**Africa institute for project management studies (AIPMS)**

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**COURSE:** Diploma in M&E

**MONITORING AND EVALUATION FINAL EXAM**

**(a)Describe the following terms as used in project Monitoring and Evaluation:  
(i) Project monitoring (2 marks)-** This is the systematic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project or organization. Project monitoring majorly focuses on the activity and seeks to ascertain that the activities are being implemented on schedule and cost. This is a continuing action that provides project managers and other stakeholders information about an ongoing project’s progress. It ensures that required activities are taking place and procedures are being implemented as planned.  
**(ii) Project evaluation (2 marks)-** Project evaluation is an assessment of a planned, ongoing or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability with the intent to incorporate lessons learned into the decision making process. This looks at the overall goal / impact of the project and its impacts on society.

**(iii) Primary stakeholder (2 marks)-** These are the individuals or organizations that have an interest in a project or program. They include individuals and organizations that make decisions, participate in the project, or may be affected by the project activities.

**(iv) Scope Creep (2 marks)-** refers to how a project’s requirements tend to increase over a project lifecycle, e.g. what once started out as a single deliverable becomes five. Or a product that began with three essential features, now must have ten or midway through a project, the needs of customer’s change, prompting a reassessment of the project requirements. Scope creep is typically caused by key project stakeholders changing requirements, or sometimes from internal miscommunication and disagreements. This post tackles several ways it creeps up on projects along with tips on how to nip it in the bud. **(v) Impact assessment (2 marks)-** Impact tells you whether or not what you did made a difference to the problem situation you were trying to address. In other words, was your strategy useful? Did ensuring that teachers were better qualified improve the pass rate in the final year of school? Before you decide to get bigger, or to replicate the project elsewhere, you need to be sure that what you are doing makes sense in terms of the impact you want to achieve. to find out the changes that occurred and to what they can be attributed. This evaluation tries to determine what portion of the documented impacts the intervention caused and what might have come from other events or conditions. This is concerned with determining the overall effect of a project’s activities in terms of socio-economic and other aspects of the target community.

**(b) Distinguish between ex-ante evaluation and concurrent evaluation. (4 marks)-Pre-project evaluation- is carried** out during the planning phase. It addresses what has the project set out to achieve, what are the objectives of the project, who are the intended beneficiaries and how are they to benefit, what are the main intended inputs, what are the main intended outputs, how do the outputs relate to the project outcomes, what is the project’s implementation plan or strategy and have the alternative methods of achieving project objectives considered while **concurrent evaluation-** This is an evaluation that is performed at mid-term; it takes place while the project is running and the intention is to improve functioning of the on-going project. It can predict the project’s final effects as it is process oriented and involve a systematic and involves systematic collection of data to assist decision making during planning or implementation stages of the project.

**(c) Identify any six parts of a monitoring and evaluation report. (6 marks)**

1. **Executive summery-** concisely states the most important and useful findings of the report.
2. **Introduction-** states of the scope of evaluation its purpose, audience and keys questions used.
3. **Background-** explains the setting, target population and basis of the program
4. **Methodology-** Describes how evaluation was carried out.
5. **Findings and result-**presenting findings about program performance, outcomes and impact.
6. **Conclusion-**States evaluators interpretation of findings
7. **Recommendations-** proposed actions based on conclusion
8. **Lesson learnt-**describes implications of similar programs in different setting or future program
9. **Annex-**offered additional materials that explains evaluation reports like photos, questionnaires etc.

**(d) Describe the characteristics of a good project indicator. (10 marks)**

1. **Clear-** Precise and unambiguous e.g **Plan to Education for adults developed**
2. **Relevant -** Appropriate to the subject at hand **e.g 75% of NGOs dealing with Adult education develop plans to improve Adult education.**
3. **Economic -** Available at a reasonable cost **e.g 75% of NGOs dealing with Adult education have documented strategic plans of 5 years with 2 million Kenyan shilling budgeted.**
4. **Adequate -**Provide sufficient basis to assess performance e.g **75% of NGOs dealing with Adult education have documented strategic plans approved by key stakeholders’ community representatives**
5. **Monitorable -**Amenable to independent validation e.g **75% of NGOs dealing with Adult education have documented strategic plans approved by key stakeholders’ community representatives by the end of year 2”**

**QUESTION TWO (20 Marks)  
(a)Differentiate between the following terms as used in project monitoring and  
evaluation:  
(i) Project efficiency Vs. Project effectiveness (5 marks)- Project Efficiency** tells you that the input into the work is appropriate in terms of the output. This could be input in terms of money, time, staff, equipment and so on. When you run a project and are concerned about its replicability or about going to scale, then it is very important to get the efficiency element right while **Project Effectiveness** is a measure of the extent to which developments programme or project achieves the specific objectives it set. If, for example, we set out to improve the qualifications of all the high school teachers in a particular area, did we succeed?

**Project Efficiency** measure of how economical resources/inputs (funds, expertise, time, etc.) were converted into results while Project **Effectiveness measure** the extent to which the development intervention’s objectives were achieved, or are expected to be achieved, taking into account their relative importance.  
**(ii) Baseline survey Vs. Project sustainability (5 marks)-** **Project Sustainability is usually carried out at end of the project to** measure the continuation of benefits from a development intervention after major development assistance has been completed. The probability of long-term benefits while Continuity of outcomes after withdrawal after external support. **project survey** is usually carried out before a project is implemented to document facts about a condition before intervention. It provides a description and information about a situation from the community’s perspective. Baseline information is gathered during planning and appraisal stages of the project. Project surveys looks facts about a condition before intervention. Baseline survey is usually carried out before a project is implemented so that during monitoring and evaluations, the data will be compared with the facts after intervention. **Project Sustainability** examines the extent to which the project’s strategies and activities are likely to continue to be implemented after the termination of the project and the withdrawal of external assistance.  
**(iii) Project relevance Vs. Project output (5 marks)-**  **project relevance** is the extent to which the objectives of a development intervention are consistent with beneficiaries’ requirements and priorities and also donor policies also **project relevance** is a measure used to determine the degree to which the objectives of a program or project remain valid as planned. It refers to an overall assessment to determine whether project interventions and objectives are still in harmony with the needs and priorities of beneficiaries while **project output** the direct results or products of project activities, such as the number of services provided, the tools developed, and the number of people served. Outputs are relatively immediate and easy to observe or measure. **Project Output** is the tangible (easily measurable, practical), immediate and intended results to be produced through sound management of the agreed inputs. Examples include goods, services, infrastructure delivered/ produced.  
**(iv) Primary data Vs. Secondary Data (5 marks)- Primary Data** collected by an investigator/ agency for a specific purpose for instance  census data collected by the Government to enumerate the population while **Secondary Data** originally collected by someone (else) for another purpose, but now being reused for another purpose for instance census data used by a researcher to study the community-wise ownership and utilization of vehicles**.**

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| **BASIS FOR COMPARISON** | **PRIMARY DATA** | **SECONDARY DATA** |
| **Meaning** | Primary data refers to the first hand data gathered by the researcher himself. | Secondary data means data collected by someone else earlier. |
| **Data** | Real time data | Past data |
| **Process** | Very involved | Quick and easy |
| **Source** | Surveys, observations, experiments, questionnaire, personal interview, etc. | Government publications, websites, books, journal articles, internal records etc. |
| **Cost effectiveness** | Expensive | Economical |
| **Collection time** | Long | Short |
| **Specific** | Always specific to the researcher's needs. | May or may not be specific to the researcher's need. |
| **Available in** | Crude form | Refined form |
| **Accuracy and Reliability** | More | Relatively less |

**QUESTION THREE (20 Marks)**  
**(a)Identify the key components of the logical framework approach in M & E. (5 marks)**

Logical framework (also known as Management tool) is a project tool used to identify strategic elements of a programme or project (objective, expected accomplishments, indicators of achievement, outputs and inputs) and their causal relationships, indicators and the assumptions or risks that may influence success and failure.

**The key components of Logical Framework are;**

**Goal –**a statement of longer-term intent; The long term objective, change of state or improved situation to which a development intervention is intended to contribute thus it’s the broader development impact to which the project/ program contributes- at a national and/or sectoral level.

**Objective- is** A specific statement detailing the overall desired accomplishments of a project within a given period of time. A good objective should be impact oriented, measurable, time limited specific and practical.

**Outcome** -The results achieved at the level of "purpose" in the objective hierarch.

**Output -**The tangible (easily measurable, practical), immediate and intended results to be produced through sound management of the agreed inputs. Examples include goods, services, infrastructure delivered/ produced.

**Activity –** The action taken or work performed in a project using inputs such as funds to produce specific outputs thus this is the financial, human and material resources necessary to produce the intended outputs of a project.Horizontal Columns of LFA **contains Indicator** - are measurable or tangible signs that something has been done or that something has been achieved, this measure of the extent to which a contribution to the goal has been made. **Means of Verification (MOV)** -Sources of information and methods used to collect and report it. **Assumptions-** are theExternal factors that could affect the progress or success of a project. They are necessary to achieve project objectives but are largely beyond the control of the project/ program**.**

**(b) What is meant by project audit? Describe the two type of project audit. (7 marks)**

**A project audit provides an opportunity to uncover the issues, concerns and challenges encountered in the execution of a project. It affords the project manager; project sponsor and project team an interim view of what has gone well and what needs to be improved with the project to successfully complete it.ad**

**Quality** Audit-is part of Execution process group these are reviews of your project by your company. They figure out whether or not you are following the company’s process.

**Risk Audit-** is part of Monitoring and controlling process group these help with overall process improvement. The risk responses (that were implemented) are analyzed to determine if they were effective in handling the risks and their root causes. Similarly, you can also audit and gauge the effectiveness of the risk management processes in the project as a whole tool.

**Procurement Audit-** is part of closing process group. As part of procurements closure, a structured overall review flushes out issues, sets-up lessons learned, helps ensure problems are resolved for future projects and also identifies successes and failures that warrant transfer to other procurements.

**(c) Differentiate between formative evaluation and summative evaluation. (8 marks)**

**Summative evaluation-**is carried out at the end of the project. Data collected establish the extent to which the objectives of the project have been achieved. It also identifies benefits, the outcomes, achievements, impact, challenges and emerging issues of the **project Formative evaluation-** data are collected throughout the life of the project in order to monitor the progress made and to identify achievements, challenges and emerging issues.

**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.

**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.

**QUESTION FOUR (20 Marks)**  
**(a)Collecting information or data is just one part of the process of monitoring and evaluation. What is meant by data analysis? (3 marks)-**Analyzing data involves examining it in ways that reveal the relationships, patterns, trends, etc. that can be found within it. That may mean subjecting it to statistical operations that can tell you not only what kinds of relationships seem to exist among variables, but also to what level you can trust the answers you’re getting. It may mean comparing your information to that from other groups (a control or comparison group, statewide figures, etc.), to help draw some conclusions from the data.

**(b) State any three uses of monitoring and evaluation results. (3 marks)**

**Planning**-MER is used to identify appropriate objectives by ensuring that important questions are asked at an early stage. It also provides a framework within which to work collaboratively with stakeholders in order to build shared ownership of objectives findings and approaches. it provides a way to assess the crucial link between implementers and beneficiaries on the ground and decision-makers and provides a more robust basis for raising funds and influencing policy.

**Management/Monitoring/Review**- a MER can fill the role of a performance tracker for a programme strategy. It provides a programme-level framework to monitor progress towards achieving results and where necessary, to adjust programmes accordingly. In addition, the Monitoring and evaluation result allows for project reviews which are straightforward and rigorous in structure through which a strategy’s performance can be tested. It provides the only consolidated source of information showcasing project progress

**Communication**-a Monitoring and evaluation results can provide a strategy in one page, that gives the reader an immediate idea of what a programme is aiming to achieve, what has been done so far what went wrong and what went well. it often generates (written) reports that contribute to transparency and accountability, and allows for lessons to be shared more easily. it reveals mistakes and offers paths for learning and improvements and provides a basis for questioning and testing assumptions;

**(c) Describe any seven factors that may lead to project failure. (14 marks)**

1. **Poor Planning-** Lack of planning or poor planning can easily lead your project to failure. Spike Cavell’s survey also revealed that 40% of projects fail due to poor planning and lack of resources. Spend time for making a solid plan for your project and it will help you in executing each phase of project smoothly. Brain Tracy sums it up brilliantly, “**Every minute you spend in planning saves 10 minutes in execution; this gives you a 100% return on energy!**”
2. **Lack of Cohesion between Your Team Members-** Things can easily go from good to bad very quickly if there is no cohesion between your team members. Consider a scenario in which all team members are moving in different directions. Could you expect a positive result to come out of this situation? There could be many reasons for a lack of cohesion from personality differences to conflicting interests. All of them contribute towards taking you one step closer to project failure that is where team collaboration software can help you. It is the prime responsibility of project managers to unite the team members to achieve a common goal.
3. **Poor Monitoring and Risk Management-** Just assigning roles to all your team members is not enough, you have to constantly monitor the progress and hold your team members accountable to what they are doing. Once they are responsible for their actions, they will perform better and deliver better results. Most project managers will tell you that risk management is an important part of project management yet, you will find many projects in which little or no emphasis is put on risk management. As a result, these projects fail to achieve their targets and go well beyond the specified deadline or budget.
4. **Inconsistent Communication-** A survey conducted by Spike Cavell shows that 57% of projects failed due to poor communication. This makes it one of the major causes of project failure. To save your project from failure, you need to establish a clear communication channel. Effective communication within any organization is important to keep all your team members on the same page, avoid confusions and keep them motivated. By communicating with your team, you can develop an environment of trust, proactively kill conflicts, which would bring the best out of your employees and eventually lead to a successful delivery of the project.
5. **Lacks of a Scope Document-** Almost 75% of IT executives think that their project is doomed from the beginning. Do you know why? The main reason is regularly changing project scope and requirements. How can you expect your team members to perform well when they are not clear about the project’s scope? In the absence of a proper scope document, you can never assign tasks, let alone monitor the performance of your team because you’re not sure about the scope of the project in the first place. Making a detailed scope document that highlights all the stakeholders’ requirements is imperative for a successful project delivery as it enables your team members to understand what they have to do and sets a clear direction and objective for them to achieve.
6. **Unrealistic Expectations-** Setting an unrealistic deadline and expectations dragged all these projects down the drain. Consider all the factors and constraints involved that might adversely affect your project and then set a deadline. Instead of having unrealistic expectations, keep a buffer that gives you the liberty of completing the project without rushing through it. Having a buffer not only reduces the workload of your team member but also let them focus on each task in a better way.
7. **Incompetent Project Manager and Team-** Selecting the right project manager and forming a competent team is critical for your project success. Unfortunately, 70% project managers in small and medium-sized businesses have no certification and lack formal training, which is why most projects they manage, fail to achieve their objectives. According to PricewaterhouseCoopers Insights and trends report, certified project managers supervise 80% of successful projects. You can easily overcome this issue by hiring experienced and certified project managers. Although, the trend of hiring certified project managers is gaining popularity but there is still a long way to go before the number of certified project managers exceeds the number of non-certified ones.

**Conclusion**

Most senior executives believe that successful projects are critical for their business success and help them gain a competitive advantage over their competitors. Keep an eye on aforementioned factors and try to overcome them to reduce the risk of project failure. This will help project managers to complete more projects on time and within the allocated budget.