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| Diploma in Monitoring and Evaluation |
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| Final Exam  5-28-2019 |

**Monitoring and Evaluation Final Exam**

(a) Describe the following terms as used in project Monitoring and Evaluation:

(i) Project monitoring (2 marks).

“Project Monitoring is a continuing function that uses systematic collection of data on specific indicators to provide management and the main stakeholders of an ongoing development intervention with indicators of the extent of progress and achievement of objectives and progress on the use of allocated funds.” From OECD (2002): Glossary of Key Terms.

Accordingly, the purpose of monitoring is the assessment of whether an intervention is operating in conformity to its design and reaching its specified target population. Monitoring starts from the planning stage and ends when the external support (if any) is terminated. It is usually conducted by the project management staff and the focus is on the input and process indicators to measure the efficiency and effectiveness.

(ii) Project evaluation (2 marks).

“Project evaluation is the systematic and objective assessment of an-ongoing or completed project/ program, or policy, its design, implementation, and results. The purpose of project evaluation is to determine project relevance, achievement of objectives, development efficiency, effectiveness, impact and sustainability.” From OECD (2002): Glossary of Key Terms

(iii) Primary stakeholder (2 marks).

The primary stakeholders are the individuals, groups, agencies, organizations, regulators and communities who have a direct interest and need for the project and its evaluation.

(iv) Scope Creep (2 marks).

Scope creep is an addition to the project agreed deliverables and/or continuous growth in the project agreed scope.

(v) Impact assessment (2 marks).

Impact assessment is a policy-related activity that measures the effectiveness, outcomes and results of a project. The main purpose of impact assessment is to answer the question: what are the outcomes, intended and unintended, of the project.

(b) Distinguish between ex-ante evaluation and concurrent evaluation. (4 marks).

Ex-ante evaluation means analysis of ongoing activities of an intervention, the objective is to inform decision makers about the progress that has been made and to improve the project implementation. The outcome of an ex-ante evaluation is feedback and recommendations.

Concurrent evaluation is performed at the onset and/or during the project, its conducted to assess the appropriateness of the intervention or any other dimension of performance. It can proact to prevent or reduce undesirable impact rather than simply react after the fact.

(c) Identify any six parts of a monitoring and evaluation report. (6 marks).

Monitoring and evaluation report may have between seven to eleven parts:

1. Title page.
2. Table of Content.
3. Acknowledgement.
4. Executive Summary.
5. Program Background Information.
6. Purpose and Objectives of the Evaluation.
7. Methodology of the Evaluation.
8. Results of the Evaluation.
9. Analysis of the Results of the Evaluation.
10. Conclusions and Recommendations.
11. Appendices.

Here we will navigate the following six parts:

1. Executive Summary.

The executive summary of an evaluation report is a shortened version of the full report. It highlights the purpose of the evaluation, key questions, research methodology, evaluation findings, conclusions and recommendations.

This summary provides a condensed version of the different sections – usually two to three pages – and is placed at the start of the report. To write an effective summary, the original document must be fully read with key ideas and important points highlighted. The executive summary should contain the following details in brief form:

* Background.
* Purpose/Objective.
* Methodology.
* Key Findings and Conclusions.
* Lessons Learned: Recommendations that can be generalized beyond the specific case to apply to programs globally.
* Recommendations: Overall suggestions of how the project/program can be improved based on the findings.

2. Background Information.

It is a brief summary of the background of the project, its objectives, planned outputs, outcomes, impacts and stakeholders of the project. Introduction to the project states what the project aims to achieve and what measures are to be taken for this purpose. Here information about the project team, target area and funders can also be provided briefly.

Statement of evaluation purpose shall be mentioned here, why the assessment is needed, how it will benefit the program/project. The RFP shall be mentioned as a reference document in this section (if any).

3. Purpose and Objectives f the Evaluation.

The Purpose and Objectives of the Evaluation part answers the question why this evaluation is undertaken this may include assessing the relevance, effectiveness, efficiency, impacts and sustainability of the project and its activities. These should be realistic, with the given resources (time and money). Objectives of the evaluation can also include what challenges were faced during implementation of the project and what were the unintended outcomes, important lessons learned and recommendations for the future project implementation.

Sometimes the main purpose of the evaluation can be to focus on the **process** of implementation rather than on its impact, since this would be minimal if the project has started short time ago or was a short duration project. In this case it would also be important to access the participatory approaches used to identify project beneficiaries and the communities’ role in implementing and monitoring the project.

4. Results of the Evaluation.

Presents the information analyses in an understandable way (graphic, tables…) testimonies for participants and beneficiaries, anecdotal. In sum all the quantitative and qualitative data gathered during the monitoring and evaluation exercise.

5. Analysis of the Results of the Evaluation.

This part provides an opportunity to go into more details on the why of the evaluation results by answering the following questions:

* attributing the results and change to your program or initiative
* other factors that could lead to the same result
* the difference that created with the intervention
* program strengths and weaknesses.

In this part the evaluator would relate the results to the evaluation dimensions such as the relevance of the intervention to the community culture, effectiveness the degree of effectiveness of the activities on people lives, efficiency of the project against its costs, human resources and time, impact evaluation for all social, economic and environmental changes, direct or indirect, intended or unintended, produced by the project and sustainability or the exit strategy of a project is a plan describing how the program will continue to achieve its goal after the project funding has exhausted.

6. Conclusions and Recommendations.

Formed on the evaluation findings and processes which involve all the stakeholders and it sums up the following:

* What major conclusions about the initiative can be reached as a result of this evaluation?
* Is there anything you feel should not be judged at this time, and if so, why?
* Based on the evaluation results, what recommendations can you make for the program?
* If the evaluation gives you any idea of what the future holds for the initiative, what would that be?
* What worked well about the evaluation? What didn't work so well? What recommendations do you have for anyone doing future evaluations with the program?

(d) Describe the characteristics of a good project indicator. (10 marks).

An indicator is a numerical measure, based on a quantitative or a qualitative data collection and aggregation expressed in various way (rates, average, proportions, etc…).

It is used to assess the performance of a project with the view of improving important aspects such as governance, management and support functions that can affect its outcomes. An indicator is not a direct measure of performance but rather, it is a tool that can be used to assess performance.

Specification of an indicator should be accepted collectively by the project partners and stakeholders and perceived by all as adequate for measuring the achievement of the project’s planned results.

Characteristics of good indicators can be assessed against the CREAM or SMART specifications as follows:

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| **CREAM** | **SMART** |
| **C**lear: precise and free of ambiguity. | **S**pecific: clear and focused. |
| **R**elevant: to project scope. | **M**easurable: can be measured and verified  **M**eaningful: adding meaning to the project. |
| **E**conomic: available at a reasonable cost. | **A**ssignable: specify who will collect and analyze the data then report the result. |
| **A**dequate: in measuring the intended performance and in terms of the information generated. | **R**ealistic: in measuring the performance and in the target setting. |
| **M**onitorable: when measured by any other part it gives the same results. | **T**ime-bounded: the measure should be related to specific time. |

Accordingly, the characteristics of a good indicators we can say that they are in alignment with project goals and objectives (input, output, intermediate outcome, outcome and impact), meaningful and relevant to the project in hand, standard and/or best practice definition, measurable or Rate-based, economically sounds ease and feasible of data collection, can lead to a useable information to help in decision making by giving credible information, a part of a manageable cluster and adequate as it’s linked to structure(input), process and outcome data.

Question Two (20 Marks).

(a) Differentiate between the following terms as used in project monitoring and evaluation:

(i) Project efficiency Vs. Project effectiveness (5 marks).

Efficiency is a measure of how economically resources/inputs (funds, expertise, time, etc.) are utilized to produce results. It is about implementing a project with a minimum waste of resources;

Effectiveness is the extent to which the project objectives were achieved, or are expected to be achieved, considering their relative importance.

Effectiveness is about doing the right things all the time while efficiency is doing it right from first time.

(ii) Baseline survey Vs. Project sustainability (5 marks).

Baseline survey is the information that describes the situation prior to the intervention against which the project sustainability can be assured and proven.

Project sustainability is the continuation of benefits(long-term) from a project after completion and funds are terminated.

(iii) Project relevance Vs. Project output (5 marks).

Project relevance is the extent to which the objectives of the project are consistent with the stakeholders requirements, its output and results are the outcome of its activities.

(iv) Primary data Vs. Secondary Data (5 marks).

Primary data is data collected from an original source by specific study using questionnaire or any other tool, while secondary data is data collected, processed and stored for another purpose and available as archived data.

Question Three (20 Marks).

(a)Identify the key components of the logical framework approach in monitoring and evaluation (5 marks).

A Logical Framework (LF) is a management tool to improve the design of intervention at the project level. It involves definition of strategic elements (inputs, outputs, outcomes and impact) and their causal relationships, indicators and the assumption or risks that may influence the project success and failure. Thus, it facilitates planning, execution and evaluation of a development intervention (OCED 2002-Glossary of key terms in evaluation and result-based management).

The LF is an analytical approach which has four columns. It is usually presented in the following matrix:

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| **Narrative summary** | **Objectively verifiable indicators** | **Means of verification** | **Major assumption** |
| **Goal/Impact** |  |  |  |
| **Project objective**  **Outcomes** |  |  |  |
| **Outputs** |  |  |  |
| **Activities** |  |  |  |

The matrix has a hierarchy (vertical and horizontal). The first vertical column is called the result chain. It represents the casual sequences for a development intervention that stipulates the necessary sequence to achieve the desired objectives beginning with the inputs, moving through activities and outputs and culminating into outcomes and impact.

The result chain in LF has the following components:

* **Goal/impact:** means the positive or negative primary and secondary long-term effects produced by the development intervention, directly or indirectly intended or unintended.
* **Outcome:** is the likely or achieved short-term and medium-term effects of an intervention’s outputs.
* **Output:** the products, capital goods and services which result from a development intervention, may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
* **Activities:** work performed through which inputs, such as funds, technical assistance and other types pf resources are mobilized to produced specific outputs.
* **Resources/inputs:** the financial, human and material resources used for the development intervention.

The horizontal row in the matrix represent the following:

* **Objectively verifiable indicators:** is where the indicators are being stated and must be expressed in term of Quality, Quantity, Time, Target group and Population (QQTTP).
* The indicators are used as the basis for monitoring and evaluations, helped in anchoring the project to the strategic objectives of the national development and in making informed decisions if changes are needed during the project implementation.
* **Means of verifications and data source:** help finding necessary data to check the concretization of an indicator, hence the proof of the achievement of an objective or result.

Means of verification must specify the 3Fs:

* + Forwarder (provider) of the information (project accounting section, National board, etc).
  + Format in which the information will be available (reports, official statistics, etc).
  + Frequency of data collection (monthly, quarterly, etc).
  + **Assumptions:** can be deducted from the hierarchy of objective, they must stated in a positive form, they are assessed accordingly to their importance for the project success and their probability of occurrence or not. When stating the assumption they must clarify or specify assumption that are too general and analyze their impact and likelihood of occurrence and monitor the assumption during the project design and implementation.

(b) What is meant by project audit? Describe the two types of project audit. (7 marks).

Project audit is the process of monitoring compliance with the project management standards, policies, procedures and template, it’s the function of the Project Management Office to support the project managers in conducting the audit.

The two types of project audit are:

* Quality Audit is structured, independent process to determine if project activities comply with organizational and project policies, procedures and process.
* Risk audit examine and document the effectiveness of risk response in dealing with identified risks and their root causes, as well as effectiveness of risk management process.

(c) Differentiate between formative evaluation and summative evaluation. (8 marks).

Formative evaluation is an ongoing process intended to improve the project implementation. The outcome of a formative evaluation are recommendations and feedback.

Summative evaluation is conducted during or at the end or ex-post of the project to determine the extent to which the anticipated outcomes of the project were obtained. The purpose of summative evaluation is to provide information, final conclusions about the worth of the project and the lessons learned for future project implementation.

Question Four (20 Marks).

(a) Collecting information or data is just one part of the process of monitoring and evaluation. What is meant by data analysis? (3 marks).

Data is the raw material that produces information, and data analysis the is the process that produces meaningful information to reveal patterns, trends and relationships.

Data analysis is very critical and important. Even the most straightforward data will require some processing and analysis to ensure that it is accurate and make sense. Not only that but many data require substantial analysis to reach a state where they are usable and ready to be incorporated into a learning activity or report. Accordingly, it is strongly recommended for any monitoring and evaluation project to have a data analysis plan. Such a plan shall illuminate expectations on how certain data types will be analysed, including any specific software that may be used in processing analyzing the data.

Which type of data analysis to use depends mostly on the kind of data collected and how they are intended to be used. Qualitative data will often undergo content or pattern analyses to see trends. Quantitative data may undergo simple analyses to generate sums or averages, or they may require more complex analysis such as regression analyses. Also, data may require multiple analyses, such as when data must be disaggregated, it should be analyzed both as aggregates and disaggregates.

The importance of the data analysis is in answering the key evaluation questions in a scientific manner that I s free from speculations and assumptions. Moreover, it gives a clear indication on whether the intervention is yielding the intended outcomes as designed and planned in the project.

(b) State any three uses of monitoring and evaluation results. (3 marks).

1. Improvement of project/ program performance: The evaluation report highlights project strength and weaknesses and suggested solutions to major problems.
2. Development of new projects: One of the objectives of evaluations is to feed into the next planning phases of the programming cycle of the organization as well as to provide a baseline for future planning. Findings of evaluations reflect the situation of the target group and highlight follow up actions. Such recommendations could be used to design new projects or interventions, or to further develop existing projects.
3. Policy development: Results of evaluations could be discussed at regional or national levels through seminars or workshops to discuss policy implications. Planners on the policy-level can use evaluation results for decision-making.

In general M&E results used to provide information that can help inform decisions, improve performance and achieve planned results.

(c) Describe any seven factors that may lead to project failure. (14 marks).

1. Misidentification, misunderstanding and un-balancing stakeholder needs, expectations and demands. Failure to do so can lead to project delays, cost increase, unexpected issues and other negative consequences including project cancellation.
2. Failure to meet project quality requirement. This may lead to what is called cost of poor quality.
3. Failure to acquire the necessary human resources may affect the project schedule, budget, quality and risk.
4. Lack of continuous communication. Openness in communication is a gateway to teamwork and high performance. It improves relationship among project team members and creates trust especially when utilizing a community participatory approach. In the absence of effective communication from the project team the project stakeholder will feel ignored and eventually will be switched off and in this case the project team will miss valuable information that in the mind of stakeholder.
5. Incompetent project manager. The project managers who are accountable for project success or failure should also have the chance to influence the team, budget, and the project schedule.
6. Unclarity of the project scope. Setting unclear boundaries for the project scope will create confusion among the team members and lead to delays in completing project deliverables. Also change in project scope will have very negative consequences in the schedule and budget.
7. Addressing risk and uncertainty are important and greatest factors for project failure. Failing to address the risk from the project onset will have a catastrophic impact on the project for example, for some projects there will be little or no identiﬁable risks until after a signiﬁcant amount of planning has been done. At that time, the team might recognize that the cost and schedule targets are overly aggressive, thus involving considerably more risk than previously understood.