**MONITORING AND EVALUATION FINAL EXAM**

Grace Achieng Nyawara Okelo.

Africa Centre for Project Management

Admission number. ACPM DIP/030/005/2018

**QUESTION ONE.**

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

**(i) Project monitoring (2 marks)**

An article by Jutta Engelhardt 2014 define Monitoring as the systematic and routine collection of information from projects and programmes for four main purposes:

To learn from experiences to improve practices and activities in the future;

To have internal and external accountability of the resources used and the results obtained;

To take informed decisions on the future of the initiative;

To promote empowerment of beneficiaries of the initiative.

Monitoring is a periodically recurring task already beginning in the planning stage of a project or programme. Monitoring allows results, processes and experiences to be documented and used as a basis to steer decision-making and learning processes. Monitoring is checking progress against plans. The data acquired through monitoring is used for evaluation.

**(ii) Project evaluation (2 marks)**

Evaluation is assessing, as systematically and objectively as possible, a completed project or programme (or a phase of an ongoing project or programme that has been completed). Evaluations appraise data and information that inform strategic decisions, thus improving the project or programme in the future.  
  
Evaluations should help to draw conclusions about five main aspects of the intervention.

Relevance

Effectiveness

Efficiency

Impact

Sustainability

Information gathered in relation to these aspects during the monitoring process provides the basis for the evaluative analysis. (Jutta Engelhardt, 2014)

**(iii) Primary stakeholder (2 marks)**

Josephine Namusisi 2017 defines a Stakeholder as any person or organization that can be positively or negatively affected by an intervention, or cause an impact on the actions of a project or organization. She further explains that stakeholders can influence or be influenced by the project activities. And Primary stakeholders are defined as those that are ultimately affected either positively or negatively by the project and they also double as the Internal Stakeholders e.g. staff, direct beneficiary.

**(iv) Scope Creep (2 marks)**

Project management is an extremely important aspect of every work. And it is concerned with many elements such as delivering a project on time, managing a team, allocating tasks to particular people on the team, and many others. There are also many things in project management which are omitted, often because Project Managers are not aware of them. One of those issues which pays a huge role in project, or product, development, is **scope creep.**But what exactly is scope creep and why is it so important? A definition from the dictionary characterizes;

**Scope** - extent or range of view, outlook, application, operation, effectiveness, etc.

**Creep** - a gradual or inconspicuous increase, advance, change, or development.

**Scope creep** are therefore all the small changes which evolve around the project and eventually result in a different outcome than was intended in the beginning. Thus, scope creep in project management may cause frustration and disappointment. This is because the project’s financial value is not met, money is wasted, and the team is no longer motivated. This is a serious problem which needs to be taken care of. But before taking care of the problem, it’s important to get to the core of it, (Kate Kurzawska, 2018).

**(v) Impact assessment (2 marks)**

Impact evaluation/assessment is a specific type of evaluation that systematically and empirically investigates the impacts produced, or contributed to by an intervention and seeks to determine what difference the intervention has made.

Impact evaluations can be undertaken for formative purposes to improve an intervention, or for summative purposes to inform decisions about whether to continue, discontinue, replicate or scale-up an intervention (Rogers 2014).

An impact evaluation/assessment addresses three types of questions,

Descriptive questions - asks how things are or what has happened,

Causal questions - asks whether or not, and to what extent the intervention brought about the observed changes,

Evaluative questions - asks about the overall value or the intervention taking into account intended and unintended impacts, the criteria and standards established upfront and how these should be weighted and synthesized.

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

Ex ante evaluation is a process that supports the preparation of proposals for new or renewed Community actions. Its purpose is to gather information and carry out analyses that help to define objectives, to ensure that these objectives can be met, that the instruments used are cost-effective and that reliable later evaluation will be possible.

An ex ante evaluation can take place at different levels of activity. It can address a policy, a programme or a project. According to Commission rules, it is obligatory for new and renewed programmes and other actions with resource implications.

Ex ante evaluation is a tool for improving the quality of new or renewed programmes and for providing information on the basis of which decision makers can judge the value of a proposal. Therefore it is important to start ex ante evaluation work early on in the process when options for programme formulation are still open. (<http://ec.europa.eu/smartregulation/evaluation/docs/ex_ante_guide_2001_en.pdf>) **(c) Identify any six parts of a monitoring and evaluation report. (6 marks)**

A retrieval from the final monitoring and evaluation report written by Nguyen Tuan Doanh 2015, the following are parts of a monitoring and evaluation report.

I. Abstract.

II. An overview of the project.

2.1. General information.

2.2. Objectives of the project.

III. An introduction of M&E activities.

3.1. Objectives.

3.2. Scope and targeted audience of the M&E activities.

3.3. Methodologies and information sources.

3.4. M&E activities and working plan.

IV. An evaluation of the relevance of the project.

6.1 Projects sustainability.

V. An evaluation of the progress and outputs of the project.

5.1. The project’s progress.

5.2. Outputs of the project.

VI. Conclusions and recommendations.

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

In a planning fundamentals document module 5 section 3 the characteristics of a good indicator is considered below to be:-

• Relevant: Reflect the intervention’s intended activities, outputs, and outcomes.

• Direct: Closely measure the intended change.

• Objective: Have a clear operational definition of what is being measured and what data need to be collected.

• Reliable: Consistently measured across time and different data collectors.

• Useful: Can be used for program improvement and to demonstrate program outcomes.

• Adequate: Can measure change over time and progress toward performance or outcomes.

• Understandable: Easy to comprehend and interpret.

• Practical/feasible: The data for the indicator should not be too burdensome to collect. The indicator should be reasonable in terms of the data collection cost, frequency, and timeliness for inclusion in the decision-making process.  
  
**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)**

Within the field of project management the concepts of efficiency and effectiveness are commonly used, but rarely defined. Some researchers apply the concepts when describing how to improve some part of the project, some apply it when describing competencies for project execution. Effectiveness is usually listed as one of the reasons for measuring maturity.

Efficiency refers to doing things right, i.e. whatever is performed, it is performed in the most suitable way, given the available resources (high efficiency). Effectiveness, on the other hand refers to doing the right things, i.e. selecting and focusing on producing an output that there is a demand for. (Article in Procedia - Social and Behavioral Sciences · March 2014).

In Monitoring and evaluation module 1 notes 2018, Effectiveness in simple terms is described as the measure of the degree to which the formally stated project objectives have been achieved or can be achieved. To make such measure and verification possible, project objectives should be defined clearly and realistically. Often, evaluators have to deal with unclear and highly general objectives that are hard to assess whereas Efficiency is the measure of the economic relationship between the allocated inputs and the project outputs generated from those inputs (i.e. cost effectiveness of the project). It is a measure of the productivity of the project, i.e., to what degree the outputs achieved derive from an acceptable cost. This includes the efficient use of financial, human and material resources. In other words, efficiency asks whether the use of resources in comparison with the outputs is justified.

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

Evaluating the impact or results of a project is difficult to prove if we do not know the situation prior to the project implementation. Baseline surveys are those surveys carried out before project implementation start to generate data about the existing situation of a target area or group. Such data becomes the reference against which project/program impact can be assessed when summative evaluations are carried out. For example, if the objective of the project is to reduce school dropout rates, we have to know those rates prior to project implementation and compare them with rates after the completion of the project. Baseline surveys are especially important when the pretest posttest evaluation model is adopted (M and E module 1 notes 2018).

Sustainability in simple terms is a measure of the continuation of the project program or positive results after external support has been concluded. It has become a major issue in development work and evaluation of projects. Many development initiatives fail once the implementation phase is over because neither the target group nor responsible organizations have the means, capacity or motivation to provide the resources needed for the activities to continue. As a result, many development organizations became more interested in the long-term and lasting improvements of projects. In addition, many donors are becoming interested to know for how long they should need to support a project before it can run with local resources. (M and E module 1 notes 2018).

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

Monitoring and Evaluation notes 2018 clearly describes Relevance as a measure used to determine the degree to which the objectives of a program or project remain valid as planned. It refers to an overall assessment to determine whether project interventions and objectives are still in harmony with the needs and priorities of beneficiaries. In other words, are the agreed objectives still valid? Is there a sufficient rationale for continuing the project or activity? What is the value of the project in relation to other priority needs? Is the problem addressed still a major problem? Whereas ProjectOutputs refer to the specific results and tangible products (goods and services) produced by undertaking a series of tasks or activities. Each component should have at least one contributing output, and often have up to four or five. The delivery of project outputs should be largely under project management's control.

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

To collect data social scientists make use of a number of different data collection strategies.

First, experiments and quasi-experiments are important because they typically involve a research design that allows strong causal inferences.

Second, surveys using structured questionnaires are another important data collection strategy because they typically involve collecting data on a large number of variables from a large and representative sample of respondents.

Third, within a qualitative research design the data collection strategy typically involves collecting a large amount of data on a rather small, purposive sample, using techniques such as in-depth interviews, participant’s observation, or focus groups.

Primary data are data that are collected for the specific research problem at hand, using procedures that fit the research problem best. On every occasion that primary data are collected, new data are added to the existing store of social knowledge.

Secondary data are materials created from primary data collected by researchers and made available for reuse by the general research community. This secondary data unlike primary data is used in the description of contemporary and historical attributes, 2. In comparative research or replication of the original research 3. In reanalysis4. In research design and methodological advancement 5. Lastly in teaching and learning. ([www.joophox.net](http://www.joophox.net) by JJ Hox)

**QUESTION THREE (20 Marks)**

**(a) Identify the key components of the logical framework approach in M & E. (5 marks)**

The logical framework approach in M and E provides a structure for logical thinking in project design, implementation and monitoring and evaluation. It makes the project logic explicit, provides the means for a thorough analysis of the needs of project beneficiaries and links project objectives, strategies, inputs, and activities to the specified needs. Furthermore, it indicates the means by which project achievement may be measured. (M and E module 1 notes 2018).

A logical framework is an essential M&E tool used to plan and organize activities in a project (usually development projects). It is a highly effective strategic management tool to monitor, evaluate and control project activities. Following are the components of an LFA:

 Project Description - A brief description stating what the project is about.

Project Goal - What will be the broad impact of the project?

Outcome(s) - What is the immediate outcome of the project?

Outputs - The deliverables of the project

Activities - List of activities that need to be carried out along with their sequencing.

Verifiable Indicators - Indicators that relate to each of the above mentioned components.

Means of verification - How each one of the indicators will be verified? Must mention a source.

Assumptions - State the assumptions relating to the Goal, Outcome, Outputs and all the Activities of the Project. (https://specialties.bayt.com)

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

Project assurance is a fundamental part of effective project governance. The project audit is the means to provide that assurance and enables the sponsor to have confidence that the governance is working and that the project is being managed as intended. There is currently a considerable amount of information relating to the assurance of projects and programmes, and why it is important.

Auditing is defined by the Chartered Institute of Internal Auditors as ‘an independent, objective assurance and consulting activity designed to add value and improve an organization’s operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. (<https://www.apm.org.uk/media/18481/sample-chapter.pdf>)

The various types of audits that one will come across during project management preparation are,

**Normal Audit or Inspection**

A normal audit or simply ‘audit’ is part of Monitoring and controlling process group. It is also termed as Inspection as it is basically a Quality Control process. Inspection is done after the product is built

**Quality Audit**

Quality audits are part of Execution process group. These are reviews of your project by your company. They figure out whether or not you are following the company’s process

**Risk Audit**

Risk audits are part of Monitoring and controlling process group. These help with overall process improvement. The risk responses (that were implemented) are analyzed to determine if they were effective in handling the risks and their root causes. Similarly, you can also audit and gauge the effectiveness of the risk management processes in the project as a whole too

**Procurement Audit**

Procurement Audit is part of closing process group. As part of procurements closure, a structured overall review flushes out issues, sets-up lessons learned, helps ensure problems are resolved for future projects and also identifies successes and failures that warrant transfer to other procurements.

([PMCLounge](https://www.pmclounge.com/author/soyapmcadmin/),2016).

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

**Formative evaluation** also called **process evaluation** examine the development of the project and may lead to changes in the way the project is structured and carried out. Those types of evaluations are often called interim evaluations. One of the most commonly used formative evaluations is the midterm evaluation.

**Summative evaluation** also called **outcome or impact evaluation** address the second set of issues. They look at what a project has actually accomplished in terms of its stated goals. There are two types of summative evaluations.

(1) **End evaluations** aim to establish the situation when external aid is terminated and to identify the possible need for follow up activities either by donors or project staff.

(2) **Ex-post evaluations** are carried out two to five years after external support is terminated.

Formative evaluations are process oriented and involve a systematic collection of information to assist decision-making during the planning or implementation stages of a program while summative evaluations main purpose is to assess what lasting impact the project has had or is likely to have and to extract lessons of experience.

**Formative evaluation** questions typically asked in those evaluations include:

To what extent do the activities and strategies correspond with those presented in the plan? If they are not in harmony, why are there changes? Are the changes justified?

To what extent did the project follow the timeline presented in the work plan?

Are activities carried out by the appropriate personnel?

To what extent are project actual costs in line with initial budget allocations?

To what extent is the project moving toward the anticipated goals and objectives of the project?

Which of the activities or strategies are more effective in moving toward achieving the goals and objectives?

What barriers were identified? How and to what extent were they dealt with?

What are the main strengths and weaknesses of the project?

To what extent are beneficiaries of the project active in decision-making and

implementation?

To what extent do project beneficiaries have access to services provided by the project? What are the obstacles?

To what extent are the project beneficiaries satisfied with project services?

**Summative evaluation** questions include:

To what extent did the project meet its overall goals and objectives?

What impact did the project have on the lives of beneficiaries?

Was the project equally effective for all beneficiaries?

What components were the most effective?

What significant unintended impacts did the project have?

Is the project replicable?

Is the project sustainable?

**Formative evaluations**, external evaluators might also be engaged to bring new approaches or perspectives. **Summative evaluations** on the other hand are usually carried out as a program is ending or after completion of a program in order to “sum up” the achievements, impact and lessons learned.

(Monitoring and Evaluation Module 1 notes 2018)

**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) What is meant by data analysis?**

Community Tool Box chapter 37 Section 5 gives a brief description on what is meant by data analysis.

Analyzing information involves examining it in ways that reveal the relationships, patterns, trends, etc. that can be found within the information. That may mean subjecting it to statistical operations that can tell not only what kinds of relationships seem to exist among variables, but also to what level the answers gotten can be trusted.

It may mean comparing information in one group to that from other groups i.e. Control or comparison group, to help draw some conclusions from the data. The point, in terms of evaluation, is to get an accurate assessment in order to better understand work and its effects on those concerned, or in order to better understand the overall situation.

There are two kinds of data to work with, although not all evaluations will necessarily include both.

**Quantitative data** refer to the information that is collected as, or can be translated into, numbers, which can then be displayed and analyzed mathematically. Quantitative data is usually subjected to statistical procedures such as calculating the mean or average number of times an event or behaviour occurs (per day, month, and year). These operations, because numbers are “hard” data and not interpretation, can give definitive, or nearly definitive, answers to different questions.

Various kinds of quantitative data analysis can indicate changes in a dependent variable related to frequency, duration, timing (when particular things happen), intensity, level, etc. They can allow you to compare those changes to one another, to changes in another variable, or to changes in another population. They might be able to tell you, at a particular degree of reliability, whether those changes are likely to have been caused by intervention or program, or by another factor, known or unknown. And they can identify relationships among different variables, which may or may not mean that one causes another. Quantitative data are typically collected directly as numbers. Some examples include:

The frequency e.g. rate, duration of specific behaviours or conditions

Test scores like scores/levels of knowledge, skill, etc.

Survey results e.g. reported behavior, or outcomes to environmental conditions, ratings of satisfaction, stress, etc.

Numbers or percentages of people with certain characteristics in a population (diagnosed with diabetes, unemployed, Spanish-speaking, under age 14, grade of school completed, etc.)

**Qualitative data** are collected as descriptions, anecdotes, opinions, quotes, interpretations, etc., and are generally either not able to be reduced to numbers, or are considered more valuable or informative if left as narratives.

Unlike numbers or “hard data,” qualitative information tends to be “soft,” meaning it can’t always be reduced to something definite. That is in some ways a weakness, but it’s also a strength. A number may tell you how well a student did on a test; the look on her face after seeing her grade, however, may tell you even more about the effect of that result on her. That look can’t be translated to a number, nor can a teacher’s knowledge of that student’s history, progress, and experience, all of which go into the teacher’s interpretation of that look. And that interpretation may be far more valuable in helping that student succeed than knowing her grade or numerical score on the test.

Qualitative data can sometimes be changed into numbers, usually by counting the number of times specific things occur in the course of observations or interviews, or by assigning numbers or ratings to dimensions e.g., importance, satisfaction, ease of use.

Qualitative data can sometimes tell things that quantitative data can’t. It may reveal why certain methods are working or not working, whether part of what is being done conflicts with participants’ culture, what participants see as important, etc. It may also show patterns in behavior, physical or social environment, or other factors that the numbers in quantitative data don’t, and occasionally even identify variables that researchers weren’t aware of.

As might be expected quantitative and qualitative information needs to be analyzed differently.

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

From Gage and Dunn 2009, Frankel and Gage 2007, and PATH Monitoring and Evaluation Initiative.

**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.

**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.

An evaluation should provide evidence-based information that is credible, reliable and useful. The findings, recommendations and lessons of an evaluation should be used to inform the future decision-making processes regarding the programme. (Adapted from Gage and Dunn 2009, Frankel and Gage 2007).

**Why is monitoring and evaluation important?**

Monitoring and evaluation are critical for building a strong, global evidence base around a program or project and for assessing the wide, diverse range of interventions being implemented to address the situation. At the global level, it is a tool for identifying and documenting successful programmes and approaches and tracking progress toward common indicators across related projects.

At the programme level, the purpose of monitoring and evaluation is to track implementation and outputs systematically, and measure the effectiveness of programmes. It helps determine exactly when a programme is on track and when changes may be needed. Monitoring and evaluation forms the basis for modification of interventions and assessing the quality of activities being conducted.

Monitoring and evaluation can be used to demonstrate that programme efforts have had a measurable impact on expected outcomes and have been implemented effectively. It is essential in helping managers, planners, implementers, policy makers and donors acquire the information and understanding they need to make informed decisions about programme operations.

Monitoring and evaluation helps with identifying the most valuable and efficient use of resources. It is critical for developing objective conclusions regarding the extent to which programmes can be judged a “success”. Monitoring and evaluation together provide the necessary data to guide strategic planning, to design and implement programmes and projects, and to allocate, and re-allocate resources in better ways.

(Adapted from Gage and Dunn 2009, Frankel and Gage 2007)

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

As described by Discenza, R. & Forman, J. B. (2007) in their conference paper on risk management sustainability, they give an explanation that, each year, enterprise organizations around the world face astronomical project failure rates, often wasting millions of dollars per failed project. The same enterprises agonize over the causes of project failure, call in expensive consultants to assess and recover failing projects, and often abandon what originally seemed like well-planned, well-organized projects, destined for success.

They also discuss that there is no single method or organizational structure that can be used to manage projects to success. Different organizations handle the functional projects differently. Some have fragmented and decentralized groups with multiple titles indicating that they are projects, while others might have large aggregations of project management professionals in a centralized support organization.

Discenza et al 2007, argues that project failure can happen in any organization and to any project. There are an infinite number of reasons for failure. Sometimes it’s out of the control of a project manager or the team members. Sometimes failure is controllable. Failed projects and people involved with the failure have some things in common. In both cases they are given prescriptions for “quick fixes” which typically prove to be ineffective and can sometimes produce disastrous side effects.

**Why projects fail**

On the same paper they went ahead and explained why projects most commonly fail, and it’s because there is a lack of attention and efforts being applied to seven project performance factors:

**1. Focus on business value, not technical detail -** This involves establishing a clear link between the project and the organizations key strategic practices. The project plan needs to cover the planned delivery, the business change required and the means of benefits realization.

**2. Establish clear accountability for measured results -** There must be clear view of the interdependencies between the projects, the benefits, and the criteria against which success will be judged. It is necessary to establish a reasonably stable requirement baseline before any other work goes forward. Requirements may still continue to creep. Virtually in all projects there will be some degree of “learning what the requirements really are” while building the project product.

**3. Have consistent processes for managing unambiguous checkpoints** - Successful large projects typically have software measurement programs for capturing productivity and quality historical data that can be used to compare it against similar projects in order to judge the validity of schedules, costs, quality, and other project related factors. The lack of effective quality centered mechanisms can be a major contributor to both cost and schedule overruns.

**4. Have a consistent methodology for planning and executing projects** - There should be a detailed plan developed before any release date of a project is announced. Inadequate planning is one of the major reasons why projects spin out of control.

**5. Include the customer at the beginning of the project and continually involve the customer as things change so that the required adjustments can be made together (Participatory approach)** - It has been observed that successful projects occur when end users (customers) and the project members work as a team. Projects are less likely to fail if there are informed customers giving meaningful input during every phase of requirements elicitation, product description and implementation. The customer needs to be asking, “how are the project result used over time and what do I get out of the results?

**6. Manage and motivate people so that project efforts will experience a zone of optimal performance throughout its life** - This involves managing and retaining the most highly skilled and productive people. Knowledge is money. A project team made up of higher paid people with the right specialized skills is worth more per dollar than a group of lower cost people who need weeks or months of training before they can start to be productive.

**7. Provide the project team members the tools and techniques they need to produce consistently successful projects -** The project team must be skilled and experienced with clear defined roles and responsibilities. If not, there must be access to expertise which can benefit those fulfilling the requisite roles.

**In Conclusion.**

Assessing and recovering a failing project can be among the most challenging work for a project manager to perform for an organization. However, the payoff can be huge, since a project brought out of failure can provide significant value to a firm. The seven factors outlined above are critical for assessing a failing project’s performance and planning corrective action to make the project successful. All seven factors are needed for success. When one factor turns negative and is not corrected disaster is unavoidable.

Discenza et al 2007, survey results on the common causes of project failure indicate that the failure factors can be grouped into three main categories as:

(1) People factors.

(2) Project process factors.

(3) Project communications factors.

Managing a failing project begins by assessing its real condition by the use of questionnaires, surveys, and interviews. When the assessment is complete and the project over and no decision has been made by the stakeholders, the assessment team can build a plan to implement project recovery.

**REFERENCES**

1. Monitoring and Evaluation Module 1 notes
2. <https://www.pmclounge.com/2016/12/types-of-project-audit/>
3. Discenza, R. & Forman, J. B. (2007). Seven causes of project failure: how to recognize them and how to initiate project recovery. Paper presented at PMI® Global Congress 2007-North America, Atlanta, GA. Newtown Square, PA: Project Management Institute.
4. Center for Community Health and Development (2017). Chapter 37, Section 5. Collecting and Analyzing Data. Phil Rabinowitz Stephen B. Fawcett: University of Kansas. Retrieved from the Community Tool Box: https://ctb.ku.edu/en/table-of contents/evaluate/evaluate-community-interventions/collect-analyze-data/main.
5. Gage, Anastasia and Melissa Dunn. 2009. “Monitoring and Evaluating Gender-Based Violence Prevention and Mitigation Programs.” U.S. Agency for International Development, MEASURE Evaluation, Interagency Gender Working Group, Washington DC.
6. Patel M Human Rights as an Emerging Development Paradigm and some implications for programme planning, monitoring and evaluation, UNICEF, Nairobi, 2001
7. <https://www.apm.org.uk/media/18481/sample-chapter.pdf>
8. [www.joophox.net](http://www.joophox.net)
9. <https://www.sportanddev.org/en/article/news/understanding-me>
10. <http://ec.europa.eu/smart-regulation/evaluation/docs/ex_ante_guide_2001_en.pdf>