Effectiveness of a Result-Based Monitoring Approach in Implementation of Tusome Literacy Program in Murang'a County, Kenya

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Abstract: Monitoring, which is a significant management function, ensures that project or program objectives are fully achieved. Tusome Literacy Program was started in 2015. The main objective was to establish the effectiveness of result-based monitoring in relation to Tusome Program in Murang'a. The study was guided by the Empowerment Theory by Julian Rappaport and the Three Stage Model of Change by Kurt Lewin. The study uses an assortment of methods to collect both qualitative and quantitative data. About 498 public primary schools in Murang'a County were targeted for the study. The study sampled 222 primary schools through stratification. Stratified sampling was employed to determine the sample size from each region while simple random was used to select participating schools. Data was collected from teachers using a structured questionnaire, CSOs using an interview guide and an observation schedule to gather primary data from learners. An analysis was then done using (SPSS, version 23) the ideal social sciences package. The study found that monitoring feedback influence, result-based monitoring indicators; result based monitoring approach had a significant effect on the implementation of Tusome Literacy Program in Murang'a County Kenya; they accounted for 25.6% for variations in the implementation of Tusome Literacy Program in Murang'a County Kenya.

Introduction

Result-based monitoring entails an approach, set up to monitor the achievements realized throughout the entire term of a particular project (RBM Toolkit, 2009). Integration of the approach into the already existent structures is essential for the application and realization of the available potential; where applicable, existing data, monitoring apparatus and analytical tools collected by both the donors and partners have been adopted. Using the results framework, indicators are defined that measure the results of the projects and the programs. Upon the commencement of implementation of a commission, data is perpetually gathered to furnish the commission with information regarding the degree to which indicators are being achieved. The data also allows the project officers in-charge to steer the project conclusively while making informed strategic and managerial resolutions.

After analyzing the result-based monitoring data is applied when making managerial resolutions in ongoing projects. It hence amounts to a crucial element in steering key projects. On the other hand, it aids the learning processes and improves the management of knowledge, while providing a reliable basis for fulfilling accountability obligations. As a constant management function, project monitoring's prime aim is to systematically provide program managers and other key stakeholders with information on whether a project is progressing as planned. By comparing actual progress to the project schedule, stakeholders can identify any deviations and take corrective actions promptly. In other perspective, project monitoring allows for effective resource allocation. It ensures that resources such as time, budget, and personnel are used efficiently and effectively throughout the project's lifecycle. It also helps

in identifying and addressing potential issues early, can mitigate risks and prevent them from becoming major problems. Monitoring helps project managers anticipate and prepare for challenges.

According to Rosanne (2016), inadequate tracking and documentation causes project failure. She asserts that proper monitoring and recording allow the respective project manager to identify areas where resource allocations are needed to complete a project within the stipulated period. These aid agencies put too much emphasis on strict approaches and policies, leading to a culture where accountability for results replaces that of management (Wohlstetter & Odden, 1992). By concentrating on accountability to monitor how donor funding is spent, project deliverables and progress are curtailed. The International Project Leadership Academy (2017) argues that although a project's plan is published, there is inadequate follow-up which leads to unprecedented difficulties that would have otherwise been solved if they were forecasted earlier.

From the late 1990s, the international community on development adopted and implemented policies to improve the evaluation process. Key milestones include The Millennium Development Goals as provided for by the Millennium Declaration (2000), The Consensus (2002), The Declaration on Harmonization in Rome (2003), the Paris Declaration on Aid Effectiveness (2005) (RBME Toolkit 2009) and The Memorandum on Managing for Development Results in Marrakech (2004). RBM was adopted in public administration in the 1990s in North American countries. Both the governments of Canada and the United States adopted and used it as an exclusive method for the management of various administrative activities.

In her book on why projects fail, Nicole (2016) puts it across that project management should efficiently track changes which are done through the procreation of a full-fledged system to monitor and report on the achieved milestones and identify problems encountered during the entire process. An effective tracking approach helps in identifying incomplete tasks or lapsed deadlines that would otherwise go unnoticed. The lack of a tracking plan means there is no way to measure the progress of a project, whether it goes over budget and time, or whether the teams are overwhelmed and burned out.

Results Based Monitoring is applicable for several purposes. A defective monitoring mechanism leads to unforeseen difficulties and makes it difficult to establish the achievement realized the rehabilitative decisions to be made to enhance delivery and the effect of the actions towards human development. The need to amplify monitoring systems is propelled by the importance of accountability to achieve the desired results besides establishing a firm base for corrective decision-making (UNDP, 2005). As the key decision maker, the management's commitment remains key during all processes including the implementation of the project by an organization (Magondu, 2013). Kamau and Bin (2015) denote that the success of a project and its monitoring is heavily reliant on the support accorded by the management; that is value addition, efficiency, implementation and management are realized through the offering of corrective action to the anticipated standards by variation. Studies undertaken in Kenya depict that through this, there has been success for several projects. These include The Youth Enterprise Development Fund whose main aim was the increment of socio-economic opportunities for the youth in anticipation of and facilitation of nation-building (Kimando Njogu, & Kihoro, 2012); also the Self-Reliant Agriculture (SRA) projects, designed to aid rural villages in becoming self-efficient (Ward, 2010); Constituency Development Fund projects among others. Among the failed projects are for instance Lake Turkana Fish Processing Plant Project, Kibera Slum Upgrading Project and Anglo-leasing contract projects. Studies show that disregard for the recommendations provided by the monitoring team by the management amounts to one of the setbacks (Otieno et al, 2012). To ensure the success of monitoring, the management needs to support it (World Bank, 2011).

The use of a Result-Based Monitoring and Evaluation (RBME) approach is crucial for efficient resource allocation. Developed countries credit their exceptional performance in both the private and public sectors to the RBME approach, which guides the planning, execution, and evaluation of interventions. In Kenya, international non-governmental organizations have embraced this approach and have achieved remarkable success. However, the public education sector in the country lags behind. It relies primarily on a traditional assessment of performance, resulting in unrealistic measurements of outcomes and overall sector performance.

Since gaining independence in 1963, the Kenyan government has acknowledged the significance of education, viewing it as both a fundamental right and a means to drive socioeconomic progress. Presently, the primary school population stands at approximately 10.4 million children across public and private primary schools. The substantial increase in primary school enrollment is primarily linked to the government's implementation of free primary education in 2002. This expansion is evident in various initiatives aimed at improving educational quality. The success of such programs is crucial to the achievement of organizational growth and development. Despite monitoring being carried out, the focus remains on what set indicators the instructors have not met instead of what should be done to ensure results. This has thus led to an increasing number of projects which are not achieving their set objectives.

the utilization of a result-based monitoring approach has been proven to be effective in various sectors and has contributed to the success of both private and public sectors in developed countries. Given its track record of enhancing program efficiency, accountability, and performance, evaluating how this approach is applied in the Tusome literacy program is essential to determine its impact on educational quality and outcomes. If monitoring is done more often and the results used to make decisions on corrective actions, this would go a long way in ensuring that what is not working out is changed and what is helping the process is enhanced. This ensures that the programs being run can accomplish their set goals. This study, therefore, was guided by a hypothesis; Result based monitoring approach has no significant influence on the implementation of the Tusome Program in Murang'a County, Kenya

Literature Review

According to Spreckley (2009), the result in this sense denotes monitoring as the objectives of a higher level or outcomes instead of lower-level undertakings. This method uses a reasonable framework as the foundation for the project design, creates measurable monitoring indicators for the set objectives, and measures the qualitative results with respect to risks, assumptions and stakeholders. Result-based monitoring in this context denotes the identification of a program's beneficiaries, other stakeholders' challenges and opportunities, the adoption of agreed objectives, monitoring milestones and targets, provision of sufficient resources for objective achievement and the monitoring of the progress achieved visa-versa the resources consumed through the employment of appropriate indicators. It also entails the identification and management of risks in anticipation of intended results using necessary resources, measurable indicators and qualitative narratives for progress measurement, knowledge increment through lesson learning and their integration into decision-making, objective change, achievements reporting, and adjudication of the resources involved (RBM Toolkit, 2nd Edition 2009).

Within an RBM approach, templates help in providing a basic method enabling newbies and people who have not been involved in any monitoring process to do so with ease. Templates are applicable when setting targets, testing achieved results against the targets, analyzing the variation between planned and actual methods, assessing a wider concept through which projects run and indicating the necessary actions that will keep the project on course, and guiding the management to their desired conclusion. Ika et al (2012) conducted regression analysis showing the existence of a statistically significant relationship between critical success and project success factors. These factors of success include; co-ordination and monitoring, design, training and institutional environment. According to research done by Ika et al (2010), the success of a project and the extent of its planning are insensitive, but a significant correlation exists when it comes to the application of monitoring and evaluation instruments. Moreover, he accentuates that monitoring supersedes planning in the success of a project and its prompt completion. Chin (2012) says that monitoring amounts as one of the most crucial project management analysis methods that aim to achieve project success (PMBOK, 2001).

Designing and planning for monitoring remains crucial for any particular project. Since it requires time, skills, resources, stakeholder approval and well-established communication channels, failure to budget and plan for the same may lead to the weakening of project management and accountability. Careful planning should be put in place from the commencement of the project (UNDP 2009).

Monitoring aids the management in making informed decisions that in turn steer the project towards successful completion. Managing a project is highly reliant and dependent on acknowledging the methods that work and those that do not. High-quality data-capturing processes remain essential in the management and monitoring of a project. This furnishes the management with updated information on the plans laid down for the project and enables the key stakeholders to make informed and result-based decisions.

The updated reports should be clear, un-ambiguous, well formatted and regularly produced with reference to the results realized. Managing the monitoring includes the taking of exercises, stakeholder engagement, information gathering, analyzation of findings and decision-making. This helps to decide on the viability of the project and to make decisions on whether to go on with it, move to the other stage or abandon the project altogether.

The significance of monitoring is to review the initial rationale to establish if the problems being solved have improved with time. Where its problem improves gradually during implementation phases, a record denoting this occurrence should be put into place. A new objective should then be adopted in conjunction with support towards the management and stakeholders whenever necessary. By pointing out that the project purpose remains the most effective solution to the problem, focus on the activities and outputs is retained. It is also important to ensure that stakeholders continue contributing and supporting the project as agreed.

Monitoring assesses the effectiveness of the laid down plans, assesses the capacity of the management and enhances the coordination of skills and other components. This helps in checking the nature of the objectives and their ability to achieve the project goals within the stipulated period and resources. Assessment of the relevant assumptions and their occurrence at the right time helps in supporting the related activities and objectives. Assessment of the activity plan and approaches used in recording results ensures that every activity is essential and contributes directly to the achievement of related outputs. In addition, it assesses the various resources and skills as well as the contribution and engagement levels of each partner in a project. Results Based Monitoring and Evaluation Toolkit 2nd Edition (2009).

RBM aids in nurturing a wide-ranging and purpose-oriented culture in monitoring and renders efficient management and implementation. It also eases the objective collection of data and evidence to back up achievements and aid in decision-making. It is worth noting that results-based monitoring is geared towards identifying the progress of results and identifying decisions with the potential to enhance the likelihood of realizing results and improve learning and accountability. Thus, efforts applied in monitoring should address results that periodically include evaluation of the level to which expected results have been realized or are being realized, contributing factors or forthcoming realization of results which facilitates monitoring development as well as linking it to risk management.

Monitoring of the aforementioned factors includes evaluating if outputs are delivered as intended and whether or not they are contributing to the outcomes being realized. As such, it is worth noting that monitoring gives raw data that should be analyzed further and synthesized before adopting any decision-making process. Thus, program managers must make use of information obtained through monitoring to analyze and take necessary actions. This facilitates the expected results to be achieved.

Facts and information obtained through monitoring undergo a process of acceptance and internalization thereby becoming knowledge and aiding in learning. It is through the learning that whole performance and results quality if future programs, projects and strategies are enhanced. Besides, lessons and findings from monitoring are used for partnership advocacy and building.

Current and future programming and planning are methods that can be used to use the knowledge obtained through monitoring. Monitoring should as well address a set of valuable questions for instance of the initiatives of the projects are significant needs of development, if the implementation of the project is on the course, efficient working of the results chain's logic and strategy, the efficiency of partnership strategy and capability of the project to reach targeted beneficiaries. Besides, it gives clues as to when some factors are working and others are not. As such, the information needs to be included in the enhancement of the project's

strategy and activate intended recipients. Besides, the information can be used to improve projects' strategy and generate adjustments on time. It is worth noting that monitoring gives real-time information on an ongoing project or program as required by management. Monitoring also gives opportunities at predetermined regular points to validate the program's logic, and its implementation as well as in making required adjustments. Also, it is worth mentioning that good design and planning alone cannot guarantee results but it's rather the monitoring of the process to achieve results. Similarly, monitoring alone cannot be able to rectify poor plans, designs and results. As such, information obtained systematically from monitoring gives an important contribution to the evaluation process.

Main issues and concerns that are addressed through monitoring include establishing whether or not pre-determined outputs are being realized effectively as intended, any unforeseen concerns, challenges and risks that should be considered to achieve results, decisions that should be adopted within the planning framework in various phases, if the planned and outputs delivered remains to be important in achieving intended outcomes if intended outcomes are still important to achieving comprehensive national priorities, impacts and goals and also what is learned. Without efficient monitoring, it is impossible to establish if planned results can be realized or if there should be any corrective action to be taken to aid in the delivery of planned results.

According to UNDP monitoring is a continual process through which stakeholders receive regular responses on progress made towards achieving set objectives and goals. As such, monitoring entails tracking actions and strategies that are adopted by both partners and non-partners and deciding new strategies and actions that should be adopted to make sure progress of crucial results. From another perspective, monitoring can be defined as a continual function that makes use of systematic data collection for particular indicators to provide stakeholder and management of continuing development interventions combining indicators of the progress levels as well as the realization of objectives and progress made in utilizing distributed funds. Thus, monitoring is a routine and systematic collection of information from programs and projects for various reasons which include but are not limited to learning from experiences and improving future activities and practices, ensuring both internal and external accountability for resource utilization and achieving desired outcomes is crucial. This approach allows for well-informed decision-making regarding the future of projects and contributes to empowering the initiative's beneficiaries.

Result-based monitoring is necessitated by the urge to account for the realization of planned results and give a foundation that may lead to a corrective decision-making process. Besides, it gives the opportunity at regular predefined points to authenticate a program's login, related activities and implementation as well as make required adjustments. As earlier noted, good planning and suitable designs cannot guarantee results and monitoring must be done.

Methodology

The study used an assortment of methods to collect both qualitative and quantitative data. About 498 public primary schools in Murang'a County were targeted for the study. The study sampled 222 primary schools through stratification.

The sample size was calculated using a stratified sampling technique, following the method outlined by Cochran (1977). Here's how the calculation was performed:

Defined the variables:

N = Target population

n = Desired sample size

Ni = Population of the ith stratum (for i = 1, 2, ..., 8)

ni = Sample size for the ith stratum (for i = 1, 2, ..., 8)

Calculated the sample size for each stratum:

ni = (ni / n) * x (the desired sample size, n)

Obtain the total desired sample size by summing the sample sizes of all strata:

n = Σni (from i = 1 to k, where k is the total number of strata)

In summary, the desired sample size (n) is determined by adding up the sample sizes for each stratum (ni), which are calculated based on the desired sample size (n) and the proportion of each stratum's population to the total population and presented in Table 1.

Table 1

Sample Size Distribution

Location	Population(N_i)	$n_{i=}\dfrac{ith\,stratum\,population}{target\,population\,(N)}$ x n
Kiharu	49	22
Mathioya	67	30
Kangema	46	21
Gatanga	72	32
Kigumo	76	34
Kandara	69	31
Kahuro	54	24
Murang'a South.	65	29
Total	498	222

Simple random sampling was used to select schools/class five teachers in each location; from where class five pupils were observed. The study interviewed 5 CSOs within the county this is because they are the ones monitoring the Tusome Literacy Program and therefore have the information on the progress of the program and how the data they get is being used to make decisions. Therefore, they have a lot of information which they were used to complement findings from primary the questionnaires. This study also concentrated on target teachers through a questionnaire and class through observation drawn from public primary Schools in the County. At the school level class, five teachers and selected learners were recruited to participate in the study.

Data was collected from teachers using a structured questionnaire, CSOs using an interview guide and an observation schedule to gather primary data from learners. The researcher also collects data from CSOs to complete the findings from class teachers and pupils. A survey design was used because it's useful in getting the information needed by the use of questionnaires. An analysis was then done using (SPSS, version 23) the ideal social sciences package.

Results and Discussion

The study assessed the effectiveness of the result-based monitoring approach in the implementation of the Tusome program. A result-based monitoring approach can be an effective way to track progress towards achieving project goals and objectives; focusing on measurable outcomes and results, rather than just inputs or activities. A result-based monitoring approach can provide a more accurate and comprehensive view of project performance and impact. A result-based monitoring approach ensures that project efforts are aligned with desired outcomes and results. This helps to ensure that resources are used effectively and efficiently to achieve project goals. By tracking progress towards specific results, a result-based monitoring approach can improve accountability for project outcomes.

The result-based monitoring approach is a management strategy that emphasizes the measurement of progress and results rather than activities or inputs. In the context of Tusome, this approach involves setting specific targets for reading skills improvement and continuously monitoring progress towards achieving these targets. To evaluate the efficacy of the result-based monitoring approach, the study employed the following constructs: Strengthening teachers' competencies and skills, Improving the supervision of teachers by Teacher Advisory Centers (TACs), coaches, and headteachers, Implementing a Monitoring and Evaluation system that is efficient and effective, Enhancing the utilization of Information and Communication Technology (ICT), Building the capacity of the education sector to consistently enhance literacy outcomes, and Ensuring the program's sustainability through result-based monitoring and evaluation practices. The perceived effectiveness of a result-based monitoring approach was presented in Table 2.

Table 2

Perceived Effectiveness of a Result-Based Monitoring Approach

	Not at all		Small extent		Moderate		Great extent		Very great extent		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
The program has helped in building teachers' capacity	3	1.8	33	19.4	116	68.2	17	10.0	1	0.6	170	100
The program has enhanced the supervisory mechanisms targeting TACs, Headteachers, teachers by and Coaches	1	0.6	29	17.1	73	42.9	63	37.1	4	2.4	170	100
The program has effective and efficient Monitoring and Evaluation system.	0	0.0	28	16.6	87	51.5	49	29.0	5	3.0	169	100
Result-based monitoring and evaluation have enhanced the use of ICT	13	8.3	45	28.7	60	38.2	34	21.7	5	3.2	157	100

Existing capacity building for education actors targeting literacy improvement.	3	1.9	31	19.7	61	38.9	57	36.3	5	3.2	157	100
The program is sustainability following result-based monitoring and evaluation	3	1.9	25	15.9	68	43.3	58	36.9	3	1.9	157	100

Table 2 shows that the Tusome program was a comprehensive initiative aimed at improving literacy levels in Kenyan primary schools. The program was designed to capacity build for education actors targeting literacy improvement to teach reading, writing, and arithmetic skills effectively. Analysing the aspect of the program on capacity building among teachers, the study found Most of the participants felt that the program had a moderate effect on building teachers' capacity (68.2%). Also, the Tusome program further recognizes that effective teacher supervision is essential to improving student learning outcomes. By enhancing the supervision of teachers by TACs, coaches, and headteachers, the program is helping to ensure that teachers have the necessary support and guidance to deliver high-quality instruction to their students. The analysis of this aspect showed that a proportion of 42.9% and 37.1% to a moderate extent to a great extent respectively reported that the program enhanced the supervision of teachers by TACs, Coaches and headteachers.

Tusome sought to establish a Monitoring and Evaluation system that is efficient and effective that helps ensure the program's success in improving the reading skills of Kenyan primary school children. Analysing this aspect, the study found most participants felt that the program to a moderate extent had effective and efficient monitoring and valuation system (51.5%). It was also reported by most participants that result-based monitoring and evaluation had enhanced the use of ICT though, by approximately one-third (38.2%). Also, 38.9% and 36.3% reported to a moderate extent and a great extent respectively that the program enhanced the strength of the educational actors to improve literacy levels in a sustainable manner. Further, 43.3% and 36.9% to a moderate extent and a great extent respectively considered the program to have sustainability following result-based monitoring and evaluation. The tusome program has had a positive impact on building teachers' capacity in Kenya, which in turn has improved the quality of education and helped students to achieve better learning outcomes though the magnitude of this in the context of Murang'a County was moderate.

Result based approach in monitoring the Tusome Literacy program was associated with its success by all CSOs who participated in this study. The result-based approach was crucial in monitoring the Tusome Literacy program's effectiveness. It helped to measure the program's impact, ensured accountability, effective allocation of resources, and promotion of continuous improvement. Through the adoption of a result-based approach, the program achieved its objective of improving literacy skills among young learners in Murang'a.

The Tusome program has had a significant positive impact on its beneficiaries. Learners have improved their literacy skills, teachers have improved their teaching skills, and parents have become more engaged in their children's education. These outcomes have the potential to improve learners' long-term educational outcomes and increase their opportunities for success in life.

The Tusome monitoring approach was different from traditional monitoring approaches because it focused on outcomes, used technology, involved stakeholders, and used formative assessment. This approach enabled the program to monitor its impact more effectively and made data-driven decisions that improved the program's effectiveness over time.

Yes, a result-based monitoring approach is effective in monitoring and evaluating programs' effectiveness, including the Tusome Literacy program. This approach focuses on measuring the program's outcomes or results rather than its inputs or activities, enabling stakeholders to determine whether the program has achieved its objectives or not.

Several evaluations of the program have been conducted, indicating positive outcomes. For example, a 2017 study by the African Population and Health Research Center (APHRC) found that learners in Tusome schools had significantly higher reading skills than learners in non-Tusome schools. Similarly, a 2018 impact evaluation by Innovations for Poverty Action (IPA) found that the program had a positive impact on learners' reading skills.

The success of the Tusome program can be evaluated using several parameters, including improved literacy skills, increased enrollment, improved learning environment, effective teacher training, and sustainability. Monitoring and evaluating the program's success using these parameters can help ensure that the program achieves its goals and has a long-term impact on improving literacy outcomes in Kenya. The results were presented in Table 3.

Table 3

Association Perceived Effectiveness of a Result-Based Monitoring Approach and reading speed among the learners

	Correlations	Reading Speed	Result Based Monitoring Approach
Reading Speed	Pearson Correlation	1	.390[**]
	Sig. (2-tailed)		.000
	N	170	170
Result Based Monitoring Approach	Pearson Correlation	.390[**]	1
	Sig. (2-tailed)	.000	
	N	170	170

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

Table 3 demonstrates a statistically significant positive correlation between the perceived effectiveness of the Result-Based Monitoring Approach and reading speed among learners in Murang'a County, with a Pearson Correlation Coefficient of 0.390. This finding suggests a noteworthy association between these two variables, indicating that as the perceived effectiveness of the monitoring approach increases, learners tend to exhibit higher reading speeds. This suggests that the monitoring approach may have a positive impact on reading speed among learners in the county, which could have important implications for educational interventions and policies.

Conclusion and Recommendations

Based on the information provided, the conclusion is that the Tusome program in Kenya has had a positive impact on improving literacy levels in primary schools. The program focused on capacity building among teachers to enhance their effectiveness in

teaching reading, writing, and arithmetic skills. Effective teacher supervision was also a key aspect of the program, which helped ensure teachers have the necessary support and guidance to deliver high-quality instruction to their students. Result-based monitoring and evaluation were reported to have enhanced the use of ICT, and most participants felt that the program had enhanced the strength of the educational actors to improve literacy levels in a sustainable manner.

Recommendations

The study recommends the enhancement of result-based approaches by ensuring clear objectives and indicators, using reliable data collection methods, leveraging technology for data collection and analysis, conducting regular evaluations, and involving stakeholders. These will enable the program can achieve its goals and have a long-term impact on improving literacy outcomes.

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