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

Name: **Gama Gabriel Sylvester**

Course: **Diploma in Monitoring and Evaluation.**

Year: 2019.

Assignment two (2):

Date: 31/3/2019.

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

**Introduction:**

**Indicator:**

A quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.

**Qualities of good indicators include;**

1. Robust (able to stand up to critique and interrogation)
2. Clear / explicit in intent and language
3. Contextualised (well suited to the context in which they are being used)
4. Meaningful (you have a reason for measuring it and the information is useful to you)
5. Quick and simple to measure
6. Useable (linked to accessible data we know how to find)
7. Valid (it measures what it claims)
8. Coherent (linked to the original problem and objectives/outcomes, and embedded within an overarching Theory of Change)
9. Used alongside other indicators for an indicator set or 'basket'
10. Durable: have longevity (being able to compare results over time)
11. Described in terms that are themselves defined
12. **SMART** (Specific, Measurable, Attainable, Relevant and Time-bound)
13. **CREAM** (Precise and unambiguous, Appropriate to the set goals, Available or computable with reasonable cost, Provide sufficient basis to access performance and Quantifiable).

**The following are the Examples of Indicators;**

1. **Inputs Indicator**: the raw materials that provide a basis for programs. Inputs can include **money, technical expertise, relationships and personnel.**
2. **Activities Indicator**: The actions designed by staff and their partners to meet a project’s objectives. Example activities include **hiring staff, purchasing equipment, constructing Health facilities or other facilities, and providing other forms of technical assistance.**
3. **Outputs Indicator**: The tangible and intangible products that result from project activities. Outputs may include police officers vetted by an oversight project, cases heard by a new mobile court program, or Midwives trained as part of a Medical Education initiative.
4. **Outcomes Indicator**: The benefits that a project or intervention is designed to deliver. For example, a Mothers coming to deliver in Health facilities for safe delivery.
5. **Impact Indicator:** the higher level goals to which you hope your project will contribute, such as increased access to Health service, or improvements in live births.

**References:**

1. Jim Parsons, Caitlin Gokey, Monica Thornton - Vera Institute of Justice.
2. <http://knowledge-manager.sparknow.net/post/45111877472/lies-damned-lies-and-comfortindicators>

**2. 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:**

**a) Critically evaluate the implementation programme of free primary Education for the first 2 years**

**Introduction:**

The [United Nations](https://en.wikipedia.org/wiki/United_Nations) [Millennium Development Goal 2](https://en.wikipedia.org/wiki/Millennium_Development_Goals): was **to achieve** [**universal primary education**](https://en.wikipedia.org/wiki/Universal_primary_education) **by the year 2015,** the aim was to ensure that all children everywhere, regardless of race or gender, will be able to complete primary schooling.

**Primary Education** also called an **Elementary Education** is typically the first stage of [**formal** education](https://en.wikipedia.org/wiki/Formal_education), coming after [preschool](https://en.wikipedia.org/wiki/Preschool) and before [secondary education](https://en.wikipedia.org/wiki/Secondary_education) (The first two grades of primary school, Grades 1 and 2, are also part of [early childhood education](https://en.wikipedia.org/wiki/Early_childhood_education)). Primary education usually takes place in a [primary school](https://en.wikipedia.org/wiki/Primary_school) or [elementary school](https://en.wikipedia.org/wiki/Elementary_school). In some countries, primary education is followed by an [Educational stage](https://en.wikipedia.org/wiki/Educational_stage) which exists in some countries, and takes place between primary school and [high school](https://en.wikipedia.org/wiki/High_school) [college](https://en.wikipedia.org/wiki/College). In Arica, primary education is from grades 1-6.

The free primary education programme in Kenya was introduced in January 2003 by the National Rainbow Coalition (NARC) government elected into office in December 2002. Top-level dynamic political initiative triggered FPE implementation, driven by a social contract with the electorate (Avenstrup et al., 2004). There was little time for consultations with the stakeholders. The thrust of the FPE was ‘equity and socio economic agenda’ essentially aimed at narrowing the gaps of inequality in the country (Republic of Kenya, 2004).

**The FPE programme funds are managed by School Management Committees (SMC), comprising of:**

Head teacher -Chair person

* Deputy Head teacher -Secretary
* The chairperson of the Parents Teachers Association (PTA)
* Two parents (non-members of the PTA) elected by parents
* One teacher each to represent each grade.

The Countries that implemented the free primary Education in Africa includes;

**Ghana, Kenya, Libya, Morocco, Somalia, South Arica and Tanzania.**

**Implementation Programmes:**

**1.** Free Primary Education had a positive effect on the number of pupils enrolled in public primary schools. The policy led to an **influx in the number of learners**, especially during the very first year of its implementation.

**2.** Free Primary Education (**FPE**) has negatively affected the adequacy of teachers and the Pupil- Teacher Ratio. This was as a result of an ever growing number of learners against a fluctuating teacher population during the period. The scenario has negatively affected the teaching- learning processes, making the performance index in the national examinations to be only slightly above average.

**3.** The effectiveness of teachers has been to some extend compromised with the introduction of FPE. Some learners are failing in their national examinations(**KCPE**) , and therefore being denied chance to enhance their studies in secondary schools, hence are being subjected to abject poverty forever.

**4**. The strategies employed by school managers to deal with the issue of high pupil enrolment and inadequate numbers of teachers have not been very effective. This is because the Pupil Teacher ratio (PTR) took an upward trend.

**Therefore,** based on the findings, the following recommendations are made:

**1**. In order to address the challenge posed by high PTR, the government of Kenya should **hire more** **teachers** to add up to the existing numbers. This implies reversing her current policy of freezing teacher employment and dwelling on replacing those who leave the service through natural attrition.

**2**. Teachers should be **equitably distributed** across the country. The government of Kenya, through Teachers Service Commission (TSC), should give equal chances to all schools irrespective of their settings.

**3**. School Management Committees (SMCs) should be **financially and legally empowered** through an act of parliament to hire teachers more regularly as soon as need arises. This is because they are on the ground and they can easily and quickly assess and determine the most appropriate measures needed within the shortest time possible to enhance teaching- learning process for quality education.

**4**. There is need to **improve on the physical facilities** in our public primary schools since the teaching and learning facilities available on inception of FPE were overstretched. The government in conjunction with other stakeholders should take decisive measures to alleviate the situation through refurbishment and establishment of more physical facilities.

**References:**

1. Doctorate Student in the Department of Educational Management, Policy and Curriculum Studies, School of Education, Nairobi, Kenya

2. Associate Professor of Research and Statistics in the Department of Educational Management, Policy and Curriculum Studies, School of Education, Nairobi, Kenya [Corresponding author [ orodhojohn@gmail.com .]

3. Republic of Kenya.(2005). Challenges of Implementing Free Primary Education in Kenya. Nairobi

4. Schmidt, G. (2006). The Impact of Free Primary Education on Enrolment in Kenya. Retrieved from <http://suseice.stanford.edu>.

5. Bogonko, S.N. (1992). History of Modern Education in Kenya (1895-1991). Nairobi: Evans Brothers Ltd. Coombs, H.P. (1996). The World Educational Crisis: A Systems Analysis. Cambridge: Harvard University press.

**b) Analyse the unintended outcomes of free primary education on job Creation within the same period.**

The introduction of free Primary education in 2003 was received with mixed reactions across the country, UNESCO, (2005) and the Government task force reorted that the implementation of the program was faced with a number of Challenges that required to be addressed.

**1. Delays in Funds Disbursement:**

 Children have no spare time to engage in other Income generating activities, so delays in disbursing funds to support free primary school education have frustrated many teachers, put pressure and on parents financial burdens.

**2. Teacher Shortages:**

Teacher: pupil ratio, for instance, it emerged that in some schools the ratio was 1:70 which was far beyond the recommended maximum rate of 1:40. Such a high ratio has got its own challenges also, (Okwach & George, 1997). For instance, teachers find it impossible to pay attention to all learners, especially the slow ones.  Also teachers were not able to give adequate assignments to the pupils, as they could not cope with the marking and teaching workload (UNESCO, 2005).

**3. Teacher -Learning Facilities:**

The Teaching- learning materials: Every pupil is entitled to free writing materials e.g. pencils, pens and exercise books.

* It emerged that textbooks were being shared in the ratio of one textbook to five pupils. Sharing of textbooks affected their accessibility to the books while at home and many have to do their homework early in the morning the next day when in school.
* Shortage of classrooms appeared to be generally congested and there was hardly any space for free movement during lessons.
* Also a number of classroom conditions were poor, for instance, lighting depended only on sunlight, which was sometimes inadequate.
* Also in some schools they had introduced school mats for children to sit on since there were no sufficient desks.
* Majority of the teachers felt that the sitting on the mats affected the children’s writing skills and general physical development.

1. **Managerial Skills:**

* The School managers should be equipped with relevant knowledge and skills to perform administrative duties which include planning daily routine, among other duties.
* The implementation of free primary education in Kenya however, found school managers off guard; they had not been prepared for the change and so they found it challenging.
* Many schools had an overwhelming increase in   enrolment while others witnessed mass exodus.
* Average class sizes rose from 40 to 70 while the facilities remained the same.
* It’s notable that in Kenya today,   approximately   50%   of   all   the country’s primary schools are housed in temporary and/or semi-permanent buildings; others are on split sites. The declaration of free primary education witnessed the rise in student enrolment which in turn led to strain in the existing physical resources.
* This view is supported by Wideen (1987) who pointed out that teachers need continued professional growth and development in order to be competent to handle changes.
* School managers are judged with the responsibility of interpreting educational policies to the parents and other stakeholders;
* They are also   responsible for obtaining, directing and utilizing resources available for successful implementation of education policies and programs.

**5. Students’ Mobility from Public to Private and within Public Schools:**

* Parents cite quality of school as their main reason for transferring their children from one school to another, (UNICEF & World Bank, 2009).
* But this is based on their perception of quality rather than an actual measure of quality. Unfortunately, unacceptably high numbers of transfers are still into private schools because of perceptions of poor quality in public schools following the implementation of free primary education, UNESCO, (2005).
* The number of transfers in the non-slums is fewer and the likely explanation for this is that there is sufficient supply of public schools to match demand and parents are able to make a choice between public and private schools depending on their disposable income (Oketch et al, 2008).
* Due to limited public investment in education in the slums (there are fewer public schools in the slums), room has been created for the ‘mushrooming’ of private informal schools which can operate in any structure, usually of unacceptable condition for a school.
* The quality of these slum informal private schools is likely to vary, itself a likely explanation of the transfers from one school to another in search of perceived school of better quality.
* Teachers complain that pupils’ frequent transfers from one school to another at any point of the term and in any class affect content delivery because some pupils who joined a particular school may have missed out for a term or several months and were likely to find some topics that had already been covered in their new school, the teachers had to look for ways of providing them with remedial lessons but their efforts were hampered by the large workload due to overcrowded class.
* It can be argued that the **movement between private schools** was in search of a cheaper private school whereas those who managed to move into public schools are those who wanted to benefit from the free primary education policy. Moreover, movement to private schools was also in search of better performance.
* Another frequent reason for transfer was lack of appropriate grade in the school a pupil was presently enrolled in, although this was not a major factor.

**6. Embezzlement of Funds:**

* Some government officials are corrupt and hence they mismanage or misallocate funds that are allocated to them, (UNESCO, 2005). For instance, the sponsor’s funds; this makes some children who are poor miss the opportune moments of schooling.
* Senior officials in the Ministry of Education, in Kenya have been accused of **protecting corrup**t **headmasters and members of PTA** (Parents Teacher Association) suspected of embezzling funds because they are also indirectly benefiting from incentives that are being paid by parents, disgruntled senior education officials have revealed, (UNESCO, 2005).
* They alleged that **several internal audit reports** as well as complaints by parents and teachers to the ministry against certain school heads and PTAs have been **swept under the carpet.**
* Many officials say the payment of incentives to teachers had resulted in an upsurge of fraud by school heads that are now exposed to huge amounts of money which they were not used to handling.

**References:**

1. Eldah N. et al (2005). Primary education in Kenya: Access and policy implications. Nairobi: Institute of Policy Analysis and Research, 2005
2. Otach, O. (2008). Abolishing school fees in Africa: Lessons from Ethiopia, Ghana, Kenya, Malawi and Mozambique
3. Okwach, A. and George, O. (1997). Efficiency of primary education in Kenya: situational analysis and implications for educational reform. Nairobi: Institute of Policy Analysis and Research.
4. UNICEF and World Bank (2009). Africa Human Development Series, Development practice in education. World Bank Publications.
5. UNESCO (2005). Challenges of implementing free primary education in Kenya: assessment report. Kenya. Nairobi: Ministry of Education, Science & Technology.

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

**A. Donors**

**1. Educated girls advances development for all.**

* Educating children helps reduce poverty and promote gender equality, It helps lower child mortality rates and promotes concern for the environment.
* Getting girls into school and ensuring that they stay and learn has what UNICEF calls a “multiplier effect.” **Educated girls are likely to marry later and have fewer children, who in turn will be more likely to survive and be better nourished and educated.**
* School also offers children a safe environment, with support, supervision and socialization.
* Educating a girl also dramatically reduces the chance her child will die before age five.
* Denying children access to quality education increases their vulnerability to abuse, exploitation and disease. Girls, more than boys, are at greater risk of such abuse when they are not in school.
* For many villages, a school also provides a safe haven for children, a place where they can find companionship, adult supervision, latrines, clean water and possibly meals and health care.

**2. Engaged in outreach and advocacy.**

* UNICEF’s ‘Go Girls! Education for Every Child’ campaign is about raising awareness, generating public support and mobilizing resources.
* An accelerated effort to get girls in school in kenya. Such campaigns involve a wide range of partners – from children and teachers to religious leaders – and popular sports such as soccer and cricket to help get the word out.
* UNICEF also works directly with governments to highlight and address issues of gender discrimination or other roadblocks to education, such as school fees or forced child labour.

**3. Helped countries in policymaking and implementation.**

* This includes being actively involved in day-to-day decision-making, without being obtrusive or trying to dictate terms, while respecting the vision that a country has set out for its own development and setting cooperation within wider development assistance frameworks.
* Adopting sector-wide approaches to education development, with UNICEF participating along with other key development partners in policy and planning processes.
* Provides key support in collecting and sharing data on children’s educational status, helps establish stronger educational information and management systems, and shares good policy-making practices and innovations.
* Advocates bold initiatives that can boost enrolments and participation, like abolishing school fees and reducing other costs, and devising an ‘essential learning package’ that can be used in emergency situations.

**4. Promoted early child-care and development to ensure a ‘right start’ to education.**

* Children’s learning capacities are severely restricted if they are hobbled by disease, malnutrition or developmental delays.
* Strengthen the capacity of communities and families to protect and care for disadvantaged groups, particularly children orphaned by HIV/AIDS.
* Procures, raises awareness of and helps distribute vaccines for some 40 per cent of children in the developing world, and provides education and intervention to fight diseases like malaria, guinea worm and anaemia, all of which can keep children from attending school and learning.
* National campaigns and local outreach help educate in-home caregivers on best practices for good hygiene and nutrition, particularly breastfeeding.
* Learning begins at birth and investing in quality early child care and development can substantially enhance children’s lifetime potential for educational achievement and learning.
* Supported such efforts as community-based early child care and development programmes; parent education; and linking health, hygiene promotion, nutrition and other early intervention initiatives.

**5. Intensified partnerships for girls’ education.**

* UNICEF serves as the lead agency for the United Nations Girls’ Education Initiative (UNGEI), a group of partners dedicated to achieving gender parity and equality targets in education. Launched by UN Secretary-General Kofi Annan at the World Education Forum in Dakar in 2000, UNGEI has set a platform for action and a partnership framework for [the global girls’ education movement](http://www.ungei.org/).
* Fast-Track Initiative launched by the World Bank in 2002, and supported by many bilateral donors, to help mobilize resources toward the Education Goal. The Initiative aims to help countries with policy, data, capacity-building and financial support, and to help them improve the efficiency of their resources.

1. **Helped Schools provide supplies, safe water and sanitation.**

* Water, sanitation and hygiene are crucial to getting and keeping girls in school, as they bear the brunt of unhygienic or non-existent latrines.
* The lack of clean and separate sanitation facilities in schools discourages many girls from attending school full time and forces some of them to drop out altogether, particularly as they approach adolescence and the onset of menstruation.
* Lack of water in the household also keeps girls away, as they are usually the ones designated to walk long distances to fetch the household’s water supplies.
* Children of both sexes are sapped of nutrients, energy and the ability to learn if they are infected with water-borne parasites.
* UNICEF has a strong presence in school-based water, sanitation and hygiene projects, supporting initiatives in countries such as supplying hand pumps to primary schools and training teachers in hygiene education.
* Helps procure supplies like school-in-a-box, a pre-packaged kit of materials like exercise books, pencils, erasers and scissors, enough for a teacher and up to 80 students.

1. **Safeguarded the right to education in emergencies.**

* Donor is working to help Schools affected by emergencies arising from conflict, economic crises, natural disasters or a combination of these.
* Provide a sense of normalcy, helps provide tents, supplies and human resources as part of its Back to School programmes.
* Helps organize mass back-to-school campaigns, and offers longer term assistance to governments to support resuming quality education activities, rehabilitating schools and infrastructure, and developing accelerated and adapted learning strategies for children who have missed schooling.

Referenc**e:**

1. [**https://www.unicef.org/mdg/education.html**](https://www.unicef.org/mdg/education.html)

**B**. **Primary School managers**

1. **Management of primary School:**

* There were many pupils out there who could not afford education due to lack of fees.
* It was noted that some parents withdrew their children for fear that with large number of pupils per class the quality of education may go down.
* Large class size affects class management by teachers in terms of maintaining discipline and on effective teaching and learning.
* Many cases of discipline emanating from overcrowded classes.
* This is an indication of the negative impact on free primary education in Kenya.
* It is difficult to maintain discipline in class as many children are unruly and noisy (Alubisia 2005).
* The findings also reveal that the Government did not prepare for the large turnout of pupils in terms of expansion of the number of schools, classrooms and other requirements.

1. **Status of Discipline after FPE by Teachers and Head teachers:**

* Caning as a form of punishment had earlier been abolished prior to abolition fess payment in primary schools in Kenya.
* Guidance and counselling is encouraged as an alternative to manage pupils who misbehave (Mutua, Kipchirchir, Kemboi, & Chesire, 2010).
* However, with large classes’ teachers felt that the tactic was unfeasible, and their lack of training (teachers) in counseling exacerbated the techniques ineffectiveness. Mutua et al (2010) established that due to large class sizes, teachers could not discipline pupils promptly as this would mean taking a lot of the teaching time trying to handle discipline cases.
* Difficulties in management of classes were compounded by large variation of ages of pupils in one class, the age varied in some classes from six years to sixty years.
* This implies having classes with pupils who have different needs; this affected negatively discipline, teaching and learning. Whereas enrolment increased with FPE, the rate of drop out also increased as indicated by 62.5% of the respondents (Table 3).
* Unfortunately there were no records indicating whether those who dropped out from school went to another one. Information as to why they dropped out was not available.
* According to Wasanga, Ambia and Mwai (2010) at primary school level there is no systematic monitoring of who drops out and why. Elimu Yetu (2004) show that teachers were of the view that FPE has positively impacted on the dropout rates. Arenstrop (2004) on the experience in Malawi, Uganda and Lesotho pupils dropped out of school because they could not cope.

1. **Management of Staff:**

* Teaching resources are one of the most important inputs into the education system (MOE, 1999). The teacher is the locus of classroom instructional activity and curriculum delivery.
* Teachers are the front-line service providers in education (MOE, 1999).
* Delivery of quality education is hence, critically dependent on having a sufficient supply of appropriately trained and motivated teachers.
* The teacher shortage currently stands at 40,223 in primary schools (Republic of Kenya, 2009).
* The recruitment policy guidelines require that those who graduated earliest from teacher training colleges should be given priority during recruitment.
* This means that the recruited teachers may be older and may not stay long in the service (Pianta, Belsky, Houts & Morrison , 2007).
* A much larger teacher workforce is needed to respond to the burgeoning class sizes, this demand is rarely met. For example, UNESCO’s 2005 nationally representative study of the implementation of FPE in Kenya revealed that the average school visited was short of two to three teachers.
* Motivation is the driving force to achieve something (Arnold, 1991), lack of it results to poor teaching and maintenance of discipline.
* Poor motivation of teachers is due to handling large classes, average pupils and pupils with varied needs.
* The head teachers have difficulties in management or dealing with teachers who have given up or who are overwhelmed (fatigue) with work or unable to control large classes. Alubisia (2005) maintains that the workload of teachers has doubled since FPE and when compounded with negative attitude towards the profession, many teachers have become disinterested in teaching and have turned to other income generating activities.

1. **Management of Physical Resources:**

* The learning environment including classrooms and other school facilities has an impact on the learning outcomes.
* Spacious classes are required for easy movement and interaction during the teaching / learning process. Sitting facilities ensure learners’ comfort in the classrooms for smooth learning. Learning is hampered if the facilities are inadequate or inappropriate.
* Sanitary units help in the physiological well-being of the learners.
* Adequacy of Physical Resources by Head teachers Status Classrooms Sanitary Units
* Lack of classrooms implies lack of furniture such as chairs and desks; this problem is compounded by tear and wear of the same.
* With the Free Primary Education school managers are finding it difficult to convince parents to fund essential amenities that the government cannot provide.
* The government issued a directive that FPE does not require parents and communities to build new schools but instead encouraged communities to improve, refurbish and use existing facilities such as community and religious buildings (MEST,2003).

1. **Management of Curriculum and Instruction:**

* Curriculum and instruction is the core of any institution of learning (MOE, 1999). Data obtained indicate that 56.3% have syllabi for various subjects fully covered while 43.7% agreed that the syllabi were not fully covered.
* Too much work load and large classes were singled out as the reason why the syllabuses were not fully covered.
* In a bid to have the syllabus covered in time some schools employed and paid their own teachers, this resulted in head teachers deviating their time to look for funds to pay the extra teachers.
* Due to lack of classrooms some classes were taught in shifts, thus reducing the time allocated to each class, hence making it difficult to cover the syllabus.
* Written assignments as opposed to oral tests gives a clearer picture of what is attained by individual learners and also help in developing writing skills.
* Slow learners are individuals who have average and mentally deficient intelligence and whose social behaviour is less than age level standards.
* Wax (2003) shows that some Kenyan pupils have never had a chance to formally meet their teacher outside classrooms.
* According to UNESCO (2005) study reported that attention in overcrowded classrooms was mostly given to brighter pupils while weaker pupils were left behind.
* Within the classroom, teachers had to yell to be heard and some even used megaphones in order to teach the large number of pupils.

**CONCLUSIONS:**

FPE increased access to basic education to all children without discrimination leading to overcrowding of pupils in schools, inadequate number of teachers, insufficient classrooms and teaching and learning resources. Age of pupils varied from six years to sixty years leading to pupils with varied needs. Large numbers of pupils could not allow individualized attention and those who are average or week were more affected. Teaching by shift reduced time allocated to each class therefore the syllabus could not be covered, then number of assignments reduced due to large numbers of pupils. Discipline in schools went down and guidance and counselling could not cope due to large number of students and teachers are not adequately prepared in this area. Dropout rate increased and schools could not provide data on the reasons or cause of drop out from school. More attention was given to the bright students ignoring the weak ones.

**RECOMMENDATIONS:**

The following recommendations are based on the findings of the study that;

1. There is need for the government to employ more teachers to reduce the pupil teacher ratio.
2. The government, community and other stake holders should devise ways of motivating teachers.
3. There is need for the head teachers to mobilize the community to pull resources together and help the government in provision of facilities such as classrooms, toilet, chairs and desks. © Centre for Promoting Ideas, USA www.ijbhtnet.com 161
4. The Government could increase funds allocated to FPE so as to enable schools acquire more facilities.
5. There is need for the government to restrict admission to primary schools to acceptable age limits of 6-13 years. Those above the age bracket (6-13 years) should be advised to join adult literacy programmes.

**REFERENCES:**

1. Impact of Universal Primary Education. Washington, D.C: World Bank. Arnold, J. (1991). Work Psychology. London: Pitman Printing Press. Chuck, A. (2009). disparities in the System:
2. The effects of Free Primary Education in Quality of Education in Nairobi Public Schools. SIT Kenya: Development, Health and Society, 20, 102-104. Ministry of Education, (2006).
3. Millennium Development Goals: Need Assessment Report, achieving Universal Primary Education. Nairobi: Government printer. Ministry of Education, (1999). Curriculum-Based Establishment.
4. A Publication by Chief Inspector of Schools. Nairobi: Government Printer. Miskel, G. & Wayne, K. (1991). Education Administration: Theory, R

**C. Government**

**Introduction:**

The Kenyan Government introduced free Primary Education in 2003. Despite this initiative a great number of Children are still not enrolled in School. In terms of income, it is obvious that the rich will have their Kids in School while the poor may have their children out of School. The rich will have all the resources and less or even no Home duties for their Children.

Gender wise, the girls has been favoured in some ways and thereby seen increased enrolment, almost equalling that o Boys.

**The following are some of the Achievement brought by Free Primary Education for the Government of Kenya.**

1. It attains the Millennium development goal of Universal primary Education in Kenya.
2. Education in Kenya is an essential element in Economic development.
3. Enabled certain communities to shun away from traditions that are not beneficial in the modern society such as early marriages and female Genital Mutilation.
4. Assists in realising and exploiting one’s abilities which solved the crisis of unemployment.

**However, the government of Kenya should consider the following;**

1. Employ more teachers in order to improve the teacher student ratio.
2. Ensure that, school resources match the number of Students
3. Maintained quality even if quantity leads.
4. Find ways to reduce the gap between private and public schools.

**Conclusion:**

It is the impact that Education will bring to the Country that matters and not the number of people given Basic education. Therefore, the government should ensure that, though the education is free, but it instils the right knowledge and skills to propel Kenya in the right direction.

**Reference:**

**3. 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.**

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

Participatory evaluation is an evaluation that involves all the stakeholders in a project - those directly affected by it or by carrying it out - in every phase of evaluating it, and in applying the results of that evaluation to the improvement of the work.

**The following are the Advantages of Participatory Evaluation;**

1. It gives you a better perspective on both the initial needs of the project's beneficiaries, and on its ultimate effects
2. It can get you information you wouldn't get otherwise
3. It tells you what worked and what didn't from the perspective of those most directly involved - beneficiaries and staff
4. It can tell you why something does or doesn't work
5. It results in a more effective project
6. It empowers stakeholders
7. It can provide a voice for those who are often not heard
8. It teaches skills that can be used in employment and other areas of life
9. It bolsters self-confidence and self-esteem in those who may have little of either
10. It demonstrates to people ways in which they can take more control of their lives
11. It encourages stakeholder ownership of the project
12. It can spark creativity in everyone involved
13. It encourages working collaboratively
14. It fits into a larger participatory effort
15. **Formulate the steps in planning a monitoring system.**

A monitoring and evaluation (M&E) plan is a document that helps to track and assess the results of the interventions throughout the life of a program. It is a living document that should be referred to and updated on a regular basis. While the specifics of each program’s M&E plan will look different, they should all follow the same basic structure and include the same key elements.

**Note that**, M&E plan should be developed at the beginning of the program when the interventions are being designed. This will ensure there is a system in place to monitor the program and evaluate success.

Therefore, the steps in planning Monitoring System include;

**Step 1**: **Identify Program Goals and Objectives:**

The first step to creating an M&E plan is to identify the program goals and objectives.

Defining program goals starts with answering three questions:

1. What problem is the program trying to solve?
2. What steps are being taken to solve that problem?
3. How will program staff know when the program has been successful in solving the problem?

​

Answering these questions will help identify what the program is expected to do, and how staff will know whether or not it worked. For example, if the program is starting a condom distribution program for adolescents:

**EXAMPLES:**

|  |  |
| --- | --- |
| **Problem** | High rates of Orphans among Families in the community. |
| **Solution** | Provide support to Orphans in communities at family level |
| **Success** | Reduced rate of Orphans/ vulnerable children in Community/Families. |

From these answers, it can be seen that the overall program goal is to reduce the rates of orphans in the community.

It is also necessary to develop intermediate outputs and objectives for the program to help track successful steps on the way to the overall program goal.

**Step 2: Define Indicators**

After the program’s goals and objectives are defined, define indicators for tracking progress towards achieving those goals. Program indicators should be a mix of those that measure process, or what is being done in the program, and those that measure outcomes.

[**Process indicators**](https://www.thecompassforsbc.org/how-to-guides/how-develop-monitoring-and-evaluation-plan#process) track the progress of the program. They help to answer the question, “Are activities being implemented as planned?” Some examples of process indicators are:

* Number of families Screened with Orphans
* Number of meetings held with Families with orphans
* Number of orphans who received Health services
* Number of Orphans enrolled in School
* Number of follow up activities conducted at Family locations
* Set up Child’s welfare committee at community level to monitor Child’s Progress.

[**Outcome indicators**](https://www.thecompassforsbc.org/how-to-guides/how-develop-monitoring-and-evaluation-plan#outcome) track how successful program activities have been at achieving program objectives. They help to answer the question, “Have program activities made a difference?” Some examples of outcome indicators are:

* Percent of families screen with Orphans
* Number of meetings conducted with Families
* Number of Child welfare Committee set to Monitor Child’s Progress.
* Number and Percent of new orphans identified or registered.

These few examples of indicators are created to track a program’s success.

**Step 3: Define Data Collection Methods and timeline**

After creating monitoring indicators, it is time to decide on **methods for gathering data** and how often various data will be recorded to track indicators. This should be a conversation between program staff, stakeholders, and donors. These methods will have important implications for what data collection methods will be used and how the results will be reported.

**The source of monitoring data depends largely on what each indicator is trying to measure. Below is a table that represents some examples of what data can be collected and how.**

|  |  |  |
| --- | --- | --- |
| S/N | Information to be collected | Data sources |
| 1 | Implementation process and progress | Program-specific M&E tools |
| 2 | Statistics of Orphans | Register Book |
| 3  4 | Success of the Child’s welfare committee set to work in the communities. | Small surveys with primary audience(s), such as Family interviews or client exit interviews |
| 5 | The reach of media interventions involved in the  Program | Media ratings data. |

It is also necessary to decide how often Datawill be collected and will be affected by donor requirements, available resources, and the timeline of the intervention.

After all of these questions have been answered, a table like the one below can be made to include in the M&E plan.

**Example;** the table below can be printed out and all staff working on the program can refer to it so that everyone knows what data is needed and when.

|  |  |  |  |
| --- | --- | --- | --- |
| **S/NO** | **INDICATOR** | **DATA SOURCE(S)** | **TIMING** |
| 01 | Number of meetings held with Families at Ministry of Gender and Children Affairs | Meeting attendance sheets | Every 3 months |
| 02 | Number of Follow up activities Conducted at Family locations | Activity sheet | Every 3 months |
| 03 | Number of Orphans received Medical Services | Medical form /sheet | Every months |
| 04 | Number of Orphans enrolled in School | Ministry of Gender and Children Report/-based survey | Bi-Annually |

**Step 4: Identify M&E Roles and Responsibilities**

It is important to decide from the early planning stages who is responsible for collecting the data for each indicator. This will probably be a mix of M&E staff, research staff, and program staff. Everyone will need to work together to get data collected accurately and in a timely fashion.

Data management roles should be decided with input from all team members so everyone is on the same page and knows which indicators they are assigned. This way when it is time for reporting there are no surprises.

An easy way to put this into the M&E plan is to expand the indicators table with additional columns for who is responsible for each indicator, as shown below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/NO** | **INDICATOR** | **DATA SOURCE(S)** | **TIMING** | **RESPONSIBLE** |
| 01 | Number screening done in Families with orphans | Register Book | Quarterly | Research Assistant/M&E Staff |
| 01 | Number of meetings conducted with families. | Meeting attendance sheets | Every 3 months | Activity manager/Program staff |
| 02 | Number of Follow up activities conducted at Family Locations | Activity sheet | Every 3 months | Research Assistant/M&E Staff |
| 03 | Number of Orphans received Health services | Medical Form/ sheet | Every months | Research Assistant/M&E Staff |
| 04 | Number of orphans enrolled in School | Ministry Report/-based surveys | Quarterly | Research assistant/M&E Staff |

**Step 5: Create an Analysis Plan and Reporting Templates.**

Once all of the data have been collected, someone will need to compile and analyse it to fill in a results table for internal review and external reporting. This is likely to be an in-house M&E manager or research assistant for the program.

The M&E plan should include what data will be analysed and how the results will be presented. The research staff needs to perform any statistical tests to get the needed answers by use of software program to analyse data such as reporting tables? Excel? SPSS? These are important considerations.

The below table outline the indicators, data, and time period of reporting. They can also include things like the indicator target, and how far the program has progressed towards that target.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/NO** | **INDICATOR** | **Base Line** | **Year one** | **Life time Target** | **% of Target Achieved** |
| 01 | Number of Meetings conducted with Families | 0 | 5 | 10 | 50% |
| 02 | Number of follow up activities conducted | 0 | 3 | 10 | 30% |
| 03 | Number of Orphans received medical services | 0 | 2 | 10 | 20% |
| 04 | Number of Orphans enrolled in School | 5% | 50% | 50% | 100% |

**Step 6: Plan for Dissemination and Donor Reporting**

The last element of the M&E plan describes how and to whom data will be disseminated. Data for data’s sake should not be the ultimate goal of M&E efforts.  Data should always be collected for particular purposes.

Therefore as M&E Officer, ask the following Questions:

* How will M&E data be used to inform staff and stakeholders about the success and progress of the program?
* How will it be used to help staff make modifications and course corrections, as necessary?
* How will the data be used to move the field forward and make program practices more effective?

The M&E plan should include plans for internal dissemination among the program team, as well as wider dissemination among stakeholders and donors. For example, a program team may want to review data on a monthly basis to make programmatic decisions and develop future work plans, while meetings with the donor to review data and program progress might occur quarterly or annually.

**Conclusion:**

After following these 6 steps, the outline of the M&E plan looks as follow;

1. **Introduction to program(**Program goals and objectives,[**Logic model/**](https://www.thecompassforsbc.org/how-to-guides/how-develop-logic-model-0)Logical Framework/Theory of change
2. ​​**Indicators**-Table with data sources, collection timing, and staff member responsible
3. **Roles and Responsibilities -** Description of each staff member’s role in M&E data collection, analysis, and/or reporting
4. ​**Reporting**: Analysis plan & Reporting template table
5. **Dissemination plan:** How will M&E data be used to inform staff and stakeholders about the success and progress of the program?
6. **Description of how and when M&E data will be disseminated internally and externally.**

* It is a good idea to try to avoid over-promising what data can be collected. It is better to collect fewer data well than a lot of data poorly. It is important for program staff to take a good look at the staff time and resource costs of data collection to see what is reasonable.
* **Process indicators** track how the implementation of the program is progressing. They help to answer the question, “Are activities being implemented as planned?”
* **Outcome indicators:** track how successful program activities have been at achieving program goals. They help to answer the question, “Have program activities made a difference?”

**References:**

1. Evaluation Toolbox. Step by Step Guide to Create your M&E Plan. Retrieved from: <http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=23:create-m-and-e-plan&catid=8:planning-your-evaluation&Itemid=44>
2. InfoDev. Developing a Monitoring and Evaluation Plan for ICT for Education. Retrieved from: <https://www.infodev.org/infodev-files/resource/InfodevDocuments_287.pdf>
3. FHI360. Developing a Monitoring and Evaluation Work Plan. Retrieved from: <http://www.fhi360.org/sites/default/files/media/documents/Monitoring%20HIV-AIDS%20Programs%20(Facilitator)%20-%20Module%203.pdf>
4. United Nations. Template for M&E plan. Retrieved from: <http://www.un.cv/files/Template%20for%20M&E%20plan.pdf>