COURSE: DIPLOMA IN MONITORING AND EVALUATION

ASSIGNMENT ONE

STUDENT NAME: MANGA GEORGE

DEADLINE: 31st-March, 2019

<center>**SOLUTIONS TO ASSIGNMENT ONE**</center>

SOLUTION 1.

Key differences between monitoring and evaluation with examples;

Definition of Monitoring;

Monitoring is the systematic process of observing and recording on a regular basis, the activities carried out in a project, to ensure that the activities are in line with the objectives of the enterprise.

Monitoring takes into account optimum utilization of resources, to assist the managers in rational decision making. It keeps a track on the progress and checks the quality of the project or program against set criteria and checks adherence to established standards.

The information collected in monitoring process helps analyse each aspect of the project, to gauge the efficiency and adjust inputs wherever essential.

Definition of Evaluation;

Evaluation is defined as an objective and rigorous analysis of a continuing or completed project, to determine its significance, effectiveness, impact and sustainability by comparing the result with the set of standards. It is the process of passing value judgement concerning the performance level or attainment of defined objectives.

In short, evaluation is a process that critically assesses, tests and measures the design, implementation and results of the project or program, in the light of objectives. It can be conducted both qualitatively and quantitatively, to determine the difference between actual and desired outcome.

Key differences between Monitoring and Evaluation

The difference between monitoring and evaluation can be drawn clearly on the following premises:

1) **Meaning;** By monitoring is meant a routine process, that scrutinizes the activities and progress of the project and also finds out the deviations that occur while undertaking the project. As against, evaluation is a periodical activity that makes inferences about the relevance and effectiveness of the project or program.

2) **Related to;** While monitoring is observational in nature, evaluation is judgmental.

3) **Occurs at;** Monitoring is an operational level activity, performed by the supervisors. On the other hand, evaluation is a business level activity performed by the managers.

4) **Process;** Monitoring is a short-term process, that is concerned with the collection of information regarding the success of the project. Conversely, evaluation is a long-term process, which not only records the information but also assesses the outcomes and impact of the project.

5) **Focuses on;** Monitoring focuses on improving the overall efficiency of the project, by removing bottlenecks, while the project is under process. Unlike, evaluation stresses on improving the effectiveness of the project, by making the comparison with the established standards.

6) **Conducted by;** Monitoring is usually carried out by the people who are directly involved in its implementation process. In contrast, evaluation can be conducted by internal staff of the organization, i.e. managers or it can also be carried out by independent external party, who can give their impartial views on the project or program.

Conclusion

In the development projects, monitoring and evaluation play diverse roles, in the sense that monitoring is an ongoing process, whereas evaluation is performed periodically. Further, the focus of the assessment also differentiates the two, i.e. monitoring is all about what is happening, evaluation is concerned with how well it happened.

(Surbhi, 2017)

SOLUTION 2:

Why Baseline survey is an important part in Project Management;

A '' baseline'' refers to measurements of key conditions (indicators) before a project begins, from which change and progress can be assessed. (IFRC, Baseline Basics, 2013)

It can be very difficult to plan, monitor and evaluate future performance without baseline data. It helps to set achievable and realistic indicator targets for each level of result in a project's design (e.g. logframe), and then determine and adjust progress towards these targets and their respective results. Additional reasons for conducting baseline survey in project management include;

1) **Inform project management decision-making**, providing a reference point to determine progress and adjust project implementation to best serve people in need.

2) **Assess measurability,** of the selected indicators and fine tune the systems for future measurement.

3) **Uphold accountability**, informing impact evaluation to compare and measure what difference the project is making.

4) **Promote stakeholder participation**, providing a catalyst for discussion and motivation among community members and project partners on the most appropriate means of action.

5) **Shape expectations and communication strategies** by assisting and sharpening communication objectives and focusing content of media materials.

6) **Convince and provide justification** to policy-makers and donors for a project intervention.

7) **Support resource mobilization** for and celebration of accomplished project results compared to baseline conditions.

8) If conducted properly, baseline results can be generalized and used to **inform service delivery for communities with similar characteristics**. **(IFRC, Baseline Basics, 2013).**

<u>**SOLUTION 3.**</u>

Differences between Summative and formative evaluation Methods with examples;

Formative Assessment is a set of formal and informal assessment methods undertaken by the teachers at the time of the learning process. It is a part of the instructional process, which attempts to provide direct and detailed feedback to both teachers and students, regarding the performance and learning of the student. It is a continuous process, that observes student's needs and progress, in the learning process.

Summative Assessment refers to the evaluation of students; that focuses on the result. It is a part of the grading process which is given periodically to the participants, usually at the conclusion of the course, term or unit to check the knowledge of the students. It seeks to evaluate the effectiveness of the course or program, checks the learning progress, etc. Scores, grades or percentage obtained to act as an indicator that shows the quality of the curriculum and forms a basis for rankings in schools.

The difference between formative and summative assessment can be drawn clearly on the following grounds:

1. Formative Assessment refers to a variety of assessment procedures that provides the required information, to adjust teaching, during the learning process. Summative Assessment is defined as a standard for evaluating learning of students.

2. Formative Assessment is diagnostic in nature while Summative Assessment is evaluative.

3. Formative Assessment is an assessment for learning, whereas summative Assessment is an assessment of learning.

4. Formative Assessment occurs on an on-going basis, either monthly or quarterly. On the other hand, Summative Assessment occurs only at specific intervals which are normally end of the course.

5. Formative Assessment is conducted to enhance the learning of the students. Conversely, Summative Assessment is conducted to judge student's performance.

6. Formative Assessment is undertaken to monitor student's learning. As opposed to Summative Assessment, aims at evaluating student's learning.

7. The value of grades of formative assessment is less than the summative assessment, in a sense that grades obtained in FA will tell about the student's understandability while grades of SA, will determine whether the students should be promoted or not.

Examples of formative assessments include:

- A brief written summary of a lecture or lesson
- Student-teacher conferences
- A completed graphic organizer, such as a Venn diagram
- A quiz, which can be scored by the student or teacher.

Examples of summative assessments include:

- End of term or semester final exams
- End of unit or chapter tests
- Benchmark assessments which measure mastery of a standard State exams

Conclusion

The principal difference between these two assessment procedures is that, while the formative assessment is a kind of the instructional process, summative assessment is a sort of grading process. A balanced assessment is based on both the two, that provides necessary information about the next steps of the teachers and to measure student's learning regarding the content standard.

Surbhi (2016).

SOLUTION 4

4 (a). Potential dangers of a one sided monitoring system include:

- Number fetishism leads usability studies astray by focusing on statistical analyses that are often false, biased, misleading or overly narrow. Better to emphasize insights and qualitative research.
- Statistical research is less credible and untrustworthy than qualitative studies
- Random Results, the outcome of a numeric results by convention is deemed statistically significant if there is less than 5% probability that it could have occurred randomly rather than signifying a true phenomenon.
- Overlooking covariant; a correlation can be misleading if the real action concerns a third variable that is related to the two you are studying.
- Over-simplified analyses
- Distorted measurement
- Publication bias or there could be potential bias in the individual conducting the evaluation.
- Judging bizarre results
- The result may only be accepted by one party
- It may lower the morale of employees since all factors all not considered when conducting the evaluation potentially giving a wrong report at the end
- May bring mistrust issues due to the that employees may feel that they are not well incorporated in the evaluation.

(Jakob, 2004)

(b) Quantitative method often employed by economists and statistician in monitoring and evaluating development projects;

Surveys

Surveys are among the common quantitative tools for outcome and impact assessment. Surveys are an efficient way to capture information from a small, representative sample of

beneficiaries and can track outcomes and impact at different project intervals. The use of surveys requires skills in sampling methods and the selecting and training of enumerators.

1. **Baseline, mid-term and end-project survey;** a baseline survey is often part of a well planned impact evaluation survey where data are collected at or before the start of a project. In certain projects, baseline information is used as a planning tool, but it may be necessary to wait for project group members to be recruited if information is to be gathered on the baseline situation of project participants. Mid-term surveys and end-of-the project surveys use a similar questionnaire administered at baseline so that data can be compared. If at all possible, data should be collected from random samples of treatment (project) and control groups to ensure rigor in impact evaluation.These surveys may include RIMS anchor indicators and so be RIMS+ surveys, although it may sometime be easier to collect RIMS anthropometric indicators in a separate survey.

2. **Annual outcome surveys;** is a simple survey conducted with a small sample of about 400 randomly selected households split between project and control groups. The surveys are undertaken annually in order to regularly measure the positive/negative changes taking place at the household level. They provide information that the project management teams can use to take timely, corrective action during the course of project implementation.

3. **Thematic outcome survey;** is a variation on the annual outcome survey. It focuses on a single component or theme, and surveys may cover different themes in different years.

Angella et.al. 2013.

5 (a) Definition of a Logical Framework

A logical framework also known as log frame is a tool for planning and managing development projects. It looks like a table and aims to present information about key components of a project in a clear, concise, logical and systematic way. United States was the first to develop the log frame model and has since been adopted and adapted for use by many other donors, including the Department for for International Development (DFID). Bond (2003).

The log frame summarizes, in a standard format;

- What the project is going to achieve?
- What activities will be carried out to achieve its output and purpose?
- What resources (inputs) are required?
- What are the potential problems which could affect the success of the project?
- How the progress and ultimate success of the project will be measured and verified?

(Laurence et. al. 2003)

(b) Definition and explanation of key components of the logical framework are as follows;

Narrative summary; The goal, purpose, outputs and activities of the project as described in the left-hand column of the logical framework. (the objectives column).

Goal; The ultimate result to which your project is contributing (the impact of the project). For example; Jamaica's dominance of competitive bobsledding at the 2002 Winter Olympics.

Purpose; The change that occurs if the project outputs are achieved (the effect of the project). for example; Jamaica wins the bobsledding at the 2002 Winter Olympics.

Outputs; The specifically intended results of the project activities (used as milestone of what has been accomplished at various stages during the life of the project). For example; Team members selected by (date), Team at full fitness by (date) etc.

Activities; The actual tasks required producing the desired outputs. For example; Develop training schedule, find practice venue, publicity campaign to recruit team member, etc.

Indicators; Also referred to as measurable or objectively verifiable indicators (OVI) quantitative and qualitative ways of measuring progress and whether project outputs; purpose and goal have been achieved. For example; team members capable of running 100 meters in 10 seconds by May, 4 year training schedule, budget and outcomes developed and agreed by the company.

Means of verification; M.O.V is the information or data required to assess progress against indicators and their sources. For example; fitness report from team doctor, schedule written and agreed (signed) by coach, team members and team doctor.

Assumptions; Factors external to the project which are likely to influence the work of the project management has little control, and which need to exist to permit progress to the next level in the Logical Frame Analysis. For example; The Jamaican team qualities for the games, it snows enough for the games to be held etc.

Super goal; The long term results of continued achievement of the goal of the project. For example; Hot countries seen as serious competitors in winter sports.

Inputs; What materials, equipment, financial and human resources are needed to carry out the activities of the project? For example; Funding, Coach, Bib-sled, Snow, Medical Advisor etc.

(Laurence et. al. 2003)

REFERENCES

Angella et.al. 2013. Qualitative and Quantitative methods in monitoring and evaluation. Measuring change; experience from IFAD funded projects in Asia.

IFRC (May 2013). Baseline Basics, International Federation of Red Cross and Red Crescent Societies.

Jakob (March 1, 2004). Risks of quantitative studies, Nielsen Norman Group, world leaders in Research Based User Experience.

Lawrence et.al. 2003. BOND Guidance Note Series, Logical Framework Analysis.

Surbhi S (February 9, 2016), Difference between formative and summative assessment.

Surbhi S (October 25, 2017), Difference between Monitoring and Evaluation. Simple project management tool.