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**COURSE:** DIPLOMA INMONITORING AND EVALUATION

**ASSIGNMENT ONE**

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

**Definition**: Monitoring represents an on-going activity to track project progress against planned tasks. It aims at providing regular oversight of the implementation of an activity in terms of input delivery, work schedules, targeted outputs, etc.

While evaluation represents a systematic and objective assessment of ongoing or completed projects or programs in terms of their design, implementation and results. In addition, evaluations usually deal with strategic issues such as program/project relevance, effectiveness, efficiency (expected and unexpected), in the light of specified objectives, as well as program/project impact and sustainability

Monitoring and evaluation are two different management tools that are closely related, interactive and mutually supportive. Through routine tracking of project progress, monitoring can provide quantitative and qualitative data useful for designing and implementing project evaluation exercises. On the other hand, evaluations support project monitoring. Through the results of periodic evaluations, monitoring tools and strategies can be refined and further developed.

The following table provides a comparison between monitoring and evaluation:

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| --- | --- | --- |
| **Basis For Comparison** | **Monitoring** | **Evaluation** |
| Meaning | Monitoring refers to a routine process, that examines the activities and progress of the project and also identifies bottlenecks during the process | Evaluation is a sporadic activity that is used to draw conclusion regarding the relevance and effectiveness of the project or program |
| Purpose | Adjusting work plan | Impact, future programming |
| Focus | Inputs/outputs, process outcomes, work plans | Effectiveness, relevance, impact, cost effectiveness |
| Main action | Keeping track/oversight | Assessment |
| Frequency | Periodic, regular | Episodic |
| Process | Short term | Long term |
| Occurs at | Operational level | Business level |
| Information sources | Routine systems, field observations, progress reports, rapid assessments | Routine systems, field observations, progress reports, rapid assessments, Surveys/studies |
| Undertaken or Conducted by | Internal Party i.e  Project managers  Community workers  Community (beneficiaries)  Supervisors  Funders | Internal or External Party i.e  Program managers  Community(beneficiaries)  Supervisors  Funders  External evaluators |

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

**Definition:** Baseline surveys are those surveys carried out before the start of project implementation to generate data about the existing situation of a target area or group. Such data becomes the reference against which project/program impact can be assessed when summative evaluations are carried out. For example, if the objective of the project is to reduce school dropout rates, we have to know those rates prior to project implementation and compare them with rates after the completion of the project.

**Importance of baseline surveys in Project Management**

1. **It is a starting point for a project**: One important and recommended way of starting a project is to carry out a baseline study. Through its results, a baseline serves as a benchmark for all future activities, where project managers can refer to for the purposes of making project management decisions.
2. **Establishing priority areas/planning**: Baseline studies are important in establishing priority areas for a project. This is especially true when a project has several objectives. The results of a baseline study can show some aspects of a project needs more focus than other while others may only need to be given little focus. Take for example a project on HIV and AIDS in South Sudan. A baseline study may show that while there is generally high public information on awareness of risk and prevention strategies, these strategies are either non-existent or inaccessible. In this case, project output would focus more on improving access to prevention strategies and little on doing media campaigns and community mobilization.
3. **Attribution:** Without a baseline, it is not possible to know the impact of a project. A baseline study serves the purpose of informing decision makers what impact the project has had on the target community. Accordingly, along with other strategies such as use of control groups, it also helps in attributing change in the target population to the project.
4. **Baseline tools are used for evaluation**: the tools used during a baseline study are normally the same tools used during evaluation. This is important for ensuring that management compares “apples to apples”. As such, conducting a baseline means that time and other resources for designing evaluation tools are minimized or even eliminated altogether.
5. **Donor requirement**: In most cases, it is a donor requirement that a baseline study is carried out as part of the program process. Since M&E is integral for any donor to establish future project success, they might, and always do compel implementing organizations to carry out baseline studies.

**In summary:** Baseline Survey is an important part in project management because it helps in comparing data that describes the situation to be addressed by a project with data generated after the completion of the project enabling evaluators to measure progress or changes in the situation and link those changes to project interventions. Baseline data as well is useful in tracking changes that the project would bring about over time and to refine project indicators that are important for project monitoring or for evaluating project impact.

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

Evaluation represents a systematic and objective assessment of ongoing or completed projects or programs in terms of their design, implementation and results. In addition, evaluations usually deal with strategic issues such as program/project relevance, effectiveness, efficiency (expected and unexpected), in the light of specified objectives, as well as program/project impact and sustainability. Evaluation can be characterized as formative or summative

**Formative evaluations** (process evaluations) examine the development of the project and may lead to changes in the way the project is structured and carried out. Those types of evaluations are often called interim evaluations.

One of the most commonly used formative evaluations is the **midterm evaluation.**

In general, formative evaluations are process oriented and involve a systematic collection of information to assist decision-making during the planning or implementation stages of a program. They usually focus on operational activities, but might also take a wider perspective and possibly give some consideration to long-term effects. While staff members directly responsible for the activity or project are usually involved in planning and implementing formative evaluations, external evaluators might also be engaged to bring new approaches or perspectives

**Summative evaluations** (also called outcome or impact evaluations) address the second set of issues. They look at what a project has actually accomplished in terms of its stated goals. There are two types of summative evaluations. (1) **End evaluations** aim to establish the situation when external aid is terminated and to identify the possible need for follow up activities either by donors or project staff. (2) **Ex-post evaluations** are carried out two to five years after external support is terminated. The main purpose is to assess what lasting impact the project has had or is likely to have and to extract lessons of experience

**Differences between formative and summative evaluation**

The difference between formative and summative evaluation can be drawn clearly on the following grounds:

|  |  |  |
| --- | --- | --- |
| **Attributes** | **Formative Evaluation** | **Summative Evaluation** |
| Concepts | Scriven (1967) states that formative evaluation was intended to foster development and improvement within ongoing activity. | Scriven (1967) states that summative evaluation was used to assess whether the results of the object being evaluated met stated goals. |
| Implementation | Formative evaluation is a continuous process | It happens after conclusion of a project |
| Method | Formative evaluation is qualitative | Summative evaluation is quantitative. |
| Main Purpose | The main purpose of formative evaluation is to improve the quality, relevance and delivery of the project. | The main purpose is to assess what lasting impact the project has had or is likely to have and to extract lessons of experience |
| Focus | They usually focus on operational activities, but might also take a wider perspective and possibly give some consideration to long-term effects | They focus on outcome or impact |
| Example | Mid-term Evaluation | End term evaluation, Ex-post evaluation |
| Duration | Takes a short time | Takes a long time |

1. 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.

**Quantitative methods** directly measures the status or change of a specific variable, for example changes in crop yield, kilometers of road built or number of hours’ women spend fetching water. It provides direct numerical results. Though it provides robust, quantified findings and information easier to analyze, it has some drawbacks too as below

1. Costly to organize (large samples)
2. Doesn’t provide contextual information
3. Offer limited insights on what is happening
4. Related secondary data is sometimes not available or accessing available data is difficult/impossible
5. Data may not be robust enough to explain complex issues
   1. Critically analyze the quantitative method often employed by economists and staticians in monitoring and evaluating development projects

**Quantitative methods often employed by economist and Staticians**

1. **Surveys/Questionnaires:**

This most common method can either be self-administered or administered by someone else and can be face-to-face, telephone, mail, or web-based. Most appropriate when need to quickly and/or easily get lots of information from people in a nonthreatening way

Advantages

1. Produce reliable information.
2. Can be completed anonymously.
3. Easy to compare and analyze.
4. Can be administered easily to a large number of people.
5. Collect a lot of data in an organized manner.
6. Many sample questionnaires already exist.

Disadvantages

1. Demanding and could be costly.
2. Might not get careful feedback.
3. Wording can bias client's responses.
4. Data is analyzed for groups and are impersonal.
5. Surveys may need sampling expert.
6. Provide numbers but do not get the full story.
7. Open-ended data may be difficult to analyze
8. **Pre/post Tests:**

Surveys or measures are collected prior to an intervention among a target population and then an intervention is implemented for a period before recollecting the same survey or measurement data after the intervention is complete. The before and after data is compared to detect changes that may be attributed to the intervention.

1. **Existing Databases:**

This kind of secondary data is often used in conjunction with survey data. It includes census data, knowledge/attitude/behavior (KAB) studies, criminal justice statistics, performance data, non-confidential client information, agency progress reports, etc.

1. **Direct measurement:**

Registration of quantifiable or classifiable data by means of an analytical instrument. This method is precise, reliable and often requires few resources since it registers only facts, not explanations.

1. **Rating Scale**: Rating scale is defined as a closed-ended survey question used to represent respondent feedback in a comparative form for specific particular services. It is one of the most established question types for online and offline surveys where survey respondents are expected to rate an attribute.

Rating scales can be divided into two categories namely Ordinal and Interval Scales.

1. **Ranking**: refers to the data transformation in which numerical or ordinal values are replaced by their rank when the data are sorted. For example, the numerical data 3.4, 5.1, 2.6, 7.3 are observed, the ranks of these data items would be 2, 3, 1 and 4 respectively. For example, the ordinal data hot, cold, warm would be replaced by 3, 1, 2. In these examples, the ranks are assigned to values in ascending order. (In some other cases, descending ranks are used.) Ranks are related to the indexed list of order statistics, which consists of the original dataset rearranged into ascending order.
2. a. Define Logical Framework

**The logical framework** or log frame is a document that gives an overview of the objectives, activities and resources of a project. It also provides information about external elements that may influence the project, called assumptions and finally, it tells you how the project will be monitored.

There are four levels in the logical framework and each lower level of activity must contribute to the achievement of a higher level. For example, the implementation of project activities would contribute to the achievement of project outputs. The achievement of the project outputs would lead to the achievement of project objectives. This is called the vertical logic. The rows indicate how the achievement of objectives can be measured and verified. This is called the horizontal logic. Assumptions (situations needed to promote the implementation of the project) must be systematically recorded.

b. Define and Explain key components of Logical framework

**Project description** provides a narrative summary of what the project intends to achieve and how. It describes the means by which desired ends are to be achieved.

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

**Purpose** refers to what the project is expected to achieve in terms of development outcome. Examples might include increased agricultural production, higher immunization coverage, cleaner water, or improved local management systems and capacity. There should generally be only one purpose statement.

**Component Objectives** Where the project/program is relatively large and has a number of components, it is useful to give each component an objective statement. These statements should provide a logical link between the outputs of that component and the project purpose. Poorly stated objectives limit the capacity of M&E to provide useful assessments for decision-making, accountability and learning purposes.

**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, and often have up to four or five. The delivery of project outputs should be largely under project management's control.

**Activities** refer to all the specific tasks undertaken to achieve the required outputs. There are many tasks and steps to achieve an output. However, the logical frame matrix should not include too much detail on activities because it becomes too lengthy. If detailed activity specification is required, this should be presented separately in an activity schedule/Gantt chart format and not in the matrix itself.

**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.

**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 in order for project objectives to be achieved. 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. 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

**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.

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