**Assessment (1)**

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| ***Topics: 1. Giving examples differentiate between Monitoring and Evaluation****.*  ***2. Why is Baseline survey an important part in Project Management?***  ***3. Distinguish between Summative and formative evaluation Methods with examples.***  *4.* ***Monitoring and evaluation uses both qualitative and quantitative methods to measure the success and impact of the projects. However, economists and tacticians adapt a one sided method (quantitative) to analyze the results.***   1. ***Identify the potential dangers of a one sided monitoring system.*** 2. ***Critically analyze the quantitative method often employed by economists and tacticians in monitoring and evaluating development projects.***   ***5. A.Define Logical Framework.***  ***B. Define and Explain key components of Logical framework***  **References: M&E Module 1**  **M&E Module 3**  **Prepared By: Michael Pawil**  **TO: Master Lucy**  **Date of Submission: 8thAug2018** |

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| ***1. Giving examples differentiate between Monitoring and Evaluation****.*  *The key difference between monitoring and evaluation is that evaluation is about placing a value judgment on the information gathered during a project, including the monitoring data.*  *The assessment of a project’s success (its evaluation) can be different based on whose value judgment is used. For example, a project manager’s evaluation may be different to that of the project’s participants, or other stakeholders****.***   |  |  | | --- | --- | | ***Monitoring*** | ***Evaluation*** | | * *Routine& continuous* * *Internal to program* * *Regular* * *Measure actual performance* * *Track cost* * *Done by those in program* | * *Time bound* * *External/internal* * *Periodic* * *Measure overall changes due to program* * *Inform future resource allocation* * *Rigorous and requires a design* |   ***2. Why is Baseline survey an important part in Project Management?***  ***Baseline surveys*** *are those surveys carried out before project implementation start to generate data about the existing situation of a target area or group.*  *Baseline surveys are especially important when the pretest posttest evaluation model is adopted.*  *The logic behind carrying out baseline surveys is that by comparing data that describe the situation to be addressed by a project or a program and data generated after the completion of the project, evaluators would be able to measure progress or changes in the situation and link those changes to project interventions.*  *As well, baseline data might be useful to track changes that the project would bring about over time and to refine project indicators that are important for project monitoring or for evaluating project impact. Baseline surveys are especially important for assessing project higher-level objectives. Special focus is given to gathering information about various indicators developed to measure project effects. Both quantitative and qualitative information are used in baseline surveys (see next section). To control biases in methodological indicators, methods and tools used in the baseline survey should be repeated when carrying out summative evaluations.*  ***3. Distinguish between Summative and formative evaluation Methods with examples.***  *In general, 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.*  ***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.*   *2) Ex-post evaluations are carried out two to five years after external support is terminated.*  *He possible need for follow up activities either by donors or project staff.*  *The main purpose is to assess what lasting impact the project has had or is likely to have and to extract lessons of experience.*  *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.*  *4.* ***Monitoring and evaluation uses both qualitative and quantitative methods to measure the success and impact of the projects. However, economists and tacticians adapt a one sided method (quantitative) to analyze the results.***   1. ***Identify the potential dangers of a one sided monitoring system.***   *An observational system is the way you get information about your program – what it and its participants and implementers are actually doing, and what seems to be occurring as a result.*  *“Observation” here may mean actual observation – watching people, conditions, activity, or results to see what happens – but it may also refer to less direct ways of monitoring a program’s operation and outcomes. Its varieties include monitoring the behavior of individuals and groups to see the results at different levels. Some methods of observation that might prove useful in different evaluation situations:*    ***Direct observation****. This is the purest and most verifiable form – watching people or observing conditions or situations firsthand. If you’re involved in an effort to increase the use and neighborhood sense of ownership of a public park, for instance, you might directly observe how much and how people use the park by visiting and observing on different days, in different types of weather, and under different circumstances over a substantial period of time. Direct observers may be “invisible,” as an observer of park activity would probably be, or they may be staff members who work with participants,*  *Recording what happens. In either case, they are taking measures as outside observers, not as participants themselves.*    ***b) Critically analyze the quantitative method often employed by economists and tacticians in monitoring and evaluating development projects.***  ***Participant observation.*** *A participant observer becomes part of the action, and observes as an insider. In the case of the park, a participant observer might be a neighborhood resident directly involved in the effort, or might be someone who becomes part of the life of the park for the purposes of observation. He might jog their daily, or join a weekly volleyball game and get to know others who use the park on a regular basis. His own notes about what is observed in the park might also become part of his recording.*  ***Self-reports****. Some of what you’re trying to achieve may simply not be visible at all, at least not to you. Changes in what people do in private, such as their use of contraceptives, may not be (or should not be) observed directly by an outsider. Similarly, when the goal is to affect changes in the behavior of large numbers of people, such as to promote healthy eating in the community, it will not be feasible to directly observe this for everyone. In such situations, we ask people to report on their own behavior Thus; an observational system may include interviews, journals, surveys, or other means of first person reporting. Since such reporting may be subject to bias, we usually try to also use other forms of evidence (e.g., observing weight loss as a product of the behaviors of health nutrition and physical activity).*  ***Second-hand reports.*** *An observational system may include or depend on the reports of others who have direct experience with the people or conditions you’re concerned with. Teachers, probation officers, park rangers, public health nurses, social workers – even bartenders or hairdressers – might be valuable sources of second-hand information. These*  *Reports, like self-reports, may be gathered by interviews, journals, surveys, checklists, and the like.*  ***Electronic or mechanical observation****. The observer in this case isn’t a person (although ultimately people would review its information), but an automatically-operated or always-on camera, audio recorder, heart monitor, pedometer, GPS (global positioning system) tracker, or other piece of equipment.*  ***Tests of various kinds.*** *Depending on what you’re measuring, this category could cover everything from pencil-and-paper tests of academic learning to hands-on skills tests to blood tests and the like.*  ***Public and other records.*** *Police reports, census data, employment statistics, public health information – all of these and more could give you information on community level indicators that will help you determine the outcomes of your work.*  ***Products or results of behavior****. Sometimes it is more practical to observe the product or result of a behavior, rather than the behavior itself. For instance, if interested in environmental pollution, we might observe the amount of debris or toxins on the ground or in the water, rather than the*  *behavior of illegal dumping of toxins or materials. Similarly, an initiative interesting in preventing childhood obesity might use school records of height and weight to measure obesity – in addition to direct observations of school lunches and what youth report on eating survey, reputing them into practice.*  ***5. A.Define Logical Framework.***   * ***It is a management tool for strategic planning and program/project management.*** * ***It looks like a table (or framework) and aims both to be logical to complete, and to present information about projects in a concise, logical and systematic way.***   ***B. Define and Explain key components of Logical framework***  *A Log frame summarizes, in a standard format:*   * *What your project is trying to achieve* * *How it aims to do this* * *What is needed to ensure success* * *Ways of measuring progress and the potential problems along the way*   ***Purposes:***   * ***Summarizes what the project intends to do and how*** * ***Summarizes key assumptions*** * ***Summarizes outputs and outcomes that will be monitored and evaluated***   *Project description provides a narrative summary of what the project intends to achieve and how. It describes the means by which desired ends are to be achieved.*  *The detailed description of the processes of designing a program/ project using the logical framework is beyond the scope of this report. However, the following section provides a summary of the milestones and main concepts and definitions*  *Problem analysis represents the first step in project design. It is the process through which stakeholders identify and analyze the problem(s) that the project is trying to overcome. The result of this analysis is usually summarized in a tree diagram that links problems with their causes.*  *Goal refers to the sectoral or national objectives for which the project is designed to contribute, e.g. increased incomes, improved nutritional status, reduced crime. It can also be referred to as describing the expected impact of the project. The goal is thus a statement of intention that explains the main reason for undertaking the project.*  *Next, project goals and objectives are developed and structured in a hierarchy to match the analysis of problems. They can be represented as a mirror image of the problem tree diagram. While projects are usually designed to address long-term sectoral or national goals, objectives are specific to the project interventions. They should also be clear, realistic in the timeframe for their implementation and measurable for evaluation. Examples: school dropouts (in a geographical area or for a target group) will be reduced by 10% (within a specific timeframe), agricultural products (in a geographical area or for a target group) will be increased by 15% (within a specific timeframe), etc.*  *Purpose refers to what the project is expected to achieve in terms of development outcome. Examples might include increased agricultural production, higher immunization coverage, cleaner water, or improved local management systems and capacity. There should generally be only one purpose statement.*  *Component Objectives Where the project/program is relatively large and has a number of components, it is useful to give each component an objective statement. These statements should provide a logical link between the outputs of that component and the project purpose. Poorly stated objectives limit the capacity of M&E to provide useful assessments for decision-making, accountability and learning purposes.*  *Outputs refer to the specific results and tangible products (goods and services) produced by undertaking a series of tasks or activities. Each component should have at least one contributing output, and often have up to four or five. The delivery of project outputs should be largely under project management's control.*  *Outputs are the immediate physical and financial results of project activities. Examples: kilometers of agricultural roads constructed, number of schools renovated, and number of farmers attended a training course; number of textbook printed, etc.*  *Activities refer to all the specific tasks undertaken to achieve the required outputs. There are many tasks and steps to achieve an output. However, the logical frame matrix should not include too much detail on activities because it becomes too lengthy. If detailed activity specification is required, this should be presented separately in an activity schedule/Gantt chart format and not in the matrix itself.*  *Activities and inputs are developed to produce the outputs that will result in achieving project objectives.*  *The product of this analytical approach is usually summarized in a matrix called the logical frame matrix, which summarizes what the project intends to do and how, what kind of effects are expected, what the project key assumptions are, and how outputs and outcomes will be monitored and evaluated (see below).*  *The columns of the logical frame matrix represent the levels of project objectives (hierarchy of objectives) and the means to achieve them. There are four levels in the logical frame and each lower level of activity must contribute to the achievement of a higher level. For example, the implementation of project activities would contribute to the achievement of project outputs. The achievement of the project outputs would lead to the achievement of project objectives. This is called the vertical logic. The rows indicate how the achievement of objectives can be measured and verified. This is called the horizontal logic. Assumptions (situations needed to promote the implementation of the project) must be systematically recorded.*  *Inputs refer to the resources required to undertake the activities and produce the outputs, e.g., personnel, equipment and materials. The specific inputs should not be included in the matrix format.*  *Assumptions refer to conditions which could affect the progress or success of the project, but over which the project manager has no direct control, e.g. price changes, rainfall, political situation, etc. An assumption is a positive statement of a condition that must be met in order for project objectives to be achieved. A risk is a negative statement of what might prevent objectives being achieved.*  *Indicators refer to the information that would help us determine progress towards meeting project objectives. An indicator should provide, where possible, a clearly defined unit of measurement and a target detailing the quantity, quality and timing of expected results. Indicators should be relevant, independent and can be precisely and objectively defined in order to demonstrate that the objectives of the project have been achieved (see below).*  *Means of verification (MOVs). Means of verification should clearly specify the expected source of the information we need to collect. We need to consider how the information will be collected (method), who will be responsible, and the frequency with which the information should be provided. In short MOVs specify the means to ensure that the indicators can be measured effectively, i.e. specification of the indicators, types of data, sources of information, and collection techniques.* |

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