

From the above table, it was observed that the majority of the respondents belong to child protection department as was indicated by 26.5%, followed by sustainable livelihood (17.6%), then health department was indicated by (14.7%), both education and monitoring and evaluation departments, each attained 11.8% and lastly accounts and management department each also got 8.8% response. It is however noted that there was at least an equitable distribution of response in all departments. Therefore, the findings were believed to be representatives of the study population and reliable.

#### 4.3.4 Title of the Respondents

The distribution of respondents' title as per their recruitment is illustrated in the table below.

**Table 5: Showing distribution of respondents by department**

<b>Question Statement</b>	<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Title</b>	Social worker	6	17.6
	Hygiene promotional officer	4	11.8
	Accounts Assistant	3	8.8
	Programs Coordinator	1	2.9
	Health coordinator	1	2.9
	Research Assistant	2	5.9
	Community Development Officer	2	5.9
	Senior Monitoring and Evaluation Officer	1	2.9
	Agricultural support officer	1	2.9
	Monitoring and Evaluation Officer	1	2.9
	Program manager	1	2.9
	Education Program Coordinator	1	2.9

	<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
	Executive Director	1	2.9
	Child relations Officer	3	8.8
	Community Liason Officer	2	5.9
	Human Resource Manager	1	2.9
	Agriculture Assistant	3	8.8
	<b>Total</b>	<b>34</b>	<b>100.0</b>

**Source: Primary data (2016)**

From the table above, basing on the title response (17.6%) were social workers, followed by hygiene promotion officers (11.8%), child relations officers and agriculture assistants possessed an (8.8%) response each compared to research assistants, community development officers and community liason officers who pertained a 5.9% response rate each. Lastly, programs coordinator, health coordinator, senior monitoring and evaluation officer, agricultural support officer, monitoring and evaluation officer, program manager, education program coordinator, executive director and human resource manager had a 2.9% response rate each on issues concerning success factors for the establishment of result-based monitoring and evaluation system. This can be explained to the fact that it is mainly social workers who possess the highest number in this organisation hence equitable representation of staff was attained.

#### **4.3.5 Educational Level of the Respondents**

The distribution of the respondents' educational level is illustrated in the table below

Table 6: Showing distribution of respondents' educational level

Question Statement	Option	Frequency	Percent
<b>Education</b>	Masters	5	14.7
	Bachelors	18	52.9
	Diploma	5	14.7
	PGD	6	17.6
	<b>Total</b>	<b>34</b>	<b>100.0</b>

**Source: Primary data (2016)**

The research findings indicate that majority of the respondents had a bachelor's degree as was indicated by 52.9%, followed by PGD holders at 17.6%, while masters and diploma holders constituted 14.7% of the respondents each, and lastly none of the respondents possessed a PhD and a certificate level of education. Majority of the respondents had attained a bachelors degree , followed by post graduate diplomas. This is due to the fact that all employees at AVCR were qualified and competent to perform their tasks which could possibly explain the successes of RBME system at AVCR. Those with lower education are deployed in low rank jobs and vice-versa. This entirely meant that the data collected from this sample was believed to be accurate.

#### **4.3.6 Duration of Service at work**

The percentage distribution of the respondents' duration of service is illustrated in the table below:

**Table 7: Showing distribution of respondents' duration of service**

<b>Question Statement</b>	<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Duration of service</b>	Less than 5 years	17	50.0
	5 - 10 years	17	50.0
	<b>Total</b>	<b>34</b>	<b>100.0</b>

**Source: Primary data (2016)**

The findings further showed that the majority of the respondents have duration of service at AVCR of both less than 5 years and 5 – 10 years which constituted a 50% response each. The findings indicate that there was a succession plan since the percentage of those below 5 years in employment was equal to those who had worked for a period of between 5 – 10 years. The two options in the duration of service categorization is further explained by the fact that AVCR is a new NGO that was formed in 2008. Thus the findings were believed to be representatives of the study population and reliable.

#### **4.4 Objective 1: To examine how institutional factors influence the establishment of result-based monitoring and evaluation system in AVCR Uganda**

The first objective of the study was to examine how institutional factors influence the establishment of result-based monitoring and evaluation system in AVCR Uganda. This objective was analyzed using frequencies, percentages, mean and standard deviation of which the results are shown in table 8 below. The mean portrays the occurrence of a response and standard deviation portrays the extent to which scores deviate from the mean.

**Table 8: Frequencies, Percentages, Mean ( $\mu$ ) and Standard Deviation (s)**

**Frequencies, Percentages, Mean ( $\mu$ ) and Standard Deviation (s) on the modes of how institutional factors influence the establishment of result based monitoring and evaluation.**



Institutional Factors Support	Level of agreement/disagreement					Mean ( $\mu$ )	SD
	SD Freq (%)	D Freq (%)	N Freq (%)	A Freq (%)	SA Freq (%)		
AVCR Uganda has got M & E guiding principles, norms and standards	0 (0%)	0 (0%)	2 (5.9%)	14 (41.2%)	18 (52.9%)	4.47	.615
Performance measurement is established at AVCR Uganda	0 (0%)	0 (0%)	5 (14.7%)	13 (38.2%)	16 (47.1%)	4.32	.727
Success performance is rewarded at AVCR Uganda	0 (0%)	0 (0%)	2 (5.9%)	19 (55.9%)	13 (38.2%)	4.32	.589
Management always allocate sufficient funds for M & E	0 (0%)	0 (0%)	4 (11.8%)	11 (32.4%)	19 (55.9%)	4.44	.705
There is a clear feedback mechanism on progress at AVCR Uganda	0 (0%)	0 (0%)	5 (14.7%)	16 (47.1%)	13 (38.2%)	4.24	.699
There is a demand for an M & E report on outcome and impact at AVCR	0 (0%)	0 (0%)	2 (5.9%)	15 (44.1%)	17 (50.0%)	4.44	.613
AVCR Uganda has a well – designed goals for all its projects	0 (0%)	0 (0%)	2 (5.9%)	12 (35.3%)	20 (58.8%)	4.53	.615
AVCR Uganda always achieves its goals and objectives	0 (0%)	0 (0%)	4 (11.8%)	18 (52.9%)	12 (35.3%)	4.24	.654
AVCR Uganda has clear indicators for outcome and impact	0 (0%)	0 (0%)	2 (5.9%)	13 (38.2%)	19 (55.9%)	4.50	.615
AVCR Uganda conducts baseline studies for all its projects	0 (0%)	0 (0%)	0 (0%)	11 (32.4%)	23 (67.6%)	4.68	.475
Information on progress is always accessible at AVCR Uganda	0 (0%)	2 (5.9%)	0 (0%)	19 (55.9%)	13 (38.2%)	4.26	.751
Accountability on projects is a requirement at AVCR Uganda	0 (0%)	0 (0%)	0 (0%)	12 (35.3%)	22 (64.7%)	4.65	.485
There is regular reporting on evaluation results on outcome	0 (0%)	0 (0%)	2 (5.9%)	15 (44.1%)	17 (50.0%)	4.44	.613
Staffs are trained in M & E at AVCR Uganda	0 (0%)	0 (0%)	1 (2.9%)	13 (58.8%)	13 (38.2%)	4.35	.544
Staff have M & E competencies at AVCR Uganda	0 (0%)	0 (0%)	2 (5.9%)	14 (41.2%)	18 (52.9%)	4.47	.615
AVCR Uganda has got the required number of Staff	0 (0%)	0 (0%)	0 (0%)	19 (55.9%)	15 (44.1%)	4.44	.504
AVCR Uganda has got the required level of qualification in their positions	0 (0%)	0 (0%)	0 (0%)	18 (52.9%)	16 (47.1%)	4.47	.507
There is a leadership support for RBME at AVCR Uganda	0 (0%)	0 (0%)	0 (0%)	14 (41.2%)	20 (58.8%)	4.59	.500
There exist champions for building and using an M & E at AVCR Uganda	0 (0%)	0 (0%)	0 (0%)	19 (55.9%)	15 (44.1%)	4.44	.504
There is motivation for building an M & E system at AVCR Uganda	0 (0%)	0 (0%)	6 (17.6%)	15 (44.1%)	13 (38.2%)	4.21	.729
Management involves other staff in the development project indicators	0 (0%)	0 (0%)	0 (0%)	13 (38.2%)	21 (61.8%)	4.62	.493
An M&E framework (work plan exists)	0 (0%)	0 (0%)	0 (0%)	7 (20.6%)	27 (79.4%)	4.79	.410
Management enforces adherence to M&E frame works	0 (0%)	0 (0%)	5 (14.7%)	12 (35.3%)	17 (50.0%)	4.35	.734
M&E findings are used by management in decision making	0 (0%)	0 (0%)	0 (0%)	14 (41.2%)	20 (58.8%)	4.59	.500
Incentives exist for staff who adhere to good M&E standards	0 (0%)	0 (0%)	3 (8.8%)	15 (44.1%)	16 (47.1%)	4.38	.652

*Source: Primary data 2016N=34*

Table 8 above shows respondents' opinions on how institutional factors influence the establishment of result-based monitoring and evaluation system at AVCR Uganda. The mean of opinion score for each variable indicates the level of agreement while SD (Standard deviation) indicates the deviation from the central value (Mean score). According to the findings above, where the total number of respondents was 34, the following explained is how each institutional factor notched towards a result-based monitoring and evaluation system.

From Table 8 above, (mean=4.47, std=0.615) of the respondents expressed that AVCR Uganda has got M & E guiding principles, norms and standards, whereas 52.9% strongly agreed, 41.2% agreed and 5.9% were undecided. This actually insinuated that AVCR possesses the above mentioned principles. This is in line with a respondent who stated that, *"in our department, we follow principles which guide us to achieve desired results and monitoring is focused on results"*

(mean=4.32, std=0.727) of respondents argued that performance measurement is established at AVCR Uganda, of which 47.1% strongly agreed with the statement, 38.2% Agreed and 14.7% were undecided. Hence this is in line with a respondent, who asserted that, *"measuring of performance is one of the key priorities our organization puts much emphasis on."*

Furthermore (mean=4.32, std=0.589) of respondents still agreed that success performance is rewarded at AVCR Uganda, (mean=4.44, std=0.705) of the respondents were in agreement that the management always allocates sufficient funds for M & E, where 55.9% strongly agreed, 32.4% agreed and 11.8% were undecided. (Mean=4.24, std=0.699) of the respondents were also in agreement with having clear feedback mechanism on progress. In relation to the above, a respondent noted that, *"the senior monitoring and evaluation officer provides feedback as the project is being carried on and at close of projects."*

(mean=4.44, std=0.613) of the respondents revealed that there is demand for M&E reports on outcome and impact, where 50% strongly agreed, 44.1% agreed and 5.9% were undecided. (mean=4.53, std=0.615) of respondents still were in agreement of AVCR Uganda having a well-designed goals for all its projects, (mean=4.24, std=0.654) showed their level of agreement being positive for the organization always achieving its goals and objectives, where 52.9% agreed, 35.3% strongly agreed and 11.8% being undecided. (mean=4.50, std=0.615) of the respondents further agreed on the organization having clear indicators for outcome and impact. Meanwhile, (mean=4.68, std=0.475) of respondents were in support that of the organization conducting baseline studies for all its projects of which 67.6% strongly agreed and 32.4% agreed. (mean=4.26, std=0.751) were still in agreement of information on progress being always accessible with a slight 5.9% disagreement while 55.9% agreed and 38.2% strongly agreed. Furthermore, (mean=4.65, std=0.485) of the respondents agreed and revealed that accountability on projects is a requirement, of which 64.7% strongly agreed while 35.3% agreed. Thus, this is in line with Lynn et al, who stated that, monitoring and evaluation was conceptualized as an accountability tool for the funds used in restoration of structures and systems after World War II in 1945 and as development work continued to grow over the years, monitoring and evaluation became a dependable tool for accountability and learning in private and the public sector worldwide (Lynn et al, 2008). (mean=4.44, std=0.613) were in agreement with the need for the existence of regular reporting on evaluation results on outcome and impact level being one of the institutional factors for a successful result-based monitoring and evaluation system. Factors on whether Staffs are trained in M & E and Staff having M& E competences possessed a response of (mean=4.35, std=0.544) and (mean= 4.47, std=0.615) respectively. (mean=4.44, std=0.504) and (mean=4.47, std=0.507) of the respondents were still in agreement of AVCR Uganda having the

required number of staff and having the required level of qualification in their positions, where 44.1% and 47.1% strongly agreed while 55.9% and 52.9% agreed respectively. (mean=4.59, std=0.500) and (mean=4.44, std=0.504) were still in agreement of having leadership support for result-based monitoring and evaluation and champions existence for building and using an M & E of which 58.8% and 44.1% strongly agreed while 41.2% and 55.9% agreed respectively. This finding is in line with World Bank (2000) which seems to agree with this when it notes that lack of champions, fiscal resources and political will act as immediate barriers to the establishment of the RBME system. (mean=4.21, std=0.729), expressed their interest in assuring that motivation exists for building an M & E system, while (mean= 4.62, std 0.493) also agreed that management involves other staff in the development project indicators. Mean=4.79, std=0.410 of the respondents were in agreement that M & E framework (work plan) exists while mean=4.35, std=0.734 of the respondents were also in agreement that management enforces adherence to M & E frameworks of which 79.4% and 50% strongly agreed respectively, while 20.6% and 35.3% agreed respectively. Finally, respondents also argued that M & E findings are used by management in decision making processes and incentives exist for staff who adhere to good M & E standards at (mean=4.59, std=0.500) and (mean=4.38, std=0.652) of the respondents respectively, where 58.8% and 47.1% strongly agreed while 41.2% and 44.1% agreed respectively. This finding is in line with Bester, 2012 who argued that, there needs to be a framework for incentives and how they should be applied (Angela Bester 2012:pg33)

The above findings are in line with Bester 2012, who postulated that, establishment of a RBME system requires an explicit theory of change, adequate resources to facilitate the set up processes and a well-structured change management approach within the organization.

**4.5 Objective 2: Establish the relationship between organizational resources and the establishment of result-based monitoring and evaluation system in AVCR Uganda.**

The second objective was analyzed using the mean and standard deviation of which the results are shown in table 4.8. The mean portrays the occurrence of a response and standard deviation portrays the extent to which scores deviate from the mean.

**Table 9: Mean ( $\mu$ ) and Standard Deviation (s) of the findings of relationship between organizational resources and the establishment of result-based monitoring and evaluation system in AVCR Uganda.**

Organization Resource	Level of agreement/disagreement					Mean ( $\mu$ )	SD
	SD Freq (%)	D Freq (%)	N Freq (%)	A Freq (%)	SA Freq (%)		
AVCR Uganda has permanently recruited M & E specialists	0 (0%)	0 (0%)	0 (0%)	2 (5.9%)	32 (94.1%)	4.94	.239
The existing number of M & E staff is sufficient for timely execution of M & E tasks	0 (0%)	0 (0%)	2 (5.9%)	18 (52.9%)	14 (41.2%)	4.35	.597
Each project under AVCR Uganda has an M & E funding component	0 (0%)	0 (0%)	3 (8.8%)	6 (17.6%)	25 (73.5%)	4.65	.646
Funds allocated for measuring project results are commensurate to the M & E work plan	0 (0%)	0 (0%)	4 (11.8%)	20 (58.8%)	10 (29.4%)	4.18	.626
Measurement of project results is conducted by external M & E work plan	0 (23.5%)	10 (29.4%)	6 (17.6%)	8 (23.5%)	2 (5.9%)	2.59	1.258
There is sufficient budget allocation for each project under AVCR Uganda	0 (0%)	0 (0%)	3 (8.8%)	18 (52.9%)	13 (38.2%)	4.29	.629
There is sufficient funds allocated for baseline studies at AVCR Uganda	0 (0%)	0 (0%)	2 (5.9%)	22 (64.7%)	10 (29.4%)	4.24	<b>.554</b>

*Source: Primary data 2016N=34*

With regard to the relationship between organizational resources and the establishment of result-based monitoring and evaluation system in AVCR Uganda, respondents reported that AVCR Uganda has permanently recruited M & E specialists at (mean=4.94,std=0.239). They also argued that the existing number of M & E staff is sufficient for timely execution of M & E tasks

at (mean=4.35, std=0.587). They further emphasised that each project under AVCR Uganda has an M & E funding component at mean=4.65, std=0.646, further still, they noted that funds allocated for measuring project results are commensurate with the M & E work-plan at mean=4.18, std=0.626, still in agreement, they still argued that Measurement of project results is conducted by external M & E work-plan at mean=2.59, std=1.258, while mean=4.29, std=0.629 of the respondents totally agreed that there is sufficient budget allocation for each project. Finally, they also responded that there is sufficient funds allocated for baseline studies at (mean=4.24, std=0.554).

The above findings were in total agreement with Kusek and Rist 2004 who argued that human, monetary, raw materials and Capital (Subject money.com) a highly professional, skilled and talented human resource base works perfectly well in favor of the RBME system establishment process. They recognize the pertinent role individuals as part of the human resource in embracing and championing the RBME establishment processes. (Kusek and Rist 2004)

4.6 Objective 3:How does organizational capacity influence the establishment of result based monitoring and evaluation system in AVCR Uganda?

**Table 9: organizational capacity influence**

Organizational Capacity	Level of agreement/disagreement					Mean ( $\mu$ )	SD
	SD Freq (%)	D Freq (%)	N Freq (%)	A Freq (%)	SA Freq (%)		
Staff have M & E skills	0 (0%)	0 (0%)	0 (0%)	15 (44.1%)	19 (55.9%)	4.56	.504
Staff are regularly trained in M &E reporting	0 (0%)	0 (0%)	0 (0%)	24 (70.6%)	10 (29.4%)	4.29	.462
Staffs have experience in M & E	0 (0%)	0 (0%)	2 (5.9%)	12 (35.3%)	20 (58.8%)	4.53	.615
The organization has sufficient number of staff with M&E competences	0 (0%)	0 (0%)	0 (0%)	13 (38.2%)	21 (61.8%)	4.62	.493
The organization has a department in charge of M & E related activities	0 (0%)	0 (0%)	0 (0%)	2 (5.9%)	32 (94.1%)	4.94	.239
AVCR Uganda has got qualified staff in all the departments	0 (0%)	0 (0%)	0 (0%)	17 (50.0%)	14 (50.0%)	4.50	.508
There is sufficient budget allocated for staff training and development	0 (0%)	0 (0%)	5 (14.7%)	21 (61.8%)	8 (23.5%)	4.09	.621
The Staffs have competence in logical/result frame work	0 (0%)	0 (0%)	6 (17.6%)	19 (55.9%)	9 (26.5%)	4.09	.668
The staff have competences in developing outcome and indicators	0 (0%)	0 (0%)	4 (11.8%)	18 (52.9%)	12 (35.3%)	4.24	.654
The staffs have competence in designing M & E plan	0 (0%)	0 (0%)	4 (11.8%)	18 (52.9%)	12 (35.3%)	4.24	.654
The staff always meet their performance target	0 (0%)	0 (0%)	2 (5.9%)	20 (58.8%)	12 (35.3%)	4.29	.579
Staff have competence in data analysis	0 (0%)	2 (5.9%)	6 (17.6%)	18 (52.9%)	8 (23.5%)	3.94	.814
Staff have competence in conducting evaluation studies	0 (0%)	0 (0%)	4 (11.8%)	19 (55.9%)	11 (32.4%)	4.21	.641
The organization regularly collects data on project outcomes and impact	0 (0%)	0 (0%)	0 (0%)	13 (38.2%)	21 (61.8%)	4.62	.493
AVCR Uganda has got competent leadership	0 (0%)	0 (0%)	0 (0%)	16 (47.1%)	18 (52.9%)	4.53	.507
Project donors have a vote for capacity training and development	0 (0%)	0 (0%)	7 (20.6%)	9 (26.5%)	18 (52.9%)	4.32	.806

*Source: Primary data N=34*

Mean=4.56,std=0.504) of the respondents expressed that staff have M & E skills where, 55.9% strongly agreed and 44.1% agreed. This actually meant that AVCR possesses the above

mentioned skills for its staff. This is in line with a respondent who narrated that, *“The skills we possess have really helped us achieve a better RBME.”*

(mean=4.29, std=0.462) of respondents argued that staff are regularly trained in M & E reporting, of which 70.6% agreed with the statement and 29.4% strongly agreed. Furthermore (mean=4.53, std=0.615) of respondents still agreed that staff have experience in M & E. (mean=4.62, std=0.493) of the respondents still were in agreement that the organization has sufficient number of staff with M & E competences of which 61.8% strongly agreed and 38.2% agreed. (mean=4.94, std=0.239) of the respondents were also in agreement of the organization having a department in charge of M & E related activities. In relation to the above, a respondent noted that, *“it’s the monitoring and evaluation department which carries out M&E activities, of which is available”* (mean=4.50, std=0.508) of the respondents also revealed that it has got qualified staff in all the departments where 50% strongly agreed and 50% .

(mean=4.09, std=0.621) of respondents still were in agreement of the availability of sufficient budget allocated for staff training and development, (mean=4.09, std=0.668) showed their level of agreement being positive for the staff having competence in logical/result frame work), where 55.9% agreed, 26.5 strongly agreed and 17.6% being undecided. (mean=4.24, std=0.654) of the respondents further agreed on the issue of staff having competences in developing outcome and indicators, for a meanwhile (mean=4.24, std=0.654) of respondents expressed that the staff have competence in designing M & E plan of which 52.9% strongly agreed, 35.3% agreed and 11.8% were undecided. (mean=4.29, std=0.579) were still in agreement of staff always meeting their performance target where 58.8% agreed and 35.3% strongly agreed. (mean=3.94, std=0.814) were still in agreement of staff having competence in data analysis with a slight 5.9% disagreement, while 52.9% agreed and 23.5% strongly agreed. Furthermore, respondents argued that staff have



competence in conducting evaluation studies at (mean=4.21, std=0.641). They further reported that the organization regularly collects data on project outcomes and impact at (mean=4.62, std=0.493). They also said that it has got competent leadership at (mean=4.53, std=0.507). Finally, respondents also argued that project donors have a vote for capacity training and development at (mean=4.32, std=0.806).

This was in agreement with (World bank, 2000), which argued that, according to the broader assessment of the organizational capacity must critically look at the technical skills, managerial skills, existing data systems and their quality, technology available, fiscal resources available and institutional experience in conducting monitoring and evaluation.

#### 4.7 Summary statistics on Result based monitoring and evaluation

**Table 10: showing summary for RBME**

RBME	Level of agreement/disagreement					Mean ( $\mu$ )	SD
	SD Freq (%)	D Freq (%)	N Freq (%)	A Freq (%)	SA Freq (%)		
The organization has clear indicators for measuring result at outcome and impact level	0 (0%)	0 (0%)	0 (0%)	18 (52.9%)	16 (47.1%)	4.47	.507
The organization reports on outcome and impact	0 (0%)	0 (0%)	0 (0%)	14 (41.2%)	20 (58.8%)	4.59	.500
M & E reports informs decision making in the organization	0 (0%)	0 (0%)	0 (0%)	16 (47.1%)	18 (52.9%)	4.53	.507
There is utilization of M & E results in the organization	0 (0%)	0 (0%)	0 (0%)	19 (55.9%)	15 (44.1%)	4.44	.504
Performance has improved as a result of the demand for M & E results at outcome and impact level	0 (0%)	0 (0%)	0 (0%)	17 (50%)	17 (50%)	4.50	.508
Funding has increased as a result of the organization reporting on outcome and impact	0 (0%)	0 (0%)	2 (5.9%)	22 (64.7%)	10 (29.4%)	4.24	.554
The demand for results at outcome and impact level has improved on accountability in the organization	0 (0%)	0 (0%)	2 (5.9%)	20 (58.8%)	12 (35.3%)	4.29	.579
AVCR Uganda has M & E plan	0 (0%)	0 (0%)	0 (0%)	9 (26.5%)	25 (73.5%)	4.74	.448

*Source: Primary data N=34*

With regard to the existence of a result-based monitoring and evaluation, respondents reported that the organization has clear indicators for measuring result at outcome and impact level at (mean=4.47, std=0.507), of which 52.9% agreed and 47.1% strongly agreed. They also argued that the organization reports on outcome and impact at (mean=4.59, std=0.500), where 58.8% strongly agreed and 41.2% agreed. They further emphasised that M & E reports informs decision making in the organization at mean=4.53, std=0.507, with a response of 52.9% of those who strongly agreed and 47.1% who agreed. Further still, they noted that utilization of M & E results in the organization is available at mean=4.44, std=0.504, still in agreement, they still argued that performance has improved as a result of the demand for M & E results at outcome and impact level at mean=4.50, std=0.508, while mean=4.24, std=0.554 of the respondents totally agreed that funding has increased as a result of the organization reporting on outcome and impact with 64.7% agreeing, 29.4% strongly agreed and 5.9% were undecided. They further responded that the demand for results at outcome and impact level has improved on accountability in the organization at (mean=4.29, std=0.579). Finally, they also responded AVCR Uganda has M & E plan at (mean=4.74, std=0.448). This finding is in line with Vaughan et al (2009) who stated that, M&E plan is a roadmap to the successful implementation an M&E activity, he further noted that it identifies how evaluation questions directly link to programmatic goals and variables needed for measurement so as to provide answers to monitoring and evaluation questions (Marla Vaughan et al 2009).

#### **4.8 Hypothesis testing:**

The hypothesis stated that: Institutional factors support, organization resource and organization capacity (Independent variable) have a significant positive influence on the establishment of

result-based monitoring and evaluation system (dependent variable). The hypothesis was tested using Pearson Correlation Coefficient and Analysis of variance.

#### 4.8 1 Correlations

**Table 11: Correlation matrix for the relationship between independent variable and dependent variable**

Correlation matrix for the relationship between Institutional factors support, organization resource and organization capacity (Independent variable) and result-based monitoring and evaluation system. (Dependent variable)

#### Correlations

		Success factors	Result Based Monitoring and Evaluation
Independent Variable (Institution factors support, organization resource, organization capacity)	Pearson Correlation	1	.721**
	Sig. (2-tailed)		.000
	N	34	34
Result Based Monitoring & Evaluation	Pearson Correlation	.721**	1
	Sig. (2-tailed)	.000	
	N	34	34

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above, the two variables show that there is a high positive correlation co-efficient (r) of (r = 0.721) 72.1%. A change in success factors affects result-based monitoring and evaluation of AVCR Uganda at 72.1 %. This implies that result-based monitoring and evaluation is affected by effective institutional factors support.

This brings the calculated correlation coefficient of determination (  $r^2$  ) to be  $0.721 \times 100 = 68.7\%$ . This means that institutional factors support only contributes 72.1 % to result-based monitoring and evaluation, the remaining 27.9% is as a result of other strategies that were not considered in this study.

The hypothesis was tested using the p value and level of significance, since the p value (0.00) was less than level of significance of (0.05), the researcher rejected the null hypothesis which stated that there is no significant relation between success factors and result-based monitoring and evaluation at AVCR Uganda and accept the alternative, which says there is a significant relationship between success factors and result-based monitoring and evaluation system at AVCR Uganda.

#### 4.8.2 Summary of Regression Analysis of the variables

This objective was also obtained using regression analysis. To meet this objective, the researcher used multiple regression analysis of which the results are shown in table number 13 below;

**Table 12: Regression analyzing the relationship between success factors and RBME**

##### Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 <sup>a</sup>	.519	.504	.24103
a. Predictors: (Constant), Institutional factors support, Organization resource, Organization Capacity				

The table 13 labeled ‘Model Summary’. This is an important one, as it gives us measures of how well our overall model is able to predict the nature of success factors and result-based monitoring and evaluation system at AVCR Uganda.. The first measure in the table is called ‘R’. This is a measure of how well our predictors predict the outcome, but we need to take the square root of R to get a more accurate measure. This is ‘R square’, which SPSS shows in the next column. This gives us the amount of variance in nature of application of success factors experienced in AVCR Uganda using the predictor of success factors used in AVCR to determine a result-based monitoring and evaluation system. R square varies between 0 and 1. The next column is labeled ‘Adjusted R Square’. This is, as the name implies, a correction to R square, which takes into account the fact that we are looking at a sample rather than at the population. As the model is likely to fit the population less favorably than the sample, R square is adjusted downwards to give a measure of how well our model is likely to fit in the population. Adjusted R square also lies between 0 and 1. In this case it is 0.504, which suggests that our predictors are particularly good at predicting a result-based monitoring and evaluation system. As a rough guide, the following rule of thumb can be used to see how well our model fits the data:

<0.1: poor fit

0.11–0.3: modest fit

0.31–0.5: moderate fit

> 0.5: strong fit

**Table 13: Analysis of variance table for Independent variable (institutional factors support, organization resource, organization capacity) and dependent variable (RBME)**

The final column gives us the standard error of the estimate. This is a measure of

how much R is predicted to vary from one sample to the next.

**ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.009	1	2.009	34.580	.000 <sup>a</sup>
	Residual	1.859	32	.058		
	Total	3.868	33			
a. Predictors: (Constant), Institutional factors support, organization resource, organization capacity (Independent variables)						

b. Dependent Variable: Result based monitoring and evaluation

Table 14 above indicates that the regression model predicts the outcome variable significantly well. This indicates that the statistical significance of the regression model was applied. The  $P < 0.0005$  is less than 0.05 and this indicates a significant relationship in predicting the outcome variable. Thus F value being 34.580. Institutional factors support therefore predicts result-based monitoring and evaluation. Therefore, this implied there is a positive significant relationship between success factors and result-based monitoring and evaluation.

**Table 14: Analysis of coefficients for institutional factors and RBME**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.937	.603		1.554	.130
	Independent Variables: Institutional factors Support, organization resource, organization capacity	.807	.137	.721	5.881	.000
a. Dependent Variable: Result Based Monitoring and Evaluation						

The table 15 gives us some important information, and is where we will be able to look at the b, beta and significance of our predictors. The first column gives us the names of our predictor variables. The variable labeled ‘constant’ is the intercept, or a. The second column gives us our b coefficients, the value that Y will change by if X changes by 1 unit. If we look at application of success factors applied at AVCR Uganda, that value is 0.807 for current success factors. It means that if X increases, Y will also increase. The final column in this box gives us the statistical significance of the relationship between the predictor and the dependent variable. In other words, how likely it is that we would have found a relationship this strong in our sample if there wasn’t one in the population. As you can see, the predictor is statistically significant at the 0.01 level ( $0.000 < 0.01$ ). Therefore, the researcher agreed with the research hypothesis that there is a positive significant relationship between success factors and result-based monitoring and evaluation at AVCR Uganda.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The main objective of this study was to examine the success factors for the establishment of Result-based Monitoring and Evaluation system in AVCR Uganda.

The study sought to specifically answer the following research questions:

How do institutional factors influence establishment of result-based monitoring and evaluation system in AVCR Uganda?

What is the relationship between organizational resources and the establishment of result-based monitoring and evaluation system in AVCR Uganda?

How does organizational capacity influence the establishment of result-based monitoring and evaluation system in AVCR Uganda?

#### **5.2 Summary of Findings**

##### **5.2.1 Demographic characteristics of the respondents**

As far as the findings are concerned, most of the respondents were in the age bracket of 26 – 35 years, followed by the age bracket of those who were less than 25 years. Regarding the gender status of the study area, female respondents participated more in the study compared to the male respondents. It was observed that the majority of the respondents belong to child protection department and thus fewer respondents belonged to the accounts and management department.



Basing on the title response most respondents were social workers. Lastly, programs coordinator, health coordinator, senior monitoring and evaluation officer, agricultural support officer, monitoring and evaluation officer, program manager, education program coordinator, executive director and human resource manager had the least response rate each. The research findings indicated that majority of the respondents had a bachelor's degree though none of the respondents possessed a PhD and a certificate level of education. The findings further showed that the majority of the respondents have duration of service at AVCR of both less than 5 years and 5 – 10 years which constituted. Thus none of the staff targeted responded to having service duration of 11- 16 years and 17 years and above.

### **5.2.2 Influence of institutional factors on the establishment of RBME**

The objective research question was to find out how institutional factors influence establishment of result-based monitoring and evaluation system in AVCR Uganda. Findings revealed that, most of the respondents emphasized that an M & E framework (work-plan) at AVCR really exists with those who strongly agreed being at 79.4%, which was evidenced by one of the respondents at AVCR belonging to the Monitoring and evaluation department who said “*An effective result-based monitoring and evaluation system can not exit without a systematic and well understood monitoring and evaluation framework as a backbone*” This was followed by those who responded that AVCR Uganda conducts baseline studies for all its projects of which, those who strongly agreed being 67.6% as hinted by a social work “*we collect data from proposed areas of intervention and again after the project implementation*” 64.7% of the respondents also strongly agreed on the issue of accountability on projects being a requirement. This one is also followed by those who responded that management involves other staff in the development of project indicators, with those who strongly agreed being 61.8%. Availability of leadership support for

result-based monitoring and evaluation, M & E findings being used by management in decision making processes and the organisation having well-designed goals for all its projects attained 58.8% this is followed by those who emphasized that the organization has clear indicators for outcome and impact and that management always allocates sufficient funds for M & E at 55.9%. Those who strongly agreed that staff have M& E competences and that the organization has also got M & E guiding principles, norms and standards are 52.9% each, followed by those who strongly agreed that there is a demand for an M&E report on outcome and impact, regular reporting on evaluation results on outcome and impact level also exists and management role of enforcing adherence to M & E frame-works at 50%. Last but not least, the following is where the response rate of those who strongly agreed was low; Incentives existence for staff who adhere to good M & E standards and Performance measurement establishment was 47.1%, followed by existence of champions for building and using an M & E at 44.1%, whereas staff being trained in M & E, existence of motivation for building an M & E system and information on progress being accessible being 38.2% each of those who strongly agreed and finally achieving goals and objectives had the least response of those who strongly agreed at 35.3%. Therefore, it was revealed that, at AVCR the response for the existence of frameworks had the highest response at 79.4% of those who strongly agreed compared to those whose response was the smallest at 35.3% regarding achieving goals and objectives, this finally implied that the existence of frameworks had a huge role in the existence of a successful result-based monitoring and evaluation at AVCR Uganda.

### **5.2.3 Relationship of organisation resources and the establishment of RBME System.**

The objective of this research question was the relationship between organizational resources and the establishment of result-based monitoring and evaluation system in AVCR Uganda, In this

case, Findings revealed that, Most of the respondents emphasized that AVCR Uganda has permanently recruited M & E specialists with those who strongly agreed being at 94.1%. This was followed by those who responded that each project has an M & E funding component of which those who strongly agreed being 73.5% which is also evidenced by a respondent who stated that, *“none of the M & E activities can take place without being planned and funded”*. 41.2% of the respondents also strongly agreed on the issue of sufficiency of the existing number of M & E staff for timely execution of M & E tasks. Last but not least, the following is where the response rate of those who strongly agreed was low, where the response rate of whether there is sufficient budget allocation for each project was 38.2%, followed by allocation of funds for measuring project results being commensurate to the M & E work-plan and existence of allocating of sufficient funds for baseline studies at 29.4% and finally measurement of project results being conducted by external M & E work-plan had the least response of those who strongly agreed at 5.9%. Therefore, it was revealed that, at AVCR the response for having permanently recruited M & E specialists was the highest at 79.4% compared to those whose response was the smallest at 5.9% regarding measurement of project results being conducted by external M & E work-plan, this finally implied that the existence of permanently recruited M & E specialists had a huge role in the existence of a successful result-based monitoring and evaluation at AVCR Uganda. One of the respondents asserted that, *“the field of monitoring and evaluation requires specialized persons with excellent skills to man the day to day M&E project task”*

### **5.2.3 Influence of organisation capacity on the establishment of RBME**

The objective research question was to find out how organizational capacity influences the establishment of result-based monitoring and evaluation system in AVCR Uganda. Findings

revealed that, most of the respondents asserted that the organization has a department in charge of M & E related activities of which those who strongly agreed was at 94.1%, which was evidenced with one of the respondents at AVCR who commented that *“it’s the monitoring and evaluation department which carries out M&E activities, and coordinates the rest of the organizational programs”* This was followed by those who responded that the organization has sufficient number of staff with M & E competences and the organization regularly collecting data on project outcomes and impact being 61.8% each. 58.8% of the respondents also strongly agreed on the issue of staffs having experience in M & E. This one is also followed by those who responded that staff have M & E skills who strongly agreed at 55.9% . The organisation having competent leadership and project donors having a vote for capacity training and development attained 52.9% of those who strongly agreed each, this is followed by those who emphasized that the organisation has got qualified staff in all the departments at 50%. Lastly but not least, the following is where the response rate of those who strongly agreed was low, where the staff having competences in developing outcome and indicators, and the staff always meeting their performance target was 35.3%, followed by staff having competence in conducting evaluation studies at 32.4%, whereas staff being regularly trained in M & E reporting) was 29.4% followed by the staff having competence in logical/result frame work at 26.5%. Finally, allocation of sufficient budget for staff training and development and staff having competence in data analysis had the least response of those who strongly agreed at 23.5%. Therefore, it was revealed that, at AVCR the response for the existence of the organization having a department in charge of M & E related activities was the highest at 94.1% compared to those whose response was the smallest at 23.5% regarding allocation of sufficient budget allocated for staff training and development and staff having competence in data analysis. This finally implied that the existence the

organization having a department in charge of M & E related activities played a key role in the existence of a successful result-based monitoring and evaluation at AVCR Uganda.

### **5.3 Relationship between success factors and RBME**

Pearson's Correlation Coefficient for success factors and result-based monitoring and evaluation was  $r = .721^{**}$  with probability value ( $p = 0.000$ ) that is less than  $\alpha = 0.01$  level of significance showing a significant positive relationship between success factors and result-based monitoring and evaluation at the one percent level of significance. Therefore, RBME is significantly influenced by success factors. In addition, the regression analysis results showed the adjusted  $r$  value was 0.504 which indicated that there is a positive relationship between success factors and RBME in AVCR Uganda.

### **5.4 Discussion of findings**

This subsection looks at the discussion of the findings which are discussed according to the respective research objectives as earlier presented in chapter one.

#### **5.4.1 Influence of institutional factors on the establishment of RBME**

The findings indicate that institutional factors have a significant positive influence on the establishment of Result-based Monitoring and Evaluation system.

The findings revealed that an M & E framework exists at AVCR Uganda and a majority of staff acknowledged either participating in its development, using it or having seen it. These findings are in line with UNITAR (2012) observation on the significant role of internal factors like the existence of an M&E policy framework in building an institutional strategic direction towards establishing and strengthening of a Result-based Monitoring and Evaluation system”

The research findings further indicated that AVCR Uganda conducts baseline studies for all its projects. What is critical to note herein is that, baselines for any given project acts as a foundation for results measurement. UNICEF (2012) affirmed this finding when it noted that lack of baseline data was one of the critical challenges to result-based monitoring and evaluation. Baseline data is therefore key to providing a basis for performance measurement

According to the findings, AVCR Uganda has good leadership support for result-based monitoring and evaluation. The leadership of an organization has the potential to make or break any undertaking depending on their management styles. Turabi et al (2011) alluded to this when he said lack of interest from managers is a bottleneck to establishment of sustainable monitoring and evaluation.

Findings from the research showed that the M & E findings are used by management in decision making processes and the organisation. This alone stands as a motivational factor to the members of the organization. One of the members noted “ *what would be the use of wasting resources, time and energy in gathering information that is never used*” this statement was a clear indication that the organization attaches significant value on the M&E findings . However, looking at the response percentage would straight away make one notice that the degree of utilization is still low.

It was also pertinent to note from the findings that AVCR Uganda has competent staff with a clear understanding of the organizational guiding principle and norms , this according to the top leadership, made it easier for the introduction of monitoring and evaluation concepts to the organization.

AVCR Uganda has Incentives for staff who adhere to good M & E standards and Performance measurement. Findings were, however, low among those who strongly agreed on the existence of these incentives. The AVCR staff acknowledged the existence of these incentives but reported that the frequency was irregular due to lack of consistency in recognitions and awards. UNDP (2007) stresses the importance of having incentives in place for managers to use the result-based monitoring and evaluation systems. Angela (2012) is in total agreement that the issue of incentives cannot be dealt with on *ad hoc* basis but rather requires a systematic framework on how they can be applied.

Kimathi's (2008) acknowledgement of the significant role of M&E champions in an organization is in line with the research findings on the existence of M&E champions at AVCR. These are individuals within the organization that volunteer or are selected to facilitate change. According to the AVCR Uganda staff, the organization has individuals who understood M&E significance and became M&E advocates who motivate others to embrace it in all aspects of life

#### **5.4.2 Relationship of organisation resources and the establishment of RBME System.**

Findings indicated that there is a positive relationship between organization resources and Result-based Monitoring and Evaluation system in AVCR Uganda.

Findings revealed that AVCR Uganda has permanently recruited M & E specialists. It is no wonder that this organization's Monitoring and Evaluation systems were found in full operation. Chris (2015) and World Bank(2000) noted that a human resource base was one of the key factors in the establishment of a Result-based Monitoring and Evaluation system it is therefore clear that for an organization to establish a sound Monitoring and Evaluation system, it must first create the M&E portfolios and fill them with competent persons..

Finding further showed that every project in the AVCR organization had an M&E budget line. This is in line with Kusek (2004) and Angela (2012) who agree that M&E is a cost-intensive undertaking and thus requires adequate resource allocation. Despite inadequacy in the available resources allocated to M&E in each given project as reported by some staff, the top management was convinced that they were on the right track and were optimistic that the funding gaps would be eventually covered overtime. Inclusion of M&E funds in each project was a brilliant initiative by AVCR because projects vary in sizes and timeframes whereby running a single M&E fund would work to the disadvantage of either of the projects.

Last but not least, the findings revealed that AVCR Uganda does not contract measurement of project results to external consultants because the organization believes they have a fully fledged team of M&E professionals with all the required skills and resources. Therefore, external contracts would be time consuming and a waste of resources. It is, however, the policy of the organization to source out final Result-based Monitoring and Evaluation Studies in order to get an independent review of the organizational performance.

#### **5.4.3 Influence of organisation capacity on the establishment of RBME**

Findings indicated that there is a positive relationship between organization capacity and RBME in AVCR Uganda

According to the Findings, AVCR Uganda has a department in charge of M&E related activities. The department is headed by a senior Monitoring and Evaluation officer, working with additional number of staff. Some working as research assistants; others as data analysts. The researcher was informed that the M&E department coordinates all the baseline studies, progress



monitoring and evaluation studies and feeds the management and donors with information and data on various projects performances.

The findings further confirmed the researchers quest to find out whether the organization had adequate staff with the required skills. The findings showed that the M&E department has sufficient number of staff with M & E competences. However, the task to transfer skills and competence to the rest of the staff in the organization is vested on the M&E department.

On whether the organization collects data on project outcomes and impact regularly, the findings from the researchers interaction with the organizational team showed that data was always collected at the beginning, mid and at the end of the project and 2-4 years from project closure.

Findings also indicated that AVCR Uganda has a competent and skilled team with a wealth of experience on M&E undertakings. This is in accord with World Bank (2000) which notes that the broader assessment of the organizational capacity must critically look at the technical skill, expertise and abilities and experiences of individuals in conducting monitoring and evaluation..

AVCR Uganda like most organizations treasure improvement of their staff performance, this according to the human resource management can be done through capacity building. The organization created a budget line for staff capacity building. Under this budget, the organization is able to send staff for short courses of less than 2 months, learning trips, seminars for knowledge sharing among others. This is in agreement with Minnesota Management and Budgets(website), when it noted that employees are a key determinant of an organization's success and are often the "face" of the agency to customers and stakeholders. Maintaining a well-trained, well-qualified workforce is a critical function of both individual managers.

It was observed from the findings that there is a limited number of staff with competencies in developing outcome and indicators. Some of the staff noted that this task was always left to the M&E department and its staff members assisted by the top management. Whereas this may appear as a good practice under division of labour, it is wrong not to involve and build capacities for the entire organizational team in M&E results outcome and indicator development. Non-involvement of the entire staff leads to a lack of appreciation of the existing indicators thus under-performance. This could be noted as one of the reasons why only 35.3% believed that the AVCR staff meet their performance targets and only 32.4% having the competence to conduct the evaluation studies. It is therefore imperative for the management to mainstream these skills and competencies across the board for establishment of a sustainable result-based monitoring and evaluation system.

Finding also indicated that training of staff on M&E reporting was not done on regular basis. This was noted by the 29.4% respondents that strongly agreed that these trainings are regularly conducted. It researchers further probe indicated that regular trainings were only conducted for the M&E department.

## **5.5 Conclusions**

The study based on the findings to draw a number of conclusions, in line with its set objectives. The conclusions are important to both private and public sector organization that would wish to establish sustainable Result-based Monitoring and Evaluation Systems. The key conclusions are:

### **5.5.1 Institutional factors influence to RBME establishment**

Findings indicated that institutional factors had a significant positive influence in establishing a result-based monitoring and evaluation system. The findings revealed that existence of an M&E

framework, conducting of baseline surveys, involvement of staff in project indicators development, active leadership support to the M&E undertakings, utilization of the M&E findings and identification of M&E champions were some of the outstanding factors at the institutional level for the successful establishment of RBME in AVCR Uganda.

### **5.5.2 Organization resources relationship to establishment of RBME systems.**

The study established that there was a positively significant relationship between organizational resources and establishment of a RBME system at AVCR Uganda.

These findings identified existence of permanent, adequate number and skilled M&E professionals, availability of adequate M&E budgetary allocations at each project level and the organization having a department in charge of M & E-related activities as cardinal factors in the existence of a successful result-based monitoring and evaluation at AVCR Uganda .Thus such factors shouldn't be neglected when thinking of establishing a result-based monitoring and evaluation system.

### **5.5.3 Influence of organizational capacity to establishment of a RBME.**

Findings further established that the organizational capacity had significant positive influence in the establishment of a RBME system in AVCR Uganda. This was evidenced by factors such as the existence of an M&E department, existence of adequate number of staff with rightful skills and competences, ability to regularly collect the project outcome and impact data and the organizational continuous allocation of resources for staff capacity building initiatives. Unlike in the AVCR Uganda's case, however, M&E capacity building initiatives should be planned and conducted for the entire organizational staff.

## **5.6 Recommendation of the study**

### **5.6.1 Institutional related factors**

From the finding under the institutional factors, it was apparent that the management may not have done enough in rewarding those who adhere to the M&E guidelines, as signified by the 38.2% response. This could be attributed to unclear reward mechanisms that some staff were not familiar with. The Advocacy for vulnerable children's rights (AVCR), the organization should come up with clear reward mechanisms and criteria of selection of awardees and disseminate them to every staff with regular reminders. This mechanism should be mainstreamed into the organizational induction materials to take care of the new entrants.

The staff achievement of goals and objectives stood at 35.3% according to the findings. This could be an indication that both the organizational goals and objectives keep changing in the course of project implementation or the staff performance is never recognized even when they have achieved the set targets. It is therefore key for AVCR to frequently appraise its staff within the agreed set of goals and objectives, acknowledge excellence and reward it.

### **5.6.2 Organizational resources**

Findings from a number of staff who strongly agreed that funds allocated for M&E were not commensurate to the M&E work-plan and baseline was relatively high at 38.2% and 29.4% respectively. The AVCR Management should therefore ensure that M&E work-plans are carefully analyzed and adequate funds allocated for comprehensive programs and project coverage.

### **5.6.3 Organizational Capacity**

The organization should boost its human resource numbers to meet the increasing demand for organizational services, as noted by one member *“we get overwhelmed with work at times because of the high rates of beneficiary community engagements”*. This could be one of the reasons for the response of 35.3% on staff’s ability to meet performance targets.

29.4% response on staff regular trainings was significantly low, implying that the management has not been very consistent with the M&E trainings, most probable reasons why only 26.5% of the staff seemed to strongly agree that AVCR staff have competence in logical/ results framework. AVCR Uganda should therefore allocate adequate funds for capacity building trainings of its entire program staff on M&E and regularize these trainings.

### **5.7 Limitation of the Study**

One of the major limitations of the study was the use of case study approach which limits the generalization of the study findings to other private and public organizations.

The other limitation was the time-scope of the study. This research was conducted within 3 month which could not enable the researcher to conduct verification of the final findings.

### **5.8 Contribution of the study**

The findings of this study are key to enabling the AVCR as a case study organization to address the identified gaps in the organizational M&E system for more effectiveness. To the academia, the findings of this study can be used as a point of reference in any subsequent studies which can be used to boost the RBME existing body of knowledge.

## **5.9 Areas for further research**

- Factors that affect the utilization of Result-based Monitoring and Evaluation findings
- The role of stakeholders in influencing utilization of Result-based Monitoring and Evaluation.
- Institutionalization of Result-based Monitoring and Evaluation systems in the Public sectors.

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## **APPENDIX I: QUESTIONNAIRE**

### **INTRODUCTION**

My name is ISAIAH EITU, 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 **“Success factors for establishment of Result Based Monitoring and Evaluation System at AVCR Uganda”**

Serial No.....

### **SECTION A: BACKGROUND INFORMATION**

Please tick or circle the appropriate number

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

<b>2</b>	<b>SEX</b>	
	Female	Male
	1	2

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

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

6	<b>DURATION OF SERVICE AT AVCR UGANDA</b>			
	Less than 5 years	5 – 10 years	11 – 16 years	17 years and above
	1	2	3	4

From questions 1 – 56, tick or circle the number that best indicates your opinion on the question using the following scales:

SCALE	1	2	3	4	5	
	SD	D	N	A	S A	
	<b>SECTION B. INSTITUTIONAL FACTORS</b>					
	<b>SUPPORT</b>					
		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1	AVCR Uganda has got M&E guiding principles, norms and standards	1	2	3	4	5
2	Performance measurement is established at AVCR Uganda	1	2	3	4	5
3	Success performance is rewarded at AVCR Uganda	1	2	3	4	5
4	Management always allocate sufficient fund for M&E.	1	2	3	4	5
5	There is a clear feedback mechanism on progress bat AVCR Uganda	1	2	3	4	5
6	There is an demand for an M&E report on outcome and impact at AVCR Uganda	1	2	3	4	5
7	AVCR Uganda has a well-designed goals for all its projects	1	2	3	4	5

8	AVCR Uganda always achieves its goals and objectives	1	2	3	4	5
9	AVCR Uganda has clear indicators for outcome and impact	1	2	3	4	5
10	AVCR Uganda conducts baseline studies for all its projects	1	2	3	4	5
11	Information on progress is always accessible at AVCR Uganda	1	2	3	4	5
12	Accountability on projects is a requirement at AVCR Uganda	1	2	3	4	5
13	There is regular reporting on evaluation results on outcome and impact level	1	2	3	4	5
14	Staffs are trained in M&E at AVCR Uganda	1	2	3	4	5
15	Staff have M&E competences at AVCR Uganda	1	2	3	4	5
16	AVCR Uganda has got the required number of staff	1	2	3	4	5
17	All staff have the required level of qualification in their positions	1	2	3	4	5
18	There is leadership support for result based monitoring and evaluation at AVCR Uganda	1	2	3	4	5
19	There are champions for building and using a M&E system at AVCR Uganda	1	2	3	4	5
20	There is motivation for building an M&E system at AVCR Uganda	1	2	3	4	5
21	Management involves other staff in the development of	1	2	3	4	5



	project indicators					
22	An M&E framework (work plan) exists	1	2	3	4	5
23	Management enforces adherence to M&E frame works	1	2	3	4	5
24	M&E findings are used by management in decision making processes.	1	2	3	4	5
25	Incentives exist for staff who adhere to good M&E standards	1	2	3	4	5
	<b>SECTION C: ORGANIZATIONAL CAPACITY</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
26	Staffs have M&E skills	1	2	3	4	5
27	Staffs are regularly trained in M&E reporting	1	2	3	4	5
28	Staffs have experience in M&E	1	2	3	4	5
29	The organization has sufficient number of staff with M&E competences	1	2	3	4	5
30	The organization has a department in charge of M&E related activities	1	2	3	4	5
31	AVCR Uganda has got qualified staff in all the departments	1	2	3	4	5
32	There is sufficient budget allocated for staff training and development	1	2	3	4	5
33	The staffs have competence in logical/result framework	1	2	3	4	5
34	The staff have competences in developing outcome ar indicators	1	2	3	4	5

35	The staffs have competence in designing M&E plan	1	2	3	4	5
36	The staffs always meet their performance target	1	2	3	4	5
37	Staffs have competence in data analysis	1	2	3	4	5
38	Staffs have competence in conducting evaluation studies	1	2	3	4	5
39	The organization regularly collects data on project outcomes and impact	1	2	3	4	5
40	AVCR Uganda has got competent leadership	1	2	3	4	5
41	Project donors have a vote for capacity training and development	1	2	3	4	5
<b>SECTION D: ORGANIZATION RESOURCE</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
42	AVCR Uganda has permanently recruited M&E specialists	1	2	3	4	5
43	The existing number of M&E staff is sufficient for timely execution of M&E tasks.	1	2	3	4	5
44	Each project under AVCR Uganda has an M&E funding component	1	2	3	4	5
45	Funds allocated for measuring project results are commensurate to the M&E work plan.	1	2	3	4	5
46	Measurement of project results is conducted by external M&E consultants.	1	2	3	4	5
47	There is sufficient budget allocation for each project under AVCR Uganda	1	2	3	4	5
48	There is sufficient funds allocated for baseline studies	1	2	3	4	5

	at AVCR					
	<b>SECTION E: RESULT BASED MONITORING AND EVLUATUION</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
49	The organization has clear indicators for measuring result 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
56	AVCR Uganda has M&E plan	1	2	3	4	5

**E1** Please comment on the success factors for the establishment of result based monitoring and evaluation system at AVCR Uganda?

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**E2** What can be done to enhance result based monitoring and evaluation at AVCR Uganda?

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**Thank you for your participation**

**APPENDIX II:INTERVIEW GUIDE**

**SUCCESS FACTORS FOR THE ESTABLISHMENT OF RESULT BASED MONITORING AND EVALUATION SYSTEM AT AVCR UGANDA**

The purpose of the interview is to gather Key informants' views on the factors influencing application of result based monitoring and evaluation at AVCR Uganda

1. What have you done as management to improve in the reporting of outcome and impact at AVCR Uganda?
2. What criteria do you have to demand for result based monitoring and evaluation results?
3. As Management, do normally carry out baseline studies for your entire project and how often?
4. What strategies do you have in this organization to build capacity in Monitoring and Evaluation?
5. What strategies to you have in place to enhance result based monitoring and evaluation?
6. What challenges have you faced with building a result based monitoring and evaluation?
7. What do think are the likely recommendations on building a result based monitoring and evaluation system at AVCR Uganda?

8. Does management have sufficient organizational resources to establish result based monitoring and evaluation?
9. What challenges do you have with regard to staff capacity?
10. What do you recommend to address the challenges mentioned above?

**THANK YOU**