

Utilisation of Monitoring and Evaluation Information and Performance of Global Partnership for Education Projects: Ugandan Context

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Abstract

This study examines the extent to which utilisation of Monitoring and Evaluation information influence performance of Global Partnership for Education projects in Uganda. Uganda continues to grapple with systemic inefficiencies in primary education services such as low completion rates, overcrowded classrooms, inadequate teacher capacity, and poor literacy and numeracy performance among pupils. Despite slight improvement from previous between 2008-2023, literature indicates that more than half of the students do not finish the primary education cycle.

In response to these persistent challenges, the Global Partnership for Education (GPE) has played a critical role in supporting Uganda's education reforms. Nonetheless, gaps in project performance persist, especially in non-donor-supported schools, where improvements remain marginal. These disparities point to the necessity of examining not only what inputs are provided, but how they are monitored, evaluated, and adapted over time to ensure sustained impact. Moreover, there is limited exploration into the organisational and contextual factors, such as institutional culture and leadership practices, that influence the effective use of M&E information. Consequently, there remains insufficient clarity regarding why considerable inputs from donor-supported initiatives like the GPE fail to consistently translate into sustained improvements in education project performance.

Besides, there is limited literature on the practical use of M&E information, with notable gaps in explaining why project inputs fail to translate into proportional, sustained improvements in education outcomes across different school categories, which merits further research. While theories such as Systems Theory, Results-Based Management, and Organizational Learning Theory are proposed to underpin effective M&E utilisation, there is a scarcity of studies examining how these theoretical frameworks operate practically within low-resource, donor-

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supported education contexts like Uganda. This presents a critical gap in understanding how theoretical models inform actual decision-making and adaptation processes within educational interventions.

This study adopted a pragmatic research paradigm, integrating both qualitative and quantitative methods. A cross-sectional, descriptive survey design was employed, targeting school staff, district officials, and ministry representatives. Data collection methods included questionnaires, interviews, and focus group discussions. Descriptive and inferential statistical analyses, including regression models, were used to evaluate correlations between study variables. Findings indicate that M&E data significantly informs decision-making, project scaling, and best practice adoption. Regression analysis revealed a positive correlation ($R = 0.436$), with 19% of project performance variability attributed to M&E data utilisation.

The study's findings indicate that M&E information utilisation significantly impacts GPE project performance. However, the model explains only 19% of the variance, suggesting other influencing factors. Methodological limitations include reliance on self-reported data, potential biases, the cross-sectional design prevents causal inferences and contextual constraints. Future research should explore additional determinants and broader geographical coverage for generalizability. The study confirms that effective use of M&E information enhances project efficiency and learning. The findings highlight the importance of data-driven approaches in improving education project outcomes.

The study highlights the importance of evidence-based decision-making in improving education project outcomes. Strengthening M&E utilisation fosters accountability, transparency, and informed policy-making, ultimately enhancing education service delivery. Improved project performance can lead to better learning environments, increased student success, and equitable access to quality education, contributing to overall community development and social empowerment. This study provides empirical evidence on how data-driven decision-making enhances project effectiveness, offering valuable insights for policymakers, education stakeholders, and development organizations seeking to improve education outcomes in similar contexts.

Keywords: Monitoring and Evaluation, Information Utilisation, Project Performance, Global Partnership for Education, Data-Driven Decision Making, Education Projects

I. Introduction

Monitoring and Evaluation (M&E) systems are essential for enhancing project performance in education, particularly in donor-supported initiatives like the Global Partnership for Education (GPE) in Uganda. While M&E systems generate valuable data, challenges persist in translating these insights into practical improvements. Uganda's education sector continues to face issues such as low completion rates and weak learning outcomes despite significant investments. This study explores how the utilisation of M&E information influences the performance of GPE projects in Uganda. It is anchored in Systems Theory, Results-Based Management, and Organisational Learning Theory, aiming to strengthen accountability and ensure evidence-based decision-making within education reforms.

Background of the Study

Education is widely recognised as a fundamental aspect of human capital development. Its primary aim is to equip individuals with the tools needed to thrive and ensure that everyone has a fair chance to achieve success in life. Leoni (2025). In this regard, governments around the globe are striving not only to enhance access to education but also to elevate the quality and relevance of their curricular (Chand, 2024). These efforts are intended to extend children's time in school and improve their academic performance. Investing in education yields significant advantages, not just for individuals and societies but for the world at large (Duncan et al., 2024).

Uganda's primary education system stands at a critical juncture (UNICEF, 2024). Lauded for its pioneering implementation of Universal Primary Education (UPE) in Sub-Saharan Africa, Uganda has made significant strides in expanding access to basic education (Global Partnership for Education (GPE) 2025a). The primary enrolment increased from 8.5 million in 2013 to about 8.8 million pupils in 2017 (Uganda Bureau of Statistics (UBOS), 2024).

However, GPE (2025) notes that this expansion has not been matched by proportional improvements in education quality or learner outcomes. The country continues to grapple with systemic inefficiencies such as low completion rates, overcrowded classrooms, inadequate teacher capacity, and poor literacy and numeracy performance among pupils. According to Education and Sports Sector Annual Performance Reports (ESSAPRs) by Ministry of Education and Sports (MOES) (2024), approximately 47.5% of pupils in Uganda completed Primary Seven (P.7). This figure reflects a slight improvement from previous years but still indicates that more than half of the students do not finish the primary education cycle. The dropout rate remains a significant concern, with about 42.8% of

pupils who start primary school not completing P.7. The dropout rate is particularly concerning for girls, with 46.4% of female pupils dropping out before completing P.7, compared to 44.2% for boys (MOES, [2024](#)).

In response to these persistent challenges, the Global Partnership for Education (GPE) has played a critical role in supporting Uganda's education reforms (GPE, [2025b](#)). Through the Uganda Teacher and School Effectiveness Project (UTSEP), GPE has invested in school infrastructure, teacher training, textbook distribution, and the development of early grade reading skills (MOES, [2025](#)). Nonetheless, despite these interventions, gaps in project performance persist, especially in non-donor-supported schools, where improvements remain marginal. These disparities point to the necessity of examining not only what inputs are provided, but how they are monitored, evaluated, and adapted over time to ensure sustained impact (GPE, [2025a](#)).

The current research is therefore driven by a need to understand the extent to which utilisation of Monitoring and Evaluation (M&E) information influence the performance of education projects within Uganda's GPE framework. Monitoring and Evaluation (M&E) information plays a pivotal role in enhancing the performance of education projects (Olwenyi et al., [2025](#)). M&E information provides actionable insights that help stakeholders make informed decisions about resource allocation, project design, and implementation strategies (Masvaure & Fish, [2024](#)). For example, Okemwa ([2024](#)) found that data collected through M&E systems can identify gaps in teacher training or infrastructure needs, enabling targeted interventions. Olwenyi et al. ([2025](#)) aver that by systematically tracking progress and outcomes, M&E ensures transparency and accountability among stakeholders, including donors, government agencies, and local communities. This fosters trust and encourages continued investment in education projects. Further, M&E facilitates adaptive learning by providing feedback on what works and what doesn't. This allows education projects to evolve and improve over time, ensuring sustained impact. For instance, early grade reading programs supported by GPE have been refined based on M&E findings to better address literacy challenges (Okemwa, [2024](#)). However, despite their recognised value, M&E systems in Uganda's education sector have often been underutilised, with weaknesses noted in data quality, dissemination, and practical use of evaluation findings. While M&E systems often generate valuable data, there is limited evidence within Uganda on how effectively this information is used to inform project decisions, policy adjustments, and implementation improvements. These shortcomings hinder the sector's ability to respond dynamically to emerging issues, undermining project effectiveness and long-term educational reform (Nalwadda, [2024](#)). This study helps uncover whether M&E outputs are translated into action or remain underutilised. Also, understanding how M&E information affects project performance strengthens accountability mechanisms within GPE-funded interventions, ensuring funds are used efficiently and intended outcomes are met. This study thus investigates the extent to which utilisation of Monitoring and Evaluation information influence performance of Global Partnership for Education projects in Uganda.

Besides, there is limited literature on the practical use of M&E information. Although existing literature such as; Olwenyi et al., [2025](#); Masvaure & Fish, [2024](#); Okemwa, 2024 emphasises the importance of M&E in education project performance, there remains limited empirical evidence from Uganda specifically demonstrating how effectively stakeholders translate M&E data into actionable improvements. This creates a gap in understanding the practical utilisation and barriers in using M&E data within Uganda's educational context.

Nalwadda ([2024](#)) identifies weaknesses in data quality, dissemination, and practical application. However, there is insufficient exploration into the underlying reasons for the underutilisation of available M&E data and how this impacts project performance. This gap necessitates an in-depth investigation into organisational and contextual factors that affect how educational institutions and stakeholders in Uganda interpret and use M&E findings.

The literature acknowledges significant investment by GPE and other donors (GPE, [2025a](#); MOES, [2025](#)), yet it also highlights persistent disparities in outcomes, especially between donor-supported and non-donor-supported schools. There is a notable gap in explaining why project inputs fail to translate into proportional, sustained improvements in education outcomes across different school categories, which merits further empirical scrutiny. From a theoretical perspective, this inquiry is framed within the lens of Systems Theory, Results-Based Management (RBM), and Organisational Learning Theory (Langford, [2024](#); Alesani, [2024](#); Senge, [2024](#)). These frameworks collectively emphasise the importance of interconnectedness between subsystems within organisations, data-driven results orientation, and the capacity of institutions to learn and adapt. Systems Theory emphasises the interconnected nature of educational project components; such as inputs, processes, outputs, and feedback mechanisms, and illustrates how inefficiencies in one area (Garira, [2024](#)). Particularly the underutilisation of M&E data, can undermine the effectiveness of the entire system (Nalwadda, [2024](#)).

Building on this, Results-Based Management brings to light the importance of using empirical evidence to guide strategic decision-making. Rather than focusing solely on implementing activities, RBM promotes a shift toward achieving measurable outcomes, making it especially relevant in evaluating the impact of donor-funded education initiatives (UNESCO, [2024](#)). Complementing these perspectives, Organisational Learning Theory underscores the need for institutions to continuously adapt and evolve based on the feedback and insights generated through M&E processes (Senge, [2024](#)). This learning-oriented approach is critical for refining interventions and ensuring long-term sustainability.

Nonetheless, as Abebe and Nansubuga ([2024](#)) point out, there is a scarcity of empirical research examining how these theories are operationalized within low-resource, donor-supported education contexts. This study seeks to fill that gap by exploring how M&E information is actually used; or overlooked; in shaping the performance of Global Partnership for Education (GPE) projects in Uganda. In doing so, the research not only applies these theoretical frameworks but also tests their practical relevance in a real-world setting, thereby contributing to both academic discourse and policy development.

Aims and Originality of the Study

This study aims to examine the extent to which the utilisation of Monitoring and Evaluation (M&E) information influences the performance of education projects funded by the Global Partnership for Education (GPE) in Uganda. The originality of this study is grounded in its comprehensive exploration of Monitoring and Evaluation (M&E) practices within the context of Uganda's Global Partnership for Education (GPE)-funded projects. Unlike previous research that broadly acknowledges the importance of M&E systems, this study uniquely addresses the specific gaps related to the actual utilisation of M&E data for informed decision-making, performance improvement, and organisational accountability in educational initiatives.

Specifically, this study offers original empirical insights by critically examining how the moderating variable of organisational culture, influence the effective utilisation of M&E information in project management and performance outcomes. By exploring these contextual factors in-depth, it provides novel evidence and practical guidance to the Ministry of Education, the GPE Secretariat, government agencies, development practitioners, and varied educational stakeholders; including community, private, and government schools.

Furthermore, the study distinctly contributes to academic literature by empirically testing the applicability and relevance of Systems Theory, Results-Based Management, and Organisational Learning Theory within the specific context of low-resource, donor-supported educational settings. Its findings bridge a notable literature gap, offering robust evidence on how effective M&E practices directly correlate with improved educational outcomes, thereby enhancing resource allocation, organisational learning, and accountability.

Moreover, by highlighting the critical role that organisational culture and leadership play in the effective adoption of M&E systems, this research equips project managers, policymakers, and M&E practitioners with actionable insights to address persistent performance gaps within Ugandan educational projects. It also lays a strong foundation for future research by proposing variables and themes for deeper exploration, enabling further refinement and innovation in project performance management and evaluation methodologies within similar contexts globally.

Research Problem

Despite significant investments from the Global Partnership for Education (GPE) aimed at improving Uganda's educational outcomes, the education sector continues to struggle with persistent systemic challenges, including low completion rates, inadequate learning outcomes, and inefficient utilisation of resources (UNICEF, [2024](#); GPE, [2025a](#); GPE, [2025b](#)). While Monitoring and Evaluation (M&E) systems have been established to track and enhance the effectiveness of these education initiatives, empirical evidence demonstrates that M&E data remains significantly underutilised in decision-making processes (Nalwadda, [2024](#); Olwenyi et al., [2025](#)). Existing literature highlights gaps in understanding how effectively stakeholders translate M&E-generated insights into actionable improvements, particularly within Uganda's context (Nalwadda, [2024](#); Masvaure & Fish, [2024](#); Okemwa, [2024](#); Olwenyi et al., [2025](#)).

Moreover, there is limited exploration into the organisational and contextual factors, such as institutional culture and leadership practices, that influence the effective use of M&E information. Consequently, there remains insufficient clarity regarding why considerable inputs from donor-supported initiatives like the GPE fail to consistently translate into sustained improvements in education project performance. This research, therefore, addresses the critical need to empirically investigate how the utilisation of M&E information impacts the performance of GPE-funded education projects in Uganda, considering both practical implementation and the theoretical implications of Systems Theory, Results-Based Management, and Organisational Learning Theory.

II. Literature Review and Development of Hypotheses

Theoretical Review

This study is based on Organisational Learning Theory. Nakanishi, ([2024](#)) and Guerra-Gómez, & Pérez-Sánchez ([2025](#)) view organisational learning as a process that nurtures new and elaborate ways of thinking. This

perspective aligns with the idea that organisational learning is not just about adapting to change but also about proactively shaping the future by nurturing creativity and resilience (Wallo et al., 2024). This definition is supported by assimilation theory, which is largely behavioral, adaptive and generative learning theory together with Experiential Learning Theory (ELT) both of which are cognitive in nature (Fiorella, 2024; Crul, 2024). According to Akande et al (2025), ELT is largely based on physiology, philosophy and psychology. As a result, it has influenced organisational development and leadership, and contributed to development of the principles applied to learning organizations (The theory argues that learning occurs by way of transforming experiences and through grasping).

According to Macelaru (2024) and Saikrishna (2025) ELT has four stages of learning namely; Active Experimentation (AE) that makes up the component of transforming experiences, Reflective Observation (RO), Abstract Conceptualization (AC) that makes up the grasping component and Concrete Experience (CE). The theory relates to the moderating variable of organisational culture because it influences work environment; thus, act as a driving force in business. It relates to the process of realizing tasks, setting goals and the way people are guided to attain goals which is more of adaptive and generative learning theory since staff are guided to achieve the results expected of them and they do this through learning and adapting context, concepts hence contributing to the performance of the projects they may be implementing.

Because culture has deep roots in people, it influences their behavior's subconsciously; hence, influences project performance without their knowledge. Informally, people understand it as the way they do things in their respective organizations.

Utilisation of Monitoring and Evaluation Information and Performance of GPE Project

Over the years, development organizations have faced increasing pressure to enhance their efficiency (Fraser, 2024; Saud et al., 2024). In response to this demand, many organizations have implemented results-oriented management systems, which include the management and utilisation of project Monitoring and Evaluation (M&E) information (Mthethwa, & Jili, 2024). However, weaknesses in the management and utilisation of M&E information have emerged as a critical development challenge that requires urgent attention and improvement (Fraser, 2024). Although perceptions of the role of M&E information vary across contexts, Fraser, (2024) identifies it as essential for project improvement. Centralizing M&E information is a priority in all development interventions, as it facilitates feedback and learning derived from project results (Masvaure and Fish, 2022).

For development organizations, the primary objective of M&E is to generate meaningful information that can inform project management, assess whether the project is being implemented as intended, and determine whether corrective actions are necessary to improve the project (Masvaure and Fish, 2024). Monitoring provides critical data on inputs, outputs, and outcomes, while evaluation information helps establish causality and attribution, which can be used for accountability, learning, and developing new policies or projects for enhanced project management and performance (Mahmoud Saleh, & Karia, 2024). Moreover, an efficient supply of M&E information significantly contributes to better decision-making by project leaders and strengthens the capacity of project teams (Bulle & Muchelule, 2024). Recognizing the balance between the demand side, which involves creating appreciation for the utilisation of M&E information, and the supply side, which includes skills, procedures, methodologies, and data systems (such as collection, collation, and analysis), is essential to the effective use of M&E data (Faling et al., 2024).

Data collected during M&E processes form a crucial foundation for actions by project leaders and stakeholders to ensure continuous monitoring of project performance (Bulle, & Muchelule, 2024). The utilisation of M&E information offers guidance on the corrective actions required to enhance project performance and delivery (Ssali, 2024). M&E information also provides a critical assessment of whether projects are meeting the needs and priorities of the target groups (Ochen-Ochen, 2025). Organizations that effectively utilise M&E information report benefits such as improved understanding of the impacts of their projects and the ability to use the learning derived from M&E to enhance the overall quality of ongoing projects (Bulle, & Muchelule, 2024; Ochen-Ochen, 2025; Ssali, 2024).

In a study conducted by it was found that learning occurs through monitoring, particularly for ongoing projects. Project leaders must act on M&E findings and apply lessons learned to adjust projects in order to achieve the intended outcomes. This process of learning by doing enables immediate feedback, which can be used to improve project quality (Patton & Campbell-Patton 2024). Effective M&E is vital because it not only tracks results but also highlights areas requiring improvement to optimize project performance (Olwenyi et al., 2025). Despite these advantages, several studies have highlighted persistent weaknesses in the utilisation of M&E information and results (Ssali, 2024; Nalwadda, 2024). In European countries such as Belgium, the Netherlands, and the United Kingdom, the integration of M&E frameworks into public policy has been inconsistent. Challenges include fragmented data collection systems and a lack of standardized indicators, leading to difficulties in cross-country

comparisons and evidence-based policymaking (De Francesco, et al.,[2024](#))

In the United States, Kidder et al ([2024](#)) avers that the Centers for Disease Control and Prevention (CDC) updated its Program Evaluation Framework in 2024 to address previous shortcomings. Despite this, challenges persist in ensuring that evaluation findings are effectively integrated into public health decision-making, often due to limited stakeholder engagement and insufficient dissemination strategies. The Pacific Islands face significant challenges in M&E due to limited technical capacity and resource constraints. A study focusing on the Solomon Islands highlighted that while monitoring data are collected, their utilisation in decision-making processes is minimal, often due to a lack of analytical capacity and feedback mechanisms (Solomon Island Government, [2024](#)).

In South Asia, particularly in countries like India and Sri Lanka, M&E systems are often underfunded and lack the necessary infrastructure. This results in inadequate data collection and analysis, hindering the effective use of M&E information in policy formulation and program improvement (Mehrotra, [2024](#)).

According to El-Mikawy, & El Baradei ([2024](#)), The MENA region faces challenges related to political instability and limited transparency, which adversely affect the development and utilization of M&E systems. Public policy studies indicate that the ambiguous policymaking environment hampers the effective use of evaluation findings in decision-making processes. In West African Amoatey ([2024](#)) contends that countries, the design of M&E frameworks often does not align with local contexts, leading to ineffective implementation. A comparative study revealed that standard M&E processes are frequently mismatched with on-the-ground realities, resulting in poor data utilization and program outcomes (Amoatey, [2024](#)).

East African nations encounter challenges in M&E related to organizational culture and capacity. Studies have shown that limited technical expertise and inadequate organizational support hinder the effective use of M&E findings in program management and policy development (Mapitsa & Churchill, [2024](#)). In Uganda, specific organizational factors such as information availability, processing skills, and organizational culture significantly affect the utilization of M&E results. A study focusing on the Ministry of Education and Sports found that M&E information is often stored in manual formats, making retrieval and utilization cumbersome, and that there is a lack of a supportive culture for evidence-based decision-making (Nalwadda, [2024](#)).

To promote the effective use of M&E information, project leaders must demonstrate a commitment to managing the information in a way that facilitates its use. This results-oriented approach means that M&E information management systems should be integrated into the project design process. Therefore, project leaders should begin by deciding on the types of information to be collected, establishing the most efficient techniques for data collection, and determining how to manage and utilise M&E information to improve project performance (Akbar et al., [2024](#)).

In contemporary project management, organizations are increasingly focusing on harnessing and managing information to gain a competitive advantage (Papadonikolaki & Galera-Zarco,[2024](#)). Consequently, Ovcina, & Kalajdzic. ([2024](#)) aver that the development and implementation of M&E systems should include mechanisms for collecting and collating information that informs decisions related to project performance. Establishing a comprehensive monitoring and evaluation information management system at every stage of project implementation is crucial (Masvaure and Fish,[2024](#)). Even though substantial resources and time are invested in designing and selecting projects, including the establishment of an M&E system, it is vital that the system adequately provides for the collection, collation, management, and utilisation of project information in a consistent manner (Lee et al.,[2024](#)).

Organizations involved in project implementation often prefer to adopt a Project Management Information System (PMIS) that is responsive to the information needs of the organization and its stakeholders (Gupta et al., [2025](#)). Similarly, Ukundwanayo & Rulinda, ([2024](#)) note that the PMIS has become an inclusive system supporting project cycles by assisting managers in reporting, controlling, organizing, and planning tasks within projects. Ilyas, Hassan and Ilyas ([2013](#)) argue that timely, accurate, and relevant information is crucial for decision-making. However, despite the importance of this information, Okumu et al. ([2024](#)) note that project staff often fail to provide the necessary data to top management teams, which undermines efforts to enhance project performance. Implementing an M&E information system can help address this issue. The process of establishing and implementing an M&E PMIS must be participatory to foster ownership and ensure that both the supply and demand sides of information are addressed (Gupta et al.,[2025](#)).

Okemwa ([2024](#)) further note that an M&E system is not only intended to provide result-based information, but it is also designed to offer information to users in a timely manner so that projects can be implemented correctly. The information provided by M&E systems is also important to civil society organizations and development partners, as it enhances accountability and transparency in the use of resources (Masilo,[2024](#)). Understanding performance information is vital for various stakeholders, as it ensures that potential users, such as NGOs, the private sector, and other societal actors, are not excluded from the process (Masilo,[2024](#)). This approach recognizes the fact that M&E data is utilised by multiple stakeholders, and it emphasises the importance of creating M&E systems that are inclusive and responsive to the needs of these diverse groups (Okemwa,[2024](#)). The role of M&E systems in facilitating transparency and accountability, alongside their ability to inform

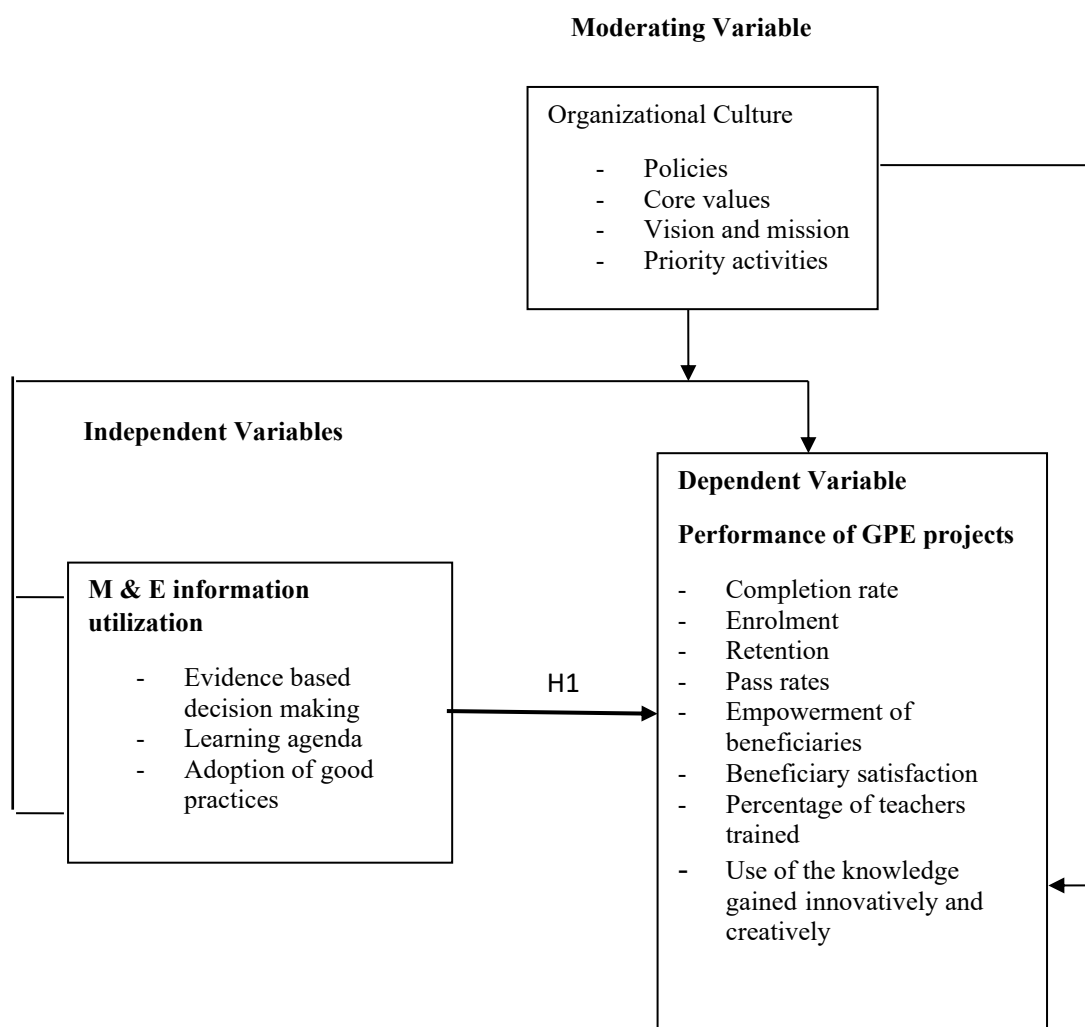
decision-making and improve project performance, underscores their critical importance in the management and delivery of successful development interventions (Olwenyi et al., 2025).

This current study was undertaken in Uganda and sought to establish the extent to which utilisation of Monitoring and Evaluation information influence performance of Global Partnership for Education projects. The study aimed to test the following hypothesis; **H₁** Utilization of Monitoring and Evaluation information has significant influence on performance of Global Partnership for Education projects in Uganda.

Conceptual Framework

Monitoring and evaluation system is not only intended to provide result-based information, but it is also intended to provide information to users in a timely manner so that they can implement projects in the right way. The information is also important to civil societies and development partners because they enhance the process of ensuring that project implementers are accountable and transparent as they utilise resources. In this respect, an understanding of performance information by various stakeholders is vital in developing M&E systems because it ensures that potential users such as NGOs, private sectors and other societies are not excluded in the process. It appreciates the fact that M&E data is utilised by several stakeholders. Figure 2.1 depicts the way the variables interact with each other in the current study.

Figure 1: Conceptual Framework Showing the Link Between Monitoring and Evaluation Information Utilisation and Performance of Public Sector Educational Projects



Note: Author's own work

III. Methodology

This study was guided by the pragmatic paradigm, which aligns with a mixed-methods research approach. Pragmatism was particularly relevant to this study as it facilitated the triangulation of data from different stakeholders, including Ministry of Education officials, school staff, and key informants. This approach ensured that findings were empirically grounded and practically applicable. The epistemological stance of pragmatism allowed for flexible interaction with research participants, while its ontological position provided a balanced evaluation of the study variables, minimizing potential biases (Gillespie, et al., 2024).

A cross-sectional descriptive survey design was employed to explore the relationships between the study variables. The combination of descriptive and correlational approaches enabled both the characterization of key study elements and the examination of relationships among variables (Hunziker and Blankenagel, 2024). The mixed-methods approach provided a robust mechanism for integrating qualitative and quantitative data to generate a holistic understanding of the research problem. Survey research was chosen due to its effectiveness in capturing information from a large population within a limited timeframe (Karunarathna, 2024). The correlational design was used to determine the extent to which the independent variables influenced the dependent variable. Relationships among the variables were assessed using correlation and regression models Coolican, 2024).

The study targeted school staff members who implemented the Global Partnership for Education (GPE) project between 2015 and 2017, with support from the World Bank and the Ministry of Education in Uganda. The target population included school teachers, School Management Committee (SMC) members, and Ministry of Education officials across 100 schools nationwide. A focused selection of 10 schools from Bukedea and Katakwi districts was made to ensure geographical representation.

The study applied the Krejcie and Morgan, (1970) as explained in Mohanasundaram, S. S. T., & Harsha (2024), a sampling table to determine an appropriate sample size of 198 participants from the selected schools of which 30% were female and 70% were male. A mixed-methods sampling strategy was employed, combining both probabilistic and non-probabilistic techniques. Schools were purposively selected based on their involvement in the GPE project. Teachers were randomly selected using a random number generator, while purposive sampling was used for GPE officials and School Management Committee (SMC) members to ensure that key stakeholders with relevant expertise were included.

Both qualitative and quantitative data collection instruments were utilised to align with the mixed-methods approach (Pregoner, 2024). The primary data collection tools included: Questionnaires which were administered to teachers to collect quantitative data on M&E practices and project performance. These contained both closed-ended Likert-scale questions and open-ended questions for further elaboration (Ghauri, Grønhaug and Strange, 2020). Focus Group Discussions (FGDs); which were conducted with SMC members to provide qualitative insights into school-level M&E practices. Key Informant Interviews (KIIs): Conducted with Ministry of Education officials and GPE project staff to gain expert perspectives on policy implementation and oversight. Data were analyzed using both descriptive and inferential statistical techniques. Quantitative data analysis involved measures of central tendency and dispersion, while inferential analysis included correlation and regression models to assess relationships between variables. Descriptive Statistics; means and standard deviations were used to summarize data trends. Inferential Statistics; composed of Pearson's Product Moment Correlation Coefficient (r) and Hierarchical Regression (R^2) were used to test hypotheses and evaluate variable relationships. Qualitative Data Analysis was undertaken whereby thematic analysis was applied to FGD and KII responses, with coding used to identify recurring themes (Dehalwar & Sharma, 2024).

To ensure data reliability and validity, the following diagnostic tests were conducted: Multicollinearity Test; Variance Inflation Factor (VIF) values were assessed to ensure the absence of multicollinearity ($VIF < 5$). Normality Test; The Shapiro-Wilk test was applied to assess normality, ensuring W-statistics values were close to 1. Linearity Test; where Scatter plots were used to examine relationships between independent and dependent variables.

The study adhered to ethical research guidelines, ensuring voluntary participation, informed consent, confidentiality, and anonymity of respondents. Ethical clearance was obtained from the relevant institutional review board before data collection commenced.

IV. Data Analysis

Descriptive Statistics

The empirical objective sought to establish the extent to which utilisation of monitoring and evaluation information influence Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. [Table 1](#) delivers the summary of the respondents' opinions on the M & E information utilisation on the

Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. The descriptive results indicate a moderate utilisation of monitoring and evaluation (M&E) information in Global Partnership for Education (GPE) projects in Katakwi and Bukedea districts. Most respondents (90%) agreed that decision-making is evidence-based, and 78.6% confirmed that evidence is triangulated before use. Additionally, 71.4% acknowledged staff capacity in utilizing M&E data, while 95.7% confirmed the presence of a learning agenda. Regular data collection and quarterly learning meetings were also reported. Furthermore, 94.3% agreed that good practices are promoted, and 97.1% acknowledged the establishment of best practice models, indicating positive M&E information utilisation in GPE project implementation.

Table 1: Distribution of M & E information utilisation on the Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda.

M & E information utilisation statements	D	N	A	SA	Mean	SD
The organization makes decisions based on evidence	0%	7 (10%)	48 (68.6%)	15 (21.4%)	4.11	0.553
The organization compares/triangulates evidence before using it for decision making	0%	15 (21.4%)	41 (58.6%)	14 (20%)	3.99	0.648
There is evidence pool or database which the organization can draw from.	2 (2.9%)	20 (28.6%)	45 (64.3%)	3 (4.3%)	3.70	0.598
Organization has developed staff capacity to use evidence in decision making	0%	20 (28.6%)	41 (58.6%)	9 (12.9%)	3.84	0.629
The organization has a learning agenda (learning questions)	0%	3 (4.3%)	60 (85.7%)	7 (10%)	4.06	0.376
The organization collects data on the learning questions regularly	4 (5.7%)	13 (18.6%)	50 (71.4%)	3 (4.3%)	3.74	0.630
The organization conducts quarterly learning meetings	4 (5.7%)	12 (17.1%)	47 (67.1%)	7 (10%)	3.81	0.687
The organization has built capacity of staff to retrieve lessons from their reports	1 (1.4%)	12 (17.1%)	46 (65.7%)	11 (15.7%)	3.96	0.624
The organization uses the learnings to scale up and design their projects	0%	13 (18.6%)	54 (77.1%)	3 (4.3%)	3.86	0.460
The organization has adopted good practices	1 (1.4%)	5 (7.1%)	43 (61.4%)	21 (30%)	4.20	0.628
The organization shares good practices	0%	5 (7.1%)	48 (68.6%)	17 (24.3%)	4.17	0.538
The organization promotes good practices	0%	4 (5.7%)	47 (67.1%)	19 (27.1%)	4.21	0.535
The organization has established models of good practices	0%	2 (2.9%)	50 (71.4%)	18 (25.7%)	4.23	0.487
Composite Mean and Standard Deviation					3.73	0.569

Note: Author's own work

Hypothesis Tests

The null and alternative hypotheses was:

H₀: The use of monitoring and evaluation information has no significant effect on the performance of GPE efforts in Uganda's Katakwi and Bukedea districts.

Regression Analysis of M & E information utilisation and Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda was done and generated as illustrated in [Table 2](#).

Table 2: Monitoring and Evaluation information utilisation and Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.436 ^a	.190	.178	.30057		
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1.444	1	1.444	15.979	.000 ^b
	Residual	6.143	68	.090		
	Total	7.587	69			
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.870	.440		4.248	.000
	SMEIU	.439	.110	.436	3.997	.000

Note: Author's own work

The study findings showed R-value of 0.436 depicting a positive correlation, suggesting that an increase in Monitoring and Evaluation information utilisation could potentially increase the performance of Global Partnership for Education projects. The coefficient of determination value of 0.190 indicated that 19.0% of the variation in performance could be attributed to monitoring and evaluation information utilisation. This means that the model could predict the relationship between predictor and response variables to high extent, but the remaining 81.0% of variation was influenced by other factors not included in the model.

Results from [Table 1](#) further show that Monitoring & Evaluation information utilisation also explains variations in Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. The fact that the overall model is statically significant, all the beta coefficients are significant. $F(1,69) = 15.979$, $p < 0.05$ shows that regression models are statistically significant in the prediction of the dependent variable, according to [Table 1](#) of the regression analysis (performance of Global Partnership for Education projects). A significant correlation was established between GPE program outcomes that were evaluated using monitoring and evaluation data and a rejection of the null hypothesis.

V. Discussion and Conclusion

The findings of this study indicate that the utilisation of monitoring and evaluation (M&E) information significantly influences the performance of Global Partnership for Education (GPE) projects in Katakwi and Bukedea districts. Descriptive analysis suggests a moderate level of M&E information utilisation, with 90% of respondents affirming that decision-making is evidence-based and 95.7% acknowledging the existence of a structured learning agenda. Furthermore, Ovcina & Kalajdzic (2024) found that the establishment of best practice models and the promotion of good practices were widely recognised indicating an institutional commitment to leveraging M&E data for project enhancement.

While the descriptive statistics indicate a moderate level of M&E information utilisation, the majority of respondents (over 90%) acknowledged the presence of structured M&E practices, including evidence-based decision-making and best practice models. This suggests a potential gap between the existence of M&E systems and their actual, effective utilisation. Although respondents largely agreed on the presence of M&E practices, the composite mean score (3.73) suggests only a moderate level of M&E information utilisation. This discrepancy indicates that while structures and policies exist, their practical application may not be as robust as perceived. While 95.7% of respondents confirmed the presence of a learning agenda and 97.1% acknowledged best practice models, only 77.1% agreed that these learnings are used to scale up and design new projects. This suggests that while knowledge is being generated, it may not always be fully integrated into future project development. Similar findings by Ssali, (2024) and Nalwadda (2024) in Uganda highlighted a gap between the existence of M&E systems and their actual, effective utilisation.

The correlation analysis demonstrates a positive relationship between M&E information utilisation and project performance, with an R-value of 0.436. This finding implies that improvements in M&E practices could lead to better project outcomes. The coefficient of determination ($R^2 = 0.190$) suggests that 19% of the variance in project performance can be attributed to M&E utilisation, while the remaining 81% may be influenced by other factors not considered in the model. Regression analysis further confirms the statistical significance of M&E information utilisation in predicting project performance, with an F-value of 15.979 ($p < 0.05$). These findings are in line with

Organisational Learning Theory, as Nimran et al. (2024) and Zhang et al. (2024) view learning as a process that nurtures new and elaborate ways of thinking. Learning as a result of utilizing M&E information enables people to expand their abilities to develop results they desire because it encourages them to learn on a continuous basis. These findings underscore the critical role of M&E practices in enhancing the effectiveness of educational projects. The ability to systematically collect, analyze, and apply M&E data ensures evidence-based decision-making, continuous learning, and the adoption of best practices. In line with the findings Nguliki, (2024) emphasize the importance of results-based management practices, knowledge and information management culture, and evidence-based decision-making practices in enhancing the effectiveness of M&E systems. However, Despite the statistically significant relationship between M&E utilisation and project performance ($p < 0.05$), the coefficient of determination ($R^2 = 0.190$) suggests that only 19% of performance variation is explained by M&E information utilisation. This implies that other, potentially more influential factors, which were not accounted for in the study, significantly impact project performance. Similar findings were produced by Rutikanga, & Gachili (2024) who assessed the effect of Monitoring and Evaluation (M&E) practices on performance of health funded projects in Rwanda. The findings showed a statistically significant relationship between M&E results utilisation and project performance ($p < 0.05$). However, the coefficient of determination ($R^2 = 0.231$) indicated that only 23% of the variance in project performance could be explained by M&E results utilisation. In addition, Otieno, & Muchelule, (2024) determined the role of Monitoring and Evaluation practices and performance of Irrigation Projects in Siaya County, Kenya.. The findings revealed a statistically significant relationship between M&E practices and project performance ($p < 0.05$). However, the coefficient of determination ($R^2 = 0.210$) suggested that only 21% of the variance in project performance could be attributed to M&E practices. The study emphasized the importance of addressing other factors, such as political interference, resource constraints, and capacity building, to improve project performance.

Based on the study findings, the following recommendations are proposed to enhance the utilisation of monitoring and evaluation (M&E) information and improve the performance of Global Partnership for Education (GPE) projects in Katakwi and Bukedea districts. While M&E structures exist, their practical application should be reinforced through improved compliance mechanisms, periodic audits, and accountability measures to ensure full utilisation of available data in decision-making. Training programs should be conducted to enhance staff competency in interpreting and applying M&E data to project planning, scaling, and redesigning initiatives. This will help close the gap between M&E systems' existence and their effective use. Although 95.7% of respondents confirmed the presence of a learning agenda, only 77.1% indicated that learnings are used to scale up and design new projects. Project teams should establish stronger feedback loops to ensure M&E insights directly influence project innovations and refinements. Given that 97.1% of respondents acknowledged best practice models, there should be more structured platforms for sharing and institutionalizing these practices across projects to maximize their impact. Since M&E information utilisation accounts for only 19% of project performance variation, further research should investigate additional factors such as political interference, resource allocation, and policy frameworks to provide a more comprehensive understanding of performance determinants. By implementing these recommendations, GPE projects in Katakwi and Bukedea can optimize M&E information utilisation, leading to more effective, evidence-driven decision-making and enhanced project outcomes.

Limitations And Call for Future Research

Data collecting involved sampled respondents, any other person with knowledge of smallholder farmers' engagement and learner participation was not investigated. The information was sensitive and respondents were scared of giving full information. This was solved by assuring the respondents that the information would not be released to any person, that the study was meant for academic purposes, and names of respondents would not be mentioned. Further research is encouraged to investigate the influence of learner participation in schools such as teaching methodologies, and teacher qualifications. This analysis can help in the restructuring of the learners in the classroom for the teachers to pay more attention to the weak apprentices.

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Author (s) Contribution Statement

The authors revised the manuscript, read and approved the final document for submission. The correspondent author, Martha Christine Olwenyi developed and edited the manuscript according to the recommended guidelines.

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