**GRANT MANAGEMENT**

**Module 4: Introduction To Monitoring And Evaluation**

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**ASSIGNMENT 4**

1. **Describe the following terms as used in project Monitoring and Evaluation:**
2. **Project monitoring**

Knowledgehunt.com define Project Monitoring as “the process of keeping track of all project-related metrics including team performance and task duration, identifying potential problems and taking corrective actions necessary to ensure that the project is within scope, on budget and meets the specified deadlines”.

Project monitoring focusing on activities and outputs and their contribution to outcomes. Monitoring is the continuous observation of a project’s progress by systematically gathering key performance data for regular analysis

1. **Project evaluation**

Project evaluation is a systematic and objective assessment of an ongoing or completed project. The aim is to determine the relevance and level of achievement of project objectives, development effectiveness, efficiency, impact and sustainability.

1. **Primary stakeholder**

According to the 2015 edition of the Project Management Body of Knowledge (also referred to as the PMBOK Guide), a project stakeholder is an individual, group, or organization that might affect, be affected by, or perceive itself as affected by a decision, activity, or outcome of a project. Stakeholders can be internal or external to the project or organization. Stakeholders also may exert influence on the project, project deliverables, or the team in order to satisfy their own agenda.

Other definition, **Primary stakeholders** are those that stand to be directly affected, either positively or negatively, by the project, decisions, or actions of the project.

1. **Scope Creep**

The PMBOK® Guide describes scope creep as “adding features and functionality (project scope) without addressing the effects on time, costs, and resources, or without customer approval.”

According to Wikipedia, Scope creep (also called requirement creep, or kitchen sink syndrome) in project management refers to changes, continuous or uncontrolled growth in a project's scope, at any point after the project begins. This can occur when the scope of a project is not properly defined, documented, or controlled.

1. **Impact assessment**

Khan, A. (2019), refers to Impact Assessment as the process of identifying and measuring future consequences of a current or proposed project. Impact can be seen as the difference which is brought about by the project, which may not be there without the project. Impact Assessment is a means of measuring the effectiveness of project activities by judging the significance of changes brought about by those activities. Such changes encompass all the positive and negative; intended and unintended; direct or indirect long-term results in terms of economic, social, cultural and environmental arenas, produced by the project activities. Impact assessments are carried out to assess the impact of projects, policies and programs.

1. **Collecting information or data is just one part of the process of monitoring and evaluation.**
2. **What is meant by data analysis?**

Data analysis is the process of evaluating data using analytical and statistical tools to discover useful information and aid in decision making.

Analyzing information involves examining it in ways that reveal the relationships, patterns, trends, etc. that can be found within it. That may mean subjecting it to statistical operations that can tell you not only what kinds of relationships seem to exist among variables, but also to what level you can trust the answers you’re getting

1. **State any three uses of monitoring and evaluation results**

**i. Improve program interventions.** M&E results keeps staff in a “learning mode” as you gain understanding about how and why your program is working. it results also help make decisions about the best use of resources

**ii. Strengthen program institutionally**. The results can help stakeholders and the community understand what the program is doing, how well it is meeting its objectives and whether there are ways that progress can be improved. Sharing results can help ensure social, financial and political support and help your program establish or strengthen the network of individuals and organizations with similar goals of working with young people

**iii. Advocate for additional resources and policies**. Disseminating M&E results can raise awareness of your program among the general public and help build positive perceptions about young people and youth programs. M&E results often shape donors’ decisions about resources in terms of what and how many to allocate to programs. Results can also be used to lobby for policy or legislative changes that relate to youth by pointing out unmet needs or barriers to program success.

**iv. Improve and Strengthen Program.** M&E results should be disseminated and used on an ongoing basis, right from the beginning. Your quarterly monitoring and process evaluation reports can be summarized and presented to donors and other stakeholders. M&E results contribute to the global understanding of “what works.” By sharing M&E results, you allow others to learn from your experience

**v. Help to design new or follow-on activities**. Programs often begin on a small scale in order to test their feasibility. Evaluation results document the strengths, limitations, successes or failures of these initial efforts and allow program planners to make objective decisions about which elements of a program to continue, modify, expand or discontinue. Elements that are not very successful but show promise can be modified for improvement. Successful elements can be expanded

1. **Describe any seven factors that may lead to project failure**

[Hasan](https://blog.taskque.com/author/sarmad-hasan/), S., (2016) outlined some of the common causes that can lead to project failure.

1. **Lack of a Scope Document**

Making a detailed scope document that highlights all the stakeholders’ requirements is imperative for a successful project delivery as it enables the team members to understand what they have to do and sets a clear direction and objective for them to achieve.

1. **Inconsistent Communication**

Effective communication within any organization is important to keep all your team members on the same page, avoid confusions and keep them motivated. By communicating with your team, you can develop an environment of trust, proactively kill conflicts, which would bring the best out of your employees and eventually lead to a successful delivery of the project

1. **Poor Planning**

Lack of planning or poor planning can easily lead your project to failure. Spend time for making a solid plan for your project and it will help you in executing each phase of project smoothly. Hassan quoted Brain Tracy “Every minute you spend in planning saves 10 minutes in execution; this gives you a 100% return on energy!”

1. **Unrealistic Expectations**

KPMG study results showed that 60% of the failed projects have a deadline of less than a year. Setting an unrealistic deadline and expectations dragged all these projects down the drain. Consider all the factors and constraints involved that might adversely affect your project and then set a deadline.

Instead of having unrealistic expectations, keep a buffer that gives you the liberty of completing the project without rushing through it. Having a buffer not only reduces the workload of your team member but also let them focus on each task in a better way.

1. **Incompetent Project Manager and Team**

Selecting the right project manager and forming a competent team is critical for your project success. Sarman, H. stated that According to PricewaterhouseCoopers Insights and trends [report](http://www.pwc.com/mx/es/industrias/proyectos-capital/archivo/2013-08-insight-trends.pdf), certified project managers supervise 80% of successful projects.

1. **Lack of Cohesion Between Team Members**

Things can easily go from good to bad very quickly if there is no cohesion between your team members. Consider a scenario in which all team members are moving in different directions. positive result cannot come out of it.

1. **Poor Monitoring and Risk Management**

Just assigning roles to all your team members is not enough, you have to constantly monitor the progress and hold your team members accountable to what they are doing. Once they are responsible for their actions, they will perform better and deliver better results.

1. **Differentiate between formative evaluation and summative evaluation**

**i. Formative Evaluation**

Guyot, W.M. (1978) A formative evaluation (sometimes referred to as internal) is a method for judging the worth of a program while the program activities are forming (in progress). They can be conducted during any phase of the process. This part of the evaluation focuses on the process.

Thus, formative evaluations are basically done on the fly. They permit the designers, learners, instructors, and managers to monitor how well the instructional goals and objectives are being met. Its main purpose is to catch deficiencies ASAP so that the proper learning interventions can take place that allows the learners to master the required skills and knowledge.

**ii. Summative Evaluation**

A summative evaluation (sometimes referred to as external) is a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome.

The various instruments used to collect the data are questionnaires, surveys, interviews, observations, and testing. The model or methodology used to gather the data should be a specified step-by-step procedure. It should be carefully designed and executed to ensure the data is accurate and valid (Guyot,1978).

1. **Identify and explain any four features or characteristics of a project**

Six Characteristics of a Project (McGuinness,2016)

1. The project is temporary in nature. It typically has a defined start and a defined end-point.
2. The project will have a unique set of requirements that need to be delivered within the boundaries of this project.
3. A project can typically be more of a once off endeavor, rather than something that’s happening all the time in a repeated fashion.
4. A project is not ‘business as usual’, which is more akin to a process.
5. A project can very often be cross-functional, or indeed cross-organization.
6. **Explain the significance of the following techniques to collection of project evaluation data.**
7. **Community meetings**

According to Rick Maurer, (2002) Community meetings are held to discuss a certain topic, issue or opportunity. it is one of the most common participatory methods in data collection. Must be well organized with agreed on purpose and establish ground rules on who will speak, time allotted for speakers and format for questions and answers.

A community meeting is an excellent way to assess the viewpoints or opinions of community member about the topic under discussion.

The major advantage of a community meeting is the openness that is present by having public discussion in which anyone can participate. It also provides people an opportunity to hear various viewpoints and perspectives explained, which leads to better understanding of others in the community

1. **Critical incident analysis**

Critical incident analysis is considered a systematic, open-ended technique that involves analyzing specific situations to determine which communicative actions or behaviors would lead to the best possible outcome of a given situation (Allen, 2017).

Critical incident method may be employed in a variety of ways such as observation or recall through in-depth, descriptive interviews. Rather than focusing on opinions of what is considered critical, critical incident method places the analysis on the context of the event.

Flanagan defined the Critical Incident Technique as:

“A set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles ... By an incident is meant any specifiable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical the incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects.’’

**Advantages/Significant of Critical incident analysis**

* Data is collected from the respondent's perspective and in his or her own words.
* Does not force the respondents into any given framework.
* Identifies even rare events that might be missed by other methods which only focus on common and everyday events.
* Useful when problems occur but the cause and severity are not known.
* Inexpensive and provides rich information.
* Emphasizes the features that will make a project particularly weak and can bring measure to address it.
* Can be applied using questionnaires or interviews.
* Easy to understand.

1. **Focus group discussions**

 Focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves. Some of the significant of FGD are as follows

* Free and open discussion among the respondents results in generation of new ideas that can be very useful for decision-making.
* A focus group is not static. The moderator can bring any changes in order to better facilitate the discussion during the group discussion. This dynamism allows better results in terms of information derived by a focus group.
* Expressions other than those in verbal form such as gestures and stimulated activities can provide researcher with useful insights.
* Focus groups help people learn more about group or community opinions and needs. In this respect, they are similar to [needs assessment surveys](http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conducting-needs-assessment-surveys/main).
* Responses in a focus group, on the other hand, are typically spoken, open-ended, relatively broad, and qualitative. They have more depth, nuance, and variety.
* Nonverbal communications and group interactions can also be observed. Focus groups can therefore get closer to what people are really thinking and feeling, even though their responses may be harder -- or impossible -- to score on a scale.

1. **Monitoring and evaluation are always portrayed as being one and the same thing, yet that are different.” Discuss the truthfulness of this statement.**

**Monitoring**

Chambers, R. (2014) defined Monitoring as the ‘systematic and routine collection of information from projects and programmes’. It tracks progress against set plans and checks compliance to establish standards. It focuses on what is being done and how it is being done.

The results of monitoring are used to modify the inputs and activities to ensure that the project/programme reaches its intended goal or outcome. Monitoring usually focuses on key indicators of progress or behavior change. These indicators are normally developed at the start of the project cycle and a baseline is undertaken to gauge the starting point. An endline study will look at the progress made at the end of the process compared with the baseline.

Some of the common types of monitoring include; results monitoring, process (activity) monitoring, compliance monitoring, context (situation) monitoring, beneficiary monitoring, financial monitoring and organizational monitoring.

**Evaluation**

On the other Chambers, R. (2014) also define Evaluation as an ‘analysis or interpretation of the collected data which delves deeper into the relationships between the results’. It looks at the effects and the overall impact of the project/programme.

Evaluations are used to draw conclusions about a project/programme’s relevance, effectiveness,

efficiency, impact and sustainability.

There are a number of types of evaluations including formative evaluations, summative evaluations, mid-term and final evaluations, real time evaluations, meta evaluations, thematic evaluations or ex-post evaluations.

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