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Monitoring and Evaluation

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**Question One**

**What are the qualities of a good indicator? Give an example**

An indicator can be defined as a sign, a thing that shows the state of something, device that provides information or a measurement, it measures value of the change in meaningful units for program management compared to the past, future units and values.

The qualities of a good indicators include

Validity: measures what it intends to measure conceptually. It focus on a particular effect and consider the before events and after project completion events.

Reliability: minimizes error random or systematic errors in measurement is a sign that the indicator is not accurate

Timeline: indicators provides measurement at the time intervals relevant and appropriate in terms of program goals and activities.

Comparability: the indicators generate corresponding or parallel values across different population groups and program.

Some of the examples of good indicators include the following:

* Number of services increase (education to the populace, immunization)
* Quality of services (trained and well informed health personnel providing the service)
* The number of users increased (availability of drugs and other forms treatment at the health centre)

As part of the Millennium Development Goals (MDGs), Universal education is a right for all children. Different governments have implemented free primary education in order to achieve this goal. With example from your country please explain the following:

Critically evaluate the implementation programme of free primary education for the first 2 years

Universal Primary Education is one of the government of Ugandan’s main policy tools for achieving povery reduction and human development with the main objectives of providing the facilities and resources to enable every child to enter and remain in school in school until the primary cycle of education is completed.

In December 1996, the president of the republic of Uganda announced that four children of school-going age per family would benefit from the free primary education, starting from January 1997. This policy became known as universal primary education. It was considered as a main tool to achieving the economic, social and political objectives outlines in the Ugandan Ministry of Education and Sport policy document of 1998.

Implementation

The key partners in the implementation of the Universal Education in Uganda include the Ministry of Education and Sport, Local authorities, and the school management committees elected by parents.

The impacts of Universal Primary Education in Uganda can be assessed ranging from access to education, to quality and equity of education.

Access to education

Following the introduction of Universal Primary Education in Uganda in 1997, gross enrollment in primary schools increased from a total of 3.1 million in 1996 to 5.3 million in 1997, an increase of 73% in one year. This compares with an increase in gross primary school enrolment, in the decade preceding the introduction of Universal Primary School of just 39%. In the year following, the gross enrollment in primary schools had reach 7.6 million. Indicating that children beyond standard primary-school age rejoined the primary education cycle.

The quality of education

The introduction of UPE in 1997 was associated with a sudden drop in education quality indicators such as the pupil-teacher ratio, the public-classroom ratio, and pupil-textbook ratio. However, since 1997 government has constructed more classrooms, trained and deployed more teachers and bought more textbooks.

Equity in education

The UPE policy had specific provisions to address gender and inequities for example, of the four children per family that were to benefit from UPE, at least two had be female, if the family had female children. The policy also accorded priority to children with disabilities over children without disabilities. By 1997 to 1998 enrollment of girls and boys enrolled in primary schools was slightly over 49% of the total, compared to 45% in 1993.

**Analyze the unintended outcomes of free primary education on job creation within the same period**

One of the unintended outcome of free primary education on job creation within the same period is the drop rate of pupils from the primary education cycle. Of the 2,159,850 pupils that were enrolled in primary school level one in 1997 at the time UPE was introduced, only 485,703 reached primary seven. Hence this has greatly affected the job creation in the sense that many pupils are not able to cross to the level where they can be able to earn job.

In analyzing the unintended outcomes of free primary education on job creation in relation to the quality of education, a large proportion of primary school teachers, particularly in rural areas, lack appropriate training. It was evidence that 145,703 primary schoolteachers, of whom 54,069 had no formal teacher training, in addition 7,960 had just a teaching certificate, obtained after training on completion of primary education, and most of these teachers are retired teachers but had been called into teaching service due to shortage of teacher after the introduction of UPE. These has resulted in the production of students with poor education background with little chance to earn meaningful job opportunities.

**What would the monitoring exercise in free primary education wish to achieve for the following stakeholders?**

* Donors

It offer proper mechanisms for proper management, control on the utilization of resource and better platform for decision making.

* Primary School managers

The monitoring exercise in free primary education help the manager to determine whether the intended benefits are likely to be achieved and facilitates decision making through timely correction of the mistakes solving unanticipated problems.

* Government

It help the government to determine the level of compliance with the government Finance accounting regulations and also for better decision making.

You have been contracted by UNICEF to undertake the role of a consultant in a project (joint partnership between them and the Ministry of Gender and Children) a program that gives direct funds to families staying with orphaned children, to plan a monitoring system for the same.

**Question Two**

1. **What are the advantages of participatory evaluation methods?**

Participatory evaluation is therefore one which as many stakeholders as possible are involved in project in project monitoring and evaluation, including donors, local government officials, local staff, partners and other NGOs. Most importantly however, the community in which a project is implemented should have a sizeable in shaping and undertaking evaluation activities, as well as in decision making around evaluation finding.

In another hand participatory evaluation can be refers to as an approach that involves the stakeholders of a programme or policy in the evaluation process. This involvement can occur at any stage of the evaluation process, from the evaluation design to the data collection and analysis and the reporting of the study.

A participatory approach can be taken with any impact evaluation design, and with quantitative and qualitative data. However, the type and level of stakeholder involvement will necessarily vary between different types, for example between a local level impact evaluation and an evaluation of policy changes

Today most program managers or coordinators agree that evaluations are both necessary and important to help them make good decisions regarding how program strategies can be strengthened. Therefore, the advantages of participatory evaluation may include the following as seen below:

Identifying Problems

For many people, the purpose of a participatory evaluation is to discover what is not working correctly. Many evaluations focus, therefore, on identifying inadequacies and weaknesses in program implementation and given the nature of development programs, they are all fraught with inadequacies and weaknesses. An evaluation that dissects and then reports on such problems is of value although it usually leaves program staff feeling discouraged and it may not help them to know what to do next.

Developing Lessons Learned

The participatory evaluation methodology described in this manual includes the identification of implementation problems but emphasizes the development of lessons learned based both on the problematic and successful aspects of the program implementation process. From beginning to end the orientation of the evaluation methodology exercise addresses the question “What can we learn from what we have already accomplished in order to improve the program in the future

Participatory evaluation ensure that the subjective, or insider, perspective of community members is reflected in evaluation findings and recommendations.

Through involvement of community in participatory evaluation activities, community members can gradually develop responsibility and skills in this area.

Identify locally relevant evaluation questions, participatory evaluation helped in formulating evaluation question that are relevant to the local context because the questions are formulated based on reality on ground.

Improve accuracy and relevance of reports, participatory evaluation that involve stakeholders from different background with different skills, experience that help in collecting information that are relevant to the required report hence improving the accuracy and relevance of the report.

Improve program performance, participatory evaluation improve program performance in the sense that challenges and success in the implementation are identified that can be built on for the improvement in the program performance through lesson learnt

Empower participants, participatory evaluation empower participants to be the drivers of their own development program that later on increase the ownership and sustainability of the program.

**b. Formulate the steps in planning a monitoring system.**

Define evaluation goal and objectives

The initial step in the evaluation process is to define the goal and objectives of the evaluation. It is important that the managers of the program to be evaluated be involved in this task to ensure that the goal and objectives meet their expectations.

Identify evaluation team members

Determination of the composition of the evaluation team should be based first, upon the knowledge and skills required to plan and conduct the evaluation, and secondly, on the project/program staff development priorities. Four types of knowledge and skills should be represented on the team: in-depth experience with the program to be evaluated, experience with qualitative data collection methods, team-building and group facilitation skills, skills in planning and managing logistical arrangements for field activities. Evaluation team members should include individuals who are involved at different levels of program implementation

Plan logistical and administrative arrangements

The success of any evaluation depends, to a great extent, on advanced and careful logistical and administrative planning. It is important to avoid the error of focusing on preparing the methodological aspects of the evaluation and giving insufficient attention to the logistical and administrative arrangements.

Develop visual framework of the program/project

The evaluation team members need to have a common understanding of the aspects or elements of the program strategy to be examined in the evaluation. In this step, the Evaluation Coordinating Group develops a visual project framework, usually in the form of a chart, which defines the scope of the evaluation. The involvement of the program managers in this task is of critical importance to ensure that the elements, which are either included or excluded from the framework, reflect program managers’ priorities.

Orient evaluation planning workshop facilitators

In this step in evaluation , a one-day orientation session should be carried out with the facilitators and team leaders to address several topics: review of key facilitator strategies for channeling participants' contributions during small group work; discussion of the small group tasks, plans for the fieldwork period; and discussion of the approach to be adopted by the field teams for daily analysis of the data collected

Organize project stakeholders into an effective team

During the pre-planning phase, evaluation team members were identified. Now they must come together as a team to carry out the different tasks associated with the evaluation. Teams of people do not automatically work effectively together. An initial step in Phase is to begin to develop a sense of team membership and mission. At this stage, the evaluation coordinator is responsible for designing and facilitating a series of exercises which both orient participants to the participatory evaluation process and contribute to team building. An ongoing effort must be made, however, during the entire evaluation process to encourage a spirit of openness and collaboration between the team members.

Reference

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