**AFRICAN INSTITUTE FOR PROJECT MANAGEMENT STUDIES (AIPMS).**

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**Assignment One (1):**

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

Monitoring and evaluation (M&E) of development projects are increasingly recognized as indispensable management functions. Some of the main constraints and problems that hampered M&E in development project include: weak interest and commitment to the evaluation function by both donors and African civil society organizations, weak culture of carrying out, sharing, discussing and using the results of evaluation activities among African NGOs and donors, a relative shortage of professional evaluation experts (in comparison with researchers, trainers, etc.), insufficient technical resources, limited monitory allocation to M&E work by donors, limited training opportunities in evaluation, shortage of trained staff, etc.

Program evaluations, carried out by inexperienced persons, might be time-consuming, costly and could generate impractical or irrelevant information. Third, if development organizations are to recruit an external evaluation expert they should be smart consumers aware of standards, and know what to look for and require in this service.

**Differences between Monitoring and Evaluation;.**

|  |  |  |
| --- | --- | --- |
| Meaning | 1. 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. through such routine data gathering, analysis and reporting.  2. Monitoring refers to a routine process, that examines the activities and progress of the project and also identifies bottlenecks during the process. | 1. Evaluation is defined a systematic and objective assessment and rigorous analysis of a continuing or completed project, to determine its effectiveness, significances, impacts and sustainability by comparing the results with the set of standards. It’s the process of passing values judgement concerning the performance level or attainment of defined objectives.  2. Evaluation is a sporadic activity that is used to draw conclusion regarding the relevance and effectiveness of the project or program. |
| Use | Alert managers to problems in performance, provides options for corrective actions and helps demonstrate ability. | Provide Managers with strategy and policy options, provides basis for learning and demonstrate Accountability. |
| Related to | Observation | Judgement |
| Objective | Track changes from Baseline conditions to desired outcome | To validate what results were achieved and how and why they were not achieved |
| Purpose | Adjusting work plan | Impact, future programming |
| Occurs at | Operational level | Business level |
| Focus on | Inputs/Outputs, process outcomes, work plan | Effectiveness, relevance, impact, cost effective |
| Process | Short term | Long term |
| Basics | Improving efficiency | Improving effectiveness |
| Conducted/undertaken by; | Internal Party/Project Manager, Community workers/Beneficiaries, Supervisors & Funders | Internal or External Party/Program Managers, Supervisors, external Evaluators, Funders & Community (Beneficiaries). |
| Information sources | Routine systems, Field observation,, progress reports & rapid assessment. | Surveys/Studies. |

**1**. Monitoring mean a routine process that summarises activities while Evaluation is a periodical activity that makes interference about the relevance and effectiveness of the project or program.

**2.** Monitoring is observational in nature while Evaluation is Judgemental

**3**. Monitoring is Operational level activities performed by Supervisor while Evaluation is a Business level activities performed by Manager.

**4**. Monitoring is a short term process concern with collection of information on success of the project while Evaluation is a long term process, records the information and assess the outcomes and impacts of the Project.

**5**. Monitoring focuses on improving the overall efficiency of the project by removing Bottle necks as the project is under process while evaluation stresses on improving effectiveness of the project by making comparison with established standards.

**6.** Monitoring is carried out by people who involve directly in the implementation process while Evaluation can be conducted by internal staff of the organization or internal/external Party..

**Conclusion;**

**In the Development projects, Monitoring and Evaluation play diverse roles, in the sense that Monitoring is on-going process whereas, Evaluation is performed periodically and the focus of the assessment also differentiating the two i.e. Monitoring is all about what is happening, evaluation is concerned with how well it happened.**

**References:**

1. [**http://web.undp.org/evaluation/evaluations/handbook/english/documents/pme-handbook.pdf**](http://web.undp.org/evaluation/evaluations/handbook/english/documents/pme-handbook.pdf)
2. [**https://knowhownonprofit.org/login\_form?came\_from=https://knowhownonprofit.org/organisation/quality/mande/monitoring-and-evaluation-the-basics**](https://knowhownonprofit.org/login_form?came_from=https://knowhownonprofit.org/organisation/quality/mande/monitoring-and-evaluation-the-basics)
3. [**https://www.slideshare.net/doreengty/difference-between-monitoring-and-evaluation-38948226**](https://www.slideshare.net/doreengty/difference-between-monitoring-and-evaluation-38948226)
4. [**http://www.differencebetween.com/difference-between-monitoring-and-vs-evaluation/**](http://www.differencebetween.com/difference-between-monitoring-and-vs-evaluation/)
5. **UNDP Handbooks on Monitoring and evaluation for results.**

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

According to **(FAO, 2013)**, Baseline Survey is a descriptive cross-sectional survey that mostly provides quantitative information on the current status of a particular situation – on whatever study topic – in a given population. It aims at quantifying the distribution of certain variables in a study population at one point in time”

**Not only that,**

A Baseline Survey gathers key information early in a project so that later judgments can be made about the quality and development results achieved of the project.

**Importance of Baseline Survey:**

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 when a project has several objectives. The results of a baseline study can show some aspects of a project need more focus than other while others may only need to be given little focus. Take for example a project on HIV and AIDS in Torit State- 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](https://evaluateblog.wordpress.com/2013/05/05/selecting-a-control-group-in-evaluations-randomized-control-trials/), 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.
6. **It helps to determine what variables to measure:** In academic research this usually means elaborating a set of hypotheses. In addition, although most development programmes are multidisciplinary, the programme personnel often exhibit a particular professional bias towards obtaining one or another type of information deemed necessary for monitoring and evaluation. Thus economists may tend to be interested only in economic data, while sociologists may be interested only in social data.  
   It helps in determination of the system structure. In the case study approach, once the information to be obtained is known.

**References:**

1. Frank Odhiambo/writer/the monitoring and Evaluation Blog, [cised.cised@gmail.com](mailto:cised.cised@gmail.com).

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

A formative evaluation (**process Evaluations**) focuses on the development of the project and may lead to changes in the way the project is structured and carried out.

A typical example of Formative and Summative Evaluation was given by;

**Robert E. Stake, Professor Emeritus of Education at the University of Illinois**

**‘’When the cook tastes the soup, that’s formative. When the guests taste the soup, that’s summative.”**

**Types of formative Evaluation:**

1. **An interim evaluation is** one of the types of Formative Evaluation and the most commonly used form is the midterm evaluation.

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.

**Major Evaluation Questions include:**

* To what extent do the activities and strategies correspond with those presented in the plan? If they are not in harmony, why are there changes? Are the changes justified?
* To what extent is the project moving toward the anticipated goals and objectives of the project?
* To what extent did the project follow the timeline presented in the work plan?
* Are activities carried out by the appropriate personnel?
* To what extent are project actual costs in line with initial budget allocations?
* Which of the activities or strategies are more effective in moving toward achieving the goals and objectives?
* What barriers were identified? How and to what extent were they dealt with?
* What are the main strengths and weaknesses of the project?
* To what extent are beneficiaries of the project active in decision-making and implementation?
* To what extent do project beneficiaries have access to services provided by the project? What are the obstacles?
* To what extent are the project beneficiaries satisfied with project services?

**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.

Another example of types of Summative Evaluation includes;

* End-of-term or midterm exams.
* Cumulative work over an extended period such as a final project or creative portfolio.
* End-of-unit or chapter tests.
* Standardised tests that demonstrate school accountability are used for Students admissions; O-level, A-Levels or Diploma Level.

**Summative evaluation questions include:**

• To what extent did the project meet its overall goals and objectives?

• What impact did the project have on the lives of beneficiaries?

• Was the project equally effective for all beneficiaries?

• What components were the most effective?

• What significant unintended impacts did the project have?

• Is the project replicable?

• Is the project sustainable?

For each of these questions, both quantitative data (data expressed in numbers) and qualitative data (data expressed in narratives or words) can be useful.

Summative evaluations are usually carried out as a program is ending or after completion of a program in order to “sum up” the achievements, impact and lessons learned. They are useful for planning follow-up activities or related future programs. Evaluators generally include individuals not directly associated with the program.

**Differences between summative and Formative Evaluation:**

|  |  |  |
| --- | --- | --- |
| S/NO | FORMATIVE EVALUATION | SUMMATIVE EVALUATION |
| 1 | An on-going activity, the evaluation takes place during the learning process. Not just one time, but several times. | Takes place at a complete other time, Not during the process, but after it. The evaluation takes place after a course or unit’s completion |
| 2 | Monitoring the implementation processes. | Evaluate the achievements of the Projects. |
| 3 | The purpose is to improve implementation. In order to do this you need to be able to give meaningful feedback. | The purpose is to evaluate project achievements. |
| 4 | Includes little content areas. For example: 3 formative evaluations of 1 chapter. | Includes complete chapters or content areas. For example: just 1 evaluation at the end of a chapter. The lesson material package is much larger now. |
| 5 | Considers evaluation as a process. This way, the project Manager can see a grow and steer the project staff in an upwards direction. | Considered Evaluation as a “product”. |

**Reference**:

1. <https://www.bookwidgets.com/blog/2017/04/the-differences-between-formative-and-summative-assessment-infographic>.

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 analyse the results.**

1. **Identify the potential dangers of a one sided monitoring system**.

**1**.The results may only be accepted by one party   
**2**.There could be potential bias in the individual conducting the evaluation  
**3**.It may lower the morale of employees since all factors all not considered when conducting the evaluation potentially giving a wrong report at the end.

**4**. May bring mistrust issues since employees may feel that they are not well incorporated in the evaluation

**b)** **Critically analyse the quantitative method often employed by economists and staticians in monitoring and evaluating development projects**

As economics is essentially about numbers, there is no problem with the use of quantitative methods. Economic outcomes at the micro-scale are also data. However, heterodox approaches which try to take a more qualitative approach interesting and worthwhile pursuing With regards to aggregation of behaviour, micro foundations research tries just that and with increased computing power it will be increasingly possible. For prediction challenges, machine learning approaches appear to be superior. At the moment, researchers try to evaluate the potential of large and messy data and new quantitative analytic approaches

Econometric tools are used to find **relationships in data**; findings provide evidence for hypotheses rather than uncovering the "truth". Undoubtedly, the quality of studies varies significantly. Also, some parts of the research community seem to be reluctant to adopt or even acknowledge new, and arguably more powerful, statistical approaches such as random effects modelling for panel data.

Economists have long used quantitative methods to provide us with **theories and explanations** on why certain **things happen in the market**. Why a given economic system behaves the way it does. Paradoxically, none of these theories and explanations has been able to predict past and current crises. And they continue to rely on models of explanation that are essentially quantitative, ignoring the fact that individual behaviour cannot be aggregated to collective behaviour. Why is that? Any views from the perspective of economics would be greatly appreciated.

Not only that, Economists continue to use quantitative methods, because they are possible to manipulate the information in consistent and reproducible ways, combining figures, comparing data, examining rates of change, etc.

**References**:

1.<https://www.kenyaplex.com/questions/22231-what-are-the-potential-dangers-of-a-one-sided-monitoring-system.aspx>

2. [https://www.kaggle.com/competitions](https://www.researchgate.net/deref/https%3A%2F%2Fwww.kaggle.com%2Fcompetitions)

3. [Pawel Paluchowski](https://www.researchgate.net/profile/Pawel_Paluchowski), University of Bristol

5. a. **Define Logical Framework**

**b. Define and Explain key components of Logical framework**

**a. Logical Frame work:**

The Log frame is an outline table of the project plan that compiles the project strategy into a four-row by four-column matrix. Specifically, it displays the composite elements of the project (the overall goal, project purpose, outputs, activities, and inputs), constructs the linked relationship between causes and results, and puts the expected values of the goals and outcomes in the form of indicators prior to the project implementation. At the same time, it identifies the important assumptions that may have an impact on the project’s success or failure.

**Examples of Logical frame work Table**.

|  |  |  |  |
| --- | --- | --- | --- |
| **NARATIVE SUMMARY** | **OBJECTIVELY VERIFIABLE INDICATORS** | **MEANS OF VERIFICATION** | **IMPORTANT ASSUMPTION** |
| **Overall Goal:**  Indirect, Long term effects, impact on target society | Indicators and target Values to measure achievements towards the Overall Goals | Information sources for the Indicators at Left | Conditions required for the project effects to be sustainable |
| **Project Purpose:**  Direct effects on the Target group and society | Indicators and Target values to measure achievements towards the project purpose | Information sources for the Indicators at the Left. | External factor which must be met so that the project can contribute to Overall project Goal, but at the same time, which is uncertain |
| **Outputs:**  Assets and services that are produced through the implementation of activities | Indicators and Target values to measure achievements towards the Output | Information sources for the Indicators at the Left | External factor which must be met so that the project can contribute to the project Purpose, but at the same time, which is uncertain |
| **Activities:**  Activities to produce the Output | **Inputs:**   * Human resource * Materials * Funds | | External factor which must be met so that the project can produce output, but at the same time, which is uncertain |
| **Precondition**:  Conditions that must be met before activities begins. |

b**. Components of Logical frame work:**

**There are eight Components of Logical frame work and are explained in the following ways;**

**1. DEVELOPMENT/ PROGRAMME GOAL (IMPACT):**

The programme goal (impact) reflects the improvements of a situation in terms of social, economic or any other benefits which respond to identified development needs of the target population under a long-term vision. Usually, several projects will share a common programme goal.

**2. PROJECT OBJECTIVE (OUTCOME):**

The project objective reflects what the project intends to accomplish. The project objective will reflect the justification for carrying out the project and will summarize the effects it should have. The project objective should try to define the sustainable benefits to the target group. For instance the project objective should explain how the initiative will affect the current situation and what difference it will make for the beneficiaries. Ideally the project should only have a single objective. The number of objectives should be limited to maximum three. Too many project objectives will typically imply that the project is too complex to manage or that the team is trying to design a long-term programme while calling it a project.

**3. OUTPUTS AND COSTS**

Outputs describe the concrete goods and/or services the project will deliver. These are the products of the activities that will be undertaken. The combination of outputs will achieve the project objective.

**Costs:**

Information on **the sum of costs of outputs per outcome** should be indicated in the log frame. They are based on the detailed budget included in the Project Proposal.  
In case of multi-partner projects, the log frame as annex of the Project Proposal includes as far as possible information on the share of SPCP contribution to the total costs (in amount as well as %).

**4. ACTIVITIES:**

The activities define the way the project team intends to carry out the project. They are composed of a set of actions to deliver concrete results. The activities will form the backbone based on which a detailed plan of operations will be developed. The plan of operations will include individual work plans of the team members, their responsibility regarding each activity and its sub-activities.

The matrix should not include an extensive list of project activities, and focus on **what** the project is to deliver and not on **how**. Key activities show the link between activities and outputs. The complete list of activities belongs in the main text of the project document.

**5. INDICATORS:**

Indicators are quantitative or qualitative references that provide a simple and reliable means to measure **project progress and achievements**. Indicators at different levels of the log frame will demonstrate that the project has completed its activities, delivered its intended results and achieved its objective. They provide a signal of progress (or lack thereof), not scientific proof.

**The indicators should be SMART**

**S**pecific to the project objective, results and activities it is supposed to measure

**M**easurable either quantitatively or qualitatively

**A**vailable at an acceptable cost

**R**ealistic so that the project team is confident they are likely to occur and achievable, and

**T**ime-specific so that the project team knows when or within which period it can be measured.

The number of indicators should be as few as possible, as many as necessary to assess intended changes. Outcome indicators are used for monitoring, project reviews and evaluations. Output indicators are used during monitoring and review.

**6. MEANS OF VERIFICATIONS:**

Means of verification indicate what source of information will be used to verify progress towards, or achievement of, indicators. Means of verification should clearly describe **where, and in what form**, the necessary data will be obtained.

**7. INPUTS**

Means are physical and non-physical inputs and finances necessary to carry out the planned activities and manage the project.

Inputs are detailed as part of the project document and its budget.

**8. ASSUMPTIONS AND RISKS:**

Assumptions and risks are external factors that lie outside the team’s control but are likely to influence the project’s success. An *assumption* is a ***positive*** statement of a condition that must be met for the project's objectives to be achieved.

A *risk* is a ***negative*** statement of a condition that might prevent the project's objectives from being achieved.

**References:**

1. NORAD: The Logical Framework Approach (LFA): Handbook for Objective-oriented Project Planning, 1990 - “Project Cycle Management for Development Assistance” (Participatory Planning) , (FASID, 2007)