An Assessment of the Application of Results-Based Monitoring and Evaluation with the Read II project: the case of Sadama Language.

By

Daniel Okubit

A final project work submitted to the School of Commerce in the College of Business and Economics in partial fulfillment for the award of the degree of Master of Arts in Project Management of Addis Ababa University (AAU).

Advisor: Dr. Bahran Asrat

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Declaration

I, Daniel Okubit Debessay, declare that, to the best of my knowledge, this is my original work and has not been submitted to any other University or Institutions of higher education for the award of any academic qualification.

Signature: _____

Date: _____

Certification

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

Supervisor: Dr. Bahran Asrat

School of Commerce, College of Business and Economics

Signature: _____

Date: _____

Addis Ababa University

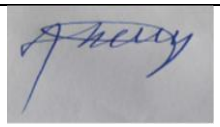
College of Business and Economics

School of Commerce

Approval

We hereby certify that this project thesis, titled "*An Assessment of the Application of Results-Based Monitoring and Evaluation with the Read II project: the case of Sadama Language*", submitted by Daniel Okubit in partial fulfillment of the requirements for the Degree of Master of Arts in Project Management, complies with the regulations of the University and meets accepted standards with respect to originality and quality. We have therefore approved it as the fulfillment of the thesis requirement for the Master of Arts in Project Management.

Signed by Examining Committee

Approval Board Committee:	**Name**	**Signature**	**Date**
Advisor			
Internal Examiner			
External Examiner	Dr. Abdu Muhammed		3/24/23

Dedication

I would like to dedicate this thesis to the baby girl on her way to join my family and all my family and friends who have been on my side one way or another.

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Acronyms

Read II	Reading for Ethiopia's Achievement Developed
MoE	Ministry of Education
M&E	Monitoring and Evaluation
RBM&E	Results-based Monitoring and Evaluation
PIRS	Performance Indicator Reference Sheet
EGRA	Early Grade Reading Assessment
EAES	Education Assessment and Examinations Service
MBO	Management by Objective
USAID	United States Aid for International Development
Read CO	Reading for Ethiopia's Achievement Developed Community Outreach
MT	Mother Tongue
GEQUIP	General Education Quality Improvement Program

Abstract

The call for projects to yield results and make that result known to appropriate stakeholders and the public has been in the limelight for some time now. With the initiation of the results-based management in the 1990s, and with increased demands levied on projects to give results, equal importance has been put to the need of shifting to results-based M&E. This study came forward on clear understanding and recognition of this call for results.

The purpose of the study was to assess the practice of applying the results-based monitoring and evaluation with the Read II project. Read II has been a reading-focused project implemented on the teaching of primary school students in Sidama Language along with many other languages. The study was organized to look into and determine the types of results covered in the project's regular M&E reports and identify assess which capacity related, technical and leadership related issues affected the application of results-based monitoring and evaluation.

On the dictates of purpose, scope and time factors, the study was framed on cross-sectional case-study design with an element of descriptive approach. Through use of questionnaire, interviews and document review, the study was able to reach as many as 295 respondents and the analysis was done using descriptive statistics. Alongside the quantitative data, qualitative information was also inductively analyzed using the thematic analysis approach.

In synthesis of outcomes of both analyses, the finding showed that outputs abound their reports, and a range of capacity, technical and leadership related issues affect the application of results-based monitoring and evaluation with the Read II project. The study concludes by affirming that the technical imperative to transition to the results-based M&E is here and recommends a shift to results-focused mindset, looking outside of the box and searching for new data collection methods that can be alternative to EGRA and using beneficiary schools as the hub of activities thereby maximizing engagement of school communities as frontline stakeholders.

Key Words: results, theory of change, results-based M&E, capacity related issues, technical issues, leadership.

Chapter One Background of the study

1.1 Conceptual Background- Results-Based Monitoring and Evaluation (RBM&E)

This study is about results-based Monitoring and Evaluation (RBM&E). Results-Based M&E (RBM&E) is "an element under the technical component of results-based management" (Julian 2016), p.2). Characteristically moving away from compliance and lower-level results and shifting focus on to high level results – outcomes and impacts of development intervention (ibid), RBM&E is a very powerful management tool employed by far more development organizations and programs in a bid to shift focus to results of their interventions. RBM&E, as the name itself indicates, is an outgrowth of the regular or conventional M&E and came following a mounting 'emphasis given to results (outcomes), as opposed to activities and inputs'(Berhanu , 2010, p.1). While itself is a result of the shift toward results rather than activities, RBM&E is a monitoring and evaluation system focusing, unlike the regular M&E, on results or outcomes and, to this effect, places a big attention on the 'measurement and assessment of performances in order for performance to more effectively produce results' (ibid) that, when applied to the lives of beneficiaries, ensure changes or alleviation of problems that justified implementation of the intervention. More succinctly, the SMES M&E Training Manual, highlights RBM&E as follows:

> Results based M&E systems are designed to address the "so what" questions [unlike the conventional M&E systems that ask ' did they do it' questions][*sic mine]*. A results-based M&E provides feedback on the actual outcomes and goals of government actions. Results-based system helps answer the following questions: what are the goals of the organization? Are they being achieved? How can achievement be proven? (p. I-16)

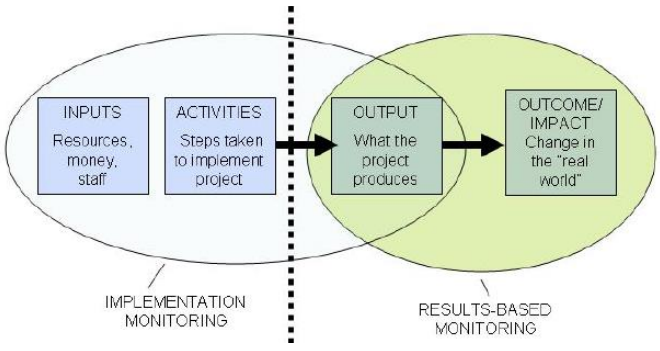
Central to the concept of RBM&E is the idea of 'results' which captures the focus of monitoring by being what the whole project endeavor is about. Spreckley (2009) itemizes important components of the concept by highlighting discrete actions that constitute an RBM&E. According to him, RBM&E means: -

> Clearly identifying program/project beneficiaries and stakeholders, problems and opportunities, setting clear agreed objectives, monitoring targets and milestones, ensuring adequate resources to achieve the objectives, monitoring progress towards results, and resources consumed, with the use of appropriate indicators, using quantifiable indicators and qualitative narratives to measure progress, increasing knowledge by learning lessons and integrating them into decisions, changing objectives as a consequence of learned lessons, reporting on results achieved and the resources involved (p.5).

Unsurprisingly, RBM occurs in every other discussion on RBM&E to the extent that the recurrence gives impression that the two terms are interchangeable. It is indeed very much like that since they both retain and maintain the centrality of 'results'. Conceptually, RBM is defined as "a management strategy by which all actors, contributing directly or indirectly to achieving a set of results, ensure that their processes, products and services contribute to the achievement of desired results (outputs, outcomes and higher-level goals or impact)" (UNDG, Oct 2011, p.2). The UNDG document adds that the actors use the information and evidence of actual results to inform decision making on the design, resourcing and delivery of programs and activities as well as for accountability and reporting (ibid). Drawing from UNFPA (2001), PMI (www.pmi.org) describes that RBM "aims to provide the sponsor and key stakeholders with regular feedback and early indications of progress (or the lack thereof) in achieving intended results". PMI also underlines RBM's power in tracking performance in the following excerpt: it tracks the actual performance against plan according to pre-determined standards, collecting and analyzing data on processes and results and recommending corrective measures (ibid). The PMI description throws special light on results-based monitoring, while it also defines the evaluation aspect (i.e., the results-based evaluation) primarily as time-bound exercise to assess projects systematically and objectively during or after completion. The PMI account equates results-based monitoring to performance monitoring and highlights that it is a process of assessment based on participation, feedback, data collection, analysis of actual performance using indicators and regular reporting (ibid). In the same vein, the PMI explanation makes the benefits of results-based monitoring clear by underlining that it provides information as to whether progress is being made toward achieving envisioned results, opportunities to review assumptions made early, feedback with early indication of progress to project sponsors and key stakeholders, and tracks actual performance against plan according to pre-determined standards and thereby collecting and analyzing data on the process, results and recommending corrective measures where needed (ibid). Unlike implementation monitoring, results-based monitoring does more than what is routine monitoring and eyes if results are in the making (see the figure below):

Even though there is evidence from Arif, Juair and Ahsan (2015) that RBM started in the 1950s when the idea of Management by Objective (MBO) started, there have been subsequent claims that draw the beginning of RBM and RBM&E to the turn of the century. Specifically, RBM&E (and of course) is claimed to have started around late 1990s when members of international development community came together asking for ways, they could improve the way how they measure results. Major milestones in this rethinking came forward following the Millennium Declaration of early 2000[1] (SMES Monitoring and Evaluation Training Manual, 2009, p. I-9). Through the series of these declarations, one could simply assert that result-focused management and M&E came in response to growing anxieties for outcomes among government bodies and NGOs. Likewise, it is possible to emphasize that RBM&E is a management tool designed and adopted to track results or outcomes of actions or activities that agencies (both government and non-government) are taking to address issues at a specific point and time. RBM&E is here to answer such questions as – *are projects making a difference in the lives of the target beneficiaries? Have the project plans led to the desired outcomes or results? Is success certain rather than failure? If success is sure to come, how was that measured? What baselines are used for comparing what was put on record for pre-intervention and post? (*Berhanu, et.al 2010).

It should be clear at this stage that, for reasons stated above, RBM&E has entailed a major shift from the traditional versions of M&E to the results-focused system. In that case, how different it is should be shown clearly. RBM&E is distinct from the traditional or conventional M&E systems. They differ in the areas of their focus. The conventional M&E is also referred to as implementation-based or activity-based M&E.



Results-based monitoring compared to implementation monitoring.

Figure taken from Gumz & Parth (2007)

[1] These milestones include the Millennium Development Goal of 2002, The Monterrey Consensus on Financing for Development (2002), the Rome Declaration on Harmonization in 2003, the Marakkech Memorandum on Managing for Development Results in 2004, and the Paris Declaration of Aid Effectiveness in 2005)

The implementation-focused M&E, as its name indicates, is a tracking system designed to check compliance which is to raise and answer the question 'did they do it?'. Practically, it intends to check if the project team had mobilized the planned inputs, carried out the planned activities, and if the intended outputs (the services or products or improvements) had been delivered. In the words of Kusek and Rist (2004), this approach is mainly about "monitoring and assessing how well a project, program, or policy is being executed", but they say it does not provide the stakeholders with an understanding of the success or failure of that project, program or policy (p.15). As can be seen in the above figure, of the four components in the project cycle, the implementation-based M&E gives attention to the inputs (checking if the resources, money and personnel are mobilized) and to the activities (i.e. if steps are taken to implement the project per plan). In fact, the next logical component -output- is shared by both types. Outputs are the immediate products of the project and are monitored under the implementation-based M&E as well as the results-based one. The point however is that they are the major focus of the implementation-based M&E unlike the RBM&E. In the latter model, the focus is only on both outputs and outcomes/impacts which is checking what changes activities carried out have brought about for the target beneficiaries.

1.2 The Contextual Background

As a developing nation, Ethiopia obtains aids and supports from its allies and partner nations over the world. These aids come in a variety of forms including national programs and projects. In due process, depending on the binding principles of bilateral partnerships and legal framework at work in the context, the programs would be implemented. There can be no question that initiation of these aid or bilateral programs is either requests from ministries and sector offices of national as well as regional governments or offers for collaboration from donor partners. Today, several aid packages and programs are on the ground in different sectors and regions of Ethiopia and donor agencies and partners such as the World Bank, USAID, UNDP and DFID are funding their implementation through partners and awarded implementers.

In Ethiopia, USAID funded programs are executed in the sectors of education, agriculture and health mainly. Some of these programs are food security, democracy, human rights and governance, education, gender equality and women's empowerment, global health, water and sanitation, relief projects in crisis and conflict zones. Funds for all these projects/programs come from this government agency mostly referred to as a donor who in turn obtains its budget and funding based on approval by the US Congress. One of the sectors with plenty of development programs underway and that counts on massive budget mobilization for its multifarious programs

in the whole range of its operation is the Education sector. USAID programs in the Education sector have been continuous over the last many decades but notably more so after the government change following the downfall of the Derg in 1991. Since 2000, and very much in their distinct model of project design, USAID interventions in the education sector were designated under Strategic Objective 3 (SO3) and later SO9 stated as "Quality and Equity of Primary Education Improved in Expanded System'. Since 2003, the Strategic Objective 9 (SO9) became Basic Education. Throughout these years, USAID's support programs were targeted to improve the quality as well as access and scope of basic education with an increasing focus on reducing low rate of literacy amongst the school age children in most of the regions. Accordingly, funding has been available from USAID to execute these projects and the investments were all on track leading to their implementation.

In 2012 USAID took another heavy lift to sponsor two national studies into early grade learners reading ability in both their mother tongue as well as English. This came in the realization that despite the huge progresses that Ethiopia was making in enrollment rate in primary and secondary schools, primary school education was still characterized by extremely low quality and efficiency. Studies that USAID assisted showed that the quality of primary education was low from both ends-in terms of input and output. "From the input side, class size, availability and qualification of teachers and availability of textbooks proved that the education system had not been able to provide the necessary inputs at the required level" (USAID: Evaluation Scope of Work for the READ program. 2013). From the output side, measured through the national learning assessments conducted four times thus far, learning achievements, taken by the mean score of all four assessments, showed below the average of 50. Therefore, the 2012 assessment that USAID assisted both financially and technically was into early grade learners reading ability. This assessment, called EGRA- Early Grade Reading Assessment, was conducted in six local languages covering seven of the nine regions and one of the two chartered cities of Ethiopia (ibid). While similar assessments were carried out in several other countries at or around the same time, the results of the assessment in Ethiopia gave depressing results despite encouraging achievements in other performances of Education. The overall results showed extremely low scores in oral reading fluency and reading comprehension, and these indicate that students are both slow readers and do not comprehend what they read (ibid). Some of the findings brought to light that a good percentage of learners were zero readers, unable to decode and consequently unable to read and comprehend

even in their mother tongue (MT) even if the assumption with teaching in their first language was that learners would be able to decode and read fast in it.

In addition to reading assessment in mother tongue, EGRA was also conducted to assess early grade learners' ability to read in English language. Findings of this assessment showed that children are not learning to read before completing primary school because of lack of clear attainable goals for reading and English acquisition, lack of textbooks for all children, teachers' lack of knowledge of basic components of reading and how to teach them, reading materials not permanently posted on the walls of the classroom, parents' lack of knowledge, the skills and resources to assist their children in learning at home.

These two studies into learners reading abilities were considered to be the foremost assessments by international standards. Given that reading is one of the major skills needed for learning, the assessments were applauded with great enthusiasm and support from the MoE. Both studies brought a set of recommendations that called for immediate actions in the subsequent years with focus on: improving reading instruction through measures that ensure that every child has textbooks and every teacher has teacher manuals, setting goals (such as speed of reading and ability to comprehend per given time) for reading and writing in both mother tongue and English, promoting the design and use of simple lessons framework, instructional activities, supportive reading materials that correspond to the textbooks for achieving the set goals, enhancing training at both pre-service and in-service levels to help teachers understand the theory of how children learn to read, training teachers on how to adapt reading lessons and make needed changes by creating or using posters or other learning materials that teachers, preparing school head masters to supervise and monitor whether or not teachers are teaching reading according to new techniques, and engaging parents in their children's learning by providing them simple orientations on easy doable home activities toward their children's reading development, etc. (Literacy Policy and Practice in Ethiopia, 2012; AIR & USAID). Based on these recommendations, therefore, the reading development projects known as READ I and II were designed and implemented.

1.2.1 Read I

Formally known as Read-TA or Read Technical Assistance, was a five-year project that was commissioned to focus on the revision of curriculum, development of textbooks, preparation of

teacher training manuals, training of teachers and enhancement of technological support and teaching resources that would facilitate early grade literacy (RTI). The project had three complementary components that include a) technical assistance (TA), b) institutional improvement (II), and c) Read-Community Outreach (CO). The institutional improvement component started a year after the technical assistance was underway but waiting until the reading curriculum and training materials were developed. The Institutional improvement was carried out through direct grants to the MoE, Regional Education Bureaus to cover in-service teacher trainings, establish a reading faculty at each college of teacher education (CTEs) and improve the pre-service teacher training. Like the II, the Read Community Outreach started a year into the Read TA life planning to last four years. It also focused on reading and writing but aimed to build on the capacity of parents and communities to engage and be part of children's reading development and strengthen school and community libraries as well as establish reading centers where the former ones were non-existent. Read TA ran for five years (year to year) and phased out with its final evaluation showing its results. The Intermediate Results, which is the standard in reporting achievements with USAID, showed success of the project in revised and adapted mother tongue syllabi, developed curriculum for Grade 1-8, adapted reading and writing curriculum for the seven languages, developed English language reading and writing curriculum materials, printed and distributed more than 2.5 copies of student books and teachers' guides, etc. (USAID 2018).

1.2.2. Read II

In a bid to build on the momentum created during Read TA and based on the recommendations offered with the final evaluation report of READ TA, Read II was launched in 2018 in order to address gaps with literacy for early grade learners of Ethiopia. With an outlay of $86 million, the Read II project aimed to improve the reading and writing skills of 15 million children in grade 1-8 in all regions of Ethiopia. Much as its predecessor, this literacy development program was to educate the early grade school children in their mother tongues (MT), and help their teachers become better instructors of reading while also supplying host schools with supplementary reading materials. The project was also commissioned to 'build the a culture of reading in the school, home and community, strengthen the Ethiopian education system's capacity to support and sustain literacy improvements and provide cross-cutting capacity building and support for gender equity in education' (https://www.edc.org/ethiopia-read-ii). According to Year III QI performance report

(i.e. Oct- Dec 31 2019), the project had accomplished execution of major planned activities: provided quality instructional materials to teachers and students, trained teachers to adopt phonic-based approach to reading and writing pedagogy, and provided ongoing support through structured mentoring program and supportive supervision (p.2) The report continues with more specific 'results' achieved during the performance period: refresher training for 14,252 G1-8 Mother Tongue teachers who previously had received five-day initial training and the fact that this brought forth a forum for teacher to reflect on their classroom experiences and introduced new topics necessary to strengthen teachers' professional skills and capacity. With all planned activities rolled out and implemented accordingly, Read II is now in its 5th year.

These USAID projects, designed and implemented with the intention to address one of the major challenges that Ethiopia was facing in its general education system and structurally aligned with MoE's General Education Quality Improvement Program (GEQUIP), have been successfully implemented in line with their plans. As successive reports show, M&E programs for these projects have shown a remarkable degree of timeliness, clarity and focus and seriousness on their jobs to show both beneficiaries and benefactors how much the projects have been on track and producing what they were meant to. As an Impact Assessment of USAID Education Program (2010) revealed it, the USAID assistance to Ethiopia has been key to the education sector in more respects than just a single line of support. That report proved that the assistance had helped the country in the areas of improving management systems, quality improvement and institutional capacity building, etc. With project that has been given as much, if not more, attention, it is safe to say that USAID's assistance to the system has continued to be significant. This assertion would be more substantive if seen in light of the seriousness of the needs and gaps in the chosen areas of intervention that were brought into focus this time. Above all, what else could a nation look for when its children are far from being able to read in their mother tongue regardless of the grades they are learning at in school? Assistance to literacy development which in and of itself was critical to kids' learning merits quite an appreciation.

1.3. Statement of the Problem

In the fields of M&E, it is obvious that, in lieu of uniform same breed systems, development organizations develop and implement their preferred M&E principles, frameworks and systems

that fit their institutional ethos. It is equally clear that a system that works for one may not fit for the other and that is natural. Therefore, it goes without saying that there is no one-type-fits all approach in M&E. And likewise, this study does not draw its arguments from an intention of differentiating one system from the other or concluding that one is better than the other. It does not also wish to use this comparison as a looking lens when formulating its assessments. On its own right, the study bases itself on the general truth, which is also one of the anxious points amongst development communities, that the most important aim of projects is to achieve results. It is also framed on the belief that monitoring and evaluation of results takes place when due attention is given to details, planning is done, and optimization has taken place. It is to be noted that, in project design and management, the expectation is to achieve results, and for the results to change or facilitate change in status quo as well as improve existing conditions that are riddled with challenges. Therefore, as a matter of major importance, the role of project management will be not just progress of work within individual components or parts; it is on the combined results of the parts in good performance. In other words, it is more than execution of the project on its set schedule, within allocated budget and defined scope but what it all has resulted into or what results it has achieved as a result of all the good performance in the implementation. This leads to the important point that project work needs to have a monitoring and evaluation plan and system fully framed on the stock of results that project was primarily looking to achieve for the desired change in the chosen area of interventions. In light of an RBM&E-focused study such as this, the above points of distinction between execution of individual parts of a project plan and the total integrated results yielding from overall performance can be parallel to the current discourse on the distinction between traditional, conventional or implementation-focused M&E and Result-Based M&E.

The pursuit for results is a natural human gravitation and therefore needs major attention. All said, designing a results-based monitoring and evaluation is the key to ensuring that project execution is leading up to the results that it was meant to produce. An M&E system short of clear focus on results leads to another round of shortfall.

With all these in mind, one finds it interesting to look at a random report generated from the M&E practices of the READ II USAID projects and notice that a lot of the focus rests within the implementation aspects of M&E. For example, a cursory look at a quarterly report of the Read Project (January 1- March 31, 2020) shows that only major outputs are covered in terms of

activities implemented under Intermediate Results of the quarter. These include 1) 'mother tongue teachers' refresher and mentors' training in Amhara and Oromia regions, 2) training of English teachers, 3) launching of the mobile-based key message support in seven mother tongue languages, etc.' (USAID 2020, p.9). Another illustration from another quarterly may reinforce the evidence:

> Improved Classroom Reading and Writing Instruction (identified hard spots and gaps in teaching reading and writing in MT through a rapid assessment, developed quick tools in preparation for training and guiding teachers, provided an initial five-day training to over 19,000 grade 1-8 MT teachers, revised adapted the existing mentoring framework and prepared mentoring guidelines, trained master trainers to help rollout the mentoring program in year three, identified reproduced and distributed over 1.5 million supplementary practices and initiated capacity building of the MoE and other stakeholders in track and trace (T&T), provided capacity building support to private publishers and introduced childcare services at training venues to teachers with children (page 8, https://pdf.usaid.gov/pdf_docs/PA00WCJK.pdf).

Taking as a standard the above note on the distinction between the RBM&E and Implementation-based M&E, these are specimens good enough to infer that it is the outputs that are covered in the reporting. An M&E report that gives coverage to outputs is at least, report wise, implementation-focused which according to advocates of the shift to RBM&E is short of showing results to beneficiaries. Yet, it is quite premature to conclude that this line of reporting is in consistent pattern with the project. That trend of reporting, with focus on the outputs shown in the few examples that this researcher saw, is far from being determined to be so and far from enough to deduce that Read II is a results-focused or activity-based reporting project. In other words, it is not clear if the project is consistently applying the activity-based reporting or attempting to transition to the results-based M&E practice. It is not also clear if the project is attempting to bring results-based approach on board. Likewise, it remains a curious point to look into the M&E practice of the project and see if there are issues that are confounding the process in general.

While perfectly understanding that agency's rights to choose and employ its own methods and processes of M&E is always reserved, it remains a curious question to know patterns of their current M&E practice and assess if there are any issues that might contribute to their current trend of doing activity-based M&Es and not in the ways of RBM&E or vice versa. Therefore, with the fine distinction drawn above between the traditional and results-based M&E, and emphasis given on results or outcomes from performance of a project, and finally as a student of project

management, this researcher wants to assess current M&E practice of the project and point out issues affecting the process of applying RBM&E to the point where finding explanations for much of activity-focused M&E information that are compiled on quarterlies and annual reports.

1.4. Research Questions

It is worthwhile to state here that as a final project work for the Project Management program, this study is primarily intended to bring an opportunity and see the extent to which some of the principles and theories presented in the course work are applied in real projects in the local context. Accordingly, with all USAID successes in tracking their project implementation and good track record of M&E, this project work aims to take up an appreciative enquiry mode to examine and describe how they are doing their M&E processes for the READ II project in the Sidama mother tongue (MT). As in every good work, it is appropriate to ask what is and is not working in M&E for the project. Therefore, with the point of interest being project's application of the result-based monitoring and evaluation approach, the study will be guided through the following focus questions:

1. What types of project results are being covered in the M&E and reporting system?
2. What capacity related issues are affecting application of results-based Monitoring and Evaluation for the project?
3. What technical related issues are affecting application of results-based Monitoring and Evaluation for the project?
4. What leadership related issues are affecting application of results-based Monitoring and Evaluation for the project?
5. What challenges are faced on the ground when carrying out the M&E activities as planned?

1.5. Objectives of the Study

1.5.1. General Objective

Generally, the study aims to assess the practice of applying results-based monitoring and evaluation in the M&E system of the Read II project.

1.5.2. Specific Objectives

As highlighted in the above sections of this discussion, the study will also be guided by the following specific objectives:

1. Show the types of results covered in the project's M&E reports,
2. Identify capacity related issues the project is facing for carrying out the M&E activities,
3. Identify technical related issues the project is facing for carrying out the M&E activities,
4. Identify leadership related issues the project is facing for carrying out the M&E activities,
5. List possible challenges that are affecting application of results-based M&E for the project.

It is believed that a sound M&E program ensures that beneficiaries are getting results they are promised and deserve to get as well as constituencies behind the donor agency to know that their money is spent well to produce these results. This begs the question of whether the M&E in place is working or tracking the results and what system they have in place to get there.

1.6. Significance of the study

It is evident that this study does not add to something that will have an immediate bearing for a change of praxis with USAID funded projects and programs, but, according to Annersten and Wredling (2006), 'may constitute a little brick in the building of something bigger' (p.102). The researcher admits that, given how giant the donor agency is in the arena of international development and how much effort they can mobilize to change their institutional practices, this study remains an academic exercise. But he firmly believes that it would be a good one at that thereby providing an experience for future students who would aspire to take their knowledge and understanding of the Results-based Monitoring and Evaluation to next level. To that end, this study is believed to lend a lot of insight into how a live project can be looked into and appraised for what is in operation.

1.7. The scope of the study

This is an academic project that constitutes a part alongside the course work administered for the project management program. With its purpose being only academic, the study aims to look into

the Monitoring and Evaluation practice of the Read II project funded by USAID. It will not aim to grapple with other aspects of the project performance than the monitoring and evaluation practice.

1.7.1. Geographic Scope

The study will be confined to one of the many languages, Sidama, that the READ project had aimed to cover in its implementation. Likewise, the geographic, local, and political stretches of the study will not be beyond the Sidama region. Even then, given the geographic expanse of the region which might challenge feasibility of the study, the study has considered 13 of the 20 Woredas in the region.

1.7.2. Content Scope

It will only focus on the factors that might have affected application of results-based M&E through use of questionnaire, interview, and document review. The actual scope of content is defined with insights gained and the use of tools generated from the steps suggested by Kusek and Rist (2004). These include the readiness assessment, outcomes to monitor and evaluate, performance indicators, setting baselines and gathering data, result targets and monitoring for results, reporting and using findings, and challenges.

1.7.3. Time scope

The timing aspect aligns with the implementation period of the READ II project which was launched in November 2018. Even if it is not in the intention of the study to check what happened during which time period, the general timeframe that will be drawn into focus of the study will be the READ II implementation period.

1.8. Limitations of the study

This study was challenged by the fact that the project areas that had to be accessed for data collection were far from Addis. Finding dependable individuals who would take the responsibility of gathering data seriously was no easy task per se. In addition to tight school schedules respondents had to meet, it was no wonder that they were also reluctant at first and took time to have faith in the genuine intention of the study. Project staff were too busy to find time and sit

down for the interview. These put a lot of pressure on the researcher who was already in a difficult position for lack of time to complete the study. With the fact that the study had to be financed on personal resources, the inflation and the changing realities in the market were no less a burden to the entire process.

1.9. Organization of the Study

The study is organized in five chapters that embody main output of the research. The first chapter presents introduction of the study where the conceptual background flashed fundamental tenets of the core issue - RBM&E and connected that with general context of the study. This section also laid statement of the problem followed by the research questions and objectives that are meant to assist with framing the project. Also captured in this section are the purposes and significance of the study along with its scopes. Chapter two brought review of available literature on the main subject of study. The review emphasized major points related to results-based M&E and outlined steps in building a results-based system that again consolidated the review in the conceptual framework. Chapter three presents the whole scheme of putting the study idea into a reality. It is the section where the research design and methodology show how the study is boiled into action. The actual design of the study- cross-sectional case study with descriptive element is drawn here with the study population, sampling structure and techniques employed for finding the pertinent respondents. In this section, the research instruments is introduced in the way it was developed and tested for validity and reliability with the plan for forthcoming data analysis. Chapter four revealed the overall output of the study by outlining what came out of the data collection, analysis, findings, interpretation and discussion of findings. The discussion presented synthesis of results by objectives and interpretation on its part maintained the connection between precepts and insights reviewed from the literature. Finally, chapter five brought the whole process into its end by simply giving summary, conclusion and recommendations by objectives. The study closed with suggestions for future study in the areas of results-based monitoring and evaluation.

Chapter Two Literature Review

2.1. Introduction

This chapter reviews the available literature related to the research topic and presents major insights from established scholars to build on the conceptual framework. The contents of the review are themed from the purpose of the study and objectives and are done with good focus on books and articles compiled on the issues of results-based monitoring and evaluation. The review has given considerable level of attention to integral issues inherent or interrelated with the concept of results-based M&E and outlines basic steps that need to be taken for putting in place a functioning results-focused system.

2.2. Theoretical Literature

2.2.1. M&E: Introduction

Different institutions define M&E in their own ways even if the conceptualizations share same elements for the most part. One may ask what necessitates such definitions, but one may still see institutional as well as administrative imperatives that call for such conceptual delineations. Such iterations could still serve good purpose as the concepts of M&E are also drawn into diverse interdisciplinary discussions. As in many discussions and pertinent project discourses, and perhaps due to recurrence of the coinage in every relevant discourse, monitoring and evaluation has generally been accepted as one and the same concept. Many overlap their distinct nature and care less to dissect their cohesion. On that account, both- often going by the acronym M&E- are for planned review of interventions that include a range of activities being carried out toward the success of a project. However, it should be noticed that both are distinct conceptually as well as technically. Frankel and Gage (2007) define monitoring as follows: "Monitoring of a program or intervention involves the collection of routine data that measure progress toward achieving program objectives. It is used to track changes in program performance over time. Its purpose is to permit stakeholders to make informed decisions regarding the effectiveness of programs and the efficient use of resources. Monitoring is sometimes referred to as process evaluation because it focuses on the implementation process" (p.3) . In a 2002 handbook that the IFRCRC[2] published, monitoring is succinctly

[2] IFRCRC stands for International Federation for Red Cross and Red Cross.

defined as " the day-to-day management task of collecting and reviewing information that reveals how an operation is proceeding and what aspects of it, if any, need correcting" (p.1-5).

As an element in the M&E coinage, E stands for Evaluation and it is described in terms of what institutions want to put in perspective but essentially in same way. The Monitoring and Evaluation Reference Group (MERG) within UNAIDS issued a Glossary of M&E terms wherein it described evaluation in these words: "—the rigorous, scientifically-based collection of information about program/intervention activities, characteristics, and outcomes that determine the merit or worth of the program/intervention. Evaluation studies provide credible information for use in improving programs/interventions, identifying lessons learned, and informing decisions about future resource allocation" (p.3) A similar and more refined document from UNIADS (2010) adds more elements to the earlier definition and puts it this way: Evaluation is the systematic collection of information about the activities, characteristics and outcomes of a specific program to determine its merit or worth. If a program is judged to be of merit, it is also important to determine whether it is worth its cost. Evaluation provides credible information for improving programs, identifying lessons learned, and informing decisions about future resource allocation (p.12).

The IFRCRCS handbook (ibid) also puts light on evaluation with the concept of systematic and objective at the center: Evaluation is the systematic and objective assessment of an on-going or completed operation, programme or policy, its design, implementation, and results. The aim is to determine the relevance and fulfillment of objectives, as well as efficiency, effectiveness, Impact (overall Goal) and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons into management decision-making (p. 1-6)

And putting both monitoring and evaluation into one concept integratively, Smith, Macartney and Turrall (2011) posits that 'M&E is a process of continual gathering of information and assessment of it in order to determine whether progress is being made towards pre-specified goals and objectives, and to highlight whether there are any unintended (positive or negative) effects from a project and its activities. It is an integral part of the project cycle and of good management practice (p.7).

2.2.2. The importance of M&E

The importance of Monitoring and Evaluation is already axiomatic. A lot of professionals would agree on the importance of having it as a system as well as a built-in practice. Egesah and Ngeywo (2017), in their article on Constituency Development Fund in Kenya, cited Zweekhorst 2004 and Cartland et.al 2008 to summarize that "projects are monitored to ensure, help stakeholders understand the project, minimize the risk of project failure, promote systematic and professional management and assess progress in

implementation" (p. 48). For the evaluation part of the process, they state that "evaluation assists in determining the degree of achievement of the objectives; determining and identifying the problems associated with program planning and implementation, generating data that allows for cumulative learning,,," (ibid). The SMES manual also underlines it is helpful for policy, program and project management. It states that "effective results-based M&E is useful to better manage policies, programs, and projects and to demonstrate progress civil society stakeholders. It also shows the extent to which specific activities or programs contribute to achieving national outcomes" (p.I-17).

An FAO training manual lists four purposes for having an M&E system for a project: a) for accountability purposes (i.e. to demonstrate to donors, taxpayers, beneficiaries and implementing partners), b) for operational management (to provide information needed to coordinate the human, financial and physical resources), c) for strategic management (to provide information to inform setting and adjustment of objectives and strategies), d) for capacity building (to build the capacity, self-reliance and confidence of beneficiaries and implementing staff and partners to effectively initiate and implement development initiatives) (p. 8). Not very far from this, an online source[3] lists about 9 reasons that add to importance of M&E. It explains that M&E " provides consolidated sources of information showcasing project progress, allows actors to learn from each other's experiences, often generates (written) reports that contribute to transparency and accountability, reveals mistakes and offers paths for learning and improvements, provides a basis for questioning and testing assumptions, provides a means for agencies seeking to learn from their experiences and to incorporate them into policy and practice, provides a way to assess the crucial link between implementors and beneficiaries on the ground and decision-makers, add to the retention and development of institutional memory, provides a more robust basis for raising funds and influencing policy" (ibid). The advantage of having an M&E as a booster of results is also one aspect of its importance. A UNISDR Monitoring and Evaluation Framework affirms this by underlying the purpose of M&E. The framework document describes: "the overall purpose of monitoring and evaluation is the measurement and assessment of performance in order to more effectively manage the outcomes and outputs known as development results. Performance is defined as progress towards and achievement of results (p.2).

2.2.3. M&E Plan

Simister (2017) makes it clear that a good M&E planning is the most essential part of an M&E system. He captures the big values of M&E planning saying this: "the purpose of an M&E plan is to encourage project

[3] Sport and Dev org. ND. Why is Monitoring and Evaluation Important. Available at: https://www.sportanddev.org/en/toolkit/monitoring-and-evaluation/why-monitoring-and-evaluation-me-important

or programme staff to clarify what M&E tasks they intend to carry out, and why, before a project or programme begins, or near to the start. An M&E plan also ensures that these decisions are adequately documented" (Simister, N. 2017) Likewise, a monitoring and evaluation (M&E) plan is the program activity tracker that should be developed during or a little after the actual intervention program activities are planned. The document therefore helps with tracking and assessment of results of the intervention activities from day one of the activity implementation and throughout. The M&E plan is a living document that should be referred to and updated on regular basis with new additions to existing M&E elements. The M&E plan can be developed in a piggy-backing closeness to program planning. While being developed on this level of intimacy to the actual program planning, it should be noted that its plan should be completed before actual M&E action is underway; if planned in advance, and if the plan is clear then the questions will be clear and their answers too about the program. Advance M&E planning helps staff decide how they are going to collect data and track indicators, how the data are going to be analyzed and how the results of the data will be processed and shared internally and to outside stakeholder including the donors. In light of these and related operational issues (such as how the data and the analysis results, and how they are going to be used), M&E plan is a crucial lamp post that sheds light in every course of the project activity thereby making the program run effectively to the desired goal and satisfaction of beneficiaries ((https://www.thecompassforsbc.org/).

2.2.4. Results-based M&E

As already highlighted in background sections, Results-Based M&E is different from the conventional or traditional M&E system that focuses mainly on activity or implementation-based monitoring contrary to outcomes. An M&E guide from The Institute for Inclusive Security (2014) defines Results-based Monitoring and Evaluation by highlighting three important elements in the following terms: "results-based M&E emphasizes outcomes (long-term results of a program or project) and impacts (broader changes occurring within the community, organization, society, or environment the outcomes contribute to) rather than traditional implementation-focused M&E that emphasizes inputs, activities, and outputs" (p. 13). This M&E guide illustrates its definition with examples: instead of counting the hours of staff time or amount of money spent on a project, results-based management encourages implementers to ask how the hours were used or money spent (e.g. workshops organized or campaigns delivered) and how that contributed to achieving the result (e.g. raising awareness about the international policy framework on women's participation)" (ibid).

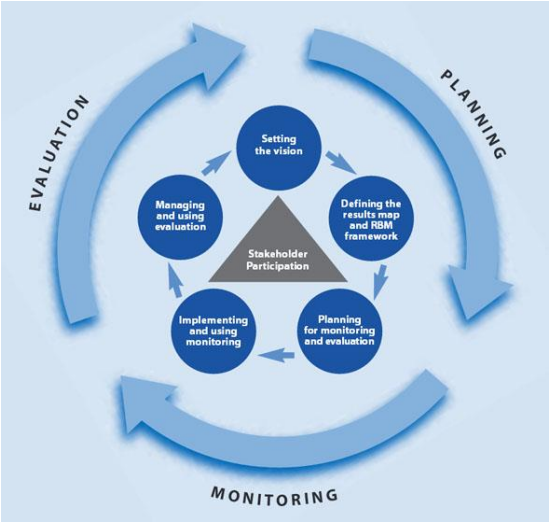
At the core of the RBM&E is the concept of results. A 2016 ILO manual for STED brings to the fore that focus should be on results. For a results-based management to be strong and serve what it is meant to, it

should keep 'results to a central position to planning, implementation, monitoring and evaluation, reporting and ongoing decision-making' (p. 5). In this same context, the manual explains the technical advantages of putting results in focus. It states: "by focusing on 'results' rather than 'activities', RBM helps programs to better articulate their vision and support for expected results and to better monitor progress using indicators, targets and baselines. Results- based reports also help the organization(s) and stakeholders to better understand the impact that a given program or project is having on the local population' (ibid). Sprekley (2009) also capitalizes the concept or results as a centerpiece of RBM&E. He states that results in the results-based M&E, the word results "mean that monitoring is focused on the higher-level objectives/outcomes and not the lower-level activities" (p. 5). In an interesting perspective, a UNDP handbook (2011) highlights both monitoring and evaluation distinctly. It brings to the fore the importance of monitoring: "monitoring is an important task in the life of a programme or project. It involves regular and systematic assessment based on participation, reflection, feedback, data collection, analysis of actual performance (using indicators) and regular reporting. Monitoring makes it possible to gauge where programmes stand in terms of international norms and standards" (p.27). In the same handbook, it cites an excerpt from UNEG 2005, (p. 4) to define evaluation as "systematic and impartial as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area, institutional performance, etc. It focuses on expected and achieved accomplishments, examining the results chain, processes, contextual factors of causality, in order to understand achievements or the lack thereof (p.34)

A closely interrelated and in many cases considered a precedent thought to results-based M&E is the concept of Results-based Management (RBM). It is very common to find one referred to or instead of the other with quite unambiguous conceptual overlap. Many agree that RBM is a broader management approach or strategy. An RBM Handbook from UN Habitat defines it as an "approach whose core focus is achieving results". In here, the full iteration of the concept is also drawn from another agency that defines is as a "management strategy by which processes, outputs and services contribute to the achievement of clearly stated expected accomplishments and objectives" (p.2). It goes on to explain that it "is focused on achieving results, improving performance, integrating lessons learned into management decisions and monitoring and reporting on performance" (ibid). Örtengren (2016) underlines that the purpose of RBM is " to achieve as positive and sustainable results as possible" (p.3). This SIDA guide lists main principles of RBM as follows: "broad participation in the planning process-listening to and involving relevant stakeholders including the target groups, structured and clear objectives and allocation of responsibilities, continuous risk analysis and risk management, continuous monitoring =, not just at the end of the project, analysis of results during the follow-up and revision of plans where necessary, effective dissemination of results for positive influence and strategic communication, and finally continuous and organizational learning" (p.4).

Farrell (2009) places results at a center point of his definition of RBM that was obtained from the CIDA. Farrell (2009) cites CIDA as defining it in these words" a means to improve management effectiveness and accountability by involving key stakeholders in defining realistic expected results, assessing risk, monitoring progress toward the achievement of expected results, integrating lessons learned into management decisions and reporting on performance" (p.21). Arif, et.al (2015) highlights the focus of RBM by saying that it is "focused on the outcome rather than the output" (p.131). The call on performance management process to ensure that project is being implemented as planned and if the desired outcome can be obtained or not (ibid). They write "a solid RBM system rests on project 'life cycle' where results are central to the planning, implementation, monitoring and evaluation, reporting and on-going decision-making process" (ibid).

It is obvious that, in light of the above definitions of RBM and with what has been consistently underscored as a central point of RBM&E, the two major concepts have a clear common denominator which is 'results'. In many cases, the RBM model is used in many contexts to highlight focus on results through the planning, implementation and monitoring cycle of the project. This is what is captured in the FAO model of RBM below in which results are the focus and central point of planning, monitoring and evaluation.



Source: UNDP: Handbook on Planning, Monitoring and Evaluating for Development Results, 2009 (p.10).

2.2.5. Results: what it is –

A critical component in the coinage of the term results-based management, results is defined in a relatively consistent manner across many organizations. A UNESCO document of 2011 termed results as "the "raison d'être" of an activity, project or program" (p.7). This document explains that result is "a describable and

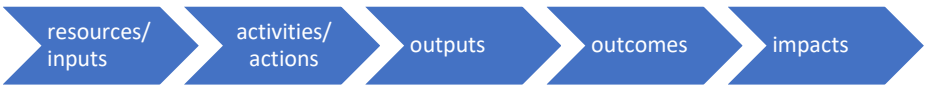
measurable change in state due to a cause-and-effect relationship induced by that activity, project or program" (ibid). This same document refines the concept as the answers to problems identified and changes that a set of activities and interventions on a project or program are designed to bring about. (ibid). Interestingly, it highlights that results look beyond outputs and goes to the level transcending the purpose of the interventions. It states that "it is the last step of the transformative process, where inputs (human, institutional and financial resources) are used to undertake interventions which lead to outputs which contribute to a desired change of situation" (ibid). There should be no confusion with this as it seems to underline that results are beyond outputs and that they are the difference made of current situations that were originally captured as manifestations of the problem that target communities were going through. At this junction, it is of great value to bring the fine distinction between these two concepts- outputs and results. With an example given in an ICRC handbook on result-based approach, the semantics of two words is brought to light. The handbook lists: '25 health centers built in [the region], 250 food aid kids distributed to 250 displaced households in March 2007' (p. 13). The very next statement to this states this: "although these statistics are impressive and how the ICRC's efforts to assist a population, they focus on what was done rather than on what was achieved. They do not tell what the initial objectives [results][4] were, what real changes were brought about, or the effect they had on people's lives' (ibid). According to this demarcation, it is the changes or effects brought on people's lives are the constituent elements of results. The rest, one can confidently assert, are simply work done, activities carried out; it is the sum total of all of them that brings results. In fact, this same handbook elucidates the concept is these words: "results are the effects of an intervention. Such effects can be intended or unintended, positive, or negative. There are three levels of results: outputs, outcomes, and impacts" (p.16).

2.2.6 The Results Chain

According to Berhanu, Abraham and Rebeka (2010), results chain is the basis for results-based management (RBM) and likewise an illustration of the causal or logical relationship between the inputs, activities, outputs and outcomes of a given project (p. 3). Also by defining results in more or less the same way as the others, a UNDG handbook on RBM also reinforces same concept that result is "a describable or measurable change that is derived from a cause-and-effect relationship" and that "there are three types of such changes – outputs, outcomes and impact - which can be set in motion by a development intervention" (United Nations Development Group, Oct 2011, p. 10). These three result types make up the results-chain represented in the diagram below. Hence, a results chain is " a diagram that depicts the assumed causal linkage between an intervention and desired impacts through a series of expected intermediate results"

[4] Sic mine, inserted for the sake of consistency with main point under discussion,

(Margoluis, et.al. 2013). It is conceptualized in close terms with the diagrammatic representation also highlighted: “results chains are a visual tool for showing what a project is doing and why. They explain all the links in the chain from project actions to market actor changes, through to impacts on target groups, in detail, for a particular intervention. They can be used to monitor change and adapt strategy on an ongoing basis” (https://practicalaction.org/pmsd-toolkit/tools/)



Results chain

As can be seen in the diagram, there is a causal relationship between each component of the chain. First there must be the input or resources as required to get the project where it has to go in order to help beneficiaries fulfil their current needs. Then is the activity which constitutes the set of actions to take in order for changes to happen. The activities are what make up the entire process during implementation. Next to activity is the outputs which is the first of the three types of changes expected to happen when the resources are acted on through one or another form of activity. In the sense of a project, outputs are” the products, capital goods, resources that are produced by an intervention, including changes arising from the intervention that are relevant to the achievement of outcomes. Outputs are the first level of results. They are the most immediate effects of an activity” (p.16). Outcomes come next to outputs as the logical next result. They are outside of the control of the implementer and as such change here is what implementers hope to achieve rather than dictate. Implementers can only influence through the outputs produced and made available to the beneficiaries. A good example of outcomes is behavioral changes or changes in performance as a result of something produced or issues as a result of consistent lobbying with groups of policy makers in a parliament. Finally, impact means the long-term outcome that has translated into real change in the lives of beneficiaries. It could be life without domestic violence for a project that has been implemented to stop domestic violence in families; it could also be less or zero people dying from smoking on a project that has worked to stop smoking in a target community. Impact therefore is the desired end goal aimed to be achieved from the start of the project. It is to be understood therefore that results-chain is a cause-and-effect relationship between steps to be taken on track to some kind of change sought for from the start.

2.2.7 Traditional Implementation-focused M&E

One way that scholars use to delineate RBM&E is compare it with the traditional implementation-focused M&E. The traditional implementation-focused M&E, as its name indicates, is a tracking system designed to check compliance which is to raise and answer the question 'did they do it?'. Practically, it intends to check if the project team had mobilized the planned inputs, carried out the planned activities, and if the intended outputs (the services or products or improvements) had been delivered. In the words of Kusek and Rist (2004), this approach is mainly about "monitoring and assessing how well a project, program, or policy is being executed", but they say it does not provide the stakeholders with an understanding of the success or failure of that project, program or policy (p.15). The traditional approach comes out starkly clear when compared with the RBM. Arif, et al (2015) specifies this in the following table:

Sr. No	Traditional approach	Result-based approach
1	Its qualitative	It is qualitative and quantitative both
2	It is actively oriented	It is goal oriented
3	Focuses on monitoring of input activities & outputs	Focuses on results, outcome & impact
4	Non standardized (person dependent	Standardized using RBM framework
5	Confines to monitoring or activities of the project only without taking national/organizational/strategic objectives	Aims at monitoring/measurement of project level objectives/goal in alignment with strategic/national objectives

(*table taken from p. 133*)

In the process of project implementation, project sponsors and managers prefer to adopt and apply results-based M&E to help maximize effectiveness of project performance. RBM is an approach that works to ensure that every specific performance of the project leads to the desired outcome by set time. The focus on performance is the monitoring aspect while the assessment and valuation of desired outcomes is evaluation side of RBME.

2.2.8. Theory of change

A most important feature in modern day project design and implementation from the inception of a project and planning and implementation of the M&E is the design and essence of the theory of change. Theory of change is a "method that explains how a given intervention, or set of interventions, is expected to lead to specific development change, drawing on a causal analysis based on available evidence" (UNDAF Companion guidance). It is what helps in the conceptualization process as designers think out what must be the course of intervention and what that action leads to in order to produce the desired change.

In the principles of UNDAF, theory of change a) should be developed consultatively to reflect the understanding of all relevant stakeholders, b) should be grounded in, tested with, and revised based on robust evidence at all stages, and c) should support continuous learning and improvement from program design to closure (ibid). Depending on how scholars choose to conceptualize and articulate the concept, different but inherently similar explanations can be found in the literature. Foremost in its definition is the fact that it captures project designers' assumptions about change that they want the project to bring about. It is also the assumption that connects major elements of the project life (input, activity, output and outcomes) that are roped together in sequence to produce the logical framework.

There are four principles to be considered when incorporating theory of change in the design and implementation process. According to Valters (2015), there are four principles (certainly not rules) to use the theory of change as an approach for ensuring change in development. These are: 1) focus on process- starting with the premise that theory of change is not simply a product or a final document to be shelved as a deliverable but a broader process 'linking project activities and outcomes' (ibid); 2) prioritize learning – by asking three basic questions a) learning for what (purposes)? b) learning for whom (donors, programmers, implementers and beneficiaries) and c) what kind of learning? (double loop or single loop learning. Double loop learning is concerned with questioning goals, values and organization strategies while the single loop learning calls for critical reflection within existing organization (ibid); 3) be locally led- making certain that beneficiaries are also consulted in the process of developing the theory of change; 4) thinking of compass and not a roadmap- acknowledging that things might change in the context affecting implementation process with newly 'emerging issues, unforeseen risks and surprises arising throughout', develop a mindset of considering the theory of change as a compass rather than a roadmap since a compass would help project team 'find their way through the fog of complex systems' (ibid).

2.2.9. Implications of theory of change to M&E process

Many agree that there is a lot that theory of change is expected to keep in order in the planning and commissioning of the monitoring and evaluation process. In this regard Better evaluation (https://www.betterevaluation.org) describes how the theory of change is used for planning monitoring and evaluation of projects. Here it is stated that "a theory of change can be used to anticipate what will happen and establish data collection processes to track changes going forward, or used to make sense of what has happened and the data that have already been collected" (ibid). In other words, it can be used to inform the development of monitoring and evaluation" (ibid). Theory of change can simply start by considering/basing itself on current data (obtained from ongoing intervention or other related research) with the help of which priority areas will be identified for more data and subsequent design process. Considerations in the use of

theory of change for monitoring and evaluation process invariably include: initial assumptions that gave rise to the ToC, factors that are at play and important under the circumstances for checking the patterns in results, quality and quantity markers of inputs and activities, early signals about success or lack of success that help inform decision on continuation or adjustment thereof of the project, indications where the causal link within the chain seems to go loose or break (indications that help to determine whether an output or intermediate outcome does or does not lead to subsequent results, indications to determine if causal links are loose or not firm enough, and exceptional situations that might make a good point for drawing lessons or issues that need addressing (ibid).

2.2.10 Logical Framework

At a technical level, along with the theory of change that is covered in the preceding section, the logical framework, also called Logframe, is a very critical component that has to be understood in real time. In a World Bank Logframe Methodology Handbook published in 2005 the Logframe is defined as " a tool that has the power to communicate the essential elements of a complex project clearly, and succinctly throughout the project cycle" (p13). It also adds that it 'is used to develop the overall design of a project, to improve project implementation monitoring, and to strengthen periodic project evaluation" (ibid). This description also touches on the fact that the Logframe is a model depicting the "cause and effect" relationship between project variables and formulating elements which succeed and proceed from one another toward the main goal of creating desired impacts for end point beneficiary communities (ibid). This World Bank Handbook outlines that the Logframe should be developed in a collaborative process by engaging target beneficiaries and stakeholders in the project. It also brings to notice that the development process draws some form of conflict resolution approach by adopting a structured and focused approach when the goal setting process is emotionally charged. Most important of all, it underlines that its development a flexible, process-based undertaking that views the whole range of project formulation and implementation as a learning system (p. 13).

An MDF document published in 2005 upholds Logframe by referring to it as a tool widely used to describe major elements of a project. This document underlines that "it gives answers to questions about the why, what and how of a project and also about the who, where and when" (p.1) A Loughborough University publication of 2011 lists the benefits of Logframe when used in response to common mistakes or weaknesses in the life of a project. If the Logframe is in place, this guide says, it will help create shared understanding among different stakeholders and partners on what is needed for the project with agreed and focused objectives, look into key assumptions and the cause and effect relationships between objectives and levels of results, allow planned activities and outputs to go forward as indispensable steps toward the

higher level results, and provide a systematic framework for monitoring and evaluation (p.1). This same guide gives more insights into the logframe by encapsulating good ideas like these: "the Logical Framework is a tool to help strengthen project design, implementation, and evaluation. This means that it is best used throughout the project cycle. It helps organize your thoughts, set performance indicators, allocate responsibilities, communicate information on the project concisely and unambiguously" (p. 2). These features of the Logframe and all the advantages to be obtained from its use is illustrated by the common Logframe matrix shown below:

Overall objective	**Objectively verifiable indicators**	**Sources of Verification**	**Assumptions**
Project purpose	Indicators	Sources of verification	
Results	Indicators	Sources of verification	Assumptions
Activities	Means	Costs	Assumptions
			Preconditions

Table 1: a logframe matrix

As noted above, the logframe is a commonly used one-in-all integrative type of tool used to describe and combine major components of the project framework. It is organized in such a capable way to give answers to the why, what and how of a project. In this matrix, the longer term objective or goals, the project purpose, its mid-term results and activities are analytically presented in the first column according to their vertical logic. Vertical logic here is that each element is a step in the accomplishment of the next higher elements (for example, activities are the logical precedents of the results stage, and in turn the results ensure that the project purpose is met in due stage). The next two columns give the matching indicators and their respective sources of information for verification. In other words, if an item in the results slot is said to be achieved, then the indicators are proof that this had been so verified with the help of the sources of verification. The fourth column present important assumptions emanating from external factors that are considerably outside of the project management's control and that may impact on the purpose -objective linkage and affect the progress or success of the project (MDF, 2005, p.1). Across from the activities are the means and costs representing physical and nonphysical resources that make up what is commonly referred to as inputs. Costs are also the financial translations of the means shown there.

2.2.11 Designing Results-based Monitoring and Evaluation

Many experts propose different models for the design of results-based monitoring and evaluation system. They vary in the number of steps they recommend to follow: some say 4 and others say 7, while still others

propose 6 steps. The most popular model in the design process is the 10 steps model that Kusek and Rist proposed in their World Bank publication (2004). Below are the steps they proposed in their famous handbook called Ten Steps to a Results-Based Monitoring and Evaluation system (2004):

1. Conducting a readiness assessment is the foundational stage where the organizational capacity and readiness is assessed to monitor and evaluate project goals. Distinct from needs assessment, readiness assessments have three main parts- incentives and demands for designing and building results-based M&E system, roles and responsibilities and existing structures for assessing performance of project, and capacity building requirements for a results-based M&E system. There are eight areas through which readiness assessment can guide projects toward determining the organizational ability and willingness to adopt and move forward with RBME system. These areas are formulated in the form of questions to ask in the assessment process: and they include a) potential pressures driving the need for having the M&E system, b) advocates for an M&E system in the projects, c) motivating factors to support an M&E efforts, d) ownership and beneficiaries once the system is designed and put in place, e) support and resource allocation, f) staff and organizational reaction to negative information generated by the system, g) availability and location of local capacity to support results-based M&E system, and h) linkages of the system to tie project goals with national goals (pp 43-48).

2. Agreeing on outcomes to Monitor and Evaluate: is the second stage where the project or program determines where it is going. At this stage of the design, a few critical issues will be brought to consideration including "a) the importance of outcomes, b) issues to consider in choosing outcomes to monitor and evaluate, c) the importance of building a participatory and consultative process involving main stakeholders, and d) the overall process of setting and agreeing on outcomes (p.56).

3. Selecting key performance indicators to monitor outcomes: coming immediately after outcomes are determined, performance indicators will help to determine when these outcomes are achieved. Indicators helps to answer two fundamental questions in the process: "how will we know success or achievement when we see it? And are we moving toward achieving our desired outcomes?" (p.65). When designing outcome indicators, it will be done with note that indicators are needed for all levels of the results-based M&E system, that outcomes are translated into outcome indicators, that indicators are developed with the criteria called CREAM -clear, relevant, economic, adequate, and monitorable.

4. Setting baselines and gathering data on indicators: baselines help the project set out with the first measurement of what the project intends to produce or change. It simply 'sets the current condition against which future change can be tracked' (p. 80). Baselines serve multiple purposes and as such as

critical to the stat and functioning of the project. Baselines a) are data established on indicators by providing either qualitative or quantitative information right at the beginning or prior to the onset of the project and monitoring process. Baselines are simply the starting points or guides with which future performance of the project is to be monitored; b) help build or make baseline information available for every indicator selected for measurement purposes. In building baseline information, there are a set of critical questions that need to be answered; these include source of data, methods of data collection, people responsible for data collection, frequency of collection, cost and difficulty incurred to collect data, responsible personnel for data analysis and reporting and beneficiaries of the final report. Each of these questions call for careful thinking and planning for going forward.

5. Selecting Results Targets: to be set on the basis of outcomes, indicators and baselines taken thereof, targets are defined by IFAD 2002 as "a specified objective that indicates the number, timing and location of that which is to be realized" (p. 90). In other words, targets are those items or aspects of the indicators that can be captured in numbers or in quantities to quantify what the project intends to achieve at a certain time period. In order to set performance indicator targets, such factors as taking baselines seriously including starting points and references to pervious years performances, evaluation of existing resources (including capacity, budgets, personnel, funding resources, facilities for the target period (ibid), considerations of time period for which targets are to be set, the political context in which the project is going to be implemented, recognizing that target-setting should be realistic consistent with the reality that most desired project outcomes may not be easily and quickly achievable and therefore decide to select targets for shorter term objectives towards the long term outcomes (ibid). When targets are set with all these taken into account, the performance-based framework matrix will have to completed and that will 'define outcomes and plans for the design of a results-based M&E system that will, in turn provide information on whether interim targets are being achieved on the way to the longer-term outcome' (p. 94).

6. Monitoring for results: after targets are set and performance framework is put in place, then monitoring comes to full gear with an unwavering focus on results only. Monitoring for results is the essence of the results-based M&E system and that is where a clear line of distinction is drawn between implementation or activity-based monitoring and results-based monitoring. The results-based monitoring 'demonstrates whether results have been achieved' and in so doing asserts that 'it's the effective use of resources that counts, not their efficient use' (p.98). In the process of building the results-based monitoring system, there are a number of key principles involved- needs for results information, sharing of results information both horizontally and vertically, identify demand for results

information at each level, and clarity of responsibility at each level including results data sources, frequency of data collection, collection methods, person collecting, person reporting data and target users of the collected results data (pp.103-104). While upholding these principles, there are needs that have to be met for every results-based monitoring system. Needs of results-based monitoring system include ownership (by those who have the need for actual performance and results information), management (of everything related to data and the system), maintenance (to keep the system from decaying, deteriorating, and collapsing), and credibility (of reporting valid and reliable data as well as good and bad news on the performance of the project) (pp.107-108). The results-based monitoring should also ensure that the data collection system possesses three key criteria – reliability, validity and timeliness (p.108). While reliability is the 'extent to which the data collection approach is stable and consistent across time and space' validity is the extent to which indicators clearly and directly measure the performance intended to measure' (ibid). As a quality element in data triangle, timeliness looks into three aspects- frequency, currency and relevance of data. As all goes along, data should be analyzed before reporting on the status and performance of the project. The analysis aspect demands a clear data analysis plan with adequate details on: unit of analysis, sampling procedure, data collection instruments, frequency of collection, methods of analysis and interpretation, personnel for data collection, analysis and interpretation and reporting as well, etc. (p.112).

7. Reporting the findings: reporting is another critical step to take in the design and application of results-based monitoring system. Reports are used for- demonstrating accountability, convincing and educating, exploring and seeing what does and does not work and why, recording and documenting things for institutional memory, engaging stakeholders, gaining support and promoting understanding (p.130). Reporting findings necessitates that the audience be known and targeted accordingly. When reports are being compiled, interests, preferences and expectations of the target audience should be considered. In order to do this, a plan of communication should be developed with focus on some of these questions: who will receive the information, in what format, by when, who will prepare and deliver the information (ibid). Also when organizing the report, the presentation should be kept in clear and understandable form focusing on such components as expenditure or income, raw numbers, percentages, statistical tests, organizational units, geographical locations, demographics and client satisfaction scales (p.133). In regard to features of reporting, four of them are considered- written summaries, executive summaries, oral presentations and visual presentations. Coverage wise, it is underlined that, in the results-based monitoring and evaluation system, reports of performance measurement should include both good and bad news. Reporting on bad news should in fact be rewarded more should the project get an early warning system (p.136).

8. Using the findings: ten uses of results findings from Hatry (1999) are incorporated in Kusek and Rist (2004). These include: help formulate and justify budget requests, help make operational resource allocation decisions, trigger in-depth examinations of what performance problems exist and what corrections are needed, help motivate personnel to continue making program improvements, formulate and monitor the performance of contractors and grantees, provide data or special, in-depth program evaluations, help provide services more efficiently, support strategic and other long-term planning efforts (by providing baseline information and later tracking progress, and communicate better with the public to build public trust (p. 139). Berhanu et al. (2010) reviewed this section of Kusek and Rist (2004) and highlighted that a good M&E in place means a guarantee against loss of institutional memory. This review also draws more attention to the self-evident issue of knowledge and learning by saying that "knowledge and knowledge management are important component of using performance findings" (p.50). Based on performance findings, knowledge management means 'capturing findings, institutionalizing learning, and organizing the wealth of information produced continually by the M&E system' (Kusek and Rist, 2004, p. 143). It is underlined here that results-based monitoring and evaluation systems have a special capacity to add to the learning and knowledge process (ibid). Kusek and Rist (2004) quote UNDP 2002 for highlighting the importance of learning as part of the system. The UNDP idea puts it this way: "learning must therefore be incorporated into the overall programming cycle through an effective feedback system" (ibid). In the same way, performance findings will be useful tools of reward to motivate personnel for good performance sanction others for performance below standards (Berhanu et.al p. 51).

9. Sustaining the M&E system: as a final step of the model, and after all the previous steps have been applied or implemented, a critical point of action should be sustaining the system. As a major strategy to sustain the RBM&E system, Berhanu et.al (2010) recommend institutionalization. They echo Sivagnanasothy (2007) and list his strategies for effective institutionalization: providing policy commitments and support, providing legal and budgetary support, providing sound institutional arrangement (i.e., ensure proper institutional arrangements to place evaluation in a strategic context), strengthening methodologies and practices, building evaluation capacity of staff and creating/strengthening feedback and information dissemination mechanisms (p. 52). Rusek and Rist (2004) identified use of the RBM&E as a prerequisite and steppingstone toward its sustainable as a system. They see the sustainability of the system as going far beyond the life of the project and long-term utility within the beneficiary community or government body. They assert that "for without utility, there is now logic for having such a system" (p.151). Kusek and Rist (2004) advance six critical

components involved in building the sustainability of an M&E system. These are demand, clear roles and responsibilities, trustworthy and credible information, accountability, capacity, and inceptives (ibid). In their description, demand means availability of a non-episodic or haphazard but structured requirements for reporting and securing results information. These requirements could be legislations, regulations, and bilateral agreements that compel reporting of results on regular terms and intervals. Clear roles and responsibilities is about lines of responsibilities and authority that has to be established and defined for people who will be entitled to collect, analyze and report performance information (p.152). Who does what should be delineated in a guidance and institutional directions to be issued. Coordination among the involved sectors should be given attention, and in the same way, the system for continuous data gathering, analysis and reporting should be established and maintained in alignment with the various sectors. When the roles and responsibilities are drawn up, there is a need to make sure there is no level or section that is left out as mere "pass through''. Trustworthy and credible information is about the system's ability to produce reports that is good and bad. Either type of information should be backed with trustworthy and credible information; to this end, it is argued that producers of such bad reports should be offered protection from local political reprisals (p.154). Accountability is about acknowledging and addressing problems included in the results information. It is noticeable that no government bodies should remain neutral or exempt from being accountable or responsible for any action that brought failure to the project implementation. Capacity includes such technical skills as data collection and analysis along with important managerial skills in strategic goals setting and organizational development. Capacity also goes beyond these to incorporate financial resources for the upkeep and management of RBM&E system. Finally, incentives are measures that encourage rewards and recognition, address problems, value organizational learning and share budget savings (ibid).

2.2.12. Organizational Capacity

As with many other concepts employed in the project management discipline, the meaning of the term organizational capacity also meanders across the different intention of institutions and organizations. The official website of Child Welfare organization defines the concept as the "potential of a system to be productive and effective" (https://capacity.childwelfare.gov/states/topics/cqi/organizational-capacity-guide). Simister, et. Al. (2021) borrow a definition from OCED (2006) and define capacity as the "ability of people, organizations and society as a whole to manage their affairs successfully" (p.1) Cox, et.al (2018) start off by encapsulating its most common definition by saying that is refers to " an organization's ability to perform work or the enabling factors that allow an organization to perform its functions and achieve its goals" (p.7). But through their assessment, they report a glimpse of their findings that the concept of

organizational capacity incorporates more than just the financial resources of an organization. They say the components include “strategy, leadership, structure/governance, human resources, finance, management, adaptive capacity and robust organizational infrastructure” (p.8). In line with the above conceptualizations, the concept of organizational capacity is introduced here as an umbrella concept embodying important points including skills, understanding, resources, experiences and expertise of personnel that are needed for functioning of a Results-based Monitoring system.

2.2.13. Technical Factors

It should be underlined that an M&E system works and functions within a context. The operational context is its natural setting to define its technical elements and features that need to be thought out and framed. Simister (2019) outlines a host of components that a technical realm of an M&E system should possess. This includes: purpose (specific aims the system is designed to serve), principles (the set of ideals on which the system is based), participation (stakeholders to be engaged in its planning, monitoring and evaluation), theory of change (how change happens and how the project contributes to that change), project plan, objectives, indicators (the evidence to help the M&E system establish whether what the project purports to do is achieved or not), questions (that the project is expected to answer through the M&E process), activity plan,, results framework, and tools and templates to be used for collection of information including baselines and methodologies, etc.

2.2.14. Leadership related

In view of the fact that monitoring and evaluation results may bring critical information about the operational or performance status of a project, there are inevitable reactions and attitudes toward the process of M&E in the project. Some of these reactions may be negative or unexpected and may hamper forthcoming moves of the project. Kusek and Rist (2004) call these challenges political and assert that “ it takes a strong and consistent political leadership and will to institute such a system” (p. 21). If projects are managed for results and if there is a results-based approach and system that allows a consistent flow of performance information, then evidence-based decision making will be a good possibility. As Jahid (2019) has pointed out, “stronger system to provide timely data and information can improve national ownership, harmonization, alignment and mutual accountability” (p.15). Good leadership supports M&E systems in the project. On top of the regular resource mobilization and managerial roles they have to play, project leaders also play key roles in managing M&E generated communication for the success of the project. Malone, et.al. (2014) emphasize on what they call program dashboard for making project status information

available. They discuss that from the leadership point of view "sharing data and getting external perspectives are important. The ability to analyze raw data and share the results in reports or presentations increase visibility and enhances communication and team accountability for results" (p.4). By implication, this perspective shares a good point that for project performance information to be managed appropriately, M&E should be supported by such result-driven leadership.

2.3. Empirical Literature

Several studies have been carried out on results-based monitoring and evaluation over the past decade or so. Kasule (2016) studied one on the application of results-based monitoring and evaluation in the Nurture project. This study was undertaken as part of her Master's degree thesis with Uganda Technology and Management University in Uganda. She applied a cross-sectional design and employed survey questionnaire and interview for data gathering. For the analysis, she employed descriptive statistics using SPSS software; in regard to the qualitative data from the interview and other questions, she categorized them in themes and used them in tandem with the quantitative data. The findings of her study showed that a variety of factors had affected the application of RBM&E. For example, the management support was not adequate in the form of insufficient funding, absence of an M&E operating manual to guide the M&E processes and lack of capacity for staff in M&E. Staff academic qualification was not to the expectation, and on-job training for capacity building was non-existent. Staff skills or experience in M&E and RBM&E was also very minimal. The study also concluded that baseline information was not utilized adequately for decision making and improving performance (p. 69).

For a master's degree final research with the US University Africa, K.K. Kimiri (2018) studied ~~on~~ the implementation of RBM approach in UN Development agencies in Nairobi. Kimiri's paper was entitled "Factors affecting the implementation of results-based management in the United Nations Agencies in Nairobi". As a backdrop to the study, Kimiri (2018) observed that "there is a general public perception that the aid programs, especially by the United Nations, are failing to produce concrete development results". Equally noted in the background was that, even if some development organizations in Kenya had gained experience with performance measurement, use of RBM across the UN organizations was either a work-in-progress or had weaknesses and reports did not yet produce a full picture of how resources were used to achieve outputs and outcomes (p.5-6). It also underlined acknowledgments from managers of UN Development agencies that RBM was not adequately understood or fully embraced by their staff, and that adequate fundings were not dedicated to the monitoring and evaluation functions, and with the fact that its concept is new and implementation a recent departure from earlier principles and practices, relevant literature has been limited and there is a need to contribute to the body of knowledge in the area (ibid).

Therefore, Kimiri (2018) conducted this study to establish the factors that affect the implementation of results-based management. The study used the descriptive design and employed questionnaire targeting around 95 staff in UN agencies in Nairobi. Using a stratified random sampling technique, data was gathered from 84% of the population and in due steps data was analyzed using descriptive statistics. The results of the study showed organizational culture and resources had a significant influence on the implementation of the RBM in the agencies. Specifically, the study underlined that organizational culture with specific focus on results, clearly defined roles and responsibilities of personnel, additional grants of autonomy and accountability to managers for results, incorporation and use of lessons learned from previous and cross projects, consistent and standardized flow of information, implementation data and reports to managers and relevant stakeholders would be essential for an effective implementation of the RBM approach.

A similar study reviewed on Results-based monitoring and evaluation is "An assessment of the implementation of results-based management approach in non-governmental organizations: a case study of the ecumenical pharmaceutical network" by Julian Nyamupachitu (2016). This is Julian's study for a Master's degree completion. Like many other researchers, she seemed to have noticed the increasing pressure on NGOs in Kenya to achieve and demonstrate results to the public and their funders. With this spearheading issue, Julian (2016) took up the study with a major focus on use of results-based management (RBM) in NGOs. In full recognition of the fact that there is a lot to do to plan and apply results-based monitoring and evaluation, the study sought to check the level of conformity between the existing monitoring and evaluation system and results-based management practices. (p. 5) Therefore, the study was organized under a major research question: "to what extent does the monitoring and evaluation system at the Ecumenical Pharmaceutical Network conform to results-based management practice?" (p.6). As shown in the title, the study targeted Ecumenical Pharmaceutical Network (EPN) and adopted both qualitative and quantitative design (p.39). EPN which is the target of the study, is a faith-based international NGO whose primary goal is to increase community access to medicines and support the pharmaceutical system by professionalizing their services. It serves a range of beneficiaries from church -supported health institutions, drug providers, policy makers on medicinal programs, church leaders, etc. (p.3). For the study, the qualitative data was generated from interviews and review of organizational documents that were carried out in a bid to establish individual and shared meanings within regard to implementation of the RBM approach in the organization (p. 39). For quantitative data questionnaire was used to generate data on how the RBM approach was being implemented in the target organization. 17 respondents were selected for the study using convenience sampling and of the 17 questionnaire distributed through Survey Monkey data was gathered from 13 of them. Data analysis was conducted using descriptive statistics and with the interview data, analysis was done from the commencement of the study along the data generation process. Results of Julian (2016) showed that problem identification and objective setting was done on collaborative efforts

among staff, the problem mapping process and cause and effect analysis was not comprehensive and key stakeholders were not involved as much as they should, there was no evidence to prove that they had done theory of change analysis, logic models for the project were clearly laid out, the risk analysis, even done as part of the project proposals, was not comprehensive nor all recommended steps followed. The findings also reveal that the projects have M&E plans and M&E frameworks that are structured around the organization's strategic areas with details of results and indicators, baseline values, targets, data sources, frequency of collection and means of verification for the data noted across each project area. And on the basis of these specific variable-level findings and synthesis of all scores and results from interviews, Julian (2016) concluded that, despite a few challenges, the target NGO was 'on the right track in its implementation of the results-based management approach and system of results-based monitoring and evaluation'(p.70).

Mavhiki et.al (2013) saw failure of the RBM implementation in the Civil Service sector in Zimbabwe and conducted a study titled "an evaluation of RBM implementation in the civil service sector in Zimbabwe. This study was undertaken in reaction to failure faced during the implementation of the system while there was a wide perception that RBM is a new approach to management considered to be the remedy for the ailing public service sector in Zimbabwe. They stated " the Zimbabwean public service delivery has been under scrutiny, and dominated the headlines with the public complaining of embezzlement of funds, moonlighting, underhand dealings and corruption which have all weakened the efficiency of the government" (p.135). The study sought to disclose the issues holding back ministries from implementing RBM policy. It applied semi-structured interviews with respondents from five public-sector ministries that were chosen per sector grouping (ibid). Accordingly, data was collected from 16 respondents composed of directors and section heads who were selected using convenience sampling. The findings brought out that there were mixed feelings on RBM with some having negative attitudes toward its use; the study also found out that its implementation was affected by lack of incentives and negative work culture. The lack of incentives was the most serious one on account of the fact that public servants' salary is well below the poverty datum line-(p. 137). Skill shortages were also among the reasons for failure in the implementation efforts. In the same way, it was also confirmed that lack of commitment and enthusiasm on the part of the leaders has been one of the reasons for the failure; also the findings brought out that the selection and understanding of performance indicators has been another issue since they were not duly comprehended. Resource scarcity was also challenging for RBM implementation.

Barasa and Kagiri (2018) conducted a case study into the factors that affect implementation of the RBM&E in non-profit organization called Habitat For Human Kenya. Cognizant of the many challenges faced around the M&E processes with other government and non-government agencies, Barasa and Kagiri (2018) also

noted that Habitat for Humanity Kenya, despite establishing a unit of M&E, was facing myriad of challenges that was impeding the implementation of RBM&E. With this resolve, they wanted to find out what actual factors were affecting the implementation of the results-based system and what possible lessons stakeholders of the non-profit could draw from this. The study employed the descriptive study design covering a target population of 130 respondents and using questionnaire as instruments for data collection. Qualitative data was also obtained in the form of primary data and that was coded and combined into respective thematic categories. In the design of the survey, the researchers framed their research intents around independent variable composed of three major domains of staff training, management commitment and funding; for the dependent variable they structured the broader concept of results-based monitoring and evaluation into the concepts of time available, cost implication and quality standards. The study used a descriptive analysis involving frequencies and percentages. The final results of the study proved that staff technical skills affect the implementation of RBM&E in that their necessary skills play a key role in providing functional advice in the development of appropriate RBM&E systems" (Barasa and Kagiri, 2018 p. 71). The findings also stressed that top management commitment was adequate but needs to be improved. Funding was also one of the factors and found that it should be set aside for the implementation of the RBM&E.

As part of her MA degree requirement in Economics Policy and Planning, Sharon (2019) took up an assessment into the success factors for implementing a Results Based M&E in the Ministry of Education and Sports in Uganda. The backdrop of her study is the perceived dysfunctionality of the education sector that was made public after widespread complaints that 'very little emphasis'(p.8) was given to outcomes calling for results-based monitoring and evaluation systems for performance improvement. Sharon (2019) listed some of the factors as "conceptual and technical challenges, practical problems that constrain the production and use of knowledge, lack of interest and support from top management" (p.9). With these noted, Sharon proposed to assess how the institutional factors, organizational capacity, organizational resources influence implementation of results-based monitoring and understand the relationship between organizational culture and implementation of a result-based monitoring and evaluation in the ministry (p. 9). Sharon (2019) used a descriptive research design and applied a cross-sectional study employing interviews and survey questions to collect data from informants selected through purpose sampling. With application of statistical analysis software for quantitative data and use of coding and categories with the qualitative, the study gave findings that showed how the identified factors affected implementation of RBM&E. Specifically, it was found out that there was a break in effective communication of the results of M&E activities, functionality of the management information system was challenged by inadequate supply of resources and technical capacity, involvement of the political leadership in M&E was inadequate to the hindrance of promotion, implementation and sustainability of RBM&E system (p. 59). Resource wise, the

study was able to determine that staffing in the M&E unit was inadequate, financial resources were in short supply to undertake M&E tasks (ibid). In terms of organizational capacity, the study had brought out that most of the staff didn't receive trainings in modern M&E skills (ibid).

2.4. Summary of Literature and Research gap

This chapter reviewed theoretical and empirical literature in which both conceptual definition and research proven characteristics of results-based monitoring and evaluation were presented. Under the theoretical literature, the salient points covered seminal issues such as what M&E is, what results are, results chain, theory of change, the logframe and the steps toward results-based monitoring and evaluation system. The empirical literature in turn presented a snapshot of a number of research findings conducted over the last few years. In their entirety, both sides of the review reflected the essence of results as the bedrock of RBM and an M&E framework borne out of the centrality of results. It was out of the emphasis on results that RBM&E is justified, and the studies reviewed demonstrated this same urge to implement RBM&E. There was nothing else that the studies underlined but that, when transitioning to RBM&E was a major call in the development community, challenges were facing the endeavor in the target projects. In conclusion, the message from this review was that for development projects, results should be the end goal and the focus of M&E should target results in every step of assessment of project performance.

The above reviewed studies have their own shortcomings as admitted by the researchers themselves and witnessed in the review process. Kasule (2015) bears a little bit of population gap since it only covered the staff of Nurture Africa without including other stakeholders such as "guardians, school teachers, local council leadership" (p. 73). A trace of methodological gap is also detectable given that data was collected only using two methods – questionnaire and interview, in which case it would have been more conclusive had the study incorporated data from secondary sources. Kimiri (2018) also came out with its own kind of methodological gap given that it deployed a descriptive design for an approach. For a study that is "carried out at one time point or over a short period" (Levin, 2006, p.24), the cross-sectional study is preferable. Even then, Kimiri (2018) survived to be a well worked out study regardless of minor methodological gap that is perceivable since it simply conducted the whole study only using the survey questionnaire. Apart from that, Kimiri (2018) also admits the fact that the study did not include all possible factors which stands as one more example of inadequacy or lack of comprehensiveness. Population gap is also evident in the form of geographic area limitation of the target population as well as region where the studies have been conducted. All these studies compared here were carried out in Africa but not necessarily in Ethiopia. Even though host communities of the studies would be expected to bear some similarities given common attributes of primarily being African nations, geographic gaps would necessarily be there and should be

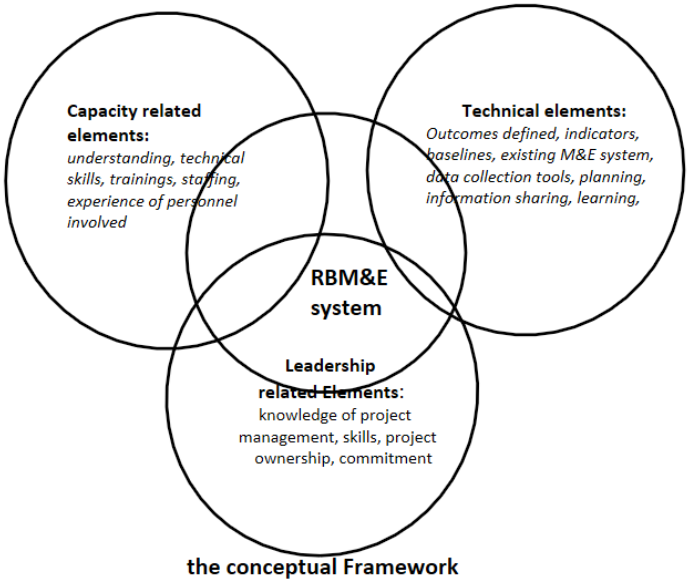
dealt with on account of countless unforeseen variables that might affect aspects of the study. Afterall, no two contexts would be strikingly the same by all counts.

All these studies are steps in order to fill major knowledge gaps encountered as a result of the fact that RBM has been new as a management strategy and no adequate studies have been conducted thus far. As part of reasons that gave rise for the study, Kimiri (2018) states that agencies and institutions that have brought on board reforms to their performance measurement are still facing difficulties in terms of instituting effective procedures and practices for measuring performance. It also brought forth the fact that "there is limited literature on the issue of results-based management especially in the non-governmental organizations. In general, there is clear evidence that results-based management as well as monitoring and evaluation system is only new calling for more practice, reflections, leaning and continuing research and development. Therefore, and probably as one of the few studies conducted in the area to date, this study will aim to contribute by filling the gaps in practical knowledge of instituting results-based monitoring and evaluation with one or another form of intervention that local as well as international development communities are undertaking at different level.

2.5. The Conceptual Framework

Several scholars provide several ways of looking at conceptual frameworks for a research study. Crawford (2020) likens it to 'a foundation of a house'. She highlights that it gives the structural support for components of the study and illuminates the context to the reader, in the same way as a house blueprint gives the picture of the house to its viewers (p. 35). Furthermore, Ravitch and Riggan (2017) defined as "an argument about why the topic one wishes to study matters, and why the means proposed to study it are appropriate and rigorous' (p.5). Miles, Huberman and Saldana (2014) posits it as an either graphically or in narrative form, of the main things to be studied- the key factors, variables or constructs and the presumed relationship among them (p.20). Maxwell (2013) also described it as a 'the actual ideas and beliefs that you hold about the phenomenon studied, whether these are written down or not; this may also be called the theoretical framework' or idea context for the study' (p.39). As regards the sources for a conceptual framework, Crawford (2020) mentioned experience, literature and theory will be the sources. From reviews of others works, Crawford (2020) writes that 'personal interests, experiences, intuitions and hunches as stimuli for a conceptual framework' (p. 42). Literature is the 'published research literature related to the study topic' (ibid) and theory means a theory that is constructed or a new one that the study attempts to test or counter (ibid).

With all these in consideration, the conceptual framework for this study is designed as follows with focus put on three major domains of ideas or factors that have relationships to results-based monitoring and evaluation. The researcher is convinced that a variety of issues that fall under each domain would have a bearing of some level of the functionality and success of the results-based monitoring and evaluation system. As it stands now, and also without denying that there could be more related variables not included in the framework, the three domains of organizational capacity, technical aspects and leadership would have their own contributions of effects on RBM&E. Therefore, the study is framed around the three lead concepts or conceptual domains enriched by diverse points drawn from the 10 steps that Kusek and Rist (2004) compiled. The three domains are the independent variables that the researcher believes would have their own effects on the application of RBM&E. The question then is to which one does so more and which individual issues within the domains have a bigger bearing. There are also a few elements borne of researcher's experience. The headings with each of category capture a range of issues that are articulated in the tools designed for the study.



the conceptual Framework

Chapter Three Methodology of the Study

3.1. Introduction

This chapter gives a description of the methodology that was used in the study process. Areas included in this chapter include the study design, design decision, the study population, sample design, the sampling techniques, data collection methods and tools, validity and reliability, data collection procedures, the analysis and ethical considerations taken into account at the design and execution of the study.

3.2. Research Design

The concept of research design that this study draws on resembles closely with how Akhtar (2016) defines design. He sees design as the structure of the study and the glue that holds all of the components in a research project together (Akhtar, 2016, p. 68). Not very far from Akhtar, Thakur (2021) puts design alongside a strategy that the researcher chooses to 'integrate the different elements of the study in a coherent and logical way' while at the same time making sure that the research problem is addressed. Thakur (2021) underlines that research design, determined by and from the nature of the research problem, 'constitutes the blueprint for collection, measurement, and analysis of data' (Thakur, 2021, p. 1).

3.3. Design decision for this study

Given the understanding of a research design, three things have dictated the decision on the design of this study. 1) the purpose of the study was to find out and describe factors and challenges that are affecting READ II use of results as a major focus of its M&E process and practice; 2) the scope of the study was not as expansive as the study could have grown into if not controlled. It is restricted only to the Sidama Language being taught as a Mother Tongue to primary school students and as a target of the READ program in the project's aim to raise the reading proficiency of in early grade school life. Even here, the study had zoomed in, on nothing else, but only on the M&E practice and process in a bid to look into factors that play out to affect focus on outcomes; 3) the study had sought to base its findings on how things are perceived and stand at a given point of time rather than on a range of time through the operation and implementation of the project.

With these dictates in the background, the design of this study was decided to be a blend (or integration) of three important features each stamping their peculiar features on the plan and execution of the research project. First, in terms of its scope, it is a case study since it had a restricted focus on one language instead of many that are under the focus of the project, on the reading aspect and the M&E practice or system of the project. Case study is a preferred approach for this level of study here given that, as a project management student, the researcher has to select a live or executed project and examine its implementation using one or more of the theories taught from the interdisciplinary domains of project management.

Second, it holds the descriptive elements as long as its purpose is to describe the dynamics of M&E practice in the project. At a conceptual level, descriptive study is understood as it "describes a phenomenon and its characteristics is more concerned with what rather than how or why something has happened" (Nassaji 2015, p.129). The fact that it uses survey, which includes questionnaires, personal interviews, phone surveys and normative surveys (Koh and Owen' 2000, p.219) is also another rationale for the descriptive element to be integrated in the design of the study project. Finally, regarding its timing aspect, it is also cross-sectional. It is cross-sectional because the research problem seeks to know the 'what' at one time point in the life of the project. Levin (2006) justifies use of cross-sectional studies as they are carried out at one time point or over a short period (p.24). Levin says cross-sectional study is used when 'the purpose of the study is descriptive, often in the form of a survey' (ibid). The descriptive element of the design is for a reason. Therefore, based on the above delineations, the study design was case study in its scope, descriptive in its purpose and cross sectional in terms of time scope.

3.4. Study Population

A study population, also known as the target population, is the subset of the bigger population about whom the study is undertaken. In Hu's (2014) terms, it is the group demarcated into the study from the target population and from which sample is selected. For this study, the population is primary school teachers in the Sidama region who teach Siddama Mother Tongue (MT) called Siddammu Afo. According to M&E data obtained from the project, Sidama as MT teachers who teach the language in the primary schools were 2016 and a sample size was determined using the formula for determining sample size:

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

3.4.1. Sample Design

According to Bhardwaj (2019) a sample is 'a group of people, objects or items taken from a larger population for measurement' (p. 158). Turner (2019) defines sampling as 'the selection of a subset of the population of interest in a research study. Sampling from the population is often more practical and allows data to be collected faster and at a lower cost that attempting to reach every member of the population' (p.8). With the above indicated target population size of the Sidamma MT teachers working on the project, a total sample of 323 is taken from all Woredas approached for the study. When distributing the questionnaire, maximum care was taken to only engage teachers with knowledge and experience in the EGRA program under the READ II project. The sample determined based on the above calculation was decided to keep the study abreast with what any scholars agree; likewise, decision on the following table had helped to decide teachers to be taken into the sample.

3.4.2. Sampling Technique

With the purpose of the study being very specific in programmatic area, it was imperative to use the purposive sampling technique. Purposive sampling is when members of the sample are selected directly or purposely for responding to the study questions Bhardwaj (2019). Here, even though purposive is judgmental as Elder (2009) says, it is chosen to broaden the chance of finding respondents that are best to fill out the questionnaire. Best respondents in this case are teachers who are relevant to the purpose and intention of the study. Primary School Sidamma language teachers who knew or received EGRA training or had been teaching reading in Sidamma Language in early grade classes under the READ II intervention are the best respondents for the study. The researcher believed that teachers with the above profiles might not be accessible through any form of randomization. It should also be noted that in today's teacher-student ratio in rural schools, schools face high teacher turnover and high rate of switching between subject areas they teach. It is very likely that a teacher who received the EGRA methodology training might move to another school or get assignments to teach other subjects or quit their jobs ad move elsewhere. Purposive sampling was, therefore, decided as a selection method to distribute the form to those who have first-hand knowledge and experience of the project. Researcher had to check upon first meeting to determine if the approached teacher was a good fit for the study or not.

No	Name of Woredas benefiting from READ II	Target population	Study population	Sampling techniques

1	Aleta Chuko	263	44	Purposive sampling
2	Aleta Wondo	301	45	Purposive sampling
3	Aleta Wondo Town	40	8	Purposive sampling
4	Bilate Zuria	158	27	Purposive sampling
5	Boricha	129	19	Purposive sampling
6	Chuko Town ADMIN	98	17	Purposive sampling
7	Dara	173	28	Purposive sampling
8	Dara Otilicho	136	23	Purposive sampling
9	Derara	264	40	Purposive sampling
10	Hawassa Zuria	236	38	Purposive sampling
11	Titicha	19	3	Purposive sampling
12	Wondogenet	159	24	Purposive sampling
13	Wondogenet Town	49	7	Purposive sampling
	Total	2016	323	

Table 2: Sample breakdown across the Read Woredas

3.5. Data Collection Methods

On account of the above justifications given for the design, the study took up the mixed approach in order to provide methods for the collection. Both quantitative and qualitative methods were considered for the types of data the study aimed to get in order to fully answer the research questions. Accordingly, the data collection methods were three: surveys, interviews and document reviews.

3.6. Data Collection tools

Under the chosen methods, data for the study was collected using:

a) survey questionnaire. The questionnaire was developed based on the literature review with strong focus on the steps and procedures that scholars recommend for a results-based monitoring and evaluation system to be designed or adopted in a project or program that aims to produce results and live up to its promises. Here the survey was administered in the sample primary schools where Sidama as mother tongue language teachers who were selected per the sample design discussed earlier had filled it out. The questionnaire was bilingual (English and Amharic) in its presentation and was printed out on papers.

b) interviews: the interview was composed of a set of ten semi-structured questions that were put to project staff who had first-hand knowledge and experience of M&E practice of the project. These staff were selected purposively to help obtain first-hand insights from their expertise and working experience. To ensure an in-depth look into the M&E practice that the project was following, the interview protocol was emailed in advance to the respondents in order for them to show up prepared for the interview. Once the interview session started, it was easier for the interviewer to navigate around the conversation with additional key trigger questions that helped explore more details, meanings and principles held by the respondents. Contents of the interview protocol came both from the literature, reviews of project reports and related studies conducted on similar topic. In these sessions, a lot was learned and data was used for validating and triangulating quantitative data obtained through the surveys.

c) document reviews: important documents such as Monitoring, Evaluation and Learning (MEL) plan, Quarterly and Annual reports were reviewed and analyzed. The review was carried out in the intentions of providing data and insights that would help address the first research question of the study. Technically, the review process was done in consonance with Bowen (2009) who affirmed use and importance of document analysis in research. Bowen (2009) underlines the importance of document analysis by stressing that 'information contained in documents can suggest some questions that need to be asked and situations that need to be observed as part of the research' (p.30). Bowen (2009) also outlines two techniques of document analysis that are common in text analysis for qualitative study: content analysis and thematic analysis (p.32). Consistent with these suggestions, relevant M&E related documents released online for public consumption were analyzed.

3.7. Validity and Reliability

3.7.1. Validity

One of the two most useful qualities of research instruments is validity. Many scholars have written about it extensively and with minor conceptual differentiation. Validity is often defined as 'the extent to which an instrument measures what it is supposed to measure' (Haradhan 2017, p. 14). This same author also expands on this idea to add that validity is the degree to which the result of the study is truthful (ibid). In a research context, these definitions may be taken to mean that the research tools or instruments should be required to correctly measure the concept under study (Pallant 2011) in Haradhan (2017). For research instruments to be healthy and valid to assess what research intends to examine, two of the many types of validity are often used. In this study, two steps of refinement were done to the survey questionnaire. First, with help from couple of project management students, the instrument was given an objective qualitative

scrutiny involving multiple rounds of proofreading. In this process they were checking the grammar, word level editing, rearranging sequence and order of items and finally evaluating to what extent the items are reader-friendly. Second level involved content and face validity tests for which graduate level professionals from researcher's workplace were invited to help. With a few simple directions, drawn from Zamanzadeh, et.al (2015), the survey questionnaire went through an item level evaluation for content validity. With this a few items were suggested for improvement and restatement. On a subsequent session, the entire set of items was subjected to a face validity check with help from couple of same professionals. After this check, a score of 0.6 is achieved for FV[5] indicating that the instrument had face validity that can be considered 'good' according to Zamanzadeh, et.al (2015). These authors put that if a CV ratio is bigger than 0.49 then the instrument has an acceptable level of significance. For face validity test, same authors suggest that 0.74 the evaluation point and a range of 0.60 to 0.74 is good[6].

3.7.2. Reliability

Reliability of a test instrument refers to the extent to which the instrument measures a phenomena and provides consistent results. This seems to be a common definition that gets a conceptual concurrence when scholars define the term in their works. Haradhan (2017) cites Blumberg et al. (2005) who reflects that an instrument can be reliable when its measurement is capable to provide results that are consistent with equal values. In the same line, Haradhan (2017) also captures Chakrabartty (2013) as saying that it measures 'consistency, precision, repeatability and trustworthiness of a research (p. 10). Taherdoost (2016) also shares the point that reliability is concerned with repeatability. Hence, reliability is for an instrument that serves its purpose without bias and providing consistent measurement over time and across the various items in the instrument through its observed scores (Haradhan, 2017, p. 10). For this study, construct reliability reliability of the survey instrument was conducted using Cronbach Alpha. The result shows the organizational capacity with 20 items Alpha = 0.858, Technical Factors with 26 items Alpha =0.902 and Leadership factors with 14 items 0.788 were found reliable. The test is internally

[5] For the face validity, researcher asked 2 volunteer fellow workers to read the entire set of items of the survey and see how many of they agree to and how many they do not agree with. Using the face validity formula, the yes/no were worked to show an agreement level of 0.6 which is a 'good' on Kappa's norms.

[6] In order to do the CV, researcher was supported by a team of 10 professionals in the workplace who offered to read and learn about RBM&E. Researcher chose 15 items that he was comfortable with for the team's valuations. The process involved a 3 scale rating with 1 for *not necessary,* 2 for useful but not *necessary* and 3 for *essential.* According to Zamanzadeh, et.al (2015) content validity ratio varies between 1 and -1 (p.168). Then when they have rated their own evaluation for the selected items, the CV ratio formula CVR= (N_e -N/2)/N2) is applied where N is total evaluators, e is number of evaluators rating the specific item as essential. With this individual item selected for the test was evaluated for change and restatement. Out of the 15 selected, 3 of them were proposed for improvement.

consistent and there is a correlation on the items. The reliability results summarized in the below table:

Construct	No. Items	Alpha
Organizational Capacity	20	0.858
Technical Factors	26	0.902
Leadership Factors	14	0.788

Organizational Capacity

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.858	.859	20

Technical Factors

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.902	.902	26

Leadership Factors

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.788	.787	14

Table 3: Reliability test results by variables

3.8. Data Collection procedure

The researcher used the official introductory letter from the university to seek support from the Sidama Regional State Education bureau and Woredas where data was to be collected. Upon arrival at the bureau in Hawassa, the researcher had to obtain list of Woredas with Siddama Language teachers' number and location and distance of the Woredas for planning the gathering. Given the size of the region and how far it was from Hawassa, the researcher had to hire data collection assistants and transport for the collection to be expedited within a relatively shorter period. These assistants were given a training before they headed out and this had armed them with how to approach the tasks. Training focused on how to contact the school directors, explain the purpose of the study, pick the most eligible teachers for the survey, explain the

structure of the survey questionnaire and distribute to them, set deadline for collection, etc. Since the researcher had aimed for a maximum return of the survey papers, the assistants took it upon themselves to persistently request the study subjects to fill out and return the papers in due time. Ultimately, the process had achieved a 90% return of survey papers given the challenges of time on their end and wider areas covered in the study.

3.9. Data Analysis

3.9.1. Quantitative Analysis

The quantitative data from the questionnaire were entered into the computer in the form of codes designated at the design of the tool. These data were fed into the computer for computation of descriptive statistics for which the Statistical Package for Social Sciences (SPSS Versions 26) was used. The descriptive statistics on this system was used for frequency and percentages so as to obtain data in the form of tables.

3.9.2. Qualitative Analysis

Data obtained through interview and open-ended questions that were attached to the survey were combined and prepared for analysis. First, the interview data were transcribed and translated into English. Second, the open-ended questions were selectively pulled out from the survey papers to avoid repetition of information. Then using the five of the six steps that Braun and Clarke (2006) recommended, the thematic analysis was carried out using the inductive approach. The six steps that Braun and Clarke (2006) suggest, as shown in (Kiger and Varpio, 2020), are very popular among qualitative researchers. These thematic analysis steps include a) familiarizing with the data, b) generating initial codes, c) searching the themes, d) reviewing the themes, e) defining and naming the themes, f) producing the report (manuscript) (Michelle, et.al. 2020, pp. 3-4). Also part of the qualitative work was data obtained document review (mentioned under the methods section above). These documents were analyzed using a deductive approach where the researcher formulated guiding questions on the basis of the research questions. With slight difference between sets of questions applied for different documents, the majority of the analysis was guided in a question-and-answer pattern. Results of these analyses are shown in the next chapter of the report.

3.10. Ethical Consideration

As in many researches, fundamental principles of ethical consideration were taken into account from the outset. Principles of ethical expectations, informed consent, risk of harm, anonymity and confidentiality (Fleming and Zegwaard, 2018) were applied to the researcher as well as the respondents. It is obvious that

this study is only for academic purposes, but researcher believes that it should be done with all due ethical principles upheld in the whole process. To this end, researcher obtained approval from supervisor after review of steps put together for action. Then, as included in the mini-training given to the data assistants, respondents were fully informed of the purpose of the study and what they could be doing with the questionnaire and that there would be no risk to them for doing this. The research team also assured participants that questionnaire would be filled out and kept anonymous and information would be held with maximum confidentiality.

Chapter Four Presentation, Interpretation Discussion of Results

4.1. Introduction

As has been maintained up to this point in this report, this study was undertaken with a clear purpose of examining types of results covered in M&E reports, describing the extent to which output vs outcome were covered in project reporting, identifying which factors affected application of results-based monitoring and evaluation and listing possible challenges that had been affecting application of RBM&E system. With the data processed and analyzed now, this section will present and discuss the findings of the study. The chapter will also present the analysis and interpretation of the findings in accord with the objective of the study. As an opening, the response rates and background information of respondents is presented before outputs from the data analysis is provided.

4.2. Response rate

Response rate means the number of respondents who have filled out the survey questions and retuned the papers. The rate is when their actual returned papers are divided by the total in the sample population. Acceptable and reasonable response rates have been a point of discussion among scholars, with purposes and types of survey playing a big role in valuations. Office of institutional research of Fairfield University(1999) has determined a standard rate of response using Baruch (1999) at 60% +/-20. In this study, out of a study population of 2016, 295 (91.33%) were able to fill out the survey and return which the researcher hopes will significantly lower rate of bias in the study. The response rate is shown in the table below:

No	Name of Woredas benefiting from READ II	Target population	Study population	Returns	Rate of return in %
1	Aleta Chuko	263	44	37	84.09
2	Aleta Wondo	301	45	43	95.55

3	Aleta Wondo Town	40	8	6	75
4	Bilate Zuria	158	27	24	88.88
5	Boricha	129	19	19	100
6	Chuko Town ADMIN	98	17	15	83.33
7	Dara	173	28	25	89.29
8	Dara Otilicho	136	23	19	82.60
9	Derara	264	40	39	97.5
10	Hawassa Zuria	236	38	35	92.11
11	Titicha	19	3	3	100
12	Wondogenet	159	24	23	95.83
13	Wondogenet Town	49	7	7	100
	Total	2016	323	295	91.33%

Table4: Showing response rate

A greater rate of response than this would have been ideal but under the circumstances, and with the visible challenges of time and spread of the project areas over a wider expanse and the fact that the data collection time overlapped with semester closing season in which case teachers had more duties at hand had all affected efforts to fill out and collect filled out papers.

4.3. Demographic information of respondents

As in every community, respondents were diverse in term of their sex, age and education background. The data distribution of their socio-demographic characteristic as follows:

Demographic characteristic	Frequency (*n*)	Percentage (100%)	Cumulative percent
Age groups:			
Less than 25 years	22	7.4	7.5
26-35 years	134	45.3	52.9
36-45 years	86	29.1	82.0
46-55 years	36	12.2	94.2
56 years and above	17	5.7	100.0

Sex (Gender)			
female	116	60.68	
Male	179	39.32	
Educational Level			
Certificate	-	-	-
Diploma	279	94.3	94.6
Bachelor's Degree	16	5.4	100
Master's Degree	-	-	-
PhD Degree	-	-	-

Table 5: Distribution of demographic characteristics

4.3.1. Distribution of age, sex and educational qualification

The data has shown that the biggest percentage of respondents fell in the age group of 26-35 by 45.3%. The next big group is 36-45 years and this has 29.1%. As shown in the table, the youngest group is less than 25 years which has a percentage of 7.4 followed by the oldest age group at 5.7%. If put in linear combination, the two big groups form a big bracket of their age ranging from 26 to 45 which is easy to value as the most productive age according to a recent study by Andriulis, et al. (2022). The sex ratio is clear as shown in the table: a three fifth being male and two fifth being female. In regard to educational qualifications of the respondents, the big majority of them are diploma holders unlike the degree that shrunk to mere 5.4%. This figure is consistent with general expectations of qualification level of teachers in the primary schools because most teachers teaching in early grade classes are trained at that level. This level of education, together with their minimal experience in research and studies, may have its own impacts on the type of data that respondents at this level could give. However, this kind of reflections could not be anything beyond conjectures and that calls for another exploration on its own right.

4.4. Study findings, interpretation, and discussion by objectives

For ease of data analysis and presentation of findings, the study objectives have been used as organizers. For study objectives O1, O2 and O6, data obtained from document reviews, analysis of the interview as well as open ended questions on the survey are presented accordingly. For

objectives O3, O4 and O5, descriptive statistical analysis was done with the application of SPSS and findings are presented using the descriptive tools such as percentage, frequencies, standard deviation and mean. And these will be presented in the subsequent sections.

4.4.1. Objective 1 (Ob 1) examine the types of results covered in M&E reports of the project

As part of the document review component of the study, three annual reports (Year I, Year II and Year III) and one quarterly report along with annual plans were reviewed based on a set of guiding questions developed in light of the study questions/objectives. The guiding questions included the title of the report, purpose, date of publication, elements of theory of change brought into focus, instruments used for collecting data, alignments between indicators, measurement questions, expected outcomes and instruments used in the matrix, overall focus (was it the results or activities) of the report, the extent to which baseline is used as a reference, meaning of IR in the report and how different it is from project result, focus of the report on implementation-based vs results-based monitoring, challenges reflected as related to M&E. The full reviews of these reports and other documents are available in the appendix section of this paper. However, specific to **Ob 1- the types of results covered in M&E reports**- are presented with samples extracted from the texts of the reports as follows:

Quarterly Progress Report: April 1-June 30, 2018:

Accomplishments under IR 1 (a sample)

- Conducted a rapid assessment to inform the design of the 2 year enhanced professional development program
- Reviewed the Amharic grade 1-4 students' books and teachers guide and Teacher's Guide and the grade 1-4 Teacher Training Manual
- Gathered facts and figures on where schools have G1-4 language teachers and where schools have self-contained classes
- Designed a roadmap that would be utilized to lead the overall SRM activities in the next fiscal years
- Held internal workshop on teaching reading and writing based on the theoretical research in reading clinical work in the USA.

Year I Annual Performance Progress report (Jan 2018 – Sept 2018):

Accomplishments under IR 1 (a sample)

- Conducted a rapid assessment
- Convened a 4 day workshop "Grades 1-4 MT Rapid Assessment Report Review and Validation Workshop" ,
- developed scope of work and identified consultants to conduct a rapid assessment
- developed the G1-4 MT Teacher Training Package
- conducted a workshop (August 13-17, 2018) to develop a package for a 5-day training for grades 1 to 4 Mother Tongue teachers
- Adapted the customized grades 1-4 MT teacher training manual
- Validated the materials for use in teacher training
- Tested the teacher knowledge of reading components
- Etc.

Year II *Annual Performance Progress report (Jan 2018 – Sept 2018):*

Progress report on key performance indicators during Year II-

- Number of learners reached in reading programs at the primary level with USG assistance
- No of primary school educators who successfully completed professional development activities on evidence-based reading instruction with USG assistance
- Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance
- Number of PTSAs or community governance structures engaged in primary education supported by USG assistance
- Number of education administrators and officials (SD, CS, WEO, RSEBs and ZEDs) who complete professional development activities with USG assistance
- Number of at-risk students reached in education support activities with USG assistance

Year III *Annual Performance Progress report (Jan 2018 – Sept 2018):*

Progress report on key performance indicators during Year II-

- Number of public and private schools received USG assistance (ES. 1-50)
- Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
- Number of educators who complete professional development activities with USG assistance
- Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance (ES 1-49)
- Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance (ES-1.13)
- Number of education administrators and officials who complete professional development activities with USG assistance (ES. 1-
- Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations. GNDR-8:
- Number of literacy TV and radio content4 broadcast with READ II support
- Number of beneficiaries reached through Mobile hotline messages 5

On the basis of the above samples, and as a reporting pattern, both annual and quarterly reports of Read II are organized in Intermediate Results (IR). Intermediate Result (IR), as its statements and intentions show, is simply an output from the activities carried out during implementation year (season) of the project. They are the immediate results, or products obtained from tasks accomplished during the implementation period. For example, where report items are presented in the form of texts as in the quarterly and annual reports reviewed above, the reports are accomplishments or completions of activities in the timeframe. The wordings in the sample statements under the above quarterly piece are a simple proof to idea of activity completion. For example, the verbs put in past participle ‘conducted’, ‘reviewed’, ‘gathered’, ‘designed’, ‘held’, and also ‘conducted’, ‘convened’, ‘developed’, ‘adapted’, ‘validated’, ‘tested’ under the Year I annual report are all qualitative proofs to the sense that activities were done under the specific IR and then completed in the reporting season. In other words, the reports referred to above are about what the project did and accomplished. For the report items presented on key performance

indicators (KPI), these were meant to capture numbers of beneficiaries receiving supports or participants attending a workshop or training as planned. These are the immediate results of activities carried out and according to Gumz and Parth (2007) these are the project outputs.

Generally, the literature shows that there are three types of project accomplishments or changes that fall under the categories of project results- outputs, outcomes, and impacts. Outputs are 'the products, capital good and services which results from a development intervention; outputs may also include changes resulted from the intervention which are relevant to the achievement of outcomes' (Simister, 2017). And outcomes are simply defined as 'the likely or achieved short-term and medium effects of an intervention's outputs' (ibid). One may also add that outcome level change can be seen in term of behavior change in real life (Alexos, 2017). In light of these, under this objective, the analysis of data obtained through the document reviews had shown that the types of results that Read II project reports were covering were outputs. Output coverage means reports come out to share accomplishments form the quarterly operations of the project only focusing on activities done or events hosted within the reporting season or year. Noticeably, this categorically implies that the reports are entitled to cover the first three stages in the logical alignment of elements in the theory of change. These are inputs, activities and outputs. This is in clear consistency with insights obtained from the interview data where key informants admitted that the current M&E is output-based or implementation-focused. This seems to have a lot to do with their earlier and partly forced determination of how project outcomes should be assessed and included in their annual reports. It was clearly indicated in the qualitative data of this study that, while the projects intentions were to conduct result-focused surveys every year, their major partner was in admonition of this saying that it would be resource intensive. As the project seemed to be stuck with only the EGRA way of doing result-surveys, it was not surprising to witness that output was the type of project performance result that was being shared in their reviewed reports thus far.

Performance or progress reports of the project are compiled on quarterly and annual basis. Content of the reports are organized in both narrative and matrix format. Reports organized by the performance indicators (PI) are shared in a matrix format while activity reports under IRs and their sub-results are described in text formats. In terms of coverage, contents of these reports have their own structures that are built around the Intermediate Results (IR). However, for this objective to be met accordingly, the information in the below table is organized with list of result indicators

that the project was using. Based on reviews done of all available Read II reports, the researcher had checked those indicators covered in the specific performance year and synthesized the information to show to what extend either one of the results was covered in the reports. Source of the list of indicators was their MEL plan and information for filling out the table is the three annual progress reports that are made available online. Those with check mark (√) are indicators who were reported in the annual report of Read II. Those marked NI are not reported or included in the performance year.

No	Indicator by Result	Estimated Targets		
		YI	YII	YIII
1	% of learners who demonstrate reading fluency and comprehension of grade level text at the end of G2 with USG assistance (ES. 1-1)	X	X	X
2	# of learners enrolled in primary schools or equivalent non-school based settings with USG assistance (ES. 1-3)	NI	NI	NI
	# of public and private schools received USG assistance			
3	# of learners reached in reading programs at the primary level with USG assistance (ES 1-5)	NI	√	√
4	Student survival rate to G5 in USG-supported schools	NI	NI	
5	% of targeted teachers meeting or surpassing established minimum performance standards for MT EGR instruction (per criteria)	NI	√	√
6	% of target schools applying evidence-based reading support policies and practices	NI	NI	NI
7	% of G1-4 teachers using (i.e., teacher take-up) MT materials, teachers' guide, textbooks and SRMs (per criteria)	NI	√	√
8	% of G1-4 MT teachers with access to MT materials (TG, Text, SRMs) (per criteria)	√	√	√
9	# of primary textbooks and other teaching-learning materials provided with USG assistance (ES. 1-10)	NI	√	√
10	# of primary school educators (G1-8 teachers, SD, CS, TOT, MT) who complete professional development activities on evidence-based reading instruction with USG assistance (ES 1-7) (NB includes pilot CTE CPD)	√	√	√
11	# of school directors and cluster supervisors who complete coaching training	NI	√	√
12	% schools having received cluster supervisor coaching	NI	NI	√
13	% of cluster supervisors fulfilling coaching duties (per criteria)	NI	NI	NI

No	Indicator by Result	Estimated Targets		
		YI	YII	YIII
14	% teachers having received coaching support	NI	NI	NI
15	# of policy briefs with pilot results and recommendations to MOE and CTEs	NI	NI	NI
16	# of supplemental reading materials produced (SRM)	NI	√	√
17	# of organizations completing workshops in book production, printing and distribution	NI	√	√
18	# schools having received SRM packages	NI	√	√
19	% of school communities meeting or surpassing standards for community engagement to improve reading (per criteria)	NI	NI	√
20	# of community governance structures engaged in primary education supported by USG assistance (ES.1-13)	NI	√	√
21	# of school-communities operating reading corners, reading clubs and reading camps	NI	√	√
22	# of students participating in reading clubs and reading camps	NI	√	√
23	# youth supporting reading activities in their communities	NI	√	√
24	# of REBs and target woredas with budgeted reading support plan	NI	√	√
25	# of education administrators and officials (SD, CS, WEO) who complete professional development activities with USG assistance (ES.1-12)	NI	√	√
26	# of EGR standardized learning assessments used for evaluation purposes conducted	NI	√	NI
27	Standards and benchmarks for reading and writing established for seven languages	NI	√	NI
28	# of MT materials packages meeting quality standards developed by REBs and CTEs	NI	NI	NI
29	# of REBs, CTE and local university staff who participate in MT curricula development activities	NI	√	NI
30	# of CTE teacher trainees reached with improved MT and English CTE curricula	NI	√	NI
31	# of revised CTE English language curricula prepared	NI	ND	NI
32	# of CTE teacher educators who complete MT and English professional development activities	NI	√	√

No	Indicator by Result	Estimated Targets		
		YI	YII	YIII
33	# of CTEs having received MT and English reinforcement support (ICT, materials, training)	NI	√	NI
34	# of at-risk students reached by Student Success and Support activities	NI	√	√
35	% of school-communities implementing at-risk Student Success and Support activities	NI	√	√
36	Percentage of school who have implemented at least one LGI activity as described in the SSST	NI	NI	√
37	Percentage of schools who have had at least one female role model visit during the school year	NI	√	√
38	Percentage of schools with a Gender Club gender parity ratio for participation between 1 and 1.2 (female to male).	NI	NI	NI

Table 6: List of indicators shown in the annual reports

In the review process, information with direct reference to the indicator data were easily applied but those stated in the texts had to be picked regardless of availability of numbers showing level of accomplishments. As shown in the table, the three annual reports did not have unform coverage of indicators as that might have been guided by the focus areas planned for the years. Where these indicators were not covered, NI has denoted here to simply suggest that there was no information available on those indicators. A closer look into each indicator shows that except indicator # 1 on top of the list, there rest were all output indicators. Indicator 1 is the one outcome that the project is working for while the rest are activities or immediate results leading to that main outcome. Going by the common definition of 'outputs' as a product handed over to users' and 'outcome' or results as the result of change normally affecting real-world behavior and or circumstances' (Alexos, 2017, p.378) these all indicators subscribe to that. Therefore, a review of the available annual plans has shown that of the two types of results that are applicable to this point (output and outcomes), output indicators as enumerated between 2-38 in the list are the largest inputs to all the report entries.

It is fair to say that this study was able to establish the overall reporting norm using the full array of indicators that were available to the project. Obviously, these indicators had to be used as a defining criterion to determine whether output or outcome was commanding the focus of the annual reports. It should be noted that indicators are 'quantitative or qualitative factor or variable

that provide a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor' (OECD, 2010). In addition to qualitatively examining the nature of the report items (i.e. whether the reference in the entry is an accomplishment or change in real sense), this study had opted to employ the list of indicators to see to what extent outputs or outcomes abound the annual reports. The result of this investigation was then clear. By mere look at the indicators, it was straightforward to decide which one of the indicators were output or outcome. With this, then examining every entry of the reports was carried out word for word at the tiniest level of the entries. It was therefore a glaring fact that the annual reports were sharing the output results to a larger extent. In view of how much output-based reports of the project had been and on account of the big focus that project staff is said to put on implementation and data entries after every activity or event, this finding should be obvious.

The distinction made between traditional or conventional M&E practice and the RBM&E might be relevant to bring to this discussion here. As drawn to comparison in earlier section of this paper, the reports appear to fulfill some of what the conventional reporting covers: qualitative, activity oriented, focused on monitoring of inputs and activities and outputs. The reviews have accordingly shown that most of the activities were reported in narrative format with tasks organized under the IRs and sub-IRs. In the few cases where the quantitative results were shown, they were mostly conforming to the output indicators. What one could not detect in these entries was the numbers for the only outcome indicator (i.e. % of learners who demonstrate reading fluency and comprehension of grade level text at the end of G2 with USG assistance (ES. 1-1)). Of course, there should be every reason to accept that this was not on the dictates of the project since it was learned that partners had not allowed them to conduct annual surveys to determine extent of progress toward the project goal. On another note, a report compiled by the EAES of MoE (2022) has shown the EGRA results from the 2021 survey the Ministry conducted. In this report, this researcher was able to see that the Sidama language results assessed with EGRA tools were "the lowest in the 2021" compared to the EGRA 2010 and 2018 (p.42). This in its entirety goes to suggest that conducting the survey to see and show progress of the project operation was not within the control of the project even though Read II might have a stake and resource contribution to make for undertaking the survey. Regardless of that, the review of Read II annual reports here has shown that output reports were consistently the only inputs in the full documents.

4.4.2. Objective 2 (Ob 2) Identify capacity related issues the project is facing for/when carrying out the RBM&E activities:

In order to identify key capacity related factors that affect employment of the results-based M&E in the Read II project, a lot of carefully crafted factors and issues have been looked at in this study. The factors emanated from the concept of organizational capacity include these: advance assessments into organization's ability to do M&E, knowledge and understanding of the assessments results, roles and responsibilities of offices and individuals for results-based M&E, the need for capacity building, understanding created on the concept, meaning and importance of outcomes, distinction between outcome and outcome indicators, meaning of indicators, whether baselines were conducted, decisions on data collection, the analysis and reporting of data, resources, targets, differences between results-based and activity-based monitoring, ownership of the system and maintenance of the system. The output of the analysis is presented in the following frequency table showing those factors with the highest influence.

Sr.#	Factor statements	SD	D	N	A	SA	Mean	SD	Med.
1	Organization's ability (to monitor and evaluate) was assessed in advance of establishing or starting the M&E …	128 43.24%	126 42.57%	37 12.5 %	4 1.35%	0 0%	1.72	.732	2.00
2	The assessment has brought to light the incentives and demands for having a results-based M&E system	53 17.9%	110 37.16%	108 36.48 %	19 6.41%	5 1.68 %	2.37	.908	2.00
3	As assessed and pointed out by the assessment, the incentives and demands for the system is well …	46 15.54%	99 33.44%	106 35.81 %	41 13.85 %	3 1.01 %	2.51	.951	3.00
4	The roles and responsibilities of offices and involved individuals was made clear for the results-based	56 18.91%	96 32.43%	105 35.47 %	36 12.16 %	2 0.67 %	2.43	.955	2.00
5	The need for capacity building for involved personnel and institutions was pointed out from the assessment	46 15.54%	105 35.47%	92 31.08 %	47 15.87 %	5 1.68 %	2.53	.992	2.00
6	Clear understanding was created on the meaning and concept of outcomes	106 35.81%	129 43.58%	55 18.58 %	5 1.68%	0 0%	1.86	.772	2.00
7	There has been clear understanding created on the importance of outcomes or results	105 35.47%	127 42.9%	50 16.89 %	13 4.39%	0 0%	1.90	.833	2.00
8	Distinction between outcomes and outcome indicators was clearly understood	73 24.66%	150 50.67%	68 22.97 %	4 1.35%	0 0%	2.01	.731	2.00

9	Indicators are the quantitative or qualitative variables that provide a simple and reliable means to …	119 40.2%	115 38.85%	47 15.87 %	14 4.72%	0 0%	1.85	.856	2.00
10	Baselines were conducted for the project	123 41.55%	111 37.5%	53 17.9 %	8 2.7%	0 0%	1.82	.821	2.00
11	Decisions for how to collect necessary data from identified sources was made	103 34.79%	125 42.22%	51 17.22 %	16 5.4%	0 0%	1.93	.858	2.00
12	Data collectors were carefully selected and trained to do the job	110 37.16%	131 44.25%	46 15.54 %	8 2.7%	0 0%	1.84	.783	2.00
13	Frequency of data collection, and the cost and difficulty to collect was determined in advance	123 41.55%	121 40.87%	43 14.52 %	8 2.7%	0 0%	1.78	.791	2.00
14	Staff responsible for analyzing and reporting data were identified	125 42.22%	103 34.79%	55 18.58 %	12 4.05%	0 0%	1.84	.867	2.00
15	Resources (such as organizational capacity, budgets, personnel, funding resources, facilities. etc.) were …	119 40.2%	107 36.14%	58 19.59 %	11 3.71%	0 0%	1.87	.857	2.00
16	Time periods for the targets (quarterly and annually) are realistic	109 36.82%	123 41.55%	53 17.9 %	10 3.37%	0 0%	1.88	.820	2.00
17	I understand the difference between a results-based monitoring and an activity-based monitoring.	89 30.06%	140 47.29%	66 22.29 %	0 0%	0 0%	1.92	.722	2.00
18	Ownership of the system is ensured for all relevant stakeholders who have a demand for project performance …	94 31.75%	128 43.24%	53 17.9 %	20 6.75%	0 0%	2.00	.879	2.00
19	The monitoring system is maintained well to keep it safe from decaying, deterioration and collapse	80 27.02%	132 44.59%	73 24.66 %	10 3.37%	0 0%	2.04	.809	2.00
20	The monitoring system has a strategy that includes a clear data collection and analysis plan	104 35.13%	119 40.2%	63 21.28 %	9 3.04%	0 0%	1.92	.827	2.00
	Mean Average						**2.001**		

Table 7: Factors under the capacity domain

A big majority of the respondents (85%) have disagreed to the idea that the organization's ability to handle results-based M&E was assessed. Another high number of respondents (82%) showed disagreement to the idea that frequency of data collection, and the cost and difficulty to collect was determined in advance. Still a considerable number of the study participants (79.04%) disagreed to baselines ever being conducted before the project was launched. 234 respondents (79%) didn't

accept basic premises that indicators are the quantitative or qualitative variables that provide a simple and reliable means to measure achievement. While the percentage comes at no surprise like the other bigger number under this domain, this point in itself marks a serious issue showing lack of knowledge or understanding about indicators. Respondents at somehow similar range of number are in disagreement to the notions that data collectors were carefully selected and trained for the job and a clear understanding was created on the meaning and concept of project outcomes. In addition, respondents at a considerably equal number have shown disagreement to a series of important capacity related factors including the identification of staff responsible for analyzing and reporting data, advance consideration of resources and the point that time periods for the targets were realistic. No less important, a good number of them (77.36%) denied knowing the distinction between results-based and activity-based monitoring.

Overall, almost all the factors itemized under organizational capacity received significantly high frequency of disagreeing plus strongly disagreeing in the study. Evidently, only one factor, that is item 3, which is about 'incentives and demands for the system being assessed and well understood' received half the total frequency score. In other words, over 200 of respondents in each case, showed disagreement to the ideas or steps indicated under the organizational capacity. Of these, factors related to advance assessment into organization's capacity to handle M&E, advance determination of the frequency, cost and difficulty of data collection, careful selection and preparation of data collectors, creation of clear understanding on the meaning and concept of outcomes, definition of indicators and the conduct of baselines prior to launching of the project have received disagreement as shown in the findings. While admittedly almost all the factors under this conceptual domain stand out as factors of significant strength to affect application of RBM&E system, these six are found to be strongly influencing the implementation RBM&E in the project.

In principle, the above factors were born from the idea of conducting a readiness assessment as expressed by Kusek and Rist (2004). It implies that if projects carry out such an assessment before getting into the business of starting the project or setting up its M&E system, they would be at a great advantage of knowing the opportunities or threats or weaknesses and strengths of the context in which they are going to operate. Closely examining, the issues on 'frequency of data collection and the cost and difficulty to collect' are administrative decisions made ahead of time. What the respondents were expressing by choosing either of the agreement options is that they were not

informed or did not know any such measure for the M&E system. A similar inference can be taken on the issues of baselines that were shown by one of the lowest scores (1.82). It is important that baselines are taken; they set the current condition against which future change can be tracked (Kusek and Rist, 2004, p.80). But it was found out that the respondents did not respond to this fundamental point positively. As a pattern of positions taken by the respondents, it may not be surprising that they rated the points of data collectors that low. The same holds true for the factor on identification of staff responsible for analyzing and reporting data. It can be deduced that either they do not know these had been carefully handled or they had no knowledge about the whole issue. The points about indicators and outcomes can be seen more in light of respondents having knowledge of these technical concepts. This may not be questionable since these are primary school teachers who cannot be expected to define such sophisticated technical concepts unless they are given capacity building trainings on the basics of M&E. Resource is the other area that received a high decline at a mean score of 1.87. RBM&E takes a considerable amount of resource and will remain very trying to the project unless proper planning is carried out in advance and unless resource (of all types) is mobilized adequately. Respondents have expressed their disagreements to this for obvious reasons that issues of resource are highly administrative. The researcher notes that in the Ethiopia project culture, transparency is at its youngest age. Not all project staff, let alone front-line implementers like schoolteacher, could be privy to such inner room knowledge including how much finance is budget for what activities. At this junction, it is wise also to note that resource was an issue brought up in reaction to why results were not the focus of monitoring in the project. Therefore, as discussed in the above contexts, these factors can be taken as seriously affecting the implementation of RBM&E.

4.4.3. Objective 3 (Ob 3): Identify technical related issues the project is facing for/when carrying out the RBM&E activities.

Under the technical domain a lot of M&E related factors have been listed and assessed in due manner. The technical factors are strictly M&E related ideas that should be on the ground for employing the results-based monitoring and evaluation system. Some of these factors include outcomes, participatory approach to the formulation of outcomes, actual technical process of outcome formulation, requirement of indicators for a results-based M&E, composition of outcome

indicators from outcome statements. The table below shows the results in frequency and percentages.

#	Factor statements	SD	D	N	A	SA	Mean	SD	Med.
1	Outcomes of the project were driven from the project goals	105 35.47%	112 37.83 %	70 23.64%	8 2.7%	0 0%	1.94	.837	2.00
2	Outcome formulation was carried out on a participatory and consultative process ….	86 29.05%	126 42.56 %	65 21.95%	18 6.08%	0 0%	2.05	.869	2.00
3	In the formulation process, problem statements were translated into outcome …	103 34.79%	94 31.75 %	74 25%	24 8.1%	0 0%	2.06	.961	2.00
4	It is understood that indicators are required for all levels of results-based M&E system	108 36.48%	110 37.16 %	69 23.3%	8 2.7%	0 0%	1.92	.840	2.00
5	Outcomes should be translated into outcome indicators	99 33.44%	130 43.91 %	54 18.24%	12 4.05%	0 0%	1.93	.824	2.00
6	The process of defining outcome indicators from the outcomes was done in the …	109 36.82%	114 38.51 %	62 20.94%	10 3.37%	0 0%	1.91	.842	2.00
7	Indicators were selected using the CREAM criteria (Clear, Relevant, Economic, …	119 40.2%	115 38.85 %	46 15.54%	15 5.07%	0 0%	1.85	.863	2.00
8	Use of proxy indicators is recommended when regular data collections not feasible…	117 39.52%	111 37.5%	58 19.59%	9 3.04%	0 0%	1.86	.836	2.00
9	Baselines set the current condition against which future change can be tracked	107 36.14%	134 45.27 %	46 15.54%	8 2.7%	0 0%	1.85	.778	2.00
10	Baselines were derived from outcomes and indicators	96 32.43%	126 42.56%	59 19.93%	14 4.72%	0 0%	1.97	.847	2.00
11	Data sources were identified for information on the indicators, and these were accessible and selected for …	103 34.79%	124 41.89 %	56 18.91%	12 4.05%	0 0%	1.92	.835	2.00
12	Data collection instruments were developed to collect and record information …	102 34.45%	108 36.48 %	68 22.97%	17 5.74%	0 0%	2.00	.900	2.00
13	Target is a specified objective that indicates the number, the timing and location of that …	121 40.87%	116 39.18 %	51 17.22%	7 2.36%	0 0%	1.81	.803	2.00
14	Averages of previous performances were taken into account when setting targets	127 42.9%	111 37.5%	45 15.2%	12 4.05%	0 0%	1.80	.842	2.00
15	Targets are set in sequential order to let first ones happen within first time and let …	118 39.86%	104 35.13 %	57 19.25%	16 5.4%	0 0%	1.90	.896	2.00
16	I understand that there is always an interaction between means and strategies (inputs,..	129 43.58%	94 31.75 %	50 16.89%	22 7.43%	0 0%	1.88	.946	2.00
17	Credibility of the system is also ensured through valid and reliable data source as well ...	106 35.81%	117 39.52 %	58 19.59%	14 4.72%	0 0%	1.93	.862	2.00
18	Uses of the monitoring findings are clearly understood	92 31.08%	141 47.63 %	48 16.21%	14 4.7%	0 0%	1.95	.815	2.00

19	I understand that findings deliver messages to appropriate audiences ….	122 41.2%	116 39.18 %	48 16.21%	9 3.04%	0 0%	1.81	.815	2.00
20	Reports of results are organized in comparison to earlier data and to the baseline	101 34.12%	118 39.86 %	57 19.25%	19 6.41%	0 0%	1.98	.892	2.00
21	Reports of results are presented in a simple, clear, and easily understandable …	116 39.18%	107 36.14 %	55 18.58%	17 5.74%	0 0%	1.91	.897	2.00
22	Learning is incorporated into the overall project cycle through an effective feed- ...	92 31.08%	120 40.54 %	68 22.97%	15 5.06%	0 0%	2.02	.865	2.00
23	Evaluation was defined as an assessment of a planned, ongoing or completed …	111 37.5%	128 43.24 %	43 14.52%	13 4.39%	0 0%	1.86	.825	2.00
24	Information from evaluation is crucial when there is divergence between planned…	96 32.43%	133 44.93 %	54 18.24%	12 4.05%	0 0%	1.94	.818	2.00
25	One of the many types of evaluation is process implementation evaluation …	103 34.79%	111 37.5%	55 18.58%	26 8.78%	0 0%	2.01	.944	2.00
26	We understand that for the evaluation to be of good quality, it must fulfill the …	108 36.48%	122 41.21 %	49 16.55%	16 5.4%	0 0%	1.91	.862	2.00
	Mean Average						**1.92**		

Table 8: Factors under the technical domain

In much the same way as the capacity domain, the technical domain has also received a lot of disagreement from the respondents in the majority of the cases. As can be witnessed in the table, four fifth of the respondents disagreed to issues related to baselines, meaning of evaluation, messages that results deliver to stakeholders, and target setting. Specifically, 241 (81%) respondents disagreed to the idea that baselines set the current condition against which future can be tracked. This can be in both terms general as well as specific to the project. At almost the same number, 239 (80.74%) respondents also disagreed to whether evaluation was defined as an assessment of a planned, ongoing, or completed intervention to determine its relevance, efficacy, effectiveness, impact, and sustainability. In the same way, a good majority had still expressed disagreement to the question of whether they understand the value or role of findings and the important messages they send to stakeholders on the performance of the project. Equally noteworthy, two sequentially presented factors on target setting were disagreed to by a high number of respondents (238 & 237) respectively. Give the pattern in the data, it should not come as a surprise that 233 respondents (78. 71%) which is slightly above three quarters of the total, disagreed to whether uses of monitoring findings were clearly understood. As this was among the very basic understandings that one should have about the purposes of monitoring, the high rate of disagreement to the idea would take anybody by surprise. At almost the same level of frequency,

respondents had said they do not understand the criteria that evaluations must fulfill to be of good quality.

Now looking in terms of the factors in the domain, almost all of them have received very high rate of disagreements from the respondents. On a combined score of both levels of disagreements, the smallest level of disagreement (197 respondents, i.e. 66.55%) was marked to the process of formulating outcome statements. Even that is clear up the scale from the 50% midpoint. The next small scores on the lineup were received by the issues related to development of data collection instruments (210 respondents, 70.94%), the participatory and consultative process of outcome formulation for the project (212 respondents, 71.62%), incorporation of learning through an effective feedback system emanating from the findings (212 respondents, 71.62%), process implementation evaluation (214 respondents, 72.29%), generating outcomes of the project from the project goal (217 respondents, 73.31%), compliance to the idea that indicators are required for all levels of results-based M&E system (218 respondents, 73.64%), (organization of reports with comparison between current results and earlier data and baselines (219 respondents, 73.98%).

Factors that received scores way beyond the above list of small score groups are not few at all in numbers. As can be seen in the table, issues related to various factors under the technical domain scored between 75-78% of the total. Specifically, the source of baselines information being outcomes and indicators was responded to in disagreements by 222 respondents (75%); presentation of reports of results in simple, clear and easily understandable format was given disagreement by 223 respondents (75.34); understanding that there is always an interaction between means and strategies (inputs, activities and outputs) and outcome targets was disagreed to by 223 respondents (75.34%); how credibility of the RBM&E system could be ensure using valid and reliable data sources was not accepted by 223 respondents, 75.34%. In a similar pattern, the idea that data sources for information on indicators were identified and made accessible was not acceded to by a still high majority – 227 respondents (76.69%); also recommendation on use of proxy indicators was not agreed to by 228 respondents (77.02%) and the issues on importance of information from evaluation in the event of divergence between planned and actual performance was also not accepted by 229 respondents (77.36%).

Altogether, given the results and clear numbers denoting the level of disagreements to most of the factors in the domain, there can be no ambiguity to understand that the factors would simply make

cases that the technical issues were not given attention that they deserve, and the respondents are no witness to their existence or being in order. Therefore, given the level of disagreements again, it is safe to say the factors under the domain remain an issue to impede or negatively impact the system for reporting results of the project on regular terms.

Likewise, the whole range of issues covered in these factors are crucial for the successful implementation of results-based M&E. Target setting should consider history of the project or accomplishments and records of previous similar interventions in the physical area or in the disciplinary domain. This is best done by consulting beneficiary communities or implementors or public records kept in the relevant government of NGO offices. The low scores that issues of target received here would mean in the very least that the respondents had no idea or would not agree to the points. The same position might be taken toward the apparently low score accorded to the issues of findings. As schoolteachers who are at the forefront executing the core tasks related to the goal of the project, these stakeholders may not have access to knowledge generated from the project performance. Baselines also received a considerable level of disagreement, hence one of the lowest mean scores since these teachers had no knowledge of project formulations and execution. The same thing can be said about their position on indicators and use of proxy indicators as these factors might go additional length to gauge respondents' level of knowledge or information on these concepts. The researcher believes that in either case, whether they had not known these things were handled or had no background knowledge, the factor could prove challenges in applying RBM&E in the project. Another incidental test to respondents' knowledge of project M&E is also the issue of interaction between the means, strategies and outcome targets of the project. This is a basic point, but by no means ordinary knowledge, to have when dealing with project M&E. Respondent's decision to disagree to the point is again one of the two sides: either they do not know the concept or were not shown or trained on the technicalities from earlier on. Once again, by applying the premise that to agree means to accept or to acknowledge that these things were addressed, considered or shared and put in place, it could be possible to infer that these factors affect the implementation of results-based M&E.

4.4.4. Objective 4 (Ob 4): Identify leadership related issues the project is facing for/when carrying out the RBM&E activities

Leadership related factors were also put on the measure in this study to identify which ones of them affect implementation of RBM&E in the project. The factors in this domain include important issues such as expectation of management of the monitoring process, identification of recipients of findings and result reports, inclusion of the bad news about project performance, timeliness in the delivery of project findings, findings and their dissemination being tool to obtain feedback, sharing of results based information with both internal and external stakeholders, use of findings on decisions of resource allocation, use of evaluation for identifying emerging needs, for rethinking the causes of a problem and how to respond, project leadership's take on demands of stakeholders for results, commitment for results, response of leadership when divergence occurs, commitment for sharing results and performance information.

Results of the study of factors under this domain are also shown in the below table.

SN	Factor statements	SD	D	N	A	SA	Mean	St.D	Med
1	Management of the monitoring system has to be strong to manage data overlapping, duplication, ….	98 33.1%	104 35.13 %	69 23.31 %	24 8.1 %	0 0%	2.06	.944	2.00
2	Recipients of findings and reports are identified, and preferred communication medium has also…	122 41.2%	100 33.78 %	60 20.27 %	13 4.39 %	0 0%	1.88	.884	2.00
3	Reports also include the bad news in regards of project performance	95 32.09%	125 42.22 %	59 19.93 %	16 5.4 %	0 0%	1.99	.861	2.00
4	Finding is delivered to appropriate users (stakeholders) in a timely fashion	107 36.14%	118 39.86 %	61 20.6%	9 3.04 %	0 0%	1.91	.828	2.00
5	Findings are shared regularly and put to good use of improving project performance	102 34.45%	119 40.2%	64 21.62 %	10 3.37 %	0 0%	1.94	.835	2.00
6	Findings and their dissemination are a tool that helps to obtain feedback and knowledge and ensure that …	80 27.02%	153 51.68 %	55 18.58 %	7 2.3 %	0 0%	1.96	.744	2.00
7	Results based information is shared with all internal and external stakeholders and parties interested ...	118 39.86%	130 43.9%	39 13.17 %	8 2.7 %	0 0%	1.79	.773	2.00
8	It is understood that evaluation is used for making resource allocation decisions.	141 47.63%	85 28.71 %	55 18.58 %	14 4.72 %	0 0%	1.80	.905	2.00
9	It is understood that evaluation is used for rethinking the causes of a problem and building consensus…	114 38.51%	100 33.78 %	62 20.94 %	19 27.3 6%	0 0%	1.95	.925	2.00
10	It is understood that evaluation is used for identifying emerging needs.	99 33.44%	112 37.83 %	61 20.6%	23 7.77 %	0 0%	2.03	.925	2.00

11	Project leadership understands that beneficiaries and stakeholders demand results of intervention	72 24.32%	146 49.32 %	65 21.95 %	12 4.05 %	0 0%	2.06	.791	2.00
12	Project leadership have demonstrated strong commitment for results.	85 28.71%	109 36.82 %	82 27.7%	19 6.41 %	0 0%	2.12	.901	2.00
13	Project leadership readily responds with corrective measures in the event of performance divergence …	84 28.37%	141 47.63 %	62 20.94 %	8 2.7 %	0 0%	1.98	.778	2.00
14	Project leadership is committed for sharing results and performance information to the appropriate …	111 37.5%	138 46.62 %	38 12.83 %	8 2.7 %	0 0%	1.81	.760	2.00
	Mean Average						**1.95**		

Table 9: Factors under the leadership related domain

Scores of the factors under this domain are still high in much the same way as the other domains. With both levels of disagreements combined, more than four fifth of the respondents demonstrated negative responses at high rate of disagreement to the idea that project leadership was committed for sharing results and performance information (249 respondents (84.12%) and to the statement that results-based information is shared with all internal and external stakeholder (248 respondents, 83.78%). 226 respondents (76.35%) did not accept any understanding that evaluation is used for making resource allocation decisions. A little above three fourth of the respondents (233, 78.71%) did not agree to the idea that findings and their disseminations are a tool that helps to obtain feedback and knowledge and ensure that learning has happened. Not very far less from this figure, 226 respondents (76.35%) declined to accept the idea that evaluation is used for making resource allocation decisions. Around the same number of respondents, i.e., 225 (76.01 %) also showed their disagreements to the points made about project leadership responding readily with corrective measure when performance divergence occurs from results yielding tracks.

In the full array of factors in this category, it is evident that disagreements were shown to the ideas case by case. Nearly equal number of respondents, i.e. 222 (75%) and 221 (74.66%), disagreed to two related ideas about findings- recipients of findings being identified and findings being shared regularly and put to good use of improving project performance. In the same pattern, 220 respondents (74.32%) had expressed disagreements to the statement made about reports including bad news in regard to project performance. Respondents did not still accept some of the typical leadership related stances in the management of projects. 218 of them (73.64%) did not accept that project leadership understands that beneficiaries and stakeholders demand results of intervention; 214 participants (72.30%) did not agree to share the understanding that evaluation is used for rethinking the causes of a problem and building consensus on how to respond. On a related use of

evaluation, somehow a closer number of respondents (211, 71.28%) did not still share the understanding that evaluation is used for identifying emerging needs. Data related to roles of management were also not responded to favorably as 202 respondents (68.24%) declined to agreed to the idea that calls for stronger management of the monitoring system so as to manage data overlapping, duplication, and time lags in the data management process. The smallest rate of disagreement (194 respondents, 65.54%) was shown to question about project leadership demonstrating strong commitment for results. This can be said small rate compared to the other level of negative responses in the domain but seeing the essence of the idea which is about commitment no small number is small ever. It is significant that this many respondents did not accept any point that the leadership is strongly committed for results. On the whole, in clear alignment with the other two domains, factors under the leadership domain have shown to be strong enough to affect implementation of the results-based monitoring and evaluation. From how the respondents have responded to the statements and how consistently they have expressed disagreements, it is clear to say that the respondents are not in agreement to the selected leadership ideas considered for the application of RBM&E.

In keeping with what is established in the literature about the role of leadership and political will and resolve demonstrated by leaders, leaders play a critical role in designing, managing and leading the systems of M&E at project or public institution level. Here too working in the conventional or results-based M&E, leaders are looked upon seriously. The factors listed under this domain include: management of data related issues, identification of recipients of findings and determining communication medium, openness to include the bad news in the reports, regular sharing of findings, using findings as a tool for retrieval of feedback, sharing of results based information to all internal and external stakeholders, using evaluation and findings for resource-related decision making, for rethinking of the causes of problems, for identifying emerging needs, understanding that stakeholders demand results of intervention, demonstrating strong commitment to results and for sharing results as well. There can be no denying that these points are crucial for the functioning of a sound M&E system. It is also more so for transitioning to robust RBM&E. In countries like Ethiopia, where project performance and experience of implementation would be highly affected by the political climate, having technically capable and result-focused leaders is indispensable. Inability to find such leaders would no doubt affect project performance. It is also possible for such gaps to be had at school or education office level. As was also witnessed in the replies to the

open-ended questions on the survey, leadership was a major issue at school level where the actual practical operation of the project goal is happening. The findings here also show a total mean score of 1.9485 for the domain.

In light of these, it is no wonder that the respondents chose to rate the factors very negatively in these manners: 1) project leadership is committed for sharing results and performance information to the appropriate stakeholders (*means score 1.81*), 2) it is understood that evaluation is used for making resource allocation decisions (means score 1.8), 3) results based information is shared with all internal and external stakeholders and parties interested in the performance of the project (mean score 1.79), 4) recipients of findings and reports are identified, and preferred communication medium has also been determined for delivery (mean score 1.88).

With the intents of the study, the realities on the ground and clear points that leadership should play a strong role to help projects run a results-focused performance, nothing in the above scores could send an equivocal message to readers here. The respondents can be taken as strongly dissenting from the points made about the project leadership. They might not know their commitments, or they might know they were not so; they might as well show reservation to accept that evaluation was used for its proper function of decision making. It is also possible that these respondents, as remote as their schools were, they would not have access to the publications carrying the project results. In every case, there is a good deal of possibility to assert that these aspects of leadership were not exercised in the knowledge of the respondents.

4.4.5. Objective 5 (Ob 5): list possible challenges that are affecting application of results-based monitoring and evaluation for the project

In the qualitative data drawn through the interviews and open-ended questions supplemented to the survey, thematic analysis had shown a few categories of issues challenging the application of results-based monitoring and evaluation. Thoughts and inputs organized in the following themes underline that challenges to the results-based M&E are inability to look for other methodologies for periodic assessment of results, minimal partner will, minimal commitment of stakeholders, lack of supportive leadership, unproductive shift of focus from results to activities alone, lack of resources for results-based moves and a range of technical challenges. Each of these are detailed below:

1	EGRA perceived as the only tool for result	EGRA is considered to be the only methodology for conducting assessments for results of the project and transitioning the M&E system to RBM&E. Possibilities of other methodologies or tools other than surveys have a remote chance of acceptance.
2	Partner support	There is a clear notion that READ II cannot do its jobs without partner support. At a technical level for decisions that involve conducting yearly survey for results and designing a results-based M&E requires partner will and support; partner will is minimum along with project ownership, knowledge of the indicators and other M&E details, willingness to give timely approval for requests, commitment to the success of the project.
5	Commitment of stakeholders	commitment toward shifting to results-based M&E, supporting teachers to apply new methods in classrooms, learning and applying new skills, going deep into project results, understanding the indicators, owning and supporting the project is at a questionable level.
6	Leadership Support	leadership lacks the will to understand that staff, in addition to their university degrees, need to be capacitated for RBM&E, that results should be the project focus, M&E should be on schedule, and reduce overlapping activities and balance focus on results and activities.
8	Fading footprints	Staff time, resources and staff, leadership and partners' attention is on activities and implementation of planned events; huge amount of data (mostly numbers) is gathered and fed into output indicators, visitors take up staff time to see outputs, project questions are on numbers, and as such reports produce number and outputs; as such all focus is on implementation and the footprints to final results are fading and all business have become activities.
10	Challenges to do RBM&E	such challenges are facing the system: technical unpreparedness (M&E being not very well organized and mostly indicator-focused), lack of result-driven supportive supervision, trainings not being applied, staff

		turnover, lack of awareness on M&E details and indicators, complacence with outputs, lack of capacity building opportunities, ambitious design at a very big scope, end results not being the drive of routine work, lack of good communication and positivity, lack of focus and understanding of project goals, lack of good work habits and commitment, lack of professionalism.
11	Resource Intensive	shifting focus to project results and moving beyond output level M&E is resource intensive: surveys are large scale, they demand a lot of expertise and skills on the part of participants and implementers, data gathering should be supported with electronic devices, appropriate measurements should be introduced.

On the basis of the qualitative analysis carried out above, these seven challenges were identified as affecting the implementation of RBM&E. For all its merits, it was admirable to uphold EGRA as a survey methodology as it had been in use for learning assessment in Ethiopia since 2010. What counts to list EGRA in the list of challenges is project's inability to see anything beyond it. While the determination should be there and should be respect to use this long-stood survey tool at national level, and every two or three years depending on availability of resources, not taking the chance to look for other options is a challenge in and of itself. In todays sophisticated world, it could be a touch choice to abide by the strict lined of not looking outside the box.

Partner support is also a key factor in every respect. For all stages of the project execution, partners play a considerable and indispensable role. What had been identified in this study was that the political will from the partner side was at its minimum and that no doubt affects things more than project's resolve to conduct their own survey every year. Support tin fact goes all the way down to school where the project is in action. Afterall, education could not be handled singlehandedly. As the Ethiopian saying has it no single twig can burn on its own. Partners and stakeholders collaboration and serious engagement to the required technical level should also be mustered at all costs. The same holds true about commitment of stakeholders. If everything should be results-based, and if the primary goal of the project was to gain maximum results, then the motivation of stakeholders to support execution of the project ideas and methodologies should be given a

priority. This was reported as dwindling. It is also credible to consider that, while more attention was given to the activities, the big points – which is heading toward the results or goal of the project- run the risk of fading or falling out focus. In addition to these, scores of challenges listed in the analysis such as technical unpreparedness, lack of result-driven supportive supervision, technical trainings not being offered and complacence with outputs are no less affecting possibilities of the M&E progress adversely.

Chapter Five Conclusion and Recommendations

5.1. Introduction

This chapter presents summary of the findings, conclusion and recommendations step by step.

5.2. Summary of findings

After going through whole process of data gathering, analyzing and discussing, the study has shown findings relevant to the objectives. It was determined that the Read II project, designed and implemented to improve early grade learners' reading proficiency, has been carrying out a variety of well-designed tasks and activities aimed at leading the project toward its goal of raising students reading ability. However, evidence have shown here that its reports, both quarterlies and annual, cover output results presented mostly in narrative formats. For reasons that the project is prescribed to using surveys to demonstrate results achieved and yet not being able to conduct these surveys on a yearly basis, the annual reports were still composed of only outputs. Given the project's focus on implementation of planned and ad hoc activities at several points during the operational years, it was possible to infer that, when it comes to its M&E system, the project was activity focused or output-based. While the project appreciates having to transition to results-based M&E system, several capacity, technical and leadership related factors affect its application of the results-based monitoring and evaluation system. Along these factors, a number of serious challenges of the same effect were also identified including inability to diversify their survey methods in addition to EGRA, minimal partner support and commitment of stakeholders, overwhelming level of focus on activities, technical unpreparedness, complacence with activity-centered implementation, lack of capacity building for M&E staff and end-results not being the driving force for routine work.

5.3. Conclusion

Undertaken as part of an academic project that this researcher has to do as a student of project management, there have been numerous issues touched upon in the whole course of the research project. In present-day demands for more project results, the need for results-based M&E has been

put on must-do list for many projects. Read II is no exception to this. With each objective of the study, the following were determined:

Objective 1:

The types of results that are covered in the official reports of Read II are dominantly output results simply showing accomplishments of activities planned and carried out during the implementation period. As determined through the case-by-case analysis and evaluation of each indicator against reports released annually, and of the two types of results expected to be covered in these reports, outputs teem the reports to a largest extent.

Objective 2:

Based on results of the analysis and discussion afterwards, it is concluded that factors related to advance assessment into organization's capacity to handle M&E, advance determination of the frequency, cost and difficulty of data collection, careful selection and preparation of data collectors, creation of clear understanding on the meaning and concept of outcomes, definition of indicators and the conduct of baselines prior to launching of the project affect the application of the results-based monitoring and evaluation system for the project.

Objective 3:

Pertaining to the findings shown from the analysis and, parenthetically, with the knowledge that most of the technical factors have not been favored by the study participants, it is fair to conclude that, of all the factors in the domain, issues related to baselines and their technical values, the concepts, expectations and good quality criteria of evaluation and all that it could do for the project, values and uses of findings and the messages that they could send to stakeholders, the setting of targets are strong enough to affect the application of results-based monitoring and evaluation system for the project.

Objective 4:

Proceeding from data analyzed under the domain of project leadership, findings have shown and it is safe to conclude that factors related to how findings are disseminated for improving project performance, and the norm of reports also giving the bad news on the project performance, leadership understanding of stakeholders demanding results of intervention, leaderships'

understanding of the role of evaluation, the roles of stronger management of the monitoring system and data can affect the application of results-based monitoring and evaluation system for the project.

Objective 5:

Finally, from findings of the qualitative analysis, it is concluded that, for the project to transition to a results-based system, it is a challenge that they see no options other than EGRA for result assessment, that they have minimal partner support, that stakeholder commitment wanes, that they face lack of will from the leadership, that they encounter lack of technical preparedness, that there is lack of results-drive supportive supervision and that trainings given to staff and implementing school teachers are not being applied.

Putting everything together, the findings that the project was focused on activities overwhelmingly and that a range of capacity related, technical focused and leadership borne factors should be taken only for their academic values. All that this study attempts to suggest is encourage the project to move ahead and give a good chance for results-based performance and M&E undertaking. In the same way, as a claim that this study was never meant to be comprehensive and thorough beyond the academic level, the researcher wishes that readers understand the positive intents carried in the study rather than any critique that may stand out unintentionally.

5.4. Recommendations

For the project to transition to and fully implement results-based monitoring and evaluation the following recommendations are offered along each objective of the study.

Objective 1: Show the types of outcomes or results covered in their M&E reports

1) Engage in performance driven project-wise reflection activities aiming at building a systems thinking that promotes focus and mindset on results and cascading the rest of the chores and tasks to and from the results. Do this with the centerpiece being the results and not the activities.
2) Develop a work breakdown structure (WBS) to put in place parts of the big results for seasonal accomplishment ensuring the combination of these parts will give the big whole.

3) Engage in continuous R&D to explore and designate alternative methods of results assessment. This will provide an option to the EGRA and makes room for project results to be checked and shared on continuous basis as outcomes of the project.
4) Ensure that the new assessment method is tested and piloted and when ready for good use plan to apply it across the beneficiary schools possibly reaching every students affected by the intervention.
5) Plan to include schoolteachers in these efforts. Since the whole endeavor ends up int eh classroom, there cannot be any excuse for excluding the classroom teachers from conducting, not only actual teaching but also, assessing their students' performance using the newly deployed assessment tools. Doing this will have an added value of honing teachers' assessment skills as well as continuing implementation of the project with visible results from regular assessment.

Objective 2: Identify capacity related issues the project is facing for carrying out Results-based M&E activities

1) Conduct prior assessment to determine if the host schools are capable of implementing the project as well as carry out routine and periodic monitoring activities,
2) Examine and decide to make host schools the center of all activities thereby promoting ownership of the programs and sharing every information to the teachers,
3) Provide capacity building trainings on routine basis making sure that these trainings will focus not only in teaching to the teachers but also foundations of M&E,

Objective 3: Identify technical related issues the project is facing for carrying out results-based monitoring and evaluation activities

1) Engage school staff and PTAs in the actual tasks of target setting, evaluating baselines and knowing the indicators and their corresponding data sources,
2) Ensure that project leadership is in alignment with results-based performance and M&E at all stages of the project implementation and assessment,

Objective 4: identify leadership issues the project is facing for carrying out results-based monitoring and evaluation activities

1) Recruit, hire and train project leaders who are ready to be promote and lead a results-focused project,
2) Provide successive capacity building training to leaders and their staff with utmost focus on results rather than the bridge activities and tasks,
3) Introduce and promote the culture of transparency within and without the project setting,
4) Empower project leaders and their subordinates to act on professional grounds by upholding the necessity of results-driven

Objective 5: List possible challenges that are affecting application of results-based M&E for the project

1) Work for change of work trajectory and move toward bottom-up approach rather than the contrary,
2) Develop a new skills-focused survey tool or classroom reading proficiency assessments that every teacher can administer with continual in-school training,
3) Give ownership of the project to schools and local communities thereby establishing an office base for project employees in the school premises. This will be a smooth way to diffuse project control to communities hosting primary schools; especially, this will help bring a project implemented through classroom teaching to where it belongs,
4) Work with local communities to mobilize local support to the project,
5) Plan and execute a schools-based professional development program for teachers in place of the random and yet unreliable forms of professional development initiatives.

5.5. Areas for further study

No research is complete on itself. It is common that one study ends up recommending more areas of study that are explored through the process. Accordingly, future researchers can be encouraged to explore the roles and effects of engaging other stakeholders in the community, the classroom side of the project implementation, proposing new assessment tools for students' performance of reading in and outside of the class.

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Appendix I

I. Questionnaire

Introduction

My name is Daniel Okubit, a student from Addis Ababa University- school of commerce. I am completing a Masters' degree program in Project Management. One of the university requirements for the award of a Masters' degree is to carry out a project work in the areas of my interest within the domains of project management. I am hereby seeking your support by completing this research questionnaire on "An Assessment of the Application of Results-Based Monitoring and Evaluation with the Read II project: the case of Sadama Language". Please help! Please also note that every word of 'project' in this tool refers to the project called READ II.

Thank you very much in advance.

Section A: Demographic Information of respondents

1. Age (please circle one of the numbers below to represent your age group according to the age information given. If your age is less than 25 years, circle # 1; if you are between 26-35, circle # 2; if you are between 36 -45 circle # 3; if you are between 46-55, circle # 4 and if you are 56 and above circle # 5.

	Age group	designate #
A	Less than 25 years	1
B	26-35 years	2
C	36-45 years	3
D	46-55 years	4
E	56 years and above	5

2. Sex: (please circle 1 if you are a Male and 0 if you are Female)

	Sex	
1	Female	0
2	Male	1

3. Qualification: (please circle # 1 if your qualification is a certificate, # 2 if you have a diploma, # 3 if you have a Bachelors' degree, # 4 if you have a Masters' degree and # 5 if you have a PhD.

No	Qualification levels	Designate #
1	Certificate	1
2	Diploma	2
3	Bachelors' Degree	3
4	Masters' Degree	4
5	PhD Degree	5

Section B: Survey questionnaire

The questionnaire is divided into three major categories: a) capacity related (questions 1-20), b) technical related (questions 1-26) and c) leadership related (questions 1-14). What you will do is only tick or circle the number that best indicates your opinion on the question using a 1-5 scale where 1 is Strongly Disagree, 2 is Disagree, 3 Neutral, 4 agree and 5 is for Strongly agree. ከተራ ቁጥር ፣ እስከ 60 ባሉት ጥያቄዎች ላይ ያለዎትን የግል አስተያየት የተስጡትን የቁጥር ስኬሎች በመጠቀም ይክበቡ ወይም የ √ ምልክት ያድርጉ፡፡ ለዚህም 1 ማለት ፈጽሞ አልስማማም፣ 2 አልስማማም፣ 3 በመሃል ነኝ፣ 4 እስማማለሁ 5 በጣም እስማማለሁ ማለት ነው፡፡

Category 1: Issues related to the organizational capacity:

No	Cat.	Factor statements	SD	D	N	A	SA
1	OC	Organization's ability (to monitor and evaluate) was assessed in advance of establishing or starting the M&E system የክትትል እና ግምገማ ስርአት ከመጀመሩ አስቀድሞ የተቋሙ ብቃት (የክትትልና ግምገማ አቅም) ተመዝኗል።	1	2	3	4	5
2	OC	The assessment has brought to light the incentives and demands for having a results-based M&E system የዝግጁነት ምዘናው የውጤት ተኮር ክትትል እና ግምገማ ስርአት እንዲኖር ማበረታቻና ፍላጎቶችን ይፋ አድርጓል።	1	2	3	4	5
3	OC	As assessed and pointed out by the assessment, the incentives and demands for the system is well understood በምዘናው እንደተረጋገጠውና እንደተገለጸው ለስራዓቱ ያለውን ማበረታቻና ፍላጎት ግልጽ ተደርጓል።	1	2	3	4	5
4	OC	The roles and responsibilities of offices and involved individuals was made clear for the results-based M&E ስለውጤት ተኮር ክትትልና ግምገማ ለቢሮ ሃላፊዎችና ለሚመለከታቸው አካላት ተግባርና ሃላፊነታቸው ግልጽ ተደርጓል።	1	2	3	4	5
5	OC	The need for capacity building for involved personnel and institutions was pointed out from the assessment ለሚሳተፉ ግለሰቦችና መስሪያ ቤቶች የአቅም ግንባታ ስራ ማስፈለጉ በተደረግው ምዘና ግልጽ ተደርጓል፡፡	1	2	3	4	5
6	OC	Clear understanding was created on the meaning and concept of outcomes በውጤቶች ትርጉምና ጽንሰ-ሃሳብ ግልጽነት ተፈጥሯል።	1	2	3	4	5
7	OC	There has been clear understanding created on the importance of outcomes or results በውጤቶች አስፈላጊነት ግልጽ አረዳድ ተፈጥሯል።	1	2	3	4	5
8	OC	Distinction between outcomes and outcome indicators was clearly understood በውጤቶችና በውጤት አመላካቾት መካከል ያለው ልዩነት በግልጽ ተቀምጧል።	1	2	3	4	5
9	OC	Indicators are the quantitative or qualitative variables that provide a simple and reliable means to measure	1	2	3	4	5

		achievement አመላካቾች አሃዛዊና ባህርያዊ ውክያዎች የሆኑ ቀላልና አስተማማኝ የስኬት መለኪያ ናቸው።					
10	OC	Baselines were conducted for the project ለዚህ ፕሮጀክት ቅድመ ጥናት/መነሻ ጥናት ተተግብሯል።	1	2	3	4	5
11	OC	Decisions for how to collect necessary data from identified sources was made አስፈላጊውን መረጃ ከታወቁ ምንጮች ለመሰብሰብ ውሳኔ ተሰጥቷል።	1	2	3	4	5
12	OC	Data collectors were carefully selected and trained to do the job መረጃ ሰብሳቢዎች ይህንን ስራ ለመስራት በጥንቃቄ የተመረጡና ስልጠና የተሰጣቸው ናቸው።	1	2	3	4	5
13	OC	Frequency of data collection, and the cost and difficulty to collect was determined in advance መረጃ አሰባሰቡ በየስንት ጊዜው መሆን እንዳለበት፣ ወጪውና አስቸጋሪነቱ አስቀድሞ ከግንዛቤ ተወስዷል።	1	2	3	4	5
14	OC	Staff responsible for analyzing and reporting data were identified መረጃን ለመተንተንና ሪፖርት የሚያደርጉ ባለሙያዎች ተለይተዋል።	1	2	3	4	5
15	OC	Resources (such as organizational capacity, budgets, personnel, funding resources, facilities. etc.) were considered when setting the targets ግቦቹ በሚጣሉበት ወቅት የተለያዩ ሃብቶች ማለትም (የተቋሙ አቅም፣ ባጀት፣ ሰራተኛ፣ የሃብት ምንጮች፣ መገልገያዎችን ወ.ዘ.ተ) ከግምት ገብተዋል።	1	2	3	4	5
16	OC	Time periods for the targets (quarterly and annually) are realistic ለግቦቹ የተመደቡት የጊዜ ወሰኖች (የሩብ ዓመት ወይም የዓመት) ከእውነታ ያላፈነገጡ ናቸው።	1	2	3	4	5
17	OC	I understand the difference between a results-based monitoring and an activity-based monitoring. በውጤት ተኮር ክትትልና ግምገማ እና በክንዋኔ ተኮር ክትትል መካከል ያለውን ልዩነት ተረድቻለሁ።	1	2	3	4	5
18	OC	Ownership of the system is ensured for all relevant stakeholders who have a demand for project performance information የስርዓቱ ባለቤትነት የፕሮጀክቱን አፈጻጸም መረጃ ለሚጠይቁ ተገቢ ለሆኑት ባላድርሻ አካላት የተረጋገጠ ነው።	1	2	3	4	5
19	OC	The monitoring system is maintained well to keep it safe from decaying, deterioration and collapse የክትትል ስርዓቱን ከማርጀት፣ ከመበስበስ እና ከመፈራረስ ለመከላከል በደንብ ተጠብቋል።	1	2	3	4	5
20	OC	The monitoring system has a strategy that includes a clear data collection and analysis plan የክትትል ስራዓቱ ግልጽ የሆነ የመረጃ አሰባሰብና ትንተና ዕቅድ ያካተተ ስልት አለው።	1	2	3	4	5

Category 2: Issues related to the technical:

No	Cat.	Factor statements	SD	D	N	A	SA
1	TF	Outcomes of the project were driven from the project goals የፕሮጀክቱ ውጤቶች ከፕሮጀክቱ ግቦች የመነጩ ናቸው።	1	2	3	4	5
2	TF	Outcome formulation was carried out on a participatory and consultative process with main stakeholders የውጤቶች ቀረጻ ዋናዎቹን ባለድርሻዎች ባሳተፈ እና ባማከረ ሂደት የተካሄደ ነበር።	1	2	3	4	5

3	TF	In the formulation process, problem statements were translated into outcome statements በቀረጻው ሂደት የችግር ዓረፍተ ነገሮች በቀጥታ ወደ ውጤት ዓረፍተ ነገሮች ተተርጉሟል፡፡	1	2	3	4	5
4	TF	It is understood that indicators are required for all levels of results-based M&E system አመላካቾች ለሁሉም ውጤት ተኮር የክትትልና ግምገማ ስርአት ደረጃዎች ተፈላጊ መሆናቸው ታውቋል፡፡	1	2	3	4	5
5	TF	Outcomes should be translated into outcome indicators ውጤቶች ወደ ውጤት አመላካቾች መተርጎም አለባቸው።	1	2	3	4	5
6	TF	The process of defining outcome indicators from the outcomes was done in the involvement of relevant stakeholders የውጤት አመላካቾችን ከውጤት የመተርጎሙ ሂደት የሚመለከታቸውን ባላድርሻዎች በማካተት የተከናወነ ነው፡፡	1	2	3	4	5
7	TF	Indicators were selected using the CREAM criteria (Clear, Relevant, Economic, Adequate and Monitorable) አመላካቾች የተመረጡት የ"CREAM" የሚባለውን መስፈርት በመጠቀም ነበረ። "CREAM" ማለት ግልጽ፣ ተገቢ፣ ምጣኔያዊ፣ በቂና ለክትትል አመቺ ማለት ነው፡፡	1	2	3	4	5
8	TF	Use of proxy indicators is recommended when regular data collections is not feasible for cost or logistic reasons ውክል አመላካቾችን መጠቀም የሚመከረው መደበኛ የመረጃ አሰባሰብ በዋጋ ወይም በሎጂስቲክ ምክንያቶች ሳይቻል ሲቀር ነው።	1	2	3	4	5
9	TF	Baselines set the current condition against which future change can be tracked መነሻ ጥናቶች የወቅቱን ሁኔታ በማስቀመጥ መጪውን ለውጥ ለመከታተል ያስችላሉ።	1	2	3	4	5
10	TF	Baselines were derived from outcomes and indicators መነሻዎቹ ከውጤቶችና ውጤት አመላካቾች የወጡ/የተገኙ ናቸው።	1	2	3	4	5
11	TF	Data sources were identified for information on the indicators, and these were accessible and selected for the quality of information they provide የአመላካቾች መረጃና የመረጃ ምንጮች ተለይቷል፣ ለሁሉም ተደራሽ ሆኗል፣ ለመረጃ ጥራትነታቸውም ተመርጠዋል።	1	2	3	4	5
12	TF	Data collection instruments were developed to collect and record information appropriately መረጃዎችን በተገቢው ሁኔታ ለመሰብሰብና ለመሰነድ መሰብሰቢያዎች ተዘጋጅተዋል፡፡	1	2	3	4	5
13	TF	Target is a specified objective that indicates the number, the timing and location of that which is to be realized ግብ ዝርዝር አላማ ሆኖ ቁጥርን፣ ጊዜንና የሚሳካውን ውጤት መገኛ ስፍራ ያሳያል።	1	2	3	4	5
14	TF	Averages of previous performances were taken into account when setting targets ግቡ በሚተለምበት ወቅት ያለፉት አማካኝ አፈጻጸሞች ታሳቢ ተደርጓል፡፡	1	2	3	4	5
15	TF	Targets are set in sequential order to let first ones happen within first time and let next ones happen in subsequent years ግቦች የሚጣሉት ቅደም ተከተል ተጠብቆ ቀዳሚዎቹ ቀድሞ እንዲከናወኑ ቀጣዮቹም በቀጣይ ዓመታት እንዲከተሉ ሆኖ ነው፡፡	1	2	3	4	5
16	TF	I understand that there is aways an interaction between means and strategies (inputs, activities and outputs) and outcome targets. ሁልጊዜ በአካሄድና በስልት (ግብዓት፣ ተግባራትና ውጤት) መካከል ተራክቦ መኖሩን እረዳለሁ፡፡	1	2	3	4	5

17	TF	Credibility of the system is also ensured through valid and reliable data source as well as timely reporting of both good and bad news on the project የክትትል ስርዓቱ ተአማኒነት ትክክለኛና አስተማማኝ በሆነ የመረጃ ምንጭ፣ የፕሮጀክት አፈጻጸሙ መልካምና መጥፎ የሆኑ ዜናዎችን ባለመዘግየት ሪፖርት በማድረግ የተረጋገጠ ነው፡፡	1	2	3	4	5
18	TF	Uses of the monitoring findings are clearly understood የክትትል ግኝት ውጤቶች ጠቀሜታዎችን በግልጽ መረዳት ተችሏል፡፡	1	2	3	4	5
19	TF	I understand that findings deliver messages to appropriate audiences about performance of the project resulting from the data collection, analysis, and interpretation of information. ከመረጃ አሰባሰብ፣ ትንተና እና ትርጓሜ የመነጩ ግኝቶች ስለ ፕሮጀክቱ አፈጻጸም ለተገቢው ታዳሚና ባለድርሻ አካላት ስለ ፕሮጀክቱ መልዕክት እንደሚያስተላልፉ እረዳለሁ፡ ፡	1	2	3	4	5
20	TF	Reports of results are organized in comparison to earlier data and to the baseline የተገኙ ውጤቶች ሪፖርት ሲደረጉ ጥንቅራቸው ቀደም ሲል ከነበረው መረጃና ቅድመ ጥናት ጋር በማነጻጸር ነው፡፡	1	2	3	4	5
21	TF	Reports of results are presented in a simple, clear, and easily understandable format የተገኙ ውጤቶች ሪፖርት ሲደረጉ ጥንቅራቸው ቀደም ሲል ከነበረው መረጃና ቅድመ ጥናት ጋር በማነጻጸር ነው፡፡	1	2	3	4	5
22	TF	Learning is incorporated into the overall project cycle through an effective feedback system emanating from the findings ግኝቶችን ምንጭ ባደረገ እና ስኬታማ በሆነ የግብረ መልስ ስርዓት አማካይነት ከሂደት የመማር ሁኔታ በመላው የፕሮጀክቱ ዑደት ውስጥ ተካትቷል፡፡	1	2	3	4	5
23	TF	Evaluation was defined as an assessment of a planned, ongoing or completed intervention to determine its relevance, efficacy, effectiveness, impact and sustainability. የፕሮጅክት ግምገማ ማለት የታቀደን፣ እየተከናወነ ያለን ወይም የተጠናቀቀን የድጋፍ አገልግሎት አግባብነት፣ ውጤታማነት፣ ስኬታማነት፣ ተጸዕኖ ፈጣሪነትና ዘላቂነት ለመወሰን የሚደረግ ምዘና ነው፡፡	1	2	3	4	5
24	TF	Information from evaluation is crucial when there is divergence between planned and actual performance. የታቀደውና እየተከናወነ ያለው የፕሮጀክት አፈጻጸም መካከል ልዩነት ሲኖር የግምገማ መረጃ በጣም አስፈላጊ ይሆናል፡፡	1	2	3	4	5
25	TF	One of the many types of evaluation is process implementation evaluation which focuses on implementation itself and the information from this would help determine whether mid-course corrections are needed to drive the project towards the stated outcomes. ከብዙ ዓይነት ግምገማዎች ውስጥ አንዱ የአፈጻጸም ሂደት ግምገማ ሲሆን ይህም በአፈጻጸም ላይ ትኩረት በማድረግ በግምገማው የሚገኘው መረጃ በሂደቱ የሚያስፈልግ ማሻሻያ ካለ እንዲወሰድና ፕሮጀክቱ ወደ ተፈለገው ውጤት እንዲያመራ የሚያስችል ነው፡፡	1	2	3	4	5
26	TF	We understand that for the evaluation to be of good quality, it must fulfill the criteria of impartiality, usefulness, involving stakeholders in the process, appropriate use of money, give feedback and					

		disseminate information appropriately and timely, and maintain technical standards. ግምገማው ጥሩ የሚባል ጥራት እንዲኖረው ከአድሎ ነጻ የመሆን፣ የጠቃሚነት፣ አጋሮችን በሂደቱ የማካተት፣ ተገቢ የገንዘብ አጠቃቀም፣ ግብረ መልስ የመስጠት፣ መረጃዎችን በተገቢውና በወቅቱ የማሰራጨት ብሎም የቴክኒክ ደረጃዎችን የመጠበቅ መስፈርቶችን ማሟላት እንዳለበት እንረዳለን፡፡					

Category 3: Leadership related issues

No	Cat.	Factor statements	SD	D	N	A	SA
1	LF	Management of the monitoring system has to be strong to manage data overlapping, duplication, and time lags in the data management process የክትትል ስርዓቱ ስራ አመራር የመረጃ ድግግሞሽን፣ ተደራራቢነት፣ እንዲሁም መዘግየትን ለመከላከል ጥንካሬ መሆኑ አለበት፡፡	1	2	3	4	5
2	LF	Recipients of findings and reports are identified, and preferred communication medium has also been determined for delivery የግኝቶችና ሪፖርቶች ተቀባዮች ታውቀዋል፣ የሚሻለው ማድረሻያ መንገድም አስቀድሞ ተወስኗል፡፡	1	2	3	4	5
3	LF	Reports also include the bad news in regards of project performance ሪፖርቶች ስለ ፕሮጀክት አፈጻጸሙ ያሉ መልካም ያልሆኑ ዜናዎችንም በማካተት ይደረጋሉ፡፡	1	2	3	4	5
4	LF	Finding is delivered to appropriate users (stakeholders) in a timely fashion ግኝቶች ተገቢ ለሚባሉ የመረጃ ተጠቃሚዎች እና ባለድርሻ አካላት ባለመዘግየት ይላካሉ፡፡	1	2	3	4	5
5	LF	Findings are shared regularly and put to good use of improving project performance ግኝቶች በመደበኛ ደረጃ ይከፋፈላሉ፣ አፈጻጸሙን ለማሻሻል በጥሩ ጥቅም ላይ ይውላሉ፡፡	1	2	3	4	5
6	LF	Findings and their dissemination are a tool that helps to obtain feedback and knowledge and ensure that learning has happened ግኝቶችና ስርጭታቸው ዕውቀትና ግብረ መልስን ለማግኘት እንዲሁም ከአፈጻጸም ትምህርት ለመውሰድ የሚያስችሉ መሣሪያዎች ናቸው፡፡	1	2	3	4	5
7	LF	Results based information is shared with all internal and external stakeholders and parties interested in the performance of the project ውጤት ተኮር መረጃዎች በውስጥም በውጭም ላሉ ባለድርሻ አካላት እንዲሁም የፕሮጀክቱን አፈጻጸም ማወቅ ለሚፈልጉ ሁሉ ይከፋፈላል፡፡	1	2	3	4	5
8	LF	It is understood that evaluation is used for making resource allocation decisions. የፕሮጀክት ግምገማ የሃብት ድልደላ ውሳኔን ለማሳለፍ እንደሚጠቅም ግልጽ ነው፡፡	1	2	3	4	5
9	LF	It is understood that evaluation is used for rethinking the causes of a problem and building consensus on how to respond. የፕሮጀክት ግምገማ የችግር መንስኤዎችን በድጋሚ ለማጤንና ምላሹ ምን መሆን እንዳለበት የጋራ መግባባት ላይ ለመድረስ እንደሚጠቅም ግልጽ ነው፡፡	1	2	3	4	5
10	LF	It is understood that evaluation is used for identifying emerging needs. የፕሮጀክት ግምገማ አዳዲስ ፍላጎቶችን ለይቶ ለማውጠት እንደሚጠቅም ግልጽ ነው፡፡	1	2	3	4	5
11	LF	Project leadership understands that beneficiaries and stakeholders demand results of intervention. የፕሮጀክት አመራሩ ተገልጋዮችና ባለድርሻዎች ከፕሮጀክት አፈጻጸም ውጤት እንደሚጠብቁ ይገነዘባል፡፡	1	2	3	4	5
12	LF	Project leadership have demonstrated strong commitment for results. የፕሮጀክት አመራሩ ለውጤት ጠንካራ ቁርጠኝነት አሳይቷል፡፡	1	2	3	4	5

13	LF	Project leadership readily responds with corrective measures in the event of performance divergence from result yielding tracks. የፕሮጀክት አመራሩ የፕሮጀክት አፈጻጸሙ ከውጤት መዛነፍ ሲያጋጥም የእርምት እርምጃ ወዲያውኑ ይወስዳል፡፡	1	2	3	4	5
14	LF	Project leadership is committed for sharing results and performance information to the appropriate stakeholders. የፕሮጀክት አመራሩ የውጤትና አፈጻጸም መረጃዎችን ለተገቢ ባላድርሻዎች ለማጋራት ቁርጠኝነት አለው፡፡	1	2	3	4	5

General questions:

What is your overall comment on the use of results-based monitoring and evaluation in the project? በዚህ ፕሮጀክት ውስጥ በውጤት ተኮር ክትትልና ግምገማ ጠቀሜታ ላይ ያለዎች አጠቃላይ አስተያየት ምንድነው? (Please write in either Amharic or English- በአማርኛ ወይም በእንግሊዘኛ መጻፍ ይችላሉ)
What internal and external challenges do you see countering use or implementation of the results-based M&E for the project? በውጤት ተኮር ክትትልና ግምገማ አጠቃቀምን በመገዳደር ላይ ያሉ ውስጣዊና ውጫዊ ተግዳሮቶች ምን ምን ናቸው? (Please write in either Amharic or English- በአማርኛ ወይም በእንግሊዘኛ መጻፍ ይችላሉ)

Appendix II

Interview protocol

Research Title: Factors affecting the application of results-based monitoring and evaluation in the READ II project: the case of Sidama Language

1. From your experience on this project, what is your overall reflection on staff readiness, expertise and experience in running results-based M&E with the READ II project? (please feel free to expand on this)

2. In your experience as an implementer of this project, what is your overall comment on the level of attention that has been given to outcome and impact (reporting) in the monitoring and evaluation process?

3. What is the focus of the monitoring and evaluation exercise for the most part? (Is it the implementation or the outcomes?)

4. What did you know as expected outcomes or results of this project?

5. With that, what are the challenges when doing data-gathering and reporting of these results for M&E purposes?

6. What was done from the outset to build the organizational and staff capacity of the project toward conducting an M&E system that is results-focused?

7. Generally, how do you define results in terms of output, outcome, and impacts? How do you distinguish them from one another? Are these differences reflected on the performance of this project?

8. What documents (rules, expectations, manuals, principles) were there to guide the Results-Based M&E process in the Read II project?

9. In your observation, what factors (technical or project management related or other external) issues have been affecting the design and application of results-based monitoring and evaluation in the project? (please feel free to touch on everything that relates to this in your opinion)

10. What kinds of M&E related issues were discussed or reflected on during technical reflection times/sessions?

Appendix III

Document Analysis Worksheet

1	General:
	What is the title of the document?
	What is its purpose:
	When was it published?
2	What elements/components of the theory of change are brought to focus in the document?
3	What kinds of indicators are targeted in the organization?
4	What kinds of instruments are used for collecting data?
5	What kind if alignment is reflected in between indicators, measurement questions, expected outcomes and instruments used in the result matrix?
6	What is the overall focus in the document (report?)- is it looking for results or sharing activities accomplished and outputs gained?
7	To what extent is the baseline used as a point of reference in the analysis and organization of the report?
8	What does intermediate outcome refer to in its frequent use in the reports? How different is that from present-day common definition of project results?
9	Implementation-based monitoring vs result-based monitoring- to what extent is the document focused on each of these elements?
10	What M&E related information is included in the report? What technical challenges were also reflected as related to the M&E in general and RBM&E in particular?

Appendix IV

Document review (for planning documents)

	General
	1.1. Document Type-
	1.1. what is the tile of the document?
	1.2. when was it published?
2	how is the information (plan) organized?
3	what are the fields and rows composed of?
4	what content or information is included in the matrix predominantly?
5	what kind of M&E information is included in the table? (are there any results, indicators, data collection information?)
6	How are the indicators organized in the plan?
7	How are targets set in the plan?
8	What kind of data collection method and analysis are planned to be used?
9	What are the details about the outcome indicator in the plan?