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Monitoring and Evaluation Practices and Sustainability of Education Project in Rwanda; A Case of University of Rwanda-Sweden Program for Research, Higher Education, and Institutional Advancement

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Abstract

The study examined the impact of monitoring and evaluation practices on the sustainability of the University of Rwanda-Sweden Program. While Rwanda's higher education sector has experienced significant growth, there is still a shortage of qualified staff for research, policy engagement, and high-quality postgraduate education. The research objectives of the study were to assess the influence of M&E capacity building, M&E budgeting, and M&E quality assurance on the sustainability of the UR-Sweden Program. The study utilized survey research design, including descriptive research survey design and correlational research design. The target population consisted of 82 employees of the program, and a structured questionnaire was used as the data collection instrument. The data analysis involved inferential statistics, including regression modeling and correlation analysis. According to the findings of the first research objective ($\beta1= 0.341$, p-value=0.000<0.05), M&E for capacity building influences the sustainability of the UR-Sweden Programme for RHEIA in a significant way. According to the findings of the second research objective ($\beta2= 0.194$, p-value= 0.006<0.05), M&E budgeting influences the sustainability of the UR-Sweden Programme for RHEIA in a significant way. According to the findings of the third research objective ($\beta3= 0.423$, p-value=0.000<0.05), M&E quality assurance has a significant positive effect on the UR-Sweden Programme for RHEIA's sustainability.The study found a significant positive correlation between M&E practices and the long-term viability of the UR-Sweden Program. Approximately 71.8% of sustainability changes were determined and influenced by M&E budgeting, M&E quality assurance, and M&E capacity building. These findings highlight the significance of efficient M&E systems and the need for qualified personnel with the necessary technical knowledge and training. The study concluded that the UR-Sweden Program for RHEIA has robust Monitoring and Evaluation (M&E) practices that significantly contribute to its sustainability. This strength in M&E is evident in human resource capacity, effective budgeting, and quality assurance mechanisms, all of which play critical roles in the program's long-term viability and impact. The study recommends ongoing investment in Monitoring and Evaluation (M&E) for capacity building through regular training and efficient budget allocation. The study also recommends maintaining and potentially enhancing quality assurance mechanisms, including periodic internal and external audits, to ensure data reliability. Lastly, the study emphasizes the importance of specialized training for both in-field and on-field staff for effective project planning and resource allocation.

Keywords: *Monitoring and Evaluation Practices, Sustainability, Education Projects, Rwanda*

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1.0 Introduction

Effective monitoring and evaluation, which is essential for tracking and quantifying results and illuminating the impact of development interventions, remains a global challenge. The M&E system ensures that operations are efficient and that internal and external reporting requirements for standard future programming are met in the United States. Monitoring and evaluation (M&E) has become an even more essential tool as a result of Spain's efforts to attain environmental, economic, and social sustainability. The development of monitoring and evaluation in France has been separated into distinct phases for the sake of clarity. This demonstrates how expectations have evolved over time and how typical thought patterns have changed (Roger & Tim, 2018). Both assessment and performance monitoring have been significantly invested in the Canadian M&E system as vital tools to enhance accountability and results-based management. The M&E system's current state has also changed over time as a result of central designers realizing that the development and implementation of M&E are time-consuming and iterative, emphasizing the implementation process as a crucial mechanism in establishing an evaluation culture or results culture within an organization and throughout the system as a whole (Crawford & Bryce, 2018).

In addition, the sector lacks comprehensive planning and reporting on the implementation of education, and its data cannot be relied upon for planning and monitoring purposes. Consequently, it is difficult to determine whether the education sector is meeting educational priorities. Additionally, the ineffective utilization of donor and government funds damages the nation's credibility. The negative effects of Rwanda's lack of monitoring and evaluation in education have been highlighted. Egal (2019) asserts that plans are not created with performance in mind, routine monitoring is unequal in scope and quality, evaluation is underrepresented, and donor and government budget funds are inconsistently used for monitoring and evaluating. Egal acknowledges that planning, monitoring, and assessment in the education sector have been determined to be deficient. The majority of foreign aid Rwanda receives is channeled through non-governmental organizations.

National University of Rwanda (NUR) and Swedish International Development Agency (SIDA) launched the UR-Sweden Program in 2012 with the general objective to increase scientific understanding of international quality, generated through a self-sustaining countrywide research system that contributes to Rwanda's development. The project's specific objectives were to produce a self-sufficient countrywide research system. The lack of response from NGOs to the growing demand for public accountability to citizens on how assistance is used, what results are achieved, and how appropriate these results are, should serve as a warning that negative unintended programme results may result if project management cannot measure project progress against project targets and indicators. The primary objective of this study was to examine the effect of monitoring and evaluation and project sustainability in the University of Rwanda-Sweden Program, particularly for research, higher education, and institutional development.

1.1 Research Objectives

The research was guided by the following objectives;

i. To determine the influence of M&E capacity building on sustainability of UR-Sweden Program for research, higher education and institutional advancement
ii. To assess the influence of M&E budgeting on sustainability of UR-Sweden Program for research, higher education and institutional advancement

iii. To investigate the influence of M&E quality assurance on sustainability of UR-Sweden Program for research, higher education and institutional advancement.

2.0 Theoretical Literature

2.1 Monitoring and evaluation practices and Sustainability Project

Monitoring and evaluation practises require a range of design and planning, capacity building and information dissemination, budgeting, organising, monitor, and control activities that are involved in a project, as well as the participation of all parties, in order to achieve the project's goals within the allotted time (Flyvbjerg, 2013). All non-governmental organizations (NGOs) embrace the idea of project implementation, according to Adeyemi (2013), because it is the best method for achieving reliable project results when carrying out a new project. The effectiveness of M&E practises can increase an organization's ability to achieve enhanced performance. Monitoring and evaluation are quickly becoming a vital tool for programme management. Monitoring is the process of gathering and analyzing data related to a specific programme or intervention, while evaluation is an assessment with the goal of providing answers to concerns about a programme or intervention, according to IFAD (2019). According to each of these several definitions, monitoring and evaluation is a continuous process that largely focuses on the objectives and procedures that were set forth during the work's planning phase. A rational approach to assessing target achievement should be brought by project monitoring and assessment. This meant that the community should directly participate in the identification of their own needs, the definition of the program's objectives, the implementation of the activities, and the monitoring and evaluation of the programme.

2.2 M&E for Capacity Building and Sustainability Project

The M&E is done by people. This means that M&E cannot be done without skilled man power. Hence Human Capacity play a big role to make M&E more effective, because it is human capacity that make M&E progress and possible. It is better to have adequate number and right skilled people to perform that work in order to give a good outcome. Human capacity is a crucial component of the M&E system since training is required for capacity building in order to improve the abilities of those who are carrying out M&E. M&E performed by individuals who lack proper training and expertise may produce results that are unclear and irrelevant, resulting in time and money waste. The implementation procedure might be carried out formally through a structured training programme or informally by on-the-job training. Building the M&E team's capacity is considered one of the best practises for successfully completing a project, and it is measured by the length of the training sessions and the subjects that are covered throughout them. According to Mugo and Oleche (2015), capacity building is all about educating the participants and giving them the skills, they need to carry out projects successfully in NGOs.

2.3 M&E Budgeting and Sustainability Project

According to (Harvey, 2013), organizations' inability to obtain and successfully manage monitoring and evaluation activities is caused by their insufficient financial resources. It is essential that organisations are aware of the full range of financing options available in Kenya in order to assist with the identification of key financial needs, to understand the variety of financing

options and how to access them, and to identify financing suppliers to meet the needs for monitoring and evaluation (Forss & Carlsson, 2012). Every work that is done must have the financial means to do M&E. Underfunded M&E systems would raise further concerns about the reliability and caliber of the data collected from them. The likelihood that important data components may have been omitted, making the use of such data potentially meaningless, is higher. Budgeting's control objectives center on making sure that a project's spending doesn't outpace its revenues and that both are accurately recorded and accounted for. Resources are only committed and used when they are in accordance with the agreed budget and when their use contributes to the achievement of the project's plans, goals, and objectives. Budgets are quantified statements of what a person, group, or country hopes to achieve in a particular year. Decisions are not just impulsive responses to stimuli in a setting of undefined goals since there is a budget plan. It is imperative to remember that management decisions and practises are, of course, unavoidably important and form the basis of every organization. Schema actions that indicate the organization's character and goals include planning, organizing, directing, and controlling financial resources.

2.4 M&E Quality Assurance and Sustainability Project

An M&E quality check compares program outcomes to returns on investment, operational costs, and administrative costs. The study examined how effectively stakeholders follow audit suggestions to enhance programme performance as well as their capacity for conducting quality assurance reviews and audits. This is because stakeholders are unable to conduct quality assurance audits and checks, which leads to review reports of poor quality and little utilization of the findings. Reviews of quality control measure the reliability of the data on the effects of development strategies. According to Howard and Hugh (2012), development practitioners should be informed on the evidence that supports the applicability of various development models and methodologies. This reaffirms the confidence to publish and reproduce comparable methods for later use as best practices in various contexts. Development effectiveness is strengthened rather than aid effectiveness via M&E quality checks and evaluations, with the main focus being on which programs work rather than who sponsored them (White, 2012). Quality control helps businesses focus on value for money and impact rather than just tracking inputs and activities by providing evidence regarding the techniques and activities that are the most cost-effective (Arild, 2001). This argument is relevant to the JICA 3 Project, which contributes to the long-term wellness of children and their families through sustainable development. M&E quality assurance assesses organizational risk associated with company operations and offers data for risk management and mitigation. Data on output coverage provides a definition of corrective action, precise information on where issues are, and early notice of difficulties.

2.5 Theoretical Framework

2.5.1 Theory of Change

When used to describe social change processes, theory of change offers an alternative to traditional, more restrictive planning techniques and logics by encouraging thought and action. A theory of change outlines the components and procedures needed to achieve a long-term objective. It also specifies the kinds of treatments that provide the desired or anticipated consequences (Perls, 2005). Therefore, stakeholders need to receive training in order for change to happen. In this study, the researcher argues that in order for the desired change to materialize, the appropriate

environment must be created through capacity building, and in order for projects to be sustainable, the appropriate M&E practises must be used. The researcher contends in this study that for the anticipated change to occur, the proper environment must be established through capacity building, and for projects to be sustainable, the proper M&E practises must be applied.

2.5.2 Resource Based View

According to the RBV, a firm's resources play a crucial role in determining its performance and competitive advantage. This theory essentially explains the function of sufficient budgeting in terms of task funding. In essence, it says that for any attempt to be successful, the right amount of money must be provided. According to Jurevicious (2013) and Rothaermel (2012), resources would help firms increase the value offered to customers and hence boost performance. An organization with advantageous resources may temporarily benefit from a competitive edge. Sponsoring M & E would most likely have a positive impact on project success if the necessary resources were applied, according to RBV theory. The Resource Based View (RBV) asserts that resources, in this example, budgetary allocation (Jurevicius, 2013), influence project performance. The available resources must be sufficient, pertinent, and timely.

2.6 Conceptual Framework

The conceptual framework listed below served as the study's foundation. A model that hypothesizes the relationships between the concepts being studied is known as a conceptual framework. The conceptual framework that links the dependent and independent variables, as shown in Figure 1, served as the study's direction. The independent variables include: M&E quality assurance, M&E capacity building and M&E budgeting while the dependent variable is sustainability project.

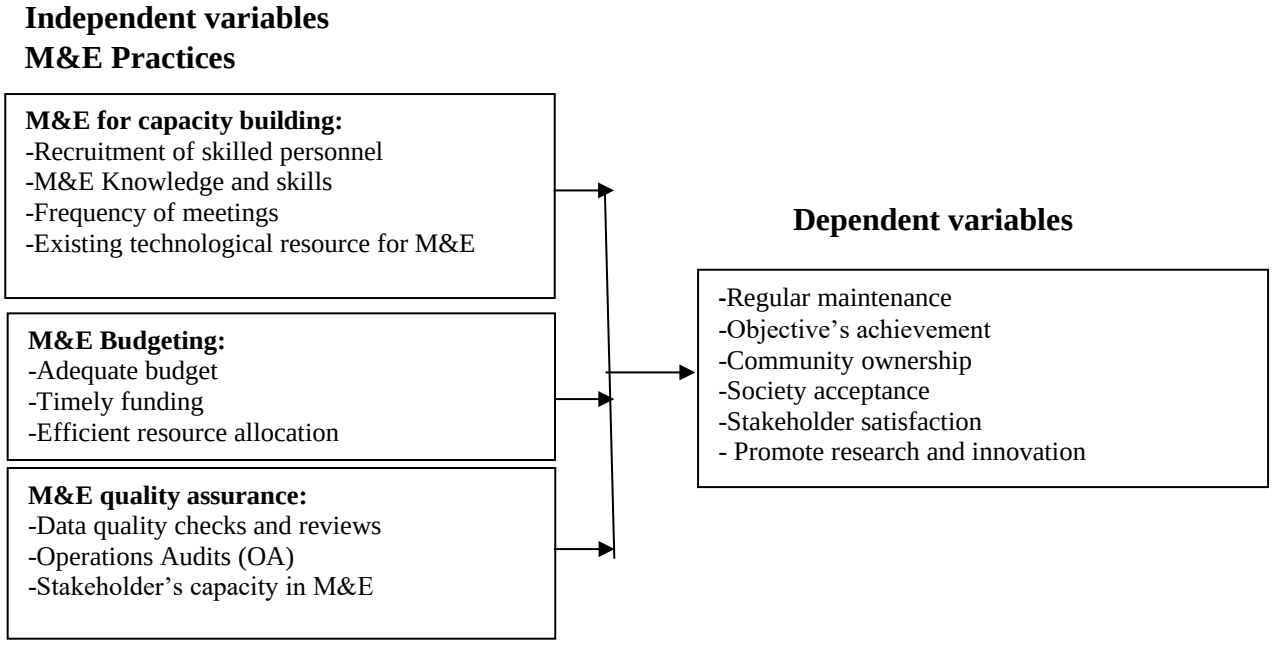

Figure 1: Conceptual framework
Source: Researcher, 2022

3.0 Research Materials and Methods

The 82 employees of the UR-Sweden Programme for research, higher education, and institutional advancement were the study's target population. The study's respondents were drawn from various roles within the UR-Sweden Programme. These included Program Coordination Officers, Subprogram Team Leaders, members of the Advisory Committee Meeting (ACM), the Quality Assurance and Inspection Team, the MELA team, and staff from the Swedish Embassy. The sample size was 82 employees and thus a census was conducted. The census-sampling technique was applied to reach everyone in the target population because they had valuable knowledge about the monitoring and evaluation procedures in Rwanda's education project. Data was collected using structured questionnaires, interviews, and document evaluations. The questionnaires were divided into parts that covered demographic details and various aspects related to monitoring, evaluation, and sustainability. They were emailed to respondents, and follow-ups were made after at least five days to ensure all questionnaires were completed. The Likert Scale was used to simplify the data collection process.

4.0 Research Findings

The research findings were presented in sections.

4.1 Gender of Respondents

In order to evaluate if there was gender parity in the positions mentioned by the respondents, the study determined that it was crucial to ascertain the respondents' gender. In order to compare the level of engagement, the study identified the gender of the respondents. When choosing the respondents for the study, gender was not given any preference. Therefore, respondents were asked to specify their gender. The results are displayed in Table 1.

Table 1: Gender Of Respondents

		Frequency	Percent
Valid	Males	54	65.9
	Females	28	34.1
	Total	82	100.0

Source: Primary data, 2022

The analysis of gender distribution was deemed to be crucial by the study. This was crucial because the study aimed to compare the gender-based levels of M&E system adoption involvement. As a result, respondents were asked to indicate their gender. According to table 1, the majority of respondents in the study—54, or 65.9%—were men, while just 28, or 34.1%, were women. This suggests that more men than women participated in the UR-Sweden Programme. The findings suggested that slightly more males than women filled out the questionnaires, suggesting that a sizable number of men who work for the UR-Sweden Programme for RHEIA participated in the study.

4.2 Education Level of Respondents

To determine if the respondents had the necessary knowledge and abilities to comprehend the M&E system, the study set out to ascertain the respondents' levels of education. The results are displayed in Table 2. The respondents were asked to specify their degree of education.

Table 2: Education Level Of Respondent

		Frequency	Percent
Valid	Diploma	2	2.4
	Bachelor's degree	63	76.8
	Masters	11	13.4
	PhD	6	7.3
	Total	**82**	**100.0**

Source: Primary data, 2022

The respondents' education level was analyzed and the outcome is as indicated in Table 2, The study established that majority 76.8% of the project implementation officers had a bachelor degree while 13.4% had masters degree, 7.3% of respondents had PhD level while 2.4% of respondents had Diploma. The fact that most employees have bachelor's degrees or more suggests that they have the aptitude, abilities, and management experience needed to carry out monitoring and evaluation tasks at their institutions. It is crucial that project managers, financial officers, team leaders, and end users, who are crucial stakeholders, have a high level of education. Their level of education specifically helps to understand the many aspects of project performance. The results suggested that the majority of the employees of the UR-Sweden Programme for RHEIA had undergraduate degrees as their highest level of education, indicating that they had the knowledge, capacity, skills, and managerial expertise to successfully carry out M&E activities.

4.3 Working Experience of Respondents

The study sought to examine the working experience of the respondents and the results are presented in Table 3

Table 3: Working experience of Respondents

		Frequency	Percent
Valid	Below 3 years	17	20.7
	Between 3 and 5 years	46	56.1
	Above 5 years	19	23.2
	Total	82	100.0

Source: Primary data, 2022

The research captured the respondent's project profile by project duration as grouped in table 3, whereby 56.1% of respondents said that they had been in services of UR-Sweden Program for RHEIA for between 3 and 5 years; 23.2% of respondents said that they had been in services of UR-Sweden Program for RHEIA for period above 5 years and the lastly 20.7% of respondents

said that they had been in services of UR-Sweden Program for RHEIA for the period below 3 years. Consequently, had adequate knowledge of the M&E systems and processes used by the organization, which affect the sustainability of the UR-Sweden Programme for RHEIA. The majority of respondents had at least two years of work experience, which suggests that they had knowledge of the implementation of monitoring and evaluation systems among non-governmental organizations and were qualified to answer.

4.4 Descriptive Statistics

By using descriptive statistics like mean, frequency, percentage, and standard deviation as a method of data analysis, the study aimed to evaluate respondents' perceptions of the monitoring and evaluation practises used by the UR-Sweden Programme for RHEIA, such as M&E quality assurance, M&E for capacity building, and M&E Budgeting. The assumption was that the factors were more significant as evaluative criteria the higher the score. The following was the interpretation of the mean and standard deviation: Indicated by a mean between 1.00 - 1.80, a very low mean (i.e., the reality is not apparent), A low mean (i.e., the fact appears less) is implied by a mean between 1.8 - 2.60. The moderate mean (i.e., the fact that it seems moderate) is implied by the mean between 2.6 - 3.40. A high mean (i.e., the fact appears more) is implied by a mean between 3.41 - 4.20, while a very high mean (i.e., substantial proof of the fact's existence) is implied by a mean between 4.20 - 5.00. Homogeneity is assumed if the standard deviation is less than or equal $0.5((\sigma) \leq 0.5)$; otherwise, heterogeneity is assumed. The results for each variable are provided in the respective sections.

4.4.1 M&E capacity building used by UR-Sweden Program for RHEIA

Table 4 presents the findings.

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Table 4: M&E capacity building used by UR-Sweden Program for RHEIA

	SD		D		N		A		SA		Mean	St. dev
	fi	%	Fi	%	fi	%	Fi	%	fi	%		
UR-Sweden Program has an acceptable level of M&E knowledge and skill among its staff	11	13.4	15	18.3	1	1.2	12	14.6	43	52.4	3.74	1.56
UR-Sweden Program has recruited adequate skilled personnel in M&E	2	2.4	13	15.9	9	11.0	17	20.7	41	50.0	4.00	1.22
UR-Sweden Program has established an accurate method of determining the human resource needs for M&E	1	1.2	4	4.9	4	4.9	24	29.3	49	59.8	4.41	.89
The project staff receives training to provide them with the technical know-how needed to complete M and E	2	2.4	2	2.4	1	1.2	21	25.6	56	68.3	4.55	.85
The project has adequate and skilled employee charged with role of steering M&E activities	1	1.2	8	9.8	6	7.3	16	19.5	51	62.2	4.32	1.05
The project selects qualified individuals to perform the monitoring and assessment tasks.	0	0.0	7	8.5	1	1.2	24	29.3	50	61.0	4.43	.89
There is supervision, training and coaching for M&E focal persons	0	0.0	15	18.3	5	6.1	59	72.0	3	3.7	3.61	.83
A staff needs evaluation for M&E is undertaken periodically to guide upcoming capacity building programmes.	0	0.0	17	20.7	3	3.7	18	22.0	44	53.7	4.09	1.19
Overall Mean											**4.14**	**1.06**

Source: Primary data, 2022

According to Table 4 findings, 13.4% of respondents strongly disagreed, 18.3% of respondents disagreed, and 1.2% of respondents were neutral about the fact, which has a high mean score of 3.74 and a standard deviation of 1.56, which indicates heteroscedasticity. In contrast, 14.6% of respondents agreed and the majority of 52.4% of respondents strongly agreed that the staff of the UR-Sweden Programme has an acceptable level of M&E knowledge and skill. These results support those of Venessa and Gala (2011), who discovered that the technical prowess and evaluation-related skills of the employees appeared to influence the M&E process. Employees who have received training are familiar with the M&E's guiding concepts, methodology, and tools. It enhances the effectiveness of M&E initiatives within the organisation. The results from Table 4 show that, with a high mean score of 4.00 and a standard deviation of 1.22, which suggests that there are more and significant deviations from the mean (heterogeneity) responses, 2.4% of respondents strongly disagreed, 15.9% disagreed, and 11% were neutral. In contrast, 20.7% of respondents agreed and the majority of respondents (50%) strongly agreed that the UR-Sweden Programme has recruited adequate skilled personnel in M&E. With a very high mean score of 4.41

and a standard deviation of 0.89, the results from Table 5 show that 29.3% of respondents agreed, and the majority of 59.8% strongly agreed, that the UR-Sweden Programme has established an accurate method of determining the human resource needs for M&E. This suggests that there is strong evidence of existing fact. 4.9% disagreed, 1.2% strongly disagreed, and 4.9% were neutral.

Table 4 findings show that while 25.6% of respondents agreed and 68.3% strongly agreed that project staff received technical training to enable them to undertake M&E, 2.4% of respondents strongly disagreed, 2.4% disagreed, and 1.2% were neutral. This is indicated by a very high mean score of 4.55 and a standard deviation of 0.85, which suggests that there is substantial evidence of an existing fact. These results support Uitto's (2010) contention that management must carefully choose the correct candidates and regularly strengthen those candidates' abilities in order to implement an M&E practise that is effective. The team in charge of human capital management should accurately estimate the training needs and carefully monitor and carry out that evaluation. The team is encouraged to have foundation data for the retention, development, and enhancement of human capital skills via project research skills in project management. According to Table 4 findings, 19.5% of respondents and 62.2% of them strongly agreed that the project has enough experienced workers in charge of managing M&E activities. This is shown by the extremely high mean score of 4.32 and the low standard deviation of 1.05, both of which indicate that there is substantial proof of existing fact and data.

The findings from Table 4, show that that 8.5% of respondents disagreed and 1.2% of respondents were neutral whereas 29.3% of respondents agreed and the most 61% respondents strongly agreed that the project identifies skilled personnel to carry out the monitoring and evaluation functions as shown by with very high mean score of 4.43 and standard deviation of 0.89 which implies that there is strong evidence of existing fact and large deviation from the mean (heterogeneity) responses. Given a very high mean score of 3.61 and a very low standard deviation of 0.83, the results from Table 4 show that there is supervision, training, and coaching for M&E focal persons. This shows that there is a greater-than-average degree of variation in respondents answers. In contrast, 18.3% of respondents disagreed and 6.1% were neutral, while 3.7% of respondents strongly agreed and the majority 72% agreed. These results support those of Venessa and Gala (2011), who discovered that the technical prowess and evaluation-related skills of the employees appeared to influence the M&E process. Employees that have received training are familiar with the M&E's guiding concepts, methodology, and tools. It enhances the effectiveness of M&E initiatives within the organization. According to Table 4 findings, 52.7% of respondents agreed and 20.7% strongly agreed that staff needs assessments for M&E are conducted periodically to inform subsequent capacity building program, with a very high mean score of 4.09 and a standard deviation of 1.19, respectively, indicating that the fact appears more and has a significant deviation from the mean (heterogeneity). In short, the average mean of respondents on the statements about the M&E for capacity building used by the UR-Sweden Programme for RHEIA was at a high extent, with an average mean of 4.14, which is interpreted as a high mean, and the standard deviation of 1.06, which suggests that the fact appear more and homogeneity response that human resource capacity in M&E used by the UR-Sweden Programme for RHEIA was at a high extent. According to the study, technical specialists are hired to supervise each aspect of the projects, and project staff members receive training to give them the knowledge and abilities needed to conduct M&E. This is consistent with Turner's (2011) argument that practical M&E training is crucial for developing staff capacity since it facilitates the management and interaction of M&E systems. The

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first step in M&E training is to ensure that the team is aware of the connections between the project's Theory of Change and the outcomes framework, as well as any relevant indicators.

4.4.2 M&E budgeting used by UR-Sweden Program for RHEIA

The results were summarized in the table 5.

Table 5: M&E budgeting used by UR-Sweden Program for RHEIA

	SD		D		N		A		SA		Mean	St. dev
	fi	%	Fi	%	fi	%	Fi	%	fi	%		
Budget is separate and independent from the overall project budget	3	3.7	4	4.9	5	6.1	22	26.8	48	58.5	4.32	1.04
Budget is easily accessible whenever M&E activities arises	0	0.0	9	11.0	5	6.1	8	9.8	60	73.2	4.45	1.02
Timely disbursement of funds for M&E activities on need basis	2	2.4	6	7.3	8	9.8	11	13.4	55	67.1	4.35	1.08
The project budget should provide a clear and adequate provision for monitoring and evaluation events.	0	0.0	1	1.2	1	1.2	21	25.6	59	72.0	4.68	.56
M&E involved in follow up in utilization of funds of UR-Sweden Program	12	14.6	10	12.2	1	1.2	11	13.4	48	58.5	3.89	1.56
Resources allocated for M&E are made available in time	0	0.0	15	18.3	14	17.1	6	7.3	47	57.3	4.04	1.22
Monitoring and evaluation budget should be about 5 to 10 percent of the entire budget,	0	0.0	10	12.2	7	8.5	5	6.1	60	73.2	4.40	1.08
The project budget should provide a clear and adequate provision for monitoring and evaluation events.	3	3.7	8	9.8	3	3.7	12	14.6	56	68.3	4.34	1.16
Overall Mean											**4.30**	**1.09**

Source: Primary data, 2022

With a very high mean score of 4.32 and a standard deviation of 1.04, the results in Table 5 show that 26.8% of respondents agreed and the majority of 58.5% strongly agreed that the budget is separate and independent from the overall project budget. This suggests that there is strong evidence of existing fact and heterogeneity responses. 4.9% of respondents disagreed, 3.7% strongly disagreed, and 6.1% were undecided. The results in Table 5 show that, with a very high mean score of 4.45 and a standard deviation of 1.02, there is strong evidence of existing fact and heterogeneity responses. In contrast, 11% of respondents disagreed, 6.1% were neutral, and the majority, 73.2%, strongly agreed that budget is easily accessible whenever M&E activities arise. The results in Table 5 show that 13.4% of respondents agreed and the majority of 67.1% strongly agreed that timely disbursement of funds for M&E activities on a need basis with a very high mean score of 4.35 and standard deviation of 1.08 which implies that there is strong evidence of existing

fact and heterogeneity responses. 2.4% of respondents strongly disagreed, 7.3% disagreed, and 9.8% were neutral. The results in Table 5 show that, with a very high mean score of 4.68 and a standard deviation of 0.56, which suggests that there is strong evidence of existing fact and heterogeneity responses, 1.2% of respondents disagreed and 1.2% of respondents were neutral, while 25.6% of respondents agreed and the majority of 72% strongly agreed that the project budget should provide a clear and adequate provision for monitoring and evaluation events. With a high mean score of 3.89 and a standard deviation of 1.56, the results in Table 5 indicate that 13.4% of respondents agreed and the majority of 58.5% strongly agreed that M&E was involved in follow-up in the utilisation of funds of the UR-Sweden Programme. This suggests that there were more and heterogeneous responses. 12.2% disagreed, 14.6% strongly disagreed, and 1.2% were neutral.

The results in Table 5 show that, with a high mean score of 4.04 and a standard deviation of 1.22, which implies that there are more and heterogeneous responses, 18.3% of respondents disagreed, 17.1% were neutral, 7.3% agreed, and the majority, 57.3%, strongly agreed that resources allocated for M&E are made available in a timely manner. The results in Table 5 show that, with a very high mean score of 4.40 and a standard deviation of 1.08, there is strong evidence of existing fact and heterogeneity responses. In contrast, 8.5% of respondents were neutral, 12.2% disagreed, and 73.2% strongly agreed that the monitoring and evaluation budget should be between 5 and 10% of the total budget. Table 5 findings demonstrate that there is considerable evidence of existing fact and heterogeneity, with a very high mean score of 4.34 and a standard deviation of 1.16, whereas 3.7% of respondents strongly disagreed, 9.8% disagreed, and 3.7% were neutral. The majority of respondents (68.3%) strongly agreed, with 14.6% of respondents agreeing, that the project budget should make a clear and sufficient allowance for monitoring and evaluation events. An average mean of 4.30, which is interpreted as a high mean, and a standard deviation of 1.09, which implies that there is strong evidence of the fact that this was the case and that there was heterogeneity in the responses, indicate that the overall mean of respondents on the statements about the M&E budgeting used by the UR-Sweden Programme for RHEIA was generally at a very high extent. Activities for monitoring and evaluation should be adequately provided for in the project finances.

Before approving any funding request, funders should place focus on making sure that M&E funds are planned for and that actual expenditure on the evaluation is more thoroughly monitored. The financial resources that are available will determine what can be done in terms of the implementation, strengthening, and longevity of the monitoring and evaluation system. A crucial part of monitoring and evaluation planning is estimating the costs, staffing, and other resources needed for monitoring and evaluation operations. It is vital for monitoring and evaluation specialists to weigh in on the budget demands for monitoring and evaluation at the project design stage so that funds are specifically designated for the implementation of significant monitoring and evaluation tasks. Programme managers frequently inquire about the percentage of a project's money that should go towards monitoring and evaluation. Generally speaking, the M&E budget shouldn't be excessive enough to threaten the reliability and validity of the outcomes or divert project resources to the point that programming is hampered. What percentage of a project's budget should go towards monitoring and evaluation is a common question for programme managers. The M&E budget should not be so large as to threaten the accuracy and validity of the outcomes, but it also shouldn't be diverted. As a general rule, a larger role should be allowed. “What can be accomplished in terms of the establishment, bolstering, and maintenance of a monitoring and evaluation system depends on the amount of funding available. It is vital for monitoring and

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evaluation specialists to weigh in on the budget demands for monitoring and evaluation at the project design stage so that funds are specifically designated for the implementation of significant monitoring and evaluation tasks. M&E budgeting can be used for measuring performance and try to predict the uncertain future in advance. The study also reveals that monitoring and evaluation budgeting ensures there is timely provision of funds with quality performance that has led to project success in organizations. This study is similar to that done by Olurankinse (2012) which indicated that the budget is an effective and indispensable tool used by managers and subordinates to measure their performance against their expectations.

4.4.3 M&E quality assurance used by UR-Sweden Program for RHEIA

To better understand the attitudes and perceptions of the respondents on the subject of monitoring and evaluation quality assurance mechanisms and ascertain whether they contribute to the effectiveness of UR-Sweden Programme for RHEIA community programmes, the researcher used three dimensions: data quality checks and reviews, operation audits, and stakeholders' capacity in monitoring and evaluation. In order to comprehend the current internal quality control checks and procedures used by UR-Sweden Programme for RHEIA development programmes for producing quality monitoring reports, the study examined respondents' opinions on data quality checks and reviews and how quality reviews affect the relevance, efficiency, and effectiveness of programmes.

Table 6: M&E quality assurance used by UR-Sweden Program for RHEIA

	SD		D		N		A		SA		Mean	St. dev
	fi	%	Fi	%	fi	%	Fi	%	fi	%		
Project have internal quality control checks and review procedures for project monitoring data	12	14.6	10	12.2	1	1.2	10	12.2	49	59.8	3.90	1.56
The project team is qualified to carry out data quality evaluations and reviews.	2	2.4	20	24.4	5	6.1	20	24.4	35	42.7	3.80	1.29
Plans and reports for the project are examined prior to implementation and use.	0	0.0	14	17.1	3	3.7	25	30.5	40	48.8	4.11	1.10
Site visits are made to ensure that monitoring data is accurate.	0	0.0	10	12.2	1	1.2	27	32.9	44	53.7	4.28	.98
The completeness and quality of reports are improved by quality evaluations and checks.	0	0.0	2	2.4	2	2.4	20	24.4	58	70.7	4.63	.66
Reviews emphasize the applicability, effectiveness, and efficiency of project plans and reports.	0	0.0	8	9.8	3	3.7	10	12.2	61	74.4	4.51	.96
Project audits are regularly done to assess project risks	13	15.9	1	1.2	1	1.2	13	15.9	54	65.9	4.15	1.47
Operation Audits enable identification and assessment of project risks	1	1.2	16	19.5	5	6.1	1	1.2	59	72.0	4.23	1.28
Audit recommendations are timely and adequately implemented	0	0.0	13	15.9	0	0.0	9	11.0	60	73.2	4.41	1.10
Overall Mean											**4.22**	**1.15**

Source: Primary data, 2022

The results in Table 6 demonstrate that, as indicated by the high mean score of 3.90 and standard deviation of 1.56, 59.8% of respondents strongly agreed that the project had internal quality control checks and review procedures for project monitoring data, while 14.6% of respondents strongly disagreed, 12.2% disagreed, and 1.2% were neutral. It is claimed that monitoring and evaluation data quality reviews' input is only partially utilised as a result of insufficient feedback mechanisms for sharing monitoring data review reports with significant stakeholders and delays in sharing monitoring review results. According to the results in Table 6, 2.4% of respondents strongly disagreed, 24.4% disagreed, and 6.1% were neutral, while 24.4% agreed and the majority of 42.7% strongly agreed that the project staff has the necessary skills and knowledge to conduct data quality checks and reviews. The high mean score of 3.80 and the standard deviation of 1.29 also suggest that there are more responses that are heterogeneous than average. As indicated by a high mean score of 7 and a standard deviation of 1.10, which suggests that there are more and heterogeneous responses, the results in Table 6 show that 30.5% of respondents agreed and the majority of 48.8% strongly agreed that project plans and reports are reviewed before implementation and utilisation. 17.1% of respondents disagreed, while 3.7% of respondents identified as natural.

The results in Table 6 demonstrate that, as indicated by a very high mean score of 4.28 and a standard deviation of 0.98, which suggests that there is strong evidence of existing fact and heterogeneity responses, 12.2% of respondents disagreed, 1.2% were naturally disagreed, while 32.9% agreed and the majority, 53.7% strongly agreed that site visits are done to verify the accuracy of monitoring data. Table 6 findings show that 24.4% of respondents agreed, 2.4% disagreed, 2.4% strongly disagreed, and 70.7% of respondents strongly agreed that quality reviews and checks improve the accuracy and calibre of reports. The high mean score of 4.63 and low standard deviation of 0.66, which point to strong evidence of factual existence and response heterogeneity, show it.This implies that the staff of the UR-Sweden Programme for RHEIA makes an effort to properly follow and implement review checks, and that the programmes have practical procedures for verifying the consistency, accuracy, and completeness of monitoring data. Implementing quality reviews has also helped to produce trustworthy monitoring reports that clearly state the status of the programmers' performance. The results are in line with the body of research that emphasizes the importance of high-quality evaluations in determining the success and progression of initiatives. In line with the findings of the study, Howard and Hugh (2012) recommend for systematic M&E quality evaluations to inform development practitioners about the evidence supporting the applicability of development models and practices.

It also supports organizations in discovering the most cost-effective techniques and activities. According to Table 6 findings, 12.2% of respondents and the majority (74.4%) strongly agreed that project plans and reports should be the focus of reviews in order to ensure their relevance, effectiveness, and efficiency. This is corroborated by the large amount of evidence of existing fact and heterogeneity responses, which is indicated by the high mean score of 4.51 and the low standard deviation of 0.96. Table 6 results show that 15.9% of respondents strongly disagreed, 1.2% disagreed, and 1.2% were indifferent. In contrast, the majority of respondents—15.9%—agreed. The high mean score of 4.15 and low standard deviation of 1.47, which indicate that the fact appears more and varied responses, indicate that 65.9% of respondents strongly agreed that project audits are regularly done to analyse project risks. This indicates that the annual monitoring and evaluation plan for the UR-Sweden Programme for RHEIA programmes has effectively incorporated operations audit. This is corroborated by the national level's independent and efficient

audit department, which reports directly to the managing director and directs regional and cluster monitoring and evaluation officials in charge of conducting annual project audits.

In order to ensure that programmes are compliant with quality standards and to keep track of project risks prior to conducting annual integrated audits, the organization has now incorporated pre-operations audit into the M&E staff performance targets. According to Table 6 findings, 72% of respondents strongly agreed that operation audits make it possible to identify and evaluate project risks, while 1.2% of respondents disagreed strongly, 19.5% disagreed, and 6.1% were neutral. This is corroborated by the large amount of evidence of existing fact and heterogeneity responses, which is indicated by the high mean score of 4.23 and the low standard deviation of 1.28. The results in Table 6 show that, as evidenced by the high mean score of 4.41 and the low standard deviation of 1.10, which imply that there is strong evidence of existing fact and heterogeneity responses, 15.9% of respondents disagreed, 11% agreed, and the majority (73.2%) strongly agreed that audit recommendations are timely and adequately implemented. The outcomes also show that audit suggestions are not executed promptly and correctly. This suggests that operations audits are occasionally perceived by implementing employees as "policing" rather than as chances for discovering, analyzing risks, and learning; this undercuts the implementation of audit recommendations to improve programme performance.

The study findings support Foresti (2007) contention that management reaction and follow-up are crucial to enhancing the effectiveness of monitoring and evaluations of quality audits. In conclusion, there is compelling evidence that the UR-Sweden Programme for RHEIA has effective M&E quality assurance to have an impact on the project's performance. With an average mean of 4.22, which is considered a high mean, and a standard deviation of 1.15, the respondents' overall mean on the assertions relating to the M&E quality assurance utilised by the programme was at a very high extent. Similar to that, the cluster DME officer reaffirmed that all child monitoring tools gathered by partners are checked before being entered into the STEP system, allowing gaps to be discovered and filled before data is entered, and that all reports created by implementing staff in the cluster are reviewed, with review tools and staff feedback shared. This implies that the UR-Sweden Programme for RHEIA staff makes an effort to properly follow and implement review checks, and that programmes have realistic processes for confirming the consistency, correctness, and completeness of monitoring data. This may indicate that the present programme evaluations and operation audits are successful in identifying programme performance gaps and that the implementation of recommendations aids in increasing the effectiveness of the UR-Sweden Programme for RHEIA efforts.The findings also suggest that the M&E quality assurance systems currently in place improve the effectiveness of resource utilization in development activities.

4.4.4 Level of Sustainability Of UR-Sweden Program For RHEIA

Level of sustainability of UR-Sweden Program for RHEIA was the dependent variable and respondents were asked to reveal whether they agree or disagree with the statements about project performance at UR-Sweden Program for RHEIA. The questionnaire proposed to them was in the form of five levels Likert scale where they answered by 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= strongly agree. Their responses were summarized in the Table 7.

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Table 7: Level Of Sustainability Of UR-Sweden Program For RHEIA

	SD		D		N		A		SA		Mean	St. dev
	fi	%	Fi	%	fi	%	Fi	%	fi	%		
The number of PhD and Masters holders in Rwanda has been increased through the Programme	10	12.2	12	14.6	1	1.2	6	7.3	53	64.6	3.98	1.54
Projects ensured continuous delivery of services after completion	4	4.9	5	6.1	2	2.4	16	19.5	55	67.1	4.38	1.12
University of Rwanda-Sweden Program always complete within the initial allocated budget	4	4.9	5	6.1	8	9.8	19	23.2	46	56.1	4.20	1.15
University of Rwanda-Sweden Program ensured continuous net benefits flow to the stakeholder	4	4.9	4	4.9	8	9.8	20	24.4	46	56.1	4.22	1.12
University of Rwanda-Sweden Program producing possess pay era as one way for an organization to expand its sources of income.	0	0.0	10	12.2	6	7.3	9	11.0	57	69.5	4.38	1.06
University of Rwanda-Sweden Program improve education conditions of students, teachers, children, schools and community	20	24.4	14	17.1	2	2.4	2	2.4	44	53.7	3.44	1.78
The quantity and quality of research conducted at the University of Rwanda has been increased, through the Programme	2	2.4	6	7.3	6	7.3	18	22.0	50	61.0	4.32	1.05
University of Rwanda-Sweden Program Enhancement of education through scholarship at a low cost	4	4.9	4	4.9	6	7.3	27	32.9	41	50.0	4.18	1.09
Overall Mean											**4.13**	**1.23**

Source: Primary data, 2022

Table 7 results show that while 7.3% of respondents agreed and the majority, 12.2% of respondents strongly disagreed, 14.6% of respondents disagreed, and 1.2% of respondents were neutral. With a very high mean score of 3.98 and a standard deviation of 1.54, respondents who strongly agreed that the number of PhD and Masters holders in Rwanda has increased thanks to the programme scored 64.6% of the total. According to the results in Table 7, 19.5% of respondents agreed, while 4.9% strongly disagreed, 6.1% disagreed, and 2.4% were neutral. The 67.1% of respondents who strongly agreed that projects supported continuous delivery of services after completion indicates that there is extensive evidence of existing fact and heterogeneous replies, as indicated by the comparatively high mean score of 4.38 and the standard deviation of 1.12 in the survey. The findings in Table 7 demonstrate that, with a very high mean score of 4.20 and a standard deviation of 1.15, which indicate strong evidence of fact and heterogeneity, respectively, 56.1% of respondents strongly agreed that the University of Rwanda-Sweden Programme always completes within the initial allocated budget, while 23.2% of respondents agreed and the majority disagreed. According to Table 7's findings, the majority of respondents (24.4%) agreed, followed by 4.9% of respondents who strongly disagreed, 4.9% of respondents who disagreed, and 9.8% of respondents who were neutral.

With a very high mean score of 4.22 and a standard deviation of 1.12, the University of Rwanda-Sweden Programme was strongly agreed with by 56.1% of respondents, indicating that there is substantial evidence of existing fact and heterogeneity in replies. The results in Table 7, illustrate that 12.2% respondents disagreed and 7.3% of respondents were neutral whereas 11% of respondents agreed and the majority 69.5% respondents strongly agreed that University of Rwanda-Sweden Program producing possess pay era as one way for an organization to expand its sources of income with very high mean score of 4.38 and standard deviation of 1.06 which implies that there is strong evidence of existing fact and heterogeneity responses. Table 7 findings show that 24.4% of respondents strongly opposed, 17.1% disagreed, and 2.4% were indifferent, while 2.4% agreed and the majority of respondents. With a very high mean score of 3.44 and a standard deviation of 1.78, respondents who strongly agreed that the University of Rwanda-Sweden Programme improves the educational circumstances for students, teachers, children, schools, and communities were 53.7% of those who responded.

Table 7 findings show that 22.0% of respondents agreed and the majority, whereas 2.4% of respondents strongly disagreed, 7.3% of respondents disagreed, and 7.3% of respondents were indifferent. With a high mean score of 4.32 and a standard deviation of 1.05, which suggests that there is strong evidence of existing fact and heterogeneity responses, 61% of respondents strongly agreed that the quantity and quality of research conducted at the University of Rwanda has been increased through the Programme. The results in Table 7 show that 32.9% of respondents agreed and the majority of 50% strongly agreed that the University of Rwanda-Sweden Programme Enhancement of education through scholarship at a low cost with a very high mean score of 4.18 and standard deviation of 1.09, which implies that the fact appear more and heterogeneity responses. 4.9% of respondents strongly disagreed, 4.9% of respondents disagreed, and 7.3% of respondents were neutral. The overall perception of respondents regarding the sustainability of the UR-Sweden Programme for RHEIA was at a very high mean of 4.13, which implies that there is strong evidence to support the claim that the activities of the programme were completed on time, and a standard deviation of 1.23, which suggests response heterogeneity. The study's findings on sustainability concur with those of Karanja (2014), who came to the conclusion that M&E training, financial management, and leadership all contributed to the sustainability of youth projects. The claim that M&E human resource, training, planning, and execution strategy favorably and significantly improved project performance is supported by Violet and Esther (2015).

4.5 Correlations Analysis

The results of a correlation study determine whether there is a relationship between two variables. The Pearson Correlation was performed and the results are presented in Table 8

Table 8: Correlations Analysis

		X1	X2	X3	Y
X1=M&E for capacity building;	Pearson Correlation	1.000			
X2=M&E Budgeting	Pearson Correlation	.433**	1.000		
X3 =M&E quality assurance	Pearson Correlation	.617**	.457**	1.000	
Y=Sustainability of UR-Sweden For RHEIA Project	Pearson Correlation	.717**	.560**	.776**	1.000
	Sig. (2-tailed)	.000	.000	.000	

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

Table 8 results reveals a strong positive significant association between M&E for capacity building and sustainability of the UR-Sweden Programme for RHEIA at r= 0.717** and a corresponding p-value of 0.000< 0.01 level of significance. Accordingly, it follows that increasing M&E for capacity building would boost the sustainability of the UR-Sweden Programme for RHEIA. A moderately positive significant association between &E Budgeting and the sustainability of the UR-Sweden Programme for RHEIA at r= 0.560** with a matching p-value of 0.000 <0.01 level of significance is shown in Table 8. This suggests that increasing &E budgeting would boost the UR-Sweden Programme for RHEIA sustainability. The conclusion in Table 8 shows a strong positive significant association (r= 0.776**) between M&E quality assurance and sustainability of the UR-Sweden Programme for RHEIA, with a corresponding p-value of 0.000 <0.01 level of significance. Accordingly, it follows that improving M&E quality assurance would boost the sustainability of the UR-Sweden Programme for RHEIA.

4.6 Diagnostics Tests

Prior to fitting the conceptualized model in the conceptual framework, panel data diagnostic tests were carried out. Diagnostic tests done in this study included normality tests and multicollinearitytests. The normality test was carried out using the Shapiro-Wilk test and the homoscedasticity test was conducted through the Breusch-Pagan test. Test on multicollinearity of data was carried out using Variance Inflation Factors (VIF).

4.6.1 Normality Test

The normality test is performed on residuals to determine whether residuals are normally distributed around the mean and constant variance and the results are presented in Table 9

Table 9: Shapiro-Wilk Test for Normality

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
X1=M&E for capacity building;	.130	24	.200*	.957	24	.381
X2=M&E Budgeting	.126	24	.200*	.953	24	.311
X3 =M&E quality assurance	.127	24	.200*	.945	24	.214
Y=Sustainability of UR-Sweden For RHEIA Project	.168	24	.077	.934	24	.117

a. Lilliefors Significance Correction

. This is a lower bound of the true significance.

Source: Primary data, 2022

Results from Table 9 indicate that the M&E for capacity building data is normal because the Sig. value of Shapiro-Wilk is greater than 0.05 level of significance. This means that the M&E for

capacity building data is normal because the Sig. value of Shapiro-Wilk is greater than 0.05 level of significance. The fact that Table 9's M&E Budgeting Shapiro-Wilk Sig. value is equal to 0.311 and is greater than 0.05 suggests that the M&E Budgeting data is normal because it exceeds the 0.05 level of significance. According to Table 9, the M&E quality assurance data's Sig. value of Shapiro-Wilk is equivalent to 0.214, which is greater than 0.05, suggesting that the data is normal. This is because the Sig. value of Shapiro-Wilk is greater than 0.05 level of significance. Table 9 also displays the Sig. value of UR-Sweden's sustainability according to Shapiro-Wilk. Being more than 0.05 and equal to 0.117 for the RHEIA Project suggests that UR-Sweden will remain sustainable. Data for the RHEIA Project are normal because the Shapiro-Wilk test's significance level is greater than 0.05.

4.6.2 Test for Multicollinearity

The study results on multicollinearity are presented in Table 10

Table 10: VIF Multicollinearity Statistics

		Collinearity Statistics	
Model		**Tolerance**	**VIF**
1	(Constant)		
	X1=M&E for capacity building;	.590	1.695
	X2=M&E Budgeting	.754	1.326
	X3 =M&E quality assurance;	.575	1.740

a. Dependent Variable: Y=Sustainability of UR-Sweden For RHEIA Project

Source: Primary data, 2022

The Variance Inflation Factors (VIF) below five in Table 10 demonstrated that none of the independent variables were substantially linked with one another. Since none of the four variables had a VIF greater than 5, there is no multicollinearity. Therefore, the model needs to account for every predictor variable. According to Zikmund et al. (2013), one variable should be eliminated from the regression analysis when there are two or more that have a Variance Inflation Factor (VIF) of 5 or above because this indicates multicollinearity.

4.7 Multiple Linear Regression Analysis

When a study seeks to determine if one variable (independent) predicts another variable (dependent), regression analysis is used. In that situation, an analysis was performed on all independent variables to ascertain the unique influence that each independent variable had on the dependent variable. The results are thus displayed in several Tables 11

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Table 11:Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.850[a]	.722	.712	.27944

a. Predictors: (Constant), X3 =M&E quality assurance; , X2=M&E Budgeting , X1=M&E for capacity building;

Source: Field data, 2022

The model summary shows the coefficient of determination (R^2), which explains the percentage of variation in the dependent variable (sustainability of UR-Sweden Programme for RHEIA) that is explained by each of the four independent variables (M&E Budgeting, M&E Quality Assurance, as well as M&E for Capacity Building). It is noteworthy from the study's conclusions that correlation was determined by R^2 value (0.712). According to the study's findings, M&E capacity building, M&E quality assurance, and M&E budgeting collectively accounted for 71.2% of the sustainability of the R^2 for the UR-Sweden Programme for RHEIA. As a result, it follows that 28.8% of the sustainability of the UR-Sweden Programme for RHEIA is attributable to other factors that were not examined in this research. This suggests that these factors are very important and must be taken into account to ensure the sustainability of the UR-Sweden Programme for RHEIA. In order to better understand the other variables (288.8%) that affect the sustainability of the UR-Sweden Programme for RHEIA, more study should be done.

Table 12:ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.836	3	5.279	67.602	.000[b]
	Residual	6.091	78	.078		
	Total	21.927	81			

a. Dependent Variable: Y=Sustainability of UR-Sweden For RHEIA Project
b. Predictors: (Constant), X3 =M&E quality assurance; , X2=M&E Budgeting , X1=M&E for capacity building; The regression model's suitability for the data was assessed using the analysis of variance, as shown in Table 12. Table 12 shows that while the F-calculated value was 67.602, the F-critical value was 2.72.

This demonstrates that the calculated F-value of 67.602 was higher than the calculated F-critical value of 2.72, indicating a considerable impact of M&E practises including M&E budgeting, M&E quality assurance, and M&E for capacity building on the performance of the UR-Sweden Programme for RHEIA. The model was significant as indicated by the significance value of 0.000, which was less than 0.05. As a result, the model can be said to be well suited to the data, making it appropriate for predicting how the three independent variables—M&E practises like M&E budgeting, M&E quality assurance, and M&E for capacity building—will affect the dependent variable, which is the UR-Sweden Programme for RHEIA sustainability.

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Table 13: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.687	.204		3.367	.010
	X1=M&E for capacity building;	.341	.079	.337	4.336	.000
	X2=M&E Budgeting	.194	.068	.195	2.839	.006
	X3 =M&E quality assurance	.423	.070	.479	6.082	.000

a. Dependent Variable: Y=Sustainability of UR-Sweden For RHEIA Project

Source: Field data, 2022

The following values were determined from the research findings: $\beta_0 = 0.687$, $\beta_1 = 0.341$, $\beta_2 = 0.194$, and $\beta_3 = 0.423$. Therefore, the regression model can be written as follows:

Sustainability of the UR-Sweden RHEIA Programme = $0.687 + 0.341X_1 + 0.194X_2 + 0.423X_3$ By keeping all variables (M&E budgeting, M&E quality assurance, and M&E for capacity growth) constant at zero, the regression equation above has demonstrated this. The sustainability score for the UR-Sweden RHEIA programme was 0.687. According to the regression analysis's findings ($\beta_1 = 0.341$, p-value=0.000<0.05, t=4.336), M&E for capacity building significantly positively influences the sustainability of the UR-Sweden Programme for RHEIA. A unit increase in M&E for capacity building would result in a 0.341 increase in the sustainability of the UR-Sweden Programme for RHEIA, assuming that all other independent variables are held constant. As a result, the analysis disproved the null hypothesis that claimed M&E for capacity building had no discernible impact on the long-term viability of the UR-Sweden Programme for RHEIA. These findings supported Opano et al.'s (2015) observation that employees with the necessary knowledge and competence abilities are required for the effective sustainability of women-based agricultural programmes. The human capability for M&E had a substantial impact on the sustainable initiatives at the National Aids Control Council, according to Njeri and Omwenga's research from 2019 as well.

According to the regression analysis's findings ($\beta_2 = 0.194$, p-value =.006<0.05, t=2.839), M&E Budgeting significantly positively affects the sustainability of the UR-Sweden Programme for RHEIA. This suggests that, if all other independent variables were set to zero, an increase in M&E budgets would result in an increase of 0.194 in the sustainability of the UR-Sweden Programme for RHEIA. The study thereby disproved the null hypothesis, according to which M&E budgeting had no discernible impact on the long-term viability of the UR-Sweden Programme for RHEIA. Additionally, the results are at odds with those of Faniran, Love, and Smith (2000), who define monitoring planning as the methodical allocation of project resources in a way that leads to the achievement of project objectives. In a similar vein, Jha et al. (2010) assert that a well-planned and executed monitoring plan will support both project outcomes and international best practises. The

final products of monitoring planning, according to Puthamont & Charoenngam (2004), are diverse project plans that represent specified strategies to achieve stated project objectives. This is in accordance with the views of earlier authors. According to the regression analysis's findings (β_3= 0.423, p-value = 0.000< 0.05, t=6.082), M&E quality assurance significantly positively affects the sustainability of the UR-Sweden Programme for RHEIA. According to this, if all other independent variables were set to zero, a unit improvement in M&E quality assurance would result in an increase of 0.423 in the sustainability of the UR-Sweden Programme for RHEIA. As a result, the analysis disproved the null hypothesis that claimed M&E quality assurance had little to no impact on the sustainability of the UR-Sweden Programme for RHEIA.

4.7 Hypothesees Testing

The hypothesis testing was done per the objective.

Testing Research Hypothesis One

H_{01}: The UR-Sweden Programme for RHEIA does not significantly depend on capacity building for monitoring and evaluation. The unstandardized beta value of M&E for capacity building was substantially higher than zero (β_1= 0.341, p-value=0.000<0.05, t=4.336), as can be seen in Table 13. The null hypothesis was subsequently disregarded since the p-value was less than 5% level of significance (0.000). As a result, the sustainability of the UR-Sweden Programme for RHEIA was statistically significantly influenced by capacity building for monitoring and evaluation. This implied that, sustainability of UR-Sweden Program for RHEIA was more likely to depend on capacity building for monitoring and evaluation.

Testing Research Hypothesis Two

H_{02}: The budget for monitoring and evaluation has no discernible impact on the long-term viability of the UR-Sweden Programme for RHEIA. As can be seen from Table 13, the monitoring and evaluation budget's unstandardized beta value was substantially higher than zero by (β2= 0.194, p-value= 0.006<0.05, t=2.839). As a result, the null hypothesis was disproved since the p-value was less than 5% of significance. Hence, monitoring and evaluation budget had a statistically significant influence on sustainability of UR-Sweden Program for RHEIA. This implied that, monitoring and evaluation budget were more likely to accomplish sustainability of UR-Sweden Program for RHEIA

Testing Research Hypothesis Three

H_{03}: There is no significant effect of monitoring and evaluation quality assurance on sustainability of UR-Sweden Program for RHEIA In reference to Table 13, the unstandardized beta value for monitoring and evaluation quality assurance was found to be insignificantly greater than zero (β_3= 0.423, p-value=0.000<0.05, t=6.082). Subsequently, the research rejects the null hypothesis because p-value=0.000 is less than 5% level of significant. Hence, monitoring and evaluation quality assurance had significant effect on sustainability of UR-Sweden Program for RHEIA.

5.0 Conclusion

The study concluded that the program's Monitoring and Evaluation (M&E) human resource capacity is robust. This is an important finding given that strong human resources in M&E are essential for effective project management and impact assessment. It indicates that the program has the required expertise and talent to effectively design, implement, and oversee M&E activities. This robust capability is likely to contribute to the program's capacity to accurately collect and analyze data, make informed decisions, and adapt strategies for improved outcomes. The study reveals that M&E for capacity building has a significant positive effect on the program's sustainability. This result indicates that investing in M&E activities to improve the skills and knowledge of program staff and stakeholders has a direct and positive effect on the program's long-term viability. Building M&E capacity can result in enhanced data collection, analysis, and reporting, as well as more informed decision-making. The study's findings shed light on the presence of effective Monitoring and Evaluation (M&E) budgeting practices within the UR-Sweden Program for RHEIA and the impact of these practices on program sustainability. First, the study found that the program's M&E budgeting practices are highly effective. This indicates that the program effectively and strategically allocates resources to support its M&E activities. The study reveals that M&E budgeting has a significant positive effect on the program's sustainability. This finding highlights the critical role that financial resources devoted to M&E play in ensuring a program's long-term viability. Effective M&E budgeting is essentially an investment in the program's long-term viability. This finding supports the conclusion of Guo and Neshkova (2013) that citizen input on M&E budgetary is positively correlated with increased organizational performance.

The research found that the program's M&E quality assurance mechanisms are effective. This indicates that the program has established procedures and protocols to ensure the accuracy, consistency, and reliability of its M&E data and practices. Effective quality assurance is essential in M&E to ensure that the collected data are of high quality, that analysis and reporting are rigorous, and that decisions are based on reliable data. The study reveals a significant positive effect of M&E quality assurance on the sustainability of the program. This result highlights the crucial role that stringent quality assurance plays in ensuring the program's long-term viability. When M&E data and practices are consistently of high quality, the program's capacity to make informed decisions, adapt to changing conditions, and demonstrate its impact is enhanced. In turn, this strengthens the program's credibility and trustworthiness among stakeholders and funders, both of which are essential for securing ongoing support. The study establishes a strong and significant correlation between Monitoring and Evaluation (M&E) practices and the sustainability of the program. The adjusted R2 value of 0.718, representing 71.8% of variability in sustainability, emphasizes the centrality of M&E in determining the program's long-term impact. Notably, this correlation includes key elements such as M&E Budgeting, M&E Quality Assurance, and M&E Capacity Building, confirming their crucial role in the program's long-term success.

6.0 Recommendations

The study recommends continuing to invest in Monitoring and Evaluation (M&E) to build capacity. Given the existing strengths in human resources and the significance of monitoring and evaluation to the sustainability of the program, it is essential to continue cultivating these skills.

This could involve scheduling regular training sessions and workshops, as well as inviting outside specialists to seminars. By continually investing in capacity building, the program ensures that the collected data is of the highest quality, thereby enhancing its long-term viability. According to the study, effective budgeting practices for M&E were crucial to the long-term success of the program. As a result, the study suggests that adequate financial resources be allocated for M&E activities. These funds should be regularly monitored and audited to ensure that they are being used effectively. Adjustments to the budget should be made in light of the reviews to ensure the most efficient use of resources. Maintaining and possibly enhancing the current quality assurance mechanisms is suggested by the study. This may include periodic internal and external audits of the M&E processes to ensure ongoing accuracy and reliability. Given the rapid evolution of data science and analytics, it would be prudent to periodically review and update the M&E protocols to incorporate new methods or technologies that can enhance data collection and analysis. The study recommends that both in-field and on-field personnel should receive regular training on M&E processes and tools. Not only is this crucial for data collection, but also for project planning and resource allocation as a whole. The M&E team should be guided by specialized training programs in the creation of detailed M&E plans and the use of appropriate data collection tools and sources.

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