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Strategia Netherlands

Module3

Assignment

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**MODULE 3 Questions:**

**Q1:** Explain the value of M&E in about 100 words and outline key planning steps for setting up an M&E plan (10 mrks)

M&E is important because it:

* Provides the only consolidated source of information showcasing project progress;
* Allows actors to learn from each other’s experiences, building on expertise and knowledge;
* Reveals mistakes and offers paths for learning and improvements;
* Provides a basis for questioning and testing assumptions;
* Provides a means for agencies seeking to learn from their experiences and to incorporate them into policy and practice;
* Provides a way to assess the crucial link between implementers and beneficiaries on the ground and decision-makers;
* Adds to the retention and development of institutional memory;
* Provides a more robust basis for raising funds and influencing policy.

Key planning steps for setting up an M&E plan[[1]](#footnote-1):

* Know your intervention’s desired results well (Goal)- what is the main aim?
* Know the strategies you will employ to meet your objectives.
* Know the strategies for realizing the desired results (activities).
* Know and allocate resources for M&E. (budget, other needed inputs).
* Know your target beneficiaries (clients).
* Select your indicators well for all the project levels (inputs, outputs, outcomes, impact).
* Identify the appropriate monitoring frame that you will use

**Q2:** Describe the relevance of stakeholder participation in M&E (10 mrks)

Advantages of Stakeholder Participation in M&E Planning and Implementation[[2]](#footnote-2):

* Ensures that the M&E findings are relevant to local conditions;
* Gives stakeholders a sense of ownership over M&E results thus promoting their use to improve decision-making;
* Increases local level capacity in M&E which in turn contributes to self-reliance in overall programme implementation;
* Increases the understanding of stakeholders of their own programme strategy and processes; what works, does not work and why;
* Contributes to improved communication and collaboration between programme actors who are working at different levels of programme implementation;
* Strengthens accountability to donors;  Promotes a more efficient allocation of resources.

**Q3:** It is imperative that sufficient resources are allocated to the conduct of M&E in a program. Discuss this assertion in about 350 words. (10 mrks)

In resource allocation, competing interests determine what is allocated for what in an organization. Sometimes M&E doesn’t get enough due to the importance attached to it. In M&E, resources are set for use continuously in monitoring activities and periodically for evaluations. In some instance we have seen projects allocate resources for monitoring only. This cast doubts on such an organization’s willingness to learn from the benefits of evaluations as we know them. Monitoring and evaluations activities need time and money. Finances are used to pay salaries for M&E personnel, Training in M&E related issues, buying software and hardware resources and so on. Taylor-Powell et al. (2008) argues that resources necessary for M&E may also include what is used to hire evaluation and ECB expertise, buy evaluation reference materials and facilitate evaluation champions. But we need to validate that indeed what we invest in M&E improves its results utilization[[3]](#footnote-3).

Financial capacity to do M&E is critical for any work to be undertaken. Credibility of information gathered from M&E system that is underfunded would be questioned more so on the quality of that information. More likely is the fact that crucial data may have been left out. As Woodhill (2005) points out, utilization of such data may not be meaningful[[4]](#footnote-4).

Human capacity to do M&E refers to the ability of persons mandated to carry out M&E activities. This ability includes a variety of skills and knowledge to steer each step in an M&E system. Organizations need to invest in skilled personnel to run M&E either by; 1) hiring already trained people, which may be very difficult for most projects to achieve because few people are skilled in conventional M&E; 2) training the people you need either on-the-job or through external courses; 3) hiring external consultants for focused inputs (IFAD, 2002)[[5]](#footnote-5).

**Q4:** What are the key considerations and questions that both monitoring and evaluation seeks to answer? Explain giving project examples. (10 Mrks)

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| **Key monitoring considerations and questions** | **Explanation** |
| Are the pre-identified outputs being produced as planned and efficiently? | It will always be necessary to analyze in a systematic and continuous manner, whether the project outputs are meeting its periodic targets and effectively to facilitate adjustments of strategies in a timely manner to facilitate the achievement of the project objectives. |
| What are the issues, risks and challenges that we face or foresee that need to be taken into account to ensure the achievement of results? | The project must monitor in real time the challenges and risks that can hinder the achievement of its results and find strategies to address them in a timely manner to achieve the project objectives.  Some challenges or risks:  - No ownership of stakeholders  - Low capacity of M & E staff  - No secure environment |
| Will the planned and delivered outputs continue to be relevant for the achievement of the envisioned outcomes? | Le projet doit faire le suivi des outputs pour s’assurer que les productions actuelles contribueront aux atteintes des objectifs et dans le cas contraire, on doit réajuster positivement les stratégies pour améliorer les résultats |
| Are the outcomes we envisaged remaining relevant and effective for achieving the overall national priorities, goals and impacts? | The project must monitor outputs to ensure that current productions will contribute to the achievement of objectives and if not, we must readjust strategies to improve results. |
| What are we learning? | Prior to the project there was no mechanism for reporting or recording Serious Untoward Incidents (SUIs) at UTH. As well as implementing a system for recording these reports, the project would also focus on a culture change within the hospital to encourage staff to report incidents of this nature.  Staff embraced the new reporting system and the partnership successfully improved the reporting culture, however this meant that ‘over time we had an increase in the number of SUIs, because one of the things we were simultaneously trying to do was to improve reporting culture’ (Dylan Bould).  Consequently, collecting data on the number of SUIs revealed not only the scale of the reporting problem among anaesthetists at UTH, but also that the measures of progress they had chosen at the start of the project would not demonstrate the actual changes occurring. [EB1] To capture this change they included a new outcome of staff demonstrating good practice in patient safety, with the indicator being an increase in the number of SUIs reported[[6]](#footnote-6). |
| **Key evaluation considerations and questions** | **Explanation** |
| what worked and what did not work and why this was the case? | The findings, from a mid-term evaluation of a health care workers (HCW) training project on HIV testing, showed that after the training, the HCWs conducted difficulties about the screening techniques following the non-practical methodology of the training sessions. In this case the findings of the study must help to modify the training curriculum. |

**Q5:** Explain the relationship between *change assumptions”* and *impact* in a project. (10Mrks)

The more well-founded your change assumptions at the start the greater your impact is likely to be[[7]](#footnote-7).

The change assumptions are methodology that clarifies what the project wants to achieve (goal: vision of change) and how to achieve it.

In short, the change hypothesis explains why we believe that certain actions produce an expected change in a given context. It helps us identify or test the logic behind our programmatic choices (the why, the how), explains how one step leads to another

**Bibliography**

* <http://web.worldbank.org/archive/website01390/WEB/IMAGES/M2S2OVER.PDF>
* Strategia Netherlands, M&E Module3 Notes
* Abstract: Resource Allocation, Evaluational Capacity Building M&E Results Utilization Among Community Based Organizations in Meru County in Kenya
* UNFPA: Programme Manager’s Planning Monitoring & Evaluation Toolkit

1. Strategia Netherlands, M&E Module3 Notes, page 6 [↑](#footnote-ref-1)
2. <https://www.betterevaluation.org/sites/default/files/stakeholder.pdf> [↑](#footnote-ref-2)
3. Abstract: Resource Allocation, Evaluational Capacity Building M&E Results Utilization Among Community Based Organizations in Meru County in Kenya [↑](#footnote-ref-3)
4. Abstract: Resource Allocation, Evaluational Capacity Building M&E Results Utilization Among Community Based Organizations in Meru County in Kenya [↑](#footnote-ref-4)
5. Abstract: Resource Allocation, Evaluational Capacity Building M&E Results Utilization Among Community Based Organizations in Meru County in Kenya [↑](#footnote-ref-5)
6. <https://www.thet.org/case-studies/lessons-learned-monitoring-evaluation-experiences-zambia/> [↑](#footnote-ref-6)
7. Strategia Netherlands, M&E Module3 Notes, page 2 [↑](#footnote-ref-7)