**ASSIGNMENT 1**

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

Monitoring and Evaluation are management tools which can be used to keep a control on business activities, and it can raise the level of performance. **Monitoring** refers to an organized process of overseeing and checking the activities undertaken in a project, to ascertain whether it is capable of achieving the planned results or not.

WHO asserts that, “Monitoring is the regular collection of information about all project activities. It shows whether things are going to plan and helps project managers to identify and solve problems quickly. It keeps track of project inputs and outputs such as; activities, reporting and documentation, finances and budgets, supplies and equipment. Monitoring is an ongoing activity and it should be performed daily during the project work”.

World Bank defines monitoring as a continuing function that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results. An ongoing Intervention might be a project, program or other kind of support to an outcome. Monitoring helps organizations track achievements by a regular collection of information to assist timely decision making, ensure accountability, and provide the basis for evaluation and learning.

Conversely, **evaluation** is a scientific process that gauges the success of the project or program in meeting the objectives. According to WHO, “An evaluation asks whether a project is achieving what it set out to do, and whether it is making a difference. If this is happening the evaluation seeks to understand how and why the intervention has worked so well. If the project is unsuccessful, questions are raised as to what could have been done better or differently. Evaluations thus keep track of key outcomes and impacts related to the different project components, assessing whether the objectives, aims and goals are being achieved”. Also, World Bank defines an Evaluation as a systematic and objective assessment of an on-going or completed project, program, or policy, and its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact, and sustainability.

In a school children supplementary feeding scheme monitoring can be performed using the baseline information gathered during the initial stages of the project. Monitoring can entail supplying the feed at a point of distribution or where feeding would be done. The monitoring will also be covering the number of children being fed on daily bases, the quality and quantity of feed that is given per child on daily basis. The security of the feed can also be monitored daily to avoid the feed getting stolen. Monitoring takes into account optimum utilization of resources, to assist the managers in rational decision making. It keeps a track on the progress and checks the quality of the project or program against set criteria and checks adherence to established standards.

The evaluation can also be performed using the baseline information that was collected during the inception of the project. The evaluation which can be done in mid-term can assess the impacts and the direction of the project through checking the health status of the children. For example, after

sometime if the project is not obtaining benefits the project alignment may need to be adjusted or the food will need to be inspected in terms of health benefits. The adjustments will need to be done accordingly. If it happens that the project is yielding benefits, then the project can be maintained as per the plan.

During the evaluation process critical assessments, tests and measures of the design, implementation and results of the project or program, are done in order to find out if the objectives of the project were met. In the project of children supplementary feeding the aim of the project is to fight or eradicate children malnutrition. This can be conducted both qualitatively and quantitatively, to determine the difference between actual and desired outcome.

In the development of projects, monitoring and evaluation play diverse roles, in the sense that monitoring is an ongoing process, whereas evaluation is performed periodically. Further, the focus of the assessment also differentiates the two, that is monitoring is all about what is happening, evaluation is concerned with how well or bad it happened. Evaluation will show the outcomes and the implications of the project.

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

A project baseline is an important tool for managing project performance. Baselines are basically formed to lock the agreed timeline, budget and scope. **Baseline data collection** is sometimes collected at the planning of the project phase and sometimes collected before the start of activities.  Collecting baseline data may be important if we want to be able to **show outcomes** or conduct an **impact assessment** after theconclusion of the project.  This will show the impacts of the project or the changes in people’s attitudes, behaviors, or competencies. The baseline will be used to compare the two stages – before the project is implemented and after the end of the project.  Depending on the project, we might use a **census table** or a **structured interview schedule** to collect baseline data during the planning phase of a project.

A project may have more than one baseline, in case when somewhere during the execution phase a change request is made and is approved then the project settings, schedule, cost, and scope will completely be different. So, another baseline is created at this point to compare future performance of the project against the latest baseline. This would result in change of baseline reference terms against the new baseline status.

# **3. Distinguish between Summative and formative evaluation Methods with examples.**

## Formative assessment

Formative assessmentmonitors for example student at a school or class to provide ongoing feedback that can be used by teachers to improve their teaching and students to improve their learning. Formative assessment will help to identify students’ strengths and weaknesses so that the teachers can target those areas which requires more work. Formative assessments are generally

low stakes, which means that they have low or no point value. During formative assessments students may be asked to present their topic understanding by submitting main points of the lecture to show their understanding of the lecture.

## Summative assessment

The goal of summative assessment in a school would be to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments may include a midterm examination, a final project, a final paper or a senior recital. Information from summative assessments can be used formatively when students or faculty uses it to guide their efforts and activities in subsequent courses.

**4. Monitoring and evaluation uses both qualitative and quantitative methods to measure the**

**success and impact of the projects. However, economists and statisticians adapt a one-**

**sided method (quantitative) to analyze the results.**

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

- the results may only be accepted by one party or one group of stakeholders thereby causing

divisions among the groups.   
- there could be potential bias in the individual groups conducting the evaluation  
- it may lower the morale of employees since all factors may not be considered when conducting the

evaluation potentially giving a wrong report at the end.  
- this may bring mistrust issues due to the that employees feeling that they are not well incorporated

in the evaluation.

**b. Critically analyze the quantitative method often employed by economists and statisticians**

**in monitoring and evaluating development projects**

Quantitative economics is a specialty of its own and it uses a range of complex mathematical and statistical procedures to analyze economic phenomena. These techniques help economic analysts explain economic issues, as well as predict future economic conditions. They also lend quantitative, empirical support to economic theories, which are generally expressed in qualitative terms. Quantitative method of data collection is a formal method that uses structured questionnaire or other forms of data collection.Quantitative research produces data in the form of numbers. Typically, the random sample survey produces quantifiable data that can be statistically analysed with the aim of measuring, aggregating, modelling and predicting behaviour and relations. Participatory methods can be used to generate quantitative data. Data analysis often involves the disaggregation of data into categories that detail project achievements and to identify areas a program is succeeding or where it requires improvement. Data can be broken into pieces by gender, social and economic status, education levels, area of residence, urban or rural, marital status, age, and any other disaggregation method. Statistical analysis can be used to summarize the findings of an evaluation. The commonly used analytical method are included below;

Frequency Count- this provides an enumeration of activities, things, or people that have certain pre-specified characteristics.

Percentage – a fraction showsthe proportion of activities, things, or people that have certain characteristics within the total population of the study.

Mean -Calculates the average in research and evaluation studies. It is derived by dividing the sum by the total number of units included in the summation.

The level of sophistication of analysis is a matter of concern in evaluation. Tables, percentages and averages often give a clear picture of the sample data particularly for non-specialists. Many users will only be interested in this level of analysis. In addition, measures of spread, including percentiles and standard deviations, may add valuable information on how a variable is distributed throughout a sample population.

**c. Define Logical Framework**

A logical framework sometimes called a logframe is a document that gives an overview of the [objectives](https://logframer.eu/content/designing-project-main-logic), [activities](https://logframer.eu/content/activities) and [resources](https://logframer.eu/content/project’s-inputs-resources-and-budget) of a project. It also provides information about external elements that may influence the project, called [assumptions](https://logframer.eu/content/identifying-risks-and-assumptions). Finally, it tells how the project will be monitored, through the use of [content, indicators](https://logframer.eu/content/indicators). All this information is presented in a table with four columns and four rows as shown below.

**Logical Framework Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PROJECT SUMMARY** | **INDICATORS** | **MEANS OF VERIFICATION** | **RISKS/ASSUMPTIONS** |
| **Goal** |  |  |  |  |
| **Outcome** |  |  |  |  |
| **Output** |  |  |  |  |
| **Activities** |  |  |  |  |

## The structure of a logframe is such that it is divided into four rows, which are the long- to short-term objectives ranging from top to bottom: and explained as below;

* Goal – this is the overall aim of the project.
* Outcome/Purpose – this is what will be achieved, who will benefit, and by when.
* Outputs – these are specific results the project will generate.
* Activities – this describes what tasks need to be done in order for the output to be achieved.

The Goals, Outcomes, Outputs and Activities are achieved and measured by using the headers on the table from left to right;

* Project summary - explains the objectives.
* Indicators - how you’ll measure the achievements.
* Means of verification – this is how information for the indicators will be collected.
* Risks and assumptions – these are external conditions needed to get results.

In essence monitoring and evaluation framework assist in understanding and analyzing a program. It helps to develop sound monitoring and evaluation plans and implementation of monitoring and evaluation activities and it articulates program goals and measurable short, medium and long-term objectives. It also defines relationships among inputs, activities, outputs, outcomes and impacts.

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

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be monitored, through the use of [content, indicators](https://logframer.eu/content/indicators). All this information is presented in a table with four columns and four rows as shown below.

|  |  |
| --- | --- |
| Goal | Goal is a broad statement that answers the “what” questions of the process of a project. This includes what the project will accomplish. A project goal is a high-level and long-term objective of the project. Example of a Goal – Patients will wait less than an hour before they see a doctor. |
| Objectives | Objectives are the specific statements that supports the goal. The objective is the “how” part of the process. The objective has to be measurable. This ensures that the end result is addressed through the action of the objective. Objective are a measurable milestone of a project. Example of objectives – Evaluate personnel requirements, - Purchase new appointment scheduling software. |
| Outcomes | The outcomes are results that have been or that are to be achieved after a period of time, but not immediate. Outcomes focus on how the project impact or change the lives of the beneficiaries when it is done. |
| Outputs | Outputs are immediate results that we achieve soon after the completion the project or any specific project activity. Project outputs are the final measurable result received upon successful completion of a project when all planned tasks and activities are accomplished, and project deliverables are produced. |
| Activities | Activities or inputs are actions undertaken by the project or the [organization](https://www2.fundsforngos.org/tag/organisations/) to achieve the set objectives.Project Activities are the smallest identifiable and measurable pieces of work planned for completion throughout a project. Activities aim to accomplish project work by converting available inputs into desired outputs, while consuming allocated resources. Project activities are also referred to as project tasks. |

**References**

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