|  |  |
| --- | --- |
| **Name:** | **Moses Mabor Tom** |
| **Institution:** | **Strategia Netherlands (Resource Center)** |
| **Cousre:** | **Diploma in Monitoring and Evaluation** |
| **Admission No:** | **SN 330** |
| **Course Code:** | **D001** |
| **Module:** | **Module Two** |
| **Assignment:** | **Assignment Two** |
| **Year:** | **2019** |
| **Month of submission:** | **August 2019** |
| **Residential Area:** | **Gok State Cueibet - South Sudan** |
| **Email Address:** | **tommabor98@gmail.com** |
| **Contacts:** | **+211923020006/+211928754114** |

**ASSIGNMENT 2**

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

An indicator is a specific observable and measurable characteristics that can be used to show changes or progress of a programme is making toward achieving a specific outcome.

There should be at least one indicator for each outcome.The indicator should be focused, clear and specific.The changed should be measured by the indicator should represent progress that the programme hopes to makes. *Source (Bott, Guedes and Claramunt 2004)*

A good indicator should have the following qualities:

**1 Valid:** accurate measure of behaviour, practice task that is the expected outputs or outcome of the intervention.

**2 Reliable:** a good indicator should be reliable and consistently measurable over time, in the same way by different observers.

**3 Precise:** operationally defined in clear terms.

**4 Measurable:** quantifiable using available tools and methods.

**5 Timely:** Provides a measurement at time intervals relevant and appropriate interms of programme goals and activities.

**6 Programatically Important:** link to the programme or to achieving the programme objectives*. Adapted from (Gage and Dunn, 2009)*

There are two types of indicators with different examples, namely

**Quantative indicators and Qualitative indicators**

**Examples of quantative indicator can be:**

1. The number of people attending a training
2. The weight of fish caught.
3. Unemploment (by age,gender,occupation)
4. Per capita income
5. Number of community organisations.
6. Rate of HIV infection
7. The cost of transport to market
8. Increase in household income
9. Infant Mortality Rate

**Examples of qualitative indicators can be**:

1. Greater freedom of expression.
2. Ease of acess to a facility
3. Participation levels in sports
4. Increased hopes of the people for betterment of the democratic systems.
5. Improved working relations among staffs.
6. Level of satisfaction with the services.

*See (Bott, Guedes and Claramunt 2004)*

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**

In South Sudan free Primary Education refers to education by all children regardless of their economic, political, or social background *(UNESCO,2000).*

The world conference on education for all held in 1990 made it clear that by making primary education free, It would include children from poor families and thereby perhaps become universal.

Education in South Sudan is for all, every person, child, youth and adults shall be able to benefit from educational opportunities designed to meet basic learning needs focusing on value, significance and effects of education for individuals. Primary School education in South Sudan is free and the government provides public schools is for children who are unable to get access to private schools.

There are several organisations that play a central role in financing primary education in South Sudan. For example WINDLE TRUST, BRAC, AVSI and religious organisations that sponsors school are an important source of finance for the schools.

There are also NGOs that actively provides funds for the policy advocacy, review, development of schools and special programs such as education of girl-child, training and paying incentives of school heads and teachers.

The approaches, concentration, focus and volume of support varies from one organization to another. (*MOEST 2012).*

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

It has encourage and strengthened the relationship between government and the donor community in the education sector in South Sudan.

Free Primary Education has also encouraged the girl-child education in the country through their motivations to the young girls.

Free primary education has improved the standard of living of the families of the children who are benefiting from the support by focusing only on what to eat and the medical care.

It has enable most of unemployed youths to go for teaching in the schools to get their incentives hence, create job opportunities.

The programme had also increased the number of children enrolment in the schools since no payment is needed.

Some parents have neglected their childrens demands concerning education issues because the provision of free primary education in the country

a**) what would the monitoring exercise in free primary education wish to achieve for the following stakeholders?**

* + - **Donors :**

To provides an understanding of the extent of donor funding towards the implementation of free primary education sector.

To find out if the implementation programme had been done on time and reach the needy persons

* + - **Primary School managers**

To know whether the performance of pupils and their enrolment in public primary schools is in place.

* + - **Government**

To find out whether implementation programme has been done successfully and on time

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?**

Participatory evaluation is apartnership approach to evaluation in which stakeholders actively engage in developing the evaluation and all phases of its implementation.

Those who have the most at stake in the program: Are partners, program beneficiaries, funders and key decision-makers play active roles.

The advantages are:

1. Participatory evaluation may be less expensive than hiring an external evaluator.
2. Gives participants more control over decision making and their lives
3. Participants feels responsible for the results and are more commited to the success of the program.
4. It also builds collaborative process and strengthen participants relationships.
5. Evaluation results are more likely to be acted on.
6. Increases participants knowledge of the program,skills in leadership group decision-making and evaluation.
7. Increasing local level capacity in M&E, which in turn contributes to self-reliance in overall project implementation.
8. Sharing of experience through systematic documentation and analysis based on broad-based participation.
9. Strengthen accountability to Donors
10. More efficient allocation of resources.
11. It can provides a voice for those who are often not heard,Project beneficiaries are often low-income people with relatively low levels of education,who always have and often don’t think they have a right to- the chance to speak for themselves.
12. It empowers stakeholders,participatory evaluation gives those who are often not consulted-line staff and beneficiaries particularly-the chance to be full partners in determining the direction and effectiveness of a project.
13. It can get you information you wouldn’t get otherwise. Community people interviewing their friends and neighbors may get information that an outsider person wouldn’t be offered

*(Drawing on Abbot and Guijit 1997, CONCERN 1996, Feuerstein 1986, Rugh 1992, Sommer 1993, Zukoski and Lulaquisen 2002)*

* 1. **Formulate the steps in planning a monitoring system.**

A monitoring and evaluation (M&E) plan is a document that helps to track the results of the interventions throughout the program. It is a living document that should be refered to and updated on a regular basis.

**STEP 1: Identify Program Goals and objectives.**

This first step to creating an M&E plan is to identify the program goals and objectives.

Defining programe goals start answering this three questions:

* + - 1. What problem is the program trying to solved?
      2. What steps are being taken to solve that problem?
      3. How will program staff know when the program has been successful in solving the problem.

**STEP 2: Define Indicators.**

Once the programes’ goals and objectives are defined, it is time to define indicator for tracking progress towards achieving those goals.

**STEP 3: Define Data collection methods and Timeline.**

After creating monitoring indicators it is time to decide on methods for gathering data and how often various data will be recorded to track indicators. This should be a conversation between program staff, stakkeholders, and donors. These methods will have important implications for what data collection methods will be used and how the results will be reported

**STEPS 4: Identify M&E Roles and Responsiblities.**

The next element of the M&E plan is a section of roles and responsibilities for. It is important to decide from the early planning stages who is responsible for collecting data for each indicator.

This will probably be a mix of M&E staff, everyone will need to work together to get data collected accurately and in timely fashion.

**STEP 5: Create an Analysis Plan and Reporting Templates.**

Once all the data have been collected, someone will need to compile and analyze it fill in a results table for internal review and external reporting.

**STEP 6: Plan for Dissemination and Donor Reporting.**

The last element of the M&E plan describes how and to whom data will be disseminated. Data for data’s sake should not be the ultimate goal of M&E efforts. Data should always be collected for particular purposes. Consider the following:

How will M&E data be used to inform staff and stakeholders about the success and progress of the program?

How will it be used to help staff make modifications and course corrections as necessary?

How will the data be used to move the field forward and make program practices more effective?

*Source and reference: UNITED NATIONS Template for M&E plan*