**ASSIGNMENT 1**

1. Giving examples differentiate between Monitoring and Evaluation.
2. Why is Baseline survey an important part in Project Management?
3. Distinguish between Summative and formative evaluation Methods with examples.
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.
   1. Identify the potential dangers of a one sided monitoring system.
   2. Critically analyze the quantitative method often employed by economists and staticians in monitoring and evaluating development projects
5. a. Define Logical Framework

b. Define and Explain key components of Logical framework

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Answers:

1. In order to follow up on progress of a project, the monitoring actions are laid out against the project’s planned tasks over the course of the project’s duration. These actions are guided by the objective of the project and ensure implementation is monitored vis-à-vis pre-defined activities, outputs and outcomes. Monitoring activities help identify challenges and project strengths, allowing room for interventions and adjustments to ensure the project is setting out to achieve its objective. Evaluation examines the effectiveness, efficiency and impact of the applied approach in achieving the set objectives. While monitoring activities are ongoing, evaluations are periodic.

The NSW Trust Fund launched a pilot project for developing education tools to effectively educate residents of a specific area, on recycling correctly and increase participation by 20% within its target community. A baseline was established by providing information on the status of recycling participation in the area before the project began. A number activities where then drafted, such as:

* Engaging stakeholders to research issues around recycling
* Research and develop tools and strategies to address issues identified by stakeholders
* Consulting stakeholders and seeking endorsement for proposed educational tools and strategy
* Piloting education tools with the selected group
* Developing and implementing a communication strategy to gain endorsement of council and stakeholders

Against each activity, the project plan listed project measures, projected outputs. It also listed how and when progress will be measured, and what tools would be needed to measure progress. The activities were assigned to the relevant staff members and expected to be completed within a specific time frame. In piloting the education tools, a specific number of tools to be developed was assigned, as was the number of participants that needed to be engaged in the activity. These values acted as indicators that determined the success of the activity. Progress would be determined through monitoring satisfaction-level responses from surveys. Surveys were to be logged and resulted studied in order for the material to be adjusted as per the feedback.

The evaluation of the project was guided by a list of questions that helped the evaluator ensure the project implementation was carried out to deliver the specified objectives and within the agreed budget. The evaluation process should assess whether the method followed was the most appropriate. It also must provide room to reflect on what could have been done differently.

UNICEF developed an M&E tool kit for children’s participation that was designed to help implementing partner organizations undertake participatory monitoring and evaluation. The document highlighted the importance of, firstly identifying the objective and assigning it relevant indicators. It also emphasizes the importance of assessing the current status, to establish a baseline from which success can be measured once the project is completed. The outcome indicators drafted in the project plan clearly showed what the intervention was supposed to achieve in terms of behavioral changes from the targeted group. The desired outcome would eventually result in long-term behavioral changes that are also featured in the plan. Highlighting these outcomes in the plan, provided a measure for evaluation of the projects success in the future, in terms of its efficiency and effectiveness.

In the UNICEF guide, *The Concerned for Working Children* in India, weaved in M&E processes and included both children and adults, in the collective review process of their program objectives in workshops. They developed measures for outputs, outcomes and impact of the children’s participation. The guide goes on to explain the value of self-evaluation and the learning opportunity it provides in improving the approach for future expansion etc. It is important to note that data must be unbiased to allow for an objective learning experience that can improve efficiency, effectiveness and sustainability of the program once it stands alone without donor resources. The monitoring activities followed by evaluation of the project upon its completion, substantiate projections for the future of the project with evidence-based data.

1. Baseline Survey establishes the grounds from where to measure the strength and weakness of the intervention or project. In its document on “Monitoring and Evaluating Youth Substance Abuse Prevention Programme”, the UNODC states that “ A starting point is a baseline assessment. Such an assessment will tell you what the situation is, at or before the start of your work.” The baseline assessment must be carried out before implementation of the activities. Once the objective and method of intervention have been determined, the baseline will help measure how successful the project has been in achieving the objective. The baseline is crucial for evaluation as it provides a point from where to measure the change.
2. Formative and summative evaluations are two categories of evaluating development projects. Formative evaluation are carried out in the planning and implementation phases of the project; allowing for tweaks, changes and adjustments to the plan while it is in progress. It continues to probe and pose question to the process; to ensure the activities match the plan, are guided by the timeline and adherent to the budget. The evaluation ensures that questions are being asked along the way, that always tie the activities to the objective and goals.

Summative evaluations on the other hand, examine the outcomes and impact of the project after it is completed, and how the activities have achieved the goals. It looks at the depth and breadth of the impact. It also assesses the project’s sustainability and scalability and examines lessons learnt.

Formative evaluation examines the project process, while summative examines the result of the project.

1. Monitoring and evaluation uses both qualitative and quantitative tools to measure the impact and success of a project. Quantitative data informs through numbers, percentages, ratios, and averages and can utilize graphs and charts to demonstrate its findings. In scientific research where the validity and reliability of information is paramount, studies backed by numbers are considered trustworthy. Birth rates; ratios of out-of-school children; numbers of HIV infected patients within a population; are all examples of statistical measures whose scale can only be communicated when quantified. Qualitative data on the other hand, is demonstrated through language to provide in-depth analysis of “how” and “why” things have happened. Qualitative data is needed to humanize numbers. It reflects attitudes, perceptions, acceptance and/or rejection or resistance of an intervention. However, It is important to bear in mind, that as qualitative research relies on people and their volatility, its findings are not always accurate and can be influenced by the researcher’s line of questioning etc.

The two methods do not substitute one another and are by no means interchangeable. The methods can be complimentary to one another and can provide a holistic assessment of the project. Budgetary restrictions may limit organizations to resort to one method rather than the other, as qualitative assessments require time and can be expensive to carry out. The Quantitative method is simplified with computerizes tools that can cut collection and processing time.

In 2015, Lebanon experienced a wide scale garbage crisis. Numbers were quickly drafted on failed waste management facilities, the scale of the crisis on the environment, economy, tourism etc. However, qualitative data was slow to surface to the public, limiting the larger contextual picture needed to address the problem; Lebanon’s population had grown by 25% due to the Syrian Crisis and its infrastructure was not adapting fast enough to accommodate the growth. Furthermore, data on the health and social implications of the crisis only began to show after the problem grew. The lack of data, resulted in inadequate and failed response to the challenges. The *why* and *how* of the qualitative method were missing. The qualitative method would provide data that can help not only define better define the objective of interventions, but also draft more realistic and measurable indicators.

1. Logframe or a logical framework is document drafted to include the objective and goal of a project and clearly outline the project design and implementation process; listing in detail the activities needed to fulfill the objective, and the corresponding inputs, outputs, outcomes and indicators to the activities. The document serves as a tracker; allowing the evaluator to analyze the progress and permitting him to make adjustments the objectives and inputs to better fulfill the needs of the beneficiaries.

Logframes characteristically have specific components such as:

**Goal and Objective**: A project objective seeks to address a problem with a specific intervention within a specified timeframe. Habitat for Humanity, for example is an NGO that believes all human beings have the right to dignified shelter. Its goal is to improve living standards through improved shelters. It contributes towards reaching this goal, through implementing shelter rehabilitation projects that are designed to uplift substandard homes with improved sanitation facilities. While the goal is sectorial, the objective of its projects is specific.

**Outputs**: These are the immediate results of the project. Using the Habitat example of rehabilitating substandard, the outputs could be the number of completed homes, restored bathrooms, improved electric connections, installed water tanks and heaters etc.

**Activities**: these would list all the activities needed to achieve the objective. In order for Habitat to rehabilitate the homes, its staff would need to interview families to determine their needs, train heads of households to carry out the work, develop BOQs (bill of quantities) to facilitate the work, draft a work plan and follow up with the households to ensure the work is carried out. Indicators help benchmark, verify and measure each activity.

**Indicators**:Indicators provide a gauge for implementers; helping them understand what the success and completion of each activity looks like. Each assessment must have its indicators and in order for these to be relevant and realistic to facilitate implementation, one can ask if the indicator is SMART (Specific, Measurable, Attainable, Relevant and Trackable).

A Toolkit for Monitoring and Evaluating Children’s Participation, Booklet 4, A t1—Step Guide to Monitoring and Evaluation Children’s Participation ; Save the Children Foundation, 2014

<https://www.unicef.org/adolescence/files/ME_toolkit_booklet_4-2014.pdf>

The NSW Enviromental Trust, the Kingfish Bay Multilingial Community Education Program, Monitoring and Evaluation Plan.

<https://www.environment.nsw.gov.au/resources/grants/150757-MEplanSample-Education.pdf>

Monitoring and Evaluating, Youth Substance Abuse Programme, UNODC, 2006.

<https://www.unodc.org/pdf/youthnet/action/planning/m&e_E_0203.pdf>