**STRATEGIA NETHERLANDS**

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**ASSIGNMENTS:**

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

According to the module 2 of this monitoring and evaluation course, a good indicator should be CREAM:

* Clear: Precise and unambiguous
* Relevant: Appropriate to the subject at hand
* Economic: Available at reasonable cost
* Adequate: Provide enough basis to assess performance
* Monitorable: Amenable to independent validation

1. 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:
   * 1. Critically evaluate the implementation programme of free primary education for the first 2 years

The Government of Haiti, from 2012 to 2016, initiated a vast programme titled: Primary education mandatory for all. This programme aligned with the second MDG (Millenium Development Goal) of the United Nations. According to official data provided by the Government, it allowed over a million and a half children to access primary education freely. However, many people among the Haitian intellectuals raise their voice to question the effectiveness of such programme. At the first, the programme started with some major weaknesses:

* At the beginning, it sounded like a vast propaganda without any effective results;
* There was no plan to make long term effects in the field of primary education
* The sustainability of the programme was not obvious for it was basically managed by the office of the presidency not by the Ministry of Education, which was a major weakness.

Therefore, according to a report published by Ayiti Kale Je (AKJ) in 2013, there was a very serious problem of efficiency in the implementation of this programme and the data provided by MENFP (Ministry of education) was not verifiable (AKJ, 2013). This way, the objectives of the programme were not SMART (S: specific, M: measurable, A: avalaible, R: relevant and T: timely) and the indicators were not CREAM due to the lack of information. Until now, as I am writing this assignment, few documentations exist over this programme.

* + 1. Analyze the unintended outcomes of free primary education on job creation within the same period

There are many unintended outcomes either on job creation or on the quality of education. Some private schools which increased the number of children received per year to integrate the programme have seen some of their best teachers went unpaid and left at one hand, at the other, there was the creation of many fictive schools because of the programme. These schools took advantage of the gaps in the programme and the weaknesses of the monitoring and evaluation system in place to analyze data collected on the sites and report over the programme.

* + 1. what would the monitoring exercise in free primary education wish to achieve for the following stakeholders?
    - Donors

The Government funded itself the programme. It taxed 1.5 USD from remittance sent from abroad and 0.5 USD from international call to Haiti. By this method, it has raised millions of dollars to fund the programme. So, the donor is the Government. As such, it should pay close attention to expenses and results. And particularly, the monitoring system should provide periodical evaluation results and the final evaluation reports to assess the effectiveness of the programme and for the reprogramming needs.

* + - Primary School managers

The monitoring activities should tell the primary school managers if they are on the right track to achieve their set goals and either about their performance or the performance of their subordinate to allow them to correct any deviation from the purpose of the programme.

* + - Government

In case the Government were not the donor, it would receive the fund as a beneficiary entity. The monitoring exercise would provide data to Government to make better decision about the programme. It would also tell the Government about the efficiency of each expense to carry out an activity and to define priority for each action.

1. 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.
   1. What are the advantages of participatory evaluation methods?

As the project is a partnership between UNICEF and the Ministry of Gender and Children, I want to use some of the findings in a research conducted by Kim Sabo, in 2001, about the benefits of participatory evaluation for children and youth. The author used case study data from four project evaluations. Here are some of the results:

* This method helps children gain self-esteem and confidence. Most of the children depend on their parents for decision-making that will affect their life. They never have a word to say.
* It helps children become more empowered and developed them into more active citizens. The children that took part in the evaluation process expressed pride and affirm to learn new skills that will help them in the future. They also become aware of some of the community problems that affect them as they use findings to improve their situation or the situation of their peers.
* The children consider the development of new and different types of relationships as the major benefits of participation. In doing so, the children in this process have shown us the relational nature of participation. A new understanding of participation as a relational activity is an important finding of the research conducted by Kim Seba.
  1. Formulate the steps in planning a monitoring system.

I use the principles developed in module 1 document to design a monitoring system for UNICEF. These principles are summarized in five steps as shown below:

**Step 1**: I will conduct a workshop with appropriate staff and/or volunteers:

* Introduce the concepts of: 1) efficiency to verify whether the expenses will be carried out the way they should, and there won’t be any waste of resources; 2) effectiveness to analyze how each activity will contribute to the goal of UNICEF and 3) impact to see if the actions will last in time.
* Generate a list of indicators for each of the three aspects.
* Clarify what variables need to be linked. So, for example, do I want to be able to link the age of a teacher with his/her qualifications to answer the question: Are older teachers likely to have higher qualifications?
* Clarify what information UNICEF is already collecting for its project.

**Step 2**: I will turn the input from the workshop into a brief for the questions the monitoring system must be able to answer. I will use a computerized data base to facilitate their analysis for it will allow me to link many variables across many cases (e.g. participants, schools, parent involvement, resources, urban/rural etc.).

From the workshop, I will know what you want to monitor, and the indicators of efficiency, effectiveness and impact will be prioritized. I will then choose the variables that will help me answer the questions that are important.

The indicator of impact will be about the success in terms of knowledge acquired in primary school. The variables that will certainly affect the indicator include:

* Age
* Gender
* Urban/rural
* Economic category
* The programme curricula
* The qualification of the teachers
* Family environment
* Length of exposure to your project’s initiative
* Number of years spent at school.

By keeping the right information, you will be able to answer questions such as:

* Does age make a difference to the way our message is received?
* Does economic category i.e. do young people in richer areas respond better or worse to the message or does it make no difference?
* Does the number of years spent at school make a difference to the impact?

Answers to these kinds of questions enable UNICEF to make decisions about what they do and how they do it, to make informed changes to programmes, and to measure their impact and effectiveness. Answers to questions such as:

* Do more children primary schools that are organized well in advance?
* Do more schools participate when there is no charge?
* Does it cost less to invest in primary schools in the community?

Enable the project or organization to measure and improve their efficiency.

**Step 3**: I will conduct surveys and workshops to collect the information. Then, I will enter them in a data entry-sheet via Excel.

**Step 4**: I will analyze the information on a regular basis each semester – this means putting it together and trying to answer the questions I think are important.

**Step 5**: Collect, analyze, report.

**Reference**

AKJ, (2013). Le programme gouvernemental « école gratuite », une victoire?

MENFP, (2012). Le PSUGO en bref. <https://www.haiti-now.org/wp-content/uploads/2017/05/MENFP_Psugo-En-Bref-2012.pdf> visited on June 18, 2019.

Module 1, (2018). Diploma in Monitoring and Evaluation.

Kim, S. (2001). The benefits of participatory evaluation for children and youth, p.4