Monitoring & Evaluation Final Examination

**John Okech Lensio**

Capacity Africa Training Institutes

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**MONITORING AND EVALUATION FINAL EXAM**

**(a)Describe the following terms as used in project Monitoring and Evaluation:  
(i) Project monitoring (2 marks)**

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

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

Primary Stakeholder is a person directly benefiting from or affected by a particular business activity, such as the distribution of a product or a change to a service agreement. Primary stakeholders may include customers, employees, stockholders, creditors, suppliers, or anyone else with a functional or financial interest in the product or situation.   
**(iv) Scope Creep (2 marks)**

**Scope creep** is referring to continuous and incremental changes that lead to an uncontrolled and an unauthorized growth in the project scope.  
**(v) Impact assessment (2 marks)**

**Impact Assessment** is a means of measuring the effectiveness of organizational activities and judging the significance of changes brought about by those activities.  
  
**(b) Distinguish between ex-ante evaluation and concurrent evaluation. (4 marks)**

**Ex**-**ante evaluation** assesses whether objectives are clear, coherent and adjusted to the situation, helps the realistic numeric quantification of these and defines indicators enabling the monitoring of implementation, as well as reporting on results achieved.   
**While 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) Identify any six parts of a monitoring and evaluation report. (6 marks)**

* **Step 1:** Identify Program Goals and Objectives, when defining the program goal and objective your report need to answer for the following three questions

1. What problem has the program solved?
2. What are the steps 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, Process indicator this track the process of program. This help to answer the questions, are the activities been implemented as plan? And outcome indictor track how successful program activities have been at achieving the program objectives? and How the program activities made the different.
* **Step 3:** Define Data Collection Methods and Timeline, In this step you have to descript the methods used for gathering data and how often various data will be recorded to track indicators.
* **Step 4:** Identify **M&E** Roles and Responsibilities, Need to specify the data management roles, should be decided with input from all team members so everyone is on the same page and knows which indicators they are assigned.
* **Step 5:** Create an Analysis Plan and **Reporting** Templates, The collected data should be compile and analysis and fill in the result table for review and external reporting.
* **Step 6**: Plan for Dissemination and Donor **Reporting**, Internal data dissemination among the program team as well as wider dissemination among the stakeholders and donors. For example, a program team may want to review data on a monthly basis to make programmatic decisions and develop future work plans, while meetings with the donor to review data and program progress might occur quarterly or annually. Dissemination of printed or digital materials might occur at more frequent intervals.  
  **(d) Describe the characteristics of a good project indicator. (10 marks)**

Qualities of good indictor are as follows **(SMART, CREAM, and ROAS)** these are been explained with different expertise below are the details explanations.

1. **SMART,** were originally proposed as a management tool for project and program managers to set goals and objectives, **(Doran 1981 and others)** but currently **SMART** criteria have been well accepted in the field of monitoring and evaluation and have become deep rooted common best practice approach in developing indictors. Below are overviews of what SMART means.

**S stands for Specific:** The indictor must be able to be translated in to operational terms and made visible while the outcome/result itself can be comprehensive, the indicator should be narrow and focus on the who and What of the intervention, in addition, how and where the who is doing what therefore it’s important to include in the indicator as its provide the action for the intervention. Hence for your indicators to be Specific it must answer the following questions. Is it clear exactly what is being measured? Has the appropriate level of disaggregation been specified? Does the indicator capture the essence of the desired result? Does it capture differences across areas and categories of people? Is the indicator specific enough to measure progress towards the result? For example, using the indicator “increase by 20 per cent in number of criminal complaints filed” may reflect a more effective justice system OR an increase in crime.

**M means Measurable:** The indicator has the capacity to be counted, observed, analyzed, tested, or challenged. If one cannot measure an indicator, then progress cannot be determined. How will one know if the outcome has been achieved? Once an indicator is clear and specific, they can be measured in numerous ways; almost any indicator is in one way or another, measurable.

**A Means Achievable and Attributable:** [Monitoring and Evaluation system and related indicators] identifies what changes are anticipated as a result of the intervention and whether the results are realistic. Attribution requires that changes in the targeted developmental issue can be linked to the intervention.

**R means Relevant:** An indicator should be a valid measure of the result/outcome and be linked through research and professional expertise. The best way to think about relevance is to ensure that there is a relationship between what the indicator measures and the theories that help create the outcomes for the client, program, or system. The best method to find relevant indicators is to consult expert input and proper research.

**T means Timely:** Indicators must be timely in several aspects. First, they must be timely in terms of the time spent in data collection. This relates to the resources that are available staff and partner time being critical. Second, indicators must reflect the timing of collection. Finally, the time-lag between output delivery and the expected change in outcome and impact indicators must also be reflected in the indicators that are chosen.

1. **ROARS**: An easy way to remember this is to say a good indictor ROARS like the lion,

**R stands for Relevant:** It measures an important part of an objective or output;

**O stands for Objective:**If two people measure the same indicator using the same tool, they should get the same result. The indicator should be based on fact, rather than feelings or impressions (another way to say this is to say that it should be Measurable);

**A means Available:** Indicators should be based on data that is readily available, or on data that can be collected with reasonable extra effort as part of the implementation of the (sub) project.

**R means Realistic:** It should not be too difficult or too expensive to collect the information.

**S means Specific:** The measured changes should be attributable to the project, and they should be expressed in precise terms.

1. **CREAM:** is essentially a set of criteria to help in developing good performance indicators for a specific project, program, or policy **(Schiavo-Campo 1999, p. 85).**

**C means Clear:** Precise and unambiguous,

**R stand for Relevant:** Appropriate to the subject at hand,

**E means Economic:** Available at a reasonable cost,

**A means Adequate:** Provide a sufficient basis to assess performance,

**M means Monitorable:** Amenable to independent validation if any one of these five criteria is not met, formal performance indicators will suffer and be less useful. Indicators should be Monitorable, meaning that they can be independently validated or verified, which is another argument in favor of starting with quantitative indicators as opposed to qualitative ones.   
**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)**

**Project Efficiency** is the ability to avoid wasting materials, energy, efforts, money, and time in doing something or in producing a desired result; In general, **efficiency** is a measurable concept, quantitatively determined by the ratio of useful output to total input. It can also function in the best manner with the least waste of time and effort.

**Project Effectiveness** measures the appropriateness of the goals that an organization is pursuing and the degree of achieving these goals. Again, this is a core measure in Project Management since it is all about applying knowledge and tools and techniques to achieve project goals..  
**(ii) Baseline survey Vs. Project sustainability (5 marks)**

**Baseline data** is a measurement of the behavior taken before interventions are started. **Baseline data** is **important** because it allows the team to compare the behavior before and after implementation of the behavior plan to determine if the interventions are working.

**Sustainability** is the ability of an organization to continue its mission or program far into the future. All projects have to end eventually, but the project impact should continue. A project or organization can be sustainable in three main categories: organizational, financial, and community sustainability.  
**(iii) Project relevance Vs. Project output (5 marks)**

**Output** is refers specifically to any particular services, results, and or products that are generated as a result of a particular project related process.

Meanwhile**Project** **relevance** describes how efficient the outcome of the project is expected to be with respect to a given goal, to be specified by the evaluation or by the project being submitted. **(iv) Primary data Vs. Secondary Data (5 marks)**

**Primary data** is data that is collected by a researcher from first-hand sources, using methods like surveys, interviews, or experiments. It is collected with the research project in mind, directly from primary sources.

**Secondary data** is data gathered from studies, surveys, or experiments that have been run by other people or for other research typically, a researcher will begin a project by working with secondary data. This allows time to formulate questions and gain an understanding of the issues being dealt with before the more costly and time consuming operation of collecting primary data.  
**QUESTION THREE (20 Marks)**  
**(a)Identify the key components of the logical framework approach in M & E. (5 marks)**

**Goal** **(Impact)** refers to the sectoral or national objectives for which the project is designed to contribute, e.g. increased incomes, improved nutritional status, reduced crime.

**Purpose** refers to what the project is expected to achieve in terms of development outcome. Examples might include increased agricultural production, higher immunization coverage,

**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.

**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,

**Activities** refer to all the specific tasks undertaken to achieve the required outputs.

**Inputs** refer to the resources required to undertake the activities and produce the outputs, e.g., personnel, equipment and materials.

**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, **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. A popular code for remembering the characteristics of good indicators is SMART.

**S: Specific**

**M: Measurable**

**A: Attainable/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. 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. Link between the Logical Frame and Monitoring and Evaluation.   
**(b) What is meant by project audit? Describe the two type of project audit. (7 marks)**

**Project Audit** is the process of detail inspection of the management of a project, it’s methodology, it’s technique and it’s procedure, it’s documents, it’s properties, it’s budget, it’s expenses and it’s level of completion, it’s help you assess current state of a project and tell you if your project management processes are been followed.

**Two types of project audit are Financial and operational audit:**

F**inancial audit** is an independent, objective evaluation of an organization's financial reports and financial reporting processes. The primary purpose for financial audits is to give regulators, investors, directors, and manager’s reasonable assurance that financial statements are accurate and complete.

**Operational Audit** is a systematic process of evaluating an organization's effectiveness, efficiency and economy of operations under management's control and reporting to appropriate persons the results of the evaluation along with recommendations (daf.csulb.edu. 2011-12-22.) In Operational audit financial data may be used, but the primary sources of evidence are the operational policies and achievements related to organizational objectives. Operational audit is a more comprehensive form.

**The objectives of the operational audit are as follows.**

1. To appraise the effectiveness and efficiency of a division, activity, or operation of the entity in meeting organizational goals.
2. To understand the responsibilities and risks faced by an organization.
3. To identify, with management participation, opportunities for improving control.
4. To provide senior management of the organization with a detailed understanding of the result.

**Advantages of operational audit.**

* In addition to making the business more efficient and profitable in the long run.
* An operational audit almost always provides a company with some new, fresh perspectives.
* It makes executives aware of problems that might not have been found otherwise and lets them evaluate risks for the future.
* Managers also can use results to motivate employees, as the company always has something to work toward at the end of the process.

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

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| **Points** | **Formative Evaluation** | **Summative Evaluation** |
| **Concepts** | Scriven (1967), is to foster development and improvement within the ongoing 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. |
| (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. |
| (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 | 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. |

**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)**

**Data analysis** is a process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, informing conclusions and supporting decision-making. .  
**(b) State any three uses of monitoring and evaluation results. (3 marks)**

* **M&E results help improve your program interventions.** Using M&E results keeps you and your staff in a “learning mode” as you gain understanding about how and why your program is working. M&E results also help you make decisions about the best use of resources. For example, outcome and impact evaluations may provide further insight on certain risk and protective factors, thus shaping your future efforts. As staff use results to reflect on the program’s implementation and make necessary improvements, 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 understands 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 be used to advocate for additional resources and “youth friendly” policies.** Disseminating M&E results can raise awareness of your program among the general public and help build positive perceptions about young people and youth programs. M&E results often shape donors’ decisions about resources in terms of what and how many to allocate to youth programs. Results can also be used to lobby for policy or legislative changes that relate to youth by pointing out unmet needs or barriers to program success.

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

**The top 7 Factors That Contribute towards project failure are as follows:**

1. **Lack of a Scope Document.**

Almost 75% of IT executives think that their project is doomed from the beginning. Do you know why? The main reason is regularly changing project scope and requirements. How can you expect your team members to perform well when they are not clear about the project’s scope?

In the absence of a proper scope document, you can never assign tasks, let alone monitor the performance of your team because you’re not sure about the scope of the project in the first place. Making a detailed scope document that highlights all the stakeholders’ requirements is imperative for a successful project delivery as it enables your team members to understand what they have to do and sets a clear direction and objective for them to achieve.

**2. Inconsistent Communication**

A [survey](http://www.it-cortex.com/Stat_Failure_Cause.htm) conducted by Spike Cavell shows that 57% of projects failed due to poor communication. This makes it one of the major causes of project failure. To save your project from failure, you need to establish a clear communication channel. Additionally, you should use a project management system which enables smooth communication within your project team.

Effective communication within any organization is important to keep all your team members on the same page, avoid confusions and keep them motivated. By communicating with your team, you can develop an environment of trust, proactively kill conflicts, which would bring the best out of your employees and eventually lead to a successful delivery of the project.

**3. Poor Planning**

Lack of planning or poor planning can easily lead your project to failure. Spike Cavell’s survey also revealed that 40% of projects fail due to poor planning and lack of resources. Spend time for making a solid plan for your project and it will help you in executing each phase of project smoothly. Brain Tracy sums it up brilliantly, “**Every minute you spend in planning saves 10 minutes in execution; this gives you a 100% return on energy!**”

**4. Unrealistic Expectations**

KPMG Canada conducted a [study](http://www.it-cortex.com/Stat_Failure_Cause.htm#The%20KPMG%20Canada%20Survey%20(1997)) and the results showed that 60% of the failed projects have a deadline of less than a year. Setting an unrealistic deadline and expectations dragged all these projects down the drain. Consider all the factors and constraints involved that might adversely affect your project and then set a deadline. Instead of having unrealistic expectations, keep a buffer that gives you the liberty of completing the project without rushing through it. Having a buffer not only reduces the workload of your team member but also let them focus on each task in a better way.

**5. Incompetent Project Manager and Team**

Selecting the right project manager and forming a competent team is critical for your project success. Unfortunately, 70% project managers in small and medium-sized businesses have no certification and lack formal training, which is why most projects they manage, fail to achieve their objectives. According to PricewaterhouseCoopers Insights and trends [report](http://www.pwc.com/mx/es/industrias/proyectos-capital/archivo/2013-08-insight-trends.pdf), certified project managers supervise 80% of successful projects.

You can easily overcome this issue by hiring experienced and certified project managers. Although, the trend of hiring certified project managers is gaining popularity but there is still a long way to go before the number of certified project managers exceeds the number of non-certified ones.

**6. Lack of Cohesion Between Your Team Members**

Things can easily go from good to bad very quickly if there is no cohesion between your team members. Consider a scenario in which all team members are moving in different directions. Could you expect a positive result to come out of this situation?

There could be many reasons for a lack of cohesion from personality differences to conflicting interests. All of them contributes towards taking you one step closer to project failure that is where team collaboration software like [TaskQue](https://taskque.com/" \t "_blank) can help you. It is the prime responsibility of project managers to unite the team members to achieve a common goal.

**7. Poor Monitoring and Risk Management**

Just assigning roles to all your team members is not enough, you have to constantly monitor the progress and hold your team members accountable to what they are doing. Once they are responsible for their actions, they will perform better and deliver better results. Most project managers will tell you that risk management is an important part of project management yet, you will find many projects in which little or no emphasis is put on risk management. As a result, these projects fail to achieve their targets and go well beyond the specified deadline or budget.