Monitoring and Evaluation Practices and Performance of Projects in Rwanda: A Case of Building Learning Foundations (BLF) Project of British Council in Rwanda

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Abstract

The purpose of this research was to examine the effect of monitoring and evaluation practices on performance of British council projects in Rwanda. The research adopted a descriptive research design and targeted a population of 109 individuals where a sample of 99 respondents were drawn by use of simple random sampling. 98 participated in this research giving response rate of 98.2%. The results of the first objective of the study revealed a strong agreement among respondents by mean scores ranging from 4.250 to 4.333 indicate a high level of agreement and support for the statements regarding linking M&E with strategic plans enhances project performance in the British council education project in Rwanda. The correlation results support the descriptive findings by providing statistical evidence of strong positive relationships between linking M&E to strategic plans and project timeline, budget, and quality. The Pearson correlation coefficients of 0.899 for project timeline, 0.867 for project budget and 0.875 for project quality demonstrated the strength and direction of these relationships. The p-values of 0.00 which are below the standard statistical significance indicate that these correlations are highly significant. The results of the second objective showed mean scores for all statements range from 4.277 to 4.342 confirming the respondent's agreement regarding the positive effect of participatory M&E on performance of British council education project. Its correlation results show that the correlation coefficients/Pearson correlation (r) indicate strong and positive relationship between use of participatory M&E and project timeline (r = 0.883, p < 0.01), project budget (r = 0.890, p < 0.01), and project quality (r = 0.855, p < 0.01). Since, all the calculated p-values (Sig. 2-tailed) for all correlations are reported as 0.000, which is less than the significance level of 0.01. This implies that these correlations suggest that there is a significant and positive effect of the use of participatory M&E on performance of British education project in Rwanda. The third objective results show mean scores ranging from 4.250 to 4.629 confirming that respondents strongly agreed that M&E results dissemination has effect on performance of British council education project. Its correlation results show a strong positive correlation between M&E results dissemination and project timeline (r = 0.868, p <

0.01), project budget (r = 0.913, p < 0.01), and project quality (r = 0.878, p < 0.01). The p-values (Sig. 2-tailed) for all correlations are reported as 0.000, which is less than the significance level of 0.01. The study reveals significant positive effects of disseminating M&E results on the performance of the British Council education project in Rwanda. Respondents strongly agree that integrating M&E into strategic plans, employing participatory approaches, and ensuring results dissemination are key to enhancing project performance and achieving successful outcomes.

Keywords: *M&E Practices, Project Performance, British Council, Rwanda*

1. Introduction

Despite the efforts of government of Rwanda in enhancing project development by expanding their performance. The evidence of World Bank report (2016) has shown that 60% of the projects conducted in Rwanda undergo poor performance due to absence of sustainable M&E services. Public projects require substantial investments from the government and the public, yet many of them suffer from delays and failures. The primary reason for these setbacks is the inadequate monitoring and evaluation practices that impede the transparent and accountable management of resources. To achieve the objectives and targets of public projects, it is essential to closely monitor and control the utilization of resources through effective monitoring and evaluation practices.

However, even if the results show that many projects fail due to poor monitoring and evaluation practices. There are very few empirical studies conducted in this field that concentrate on factors such as participatory approach in M&E, work and strategic linkages and dissemination of M&E results to enhance project performance. This is because even those who attempted similar studies like the study of Muhayimana and Kamuhanda (2020) have only concentrated negligeable contributors to success. Contrary to the theories and other findings, lack of or insufficient participatory approach significantly contributes to the failure of monitoring and evaluation (Mugo & Oleche, 2010). Therefore, there is a knowledge gap because the empirical researchers conducted in the same field like the research of Ntambara and Nkechi (2021) conducted on M&E tools and performance of the project in Rwanda with a case of Busanza housing project showed M&E plan affected performance of the project as indicated by correlation between M&E plan and satisfaction of stakeholders (r=0.348 and Sig=0.001) at 0.01 level of significance which implies that this research used different measures to the current research.

Literature shows that even if public organizations adopted Monitoring and Evaluation in their projects, most public projects fail to apply monitoring and evaluation practices that enhance their performance (OAG, 2021). The current report of British Council Rwanda (2020) states that there is less efficient dissemination of M&E results where it goes to projects funded by international donors in most developing countries, Rwanda inclusive. Monitoring and evaluation is weakened due to lack of clear theories, tools, and practices. Thus, the researcher seeks to examine the role of practices applied in M&E on performance of education projects of the British Council in Rwanda.

1.1 Objectives of the study

1.1.1 General objective

The main purpose of this study is to examine the role of monitoring and evaluation practices on performance of education projects conducted by the British Council in Rwanda.

1.1.2 Specific objectives

(i) To assess the effect of M&E strategic plans on performance of British council project in education of Rwanda.

(ii) To evaluate the contribution of participatory monitoring and evaluation on performance of British council project in education of Rwanda.

(iii) To determine the effect of dissemination monitoring and evaluation results on the performance of British council project in education of Rwanda.

1.1.3 Research Hypotheses

Ho1: M&E strategic plans do not have a significant effect on performance of British council projects in education of Rwanda.

Ho2: Using participatory approach in monitoring and evaluation do not have a significant effect on performance of British council projects in education of Rwanda.

Ho3: Dissemination monitoring and evaluation results does not have a significant effect on the performance of the British council project in education of Rwanda.

2.1 Empirical review

2.1.1 Linking M&E to strategic plans and performance of project.

In his study, Mwangi, et al., (2015) conducted in Kenya on factors affecting effectiveness of M&E of constituency development fund projects with a case of Laikipia West Constituency. They found a R=0.386 and 0.374 of regression coefficients between technical expertise and planning process involving practices of M&E respectively against indicators of project performance. He also found that regression coefficient of participation of management and stakeholder involvement are 0.066 and 0.12 at 95 % of CI=0.8-11.6 at R=0.090 of the results of logistic ration of regression models adjusted in training technical expertise, planning process and participation of management in performance of the project. Hence, he recommended the approach of participation in M&E designing tools and a multi-sectoral method that involves stakeholder delegation, strengths ownership and deliberately enhancing M&E practices for information use, analysis and planning of ongoing projects.

The research conducted by Uitto (2010) showed that there is a relationship between strategic and work plan, participatory approach of M&E and dissemination of results from M&E with coefficients of correlations which are 0.734, 0.761, 0.439 and 0.564 with performance of project. Thus, he emphasizes that participatory approach is dependable to monitoring and evaluation, stipulating that the team of workers must have comprehensive technical skills in M&E to enhance performance of the project.

The research conducted by Ntambara and Nkechi (2021) on Monitoring & Evaluation Tools and Project Performance in Rwanda with a case of Busanza Housing Project Kicukiro District. This research used descriptive research design. The findings showed that M&E plan and stakeholders' satisfaction correlated (r=0.348, p=.001), planning for M&E enabled delivery on time correlated at (r=0.750, sig= 0.002) and planning for M&E facilitated project delivery

within the budget (r=0.148, p=.004). on the second objective was concluded that logical framework influenced the performance of Busanza housing project as indicated by Logical framework and increased stakeholders' satisfaction (r=0.323, p=.002), logical framework enabled delivery on time (r=0.254, p= 0.016) and the logical framework facilitated delivery within the budget (r=0.922, p=.011). The study recommends effective use of M&E tools in project management.

2.1.2 Use of M&E participatory approach and performance of project

The study conducted by Jones *et al*., (2019) showed a significant relation between appropriate skills application in monitoring and evaluation, sound methods, and sources want to be evaluated, with transparency to ensure quality (r=.791 and p=.000; r=.689 and p=.001, and r=.710 and p=.000) respectively. They concluded that best practices in monitoring and evaluation have a great impact on transparency to enhance quality that in turn results in project performance. Hence, this is an agreement with management and contrast between the basic price range of the allocation to provide the monitoring and evaluation function with due focus of their location in the project management.

Research conducted by Crawford and Bryce (2013) showed that M&E enhances effectiveness of the project which enhances implementation of the project at 81.1% which it does to project efficiency implementation at 85.9%. Hence, this made the researcher conclude that the project implementation stage is fully dependent on monitoring and evaluation as well as other stages of the project. In the same view, the study conducted by Rogers (2008) advocates for multiparty dialogues while facts gathering, speculation testing, and intervention to ensure participation that is at core of monitoring and evaluation. The study of Kabeira and Mburugu (2019) demonstrated that M&E influence performance of projects with a positive correlation as expressed by coefficient of 0.522; the results also revealed that this link is significantly statistical prediction of project performance with adjusted R square. Hence, they advise employees to use more monitors to enhance performance.

The research of Jamaal (2018) was conducted in Kenya on the effects of participatory monitoring and evaluation on project performance at Kenya Marine and Fisheries Research Institute, Mombasa. The study found out that participatory monitoring and evaluation process engages stakeholders in joint planning and assessing progress, leads to successful completion of projects, financial capital is often linked to the viability of projects, participatory M&E brings financial mobilization practices by the communities leading to success of the projects and total quality management projects requires rigorous pre-planning which leads to success in project performances and influence change in its daily practice. The study concludes that lack of proper training on PM&E and inappropriate tools inhibit participatory monitoring and evaluation, and lack of adequate financial resources was noted to affect the performance as well as quality of monitoring and evaluation. The study recommends that the organization should raise enough funds from the project sponsors or donors in order to support enough officers doing participatory monitoring and evaluation and general projects management and develop PM&E department to manage all monitoring and evaluation activities for all the projects in the organization.

2.1.3 Dissemination of M&E results and project performance

In addition, oversight is made easier for development as stated by Chambers (2019). He also argues that the preliminary factor of politics as a contrast issue is to ask who wins, would lose and how. He made this statement based on the results found while conducting a study that assessed the impact of practices of monitoring and evaluation on accountability, transparency, and inclusivity. The dissemination of results enhances accountability at 78.6 %, transparency at 79.6%, he also added that M&E after project performance with inclusivity with its Pearson correlation is 0.610 while calculated significance level is at 0.001 which is lesser than 0.01 level of significance.

The cutting-edge assessment can be compared to the aim of the mission with the rest to be achieved in a challenging structure. The results revealed 76.1% and 68.6 respectively (Vanessa and Gala, 2011). Forest (2007) in a similar fashion illustrates that it cannot be put into exercise via informative gaining knowledge of getting to know that is bone exercise and that has an effect in the approach of assessing the organization.

Mapesa and Kibua (2006) stated that most politicians take authorities' cash and can also fail to understand how to channel their grievances. They based their statement on the findings revealed that poor practices of participatory monitoring and evaluation affect public fund embezzlement at 79.7% which they called to a large extent. However, Mwangi (2005) stated that politicians play a key position in figuring out and enforcing initiatives and their preferences are influenced through political maximization.
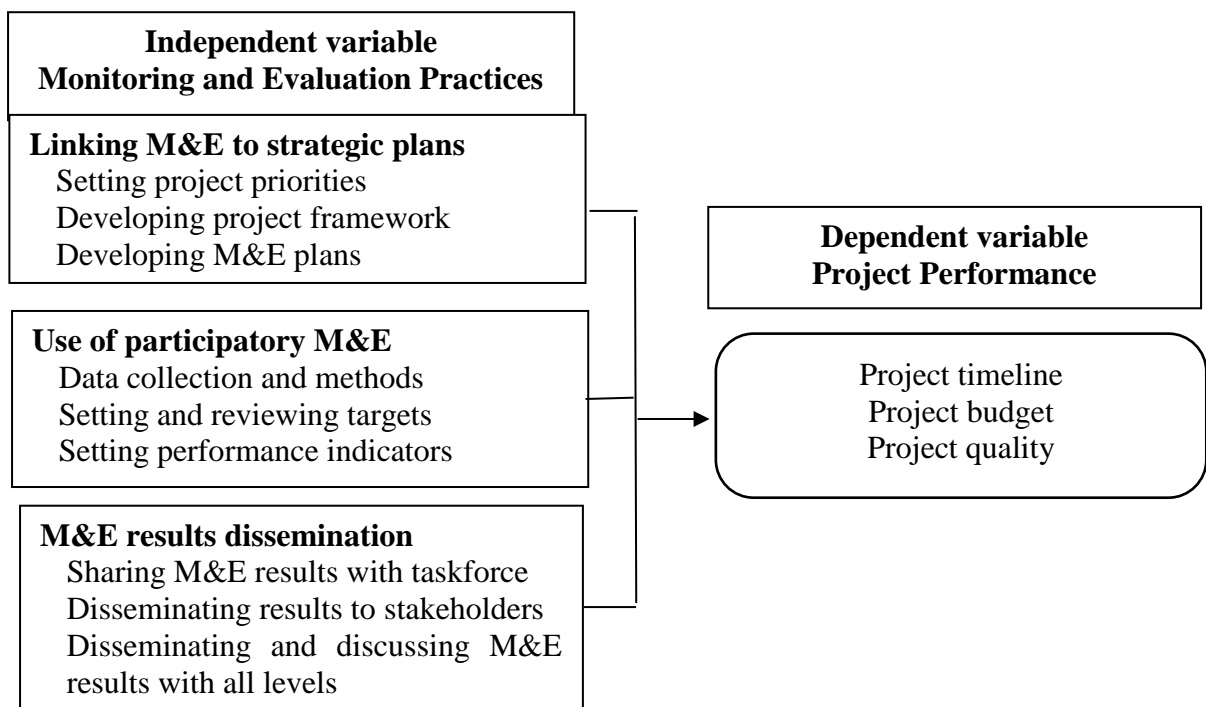
2.3 Research Gap

Most of the previous literature has verified the need for super M&E practices in software and company interventions. Monitoring and contrast have been shown to be an increasingly recognized crucial tool for project management (Crawford & Bryce, 2003). It asks to consider the provision of information by the management that supports the project implementation. In addition, monitoring and evaluation gives opportunities for accountability and use of development resources (Jones, 2018; and Chambers, 2019).

There has been very little pastime in investigating whether practices of M&E result in the awareness of publicly funded tasks (Mwangi, 2015; Utto, 2010; and Wayne, 2010). There is a lot of treasured research that can be done in relation to affect M&E practices for performance of the project.

Previous studies conducted in relation to monitoring and evaluation and project performance indicated in previous paragraphs as it is for USAID (2019) that put much effort on the link between public health interventions and performance of strategic and work plans. However, the study did not focus on M&E practices as major contributors to performance of public projects. They also gave less attention to the contribution of monitoring, evaluation, timeliness of project and cost effectiveness, as well as less attention is demonstrated from the empirical studies when it comes to participation that influences project performance.

2.3 Conceptual Framework

This conceptual framework refers to a diagram demonstrating the linkage between practices of M&E as the independent variable and project performance as the dependent variable.

| Independent variable
Monitoring and Evaluation Practices |
| --- |

Linking M&E to strategic plans
Setting project priorities
Developing project framework
Developing M&E plans

Use of participatory M&E
Data collection and methods
Setting and reviewing targets
Setting performance indicators

M&E results dissemination
Sharing M&E results with taskforce
Disseminating results to stakeholders
Disseminating and discussing M&E results with all levels

Dependent variable
Project Performance

Project timeline
Project budget
Project quality

Source: Researcher, 2023

Figure 2.1 above indicates the relationship between monitoring and evaluation practices as an independent variable measured by linking monitoring and evaluation to strategic plans, results dissemination. The first practice has metrics like setting project priorities, developing project framework, and developing M&E plans as part of linking monitoring and evaluation to strategic plans. The second practice has metrics like data collection and methods, setting and reviewing targets and setting performance indicators which are attributed to use of participatory approach in monitoring and evaluation. The third practice has metrics known as sharing M&E results with a taskforce, disseminating results to stakeholders, and disseminating and discussing M&E results with all levels which are attributed to dissemination of motoring and evaluation results.

3. Materials and Methods

The research employed a descriptive research design, utilizing a mixed method approach of quantitative and qualitative data. The aim was to examine the role of monitoring and evaluation (M&E) practices in enhancing the performance of the British Council education project in Rwanda. The target population consisted of 119 employees of the Building Learning Foundations Project in Rwanda. A sample size of 99 respondents was determined using the Krejcie and Morgan table, with representatives from project administration, project staff, and project stakeholders.

Sampling techniques included simple random sampling for project staff and project stakeholders, while a census method was used for project administration. Data collection methods involved research assistants administering structured questionnaires with closed-ended questions. Face-to-face interactions, electronic mailing, and mobile phones were used

for data collection, with the researcher collecting instruments daily and conducting field visits for additional information.

The validity and reliability of the research instrument were ensured. The questionnaire underwent critical analysis by the researcher, supervisor, and other education researchers, with a content validity index tested using Cronbach Alpha. Reliability was determined through repeatability and consistency, employing Pearson correlation and test-retest analysis.

Data were processed through editing, coding, and tabulation, and SPSS version 22.0 was used for data analysis. Descriptive statistics, including mean and standard deviation, were employed, along with a regression equation to assess project performance based on M&E linkage to strategic plans, participatory M&E approaches, and M&E results dissemination. Ethical considerations were followed, ensuring confidentiality and presenting necessary research credentials to participants.

4. Presentation of findings

4.1 The effect of linking M&E to strategic plans on project performance.

This part has concentrated on the first objective of the study which examines the effect of linking M&E to strategic plans on project performance. Linking M&E to strategic plans was measured by setting priorities, developing framework and strategic plans that affect project performance measured using a Likert scale of 5 points from strongly agree to strongly disagree.

Table 1: Linking M&E to strategic plans on project performance.

Statements	Mean	SD
Participation in setting priorities enhance project performance	4.259	1.062
Participation in developing framework promotes project efficiency	4.314	0.953
Engagement in developing M&E plan enhances this project	4.305	0.999
Stakeholder has the right to share their views while setting priorities	4.250	1.068
Identification of project needs is done together with all stakeholders	4.333	0.917
Overall mean	4.292	

Source: Field Data, 2023

The results in Table 1 show that respondents showed a high level of agreement regarding the positive effect of linking M&E to strategic plans on project performance. The means scores for all the statements ranged from 4.250 to 4.333 indicating that respondents agreed and strongly agreed with the statements. The overall mean score of 4.292 supports that linking M&E with strategic plans enhances project performance. The level of standard deviations (SD) for each of the statements is relatively low which implies a narrow range of responses and a consistent level of agreement among the respondents which supports positive effect of linking M&E to strategic plans on performance of British council education project in Rwanda.

Table 2: Assessment of project performance

Statement regarding assessment of project performance	Mean	SD
Completion of the project within agreed cost of project activities	4.333	0.927
Completion of project on time	4.379	0.872
Delivered a project to the agreed scope	4.268	0.962
Participation in delivering a project to the agreed quality	4.351	0.910
Participation in M&E supports decision making during project implementation	4.342	0.938
Overall mean	4.334	

Source: Field Data, 2023

The results in Table 4.2 show that respondents demonstrated a high level of agreement regarding performance of British council education project. The mean scores for all the statements ranged from 4.268 to 4.379 indicating that respondents strongly agreed with the statements. The overall mean score 4.334 supports the existence of performance of British council education project. Hence, the statistics indicates successful project performance by meeting the project objectives in terms of cost, time, scope, quality, and involvement in M&E activities.

Table 3: Correlation analysis between Linking M&E to strategic plans on project performance.

		Project timeline	Project budget	Project quality
Linking M&E to strategic plans	Pearson Correlation	.899**	.867**	.875**
	Sig. (2-tailed)	.000	.000	.000
	N	98	98	98

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

Source: Field Data, 2023

The results in Table 4.3 show that the Pearson correlation coefficients indicate strong positive relationships between linking M&E to strategic plans and project timeline (r = 0.899), project budget (r = 0.867), and project quality (r = 0.875). all correlation coefficients have p-values of 0.00 <0.01 conventional threshold for statistical significance. Therefore, the results suggest that a strong link between M&E and strategic plans positively affect project performance in terms of timeline, budget, and quality in British council education project in Rwanda. This implies that HO_1 is rejected.

During interview with one of the project administrators, he asserted that planning a project like learning foundations project requires a structured and comprehensive approach. He mentioned in his own words: "*at British council in Rwanda, we follow a well-defined process to ensure the success of our projects. In the project like this one, we did thorough research and analysis about educational landscape in Rwanda. We also involved the stakeholders to ensure we got the real insights and perspectives of the community members. This helps om strategic planning*

where resource, timelines and milestones as well as assessing potential risks and mitigation strategies to address challenges that can arise during implementation."

In short, the interview statement and correlation results both indicate that the British Council's structured and comprehensive approach, involving research, stakeholder involvement, and linking M&E to strategic plans, positively affects project performance in terms of timeline, budget, and quality.

4.2 The effect of participatory M&E on project performance

This second objective of the study results were assessed using metrics of participatory M&E on its effect on project performance. Hence, the results of a survey indicating a high level of agreement among respondents regarding the positive effect of participatory monitoring and evaluation on the performance of the British Council education project in Rwanda.

Table 4: The effect of participatory M&E on project performance

Statements	Mean	SD
Participation in effective process of data collection during M&E that promotes project performance	4.314	0.992
Participation in setting and reviewing targets to enhance project performance	4.287	1.023
Participation in setting performance indicators as key to project performance	4.277	1.048
Used effective data collection methods in M&E to enhance project performance	4.342	0.908
Participation in balancing between resource usage and project duration to enhance project performance	4.287	0.995
Overall mean	4.301	

Source: Field Data, 2023

The results in Table 4 show that respondents strongly agreed to the statements asserting that participatory M&E has a positive effect on project performance. This is because the mean scores for all statements range from 4.277 to 4.342 which indicates relatively a high level of agreement on the statements among the participants. Since, the overall mean of 4.302 is also high, it confirms the respondent's agreement regarding the positive effect of participatory M&E on performance of British council education project in Rwanda.

Table 5: Correlation analysis between participatory M&E and project performance

		Project timeline	Project budget	Project quality
Use of participatory M&E	Pearson Correlation	.883**	.890**	.855**
	Sig. (2-tailed)	.000	.000	.000
	N	98	98	98

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

Source: Field Data, 2023

The correlation analysis results in Table 5 show that the correlation coefficients/Pearson correlation (r) indicate strong and positive relationship between use of participatory M&E and project timeline (r = 0.883, p < 0.01), project budget (r = 0.890, p < 0.01), and project quality (r = 0.855, p < 0.01). Since, all the calculated p-values (Sig. 2-tailed) for all correlations are reported as 0.000, which is less than the significance level of 0.01. This implies that these correlations suggest that there is a significant and positive effect of the use of participatory M&E on performance of British education project in Rwanda. This implies that HO_2 is rejected.

During the same interview with one of the project administrators, he mentioned that: "*The British Council in Rwanda employs a comprehensive approach to project monitoring, which includes setting clear objectives and indicators, utilizing a mix of quantitative and qualitative data collection methods, engaging with stakeholders, conducting regular reviews and evaluations, and ensuring effective communication of findings*".

The manager's answer regarding the comprehensive approach to project monitoring aligns with the correlation results mentioned. The correlation analysis shows a strong positive relationship between the use of participatory monitoring and evaluation (M&E) and project performance in terms of timeline, budget, and quality. This supports the manager's statement about employing a comprehensive approach that involves engaging with stakeholders and utilizing various data collection methods to ensure effective project monitoring. The correlation results further suggest that the use of participatory M&E has a significant and positive effect on the performance of British education projects in Rwanda.

4.3 The effect of M&E results dissemination on project performance

The objective of this part of the research was to assess the level of agreement on the effect of M&E results dissemination on project performance and examine the correlation between M&E results dissemination and project performance indicators in the context of the British council education project in Rwanda.

Table 6: The effect of M&E results dissemination on project performance

Statements	Mean	SD
M&E results dissemination promote policy development	4.629	0.731
M&E results dissemination promote capacity building	4.361	0.921
M&E results dissemination promote improved project planning	4.361	0.901
Shared M&E results with taskforce to promote performance	4.250	1.120
Dissemination of the results to stakeholders to enhance project performance	4.342	0.977
Disseminating and discussing M&E results with all levels enhance timeline performance	4.333	0.927
Participation in project reports and analysis promotes project performance	4.379	0.872
Overall mean	4.379	

Source: Field Data, 2023

The results in Table 6 indicate a high level of agreement among respondents regarding the positive effect of monitoring and evaluation (M&E) results dissemination on project performance, as reflected by the mean scores ranging from 4.250 to 4.629 and relatively low

standard deviations, suggesting strong consensus on the statements. The overall mean score of 4.379 confirms that respondents strongly agreed that M&E results dissemination has effect on performance of British council education project in Rwanda.

Table 7: Correlation analysis between M&E results dissemination and project performance

		Project timeline	Project budget	Project quality
M&E results dissemination	Pearson Correlation	.868**	.913**	.878**
	Sig. (2-tailed)	.000	.000	.000
	N	98	98	98

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

Source: Field Data, 2023

The results in Table 7 show a strong positive correlation between M&E results dissemination and project timeline (r = 0.868, p < 0.01), project budget (r = 0.913, p < 0.01), and project quality (r = 0.878, p < 0.01). The p-values (Sig. 2-tailed) for all correlations are reported as 0.000, which is less than the significance level of 0.01. This indicates that the correlations are statistically significant. Hence, these correlations indicate that there is a significant and positive effect of dissemination of M&E results on performance of British council education project in Rwanda. This implies that $H0_3$ is rejected.

4.4 Regression analysis

The regression analysis conducted on the M&E practices (M&E results dissemination, linking M&E to strategic plans, and use of participatory M&E) reveals that these factors have a significant positive effect on project performance indicators (project timeline, project budget, and project quality) as evidenced by the high R-squared values and significant coefficients (p < 0.05) in each regression model.

Table 8: Model summary of M&E practices and project timeline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.905[a]	.819	.814	.41521

a. Predictors: (Constant), M&E results dissemination, Linking M&E to strategic plans , Use of participatory M&E

Source: Field Data, 2023

The results in Table 8 indicates predictors of M&E results dissemination, linking M&E to strategic plans, and the use of participatory M&E, explains a significant proportion of the variation in project quality (R^2= 0.819). Hence, this suggests that one unit increase in these M&E practices have a strong effect of 81.9% increase on the timeline of the British council education project in Rwanda.

Table 9: Analysis of variance of M&E practices and project timeline

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	81.283	3	27.094	157.158	.000[b]
Residual	17.930	94	.172		
Total	99.213	97			

a. Dependent Variable: Project timeline

b. Predictors: (Constant), M&E results dissemination, Linking M&E to strategic plans, Use of participatory M&E

Source: Field Data, 2023

The results in Table 9 show that this regression model is highly significant, as indicated by the F-value of 157.158 and a p-value of 0.000 ($p < 0.001$). This suggests that the combination of predictor variables, including M&E results dissemination, linking M&E to strategic plans, and the use of participatory M&E, significantly contributes to explaining the variation in project timeline. The sum of squares for the regression is 81.283, indicating the amount of variability in project timeline explained by the predictors. The residual sum of squares (17.930) represents the unexplained variability in project timeline. The overall analysis confirms that the M&E practices included in the model have a significant effect on the timeline of the British council education project in Rwanda.

Table 10: Regression coefficients of M&E practices and project timeline

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.213	.209		1.019	.310
Linking M&E to strategic plans	.603	.127	.596	4.734	.000
Use of participatory M&E	.300	.216	.289	1.391	.017
M&E results dissemination	.036	.206	.033	.175	.001

a. Dependent Variable: Project timeline

Source: Field Data, 2023

The results in Table 10 show that a constant of 0.213 which indicates that all expected project timeline when all predictor variables are zero. The variables like Linking M&E to strategic plans, Use of participatory M&E, and M&E results dissemination have coefficients of 0.603, 0.300, and 0.036, respectively. These coefficients represent the change in project timeline associated with a one-unit increase in each respective predictor, while holding other variables constant. The standardized coefficients (Beta) indicate the relative importance of each predictor.

The same results show that variables of M&E practices have standardized coefficients of 0.596, 0.289 and 0.033 respectively. Hence, since all predictor variables show statistically significant relationship with project timeline as indicated by their p-values ($p<0.05$). hence, these results suggest that linking M&E to strategic plans, using participatory M&E, and disseminating M&E results have a positive and significant effect on the timeline of the British council education project in Rwanda.

Table 4. 11: Model summary of M&E practices and project budget

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.915ᵃ	.837	.833	.37235

a. Predictors: (Constant), M&E results dissemination, Linking M&E to strategic plans, Use of participatory M&E

Source: Field Data, 2023

The results in Table 11 indicates predictors of M&E results dissemination, linking M&E to strategic plans, and the use of participatory M&E, explains a significant proportion of the variation in project quality (R^2= 0.837). Hence, this suggests that one unit increase in these M&E practices have a strong effect of 83.7% increase on the budget of the British council education project in Rwanda.

Table 12: Analysis of variance of M&E practices and project budget

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	74.210	3	24.737	178.418	.000ᵇ
Residual	14.419	94	.139		
Total	88.630	97			

a. Dependent Variable: Project budget

b. Predictors: (Constant), M&E results dissemination, Linking M&E to strategic plans, Use of participatory M&E

Source: Field Data, 2023

The results in Table 12 show that this regression model is highly significant, as indicated by the F-value of 178.418 and a p-value of 0.000 ($p < 0.001$). This suggests that the combination of predictor variables, including M&E results dissemination, linking M&E to strategic plans, and the use of participatory M&E, significantly contributes to explaining the variation in project budget. The sum of squares for the regression is 81.283, indicating the amount of variability in project budget explained by the predictors. The residual sum of squares (14.419) represents the unexplained variability in project budget. The overall analysis confirms that the M&E practices included in the model have a significant effect on the budget of the British council education project in Rwanda.

Table 13: Regression coefficients of M&E practices and project budget

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	.175	.188		.935	.352
Linking M&E to strategic plans	.172	.114	.180	1.506	.035
Use of participatory M&E	.133	.194	.135	.686	.044
M&E results dissemination	.916	.185	.878	4.954	.000

a. Dependent Variable: Project budget

Source: Field Data, 2023

The results in Table 13 show that a constant of 0.175 which indicates that all expected project budget when all predictor variables are zero. The variables like Linking M&E to strategic plans, Use of participatory M&E, and M&E results dissemination have coefficients of 0.172, 0.133, and 0.916, respectively. These coefficients represent the change in project budget associated with a one-unit increase in each respective predictor, while holding other variables constant. The standardized coefficients (Beta) indicate the relative importance of each predictor.

The same results show that variables of M&E practices have standardized coefficients of 0.180, 0.135 and 0.878 respectively. Hence, since all predictor variables show statistically significant relationship with project budget as indicated by their p-values ($p<0.05$). hence, these results suggest that linking M&E to strategic plans, using participatory M&E, and disseminating M&E results have a positive and significant effect on the budget of the British council education project in Rwanda.

Table 14: Model summary of M&E practices and project quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.897[a]	.804	.799	.42132

a. Predictors: (Constant), M&E results dissemination, Linking M&E to strategic plans, Use of participatory M&E

Source: Field Data, 2023

The results in Table 14 indicates predictors of M&E results dissemination, linking M&E to strategic plans, and the use of participatory M&E, explains a significant proportion of the variation in project quality ($R^2 = 0.804$). Hence, this suggests that one unit increase in these M&E practices have a strong effect of 80.4% increase on the quality of the British council education project in Rwanda.

Table 15: Analysis of variance of M&E practices and project quality

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	75.863	3	25.288	142.459	.000[b]
Residual	18.461	94	.178		
Total	94.324	97			

a. Dependent Variable: Project quality

b. Predictors: (Constant), M&E results dissemination, Linking M&E to strategic plans, Use of participatory M&E

Source: Field Data, 2023

The results in Table 15 show that this regression model is highly significant, as indicated by the F-value of 142.459 and a p-value of 0.000 ($p < 0.001$). This suggests that the combination of predictor variables, including M&E results dissemination, linking M&E to strategic plans, and the use of participatory M&E, significantly contributes to explaining the variation in project quality. The sum of squares for the regression is 75.863, indicating the amount of variability in project quality explained by the predictors. The residual sum of squares (18.461)

represents the unexplained variability in project budget. The overall analysis confirms that the M&E practices included in the model have a significant effect on the quality of the British council education project in Rwanda.

Table 16: Regression coefficients of M&E practices and project quality

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.189	.212		.890	.376
Linking M&E to strategic plans	.544	.129	.551	4.209	.000
Use of participatory M&E	.424	.219	.479	2.938	.025
M&E results dissemination	.834	.209	.775	3.985	.000

a. Dependent Variable: Project quality

Source: Field Data, 2023

The results in Table 16 show that a constant of 0.189 which indicates that all expected project quality when all predictor variables are zero. The variables like Linking M&E to strategic plans, Use of participatory M&E, and M&E results dissemination have coefficients of 0.544, 0.424, and 0.834, respectively. These coefficients represent the change in project quality associated with a one-unit increase in each respective predictor, while holding other variables constant. The standardized coefficients (Beta) indicate the relative importance of each predictor.

The same results show that variables of M&E practices have standardized coefficients of 0.551, 0.479 and 0.775 respectively. Hence, since all predictor variables show statistically significant relationship with project quality as indicated by their p-values ($p<0.05$). Hence, these results suggest that linking M&E to strategic plans, using participatory M&E, and disseminating M&E results have a positive and significant effect on the quality of the British council education project in Rwanda.

4.5 Discussion of results

The first objective of the study examined the effect of linking M&E to strategic plans on project performance. Hence, its results are supported by the findings of the previous study conducted by Mwangi et al., (2015) who found a positive relationship between technical expertise, planning process by involvement of M&E and project performance which is aligned with strong positive correlation between linking M&E to strategic plans and project time, budget, and quality performance of the project in this current research. Hence, this confirms that integrating M&E into strategic plans enhances project performance.

The second objective concentrate on examine the effect of participatory M&E on project performance. The current study's findings are consistent with the empirical review. Jones et al. (2019) emphasized the importance of appropriate skills application in monitoring and evaluation and found a significant positive relationship with transparency and quality. Similarly, the current study demonstrates a strong positive correlation between the use of participatory M&E and project timeline, budget, and quality, indicating that participatory approaches contribute to improved project performance.

The third objective concentrated on examine the effect of M&E results dissemination on project performance. The current study's results align with the empirical review. Chambers (2019)

highlighted the role of M&E practices in enhancing accountability and transparency, which is consistent with the positive correlation found between M&E results dissemination and project timeline, budget, and quality in the current study. This indicates that disseminating M&E results positively influences project performance.

5.1 Conclusion

In conclusion, the first objective of the study which concentrate on the effect of linking M&E to strategic plans on project performance. It results indicated a strong agreement among respondents regarding the positive effect of linking M&E to strategic plans on project performance. The mean scores and low standard deviations suggest a high level of agreement and consistency among participants. The correlation results further reinforce these findings, showing strong positive effect of linking M&E to strategic plans on timeline, budget, and quality of project performance of British education project in Rwanda.

The second objective concentrate of the effect of participatory M&E on project performance. Its descriptive results demonstrate a strong agreement among respondents regarding the positive effect of participatory M&E on project performance. The mean scores and overall mean indicate a high level of agreement and support for the statements. The correlation analysis further strengthens these findings by revealing significant positive relationships between the use of participatory M&E and project timeline, budget, and quality. The statistical significance of these correlations suggests that the use of participatory M&E has a significant and positive effect on the performance of the British council education project in Rwanda.

The third objective concentrated on the effect of M&E results dissemination on project performance. Its descriptive results show a high level of agreement among respondents regarding the positive effect of M&E results dissemination on project performance. The mean scores and low standard deviations suggest a strong consensus on the statements. The correlation results provide further support by indicating a significant and positive correlation between M&E results dissemination and project timeline, budget, and quality. The statistically significant correlations highlight the significant and positive effect of disseminating M&E results on the performance of the British council education project in Rwanda. In addition, the regression analysis demonstrates that the M&E practices (M&E results dissemination, linking M&E to strategic plans, and use of participatory M&E) have a significant positive effect on indicators of performance of British education project in Rwanda.

Finally, the results of the current research are supported by the previous research conducted in this same field of study, which provides the additional evidence for the positive effects of linking M&E to strategic plans, using participatory M&E approaches, and disseminating M&E results on project performance. The support provided by these empirical reviews' strength the validity and reliability of the current findings. Hence this suggests that the provided here below recommendations derived from this research findings are well-founded and relevant for the British education project in Rwanda.

5.2 Recommendations

Based on the research findings, I would recommend the following to the government, stakeholders, and project staff of the British Council education project in Rwanda:

The government should encourage and support the integration of monitoring and evaluation (M&E) into strategic plans of education projects. This alignment can significantly enhance project performance in terms of timeline, budget, and quality. It should also provide training and capacity-building programs on participatory M&E practices for project staff to promote

active involvement and engagement of stakeholders in the project. This can further improve project performance outcomes.

The stakeholders should collaborate closely with the British Council education project in Rwanda to ensure that M&E practices are effectively linked to strategic plans. This alignment can contribute to better project outcomes and success. They should also promote and support the use of participatory M&E approaches, enabling stakeholders to actively participate in monitoring and evaluation processes. This involvement can lead to more effective decision-making and improved project performance.

The project staff should incorporate M&E results dissemination as an integral part of project activities. Sharing M&E findings with relevant stakeholders can foster transparency, accountability, and informed decision-making, ultimately enhancing project performance. They should also continuously monitor and evaluate project performance indicators such as timeline, budget, and quality. There should also be regular review and adjustment of started based on the feedbacks from the beneficiaries and stakeholders of the project to keep the project on track of achieving its objectives. Hence, by implementing these recommendations, the British Council education project in Rwanda can enhance its performance and achieve successful outcomes.

5.3 Acknowledgement

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