AFRICA CENTER FOR PROJECT MANAGEMENT

ASSIGNMENT SUBMITTED IN FULFILLMENT OF AWARD OF CERTIFICATE IN MONITORING AND EVALUATION.

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ASSIGNMENT

1. Giving examples differentiate between Monitoring and Evaluation.
2. Why is Baseline survey an important part in Project Management?
3. Distinguish between Summative and formative evaluation Methods with examples.
4. Monitoring and evaluation uses both qualitative and quantitative methods to measure the success and impact of the projects. However, economists and staticians adapt a one sided method (quantitative) to analyze the results.

   a) Identify the potential dangers of a one sided monitoring system.
   b) Critically analyze the quantitative method often employed by economists and staticians in monitoring and evaluating development projects
5. a. Define Logical Framework
   b. Define and Explain key components of Logical framework
   .

Qn. 1.

Monitoring can be defined as the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives. In the broader approach, monitoring not only track strategies, but also involves actions being taken by partners and non-partners, and figuring out what new strategies and actions need to be taken to ensure progress towards the most important results. While **Evaluation** is a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which they are achieving stated objectives and contributing to decision making.

According to [SAMDI, 2006], Monitoring is an integral part of day-to-day operational management to assess progress against objectives. For instance, It involves the tracking of inputs, processes, activities, outputs and outcomes against indicators, and the modification of these processes and activities as and when necessary. While **Evaluation** is a systematic assessment of the strengths and weaknesses of the design, implementation and the results of completed or ongoing interventions. For instance its aim is to help to improve these interventions, and supply information on lessons learnt from work already done to influence future planning.

According to IFRC, (2002). Monitoring & Evaluation handbook 1st edition, **Monitoring** is a continuing function that uses the systematic collection of data on specified indicators to inform management and the main stakeholders of an ongoing intervention/ program of the extent of progress and achievement of results in the use of allocated funds. While **Evaluation** is the systematic and objective assessment of an on-going or completed projects, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, as well as efficiency, effectiveness, Impact (overall Goal) and sustainability.

All in all the main differences between monitoring and evaluation are the timing and frequency of observations and the types of questions asked. However, when monitoring and evaluation are integrated as a project management tool, the line between the two becomes rather blurred.

Qn. 2.

Baseline Survey simply refers to process of obtaining information on the current situation that the intervention aims to improve. For instance in the case of annual plans, the baseline may shift each year and the first year's performance could become the following year's baseline. However where a system for managing performance is being set up, initial baseline information is often not available and thus one needs to start measuring the existing situation in order to establish a baseline.

According to Nicodemus Mwania Kryptone consultant (2015), a baseline survey is a study that is done at the beginning of a project to get knowledge of the current status of an item of study before a project commences. It is done after the decision to implement the project has been reached or agreed upon.

Baseline survey is the analysis and description of a situation prior to an operation/program, against which change can be assessed or comparisons made. (IFRC, Monitoring & Evaluation handbook October 2002)

Therefore Baseline survey is very important in the following ways;

Baseline information serves as a point of comparison. For instance one could start collecting information on the indicators he/she developed, but in order to measure changes, he/ she have to have something to measure it against. For example, imagine that I are implementing a program aimed at preventing school dropout and my expected long-term outcome is to reduce dropout by 60 %. I find that 50 of teenagers in my target population have dropout in the last year. However, I cannot assess whether there has been a decrease or increase in dropout if I do not have information about the number of dropout before the intervention commenced. I would therefore need to conduct baseline survey to obtain baseline information against which to assess the progress of the project/ intervention after its commencement.

According to the Food Agricultural Organization (FAO 2013), a baseline survey helps in

quantifying the distribution of certain variables in a study population at one point in time. This is because it is a descriptive cross-sectional survey that mostly provides quantitative information on the current status of a particular situation – on whatever study topic – in a given population. Thus aims at quantifying the distribution of certain variables in a study population at one point in time.

A baseline survey provides a benchmark (a snapshot of the current situation) for measuring project success or failure.

Baseline survey also helps in minimizing time and resources for designing evaluation tools since the tools used during the baseline survey are normally the same tools used during monitoring and evaluation.

Baselines surveys are important to any project for they are the starting point for a project. A recommended way of starting a project is to carry out a baseline study. Through its results, a baseline serves as a benchmark for all future activities, where project managers can refer to for the purposes of making project management decisions.

Baseline studies are important in establishing priority areas for a project. This is especially true when a project has several objectives. The results of a baseline study can show some aspects of a project need more focus than other while others may only need to be given little focus.

Take for example a project on the awareness of HIV AIDS disease in Nairobi. A baseline study may show that while there is generally high public information on awareness of risk and prevention strategies, these strategies are either non-existent or inaccessible. In this case, project output would focus more on improving access to prevention strategies and little on doing media campaigns and community mobilization.

Baseline survey also helps in determining the impact of a project. A baseline study serves the purpose of informing decision makers what impact the project has had on the target community. Accordingly, along with other strategies such as use of control groups, it also helps in attributing change in the target population to the project.

Basically, the purpose of a baseline study is to provide an information base against which to monitor and assess an activity's progress and effectiveness during implementation and after the activity is completed.

Qn. 3. Distinguish between Summative and formative evaluation Methods with examples.

Summative evaluation (sometimes referred to as outcome/ impact evaluation) is a method of judging the worth of a program or interventions at the end of the program activities (summation). For instance it focuses on the outcome. That is to say whether the results of the object being evaluated (program, intervention) met the stated goals. It is carried out as a program is ending or after completion of a program in order to "sum up" the achievements, impact and lessons learned. While **Formative evaluation** (sometimes referred to as interim evaluations, process evaluation) is a method for judging the worth of a program while the program activities are forming (in progress). Thus, formative evaluations are basically done on the fly. They permit the project managers, staffs, stakeholders to monitor how well the goals and objectives are being met. Its main purpose is to catch deficiencies as soon as possible so that modification/ changes can be done to keep the program on truck. Scriven (1967)

Formative Evaluation	**Summative Evaluation**
Evaluates a program during development in order to make early improvements. Helps to refine or improve a program	Is conducted after the completion of the program design. Provides information on program effectiveness
Question: How well is the program being delivered? Uses. When starting a new program	Question: Should funding continue for this program? Uses. To help decide whether to continue, end, or expand a program
Focus on Efficiency	Focus on Effectiveness
Strengths and Weaknesses	Achievements
Time: earlier in the life of the program.	Time: later in the life of the program.

4. Monitoring and evaluation uses both qualitative and quantitative methods to measure the success and impact of the projects. However, economists and statisticians adapt a one sided method (quantitative) to analyze the results.

(a) Identify the potential dangers of a one sided monitoring system.

(b) Critically analyze the quantitative method often employed by economists and statisticians in monitoring and evaluating development projects.

4 (a)

Quantitative data are numerical (for example amounts, proportions). It directly measure the status or change of a specific variable, for example changes in crop yield, kilometers of road built over a period of time, or number of hours per week that women spend fetching water. Quantitative data are collected when a number, rate, ratio or proportion related to the target population should be estimated or a variable (such as crop production) should be measured. it includes questionnaires , surveys, Structured interviews etc. On the other hand, qualitative methods gather data by asking people to explain what they have observed, do, believe or feel. Qualitative data are needed when the attitudes, beliefs, and perceptions of the target population should be known in order to understand its reactions and responses to intervention services. It includes Focus group discussions (FDG), Key informant interviews(KII), In-Depth Interviews (IDIs).

Therefore combining quantitative and qualitative research methods and approaches in monitoring and evaluation of development projects has proved to be very effective. However adopting one sided method (quantitative) to analyze the results has the following potential dangers.

There is a potential danger of missing variables. The rigid and fixed nature of quantitative method in monitoring system can also result in a relevant variable being missed entirely. If someone was conducting a qualitative study into the intelligence levels of children and trying to determine whether firstborn children are more intelligent than all subsequent children, they may measure children's IQ, and then note whether they are firstborn, second, third or fourth. This may produce a result stating that, according to the statistics, firstborn children are indeed more intelligent, and each subsequent child has a lower IQ than the one before. This seems to be a relevant finding, but it overlooks the possible variable that intelligent parents have fewer

children. This could mean that the first- and second-born children have relatively intelligent parents, and fifth-born children have less intelligent parents, so the conclusion of the study is misleading.

Lack of details. The use of only one sided monitoring system I.e (quantitative method) may makes or restricts projects officers or staffs have very little ability to find out more detail. For example, many quantitative methods use questionnaires as a means of finding out percentages of the population that possess certain characteristics or think certain things. Imagine if a questionnaire asks if you wished to vote for the SPLM or SPLM I.O in the next election. Someone answering this question may want to vote for the NASF, but not have the option available to state that. Within the confines of the quantitative study, they will have to choose between the two. This may not seem like a relevant fact, but if 10 percent of people who answered SPLMIO actually preferred NAS, a massive trend will be missed because of the rigid nature of the study. Qualitative research would catch this discrepancy through use of open-ended questions.

More still, one sided method like quantitative method/ data do not provide an understanding of the program's context and may not be robust enough to explain complex issues or interactions (Holland et al., 2005; Garbarino et al., 2009). Therefore one will end up having general conclusion without sufficient context when you lean toward quantitative

Risk of biasness. Participants in the study may be more willing to share certain pieces of information, which introduces the risk of bias since quantitative method does not allow for the in-depth study of behaviors and attitudes, researchers may not be able to ask detailed, probing questions. This might provide some limitations in the results of the study.

Another potential danger is that the development of standard questions by researchers can lead to "structural bias" and false representation, where the data actually reflects the view of the researcher instead of the participating subject.

Another danger of using one sided (quantitative) method is that the research is often carried out in an unnatural, artificial environment so that a level of control can be applied to the exercise.

This level of control might not normally be in place in the real world thus yielding "laboratory results" as opposed to "real world results"; and,

4 (b) critically analyze the quantitative method often employed by economists and statisticians in monitoring and evaluating development projects.

Economist and statisticians often used various quantitative methodologies in monitoring and evaluation of developmental projects. These are critically analyzed below:

Quantitative Surveys: Unlike the open-ended questions asked in qualitative questionnaires, quantitative paper surveys pose closed questions, with the answer options provided. The respondents will only have to choose their answer among the choices provided on the questionnaires. Similarly, these are ideal for use when surveying large numbers of respondents. The standardized nature of questionnaires enables researchers to make generalizations out of the results.

Quantitative Observation: This is straightforward enough. Data may be collected through systematic observation by, say, counting the number of users present and currently accessing services in a specific area, or the number of services being used within a designated vicinity. When quantitative data is being sought, the approach is naturalistic observation, which mostly involves using the senses and keen observation skills to get data about the “what”, and not really about the “why” and “how”. It is a quite simple way of collecting data, and not as expensive as the other methods. However, the problem is that senses are not infallible. Unwittingly, the observer may have an unconscious grasp on his senses, and how they perceive situations and people around. Bias on the part of the observer is very possible.

Structured Interviews: Personal one-on-one interviews may also be used for gathering quantitative data. In collecting quantitative data, the interview is more structured than when gathering qualitative data, comprised of a prepared set of standard questions. These interviews can take the following forms:

Face-to-face interviews: Much like when conducting interviews to gather qualitative data, this can also yield quantitative data when standard questions are asked. The face-to-face setup allows the researcher to make clarifications on any answer given by the interviewee. However, this can be quite a challenge when dealing with a large sample size or group of interviewees.

Computer-assisted interviews. This is called CAPI or Computer-Assisted Personal Interviewing where, in a face-to-face interview, the data obtained from the interviewee will be entered directly into a database through the use of a computer. The direct input of data saves a lot of time and other resources in converting them into information later on, because the processing will take place immediately after the data has been obtained from the source and entered into the database.

Experiments These methods involve manipulation of an independent variable, while maintaining varying degrees of control over other variables, most likely the dependent ones. Usually, this is employed to obtain data that will be used later on for analysis of relationships and correlations. Quantitative researches often make use of experiments to gather data, and the types of experiments are:

Laboratory experiments. This is your typical scientific experiment setup, taking place within a confined, closed and controlled environment (the laboratory), with the data collector being able to have strict control over all the variables. This level of control also implies that he can fully and deliberately manipulate the independent variable.

Field experiments. This takes place in a natural environment, “on field” where, although the data collector may not be in full control of the variables, he is still able to do so up to a certain extent. Manipulation is still possible, although not as deliberate as in a laboratory setting.

Natural experiments. This time, the data collector has no control over the independent variable whatsoever, which means it cannot be manipulated. Therefore, what can only be done is to gather data by letting the independent variable occur naturally, and observe its effects.

5 **a. Define Logical Framework**

b). Define and Explain key components of Logical framework

(a)

According to DFID, Guidelines on Humanitarian Assistance" published in May 1997, defined Logical Framework as "a tool that help designers of projects think logically about what the project is trying to achieve (the purpose),what things the project needs to do to bring that about (the outputs) and what needs to be done to produce these outputs (the activities). The purpose of the project from the DFID viewpoint is to serve our higher level objectives (the goal)".

Logical framework (as sometimes called log frame) is a project matrix that makes a brief presentation of impact, effect, output and activities along with verifiable indicators, means of verification and assumptions. It provides an at-a-glance view of the project plan for managers and a basis for M&E needs and purposes. (Devex: April 2012; indicator, lograme, & M& E system).

Logical Framework can also be defined as a planning tool consisting of a matrix which provides an overview of a project's goal, activities and anticipated results. It provides a structure to help specify the components of a project and its activities and for relating them to one another. It also identifies the measures by which the project's anticipated results will be monitored.

The logical framework approach was developed in the late 1960s to assist the US Agency of International Development (USAID) with project planning. Now most large international donor agencies use some type of logical or results framework to guide project design. It consists of a matrix with four columns and four or more rows which summarize the key elements of the project plan including **Figure 1: A Logical Framework**

Project Description	Measurable Indicators	Means of Verification(MOV)	Important Assumptions
Goal			
purpose			
Output			
Activities			

(b) . Define and Explain key components of Logical framework

A Logical Framework (or Log Frame) consists of a matrix with four columns and four or more rows which summarize the key elements or components of the project plan. These include the following:

Project description This is a narrative summary of what the project intends to achieve and how. It describes the means by which desired ends are to be achieved. That is the goal, purpose, outputs and activities of the project as described in the left-hand column of the logical framework

Goal Simply refers to the ultimate result to which your project is contributing - the impact of the project. It also refers to the sectoral or national objectives for which the project is designed to contribute, for instance. Increased literacy rate, improved nutritional status, and reduced school dropout. . The goal is thus a statement of intention that explains the main reason for undertaking the project. This should be a brief statement or summary. Example to increase literacy among young people in south Sudan.

Purpose This can be defined as the change that occurs if the project outputs are achieved - the effect of the project. Alternatively, It refers to what the project is expected to achieve in terms of development outcome. Examples might include increased literacy among young people, reduced

school dropout among girls. There should generally be only one purpose statement for instance. What final result are you trying to achieve? This is the purpose of the project. This should be clear and brief. Example School attendance and literary skills of 6-14 year old in (named region) of south Sudan is increased.

Component Objectives Where the project/program is relatively large and has a number of components, it is useful to give each component an objective statement. These statements should provide a logical link between the outputs of that component and the project purpose. Poorly stated objectives limit the capacity of M&E to provide useful assessments for decision-making, accountability and learning purposes.

Outputs: This is the specifically intended results of the project activities - used as milestones of what has been accomplished at various stages during the life of the project. It also refer to the specific results and tangible products (goods and services) produced by undertaking a series of tasks or activities. Each component should have at least one contributing output, and often have up to four or five. The delivery of project outputs should be largely under project management's control. For example what are the particular outputs needed to achieve the Purpose of the project? There may be several outputs. Example 'Five new language teachers recruited and trained. ‘Classes running in all schools at times when children are not required to complete family duties.’ Information sessions for families with school age children held in each village demonstrating benefits of literacy.'

Activities: refer to all the specific tasks/ activities needed to achieve the required outputs. There are many tasks and steps to achieve an output. For examples, Hold publicity campaign in (named region), Hold training sessions for new teachers, ‘Plan and hold meetings in each village for families with school age children to demonstrate the benefits of literacy' etc. However, the logical frame matrix should not include too much detail on activities because it becomes too lengthy. If detailed activity specification is required, this should be presented separately in an activity schedule/Grant chart format and not in the matrix itself.

Inputs refer to the resources required to undertake the activities and produce the outputs. for instance what materials, equipment, financial, and human resources needed to carry out the activities of the project. Example Budget, Training space, Accommodation, Support for existing teaching staff, Teaching materials, Transport to village, Project Coordinator / Fieldworker etc. The specific inputs should not be included in the matrix format.

Indicators It is also referred to as measurable or objectively verifiable indicators (OVI). It is defined as the quantitative and qualitative ways of measuring progress and whether project outputs; purpose and goal have been achieved. It also refers to the information that would help us determine progress towards meeting project objectives. An indicator should provide, where possible, a clearly defined unit of measurement and a target detailing the quantity, quality and timing of expected results. Indicators should be relevant, independent and can be precisely and objectively defined in order to demonstrate that the objectives of the project have been achieved (see below).

Means of verification (MOVs): It defined as the information or data required to assess progress against indicators and their sources. What information will you need, and how and from where can it be gathered and the frequency with which the information should be provided? Will project staff or others need to keep records, or can they get the information from somewhere else? The cost implications should be considered, if any, and build this in to the project budget. In short MOVs specify the means to ensure that the indicators can be measured effectively, i.e. specification of the indicators, types of data, sources of information, and collection techniques. For example fitness report from the team doctor.

Assumptions: refer to conditions which could affect the progress or success of the project, but over which the project manager has no direct control, for instance. Price changes, rainfall, political situation, and so on. It also refers to external factors to the project which likely to influence the work of the project and the management has little control, and which needs to exist to permit progress to the next level. An assumption is a positive statement of a condition that

must be met in order for project objectives to be achieved. A risk is a negative statement of what might prevent objectives being achieved.

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