**Assignment 2: submitted on 26. Nov. 2019**

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**ASSIGNMENTS:**

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

A good indicator is the one that meets the “CREAM” criteria (Schiavo-Campo 1999, p. 85).

Clear: precise and unambiguous

Relevant: appropriate to the subject at hand

Economic: available at reasonable cost

Adequate: provide a sufficient basis to assess performance

Monitorable: Amenable to independent validation

Example:

|  |  |
| --- | --- |
| Outcome | Indicator |
| Syrian Refugee children and adolescent receive formal and non-formal education in Turkey | percentage of catch up students (Syrian refugee children and adolescent) enrolled in local schools |

Quantitative indicators should be reported in terms of a specific number (number, mean, or median) or percentage. “Percent can also be expressed in a variety of ways, e.g., percent that fell into a particular outcome category . . . percent that fell above or below some targeted value . . . and percent that fell into particular outcome intervals ” (Hatry 1999, p. 63). “Outcome indicators are often expressed as the number or percent (proportion or rate) of something. Programs should consider including both forms. The number of successes (or failures) in itself does not indicate the rate of success (or failure)—what was not achieved. The percent by itself does not indicate the size of the success. Assessing the significance of an outcome typically requires data on both number and percent” (Hatry 1999, p. 63).

Qualitative indicators/targets imply qualitative assessments . . . [that is], compliance with, quality of, extent of and level of . . . . Qualitative indicators . . . provide insights into changes in institutional processes, attitudes, beliefs, motives and behaviors of individuals” (U.N. Population Fund 2000, p. 7). A qualitative indicator might measure perception, such as the level of empowerment that local government officials feel to adequately do their jobs. Qualitative indicators might also include a description of a behavior, such as the level of mastery of a newly learned skill. Although there is a role for qualitative data, it is more time consuming to collect, measure, and distill, especially in the early stages. Furthermore, qualitative indicators are harder to verify because they often involve subjective judgments about circumstances at a given time.

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

To evaluate the implementation of free primary education for the first two years of the initiative we need to analyze data and generate findings. The current data should be measured against the baseline survey data as well as against indicators and expected/target impact. Statistical/quantitative in addition to qualitative data should be presented. By such analysis, we can judge whether any success was achieved or not in accordance with the evaluation scope. Moreover, the implementation of the program should be measured against the evaluation criteria of effectiveness, efficiency, relevance, impact, and sustainability. At the end we can include recommendation and lessons learnt.

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

Unemployment can be one of the unintended outcomes of such initiative. Increasing of graduated individuals requires creating of more job opportunities that meet those graduated potential. Thus, while a government’s goal is to reduce unemployment by improving education, it would be obliged to boost its economy from different angles; this can be a huge burden for a government to handle.

1. what would the monitoring exercise in free primary education wish to achieve for the following stakeholders?
   * + Donors

providing lessons to understand how such program can be best designed and implemented to achieve effective impact at efficient cost. In addition to provide more transparency regarding the process.

* + - Primary School managers

Understanding how the implementation is going and giving opportunities to adjust the implementation if needed and to enhance good practice for better impact.

* + - Government

Giving the opportunity to work on a better version of education policies.

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.
2. What are the advantages of participatory evaluation methods?

Involving the stakeholders - especially families benefiting from the project and staff assigned to implement the project- from the beginning can provide a better perspective on the initial needs of the beneficiaries and on the project ultimate effect and thus put the project on the right direction in terms of what to evaluate and why. Moreover, Information needed from a community is better gathered by a member of it, since community people would be more collaborative and offer straight answers to those whom they know.

People directly affected by an issue and those implementing the project are more capable of understanding and recognizing what is effective and what’s not; in addition, their ability to explain why certain approaches didn’t work would give you a chance to adjustment which would result in a more effective project. Participatory evaluation empowers stakeholders as they are part of determining the direction and effectiveness of the project, and it encourages stakeholders’ ownership of the project.

It gives beneficiaries ability to exercise their right to speak for themselves, knowing their voice is heard; in addition to boosting their self-esteem and self-confidence as they are engaged in meaningful and challenging activity and treated as colleagues by professionals. Moreover, working with professionals and others to complete a complex task with real-world consequences can show people how they can take action to influence people and events and take control of their lives. Participatory evaluation encourages working collaboratively and offers to those involved to learn skills that are helpful to use in employment and other areas of life, such as research capabilities, critical thinking, collaboration, problem-solving, independent action, and meeting deadlines. It can spark creativity in everyone involved and open doors to a whole new way of thinking, and it can lead to a fresh perspective on what may have seemed to be a settled issue. Finally, when community assessment and the planning of a project have been a collaboration among project beneficiaries, staff, and community members, it only makes sense to include evaluation in the overall plan and to approach it in the same way as the rest of the project. In order to conduct a good evaluation, its planning should be part of the overall planning of the project. Furthermore, participatory process generally matches well with the philosophy of community-based or grass roots groups or organizations.

So,

1. It gives a better perspective on both the initial needs of the project's beneficiaries, and on its ultimate effects.
2. It can get us information we wouldn't get otherwise.
3. It tells us what worked and what didn't from the perspective of those most directly involved - beneficiaries and staff.
4. It can tell us why something does or doesn't work.
5. It results in a more effective project.
6. It empowers stakeholders.
7. It can provide a voice for those who are often not heard.
8. It teaches skills that can be used in employment and other areas of life.
9. It bolsters self-confidence and self-esteem in those who may have little of either.
10. It demonstrates to people ways in which they can take more control of their lives.
11. It encourages stakeholder ownership of the project.
12. It can spark creativity in everyone involved.
13. It encourages working collaboratively.
14. It fits into a larger participatory effort.
15. Formulate the steps in planning a monitoring system.

* Decide what should be monitored. Carefully select monitoring indicators in order for the data collection process to be focused and organized. Generate a list of indicators for the concepts of “efficiency, effective, and impact”. choose the variables that will help you answer the questions you think are important.
* Select methods to track indicators and report on progress (observation, interviews, stakeholder meetings, routine reporting, field visits, etc.).
* Decide on frequency of data collection and responsibility (by whom information should be gathered). Project staff at various levels will do most data collection, analysis and reporting. Staff should agree on what the monitoring report should include.
* Progress reports should be reviewed by project staff and major stakeholders. Feedback should be collected by project managers on a regular basis.
* Resources needed to carry out project monitoring should be indicated. Needed funds and staff time should be allocated to ensure effective implementation.