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**MONITORING AND EVALUATION - 1**

1. Giving examples differentiate between Monitoring and Evaluation

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| **Program/Project** | **Monitoring** | **Evaluation** |
| 1. Building Resilient Communities – Disaster preparedness   2 year - Program to prepare and empower community to work together to ensure clean drains, improved bathroom facilities and   1. Quality Child Friendly School   To help schools to assess themselves through democratic participation. Schools will then complete a 2 Year School Improvement Plan | 1. Planned monthly visit to target community. Check the work of the community. For example, the community work together to keep drains clean. The monitoring is the work done since last visit, monitor to see that the drains are clean and clear. Collect pictures, interview residents to see how plans are going. In monitoring it gives the organization an opportunity to see areas where adjustments need to be made, or improving an activity 2. Monitoring will take place on a monthly basis by School Officers. Review documentation of school community meetings. To ensure that meeting and trainings include all stakeholders group, review lesson plans, observe lessons, visit cafeteria, bathroom facilities to view improvement, upgrade or areas for improvement. Interview members of school community. Review School Policy. Provide feedback to school giving recommendations on how they can improve. Commend and note the good things going on and improvements made. Document. | 1. A thorough evaluation will be done by an outside consultant, who will look what has been accomplished after one year. All plans, accounts, sign-up sheets, questionnaires, interviews, field trips, focus groups. Evaluation will look at both the organization, community and recipient. The evaluation assists organization in determining if the project can be adopted for another community, what worked, what did not work. 2. Evaluation will be conducted by persons not associated with the implementation of the initiative. They will evaluate at the end of the two years to assess the success of the initiative. Did the school meet its objectives? What were the lesson learnt as it relates to the engagement of the school community? How student- centred are the lessons? The evaluation will look at how successful the implementation of the school’s improvement plan is as well as recommend the rolling out of the program in other schools. |

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

A baseline survey is an important part in Project Management because It provides a snapshot of the current status of a country, community, specific situation before the project begins (situation analysis). It also serves as a reference which project impact can be assessed when summative evaluation is carried out. It is used to act as a benchmark for measuring the success or failure of a project, it assists in the evaluating the impact of a project. Can tell you if interventions are working.

A baseline survey is also important in establishing priority areas, meaning It can identify which areas need more attention.

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

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| Summative Evaluation | Formative Evaluation |
| * Outcome or impact Evaluation * Measure accomplishments of program or project in relation to its goals | * Process Evaluation * Foster development and improvement within an ongoing activity, program or project * Can be done at the mid-way point of a program or project |
| Example: Organization A was given a $500,000 to implement Safe & Resilient community as it relates to climate change over two years. The project includes:   1. Empowering community members through continuous training on climate change, disaster preparedness, disaster risk reduction and collaborative community 2. Build drains and culverts, to ensure free flowing water ways 3. Build bathroom facilities for needy residents in the community 4. To create a community brigade to lead the community initiatives   There is a Project document (Plan) and the two- year work plan | |
| Summative Evaluation | Formative Evaluation |
| * Evaluators usually are persons not directly involved in the project   Evaluation: (Things that will be checked)   1. Did the project meet its goals and objectives? To what extent?   Looking at the planned goas and objectives. Did the project meet all or some of the objectives? He evaluator will need all the evidence of the program activities, trainings, evaluation, interviews and so on,   1. How impactful was the project on the lives of the beneficiaries?   What change in the lives f those who receive bathroom facilities? What impact has the group have on other members of the community?   1. Did the beneficiaries all equally benefitted from the project? Who got what? Who completed what? Etc.   Here, information will be gathered on who receive what, for example bathroom facilities, training, follow up, assistance. Was the process transparent? Did the people who needed the most benefitted?   1. Which parts of the project was most effective? Effectiveness equals behaviour change in this study. What are the changes. (before and during the process) 2. What were the significant unintended impacts of the project on the community? While it may not be a part of the objectives, certain positive changes took place over a period, for example, increased community participation in environmental and social issues. 3. Can this project be replicated to a new community? Due to success of meeting the goas and objectives and positive feedback and enthusiasm of the community, this program would work in another community. 4. Can this project be sustainable, with limited to no outside funding? How?   Once the community take ownership of their environment, and there are behaviour change and positive mindset, then they will continue to ensure their community continue to work together and assist each other to have clean flowing drains and basic bathroom facilities. In addition, the community became so close that its easier for them to hold community meetings on their own. | * Can include Internal and External – Evaluators   Evaluation: (Things that will be checked)   1. The alignment of activities with both documents   Evaluators will ensure that the project document and plans are saying the same things. Speaking the same languages.   1. Is the project on track as it relates to the timelines?   Timelines in the document are checked to ensure activities are on track and going as planned. All evidence will be submitted to verify this.   1. Are the appropriate personnel carrying out their respective activities? Who did what? Are personnel or organizations appropriately doing what they are supposed to do? Are the accountants doing accountant? Program Officers or Social Workers working with the community? 2. Are the budget allocations correct as it relates to the actual implementing activities? In some projects or programs, organizations would take money from one project or activity to do another. Evaluation conducted to ensure the monies are spent on what it is supposed to be spent on. 3. Are the project activities and timelines on track? The plans, activities and timelines need to be aligned. The records and updates will show whether the project or program is on track as it relates to the evidence. 4. Which activities are working, which are not working? (in achieving the goals and objectives)   There may be times when a certain activity went well and another may not work, and another intervention was used, or ways to improve the original activity, after monitoring was decided.   1. What are the barriers and how were they addressed?   Example of a barrier in the program could be, the inability of residents to attend day activities, then adjustment was made to have the meetings for example in the evening. Or if the community was made of mostly Spanish speakers, then the facilitators will need to be able to speak more than one language to meet the needs of all.   1. The strengths and weaknesses of the project   Here you will list all the things that  are good, worked, went well and  the weaknesses are the things that did  not work well and needed  improvement.   1. The role of beneficiaries – to what extent are they involved.   How the beneficiaries were engaged,  Who did what, who attended what?   1. Do the beneficiaries have access to services? What are some of the drawbacks? This can be drawn from both the organization and the beneficiaries themselves. Documents and interviews can be done to get this information 2. Are the beneficiaries satisfied with the project implementation so far?   Feedback from the beneficiaries – through evaluation, interviews, focus groups.  The information can be collected through: Questionnaires, focus group interview, one on one interview, documents submitted by personnel – evidence, pictures, sign in sheets, evaluations, accounting procedures. |

1. Monitoring and evaluation use 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 analyse the results.
2. Identify the potential dangers of a one-sided monitoring system.

Potential dangers of a one-sided monitoring system are:

1. It may be incomplete; it did not include all factors or elements within a project or program.
2. Using one system may not give the stakeholders an accurate picture or understanding of what is.
3. The evaluator may use their own preconceived ideas, experiences or judgements in their reporting
4. May exclude inputs from key persons within the organization or project.

1. Critically analyze the quantitative method often employed by economists and statisticians in monitoring and evaluating development projects

The **quantitative method** focuses on objective measurements, which measures how much or how many. The data can be reported in numbers, ratio or percentage. Examples of ways used to collect the data are through polls, questionnaire, surveys or by using pre-existing data. The data can be used to explain a certain phenomenon among a certain community or groups of people. Using this method is important because in most cases organizations and funders/donors are interested in figures, changes and impact a program or project has on a community. Further funding is usually dependent on the kinds of data the organization produces to show growth or improvement in any area or field.

With the quantitative method, you can study a greater number of subject or have a broader scope, on the other hand, you may not get the type of representation you need in your data set. The quantitative method gives you a general summary of the area of focus and ensures validity and reliability but can also include the person biases of the researcher.

The quantitative method does not provide in depth details on behaviour, attitudes and interest. It does not provide detailed narrative but more numerical descriptions.

1. a. Define Logical Framework

The logical framework is a tool used for logical thinking in project design, implementation and monitoring and evaluation. It makes the project logic explicit, provides the means for a thorough analysis of the needs of project beneficiaries and links project objectives, strategies, inputs, and activities to the specified needs. Furthermore, it indicates the means by which project achievement may be measured.

b. Define and Explain key components of Logical framework (Will explain using a Project to decrease gender-based violence)

**Project description** provides a summary of what the project intends to achieve and how. It describes the means by which desired ends are to be achieved. For example, the description of a project to end gender-based violence would be – A multi-sectoral Response to Prevent and Decrease Gender Based Violence

**Goal** refers to the sectoral or national objectives for which the project is designed to contribute. 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. The overall impact.

Through the multi sectoral response the goal is the reduce incidences of gender-based violence and provide improved services for victims.

**Purpose** refers to what the project is expected to achieve in terms of development outcome.

A reduction in gender-based violence cases.

**Component Objectives**: The expected outcome of producing each component's outputs.

By next year there is an increased knowledge of gender-based violence among the general population

**Outputs**: The direct measurable results (goods and services) of the project which are largely under project management's control

Sustained media campaign aimed at transforming attitudes and behaviour among the general population.

**Activities:** The tasks carried out to implement the project and deliver the identified outputs

* Hold round table discussions on the media
* Air daily information through the media on gender-based violence
* Monitor discussion on the media
* Monitor and evaluate media reporting

**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.

* Data (current and accurate)
* Case studies
* Ads
* Monitoring sheet
* Feedback from stakeholders and the general public

**Assumptions** 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 for project objectives to be achieved. A risk is a negative statement of what might prevent objectives being achieved.

* Resistance from media to participate (Risk)
* The presentations do not capture audiences in the community (Risk)
* Dynamic speakers and presentations (Assumption)
* The community interest increases on the presentations via the media (Assumption)

**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.

**By next year gender-based violence cases would be decreased by 20%**

**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.

* Interviews
* Study
* Reviews
* Data of total cases for year