**STRATEGIA NETHERLANDS**

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**Monitoring and Evaluation Final Exam**

From

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**QUESTION ONE**

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

1. **Project Monitoring:** Refers to the process of keeping track of all project-related metrics including team performance and task duration, identifying potential problems and taking corrective actions necessary to ensure that the project is within scope, on budget and meets the specified deadlines.
2. **Project Evaluation:** is a systematic and objective assessment of an ongoing or completed project. The aim is to determine the relevance and level of achievement of project objectives, development effectiveness, efficiency, impact and sustainability.
3. **Primary Stakeholders:** are individuals or entities that benefit from or are directly impacted by the operations and activities of a business. Both public and private companies – and small/large businesses – have stakeholders. A small business owner must recognize the sometimes competing or conflicting needs of each of his stakeholders and operate his business in a manner that will deliver the benefits expected by each one and minimize possible negative impacts on them. A stakeholder is any individual or entity that has a stake in the success of a business or organization. Primary stakeholders have a direct interest in the organization, as opposed to an indirect interest. These stakeholders typically either maintain their livelihoods directly through the organization or make use of the organization in some direct manner.
4. **Scope Creep:** simply put, it occurs when the scope, deliverables, or features on a project expand from what was originally set without being accounted for in additional time or budget. It can affect any fixed scope project. It’s a very common thing, as it can happen both intentionally and unintentionally, stemming from any number of the people involved in a project.
5. **Impact Assessment:** is a mean of measuring of effectiveness of organizational activities and judging the significance of change brought about by those activities. It is neither Arts nor Science, but both. Impact assessment is intimately linked to Mission, and the sense, ripples through the organization. Being able to assess and articulate impact is powerful means of communicating, internally and externally, the contribution of activities to the mission.

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

**Ex-ante Evaluation:** is strategic target system based on situation analysis assessing the relevance and appropriateness of the system of instruments relating to this by analyzing the factors listed below. Previous experiences;

* Socio-economic environment, strong points and weak points;
* Internal and external coherence of strategies and priorities;
* Quantitative definition of objectives;
* Socio-economic impacts, use of resources;
* Implementation system

**Ex-ante evaluation**: enables analysis of the anticipated impacts of the planned program. Analysis- based ex-ante evaluation endeavors to optimize the structure of the program, the sequence of priorities, as well as the external and internal coherence of the program. This evaluation projects anticipated results, and therefore estimates- in accordance with the indicators and parameters of the concerned area – the economic and social grounds of the approved priorities and objectives. It justifies the grounds of decisions recommending use of funding, and ensures all information needed for donor decision and monitoring local implementation. Whereas **Concurrent Evaluation** is a process in which student and teacher meet to discuss the progress of a project, each sharing their perceptions of what is going well and what needs improvement, resulting in agreement about the status of quality for the assignment.

(c) **Identity any six parts of a monitoring and evaluation report.**

A sound project M&E system requires six main component which together help to ensure that M& E is relevant to the project within the capacity of the project management organization, and is used to good effect. Each is considering briefly below.

* **Clear statement of measurable objectives for the project and it components.** Projects are designed to contribute to long term sectorial development goals, but at level of project purpose their outcomes should be quite specific and complete. Thus, for example, an irrigation project may be designed to further the sectorial goals of increased agricultural productivity, farm income and rural employment, but have a project purpose of providing an increased and more reliable irrigation supply through rehabilitation or modernization of an irrigation system. Objectives at the level of project purpose should be specific to the project interventions, realistic in the timeframe for their implementation and measurable for evaluation.
* **A structure set of indicators covering; inputs, process, output, outcomes, impact, and exogenous factors.** Indicators provide the quantitative detail necessary to monitor and evaluate progress and achievements at all levels of the project hierarchy. The ability to define an indicator, and agree with partners and stakeholders a target and the timing for its achievement, is a demonstration that project objectives are clearly stated, and are understood and supported. The logical framework approach provides an effective structure for planning M&E by defining a hierarchy of objectives for which indicators are required. Classifying project objectives according to their level highlights that management will need to develop systems to provide information (data collection system) at all levels, from basic accounting through to statistics of project impact. Ultimately constructing good indicators will be an iterative process.
* **Data collection mechanisms capable of recording progress overtime, including baselines and a means to compare progress and achievements against targets.** Within project M&E systems there will be a need to collect information of the baseline situation and for measurement of change over time for the indicators selected. It is vital to think about the sources of data the reliability of that information and the costs and responsibilities. Data sources for indicators can be primary or secondary. Primary data are collected directly by the project team or agency concerned, whilst secondary data have been collected by other organizations for the purposes not specific to the project concerned. Use of secondary rather than primary data has both advantages and disadvantages. On the positive side its use can be more cost-effective, and for many project situations it may simply be too costly to collect detailed primary data when this would require a large and costly household survey, or alternative data collection method of comparable cost. On the negative side, secondary data may have limitations if the purpose for which it was collected does not match well with the purpose intended for project M&E. The validity and reliability of the data must be considered, trying to identify any sources of bias and inaccuracy that may have arisen during its collection.
* **Where applicable, building on data collection with an evaluation framework and methodology capable of establishing (causation attribution).** As part of the growing emphasis on impacts and results, more attention than ever is now being given to rigorous impacts evaluations that seek to discover how effective particular types of intervention or policy are at achieving their goals – for example, the effectiveness of free school meals in raising school attendance, or the impact of microfinance program on rural poverty rate. Driven by a desire for a better understanding of what does and what not work in development, a small number of projects are even intended from the outset to serve as experiments to test the effectiveness of a particular development tool. Many of these involve randomize control trials (RCT), in which project beneficiaries are randomly selected so that outcomes for this group can be subsequently compared with those for a control group that did not benefit from the project, much in the way medical treatment are tested.
* **Clear mechanisms for reporting and use of M&E results in decision making.** There are range of possible users for the results of monitoring and evaluation of development project. These include primary stakeholders, the project management organization, government agencies, other implementing partners, and donors. Clear feedback mechanisms are important if the purposes of M&E are to be achieved. Providing the right information in the right place and program is poor and difficult to access, and the mechanisms for feedback are weak or nonexistent. The highest payoffs to evaluation arise at the policy and program level, but project level evaluation offers and easier and less sensitive starting point in many instance. Information from monitoring and evaluation can be used to demonstrate accountability and to promote knowledge transfers and adaptive learning in government agencies and other organizations. Information should be reported concisely, be relevant to the user and be timed to improve key decision making events. Four means of communication may be used and will reinforce each other; detailed written information (reports), written executive summaries, and oral and visual presentations.
* **Sustainable organizational arrangement for data collection, management, analysis and reporting.** In terms of organizational arrangements there is no single correct way to build a project M&E system. Projects vary in their characteristics and requirements, and counties and organizations are at different stages of development with respect to good public management practices in general, and M&E in particular. It is also important to recognize that M&E systems are continuous works in progress that must be flexible and adaptable to changing needs and circumstances.

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

* **Adequate**: Can measure change over time and progress toward performance or outcomes.
* **Direct:** Closely measure the intended change.
* **Meaningful**: represent important information about the program for stakeholders.
* **Objective**: Have a clear operational definition of what is being measured and what data need to be collected.
* **Practical/feasible**: The data for the indicator should not be too burdensome to collect. The indicators should be reasonable in terms of data collection cost, frequency, and timeliness for inclusion in the decision- making process.
* **Relevant**: Reflect the intervention’s intended activities, outputs, and outcomes.
* **Reliable:** Consistently measured across time and different data collectors.
* **Understandable:** Easy to comprehend and interpret.
* **Useful**: Can be used for program improvement and to demonstrate program outcomes.

**QUESTION TWO**

1. **Differentiate between the following terms as used in project monitoring and evaluation**:
2. **Project efficiency:**  **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. Or is a performing or functioning in the best possible manner with the least waste of time and effort. While **Effectiveness** in simple terms is 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.

**The different between effectiveness and efficiency can be summed up shortly, sweetly and succinctly – Being effective is about doing the right things, while being efficient is about doing things right***.*

1. **A baseline survey: it’s a** kind of survey that is being conducted during the monitoring and evaluation (M&E) process to define an impact of a project. It should take place when the project is being initiated so the beginning of the project but after a decision of implementation it. While project Sustainability is the ability of an organization to continue its mission or program far into the future. All projects have end eventually, but the project impact should continue. Donors want to see how the project and its impact will outlive their direct involvement in the project.
2. **Project Relevance:** is a statement of benefits to be gained and problems to be resolves with a help of the project. Project relevance is project’s abstract which is understandable both to lay people and advance professional. The point of writing a project relevance statement is to. This is the second level of results associated with a project and refers to the medium term consequences of the project. Outcome usually relate to the project goal or aim. For example, in a safe water project, an outcome would be the percentage of households that are using chlorinated drinking water” another outcome could be “the percentage of children suffering from diarrhea” nevertheless, an important point to note is that, outcomes should clearly link to project goals. **Whereas** **project output** these are the first level of results associated with a project. Often confused with activities” output are the direct immediate term results associated with a project. In other words, they are usually what the project has achieved in the short term. An easy way to think about outputs is to quantify the project activities that have a direct link on the project goal.
3. **Primary data:**  is a data originated for the first time by researcher through direct efforts and experience, specifically for the purpose of addressing his research problem. Also known as the first hand or raw data. Primary data collection is quite expensive, as the research is conducted by the organization or agency itself, which requires resources like investment and manpower. The data collection is under direct control and supervision of the investigator. The data can be collected through various methods like surveys, observations, physical testing, mailed questionnaires, questionnaire filled and sent by enumerators, personal interviews, telephonic interviews, focus groups, case studies, etc. **Whereas** Secondary data: implied second hand information which is already collected and recorded by any person other than the user for a purpose, not relating to the current research problem. It is the readily available form of data collected from various sources like censuses, government publications, and internal records of the organization, reports, books, journal articles, and websites and so on.

The fundamental differences between primary and secondary data are discussed in the following points:

1. The term primary data refers to the data originated by the researcher for the first time. Secondary data is already existing data, collected by the investigator agencies and organizations earlier.
2. Primary data is a real-time data whereas secondary data is one which relates to the past.
3. Primary data is collected for addressing the problem at hand while secondary data is collected for purposes other than the problem at hand.
4. Primary data collected is a very involved process. On the other hand, secondary data collection process is rapid and easy.
5. Primary data collection sources include surveys, observations, experiments, questionnaire, personal interview, etc. on the contrary, secondary data collection sources are government publications, websites, books, journal articles, internal records etc.
6. Primary data collection requires a large amount of resources like time, cost and manpower. Conversely, secondary data is relatively inexpensive and quickly available.
7. Primary data is always specific to the researcher’s needs, and he control the quality of research. In contrast, secondary data is neither specific to the researcher’s need, nor he has control over the data quality.

**Question Three**

1. **Identify the key components of the logical framework approach in M&E**

A logical framework is an essential M&E tool used to plan and organize activities in 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.

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| **Goal** | A project goal is a very general, high-level and long-term objective of the project. It is different from project objectives because the latter are very specific and have to be addressed alone by the project. But the goal cannot be achieved by the project on its own since there will be other forces like the government, other agencies e.t.c also working to achieve it. It is a major benchmark to compare work between different projects. |
| **Objectives** | Objectives are the specific objectives the project works to achieve within the stipulated time. |
| **Activities or Inputs** | Activities or inputs are actions undertaken by the project or the organization to achieve the set objectives |
| **Outputs** | Outputs are immediate results that we achieve soon after the completion the project or any specific project activity. |
| **Outcomes** | The outcomes are results that have been or that are to be achieved after a period of time, but not immediate |
| **Impact**  **Impact** | The impacts is the longer-term result that has happened because of the activities undertaken in the project. |
| **Indicators** | Indicators are a measure of the results. They give a sense of what has been or what is to be achieved. |
| **Means of verification** | Data or information based on which the indicators will be measured or monitored |
| **Risk & Assumptions** | External factors affecting the progress of the project |
| **Costs** | Budgetary explanations |

As a methodology, the logical framework approach; (LFA) is a systematical, visual approach to designing, executive and assessing project which encourages users to consider the relationships between available resources, planned activities, and desired changes or results.

A logical frame is another name for logical framework, a planning tool consisting of a matrix which provides an overview of a project goal, activities and anticipated results. It provides a structure to help specify the components of a project and its activities and for relating them to one another. It also identifies the measures by which the projects anticipate results will be monitored.

**Weaknesses of logical framework approach**

* It may cause rigidity in program management
* It is not a substitute for other technical, economic, social and environmental analyses.
* Log frames are often developed after the activity has been designed rather than used as the basis for design.
* It can stifle innovative thinking and adaptive management.

1. **What is meant by project audit? Describe the two type of project audit.**

Project auditing is a formal type of “project review”, most often designed to evaluate the extent to which project management standards are being followed. Audits are typically performed by a designated audit department, the project management office” an empowered steering committee or an external auditor. The audit “entity” must have the designated authority to conduct the audit and make related recommendations.

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 organizations operations. It helps an organization accomplish its objectives by bringing a systematic, discipline approach to evaluate and improve the effectiveness of risk management, control, and governance processes’.

**Two type of project audit are**

1. **A compliance Audit:** is an audit engagement in which the goal is to determine whether an organization is adhering to the terms of a contract or certain rules and regulations. For example, a compliance audit could be targeted at:

* Ensuring that the terms of a bond indenture are being followed
* Ensuring that the calculation and payment of a royalty are correct
* Verifying that worker’s compensation pay is being properly reported

1. **A financial Audit:**  is the examination of the financial records of an entity by a certified third party examiner. This examination by a knowledgeable outsider is needed to provide credibility to an organization’s financial statements. If an auditor does not find any issues, then they are issued. Lenders, creditors, and investors want to see an audit opinion, as proof that the financial statement are correct.

An auditor will conduct a variety of tests to verify that the financial records are complete, and fairly represent the financial results and condition of an organization. These tests may include tests of controls, tests or transacts, analytical procedures, and tests of balance. Financial audits are most commonly conducted for the financial statement of a firm, but may be targeted at more specific areas, such as tax records.

1. **Differentiate between formative evaluation and summative evaluation.**

The difference between formative and Summative evaluation can be drawn clearly on the following grounds.

1. Formative evaluation refers to a variety of assessment procedures that provides the required information, to adjust teaching, during the learning process. Summative evaluation is defined as a standard for evaluating learning of students.
2. Formative evaluation is diagnostic in nature while summative assessment is evaluative.
3. Formative assessment is an assessment for learning, whereas summative assessment is an assessment of learning
4. Formative evaluation occurs on an on-going basis, either monthly or quarterly. On the other hand, summative assessment occurs only at specific intervals which are normally end of the course.
5. Formative assessment is conducted to enhance the learning of the students. Conversely, summative evaluation is conducted to judge students’ performance.
6. Formative evaluation is undertaken to monitor student’s learning. As opposed to summative assessment, an aim at evaluating student’s learning.
7. The value of grades of formative assessment is less than the summative assessment, in a sense that grades obtained in FA will tell about the student’s understandability while grades of, will determine whether the student’s should be promoted or not.

**Conclusion**

The principal difference between these two assessment procedures is that, while the formative assessment is a kind of the instructional process, summative assessment is a sort of grading process. A balanced assessment is based on both the two, which provide necessary information about the next steps of the teachers and to measure students learning regarding the content standard.

**Question Four**

1. **Data analysis**: is the process of inspecting, cleaning, transforming, and modeling data with the objective of discovering useful information, arriving at conclusion, and supporting decision making process. There are multiple facets and approaches with diverse techniques for the data analysis. The data analyses in statistics are general divided into descriptive statistics, exploratory data analysis (EDA), and confirmatory data analysis (CDA).

Lecompte & Schensul (1999) define analysis as the process a researcher uses to reduce data a story and its interpretation. Data analysis is the process of reducing large amounts of collected data to make sense of them. Patton (1987) indicates that three things occur during analysis: data are organized, data are reduced through summarization and categorization, and patterns and themes in the data are collected in the field, as soon as possible after the data have been collected, both while the researcher is still in the field, and later, when the researcher is no longer in the field. They describe in the field analysis as including inscription, description, and transcription. They also suggest that analysis may be conducted in both a top down fashion and bottom up fashion.

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

M&E is a process of continual gathering of information and assessment of it in order to determine whether progress is being made towards pre-specified goals and objective, and to highlight whether there are any unintended (positive or negative) effects from a project and its activities. It is an integral part of the project cycle and of good management practice.

**Uses of Monitoring and Evaluation results:**

**M&E results help improve your program intervention**: using M&E results keep you and your staff in a learning model as you gain understanding about how and why your program is working. M&E results also help you make decision about the best use of resources. For example, outcome and impact evaluation may provide further insight on certain risk and protective factors, thus shaping your future efforts. As staff use results to reflect on the programs implementation and make necessary improvement, they are more likely to feel supported by the M&E process.

**M&E results strengthen your program institutionally:**  M&E results can help stakeholders and the community understanding what the program is doing, how well it is meeting its objectives and whether there are ways that progress can be improved. Sharing results can help ensure social, financial and political support and help your program establish or strengthen the network of individuals and organizations with similar goals of working with young people. By publicizing positive results, you give public recognition to stakeholders and volunteers who have worked to make the program a success and you may attract new volunteers.

**M&E results can help you design new or follow on activities.** Program often begin on a small scale in order to test their feasibility. Evaluation results document the strengths, limitations, successes or failures of these initial efforts and allow program planners to make objective decision about which elements of a program to continue, modify, expand or discontinue. Elements that are not very successful but show promise can be modified for improvement.

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

Projects most commonly fail because there is a lack of attention and efforts being applied to seven project performance factors:

1. **Focus on the 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 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. Requirement may still continue to creep. In virtually 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.** Large projects typically have software measurement programs for capturing productivity and quality historical data that can sued to compare it against similar projects in order to judge the validity of schedules, cost, quality, and other project related factors. The lack of effective quality Centre mechanisms can be 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 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.** It has been observed that successful projects occur when end users (customers) and the project members work as teams in the same cubicle, although this is not always possible. 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 customers’ needs to be asked, “how are the project result used over time and what do I get out of the result?
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 higher paid people with right specialized skilled 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 the 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 role.