

Impact of Monitoring and Evaluation best practices on project sustainability in the Functional Adult Literacy project of Bible Society of Rwanda

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Abstract

Project management is taking the step of contributing to the life transformation of the community and the Nation. It needs professional knowledge to have good practices of leading the project team and work with all stakeholders to achieve stated goals and meet success criteria at a specified time. In addition to that, Monitoring and Evaluation practices must play a big role and able to communicate at the right time finding to improve the project implementation. This study seeks to determine the Impact of Monitoring and Evaluation best practices on project sustainability in the Functional Adult Literacy project of Bible Society of Rwanda. The Descriptive research survey design method was used, the study used a quantitative method. The study target population was 122 people among the project team and stakeholders, a census method was used where all target population taken as sample size. The questionnaire was used as the tool of data collection. The cronbach alpha coefficient formula was used to find out the reliability and validity of instruments. The statistical package for social science (SPSS) software vision 2016 was used for data analysis process. And the findings were presented and interpreted by using the frequencies and tables. After that, the results showed that M&E best practices influence the project sustainability; Out of 122 respondents, 0.8% strongly disagreed, 1.6% of

respondents disagreed, and 1.6% of respondents were unsure, 80.3% of respondents agreed and 15.6% of respondents strongly agreed that the results of M&E were communicated to a large audience; the 3.3% of respondents were unsure, 87.7% of respondents agreed and 9% of respondents strongly agreed that M&E helped them to improve to interact with others and taking responsibility in managing; the 100% of respondents agreed that employees have improved their skills in participating in M&E of Functional Adult Literacy. The results showed that there a positive significant relationship between M&E best practices and project sustainability with the values $r=0.768$. It is suggested that management consider using outside specialists to help with monitoring and assessment planning. Aside from that, they may want to consider increasing their employees' ability for planning, monitoring, and evaluation. Finally, it is concluded that the M&E best practices implemented by skilled personnel, stakeholder involvement, and management participation in M&E have a positive significant impact on adult literacy performance and project sustainability in Rwanda.

Keywords: *Monitoring and evaluation best practices, Adult literacy, Functional Adult literacy, Literacy*

1. Introduction

Organizations are putting forth a lot of effort these days to compete in a complicated and globalized marketplace. On a daily basis, tremendous natural, economic, and technological problems face us. To deal with these challenges, any organization, regardless of size, scope, or resources, must define, measure, comprehend, and control the progress of that sustainability (Basheka & Byamugisha, 2015).

Historically, from 5,000 years ago, Egyptians have used M&E by monitoring their country's outputs in grain and livestock production (Kanyamuna, 2019). This may explain that every society seems to have traditional M&E systems. At the global level, M&E refers to the interactions of users of the project systems, it means to multiple ends change attributable to the intervention. However, the change can be a combination of the methods used and the quality of data collected (WHO, 2016). The domain of M&E practices got systematic evolution. In the 1960s, M&E practices become more conceptualized and focused on quantitative outcomes. In the 1970s the accent was made on the empowerment of evaluation. Within time, M&E has got relevant improvement and shifted from quantitative to both qualitative and quantitative participatory approaches (Kanyamuna, 2019). Therefore, the same author show that building strong M&E systems helped decision-makers on how to track feedbacks on policies, project sustainability, and served as a basis for future improvement. Different associations were created at international levels; such as American Evaluation Association (AEA), Canadian Evaluation Society (CES), to make M&E more professional, and then, it remains influenced by American tradition, which is considered as its motherland (Basheka & Byamugisha, 2015). However, the professionalization of Evaluation in Europe progressed to different levels in several countries (Stockmann & Meyer, 2016). M&E grew and got popularity among developed countries (Basheka & Byamugisha, 2015) and lead influence of sustainability measurement of policies, projects, interventions, and programs.

In Africa, M&E has been seen as a steep climb since the 1990s in different fields (Basheka & Byamugisha, 2015). National evaluation associations have created the Africa Evaluation Association (AFREA) as their united forum in 1999. Ghana is the most country with the oldest evaluation association established in 1997. Dewan et al. (2018), outlined that M&E in most of the countries of Africa, like Tanzania, the quality and reliability of data collected in M&E at the lower level of the health system still a big challenge and can be a burden to health workers.

It has been highlighted by the same authors, that the dissemination of research results, the collaboration with academic researches, and governments (institutions) are a great problem (Porter & Goldman,

2013). The New Public Management (NPM) constructed which emphasized outputs, outcomes, transparency, and accountability pushed Africa countries to see that M&E systems as the missing point in their management systems. It changed the role of government from the principal vehicle of socio-economic development to facilitating and guiding the development (Chemengich, 2013). Despite efforts made in Africa, practices of M&E still weak.

It can create for governments and development agencies transparency, accountability, and good governance. However, most of the leaders in developing countries fear M&E where it can bring undesirable results and can cause punitive, correctional measures, or be blacklisted (Kanyamuna, 2019). Different authors demonstrated that evaluation is done in several institutions of developing countries and has a little impact on policy and management decisions (Gakuu & Kidombo, 2010). Some political leaders do not know the benefits of M&E and to introduce and sustain it is not easy (Garnett, Sayer, & du Toit, 2009). The use of M&E definition in Africa, (Porter & Goldman, 2013) observed the confusion where monitoring meaning observing the progress of an intervention and evaluation judges results (Cook, Scriven, Coryn, & Evergreen, 2010).

Few publications talking M&E on the continent (Basheka & Byamugisha, 2015) show the big challenges this new field is facing. M&E is a field of practice (Stockmann, 2010), a profession, and academic discipline (Stufflebeam & Coryn, 2014). These three functions and orientations of M&E seems to bring confusion and excuse in Africa, on M&E practices. There is a need for theories and practices. Monitoring and Evaluation in East Africa countries are emerging. In Burundi, it is rooted in the 2025 vision (Ndura & Nimuraba, 2013). In the past, it was located in the Poverty Reduction Strategy Papers (PRSPs). Monitoring is across sector, and project plan. It establishes sustainability indicators (Porter & Goldman, 2013). The author describes the M&E in Uganda as a unit used to review the sustainability of all ministries, departments, and agencies. It is an indicator of good governance and helps to measure the country's achievements. The majors' challenges of M&E in Uganda is to harmonize data collected from all M&E systems and making available to be used. (Porter & Goldman, 2013), from the 1980s, M&E in Kenya was known as a growing domain. It was based on project and project-based M&E and in 2000, it was related with the IPRSP, which was presented, by the World Bank and IMF. Later, it grows as the National Integrated Monitoring and Evaluation System and has an influence on budget process. In 2010, the Kenya constitution strengthened the country M&E systems in its political direction. However, M&E still facing challenges of its implementation: lack of human capital, financial and infrastructural.

In Rwanda, M&E is mainly used in the Health sector for improving the quality of routine information systems, which help to institutionalize mechanisms and tools to measure the quality of both facility and community-based services (Chandani et al., 2017). It helps also for strengthening the dissemination and use of information at National and decentralized levels. The health sector in Rwanda has routine data sources (including facility-based data, administrative data, and vital registration data) and no-routine data sources (Chandani et al., 2017).

The big challenge of collecting different data in the health domain in Rwanda is using different systems, which can cause a conflict of management and synchronization data collected. There is a lack of contextualization of concepts and theories. Different documents show that data from M&E systems have a little value to implementers, because of lack of knowledge and/or the way of its dissemination and use. Hubert & Mulyungi (2018), demonstrate that funding, staffing, working with stakeholders, engaging, and working with senior international staff or volunteers at technical roles need additional capacity for National M&E officers. Meaning that there is mismatching of understanding the role and M&E practices from International and National practitioners. This leads to difficulty in measuring results against planned targets and assessing the contribution of the project to changes.

However, this lack of communication skills in M&E influences the failure of many projects, policies and leads to the inability of the Institution to build capacity for the generation in Rwanda. However, the date of 4th November 2016, is the date that is considered as emerging of M&E in Rwanda where Rwanda Monitoring and Evaluation Society is born (Niyivuga, Otara, & Tuyishime, 2019). Its origins are linked with International Programmes for Development Evaluation Training (IPDET). Therefore, this society aimed to help M&E in Rwanda to work hand in hand with the international community and other stakeholders to ensure that Evaluation help in establishing evidence that informs development interventions and policy in Rwanda. In Rwanda, as in other African countries, public investment projects serve as a foundation for raising external money to support public investment activities (Paulais, 2012). The investments above mentioned include time, money, human and material resources. Monitoring should happen and be integrated into all stages of the project cycle. It was demonstrated that monitoring and evaluation practices have been a weak unit mainly through the lack of competency personnel (KIRUJA & Esther, 2015) and an effective monitoring system (Paulais, 2012). As a result of inadequate project M&E systems and procedures, project resources have been mismanaged and project objectives have been missed (Crawford & Nahmias, 2010). Several

organizations and Institutions have put their efforts and resources into different holistic projects to contribute to the development of the country.

2. Review of Literature

2.1 Monitoring and Evaluation practices

Monitoring is a ceaseless activity that utilizes the precise assortment of information on determined indicators to give the board and the primary stakeholders of a continuous advancement intervention with signs of the level of progress and accomplishment of set goals and progress in the utilization of determined funds (Kimweli, 2013). Assessment is the precise and objective evaluation of a progressing or finished project, project, or strategy, including plan, usage, and outcome. The purpose is to decide the significance and satisfaction of goals, productivity advancement, viability, impact, and sustainability (Europe, 2012). The focus of monitoring is on the process and outcomes, whereas evaluation is utilized to gain insight into the linkages between outcomes, effects, and impact.

As a result, monitoring and evaluation methodologies can help an organization collect important information from past and ongoing actions, which can then be utilized to fine-tune, realign, and plan (Phillips & Phillips, 2016). It emphasizes the need of monitoring and evaluation in determining whether work is on track, whether progress and success can be claimed, and how future efforts might be improved.

Then there is monitoring and evaluation, which can help you enhance your sustainability and reach your goals. In this context, progress toward and attainment of results is described as sustainability. Monitoring and Evaluation, on the other hand, focuses on evaluating inputs and implementation procedures. Today, the emphasis is on evaluating the contributions of various variables to a specific development outcome, with outputs, partnerships, policy advice and dialogue, advocacy, and brokering or coordination among them (Phillips & Phillips, 2016).

2.2 Project Sustainability

A project is a set of interrelated activities that are designed to archive specific objectives with the available resources and within a specific time frame and quality (Armenia, *et al.*, 2019). Different authors define project performing with different economic, social, ecological, environmental dimensions (Silvius & Schipper, 2016) and link it with project success in different ways (Beleiu, Crisan, & Nistor, 2015). According to (Sudhakar, 2016), the factors impacting project success are identified to understand the meaning of project success such as project team, resources, environment, project management skills, organizational environment, and technical factors.

Those, according to the author, are the keys to project management success. The success of a project in reaching pre-defined objectives, targets, and goals is referred to as project sustainability. In basic terms, project sustainability refers to getting the job done or producing the desired result (Levine, 2018). A project's long-term viability depends on a variety of factors, including unit cost, delivery times, and client satisfaction (Paulais, 2012)

In other the project to be success, sustainability is among the top four components without forgetting budget, schedule and customer satisfaction (GIDO, J. and CLEMENTS, J.P, 1999). Projects are crucial in implementing more sustainable corporate practices, and the term "sustainability" has only lately been tied to project management (Silvius & Schipper, 2014).

Paulais (2014), determines some project sustainability characteristics: adaptability, audit ability, implement ability, scalability, extensibility, maintainability, manageability. The author describes also the journey of sustainability in four steps, which explain increasing opportunities and increasing values. Those steps are compliant, engaged, innovative and transformation. Furthermore, the incorporation of environmental performance can be ascribed to the construction industry's widespread understanding of sustainability, which includes social, economic, and environmental factors. Environmental dangers and degradation are the subject of the environmental category of sustainability (Silvius & Schipper, 2014).

Since the late 1800s, "literacy" has come to relate to the ability to read and write a text while preserving its larger connotation of "knowledgeable or educated in a particular topic or field" (Montoya, 2018). Literacy as a self-governing collection of skills; literacy as practiced, rehearsed, and ordered skills; literacy as a learning interaction; literacy as text.

The international community was supportive of the idea and promotes ways to help people to acquire basic literacy skills (Az-Zahra et al, 2018). Additionally,(Chabot, 2013) has underlined the importance of literacy. UNESCO, on the other hand, identified a wide range of abilities, including literacy acquisition, as essential components of individual development and human rights (Levine, 2018).

The Experimental World Literacy Project (1960-1970) and the Functional Literacy Project (1960-1970) were born, and most international organizations abandoned their support for mass literacy campaigns in favor of human capital education approaches (Az-Zahra et al., 2018). Literacy became regarded as a precondition for economic prosperity and national development.

It is a method of educating people for social, civic, and economic roles that extends beyond elementary literacy training that focuses solely on the instruction of reading and writing (UNESCO, 2006).

The concept of Functional Adult Literacy has been defined and presented by several authors and gave their contribution at different levels. (NISR, 2014), adult literacy is for people aged 15 years and above, and its variations are according to considered background characteristics: age, sex, nationality, religion, and household living standard. (UNESCO, 2006) show that in Rwanda the conventional statistics of adult literacy start at 15 years as mentioned (NISR, 2014) and refers to the meaningful acquisitions, development, and use of the written language: reading and writing which are both important and usually integrated with everyday life.

In the same context, (UNESCO, 2006) shows that it is an instrument of self-articulation, information, correspondence, lifelong learning, work, and civic involvement, and a way to improve life and to add to family, community, and public change and advancement. It enables the acquisition of knowledge, data, abilities, values, and attitudes fundamental in holistic life involving figuring out how to survive, improve one's full capacity, live and work in dignity, take an interest completely in the general development, improve the way of living, take worth and reliable decisions, improve critical and independent reasoning and keep learning (Barrett *et al.* 2018).

An illiterate person, on the other hand, has a hundred foes, including diseases, hunger, disarray, humiliation, and many others, according to (Phillips & Phillips, 2016). As a result, illiteracy is a scourge against humanity. In this context, (Barrett et al., 2018) defines functional illiteracy as a lack of reading, writing, and math skills in a variety of social domains that influence individual identity and social insertion. In this sense, literacy refers not just to reading and writing, but also to the acquisition of skills necessary for society's long-term functional and productive sustainability.

2.3 Theory of Change

According to Arensman *et al* (2018), Theory of change is currently the approach for the monitoring and evaluation of project development. This theory is viewed as a device for making way forward for complex social issues. The exclusivity of the theory is in recognizing between wanted and real results (Clark and Taplin, 2012). It expects stakeholders to display their ideal results before they settle on the types of

mediation that are expected to accomplish the results. In this research, the researcher argues that the stakeholders need to be allowed for the anticipated improvement to happen; the accurate practices for M&E need to be assumed in order for projects to accomplish. The theory of change provide a framework for setting out M&E plan (Books & Policy, 2018) and make clear what need to monitored and pay attention to evaluation.

2.4 Participatory theory

This theory helps with clarifying the contribution of participation in the outcomes. The participatory hypothesis is a way to deal with development that has gotten very great consideration from development researchers. Mahatma Gandhi's battles for community consideration in the enhancement of their social life activities may have contextualized participatory theory. According to the notion, participatory development has evolved, and most development agencies now consider beneficiary cooperation to be a must for developing initiatives. This is on the grounds that participation is regularly viewed as an essential segment to advancement projects where participation improves viability and productivity (Mohan, 2006).

Therefore, the participatory theory is used in this study to evaluate the practices of Monitoring and Evaluation as an important part of Project Management. The evaluation was not defined as a project evaluation that assesses the final stage of the project cycle to see the impact of the intervention on the beneficiaries and environment where the project is running but was seen as an incorporated system to lead the project success. However, Monitoring and Evaluation concepts are used in different ways but for this study, they were considered as the entire party of the project, small or large.

3. Materials and Methods

A descriptive research design was used in this study. A descriptive design is a method of attempting to

Table 3. 1 The summarized total population of the study

Description	Population
BSR staff: Managers	3
BSR staff: Coordinators and Field officers	8
BSR staff: Finance and Administration	3
BSR Literacy Volunteers	6
Literacy class teachers	102
Total	122

Source: Bible Society of Rwanda, (2022).

characterize a phenomenon as it currently exists (Creswell & Creswell, 2017). Therefore, it helped the researcher to interview staff and beneficiaries involved and engaged in the Functional Adult literacy project of BSR, handing out questionnaires to fill out. It helps to provide answers to different questions, which was formulated concerning the research problem; evaluate best practices in M&E, to identify the challenges of project sustainability in M&E in project success in the Functional Adult Literacy project, and to assess the relationship between the efficiency of M&E practices and project sustainability in a functional Adult Literacy project. (Jaya, Kapoor, & Sengupta, 2010) explains that the descriptive design is used to get information, data, related to the status of the problem, phenomena, and situation and respect conditions and variables. The benefit from the descriptive design is helping to collect a large amount of information and data for forensic analysis and led to a strong recommendation practically (Frey, 2018; Jaya *et al.*, 2010).

This study used the survey research method, which is among three distinctive methods of Descriptive research design. It helps to collect information from a sample of individuals through their responses to questions (Creswell & Creswell, 2017).

The total set of people and/or things to which researchers want to generalize their findings is referred to as the target population (Crano, Brewer, & Lac, 2014). However, for this study, the population is limited to 122 people among them there were 102 stakeholders and 20 Bible society staff and volunteers who have been involved in literacy project coordination in the Musanze District where the Bible Society of Rwanda was running the project.

For the search of the target population and nature of this study, the census method was used and research took the whole population under this study; hence the whole of 122 participants for the detailed study was the respondents.

The study of M&E practices and project sustainability used questionnaires for data collection. Data analysis is a continuous process that not only answers the query but also points the way for future data gathering. As a result, data analysis techniques aid in the completion of the data analysis. Hence, with the use of data analysis procedures, it can convert data into information and knowledge, and explore the relationship between variables.

The researcher used descriptive data analysis with both quantitative and qualitative data analysis methods and respect all preliminary requirements. Furthermore, correlation and regression calculated. For data analysis, SPSS version 26 (computer and statistical software for the social sciences) was used to provide meaningful and relevant statistical

significance of findings. A multiple regression model is used to depict a relationship between variables which are proportional to each other. The analysis of variance (ANOVA) test used to determine the influence that independent variables have on the dependent variable in a regression study.

4. Results and Discussion

4.1 Demographic characteristics of respondents

The demographic characteristic of respondents is the first session of the study analysis, it concerned with to describe the background of respondents. These were included by the old years, gender, and marital status, education, working experience and job positions of respondents.

Table 4. 1 Old years of Respondents

		Frequency	Percent
Valid	Below 20 Years	5	4.1
	21-30 Years	25	20.5
	31-40 Years	40	32.8
	41-50 Years	24	19.7
	51-60 Years	22	18.0
	Above 60 Years	6	4.9
	Total	122	100.0

Source: Primary data, (2022)

Table 4.1 indicates the old year’s distribution of respondents, this presents the image of old year’s composition of respondents. Study wanted to know the old yeas level of respondents. Out of 122 respondents, the results showed that the 4.1% of respondents had the old years below 20 years, 20.5%

of respondents had the old years between 21-30 years, 32.8% of respondents had the old years between 31-40 years, 19.7% of respondents had the old years between 41-50 years, 18% of respondents had the old years between 51-60 years and 4.9% of respondents had the old years above 60 years.

Table 4. 2 Gender of Respondents

		Frequency	Percent
Valid	Male	48	39.3
	Female	74	60.7
	Total	122	100.0

Source: Primary data, (2022)

Table 4.2 presents gender distribution of respondents, it indicates an image of gender structure of respondents. Study wanted to get the responses based

on gender. Out of 122 respondents, the results showed that the female were 60.7% and male of 39.3% of respondents.

Table 4. 3 Marital Status

		Frequency	Percent
Valid	Single	29	23.8
	Married	88	72.1
	Widowed	5	4.1
	Total	122	100.0

Source: Primary data, (2022)

Table 4.3 indicates the marital status of respondents, study wanted to know how the marital status of respondents were. Out of 122 respondents, 23.8% of respondents were single, 72.1% of respondents were

married and 4.1% of respondents were widowed. The results showed that the high number of them were married.

Table 4. 4 Education of Respondents

		Frequency	Percent
Valid	Primary School	96	78.7
	Secondary School	16	13.1
	Bachelor's Degree	8	6.6
	Master's Degree	2	1.6
	Total	122	100.0

Source: Primary data, (2022)

Table 4.4 presents the educational level of respondents, researcher wanted to know the level respondents had in education. Out of 122 respondents, 78.7% of respondents had a level of primary school,

13.1% of respondents had a level of secondary school, 6.6% of respondents had a level of Bachelor's degree and 1.6% of respondents had a level of Master's degree.

Table 4. 5 Working Experience of Respondents

		Frequency	Percent
Valid	1-2 Years	18	14.8
	2-5 Years	86	70.5
	5-10 Years	15	12.3
	Above 10 Years	3	2.5
	Total	122	100.0

Source: Primary data, (2022)

Table 4.5 presents the working experience of respondents, the study wanted to know the working experience of them. Out of 122 respondents, 14.8% of respondents had the working experience between 1-2 years, 70.5% of respondents had the working

experience between 2-5years, 12.3% of respondents had the working experience between 5-10years and 2.5% of respondents had the working experience above 10years. As the results, the many of them had the working experience between 2-5years.

Table 4. 6 Job Positions of Respondents

		Frequency	Percent
Valid	BSR Staff	13	10.7
	BSR Volunteer	7	5.7
	Literacy Teacher	102	83.6
	Total	122	100.0

Source: Primary data, (2022)

Table 4.6 presents the job positions of respondents, researcher wanted to know the positions they had in project. Out of 122 respondents, 10.7% of respondents were working as BSR Staffs, 5.7% of respondents were working as BSR Volunteers and 83.6% of respondents were working as Literacy Teachers.

In the analysed indicators, M&E best practices were the second taken in data analysis. The study wanted to analyse the relationship between M&E best practices and project sustainability in Functional Adult Literacy Project of Bible Society of Rwanda. The more details were analysed and discussed in the following subthemes of tables.

4.2 Findings of objective: Impact of M&E best practices on project sustainability

Table 4. 7 The results of M&E were communicated to a large audience

		Frequency	Percent
Valid	Strongly Disagree	1	.8
	Disagree	2	1.6
	Unsure	2	1.6
	Agree	98	80.3
	Strongly Agree	19	15.6
	Total	122	100.0

Source: Primary data, (2022)

Table 4.7 presents the responses of respondents if the results of M&E were communicated to a large audience. The study wanted to know the affirmation of respondents if the M&E results were communicated to the public. Out of 122 respondents,

0.8% strongly disagreed, 1.6% of respondents disagreed, and 1.6% of respondents were unsure, 80.3% of respondents agreed and 15.6% of respondents strongly agreed that the results of M&E were communicated to a large audience.

Table 4. 8 M&E helped employee to improve to interact with others and taking responsibility in managing

		Frequency	Percent
Valid	Unsure	4	3.3
	Agree	107	87.7
	Strongly Agree	11	9.0
	Total	122	100.0

Source: Primary data, (2022)

Table 4.8 presents the responses of respondents on how the M&E helped employee to improve to interact with others and taking responsibility in managing. Researcher wanted to know the feelings and acceptance of respondents on how M&E helped them

to improve responsibility in managing. Out of 122 respondents, 3.3% of respondents were unsure, 87.7% of respondents agreed and 9% of respondents strongly agreed that M&E helped them to improve to interact with others and taking responsibility in managing.

Table 4.9 Employees have improved their skills in participating in M&E of Functional Adult Literacy

		Frequency	Percent
Valid	Agree	69	56.6
	Strongly Agree	53	43.4
	Total	122	100.0

Source: Primary data, (2022)

Table 4.9 presents how the M&E of Functional Adult Literacy improved the skills of employees. The study wanted to know the feelings of respondents about that. Out of 122 respondents, 56.6% of respondents agreed and 43.4% strongly agreed that employees have

improved their skills in participating in M&E of Functional Adult Literacy. The results showed that all respondents agreed, it means they confirmed that their skills improved through participating in M&E of Functional Adult Literacy.

Table 4. 10 M&E plan helped to link the strategic plan and operational plan in Functional Adult Literacy

		Frequency	Percent
Valid	Agree	76	62.3
	Strongly Agree	46	37.7
	Total	122	100.0

Source: Primary Data, (2022)

Table 4.10 presents the responses of respondents on how M&E plan helped to link the strategic plan and operational plan in Functional Adult Literacy. Researcher wanted to know the information from

respondents if M&E plan helped to link the strategic plan and operational plan. Out of 122 respondents, 62.3% of respondents agreed and 37.7% of respondents strongly agreed that M&E plan helped to

link the strategic plan and operational plan in Functional Adult Literacy project of Bible society of Rwanda.

Table 4. 11 The skills learned in literacy classes helped beneficiaries to join the small business and earn life condition sustainably.

		Frequency	Percent
Valid	Disagree	2	1.6
	Unsure	3	2.5
	Agree	76	62.3
	Strongly Agree	41	33.6
	Total	122	100.0

Source: Primary data, (2022)

Table 4.11 presents the responses of respondents on how the skills learned in literacy classes helped beneficiaries to join the small business and earn life condition sustainably. The study wanted to know how the respondents felt about that. Out of 122 respondents, 1.6% of respondents disagreed, 2.5% of

respondents were unsure, 62.3% of respondents agreed and 33.6% of respondents strongly agreed that the skills learned in literacy classes helped beneficiaries to join the small business and earn life condition sustainably.

Table 4. 12 Correlations between M&E Best practices and project sustainability variables

		M&E best practices	Project Sustainability
M&E best practices	Pearson Correlation	1	.768**
	Sig. (2-tailed)		.000
	N	122	122
Project Sustainability	Pearson Correlation	.768**	1
	Sig. (2-tailed)	.000	
	N	122	122

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

Source: Primary data, (2022)

Table 4.12 presents the relationship between M&E best practices and project sustainability in functional adult literacy project of bible society of Rwanda. A statistical package for social sciences (SPSS) software was used to find out the Pearson coefficients. The Pearson coefficients correlation are between -1 and 1, -1 to 0 indicates the negative correlation while from 0 to 1 indicates the positive correlation. By classifying the correlation levels, from 0 to -0.5 are the low negative correlation, from -0.5 to -1 are the high negative correlation; from 0 to 0.5 are the low positive

correlation and from 0.5 to 1 are the high positive correlation.

According to the results, a correlation between M&E practices and project sustainability was $r=0.768$. In the functional adult literacy project of the Bible Society of Rwanda, the correlation results showed a high positive correlation and that there was a significant association between M&E Best practices and project sustainability.

Table 4. 13 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768 ^a	.589	.586	.439

a. Predictors: (Constant), M&E best practices

Source: Primary data, (2022)

Table 4.13 presents the model summary of variables. The results showed that the R square = 0.589, it was clear that 58.9% of all variables of project

sustainability can be explained by one's of all variables of M&E practices.

Table 4. 14 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.085	1	33.085	172.026	.000 ^b
	Residual	23.079	120	.192		
	Total	56.164	121			

a. Dependent Variable: Project Sustainability

b. Predictors: (Constant), M&E practices

Source: Primary data, (2022)

Table 4.14 presents the ANOVA^a of variables, the results showed that the variables were statistically

significant with F (33.085) =172.026 with a p value=0.000b.

Table 4. 15 Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	-.347	.357		-.972	.333
	M&E best practices	1.051	.080	.768	13.116	.000

a. Dependent Variable: Project Sustainability

Source: Primary data, (2022)

Table 4.15 presents the constant coefficients of independent variables M&E best practices. It can be statistically significant since p values are less than 0.05. The results showed that M&E best practices was significant because its values were lesser than 0.05 that was equal to p=0.000.

relationship between M&E best practices and project sustainability with p value=0.000^b and correlation of r=0.768 in functional adult literacy project of Bible Society of Rwanda.

5. Conclusions

It is found that the M&E best practices in M&E have a positive significant impact on adult literacy performance and the Bible society's project sustainability in Rwanda. As a result of this discovery, the various relevant authorities should consider hiring specialists to assist them in developing efficient monitoring and assessment strategies, which will aid in the planning process. Aside from that, BSR management should think about enhancing their technical staff's monitoring and evaluation skills. Project stakeholders should be encouraged to participate actively in the monitoring and assessment of their initiatives

Finally, yet importantly, the beneficiaries have to be a part of project not left behind their effort for reach the inclusion of Adult Literacy in Rwanda. The results confirmed that there was a positive significant

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