ASSIGNMENT TWO

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1. *What are the qualities of a good indicator? Give an example*

Indicators are qualitative and quantitative reference points that offer a simple and reliable evidence for evaluating achievement, change or performance (Church & Rogers, 2006). An indicator is collective; it could be anything such as the number of trained people or the number of printed posters. However, performance indicators undertake to evaluate specific outcomes or advancements of a project (International Organization for Immigration [IOM], 2008). The IOM (2008) further explains that performance indicators are directly associated with assessing progress toward objectives of the project and are usually a mix of monitoring and evaluation. The definition of indicators is complete if it is given together with their different characteristics (Sejdini, 2014). There are numerous acronyms from different authors used to give the characteristics of performance indicators. The World Bank gives acronyms that are commonly used for good qualities of performance indicators (World Bank, 2019). They are CREAM (Clear, Relevant, Economic, Adequate and Monitorable), SPICED (Subjective, Participatory, Interpreted, Cross-checked, Empowering and Diverse) or SMART (Specific, Measurable, Achievable, Relevant and Time Bound).

According to Search for Common Ground (SFCG) as referred to in Sejdini (2004), the SPICED approach is more qualitative in nature while SMART approach is highly quantitative in nature. For the indicators to be mostly representative and valid, they should comply to both SPICED and SMART approaches (Sejdini, 2014). For the purpose of this work I will discuss SMART and SPICED approaches to look at the qualities of a good indicator.

a) SMART Approach
Specific: Indicators should indicate those conditions the project aims to change, sidestepping measures that are generally under control of external consequences (Roche, 1999). They should indicate **who** and **what** is to be achieved and the geographical region **(where)** of the expected attainments.

Example: *Refugees (who) in Dadaab Refugee Camp should demonstrate understanding of hygiene practices (what) in their households within the camp (where) by a 50 percent increase from the baseline in handwashing after visiting toilets by the end of the first year of the project.*

Measurable: Indicators should be spelled out in a clear-cut way so that their evaluation and interpretation are not ambiguous (Roche, 1999). The indicator should be determinable, that is, it has the ability to be counted, observed, analyzed, tested, or questioned (Save the Children, 2019).

Example: *Refugees in Dadaab Refugee Camp should demonstrate understanding of hygiene practices in their households within the camp by a 50 percent (measurable) increase from the baseline in handwashing after visiting toilets by the end of the first year of the project.*

Attainable: The project should be able to achieve its indicators and therefore they should be sensitive to the changes the projects plans to make (Roche, 1999). The indicator is attainable

it is accurately specified in the performance target the level or amount of what is to be assessed in order to achieve the results (Save the Children, 2019).

Example: *Refugees in Dadaab Refugee Camp should demonstrate understanding of hygiene practices in their households within the camp by a* <u>*50 percent increase from the baseline*</u> *(**specified amount**) in handwashing after visiting toilets by the end of the first year of the project.*

Relevant: Indicators should be appropriate to the project in being undertaken (Roche, 1999). They should be significant and valuable to the outcome to guarantee that the results are actually indicating a related impact (Save the Children, 2019).

Example: The indicator *'Refugees in Dadaab Refugee Camp should demonstrate understanding of hygiene practices in their households within the camp by a 50 percent increase from the baseline in handwashing after visiting toilets by the end of the first year of the project'* is relevant to the project goal on ***'Improving the livelihood of refugees in Daadab Refugee Camp.'***

Time-bound: The indicator is connected to a timeline stating when it will be measured (Save the Children, 2019).

Example: *Refugees in Dadaab Refugee Camp should demonstrate understanding of hygiene practices in their households within the camp by a 50 percent increase from the baseline in handwashing after visiting toilets by the end of the* <u>*first year of the project* </u>(**timeline).**

b) SPICED approach
The SPICED formula is a very important tool for assisting on how to come up with indicators that are participatory and recognizes local understandings of change (Lennie et al., 2011). It is qualitative in nature and a useful tool to help think about the importance of working with communities and recognizing that people have varied understandings on what change means.

Subjective: Informants have an exceptional experience that offers them unique insights which may produce a very high gains on the analyst's time. In this way, what is seen by others as not necessarily reliable, because it is based on personal accounts rather than facts becomes critical data because of the value of its source (Roche, 1999).

Example: *Trincomalee District is in the North East of Sri Lanka, an area heavily affected by conflict for 18 years. Save the Children UK became involved with the Ministry of Education in a project to improve the quality of education in early childhood care and development (ECCD) centers through sustainable teacher training. An international member of staff, with extensive ECCD experience, was brought in to provide this training. During the initial residential training, the teachers worked together to identify indicators of education quality, i.e., how they would know if quality education was being provided. After sharing ideas, teachers agreed on a list of indicators. The indicators were developed and owned by the teachers themselves, and they were based on the teachers' knowledge of what it is possible to achieve in the resource-poor context of the Trincomalee ECCD centers. The consultant was crucial in that she was*

able to guide the teachers towards indicators which focused on the quality of children's learning experience, particularly the relationship between them and the teacher. (Cain, 2003).

In the above example the experience from the teachers was used to give their insights on what quality education entails. According to Cain (2003) some of the indicators the teachers being trained came up with included:

1) *teacher listens attentively to children*
2) *teacher bends down to child's level and makes eye contact*
3) *teacher treats all children equally and with respect*
4) *pre-school is neatly organized with toys accessible to children*
5) *children's work is displayed at their eye level*

Participatory: Project aims and indicators should be established in conjunction with those best placed to evaluate them (Roche, 1999). This suggests including the project's end beneficiaries, or also involving community staff and other stakeholders.

In the above example on Trincomalee District, Sri Lanka, according to Cain (2003) the external consultant was able to guide the teachers **(stakeholders)** in participating in the development of the indicators.

Interpreted and communicable: Indicators and aims that are defined locally need to be explained to have meaning to other stakeholders (Roche, 1999).

In the example on Trincomalee District, Sri Lanka, the process of coming up with indicators was guided by an external consultant, however, they were relevant to the local context. Cain (2003) reports that *"Consensus was achieved through an external professional working with groups of teachers to develop indicators which were based on a shared understanding of child development (the consultant's input), but which were also practical and relevant in the local context (the teachers' input)."*

Cross-checked and compared: The validity of evaluation needs to be confirmed by correlating different indicators or objectives and progress and by applying various informants, design, and investigators (Roche, 1999).

In the example on Trincomalee District, Sri Lanka, the evaluation was cross-checked by use of different set of indicators from the parents. Cain (2003) reports that *"In evaluating the overall impact of the project, it was also important to look at changes in children's learning. In order to answer this question, the parents were consulted, and this phase of the evaluation would require a different set of indicators."*

Empowering: The process of designing and evaluating indicators or objectives should be enabling in itself and permit individuals and groups to critically reflect on their changing situation (Roche, 1999).

In the example on Trincomalee District, Sri Lanka, the process allowed teachers to evaluate themselves based on the indicators they had set. Cain (2003) reports that *"The teachers were*

asked to go back to school and assess their own work according to the indicators. When they found that they were not achieving all of them, they were motivated to make practical changes in the school and their teaching methods."

Diverse and disaggregated: There should be a purposeful effort to find out various objectives or indicators from a range of groups, mostly women and men (Roche, 1999). This data requires to be documented in a manner that these differences can be evaluated over time.

In the example on Trincomalee District, Sri Lanka, the external consultant guided the teachers to develop their own indicators and in the evaluation process the parents also came up with their indicators through questionnaires and focused group interviews. Different groups came up with diverse set of indicators.

2. As part of the Millennium Development Goals (MDGs), Universal education is a right for all children. Different governments have implemented free primary education in order to achieve this goal. With example from your country please explain the following:
   a) Critically evaluate the implementation programme of free primary education for the first 2 years

KENYA

In January 2003, within less than a month after assuming office, a newly elected Kenyan government fulfilled its election pledge by introducing free primary education (FPE) programme (Oketch & Somerset, 2010). The program had its own positive effects as well as challenges in its initial years of its implementation.

The implementation of the FPE was done within a short time without involving the long and costly process of planning that involves key stakeholders who would have shared varied opinions therefore delaying the launch of the programme. This may have saved time and other resources in implementation of the program. This policy that was supposed to enroll all children into school regardless of their family status elicited a lot of excitement among the population including teachers (Oketch & Somerset, 2010). However, this abrupt implementation that was seen by many as a political move by the newly elected NARC government was a good idea but it brought about a lot of confusion with many factors hindering its success (Otike & Kiruki, 2011). For example, there was no prior capacity building amongst the teachers who are key stakeholders and neither did the local education officers offer necessary support and guidance to these teachers to ensure that FPE succeeds (Abuya et al., 2015). The other shortfall in the launch was that it was done in the middle of a financial year and there were no funds budgeted for the program in the 2003/2004 financial year. Therefore, the government had to use emergency grants and to look for immediate assistance from UNICEF, The Department for International Development (DFID) and opening a bank account with Kenya Commercial Bank for the public and well-wishers to donate for the programme (World Bank & UNICEF, 2009). Further the World bank and UNICEF (2009) reports that many affluent parents perceived that the high enrolment in public schools would compromise

the quality of education in public schools and therefore they transferred their children to private schools increasing the enrolment in these private schools from 187,966 in 2002 to 253,169 in 2003, which was an increment by 34.7 percent.

The removal of school fees ended one of the major barriers in accessing education for children from families with limited resources and the trend on declining rates of student enrollment was reversed. The gross enrollment rate rose from 88.2 percent to 102.8 percent in 2003, and then rose to 104.8 percent in 2004. This was positive in that reversing the declining enrolment rates was one of the primary objectives of FPE (World Bank & UNICEF, 2009). However, this increased rate of enrolment immediately brought in challenges with the implementation of the programme. The high number of students led to overcrowding of classrooms to a level in some schools pupils being taught under trees (Otike & Kiruki, 2011). The World Bank and UNICEF (2009) report that construction of additional infrastructures like schools and classes was not included in the initial FPE initiative, and increased enrollment led to strain on other physical infrastructures in schools. In some schools multishift or multigrade classrooms were started to respond to the teacher and classroom shortages. The high enrolment rate led to a tremendous increase in the pupil teacher ratio resulting into heavy workload for teachers with lack of personalized attention to the students disadvantaging some students like slow learners (Otike & Kiruki, 2011). This resulted in dissatisfaction and demotivation to both teachers and students. The situation was also aggravated by the recurrent problem of shortage of teachers in public schools (World Bank & UNICEF, 2009).

There was no government limit on the enrolment age and therefore 'overage' students were enrolled (Otike & Kiruki, 2011). This was an advantage in that no student was locked out of the programme. This policy with no age limit led to Kimani Ng'ang'a Maruge who was 84 years old then to be recorded in Guinness book of records as the oldest standard one student in the world (Fleshman, 2010). Nevertheless, the high enrolment rates with increased heterogeneity among students in terms of age and abilities posed a big challenge to the teachers in dealing with overage and slow learners in the same classroom with other students (Abuya et al., 2015). This affected the quality of the outcomes since the high number of students prohibited the teachers from giving personalized lessons to the older or slow learning students. It is reported that teachers felt that there was a serious compromise on discipline standards in most schools due to the large numbers of over-age pupils who in the process also negatively influenced the other younger students (UNESCO, 2005). As further reported by UNESCO (2005) the teachers added that some of the old pupils had been working or married and found it difficult to adhere to rules and obey teachers with some old boys wooing young girls and the teachers were fearful of early pregnancies leading to school drop outs.

The government of Kenya adopted a strategy that involved direct transfer of funds to each school accounts to meet school expenses. This was through capitation grants based on enrollment numbers at KSh 1,020 allocated per student per year (World Bank & UNICEF, 2009). The money was disbursed through the bank accounts for each school managed by the school management committee. The requirement was that funds must reach individual school accounts within 48 hours of being received in the Ministry of Education Science and technology account from the Treasury. This availed funds immediately for use by the

respective schools to enable smooth running of operations. On the contrary, transferring huge sums of funds directly to school accounts was risky as school managers had no earlier skills, knowledge or capacity to handle them at the school level (World Bank & UNICEF, 2009). There was no established accountability system at the school level, and fears of mismanagement of resources were felt by many due to the low capacity of school management committees. It came to pass in later years that mismanagement of the FPE funds led to donors stopping funding the free primary in the country (Muricho & Chang'ach, 2013).

The political pronouncement by the government that the primary education was free ensured that parents were free from the financial burden of taking care of the schools fees and that they were aware of this to avoid the demands made by school managers to pay for the fees. However, there was poor flow of information from the government about FPE causing a lot of confusion (UNESCO, 2005). Further according to UNESCO (2005), this led to a situation where no sensitization to stakeholders on the roles they will play in the implementation of the programme. Many parents and community members completely misunderstood what FPE entails (Otike & Kiruki, 2011). Otike and Kariuki (2011) further reports that the parents understood that all roles were taken by the government and they henceforth, declined to contribute in development projects in schools and purchasing basic school essentials to their children. In some of the schools parents expected the government will buy school uniforms (World Bank & UNICEF, 2009).

b) Analyze the unintended outcomes of free primary education on job creation within the same period

Looking at the main objectives of FPE that was implemented in Kenya in 2003 as listed by Otike and Kariuki (2011) as well as the World Bank and UNICEF (2009), employment opportunities was not one of them. Therefore, it can be argued that any effects that reflected on employment opportunities after its implementation was unintended consequences. The immediate unintended outcomes of the FPE were both positive and negative cutting across both in public and private primary schools affecting both the teaching staff, the support staff and the proprietors (self-employed).

i.   Outcomes on teaching employment opportunities

One of the challenges that the increased enrollment of students did was put pressure on the teaching staff. The already shortage of teachers was worsened by the increased number of students and opening up of more streams of classes. There was need by government to employ more teachers in public schools to cater for this increased demand. While referring to scholarly work of Aduda (2003) it is noted that the Government undertook to hire 4,000 primary school teachers in 69 districts and gave the teachers who had no jobs two weeks from 31st July 2003 up to 13th August 2003 to apply for the open positions (Ogola, 2010). As a way of coping strategies to the challenges of FPE, additional teachers were employed by Parents Teachers Associations as well as invitation of voluntary trained and untrained teachers (Mulinya & Orodho, 2015). These measures were positive outcome on job creation.

In private primary schools the outcomes were both positive and negative. The FPE led to increase in the enrolment in some private primary schools and a decrease in others. A study conducted on effects of FPE on private schools in Kibera found out that five of the private schools reported marked increase in enrolment of students by 57 percent (Tooley, Dixon, & Stanfield, 2008). During focused group discussions, this was attributed to the perception by parents that the private schools were offering quality education compared to the now crowded public schools. Even though there was no study found to support this, the increase in enrolment of students in private primary schools may have led to proprietors of these schools employing more teachers to cater for the increased student numbers. Tooley et al., (2008) found out that 48 of the private primary schools in Kibera reported continuous decline in enrolment of students from the time the FPE was implemented. It is reported that a total of 35 private schools closed down in which interviews from managers reported that 25 of these closed down due to effects of FPE. It can be assumed that the teachers that had been employed in these 25 private schools lost their jobs in the process after closure which was a negative effect on employment.

The implementation of FPE had effects on Early and Childhood Development (ECD) especially in North Eastern Province in Kenya. It is reported that the main explanation to this is that since the implementation of FPE, some parents choose to remove their children from ECD centers until they reached the age of primary school entry and others refused to pay ECD fees citing that ECD just like primary education should be free (Kaga, 2006). According to Kaga (2006) the other reason is that ECD classrooms within the compounds of public primary schools were converted to accommodate the increase in enrolment in public primary schools. Consequently, as explained by Kaga (2006) this led to reduction of ECD teachers' salaries that depended on parents' school fees payment and there was increased job insecurity and loses due to increased closure of ECD centers.

ii.   Outcomes on the Non-teaching employment opportunities

The increased number of enrolments in public schools led to creation of jobs for the support staff in these schools. It is reported that some schools were able to hire accountants, hire watchmen to offer security as well as make renovations and repairs using the FPE grants (UNESCO, 2005). The hire of accountants and watchmen was a direct job opportunity while the hire of laborers for repairs was an indirect job creation. With the disbursement of FPE grants directly to schools accounts the government employed more auditors to enhance the school audit unit and, for the first time, annual audit of primary school books of accounts was required (World Bank & UNICEF, 2009). This means there was creation of new jobs for auditors as a result of FPE.

As reported by Tooley et al., (2008), in Kibera there was an increase on enrolment in some private schools by 57 percent. This may be assumed to have created additional jobs for the support staff in these schools. However, the same study found out that 25 private schools were closed down as a direct effect of FPE. With the closure of these schools it is assumed that this led to loss of jobs for the support staff employed in these schools.

iii. *Outcomes on Self-Employment opportunities*

From the year 2003 to implementation of the FPE to 2005 there was an overall increase in number of both public and private primary schools from 19,554 to 19, 853 (Ogola, 2010). The increase in the public primary schools was attributed to the FPE. Similarly, it is reported that after implementation of FPE some parents perceived that the quality of education in public schools had gone down and therefore they enrolled their children into private schools (Tooley et al., 2008). In the same period from 2003 and 2005 the number of private primary schools increased by 38 schools from 1,857 to 1,895 (Ogola, 2010). The newly established private schools which may be assumed that they were opened as result of these effects of FPE created self-employment opportunities for their proprietors. On the contrary, it is report by Tooley et al., (2008) that in Kibera alone 25 private schools closed down due to the direct effects of FPE. This led to loss of self-employment/investment opportunities for their proprietors.

c) *What would the monitoring exercise in free primary education wish to achieve for the following stakeholders?*

Primary School managers

The primary school managers are responsible for the daily running of the free primary education program at the school level. Therefore, the monitoring indicators will be monitor outcomes at the school level. The monitoring exercise will try to achieve the following:

i. Monitor the allocation of resources for education purposes
- The managers will improve the transparency in decision making including involvement of school management committees (SMC) in decision making.
- The manager will also monitor to ensure the money disbursed by the government per student is received at the school level.

ii. The quality of Education
The manager will monitor to achieve the following at the school level;
- Reduced rates of absenteeism by both teachers and student
- Reduced the rates of students drop outs after enrolment
- Appropriate ratio of students against the teachers
- Improved qualification of teachers employed by having all teachers as trained
- The availability of teaching materials including the pupil textbook ratio
- Reduce the rate of repetition amongst the pupils

iii. Equitable access to education
- The improved pupil enrolment rates compared to previous periods of time
- Acceptable rates of the ratio of boys and girls, the ratio of disadvantaged students (like those with disabilities) against the other students in the school to monitor equitable educational participation
- Acceptable ratio enrolment rate per age of pupils
- Reduced average distance covered or time spent by students to school from home

iv. **Enhancement of learning and skills**
- Improvement in the exam outcome rates and student performance
- Improvement in the school performance rate in comparison to previous years

v. **Employment opportunities related to FPE**
- Increased number of teachers employed as a result of FPE
- Increased number of support staff employed during the FPE program
- Improvement in the number of people employed indirectly as a result of infrastructure development and maintenance

Government

The government will monitor the program at the national level. The information that is gathered from individual schools will be used to monitor the following;

i. **Monitor the allocation of resources for free primary education**

At the national level the government will monitor on the transparency decision making for example by looking at the public expenditure per pupil as the percentage of gross national product per capita

The government will also have to monitor the affordability of education for example by household cost of education (i.e. fees, materials, lunches etc) as a percentage of total household expenditure and the cost per pupil as a percentage of income per capita.

ii. **Access and participation**

In terms of access and participation at the national level the government will monitor to achieve the following;
- Increase in new student entrants and enrolment
- Increase in enrolment rates for the pupils who are disadvantaged
- Reducing the duration of travel from home to school
- Improve school attendance
- Reduce pupils grade repetition and dropout rates

iii. **Quality of education**

The monitoring will try to achieve the following
- Increase in the percentage of qualified compared to under-qualified teachers.
- Increase in the percentage of trained compared to untrained teachers.
- Increase in availability of teaching materials in all schools
- Improvement in management of schools
- Improvement in national wide performance in examinations

iv. **School environment and facilities**

The records of physical facilities in schools and material resources such as furniture and equipment will provide indicators for assessing the quality of education in a school. The exercise will try to achieve the following;
- Upgrading and Improvement in school facilities and infrastructures
- Assessing the gaps in the provision of basic facilities
- Improvement in student-classroom ratio

- Improvement in playground area per student
- Improvement in student-toilet ratio

v.   Employment opportunities related to FPE
- National wide increase in number of teachers employed as a result of FPE
- Increased number of support staff employed during the FPE program at the country level
- Improvement in the number of people employed indirectly as a result of infrastructure development and maintenance including auditors employed at the national level to audit the program.

Donors

The donors will be monitoring similar outcomes at a country level and if the sponsorship is for a number of countries these may cut across various countries. For example, the donor may have been an institution like The World bank, UNESCO or UNICEF and it will have funded a program countrywide or to several countries. Therefore, to monitor the implementation of the program they will look at the same outcomes at the national level for each country. These will be slightly similar to what the government will be monitoring.

3. You have been contracted by UNICEF to undertake the role of a consultant in a project (joint partnership between them and the Ministry of Gender and Children) a program that gives direct funds to families staying with orphaned children, to plan a monitoring system for the same.

a. What are the advantages of participatory evaluation methods?

According to Japan International Cooperation Agency (JICA) participatory evaluation is appraisal carried out by a wide range of stakeholders, involving the end beneficiaries. Thus, the stakeholders participate in evaluation plans designs, in providing, collecting and analyzing the information; and revising the original project plan (JICA, 2001).

In such a project involving the UNICEF, Ministry of Gender and Children and the benefiting families then the advantages may be discussed as part of the way rules, actions and norms are structured, sustained, regulated and held accountable at all levels. The advantages or benefits of this can be discussed broadly as the following:

i.   **Enhancing efficiency and effectiveness**

Participatory monitoring and evaluation (PM&E) processes contribute to results-based management by intensifying making of policies, facilitating flexible management, improving efficiency of resource use and promoting motivation of staff (Hilhorst & Guijt, 2006). Hilhorst and Guijt, (2006) further explains the various purposes of PM&E and their corresponding advantages;

- Creating particular insights and information for each locality with better perception about local facts and as a result, more realistic and suitable plans and policies. The suggestions are analysed and findings shared for improvements and there is improvement in strategic planning at various levels.
- Improvement of sound policy making and as an advantage the projects are more led by demand, which facilitates effectiveness and sustainability of interventions,
- Facilitating flexible management which as an advantage leads to timely realignments of plans and/or budgets by following local feedback on challenges as well as unforeseen negative impacts that need correction.
- Increasing efficiency of use of resources and as a result, areas that need enhancement of effectiveness and efficiency of activities are identified and waste of resources and time as well as likelihood of corruption or funds diversion is reduced.
- Promoting stakeholder and staff motivation therefore changing the thinking from monitoring as policing to monitoring as mutually beneficial to all. In addition to this, there is enhanced stakeholder ownership of the project (Development Dimensions Africa, 2018).

ii.   Improving the exercise of power

According to Hilhorst and Guijt, (2006) the typical features of the exercise of power are openness, transparency, responsiveness and accountability. The advantages arising from exercising power include the following;

- Improving responsiveness therefore, enhancing validity of the project and supporting organizations as well as reducing the risk of patronage around use of resources.
- Promoting transparency and accountability therefore enhancing willingness of locals in contributing resources.
- Strengthening mechanisms for control hence empowering the locals.
  Development Dimensions Africa (2018) also indicates that giving line staff and beneficiaries a chance to be full partners in deciding the direction of a project empowers them.

iii.   Enhancing equity of outcomes

This involves an evaluation into the project responsiveness and service providers as thought of by groups of potential users who are likely to be marginalized or excluded socially (Hilhorst & Guijt, 2006). In this regard Hilhorst and Guijt (2006) mentions that the advantages or benefits of this include;

- There is acknowledgement and clarification on diversity of expectations leading to enhanced equity in those who are heard and participate in the project. There is more equitable distribution of benefits from delivery of service, specifically to the poor, marginalized and the vulnerable.
- Barriers to participation and making decision are identified and addressed hence taking care of biases. PM&E can assist to measure whether there are in-built biases that cause implementation methods to automatically overlook some social groups.
- The voices of the marginalized are developed therefore, their position in the society is improved.

- According to Development Dimensions Africa (2018) the beneficiaries who are mostly low income earners are assured that their voices will be heard when they are involved from the start in project evaluation, and they learn that they have the right and ability and the right to speak for these projects.

iv.   Enhancing stakeholder interactions

Working together through PM&E can strengthen a partnership as it calls upon clarity about strategy and viewpoint and develops trust via sharing of information that it contains (Hilhorst & Guijt, 2006). The advantages in this line include;
- Improvement in quality of social and organizational interactions, and communication and group skills
- Improvement in collective understanding of challenges, opportunities and alternatives for change
- There is more willingness to question norms and restrictions that were accepted earlier.
- Stakeholders have improved understanding of organizational environment and availability of resources leading to more realistic propositions.
- There is prevention and reduction in conflict among stakeholders.
- According to Development Dimensions Africa (2018) this foster collaborative spirit that builds is advantageous for other successful community projects in the future.

b. *Formulate the steps in planning a monitoring system*

In consideration that the project involves giving funds directly to the families staying with orphaned children, these are the final beneficiaries of the project funds. Therefore, a participatory monitoring system is best suited in contrast to the conventional monitoring system. I will highlight the steps taken in formulation of a participatory monitoring and evaluation system.

There are four main steps in the application of participatory monitoring and evaluation (PM&E) in practice (Estrella & Gaventa, 1998).

Step 1: Planning the participatory monitoring and evaluation process and determination of objectives and indicators

The planning stage is regarded by majority to be the most important to the success of beginning a PM&E process. This is when various groups of stakeholders first come together to put down their concerns and work out on interests that differ (Estrella et al., 2000). The stakeholder groups of the project are identified and then they participate in defining the objectives of the PM&E including what information should be monitored, how and by whom will be involved (Aubel, 2004).

As the consultant in this UNICEF project main stakeholders and beneficiaries are the families living with the orphaned children. I would guide the families in setting the objectives and indicators based on core areas that will include food or nutrition, shelter, healthcare, education social protection, and psychosocial support. The indicators would be quantitative and qualitative in nature and would include cover the caregivers and the vulnerable children themselves.

Step 2: Gathering data

A wide variety of participatory methods are applied for monitoring and evaluating information (Estrella et al., 2000). They may be quantitative methods that include community surveys, intercept interviews, and observations or qualitative in nature that apply interviewing and group tools, visual, interviewing and exercises methods (Aubel, 2004).

In this evaluation the families would be guided into collecting data on the outcome of the project. For example, the number of orphans that are receiving benefits from the funds, the number of orphans able to receive three meals per day, those that have received full immunization and other healthcare services as needed, those that have a specified number of clothes and shoes, the number of those attending school etc. The qualitative data would be based on questionnaires, focused group interviews and direct observations on the lives of the orphans.

Step 3: Processing and Analyzing Data

The idea of analyzing data is to include the appropriate stakeholders to reflect critically on challenges and successes, comprehend the impacts of their efforts, and act on the lessons they have learned. (Estrella et al., 2000). How the stakeholders use the information in decisions making and identifying future actions is what becomes.

In the monitoring system for this program the information gathered will be analysed together with the caregivers and the orphans where they will learn on the effects and identify areas that needs correction and improvement for better outcomes. Some of the information analyzed will be used in the course of the project to make adjustment where necessary for better outcome.

Step 4: Documenting and Reporting Information

This step acts as a crucial way of disseminating results and learning from others' experiences. There is concerns on ownership and use of the information at this stage. Routinely, information has often been taken elsewhere away from the original source, usually to satisfy the information requirements of donor agencies, government institutions, and other outside stakeholder and therefore, prevents local stakeholders from retaining ownership and increasing their own knowledge base from this information (Estrella et al., 2000). In PM&E process in first three steps not all stakeholders can be included in monitoring and evaluation data collection and analysis (Aubel, 2004). Therefore, in this fourth step, the findings of monitoring and evaluation activities are disseminated to other stakeholders, and there is a discussion on suitable actions to be taken based on the findings.

For this monitoring system the information will be shared with UNICEF and Ministry of Gender and Children to identify the success or challenges of the program and plan according. This may be used in the second phase of the project or shared with other donor agencies that may be willing to fund similar projects.

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