Course Assignment (Module One)

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COURSE ASSIGNMENT (ONE)

1. **Giving examples differentiate between Monitoring and Evaluation?**

Monitoring and evaluation are important management tools that are necessary to track the progress and facilitate decision making for present and future interventions. However, there are lots of differences between them. Some major differences between monitoring and evaluation are listed below:

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| **S/N** | **Monitoring** | **Evaluation** |
| 1 | Monitoring is an ongoing activities to pathway to the project progress during the implementation | It’s a judgment based on the design, implementation and result of the completed intervention |
| 2 | Monitoring is the systematic and routine collection of information about the programs/projects activities/ and analyzing information to compare the performance against the result | Evaluation is the periodic assessment of the programs/projects activities |
| 3 | It is ongoing process which is done to see if things/activities are going on track or not i.e. it regularly tracks the program | It is done on a periodic basis to measure the success against the objective i.e. it is an in-depth assessment of the program |
| 4 | It’s to be done starting from the initial stage of the projects | Evaluation is done after certain point of time of the project, usually at the mid of the project, completion of the project or while moving from one stage to another stage of the projects/programs |
| 5 | Monitoring is done usually by the internal members of the team or Organization | It’s mainly done by the external members. However, sometimes it may be also done by internal members of the team or by both internal and external members in a combined way |
| 6 | provides information about the current status and thus helps to take immediate remedial actions, if necessary | Evaluation provides recommendations, information for long term planning and lessons for organizational growth and success |
| 7 | It focuses on input, activities and output | It focuses on outcomes, impacts and overall goal |
| 8 | Monitoring process includes regular meetings, interview, monthly and quarterly reviews etc. Usually quantitative data. | Evaluation process includes intense data collection, both qualitative and quantitative |
| 9 | It has multiple points of data collection | Data collection is done at intervals only |
| 10 | It gives answer about the present scenario of the project towards achieving planned results considering the human resources, budget, materials, activities and outputs | It assesses the relevance, impact, sustainability, effectiveness and efficiency of the projects |
| 11 | Monitoring studies the present information and experiences of the project | Evaluation studies the past experience of the project performance |
| 12 | Monitoring checks whether the project did what it said it would do | Evaluation checks whether what the project did had the impact that it intended |
| 13 | Helps to improve project design and functioning of current project | Helps to improve project design of future projects |
| 14 | Monitoring looks at detail of activities | Evaluation does not look at detail of activities but rather looks at a bigger picture |
| 15 | It compares the current progress with the planned progress | It looks at the achievement of the programs along with both positive/negative, intended/unintended effects |
| 16 | Information obtained from monitoring is more useful to the implementation/management team | Information obtained from evaluation is useful to all the stakeholders |
| 17 | Monitoring result is used for informed actions and decisions | Evaluation result is used for planning of new programs and interventions |
| 18 | Answers the question “Are we doing things right?” | Answers the question “Are we doing right thing?” |
| 19 | Regular report and updates about the project/program act a deliverables here | Reports with recommendations and lessons act as a deliverable here |
| 20 | Good or effective monitoring does not rely on evaluation results | Good or effective evaluation relies to some extent on good monitoring |
| 21 | There are few quality checks in monitoring | There are many quality checks in evaluation |
| 22 | It provides information for evaluation | It provides information for proper planning |
| 23 | The basic purpose is to improve the efficiency and adjusting the work plan | Improve effectiveness, impact and future program me |
| 24 | Explain aim and objective of the project | Analysis why expected result were not achieve |
| 25 | Link the objective to the activities, implement and the financial and HR used | Provide conclusion on cost effectiveness and self-performance |
| 26 | Translate objective as outline in the proposal in to performance indicators | Examine the implementation process |
| 27 | Collect data from the indictor and compare the result with initial target | It provide an intended result |
| 28 | Update the program Manager of the progress and them in case of problem | Provide lesson leant, highlight the important accomplishment and recommend for future improvement |

1. **Why is Baseline survey an important part in Project Management?**

The Baseline Survey is the first step in the project. Because it’s gathers key information early in a project, so that later judgments can be made about the quality and development results achieved. The Baseline Survey is an initial component in monitoring and evaluation plan and uses the log frame structure to systematically assess the condition in which the project commences. It provides the basis for following assessment of how efficiently the activity.

Projects are designed to deliver measurable results, That means a good baseline survey must answer the counterfactual so as to measure and distinguish those results from other variables. Therefore conducting base line survey before a particular project has begun have the following importance;

* It helps to determining what variables to measure, i.e., specifying the substantive content of the study. In academic research this usually means elaborating a set of hypotheses. By contrast, for the type of research necessary for a monitoring and evaluation system, the step consists in determining what information policy makers, programme planners and administrators require in order to ascertain whether or not the programme is functioning properly and why this is so. This step is perhaps the most difficult, since programmes do not always specify their objectives clearly and in measurable terms. Indeed, many of the objectives of a given programme are not even stated formally. In addition, although most development programmes are multidisciplinary, the programme personnel often exhibit a particular professional bias towards obtaining one or another type of information deemed necessary for monitoring and evaluation.
* It helps in determination of the system structure. In the case study approach, once the information to be obtained is known,
* Baseline survey allows me to compare people’s reaction to different (periods) of the show to see if people respond differently if the episode contains more or less profanity.
* Using a survey allows me to ask participants about their experiences, attitudes, and or knowledge.
* The advantages of a survey are that the statistical techniques could be utilized to analyze survey data to determine validity, reliability, and statistical significance. It also has the added ability to analyze multiple variables.
* Another advantage is that standardized surveys are relatively free from several types of error. For example, it is free from subject reactivity since the subjects will not be interacting with each other.

1. **Distinguish between Summative and formative evaluation Methods with examples.**

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| **Attributes** | **Formative Evaluation** | **Summative Evaluation** |
| **Concepts** | Scriven (1967), is to foster development and improvement within the on going process.  Scriven (1991) Confirmed that formative evaluation is conducted during the development or improvement and it done for more than once.  Robert Stakes, State that when the Cook taste the food that’s formative and when the gust taste the food that is summative | Scriven (1967), it’s used to assess whether the result of the objective being evaluated met the stated goal  Bhola (1990), It’s the method of judging the worth of the program at the end, and focues on outcome. |
| Duration | Take short Time | Take Long time |
| Areas | Test of specific skills, concepts and objective, Ideally test every concept which has been taught. | Test general/overall concepts, skills and/ or terminal objectives.  The combination of all skills and concepts. |
| Definition | Is use to monitor student’s learning to provide ongoing feedback that can be used by the teachers to improve their teaching and improve learning skills of the student. | Is used to evaluate student’s learning at the end of a basic unite by comparing it against some student. |
| Purpose | To help the students during the instructional process because of the formative evaluation is implemented during the teaching and learning process. | Summative evaluation provides information on the product’s efficacy. |
| Difference 1 | It’s an ongoing activities evaluation happen during the learning process for several times. | It’s happened at the a complete other time after the course completion. |
| Difference 2  (Strategies) | There is need to find out whether a student is doing well or needs support by the monitoring the learning process. | Is to assign grades this explain whether the student achieve the learning goal or not. |
| Difference 4  (Frequency) | The evaluation happens for several time during the learning process. | It’s happened at the end of the course |
| Contents | Include little, Content area E.g formative evaluation of 1 chapter at the end of a chapter | It’s involves complete chapter and content areas E.g 1 evaluation at the end of a chapter (The lesson material packages is much larger. |
| Difference 5 | It’s consider evaluation as a process, the way teacher can see at the student grow and steer the student in an upwards direction | It’s harder for the teacher to steer the student in the right direction because the evaluation is already done (That is why summative evaluation is consider to be more product. |
| Examples | Formative can be classroom, Polls exit ticket, early feedback. E.g. Student was required to response to a question but he has written down 3 different summaries response to the same question | Summative are midterm exams end of unit or chapter test, final projects and scores used for accountability for school and student |

**4- Monitoring and evaluation uses both qualitative and quantitative methods to measure the success and impact of the projects. However, economists and staticians adapt a one sided method (quantitative) to analyze the results.**

**a)** **Identify the potential dangers of a one sided monitoring system.**

1- Not all information can be analyzed quantitatively, the analysis of qualitative data helps broaden the view of the phenomena of interest in an evaluation but can also increase the depth.

2 - It’s difficult to understand the context of phenomenon and data may not be robust enough to explain the complex issues.

1. Using one sided monitoring system cannot provide details descriptions, direct quotation’s in response to open-ended question, analysis of case studies, the transcript of opinion of group and observations of different types.

**b- Critically analyze the quantitative method often employed by economists and staticians in monitoring and evaluating development projects**

1. It’s provide the disaggregation of the data in to categories and gives evident about project achievement and shows the areas that need improvement and the one succeeding.
2. It break down the data in to gender, social and economic situation, education, areas of residence marital status and age.
3. One of the important of using statical analysis is that it’s been used to summaries the findings of an evaluation in a clear, precise and reliable way.
4. Quantitative data analysis collect a much narrower and sometimes superficial data set, the
5. result are limited as they provide numerical descriptions, rather than details narrative and generally provide less elaborate accounts of human perception.

**5-a. Define Logical Framework?**

The Logical Framework is a tool to help strengthen project design, implementation and evaluation. This means that it is best used throughout the project cycle. It’s a simple tool that helps you: organize your thinking; set performance indicators; allocate responsibilities; and communicate information on the project concisely and unambiguously

**b- Define and Explain key components of Logical framework**

The programme **goal (impact**) reflects the improvements of a situation in terms of social, economic or any other benefits which respond to identified development needs of the target population under a long-term vision. Usually, several projects will share a common programme goal.

**Goal** **(Impact)** refers to the sectorial or national objectives for which the project is designed to contribute, e.g. increased incomes, improved nutritional status, reduced crime. It can also be referred to as describing the expected impact of the project. The goal is thus a statement of intention that explains the main reason for undertaking the project.

**Purpose** refers to what the project is expected to achieve in terms of development outcome. Examples might include increased agricultural production, higher immunization coverage, cleaner water, or improved local management systems and capacity. There should generally be only one purpose statement.

**Component Objectives (OUTCOME)** Where the project/program is relatively large and has a number of components, it is useful to give each component an objective statement. These statements should provide a logical link between the outputs of that component and the project purpose. Poorly stated objectives limit the capacity of M&E to provide useful assessments for decision-making, accountability and learning purposes.

**Outputs** 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.

**Activities** refer to all the specific tasks undertaken to achieve the required outputs. There are many tasks and steps to achieve an output. However, the logical frame matrix should not include too much detail on activities because it becomes too lengthy. If detailed activity specification is required, this should be presented separately in an activity schedule/Gantt chart format and not in the matrix itself.

**Inputs** refer to the resources required to undertake the activities and produce the outputs, e.g., personnel, equipment and materials. The specific inputs should not be included in the matrix format.

**Assumptions and Risk** refer to conditions which could affect the progress or success of the project, but over which the project manager has no direct control, e.g. price changes, rainfall, political situation, etc. An assumption is a positive statement of a condition that must be met in order for project objectives to be achieved. **A risk** is a negative statement of what might prevent objectives being achieved.

**Indicators** refer to the information that would help us determine progress towards meeting project objectives. An indicator should provide, where possible, a clearly defined unit of measurement and a target detailing the quantity, quality and timing of expected results. Indicators should be relevant, independent and can be precisely and objectively defined in order to demonstrate that the objectives of the project have been achieved (see below). A popular code for remembering the characteristics of good indicators is **SMART.**

**S: Specific**

**M: Measurable**

**A: Available** (i.e., can be checked)

**R: Relevant** (reflect changes in the situation)

**T: Trackable** (can be tracked over a specific period of time)

**Means of verification (MOVs).** Means of verification should clearly specify the expected source of the information we need to collect. We need to consider how the information will be collected (method), which will be responsible, and the frequency with which the information should be provided. In short MOVs specify the means to ensure that the indicators can be measured effectively, i.e. specification of the indicators, types of data, sources of information, and collection techniques.

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