**ASSIGNMENTS:**

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

Let me focus of the characteristics of good indicators, which is summarized as per below;

Fundamentally, good indicators must be valid and reliable measures of the result. The other desirable characteristics listed here all serve in a sense as aids that help guide the design of indicators and metrics toward this ideal or goal of valid, reliable indicators.

**Valid:** accurate measure of a behavior, practice or task

**Reliable:** consistently measurable in the same way by different observers

**Precise:** operationally defined in clear terms

**Measurable:** quantifiable using available tools and methods

**Timely:** provides a measurement at time intervals relevant and appropriate in terms of program goals and activities

**Programmatically important:** linked to a project/programme impact or to achieving the objectives that are needed for impact.

Examples:

* Reduction in mortality and morbidity (impact level indicator)
* Proportion of target population that meet prescribed standard of behavior (outcome level indicator).
* Number whose opinions change, number who learn the facts (output level indicator)
* Number of women and men attending the ALC can read and write, number of students received teaching and learning materials (activity/process level indicators).
* Number of male and female staff are working and mount of fund used to deliver programme result (input indicator).

1. 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:

|  |
| --- |
| **Purpose:**  This evaluation of the free primary education programme from 2012-14 is to assess:   * The quality of free education in Afghanistan, design appropriateness, cost effectiveness and sustainability of the free primary education programme. * To what extent have the objectives of the free primary education have been achieved? * To what extent level of education of primary students improved?   **Main Objectives:**  This evaluation aims to analyze and evaluate   * the implementation modality of the free primary education programme in Afghanistan (2012-14). * the achievements, strengths and weaknesses of the free primary education programme.   **The evaluation is expected to provide recommendations to improve the programme**, with a focus on the appropriate implementation modality of free primary education programme, including:   * appropriate service delivery and access * teacher and student support for behavioural change * technical designs, material use and supervision.   **Specific Objectives:**  Specific objectives of the evaluation include the following**:**   * To evaluate the suitability of free primary education programme in schools by different groups of students and teachers (girls and boys, teachers, people with disabilities); and (2) their level of satisfaction * To appraise the day-to-day management, functionality and sustainability of free primary education programme in Afghanistan.   **Evaluation Questions:**  ***Relevance:***   * To what extent are the programme activities and objectives aligned with UNICEF UNICEF Education strategies? (Analysis) * To what extent is the programme’s intervention related to free primary education strategies and policies of the Government of Afghanistan? (Analysis) * Were the programme implemented according to gender, equity and human rights based approaches? (Analysis)   ***Effectiveness:***   * To what extent has the programme achieved its intended result at its output and outcome levels? (Analysis, Observation) * How effective was the programme in providing female and male students with access to free primary education? (School Observation)   ***Efficiency:***   * How efficient was the programme in spending, time, management and logistical procedures? (KPIs with Province and District officials, and Principal) * What is the quality of teaching in free primary education programme compared to Ministry of Education and UNICEF standards? (School observation, Key Performance Indictors with Province and District officials, and Principal)   ***Sustainability:***   * How sustainable is the free primary education programme interventions in terms of utilization? (KPIs with Province and District officials, and Principal, FGD with Shura) * How sustainable are programme interventions in terms of the construction, maintenance and utilization of the WASH facilities in schools with free primary education programme? (KPIs with Province and District officials, and Principal, FGD with Shura).   **Approach:**  Approach 1: The evaluation is planned at three levels:   * Province-level - Key Person Interviews (KPIs) with MOE officials (1-2 hours) * District-level - KPIs with MOE officials (1-2 hours)   Approach 2:   * The Tools designed for the survey use the Quantified Participatory Assessment (QPA). The QPA collects both quantitative and qualitative information. But it seeks to convert qualitative responses into numbers using   + Categories (Yes/No)   + Cardinal numbers (e.g., cost, numbers of students, etc.)   + Ordinal scales (e.g., from 0 to 100). |

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

Indeed, many children in Afghanistan do not have access to formal education, especially girls. The government is trying to meet Education for All (EFA) targets need to be supported by provision of community-based schooling, facilitated by teachers as well as qualified and officially recognized teachers within the community.

Giving priority to girls’ education plays significant role, because girls’ education is an investment in a society and there is nothing to be most important and effective than girls’ education. Also, investment in girls’ education can lead several socio-economic development goals. Educational facilities for girls can guarantees and provide various promotion in a society, for instance their education can enhance productivity and promotion but reduces child mortality and female infertility rates in a country.

Mothers’ education plays vital role. Their education can enhance their children’s primary education. Girl’s education should be prioritized through their mothers, as a result female’s education can increase self-sufficiency, ability, equality and economic growth in a society.

However, education in Afghanistan is free of charge for both male and female, but the lack of parents’ support, social pressure the biggest obstacles on girls’ participation in education especially in in rural areas. For instance, most of the girl students, teachers and parents in rural areas complain about long distance, insecurity, lack of boundary walls and low quality of education as well lack of proper (classes), teaching facilities, lack of female teachers, social pressure and poverty are important obstacle for female education in Afghanistan.

Females’ educations is an important power for increasing economic growth and decreasing poverty in the world, but in Afghanistan that children especially girls have suffered by different factors such as insecurity, early marriages, cultural beliefs and peoples’ attitudes as well as other common barriers that hamper girls’ participation in education.

* + 1. what would the monitoring exercise in free primary education wish to achieve for the following stakeholders?

**Field Monitors:** Selection of participants in monitoring visits, including interpreters, requires attention to team profile, taking into consideration characteristics that may aid or hinder the team in reaching and being accepted by primary stakeholders, especially most vulnerable groups.

**Third Party Monitors (TPM):** TPM service provider selection normally follows standard service contracting procedures, regardless of type of service provider. CSOs can be engaged via procurement processes. In specific cases, partnerships can be made for TPM with CSOs or youth organizations not involved in implementation where these are complimentary to other field monitoring, and can be shown to contribute to wider results. A CSO that has an active role in programme implementation cannot undertake TPM in the same geographic area due to conflict of interest.

1. 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.
2. What are the advantages of participatory evaluation methods?

Emphasizes the participation of key stakeholders, especially intended beneficiaries, throughout the evaluation cycle, and may entail setting up an evaluation reference group of representative stakeholders.

Participatory evaluation methods are particularly well suited for higher frequency data collection on changes in vulnerabilities and understanding access to demand for and quality of services at the local level. Participatory methods are used to strengthen accountability through community participation. A key characteristic is the combination of a variety of processes and techniques to collect, analyze and disseminate information, in ways that are accessible to citizens as well as able to influence donor and/or local and national policies. These often draw on the same methods as qualitative data collection and can also draw on surveys, but add techniques to help visualize collective analysis.

Some benefits of participatory evaluation summarized as per below:

* It gives you a better perspective on both the initial needs of the project’s beneficiaries, and on the its ultimate effects.
* If tells you what worked and what didn’t from the perspective of those most directly involved.
* It can tell you why something does or does not work.
* It results in a more effective project.
* Participatory evaluation empowers stakeholders.
* It can provide a voice for those who are often not heard.
* It increases self-confidence and self-esteem in those who may have little of either.
* Stakeholders fells ownership of the project.
* It encourages working collaboratively

1. Formulate the steps in planning a monitoring system.

1. *What* should be monitored? Select indicators for monitoring and should be SMARTly formulated. An indicator answers the question: what is going to show that we have accomplished our objective? To decide on an indicator, remember the objective of an activity and the targeted audience: what is the expected result of the effort and who is the intended user of the service? Although many indicators can usually be established for each objective, it is important to select one or a limited number of key indicators that will best demonstrate you accomplished your purpose.
2. *How?* Select methods to track indicators and report on progress. Many methods may be used: observation, interviews, stakeholder meetings, field visits, routine reporting and sentinel sites.

Both, formal and informal, quantitative and qualitative methods can be used to check periodically on certain programme aspects. Decide how information will be recorded systematically and reported clearly.

1. *Who* should be involved *when?* Organize reporting and feedback processes, clearly identifying who will collect information on indicators, when, and who will receive it. Reporting project progress is at the core of most monitoring systems. Most data collection and analysis will be done by the project staff at various levels. The plan should also identify when the project manager should gather together this data and prepare regular progress reports, what should be in these reports, who they are to be distributed to and when.
2. *What resources* are needed and available? Human and financial costs of gathering, reporting; and reviewing data should be identified. Needed funds and time should be set aside for this work and, if necessary, the monitoring plan should be adjusted within the context of possibilities.
3. E. *Consultation and training.* The monitoring programme should be discussed with a representative group from each level before it is put into effect. This involves a discussion of how the level would use it for management purposes. Subsequently, training should be provided to those who will be using the monitoring/management systems.
4. *Preparing the workplan.* Designing a monitoring programme does not necessarily mean that it will be implemented. Many beautifully designed plans never got implemented. To ensure its use, a workplan should be prepared for each year listing the main activities to be carried out, their output, timing and parties involved. It should stress who would use the results and how.