

AFRICAN INSTITUTE OF PUBLIC MANAGEMENT STUDIES

COURSE NAME: DIPLOMA IN MONITORING AND EVALUATION

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ASSIGNMENT 1

ASSIGNMENT

1. Giving examples differentiate between Monitoring and Evaluation.

Monitoring is the systematic process of collecting, analyzing and using information to track a programme's progress toward reaching its objectives and to guide management decisions.

Monitoring usually focuses on processes, such as when and where activities occur, who delivers them and how many people or entities they reach. Monitoring is conducted after a programme has begun and continues throughout the programme implementation period. Monitoring is sometimes referred to as *process, performance or formative evaluation*. (Adapted from Gage and Dunn 2009, Frankel and Gage 2007, and PATH Monitoring and Evaluation Initiative)

Evaluation is the systematic assessment of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institution's performance. Evaluation focuses on expected and achieved accomplishments, examining the results chain (inputs, activities, outputs, outcomes and impacts), processes, contextual factors and causality, in order to understand achievements or the lack of achievements. Evaluation aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of the intervention to the results achieved. (Adapted from Gage and Dunn 2009, Frankel and Gage 2007)

Monitoring and evaluation of initiatives on violence against women and girls take place on a number of different levels, depending on the goals and objectives of the programme and the scope of activities and strategies being designed or implemented. For example, monitoring and evaluation would look different for a school-based prevention programme a training programme on the systematic use of screening protocols throughout the health sector the implementation of domestic violence legislation an awareness-raising campaign aimed at engaging men the institutionalization of a coordinated community response. It should provide evidence-based information that is credible, reliable and useful. The findings, recommendations and lesson learnt of an evaluation should be used to inform the future decision-making process in the program

Monitoring is routine collection of data, Information utilization of derived facts for decision making (Gage et al, 2007). Like monitoring trends of malaria infection, diarrhea cases and pneumonia morbidity of common pandemic disease while evaluation is time based assessment of performance of target over a period of time. Example is midterm evaluation and end term evaluation aimed at knowing if intended goal was achieved or not.

2. Why is Baseline survey an important part in Project Management?

It helps in setting target during inception of a project/program. It is a benchmark used for basis of monitoring during implementation of the project/program to gauge where the project is moving. A baseline is an analysis describing the situation in a project area – including data on individual primary stake- holders – prior to a development intervention. Progress (results and accomplishments) can be assessed and comparisons made against it. It also serves as an important reference for the end of project evaluation

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

Summative evaluation is cumulative assessment technique as it is performed at the end of a program or semester or any other instructional unit, to see how well an intervention or a student has gained from the instruction. The focus in summative assessment is on the outcome of the intervention which is why it is called an external evaluation technique. It is used to check if an institution or students have achieved what the goal of the training program is. Teachers get the help of the benchmark to assess the achievements of students. Like end of project reports, evaluation of project impacts and others.

Formative evaluation whereas a method that is used during implementation of a project by managers or teachers to improve performance. It is learning and teaching process in order to monitor the effectiveness of learning process. It is a continuous process aimed at improving learning and teaching skills. Formative evaluation is used by project manager to address some of the challenges during implementation of a project hence things programs are adjusted accordingly.

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.**

It may lead to impact factor- Corrupting intellectual output

It does not give details

Important details on none quantifiable scenarios will be missed. There are risks of missing out relevant details that would add more meaning or best describe the quantitative information.

b) **Critically analyze the quantitative method often employed by economists and staticians in monitoring and evaluating development projects**

Quantitative evaluation looks at the numerical number based on scientific notation

- 1) Use of well structured questionnaires
- 2) Face to face interviews
- 3) Observations
- 4) References to secondary information or records

5. **a. Define Logical Framework**

Logical framework is

It is a table usually consisting of four rows and four columns, that summarizes what the project intends to do and how (necessary inputs, outputs, purpose, objectives), what the key assumptions are, and how outputs and outcomes will be monitored and evaluated.

b. Define and Explain key components of Logical framework

The key components of logical frame work include the following;

Objective: A specific statement detailing the desired accomplishments or outcomes of a project at different levels (short to long term). A good objective meets the criteria of being impact oriented, measurable, time bound, specific and practical. Objectives can be arranged in a hierarchy of two or more levels. In provision of health care, the objective could be ‘*to contribute to reduction of maternal and child mortality and morbidity in Kenya*’

The goal: Is the long term result of an intervention or program

The outcome: The medium impact or result of an intervention

Output: The immediate result of an intervention

REFEFENCES

1. <https://www.differencebetween.com/difference-between-formative-and>
2. <https://www.theclassroom.com/difference-between-qualitative>
- 3.