**ASSIGNMENT**

1. Giving examples differentiate between Monitoring and Evaluation.

**Answer:**

In my current office (field office), monitoring normally conducted by the relevant programme

officer / output manager on regular basis (weekly, monthly and quarterly), on the other hand

programme officer and even me as M&R Officer did had any role in conducting a thematic

evaluation of our emergency programmes. This evaluation was contracted out with external

company by our country office. This evaluation was covered the emergency response since

2015 – 2017. It was formative evaluation (midterm evaluation) of emergency programme. Independent evaluator came to the filed to assess the available monitoring data and

documents, therefore, the humanitarian performance monitoring that our programme staff

conducted were used for evaluation purposes.

While we conduct field monitoring of our projects, within maximum 15 days after monitoring

we submit our report with SMARTly formulated action points, but in evaluation reports takes

time to be available to project implanters, donors and beneficiaries because evaluation data

collection, aggregation, analysis and reporting take some time. On the other hand, evaluation reports always come with details findings with clear recommendations.

Normally monitoring focus on inputs, process and to some extend outputs, i.e. during life of

annual programme implementation we have the we are doing monitoring planned results twice

a year (mid-year and end-year) this type of monitoring give opportunity to improve efficiency

and adjust our workplans accordingly. But evaluation (assessment) mainly focus on

country programme (i.e. 2015-2019) which is always happened after completion of 2nd year

of country programme or at the end of programme cycle as situation analysis of children and

normally conducted by external company/ NGO.

Monitoring provides real-time information required by management, evaluation provides

more in-depth assessment.

1. Why is Baseline survey an important part in Project Management?

The Baseline Survey is the first step in the project. A Baseline Survey gathers key information early in a project so that later judgments can be made about the quality and development results achieved of the project. The project’s monitoring and evaluation plan is closely linked to each (objective) level of the log frame and includes indicators of achievement and means of verification. The Baseline Survey is an early element in the monitoring and evaluation plan and uses the log frame structure to systematically assess the circumstances in which the project commences. It provides the basis for subsequent assessment of how efficiently the activity, project and programme are progressing (reference: <https://www.cram.com>)

The purpose of a baseline study is to provide an information base against which to monitor and evaluate a programme/project and or an activity’s progress and effectiveness during implementation and after programme/project and or the activity is completed. Sometimes the data needed for a baseline, against which to measure the degree and quality of change during an activity’s implementation, will already exist. In such cases the only task is to collate the data and ensure that it can be updated in the longer term. So it is important to find out what information is already available. But more commonly, there will not be any existing data, or it will be incomplete or of poor quality, or it will need to be supplemented or broken out into categories that are relevant for the project being implemented.

(reference: Virtual Knowledge Center, UN WOMEN, Programme Essentials, Monitoring and Evaluation <http://www.endvawnow.org>/ <http://www.endvawnow.org/en/modules/view/14-programming-essentials-monitoring-evaluation.html#14> ).

Without baseline data/survey, it can be very difficult to plan, monitor and evaluate future performance. Baseline data help to set achievable and realistic indicator targets for each level of result in a project’s design (e.g. logframe), and then determine and adjust progress towards these targets and their respective results.

Additional importance/reasons for conducting baseline studies include:

* Inform project management decision-making, providing a reference point to determine progress and adjust project implementation to best serve people in need.
* Assess measurability of the selected indicators and fine tune the systems for future measurement.
* Uphold accountability, informing impact evaluation to compare and measure what difference the project is making.
* Promote stakeholder participation, providing a catalyst for discussion and motivation among community members and project partners on the most appropriate means of action.
* Shape expectations and communication strategies by assisting by sharpening communication objectives, and focusing content of media materials.
* Convince and provide justification to policy-makers and donors for a project intervention.
* Support resource mobilization for and celebration of accomplished project results compared to baseline conditions.
* If conducted properly, baseline results can be generalized and used to inform service delivery for communities with similar characteristics.

*(Reference: IFRC Project/Programme Monitoring and Evaluation Guide,* [*http://www.ifrc.org/mande*](http://www.ifrc.org/mande)*)*

1. Distinguish between Summative and formative evaluation Methods with examples.

**Answer:**

Before going to in detail distinguish between formative and summative evaluations, I am going to summarized what UNICEF RBM training sys about types of evaluations *(UNICEF RBM on-line training package for its staff members, 2017)*;

Depending on the objective of the evaluation, the type of evaluation used varies.

UNICEF suggests four questions to help determine which type of evaluation to be used.

* When should you conduct an evaluation?
* Which approach should you use to conduct your evaluation?
* Which process should you use to conduct your evaluation?
* What is the subject of the evaluation?

Differences between above to evaluations are summarized in below table with its examples:

|  |  |
| --- | --- |
| **Formative Evaluation** | **Summative Evaluation** |
| * The identification by teachers & learners of learning goals, intentions or outcomes and criteria for achieving these. * Rich conversations between teachers & students that continually build and go deeper. * The provision of effective, timely feedback to enable students to advance their learning. * The active involvement of students in their own learning. * Teachers responding to identified learning needs and strengths by modifying their teaching approach(es).   *Reference: Black & William, 1998* | * Assessment ***of*** learning * Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned. * Summative assessment/evaluation methods are the most traditional way of evaluating student work. * "Good summative assessments--tests and other graded evaluations--must be demonstrably **reliable**, **valid**, and **free of bias**" *(Angelo and Cross, 1993).* |
| *Reference: BookWidgtes Interactive learning (*[*www.bookwedgets.com*](http://www.bookwedgets.com)*)*  **Formative assessment** is used to monitor student’s learning to provide ongoing feedback that can be used by instructors or teachers to improve their teaching and by students to improve their learning. | **Summative assessment**, however, is used to evaluate student’s learning at the end of an instructional unit by comparing it against some standard or benchmark. |
| Formative evaluation is particularly useful to operating staff. | Summative evaluation can help policy-makers in the development of national policies and programmes by identifying efforts with the greatest impact. |
| **Difference 1** The first big difference is when the assessment takes place in a student’s learning process.  As the definition already gave above, formative assessment is an ongoing activity. **The evaluation takes place during the learning process**. Not just one time, but several times.  A summative evaluation takes place at a complete other time. **Not during the process, but after it**. The evaluation takes place after a course or unit’s completion. **Difference 2** There’s also a big difference between the assessment strategies in getting the right information of the student’s learning.  With formative assessment, evaluator try to figure out whether a student’s doing well or needs help by **monitoring the learning process**.  When evaluator use summative assessments, evaluator **assign grades**. The grades tell you whether the student achieved the learning goal or not. **Difference 3** The purposes of both type of evaluation lie miles apart. For formative assessment, the purpose is to **improve student’s learning**. In order to do this, you need to be able to give meaningful feedback.  For summative assessment, the purpose is to **evaluate student’s achievements**.  So do you want your students to be the best at something, or do you want your students to transcend themselves each time over and over again? | |

1. Monitoring and evaluation uses both qualitative and quantitative methods to measure the success and impact of the projects. However, economists and staticians adapt a one sided method (quantitative) to analyze the results.
   1. Identify the potential dangers of a one-sided monitoring system.

**Answer:**

* One sided monitoring system will be less effective and will not give us the real picture of project/programme implementation.
* the results may only be accepted by one party
* In one-sided monitoring the collected data and information would be less accurate, reliable and valid because they may be collect by spending less cost and less technical people.
* there could be potential bias in the individual conducting the evaluation
* it may lower the morale of employees since all factors all not considered when conducting the evaluation potentially giving a wrong report at the end.
* In one-sided monitoring, one method maybe predominant on another thus the data which are collected maybe be not representative and not relevant to goal of the programme.
* may bring mistrust issues due to the that employees may feel that they are not well incorporated in the evaluation
  1. Critically analyze the quantitative method often employed by economists and staticians in monitoring and evaluating development projects.

The main purpose of this question is not that much clear.

1. a. Define Logical Framework

**Answer:** (reference UNICEF PPP Manual)

A logic framework approach (LFA) matrix or logframe is a “management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes and impact) and their causal relationships, indicators, and the assumptions and risks that may influence success and failure. It thus facilitates planning, implementation and evaluation of a development intervention.

Another definition of Log Frame:

Management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes and impact) and their causal relationships, indicators, and the assumptions and risks that may influence success and failure of desired result. It thus facilitates planning, implementation, monitoring and evaluation of a development intervention.

b. Define and Explain key components of Logical framework

**Answer:**

Key component of logical framework summarized in below table with explanation/example of its key components;

|  |  |  |  |
| --- | --- | --- | --- |
|  | Indicator | MoV | Assumptions |
| Goals / Impact |  |  |  |
| Objectives / Outcomes |  |  |  |
| Output |  |  |  |
| Activities |  |  |  |
| Inputs |  |  |  |

**Goal / Impact:**

Long lasting Changes: in the situation (life) of right holders (children, women, other vulnerable groups) or of their environment.

Example:

* Increased Primary education completion;
* Increased transition rate to secondary school
* BUT overloaded secondary education system

**Objective / Outcome:**

Institutional Change: values, ethic, rules, laws, practices, performance or Cognitive & Behavior change: resulting from knowledge, skills acquisition, practices (individual, society).

Example:

* Increased retention (particularly of girls)
* Increased enrolment (girls and boys)
* Improved quality of teaching/learning

Achievement of outcomes depends critically on the commitment and actions of stakeholders, as well as on results to be achieved by government and partners

**Output:**

Operational Change: products, services, knowledge and skills resulting from completion of activities of development interventions.

Example:

* Two Primary schools in each of the focus districts meet Child-Friendly School standard
* Access of the children to the child-friendly school is increased.

**Activities:**

Action taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs.

Examples:

* Consultation/drafting of child-friendly school guideline and package.
* Creation/establishment of child-friendly space for the undocumented returnee chilred in zero point of the border.

**Inputs:**

The financial, human, materials, technological and information resources used for development intervention (including money, time, personnel and equipment).

Example:

* Financial resources, human resources (such as technical expertise).

**Indicator:**

Always provide evidence of progress of the programme or project activities in achievement of the development and humanitarian objectives.

An indicator is a measure that is used to demonstrate change in a situation, or the progress in, or results of, an activity, project, or programme. *(Reference: UNICEF RBM training package)*

Indicators are essential instruments for monitoring and evaluation, and exist in many different forms (direct/proxy, qualitative/quantitative, standard globally/locally developed and performance indicators)

**Assumptions:**

Assumptions are variables or factors which need to be in place for a result to be achieved

Examples:

* Other partners will successfully implement their own plans
* The national economy will improve as predicted
* Donors will provide needed OR (other resource) funding to UNICEF