

ASSIGNMENTS: TWO

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| Course | **Diploma in Monitoring and Evaluation** |
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| Module: 1 | Diploma in Monitoring and Evaluation |
| Module Code: | D001 |
| Assignment Number: | Two |
| Date Issued: | 03/02/2020 |
| Due Date: | 03/02/2020 |
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| Assignment Brief/questions | 1. What are the qualities of a good indicator? Give an example 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:    * 1. Critically evaluate the implementation programme of free primary education for the first 2 years      2. Analyze the unintended outcomes of free primary education on job creation within the same period      3. What would the monitoring exercise in free primary education wish to achieve for the following stakeholders?      + Donors      + Primary School managers      + Government 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 methods?    2. Formulate the steps in planning a monitoring system? |

**Q1. What are the qualities of a good indicator? Give an example.**

**Ans:** An indicator is something that points to an issue or condition. Its purpose is to show you how well a system is working. If there is a problem, an indicator can help you determine what direction to take to address the issue. Indicators are as varied as the types of systems they monitor. However, there are certain features that effective indicators have in common:

* **Relevant**: An indicator must be relevant to fit the purpose for measurement. **Example**, **“numbers** of people that have access to primary health care services or number **of catchable fish”** is more relevant to fishers than other measures such as dissolved oxygen content in the water or an index of biotic integrity—even though water quality might directly influence fish populations.
* **Easy to understand**: An indicator must be understandable. You need to know what it is telling you. the good indicator should be easy to understand by all and even by people who are not experts. **Example:** “Number of household who has knowledge on child protection. measurement of progress toward or achievement of outcomes which are observable, measurable based on evidence of change.
* **Reliable**; it must be reliable to which you can trust the information that the indicator is providing. **Example:** % of households reach with hygiene and promotion messages. pain assessment that include a detailed history, physical examination, psychological assessment, and diagnostic evaluation
* Lastly, **effective indicators** are based on **accessible data**; the information is available or can be gathered while there is still time to act. **Example** is the **gas gauge** in your car. The **gas gauge** shows you how much gasoline is left in your car.

**Q2. 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:**

**b). Critically evaluate the implementation programme of free primary education for the first 2 years.**

**Ans: Education as an overall top community priority**

South Sudan gained independence towards the end of the MDGs period in 2011 with unsteady system of governance, education and all other sectors of development. According to the report released in 2012 by education in emergency, it has been found that education is a major priority for the people of South Sudan especially returnee, internally displaced and the host populations. second only in importance to improved national security and freedom.

Therefore, lack of access to education was also found to be the greatest challenge cited by some communities, in South Sudan especially communities with the returnees love one faced with lower educational standards than those they had become accustomed to elsewhere. According to Education in emergencies (EiE) report, South Sudan received 2% of the total funding for the South Sudan CAP in 2012. Prioritization of education in sectoral budget allocations should more closely to what communities are self-selecting as the areas where they want to see change in their lives, families and communities.

**Free Primary education areas for improvement:**

The key area for improvement is the need for a more integrated multi-sector response that links educational support to long term education development. In the most extreme case, children in South Sudan are said to have been abandoned TLS attendance because of lack of insecurity, water and sanitation facilities, materials and overcrowding. the realities of people live and partners need to develop ways around the restricted funding they receive to ensure long term integration of their programme activities.

Poor quality of teaching and lack of materials was the third major area primary education in South Sudan was impacting negatively on the future life of the learners. Within the wider education context, teaching quality is extremely variable and the majority of teachers are untrained, often volunteers – many are barely literate themselves. More could be done to utilize community members, including students in upper primary, to develop skills that could be applied in EiE. Provision of TLS, activity and basic learning kits are the minor part of the challenge of good EiE. The primary resources are the teachers and community members who offer their services in times of crisis and there is obvious need to increase their capacities.

**Taking accountability seriously:**

Accountability should operate at many levels but primarily agencies should be accountable to communities, as outlined in the 2012 IASC Transformative Agenda. Communities talked about agencies making assessments for their proposals and reports – never to be seen again. Feedback mechanisms for communities to be heard, participate and have a voice appear very limited.

* + 1. **Analyze the unintended outcomes of free primary education on job creation within the same period.**

**Ans:** Of course, so far, the evidence concerning the negative effects of FPE on parent involvement is only unreliable. It certainly stands to reason that what’s really going on is that the parents who previously were most active in schools are deciding that the quality of education is too low, and they are opting to send their children to private schools instead. And in turn, a new crop of parents, who would not have sent their children to school unless it was absolutely free, have emerged. So what’s changed is not the attitudes or behaviors of parents, but simply the population of parents associated with the newly free primary schools.

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

**Donors:** Here, the donors as the major stakeholders need to see the following 1. Clear and timely reports: Since they are play important roles in decision   
 making especially in regard to financial support, they will need information   
 about the progress of the initiative.

2. Evidence of community change and impact: Funders will need to be able   
 to measure the success of the initiative and report this to their own trustees   
 or constituents.

3. **Accountability:** Accountability is one of the very important requirement by   
 the donors. Here the donors wanted to know whether their funding are going   
 to the right direction or not.

**Primary School managers**: For school’s managers, they have to make sure the following are in place;

* 1. Parent participation in ensuring their children comes to school in compliance to the school regulation and learning ethic.
  2. Managers also has to make sure that the learning environment is favorable to the learners by providing enough classrooms, timely recruitment of qualify teachers adequate provision of learning aid such as school scholastics materials e.g. chalkboard, textbooks, pens, and many more.

**Government:** In regard to government, the monitoring exercises for the achievement of it   
 objectives is to make sure that government involvement in decision making process is paramount. For that matter, the monitoring exercises will actually provide government with information that enable the government to planned well for the achievement of the activities and to what extent implementation engaged benefit the community, is the resources used for appropriate tasks, what are challenges faced, what will be the areas that need government interventions, what lessons leant to scale up for other similar activities etc.

**Q3. 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 methods?**
* **It gives you a better perspective on both the initial needs of the project's beneficiaries, and on its ultimate effects**. If stakeholders, including project beneficiaries, are involved from the beginning in determining what needs to be evaluated and why - not to mention what the focus of the project needs to be - you're much more likely to aim your work in the right direction, to correctly determine whether your project is effective or not.
* **It can get you information you wouldn't get otherwise**. When project direction and evaluation depend, at least in part, on information from people in the community, that information will often be more forthcoming if it's asked for by someone familiar.
* **It tells you what worked and what didn't from the perspective of those most directly involved - beneficiaries and staff**. Those implementing the project and those who are directly affected by it are most capable of sorting out the effective from the ineffective.
* **It can tell you why something does or doesn't work**. Beneficiaries are often able to explain exactly why they didn't respond to a particular technique or approach, thus giving you a better chance to adjust it properly.
* **It results in a more effective project**. For the reasons just described, you're much more apt to start out in the right direction, and to know when you need to change direction if you haven't. The consequence is a project that addresses the appropriate issues in the appropriate way.
* **It empowers stakeholders**. Participatory evaluation gives those who are often not consulted - line staff and beneficiaries particularly - the chance to be full partners in determining the direction and effectiveness of a project.
* **It bolsters self-confidence and self-esteem in those who may have little of either.** This category can include not only project beneficiaries, but also others who may, because of circumstance, have been given little reason to believe in their own competence or value to society.
* **It encourages stakeholder ownership of the project.** If those involved feel the project is theirs, rather than something imposed on them by others, they'll work hard both in implementing it, and in conducting a thorough and informative evaluation in order to improve it.

With all these positives aspects, participatory evaluation carries some negative ones as well.  Whether its disadvantages outweigh its advantages in one way or the other, but still it is very important to understand what kinds of drawbacks it might have.

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

Monitoring systems should have accountability mechanisms to ensure that all **project activities** are monitored during the **project cycle**, from start to finish. **Skills training projects** often neglect to monitor key steps in the implementation, such as recruitment, attendance during **training**, **training completion**, **training content**, and **post training activities**. In order to avert effectives monitoring planning system, the following are some of these steps;

* **List the problems your organization wants to solve.** If your organization already exists, you will be looking at losses, risks and underperforming departments. If the organization is still forming, you want to look ahead to problems you anticipate.
* This step can also include listing the things you want to learn about how your organization performs
* **Make a list of indicators for each problem you want to solve.** Indicators should be concrete and measurable, as well as objective as possible. Without consistent measurability, it's difficult to develop a meaningful framework for monitoring and evaluating the different processes in your organization
* **Determine how you will observe and measure the indicators you have chosen.** This includes the scale you will use, the points at which you will make observations, and the frequency with which you will record and measure.
* **Write a brief job description for each observation task, for each indicator, for each area you want to address.** This can just be a sentence or two. At this stage, you're still developing the plan, not writing a formal process document.
* **Assign somebody for each job description.** Multiple people can hold multiple job descriptions, or you can assign them to individuals best placed to make and understand the observations.
* It's best to assign a title to the job description rather than a specific individual. If the line manager is responsible for a task, the task will get done by whomever the line manager is. If it's Don's job, the task stops getting done when Don gets promoted or retires.
* **Determine how you will use the information you gather from the previous steps.** In some cases, you'll base the analysis by comparing the reality to benchmarks you set. In others, you'll base it on growth or decline as compared to other time periods. New companies might use industry averages, or use the first set of measurements as a baseline.
* **Write a rough draft of the monitoring and evaluation system.** Hand it off to somebody you trust who hasn't been involved up to this point. Ask that person to read it and report anything that doesn't make sense.
* **Make the necessary changes and clarifications, then format the document into a formal process manual.**

Sir, that’s all for Assignment Two