THE SOCRATES ACADEMY OF PROJECT MANAGEMENT

A companion of a MEAL officer (E-Book)

MONITORING-EVALUATION-ACCOUNTABILITY &LEARNING (MEAL)

SAP-INTERNATIONAL

Website: www.sapinternational.net

E-mail: info@sapinternational.net

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0. GENERAL INTRODUCTION

01. Course Objectives

By the end of this Course, learners are able to:

- Understand and distinguish different terminologies of Monitoring, Evaluation, Project and Program,
- Clearly understand the interconnexion between the components of MEAL System,
- Properly develop an effective project monitoring and evaluation system;
- Organize and effectively conduct any monitoring and evaluation of project/program.

With the present course, built on several practical case studies, you will explore in detail the:

What?

For what?

For whom?

By whom?

When?

How to conduct efficient Monitoring-evaluation of projects.

0.2. THE TARGET GROUPS?

Young professionals from varied professional experiences academic fields, who would like to upgrade their skills and become more competitive in the job market? …

Aspirants to the "Consultant" career in the field of Project Management

Project Managers for their capacity building in their field.

0.3. The Course Outline

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6. Management of Project Life Cycle.

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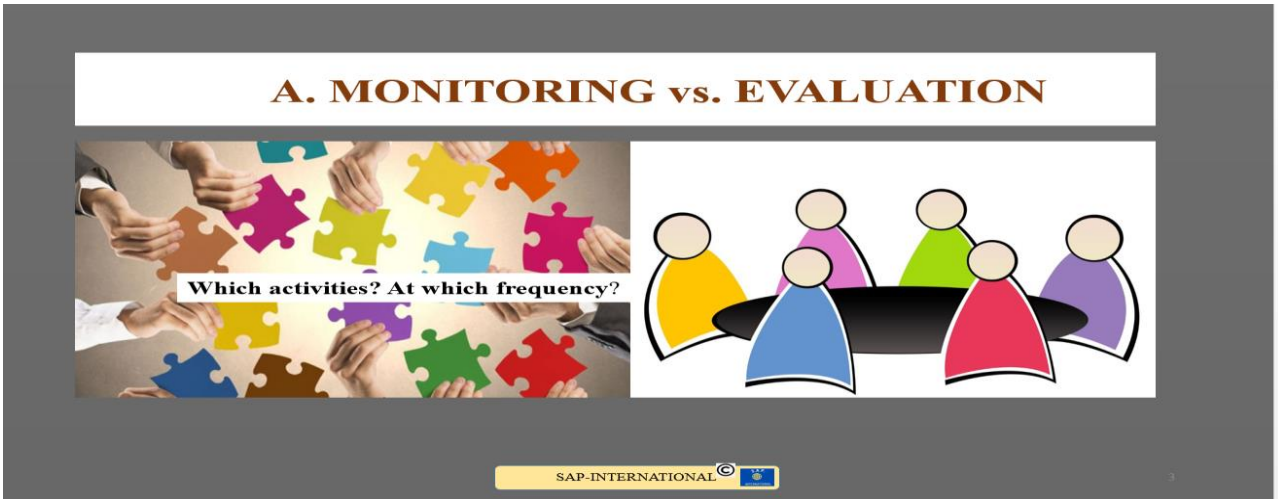
SECTION I. FOUNDAMENTAL CONCEPTS OF PROJECT MANAGEMENT

Situation 1.

No project manager should have any single confusion about the fundamental notions of project management. They must be able to differentiate:

- Monitoring from evaluation of projects,
- Project from Program,
- Project Life Cycle and
- Project Life Cycle Management



I. 1. THE PROJECT MONITORING

"Project monitoring is a continuous process of collecting and analyzing information to assess how well a project (program or policy) is being implemented, with reference to its expected performance"[1].

Project monitoring is comparable to a vehicle dashboard which provides the driver with regular information on its functioning: the number of driven kilometers, the engine speed, the amount of fuel consumed and the remaining quantity, etc.

Project Monitoring typically focuses on processes, including reaching out to:

- ✓ When and where the activities take place;
- ✓ The authors of the activities (stakeholders);
- ✓ The people or entities reached by the project (beneficiaries).

The Project Monitoring is undertaken once the program has started and continues throughout the program implementation period.

Monitoring of the Project progress (*monitoring of project tasks or activities*) aims to verify and ensure that the project is progressing according to the planned schedule and that the human, material and financial resources are well defined and used wisely[2].

[1] https://www.endvawnow.org/fr/articles

[2] https://www.planzone.fr/blog/mettre-en-place-suivi-avancement-projet

As a project manager, it is therefore essential that you observe and verify the results of your collaborators to ensure that the team:

- moves into the right direction,
- works together to achieve set goals,
- Uses budget, respect deadlines and resources allocated to the project according to the plan.

N.B.

The Project Monitoring can be done on a daily, weekly, monthly or even seasonal basis.

The main monitoring tools

There are different tools that help project managers track the progress and health of their project. We highlight two main tools commonly used such as:

- ✓ Follow-up meetings.
- ✓ Project management software, such as Ms Project, etc.
- ✓ Logical context
- ✓ Project proposal
- ✓ Specifications.
- ✓ Reports and minutes.
- ✓ Communication tools.
- ✓ The dashboard.
- ✓ The Gantt chart.

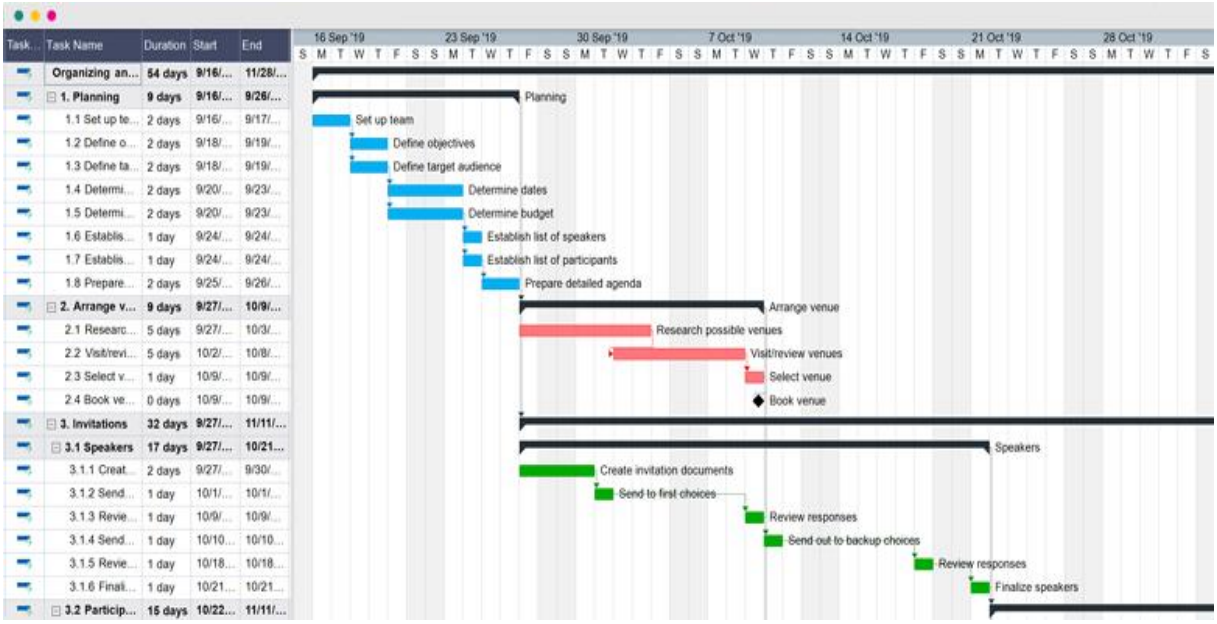
a) **The follow-up meeting allows the project manager to**:

- identify tasks that need to start soon;
- determine which new tasks should be added and which ones to be eliminated;

- determine the progress of current tasks and their remaining duration;
- make the necessary decisions resulting from the meeting recommendations.

b) Project management software:

The MS Project, for example, which you will learn a little later in this SAP International training program, is one of the very important and effective software used for planning and monitoring of projects. It allows you to view the progress of each task at a glance.



I.2. THE PROJECT EVALUATION

Comparable to general and periodic check-up of your vehicle, evaluation is the systematic collection/analysis of information on the actual performance of a project. It aims to analyze relevance, progress, success and cost-effectiveness.[3] Project Evaluation compares the expected results with the actual achieved results. It occurs only after a certain while and requires more in-depth investigations.

[3] Guide to Preparing a Project Evaluation Plan, Office of Learning Technologies (OLT), Human Resources Development Canada (2005), translated from French

Thus, to evaluate is to:

- describe the project progress and its activities;
- measure the progress made and achieved results by means of appropriate data collection and systematic analysis;
- make a value judgment on the project results, by comparing them with pre-established objectives, and
- draw from the process a better understanding of the project or the project activities, and hence draw lessons that can improve the performance to achieve the goal.

❖ **Why evaluation of a project?**

Project evaluation links funding to achieve results and:

- makes it possible to have a common and concrete view of the activities to be implemented;
- provides an opportunity to take a step back, to reflect on the progress of the project activities, and the reasons for their implementation;
- contributes to the project advancement,
  - ✓ by providing it with a clear and precise direction,
  - ✓ by operationalizing its implementation plan,
  - ✓ by giving a better capacity to carry out the targeted changes and to improve the implementation of a project, and
  - ✓ by allowing learning from experience of carrying out the project;
- timely alert deviations (Objectives-deadlines-budget)
- helps to identify and understand the causes of a problem and its solution;
- makes it possible to incorporate the perception beneficiaries into the project implementation;
- makes the gathered information available throughout the evaluation process (and not only at the end of an activity or project);

- allows to check whether the project promoter and their partners' actions are in conformity with the project plans.
- provides ideas for future planning and helps other groups/institutions/agencies working in the same field through dissemination of Evaluation results.

❖ **Who does the project evaluation?**

The overall responsibility for evaluating a project should be given to an external evaluator. However, the project implementation team directly involved in the design and implementation of activities play also a significant role in the project evaluation process. That is, they ensure the project evaluation of progress throughout the project period and provide key performance information to the external evaluator.

The external evaluator (consultant) shouldn't have any connection with the project implementation for the following reasons:

- an external evaluator unrelated to the project promoters or its partners offers a guarantee of neutrality and Objectivity;
- An Evaluation from external professional validates accountability requirements for the use of the funds.

❖ **When to evaluate a project?**

The best moment to evaluate a project depends on the project promoter's goal. Often, the project evaluation is scheduled at the end of the implementation period. However, it is always recommended to think of evaluation from the **planning phase** of the project, in its **middle** and obviously at its **end**. At these phases, the evaluation will be much more relevant, because the evaluation reports helps stakeholders to think critically about the desired results and take consequent actions.

The three levels of approach to an evaluation

Any project/program, no matter how small or informal it is, should be subject to evaluation. Thus, there are three levels of approach to an evaluation, namely:

i. At the individual level:

An individual can, in one way or another, have a project that they regularly have to evaluate.

Example:

Purchasing a laptop computer Project;

Corn production project;Etc.

ii. The organizational/associative level:

Any organization/association must, in principle, have projects/programs to manage.

Example:

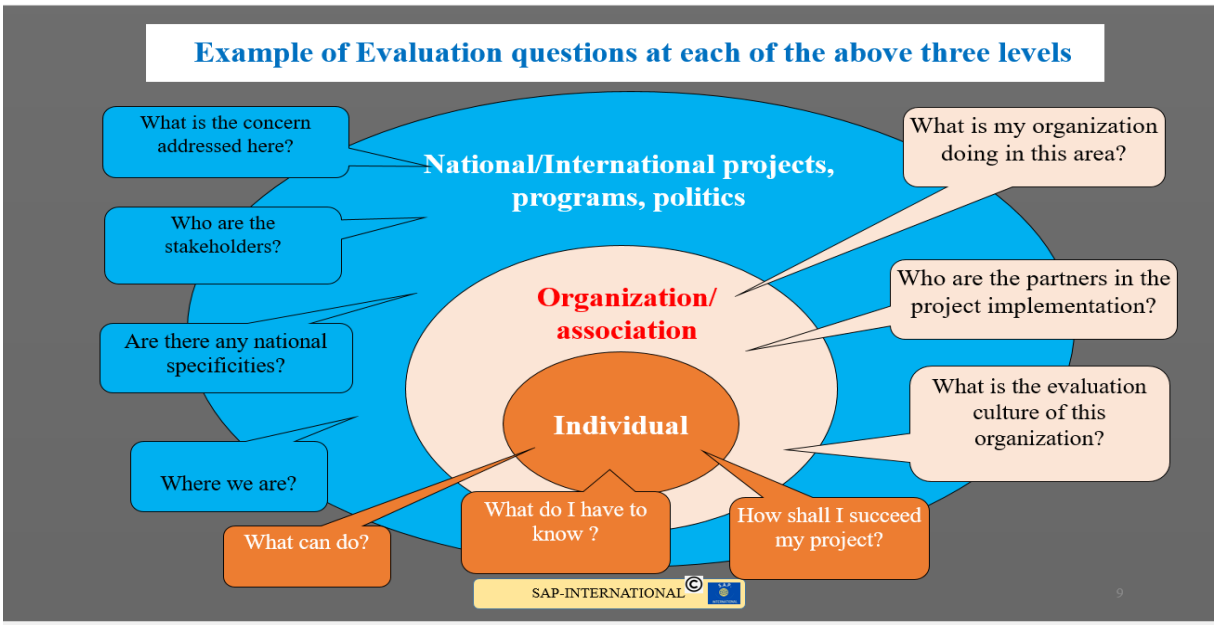
"Job Creation support for young graduates in DRC"

iii. The National/transnational level

These are national, regional or global programs and policies.

Example. "Covid-19 Pandemic Control Project"

It should also be remembered that each project, whether at the individual, organizational/associative or national level, must enter into the dynamics of the policy, the sectorial, national and even transnational program(s).



MONITOTING vs EVALUATION:RECAP

	MONITORING	EVALUATION
Main Activities	▪ Definition of indicators, regular collection of information and comparison between the plan and actual results.	▪ Appreciation, systematic measurement of effects, search for causalities,
Frequency	▪ Periodic: daily, weekly, monthly, quarterly,... depending on variables and programs	▪ At the programming phase, mid-term, at the end.
Comparable to	A Film	A Picture

	MONITORING	EVALUATION
OBJECTIVES	▪ Improve efficiency, modify the action plan or resource's allocation, ▪ Regularly compare achievements against plan; ▪ Communicate progress to managers and alerts them about potential threats.	▪ Examine the causal relationships leading from activities to results; ▪ Explain why certain expected results were not achieved; ▪ Examine the implementation strategies; ▪ Provide information, recommendation to improve efficiency, effects, impact for the future programming.

	MONITORING	EVALUATION
Source of Information	The management system	Monitoring data, studies, analyses, etc.
Done By	The project implementation team	Generally by External evaluators (Consultants) but can also be internal personnel for the sake of progressive data collection.
Key Recipients	- Project Manager, - The structure in charge of the project implementation	- key partners of the project (donors…) - administration authority. Etc.

DISTINGUISHING PROJECT FROM PROGRAM

I. 3. PROJECT

The term "project" from the Greek word \pʁɔ.ʒɛ\ refers to a plan, to an idea of what one thinks to realize, to the conception of the means one believes appropriate to carry out what they meditate[4]; "project" is a word you hear all the time, everywhere, for any type of reason. It can also be defined as a set of activities organized in phases or stages and forming the management unit allowing the achievement of a defined and precise objective[5].

A project,

- aims to meet an expressed need or solve a specific problem;
- requires means (*human, material, financial resources, etc.*) for its implementation;
- has tasks/activities to perform;
- has a well-defined duration, characterized by a start date and an end date;
- is carried out, in collaboration with all the stakeholders, for the achievement of objectives,

In short, a project has objectives to achieve in order to solve a specific problem and its activities are carried out by actors, within a fixed time frame and with well-defined means.

[4] Dictionary of the French Academy, eighth edition, 1932-1935 (draft), translated from French.

[5] (5) xavier.lienart in www.lienart.net

I. 4. Program

A program can be defined as a set of projects that have one or more common objectives[6]. A program consists of coordinating several projects for a strategic purpose. Programs differ from projects by:

- A longer duration (several years against generally one year for a project);
- The path is not necessarily defined at the start because it depends on the results of the interconnected projects;
- The Management of a program differs from project management because the constraints that apply to each are different.

However, a program is intimately linked to each project because the program will only be successful if the projects that compose it are also successful.

Case Study 1

Mr. Odinga has just been recruited to manage the Project "Youth Employment and Development" (YED-Kenya) which will be implemented in Machakos in the South-East of Nairobi by the NGO KAS International. The project has an initial period of 12 months counted from April 1st, 2022 to March 31st, 2023.

1. By which means will he monitor the project?
2. When can he plan the Monitoring? And the evaluation?
3. What could be the purpose of the monitoring and evaluation of this project?

What is the relationship of this project with the current national program/policy for the youth employment in the country where the project is to be implemented?

Situation 2.

Mr. Odinga, the newly recruited manager of the "YED-KENYA" project, did not participate neither in the design nor in the development of the project. However, he will certainly need to master the complete logic of the project from its conception to the evaluation of its results.

He must consult and understand the previous stages of the project programming until its evaluation as well as the logical framework of the project.

I.5. PROJECT LIFE CYLE (Reminder)

A project (life) cycle is a process of designing, developing, managing and evaluating projects; it is composed of several steps starting from the identification of the problem(s) to be solved and the needs to be addressed and ending with the project closure. The project cycle includes six main phases, each of which plays an important role in the life and success of the project.

1. **Programming phase**: This phase corresponds to the stage of defining the guidelines and general principles of cooperation of an institution. It refers to the country's strategic plan (areas and priority sectors).

2. **Identification (or Design) phase:** This is the Analysis phase of the problems, needs and interests of the stakeholders and thus detailed development of the project taking into account the technical and operational aspects.

3. **Formalization (or Validation) phase**: definition of the technical, organizational, social, economic and environmental feasibility of the project, projection of the results and their viability, decision whether or not to establish a formal project proposal for funding.

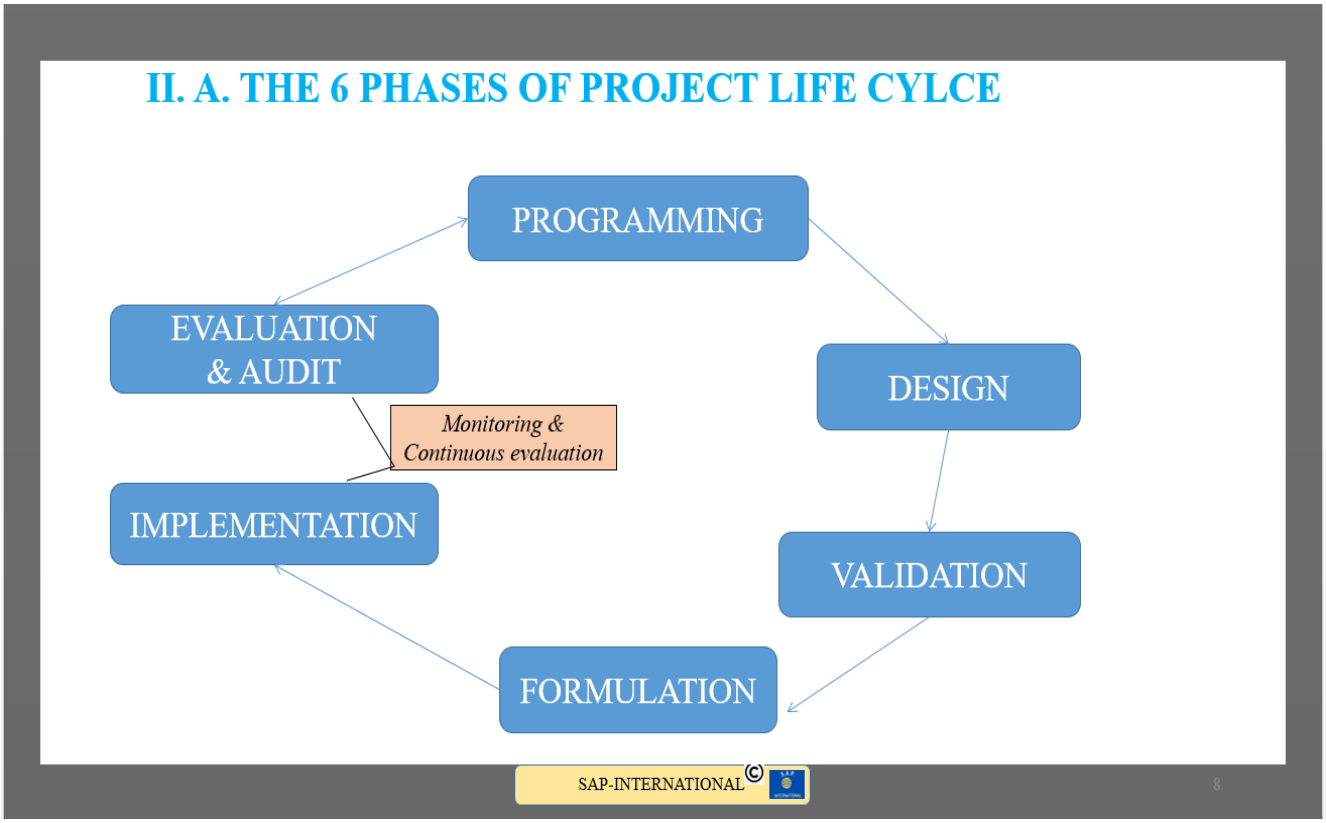
4. **Formulation phase**: preparation and drafting of the project proposal for approval and search for funding. Here, we must ensure that the entire cost of the project can be finance. It is at this stage also that involvement of each partner/stakeholder is well defined, donors are identified and funding agreement/contract is signed.

5. **Implementation phase** (monitoring and continuous evaluation): This is the period of implementation during which the funds/resources are used with strict respect of the conventions and given time frame to achieve the expected results.

6. **Evaluation Phase**: Often organized at the end of the project implementation period and entrusted to an external evaluator (consultant), it is used to assess the results and effects of the project in relation to its

objectives, to draw lessons for future programming or identifications and thus account for the financial resources allocated to them.

<u>Note.</u> The implementation phase includes both monitoring of the project implementation process and ongoing evaluation or at least the internal evaluation done by the project implementation team.



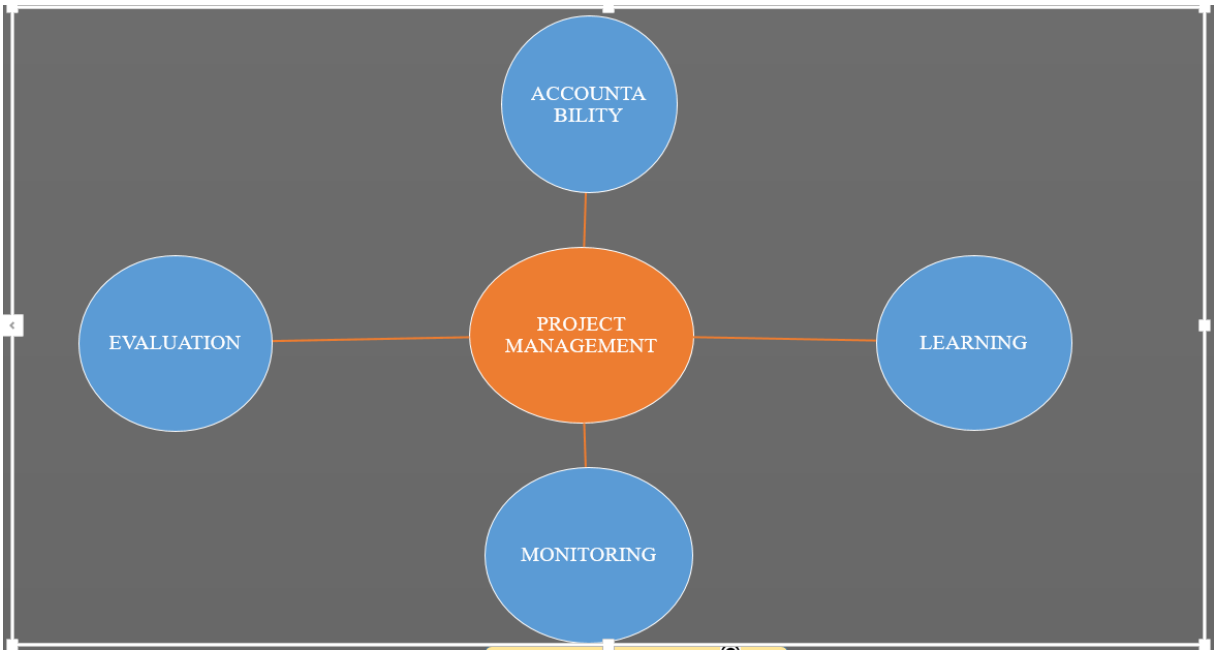
I.6. MANAGEMENT OF THE PROJECT LIFE CYCLE

The Project Life Cycle Management (PLCM) is a set of project design and management tools based on the Logical Framework analysis method. According to the manual of the European Commission (March 2001), "Project Cycle Management" is articulated on the following essential principles:

1. The problems are analyzed through the Logical Framework Approach in order to obtain a sustainable and appropriate solution.
2. For each phase, good quality key document(s) are produced to ensure structured and clear decision.

3. Key stakeholders are, where possible, consulted and involved.
4. The specific objective is clearly formulated and focused on sustainable benefits for the target group(s).
5. Key quality aspects are taken into account right from design phase.

SECTION II. UNDERSTANDING MEAL COMPONENTS



1. What is MEAL?

The expression MEAL is made up of four pieces standing for:

- M- Monitoring,
- E-Evaluation,
- A-ccountability and
- L-Learning

2. Interconnexion between MEAL Components

Monitoring and Evaluation:

- ✓ ***Monitoring*** can be defined, in simple terms, as the continual and systematic collection of data to provide information about project progress.
- ✓ ***Evaluation,*** *is much more a more in-depth analysis of all the contours of the project from its design to its results through its implementation.*

- ✓ Each of the four components has its unique place and purpose, but the MEAL system is only effective when the pieces are aligned, connected and working together.

How?

Obviously, Evaluation questions can only be answered effectively through analysis of different data generated from monitoring activities.

Conversely, if a project conducts a midterm evaluation and recommends changes intended to improve the project, monitoring activities can track whether the evaluation recommendations are improving the project and its outcomes.

Accountability and Learning

- ✓ Accountability is a term which is widely used within and outside of the MEAL field and is sometimes defined differently depending on the context. In the present concern, Accountability is to be understood as a commitment to balance and respond to the needs of all the stakeholders (including project beneficiaries, donors, and other partners) in the project implementation.
- ✓ While collecting and analyzing monitoring and evaluation information is critically important, a MEAL System is only effective when project teams use data to demonstrate and improve the Effectiveness, Efficiency and, ultimately, the outcomes and impact of their projects. In short, monitoring and evaluation data should always be used to inform management decisions, which, in turn, promote accountability and Learning.

Accountable projects are more relevant, more likely to be supported by stakeholders, and ultimately will have a greater impact. A commitment to accountability requires that project teams take proactive and reactive steps to address the needs of the project's key stakeholders while delivering project results.

Projects embrace **accountability** by promoting:

- Alignment with standards: Demonstrating that project work has been conducted in compliance with agreed donor requirements/agreements and MEAL best practices.
- Transparent communications: Sharing monitoring and evaluation information and results with Communities, partners, donors and other stakeholders on due time.
- Responsiveness: Establishing channels through which stakeholders can voice feedback, ideas, suggestions and complaints; and committing to provide an appropriate response on how their input is informing project decisions.
- Participation: Encouraging varying degrees of contributions from different types of stakeholders at every stage: initiating, defining the parameters for, and conducting MEAL.

Learning, on its side, requires that the project management staff engage different stakeholders in thoughtful discussion about what is working and what is not working, in their efforts to achieve the project objectives and ultimately to make smarter decisions. Again Learning, in the MEAL System to work effectively, is connected with the remaining components of the MEAL. That's is, the thoughtful discussions of the Learning component should use monitoring and evaluation data to inform their structure and content.

Projects implementation facilitates leaning by:

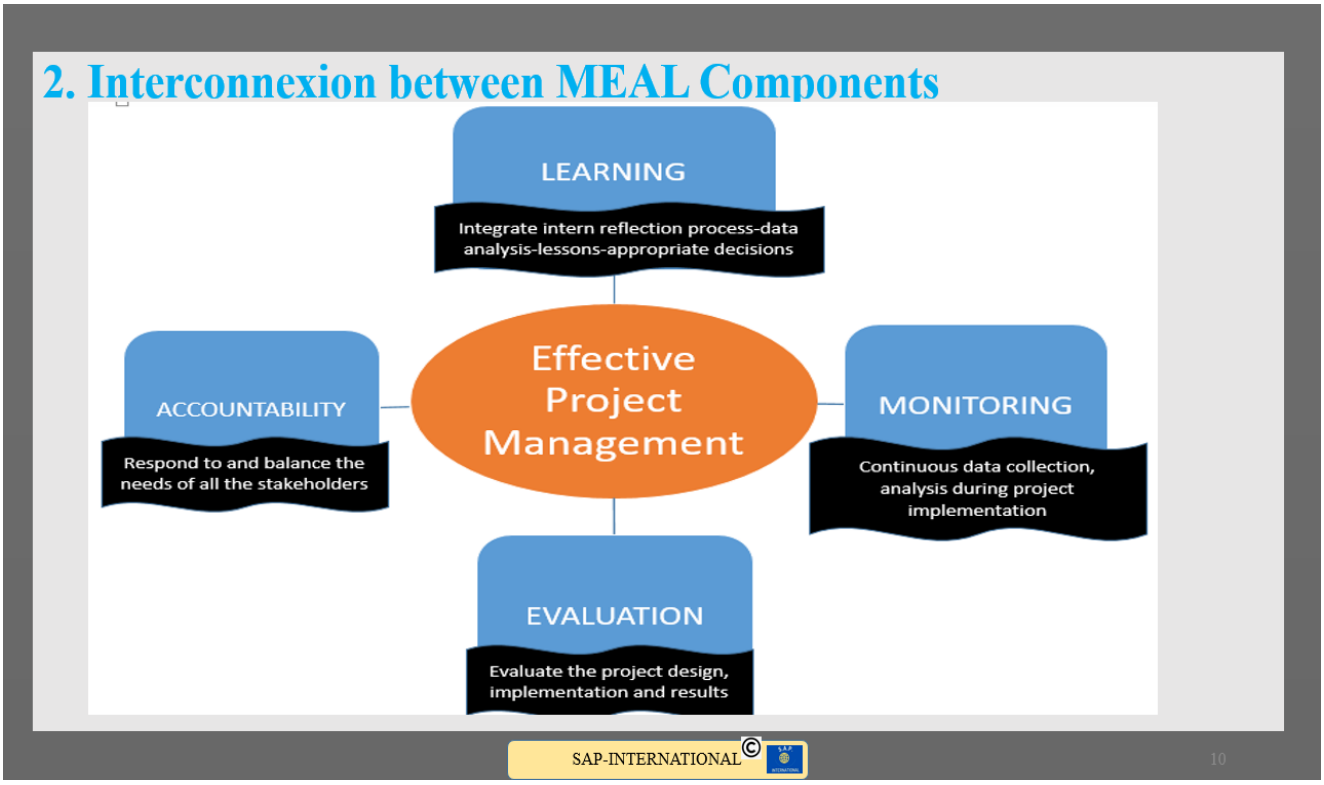
- **Embedding learning processes:** Including concrete learning elements—such as the use of checklists to prompt learning—and learning questions in meeting agendas.
- **Incentivizing learning:** Framing all project work as a learning opportunity by encouraging, modeling and rewarding learning.
- **Curiosity:** Establishing a workplace that supports the asking of questions, curiosity, and the challenging of assumptions in the spirit of learning.

- **Promoting adaptive management:** Analyzing monitoring and evaluation data promptly and frequently, actively seeking to understand project data, and using evidence to inform decisions and adjustments to project design, planning and implementation.
- **Sharing information:** Using project learning to inform organizational and sectorial best practices.

Hence, without an effective MEAL system we would be unable to:

- ✓ track progress
- ✓ make adjustments
- ✓ discover unplanned effects of programs
- ✓ judge the impact that we have made on the lives of those with whom we are working

A MEAL system also helps us to be accountable to our stakeholders through information sharing and developing a complaints or feedback mechanism which can help to guide program implementation.



SECTION III. HISTORY OF MONITORING & EVALUATION

The RBM;
Types of Monitoring;
Types of Evaluation,
Types of Managerial Practices

1. General overview

"Monitoring-Evaluation", two concepts that often form the same term. These notions cover different objectives, methods and periodicities but are closely dependent on each other.

Monitoring data, for example, are essential and used during evaluations. The integration of monitoring-evaluation mechanism in project management was dictated by the following factors:

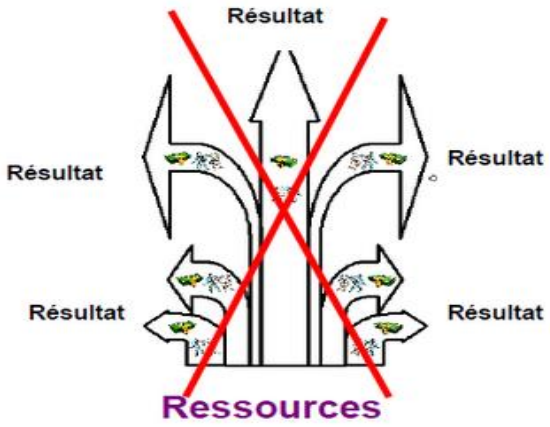
- ✓ failure of the projects and programs to achieve expected results;
- ✓ limitations in project implementation;
- ✓ the absence of clear M&E tools for key actors and project/program managers.

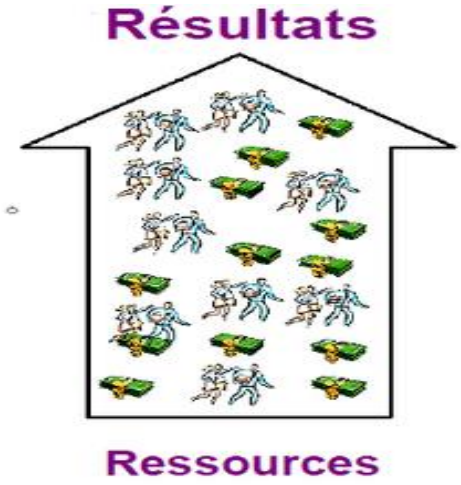
For years, international aid was offered on a sectorial basis and did not always correspond to the priorities established by the recipient countries and other partners or the target groups.

Donors controlled most of the components of the aid/funding flows while imposing a heavy reporting and accountability burden. They focused their efforts on financed

activities in the form of resource transfers rather than on achieving broader development results. It is since the 1950s, following the publication of the book " « *La pratique de la direction des entreprises* » in 1954 by Peter Drucker that an awareness of certain errors made in the monitoring- evaluation of development initiatives was witnessed. Such an awareness led to the introduction, for the first time, of the concept of "Management By Objectives". Thus, the concept of RBM (Result Based Management) became popular and adopted by contributors who finance initiatives to focus on the tangible and valid results of the funded initiatives[7].

"All paths are good when you don't know where you are going." It is precisely this inaccuracy that results-based management (RBM) is supposed to remedy. It is all about choosing a direction and a destination as the very first step.





2. The RBM Concept

The RBM consists of giving priority to results in all aspects of management by taking into account two fundamental notions, namely: Change and causality.

[7] Approche de la programmation, de la gestion et du suivi axés sur les résultats (GAR/RBM) telle qu'elle est appliquée à l'UNESCO, in http://www.ofarcy.net/

- The notion of **CHANGE** implies a visible transformation in the group, in the organization or in the society/country where the project or program takes place.
- The concept of **CAUSALITY** illustrates the causal link between an action and the results that flow from it.

Thus, the result statement must express the real change in human development, namely:

- ✓ an improvement in health conditions, for example.
- ✓ an increase in the income of a given group
- ✓ an increase of schooling girls in a given region
- ✓ improved housing conditions.

3. Monitoring-Evaluation: Different types of managerial practices

management focused on	Focus	Main Questions	Characteristics
Results	- Outputs - Effects - impact	How to maximize the benefits in terms of intermediate and long-term results?	Definition of expected results and their achievement, performance measurement
Process	- Activities - Outputs	How to satisfy the partner?	Focus on delivery processes, quality standards, continuous improvement

Objectives	Outputs	What are the specifications and their measurement?	Define objectives, identify performance indicators
Activities	Activities	What to do and in what sequence?	Implementation of activities according to plans
Inputs	Inputs	What and how much/many?	Financial planning, accounting, cost management.

4. Different types of Project monitoring

Situation 3.

From the beginning of his exercise as "YED-KENYA" Project Manager, Mr. Odinga will have to plan various activities related to the systematic monitoring of the project that he must implement in collaboration with his team.

He must hence:
- have a good mastering of the types of project monitoring,
- Know when monitoring should be done, and for what purpose?

There are several categories of monitoring in M&E but we shall focus our attention on three most relevant ones in the context of project management:

- Technical Monitoring
- Process monitoring
- Outputs Monitoring

i. Technical Monitoring

What: Technical monitoring refers to the supervision of project implementation of activities where an assigned expert (usually from the project implementation team) keeps track of the progress through regular inspections and observations at the project site. Technical Monitoring is an important aspect of project management that allows you to identify the necessary corrections and adjust the planning when necessary.

Characteristics: This type of monitoring does not question the project objectives but focuses on the implementation of the project activities.

Purpose/significance:

It makes it possible to monitor the progress of activities by comparing the planned and the implemented activities.

ii. Process monitoring

Project or program process monitoring "is a systematic and continual documentation of key aspects of project/program performance that assesses whether the program is performing as intended or according to some appropriate standard (8). This is, in other words, the monitoring of the project progress (*tasks or activities*) in order to observe the deadlines, the use of the budget and the resources (human, material and financial) in accordance with the forecasts. It can be done daily, weekly, monthly or even seasonally. Tracking project progress is divided into three stages:

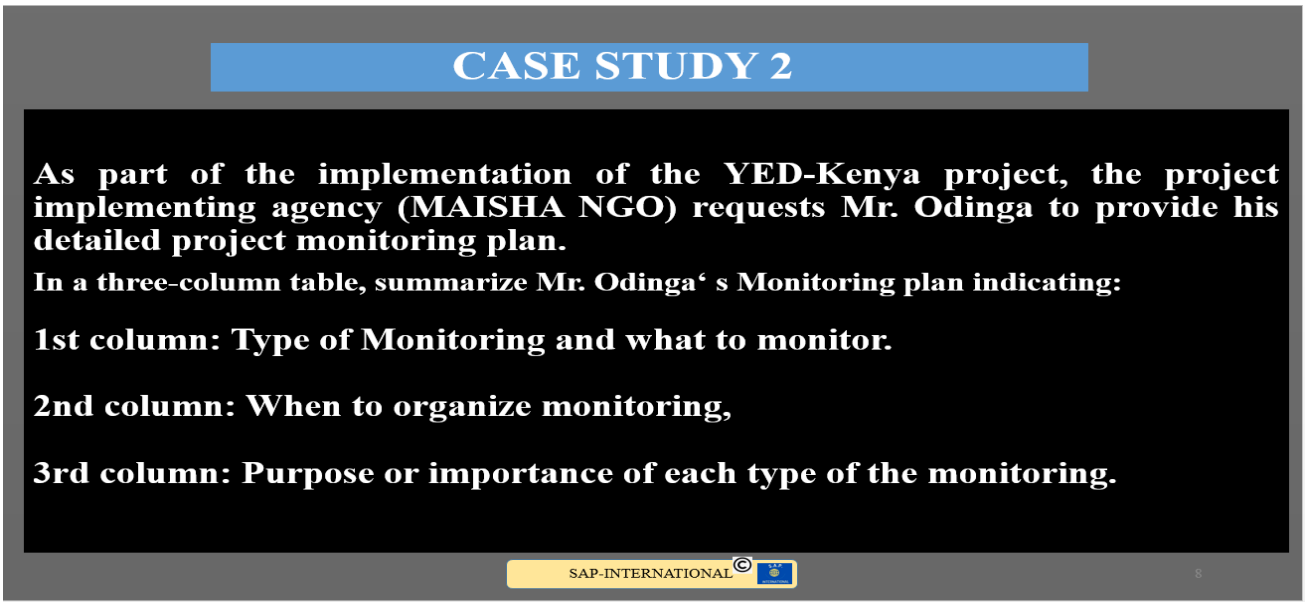
- ✓ The data collection;
- ✓ The analysis of these data;
- ✓ Implementation of corrective actions if necessary.

iii. Outputs monitoring

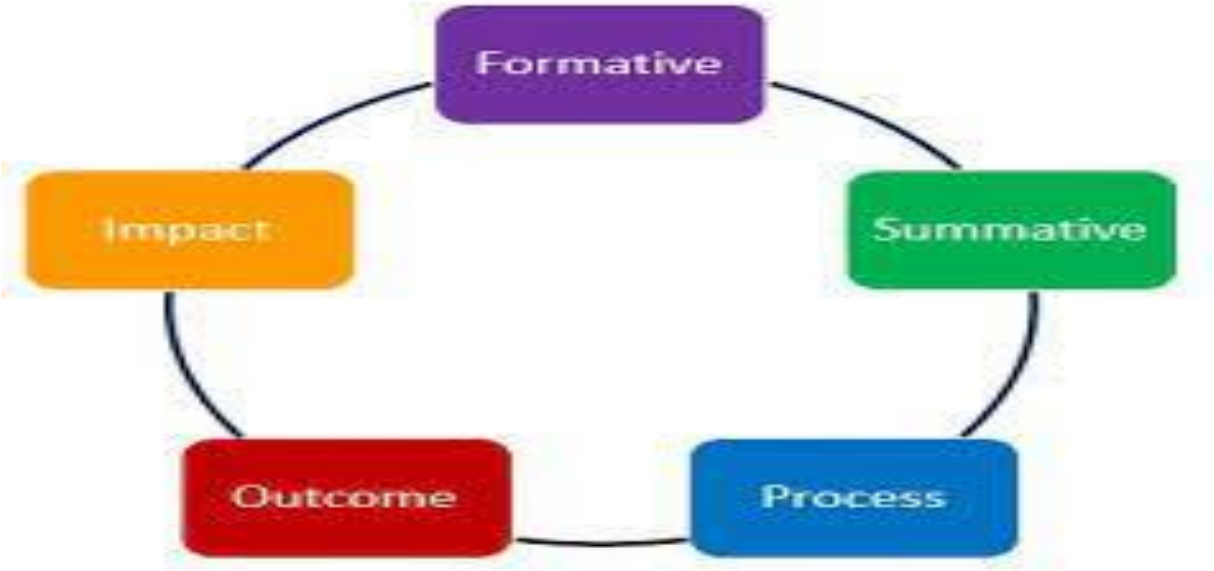
Output monitoring consists of a systematic verification and comparison of the achievements (**outputs**) in relation to the expected outputs of the project. From the designing phase of the project, a clear list of technical specifications (in quality and quantity) of each expected output must be established and recorded in the project proposal document. In the example of improving health conditions of the population of Bobo Dioulasso (Burkina Faso), the expected outputs can be formulated as follows:

Construction of 20 health centers in rural areas, each one equipped with solar system electrification.

In short, project monitoring is an internal function within an organization or institution. It allows the project manager to assess whether the tasks are carried out in accordance with the deadlines, the resources, the costs and the objectives defined from the design phase of the project. In project management, it is not enough to assign tasks to team members to ensure achievements of expected results. The project manager should, in addition, use appropriate monitoring tools (*such as monitoring meetings and project management software*) and determine pre-established KPIs to be able to measure the performance of his project and make consequent decisions. Ultimately, monitoring is an essential basis for evaluation. Without a monitoring system, evaluation becomes very difficult, if not impossible.



5. Different Types of Evaluation



Situation 4.

Like his plan for systematic project monitoring, Mr. Odinga will also need to plan for evaluation activities for his project.

He must have a good mastering of:
when should be done what type of evaluation,
by whom and
Why.

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Evaluation, being a systematic and objective assessment of a project, program or policy performance, is of different types depending on,

- the phase of the project where it is carried out;
- his author;
- his goal.

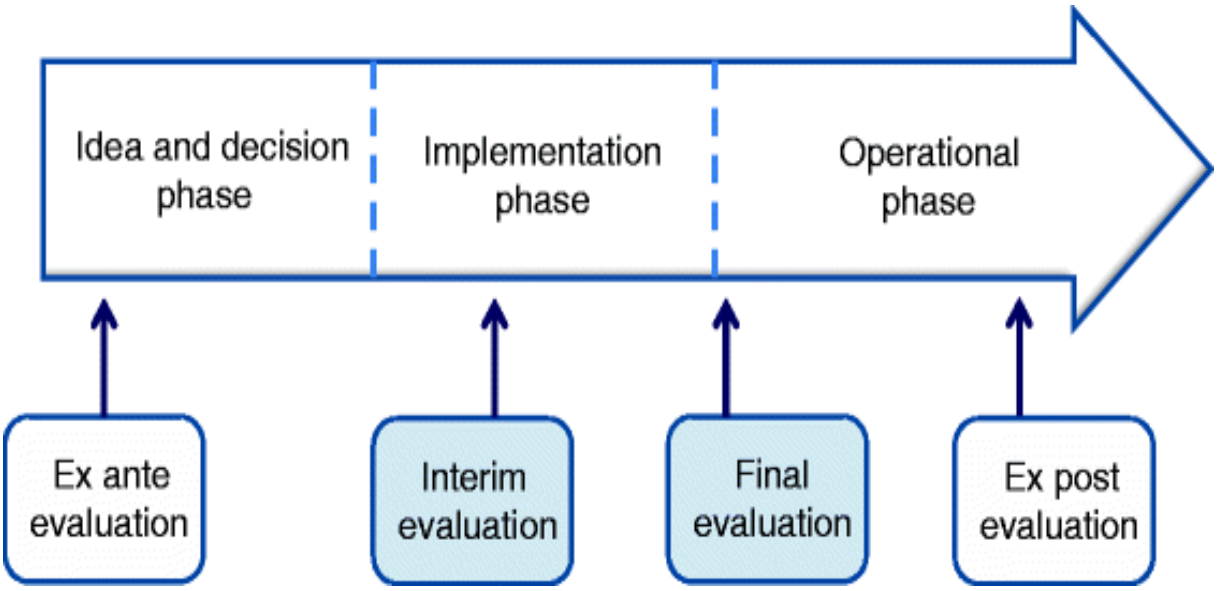
However, any evaluation should be able to provide credible and useful information that allow experience's lessons to be incorporated into the decision-making process and capitalize on good practices for future projects. Hence the famous definition of Neu (2001):

« *to evaluate is to assess the quality to facilitate decision* »[8]

A. **Types of evaluation according to the project progress:**

1. **Ex-ante evaluation (Baseline)**: Intervenes before the launching and implementation of the project. These are preliminary studies that aim to verify the adequacy of the objectives in relation to the needs, issues or problems to be solved;
2. **Evaluation *in itinere*** (evaluation along the way): Carried out throughout the project, policy, program implementation period;
3. **Interim or mid-term evaluation**: Allows the action to be reoriented when it is still possible. It can be initiated to check, in the middle of the project period, if the needs are still present, if the management of the project/program is proceeding as planned or requires improvement and possibly if the first effects of the program can be observed.
4. **Final evaluation**: Is carried out just at the end of the project/program and allows to observe the results already achieved in the short term.
5. **Ex-post evaluation**: Carried out several months or even several years after the closure of the action and focuses on the medium or long-term effects (impact).

[8] The practice of monitoring and evaluation in development projects in Cameroon in https://www.memoireonline.com/ (*Translated from French*)



B Types of evaluation according to the author

1. **Self-Evaluation**: Carried out by one or more people directly involved in the action being assessed.
2. **Internal evaluation**: Carried out by a staff member of the structure in charge of the action.
3. **External/independent evaluation**: Involves recourse to external evaluators (consultants).
4. **Evaluation by beneficiaries (or users):** The project beneficiaries play an crucial role during the evaluation phase; They participate in the selection of evaluation questions, the design of indicators, etc.

C. Types of evaluation according to purpose: formative and summative

1. Formative Evaluation

The concepts of formative (and summative) assessment were introduced by Michael Scriven in 1967 in the context of the evaluation of educational programs (Curriculum evaluation)[9].

[9] Michael Scriven, *The Methodology of Evaluation*, Social Science Education Consortium, 1967 in https://fr.wikipedia.org/

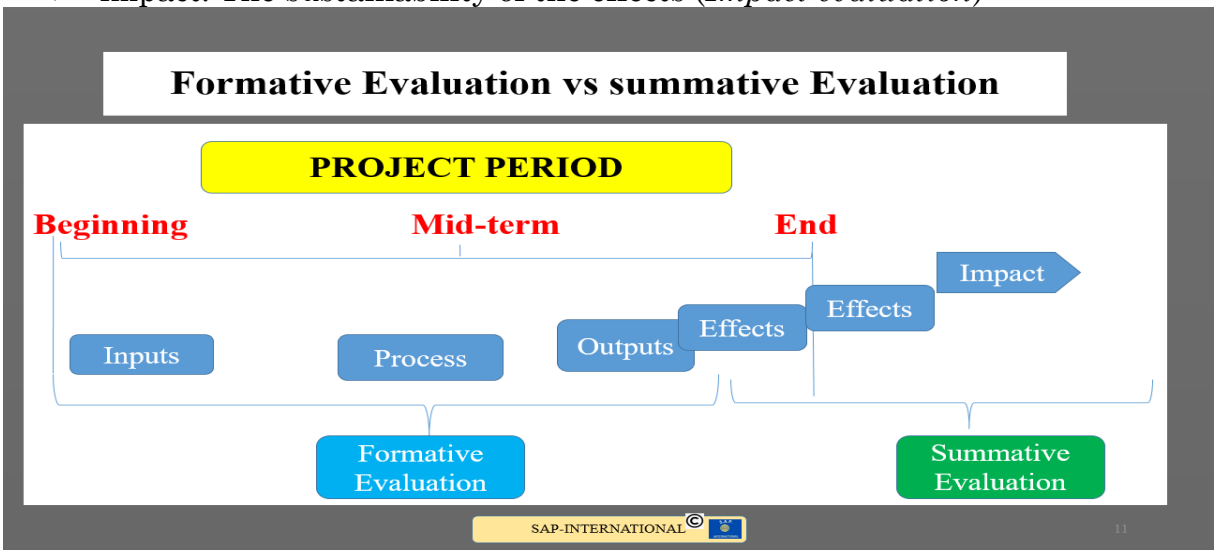
In the context of a public intervention (project or program) and following Michael Scriven publication, formative evaluation is generally carried out during implementation and aims to improve the functioning of an existing program (Process evaluation- achievements). Formative evaluation is defined by its aim: it can take very different forms, and relate to the achievement of objectives as well as to the unanticipated consequences, desirable or not, of an intervention[10];

It is carried out in the middle of the cycle of a project and relates to the effectiveness of its implementation in order to provide information which makes it possible to take consequent measures for its improvement. This type of evaluation remains limited, because it does not allow for clear and overall readability of the results and impact of the project.

2. Summative evaluation

The summative evaluation is done just after or several months after the project closure. In this first case, it evaluates the direct results of project and program while it measures the impact of the project on the beneficiary in the second case. In all cases, summative assessment is complementary to formative assessment. The summative evaluation primarily assesses:

- short- and medium-term results (*evaluation of effects*)
- impact: The sustainability of the effects (*Impact evaluation*)



[10] *Hobivola A. Rabearivelo & Jihane Lamouri, L'évaluation « affranchie des objectifs » : une approche sans but, PERFEVAL, 2011*

CASE STUDY 3

Still within the framework of the implementation of the YED-Kenya project, the manager of the executing agency (NGO MAISHA) asks Mr. Odinga to provide him with his detailed schedule of project evaluations. In a table with four columns, indicate in summary the information that Mr. Odinga must provide to his boss:

1st column: Type of evaluation and by whom?

2nd column: What to evaluate?

3rd column: When to evaluate?

4th column: reasons (purpose) of the evaluation?

SECTION IV. PROJECT PERFORMANCE INDICATORS

Situation 4.

In his monitoring and evaluation plan for the project under his responsibility, Mr. Odinga, his implementation team as well as all the other stakeholders in the context of the project implementation have an interest in the monitoring of the project implementation process.

Thus, as a project manager, Mr. Odinga must have a good knowledge of the project performance indicators as well as the project evaluation criteria.

IV. A. The project success/performance indicators

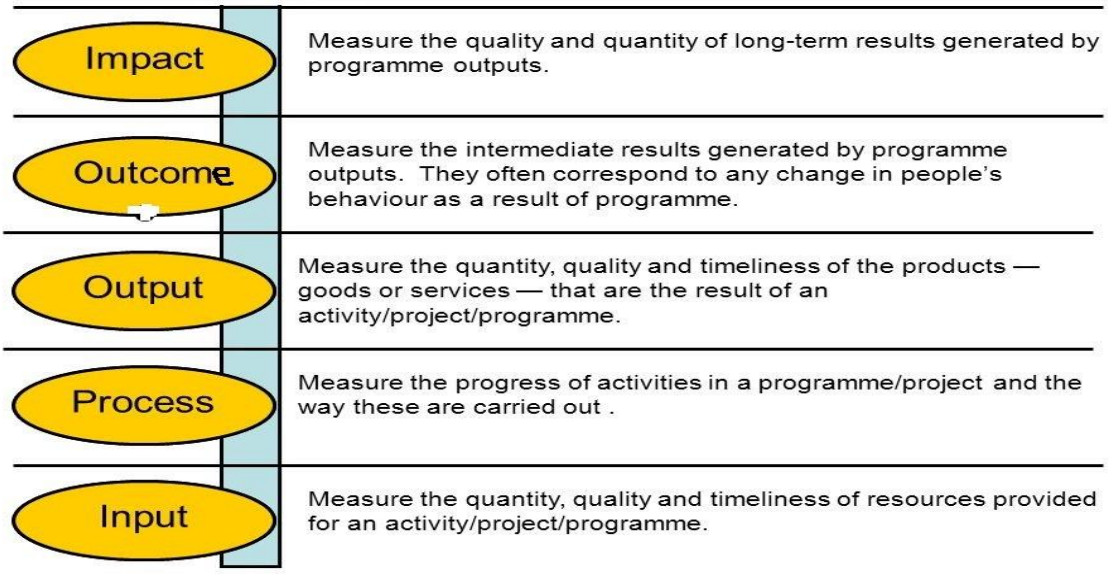
0. Introduction:

Project performance, in the context of Monitoring and Evaluation, is best measured by Specific-measurable indicators. **Indicators** are markers of your projects'

achievements in a specific area[11]. They describe a value that you want to achieve and tell outsiders something about the progress or success of your project. An indicator must a specific, observable, measurable and verifiable quantity that can be used to show the changes obtained or the progress made by a project/program.

The project management thus, distinguishes 5 main categories of indicators:

1. **Inputs indicators**
2. **Process indicators**
3. **Outputs indicators**
4. **Outcome indicators**
5. **Impact indicators**



The indicators are in turn grouped into 2 main categories:

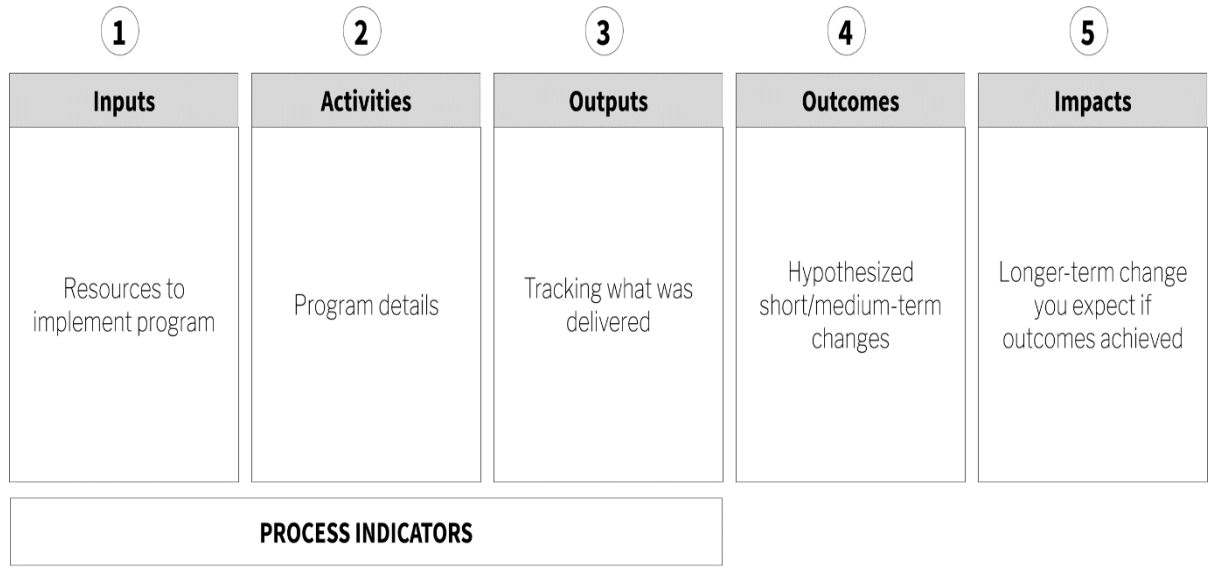
A. DIRECT INDICATORS

- Input indicators
- Process indicators
- Outputs indicators

[11] *Eva Wieners in* https://proposalsforngos.com/

B. INDIRECT INDICATORS

- Outcome indicators (intermediate results)
- Impact indicators (long-term results)



1) Input indicators

These indicators refer to the resources needed for the implementation of an activity or intervention.

Example:

For a case of training; input indicators can relate to training materials, funds, facilitators,…

Inputs indicators measure the extent to which a project/intervention has been achieved or is achieving results according to the provisions (the financial and human resources) and are measured by:

i. The variance between incurred and planned financial resources.

ii. The variance between the actual and the planned human resources.

2) Process indicators:

These are measures for assessing the rate of progress of the project[12]. Process indicators refer the project activities. They measure the extent to which the project

[12] Albert, L. (2005) Évaluation d'un projet (matériel de cours), Université de Montréal in https://www.inspq.qc.ca/

activities are executed (both in quality and in quantity) according to the planned deadlines (reference to the project schedule/timeline).

They are measured through:

i. The variance between the actual and planned schedule for each of the project activities.

3) Output indicators

The output indicators relate to the project products resulting from the project activities or offered services.

The output indicators can be for example:

- ✓ *Number of local leaders sensitized;*
- ✓ *Number of young people trained in entrepreneurship;*
- ✓ *Number of young people supported for business creation.*

4) Outcome Indicators:

Outcome indicators refer more specifically to the objectives of an intervention. That is, the reason why it was decided to conduct certain interventions in the first place. These are indicators that make it possible to assess the degree of achievement of the specific objectives of the project. They relate to the direct and immediate or medium-term results of a project/program on its direct beneficiaries.

Examples of outcome indicators:

- ✓ *Number of businesses created by young people;*
- ✓ *Number of jobs created through new youth enterprises;*
- ✓ *Additional quantity of beans production in western districts of Kenya.*

5) Impact indicators:

These indicators relate to the consequences of a program/project beyond its immediate effects. Also called "ultimate results", they allow the assessment of the impact of the project (measured against its overall objective) on the well-being of the population and its environment. However, these prove difficult to measure, as

they not only affect a larger population but also a multitude of factors affecting the well-being of the population[13].

Examples of impact indicators:

- ✓ Rate of emergence of young entrepreneurs in Nigeria,
- ✓ Rate of reduction of youth unemployment in Burkina Faso;
- ✓ Rate of reduction in the price of basic necessities.

Project evaluation criteria are measures for judging the project/program results. This judgment is based on a range of five well-known classic criteria below:

1. Relevance
2. Effectiveness
3. Efficiency
4. The impact
5. Viability/durability/permanence (sustainability)

[13] Ibidem.

1. **Relevance**

The relevance of a project is mainly based on its design. It concerns the extent to which **the objectives envisaged** by the project **respond to the identified problems** or to the real needs of a given society. It asks questions such as:

The action carried out,

- Does it respond to the needs and priorities of the target group?
- Is it able to solve the real problem?
- Does it contribute to the achievement of the project set objectives?

In short, the **Relevance** concerns the added value of the project and must be assessed throughout the project cycle at two specific moments: **during its design** and **during its evaluation**.

2. Effectiveness:

The effectiveness is the extent to which an intervention has achieved, or is likely to achieve, the intended immediate results. It is, in other words, the comparison between the **predefined** objectives and the **actual** achieved results: hence the importance of having clear objectives right from the start. The interest here is to measure the variance between the two, be able to analyze them and take right decision accordingly.

3. **Efficiency**

The efficiency criterion measures the ratio of the achievements (outputs) to the means used within the planned deadlines. The central question posed by this criterion is "**was the project implemented in an optimal manner in which the results were achieved with the lowest costs within the best timeframe?**" In other words, efficiency concerns the way available resources (financial, human and organizational) are used and aims to analyze whether the objectives have been achieved at the lowest cost.

This measure must be quantitative, qualitative and must also relate to the management of time and budget.

4. The impact

The impact measures the repercussions of the action in the intermediate and long term period. It is the appreciation of all the effects of the project on its environment; both positive and negative effects, intended or unintended, economically, socially, politically or ecologically. It is the set of significant and lasting changes in the life and environment of people and groups who have a direct or indirect causal link with the project. The impact analysis should therefore be both quantitative and qualitative in nature.

5. The Sustainability

Viability measures the durability or the probability to see the effects of the project/program lasting after its closure. In other words, sustainability determines whether the positive results of the project are likely to last beyond external funding period.

Sustainability answers the following central question:

Will the project continue to have a positive impact even after its implementation? (5 years and over)?

It takes into account the financial viability but also the opportunity to reproduce or generalize the program on a larger scale.

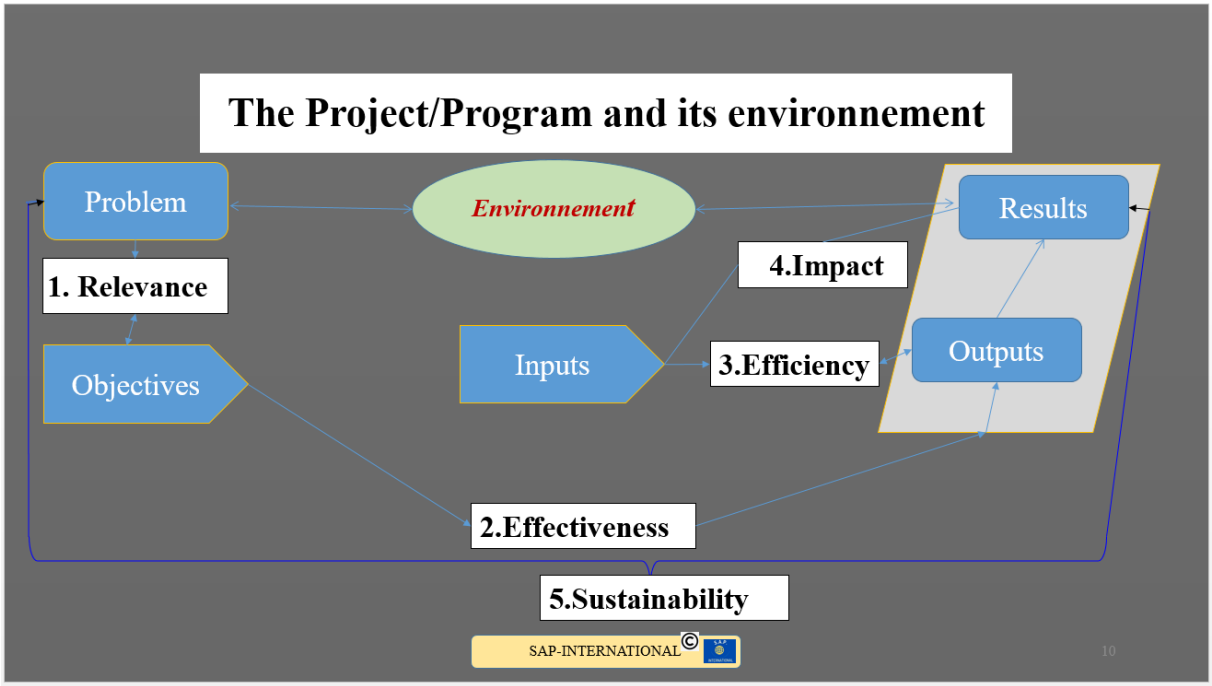
ADDITIONAL EVALUATION CRITERIA

The Evaluation Resource Center recommends the following two additional criteria[14]

Internal coherence: What adequacy between the project/program and the goals of the structure/organization that implements it? What adequacy between the displayed values and the effective mode of governance of the structure?

[14] Evaluation Resource Center in https://www.eval.fr/

External Coherence: This is to be measured in connection with the relevance criterion. If the project actually meets a need or addresses a real issue within a society, what structures/organizations are most suited to get involved? Are the structures complementary or competing?



CASE STUDY 4

During his first weeks as project manager, Mr. Odinga had time to understand the logical framework of his project. He then calls on a meeting with his project implementation and monitoring team. The only item on the agenda "Understanding the M&E indicators of the YED-KENYA project and its evaluation criteria".

In a synthetic and simplified way, show in a two-column table what Odinga's presentation should include. Put the S-E indicators in the 1st column and the role of each of them in the 2nd. Do the same for the project evaluation criteria.

SECTION V:

A. DEVELOPMENT OF THE MONITORING-EVALUATION SYSTEM

Situation 5.

At the end of their brainstorming meeting on the M&E indicators and the project evaluation criteria, Mr. Odinga wants to be even more professional in his management of the project. He is already thinking about the development of the Monitoring and Evaluation system of the project whose the management is entrusted to him.

To achieve this, he needs not only a good mastery of the design steps of the system but also its relationship with the implementation of the project.

V.1. Definition:

The Monitoring-Evaluation system is defined as an integrated system of continuous reflection and communication which must be planned, managed and

provided with the necessary means for its implementation[15]. In other words, it is a whole set of planning processes , systematic collection of data, analysis, exploitation, synthesis, circulation of information which provides the means and skills necessary to implement it with a view to improving the basis for decision-making within the framework of the management, the implementation of the project or the capitalization of experiences.

The Monitoring-Evaluation system is developed and implemented in four major phases, including:

1. The design and setting up of the system;
2. Information (data) collection and management;
3. Critical reflection;
4. Communication of results and production of corresponding reports.

V.2. Distinguish the System and Monitoring-Evaluation Plan

The difference between the M&E system and the M&E plan is very little and the two are often used interchangeably:

On one hand, the M&E system describes all of the monitoring and evaluation practices and tools within a project, program or institution. It is a holistic and the whole is more than the sum of the parts and is defined in a global, holistic approach to the institution and its environment but also to the user and considers its links and interactions with other departments and functions (management, audit, communication, etc.)

Basically M&E system:

- sets out the principles, norms and standards, the code of ethics and professional conduct on which it is based through an evaluation charter or policy.

[15] Translated from French. *Source: IFAD designing and implementing the Monitoring-Evaluation system in https://www.ifad.org/*

- specifies and delimits the contractual and legal frameworks of the evaluation function. For example, in the context of external financing, all legal obligations in terms of evaluation, financing of the evaluation or the terms of selection of the external evaluation team.
- includes the presentation of its governance framework: the decision-making methods and the mechanisms ensuring the operationality of the support function as well as the independence of the accountability function.

On the other hand, the M&E Plan is the operational component. It provides information on the data collection, processing and analysis processes, specifying the responsibilities of the different actors. Its aim is to organize information flows, present the tools and software used, quality control, data protection measures, training and skills development processes.

V.3. Steps for designing the E&E system

The design of a Monitoring-Evaluation system, which is one (the very first and most important) of the 4 phases of development and implementation thereof, generally includes, in turn, six (06) steps. However, according to some sources, the Monitoring-Evaluation System is put up in seven (07) steps. In our present context, we shall focus on the six steps on which all the sources converge.

That is:

1. Definition of the objective and framing of the system

The goal of the M&E system is actually the answer(s) to the following central question:

Why do we need to set up an M&E system and what areas should it cover?

Once all the stakeholders have agreed and have the same vision of the objective of the system, it will then be necessary to frame its scope.

The scope of the system is framed from the answers to the following questions:

- **Stakeholders**: What are the current capacities of the stakeholders in the field of project monitoring & evaluation? What is the desirable and feasible degree of participation of all stakeholders?
- **Funding:** What is the importance of available/potential funding?
- **Data**: How detailed should quantitative and/or qualitative data be?
- **Baseline study**: What type of baseline study is desirable and feasible?

2. Identification of evaluation questions and indicators

This is a question of defining, for each hierarchical level of the objectives, one or more indicators which make it possible to measure the degree of achievement of the objectives and thus draw up a series of evaluation questions resulting from the following central question:

What do we need to know in order to manage the project successfully?

To this end, it is strongly advised to confront several sources of information to truly control the evolution of the project and establish connections between those various information.

Examples of main questions of the Monitoring and Evaluation system:

- Does the project/program address a real problem of the target groups?
- Are the allocated resources used efficiently?
- Is the program generating the expected results?
- Can the program be managed more effectively?

3. Data collection plan

This step mainly answers the question:

"How will the necessary information be collected and organized?»

From the start-up phase of the project, the stakeholders must clearly define:

- ✓ the nature of information to be collected,
- ✓ the practical organization of collection and storage of the information

- ✓ the timetable, strictly taking into account the available human and financial resources.

A data collection plan, as part of the M&E system can be summarized in a table that in reference to a project/program logical framework in order to detail the key monitoring and evaluation requirements for each indicator and hypothesis. It summarizes indicator in a single table which contains:

- ✓ A detailed definition of data and sources of information;
- ✓ The data collection methods and timing;
- ✓ Definition of roles and target audience, and
- ✓ The data usage/recipient(s).

Summary table of the data collection plan

Objectives	Indicators	Data sources	Data collection method	Frequency	Responsible	User
Example: Case of an ex-ante evaluation						
Assess Feasibility: Water Supply Project in X village	Level of Satisfaction of Stakeholder about the project implementation plan	- Related previous reports -Stakeholders	Document analysis Interviews/surveys Etc.	Once: Before the project implementation	Project manager or Independent evaluator	Decision makers /Donors

4. Planning the modalities and activities needed for critical reflection.

This step consists of making a detailed description of the methods / approaches to be used for each type of actor (Stakeholder analysis) and for each objective. It is at this steps also that different roles are attributed to stakeholders for each reflection activity while establishing a schedule for critical reflection meetings: That is, in other words,

- ✓ Reflection,
- ✓ Roles attribution,
- ✓ Establishment of the chronogram/schedule for each activity.

Sample of M&E Schedule of activities for a 2-year Project.

		Year 1				**Year 2**					**Responsible**
	0	1	2	3	4	1	2	3	4		
Baseline study 1 (Ex-ante evaluation)	X										Project team or independent evaluator (consultant)
Activity/outputs/effects Monitoring		X	X	X	X	X	X	X	X		
Mid-term evaluation						X					Consultant
Reporting						X					
Final Evaluation										X	Consultant
Ex-post evaluation (if need be)											Consultant

This step thus allows different actors in the project implementation to answer the following questions:

- What do collected information mean for the project?
- How will we learn from the information and use it to improve project management?

Ultimately, analysis and critical reflection allows actors to go beyond the collection, processing and examination of data.

5. Communication planning and reporting

This step answers the following question:

"*How and to whom shall we present the activities and methods of the project's management?"*.

It thus consists of:

- drawing up a comprehensive list of all relevant actors and their needs in terms of information;
- defining the form of presentation of the collected information;
- defining how the information will be used;
- Establishing a detailed schedule for the production and presentation of information.

6. Planning/Budgeting of the necessary resources and skills.

"What do we need for the M&E System to work effectively?"

From this main question, the precise determination of the Monitoring-Evaluation personnel, their qualifications/skills, their responsibilities and their relations with other actors of the project implementation is fundamental for the system to really work effectively.

Monitoring-Evaluation responsibilities should be specified in the job profiles, in the terms of reference of the concerned persons and in the manual of the project administrative and financial procedures.

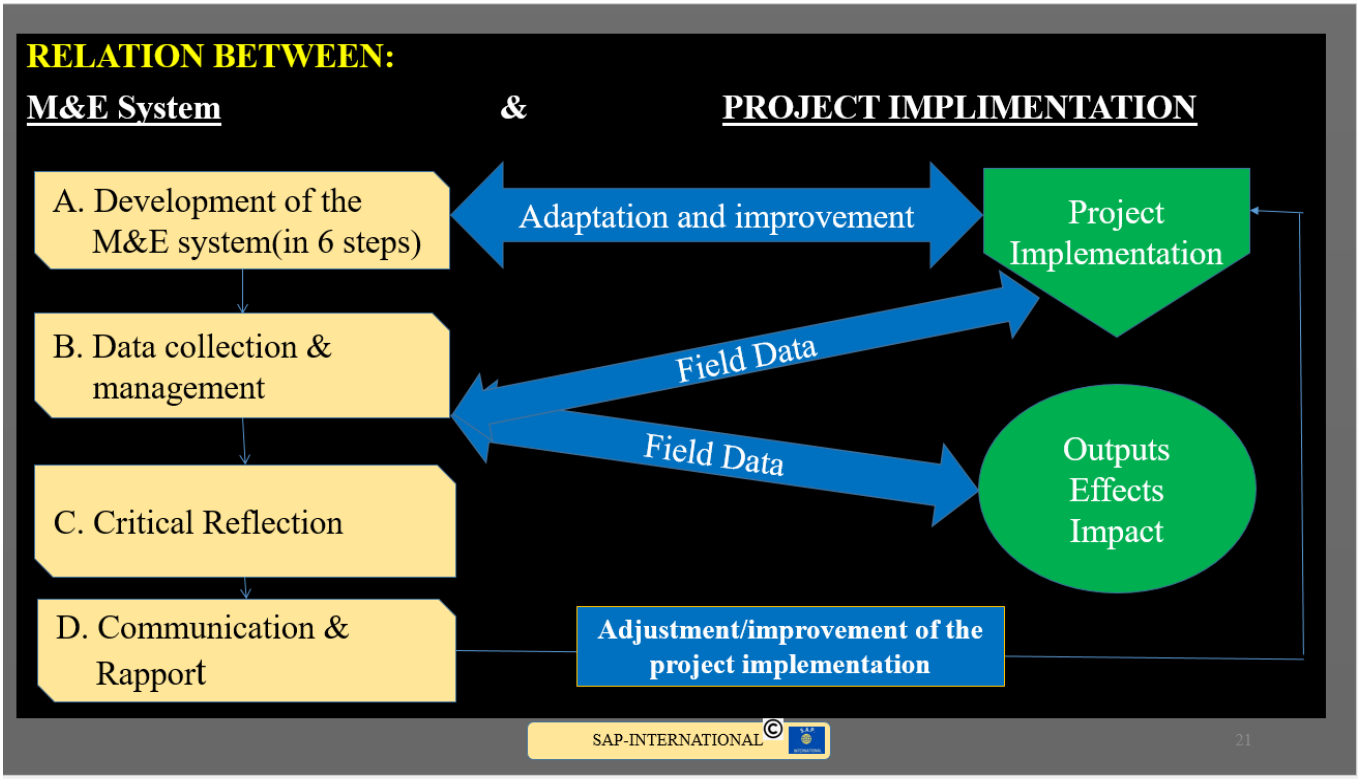
At last, with this last step, the Monitoring-Evaluation system must clearly define:

- The information/data that need to be stored and accessed;

- When, how and for whom the information is needed, appropriate and to what degree;
- The skills needed to set up the project information management system, etc.

Developing the M&E System in 6 Steps (Recap)

1. Definition of objectives and framing of the system
2. Identification of evaluation questions and indicators
3. Data collection plan
4. Critical reflection Plan
5. Communication planning and reporting
6. Resources and skills planning/budgeting.



N.B:

Projects are better managed when used appropriate data collection and analysis tools. There are several types of those tools and it is recommended to project managers to acquire additional skills in the areas of data collection, analysis and management software.

SAP-INTERNATIONAL Ltd equips you with skills in this area, namely with:

1. Kobo collect for data collection;
2. SPSS for data analysis
3. Ms Project

CASE STUDY N° 5

Mr. Odinga wants to develop the monitoring and evaluation system for his project.

1. **What knowledge or essential data does he need to have to be able to establish the system?**
2. **Briefly describe each of the needed steps for the complete design and development of his M&E system.**
3. **What relations does the M&E system entertain with the project implementation?**

V. 4. Methodological approach to data collection

The methodological approach in an evaluation mission specifies mainly the following elements:

- Determining the survey population;
- Sample size determination;
- Data collection instruments;
- The data collection schedule;
- The data analysis technique.

i. Determination of the survey population

A survey population is a group of items or cases, either individuals, objects, or facts that conform to specific criteria to which the investigator claims to generalize research findings (McMillan 1996, 85). Thus, the survey population constitutes, in fact, the sample.

- According to Gauthier (2002, 74), a sample is any subset of the population, provided that it has the same characteristics as the overall population.
- Moreover, he asserted that the sample is a fraction of a set that we want to study and then generalize …(Gauthier 2002, 62).
- And for Savard (1978, Chap. 1), a sample is a relatively small group chosen scientifically so as to represent a population as faithfully as possible.

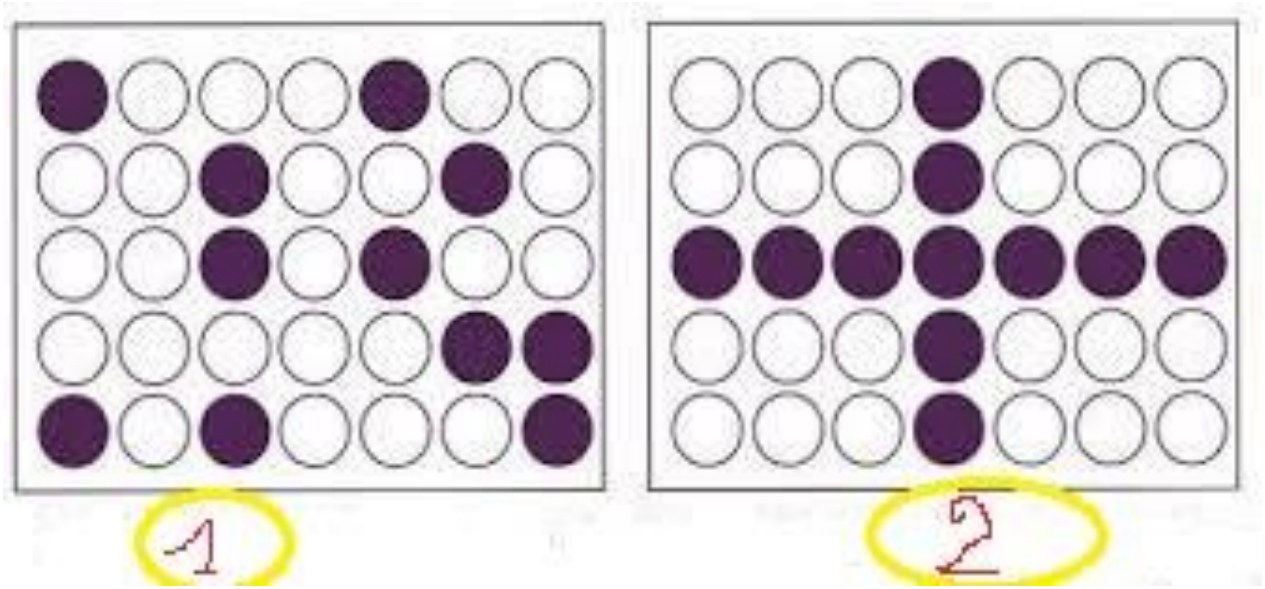
There are several techniques for determining the sample population. However, most often for a project evaluation, common used sampling techniques are grouped into two major categories:

- **The probability sampling method** where each project stakeholder has the same chance of being an informant.

- **The non-probability sampling method** where not all participants have the same chance of being informant, hence the technique of "purposive sampling".

Purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys[16].

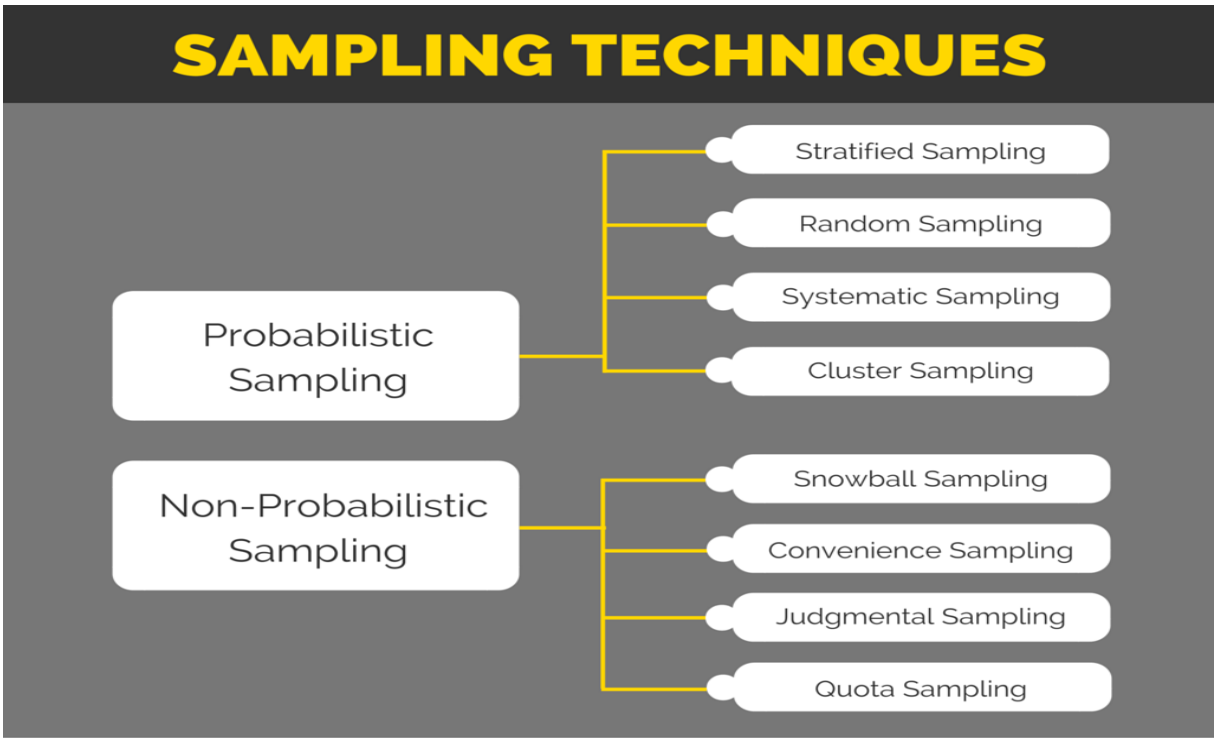
This method assumes a good knowledge of the population studied prior to the survey to determine the groups whose selection criteria are related to the variables that one wishes to study.

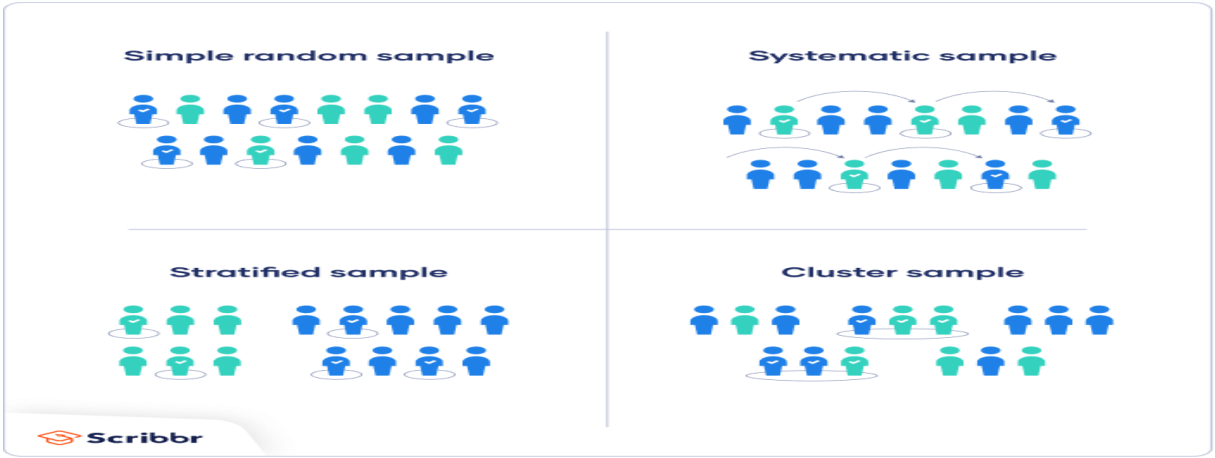


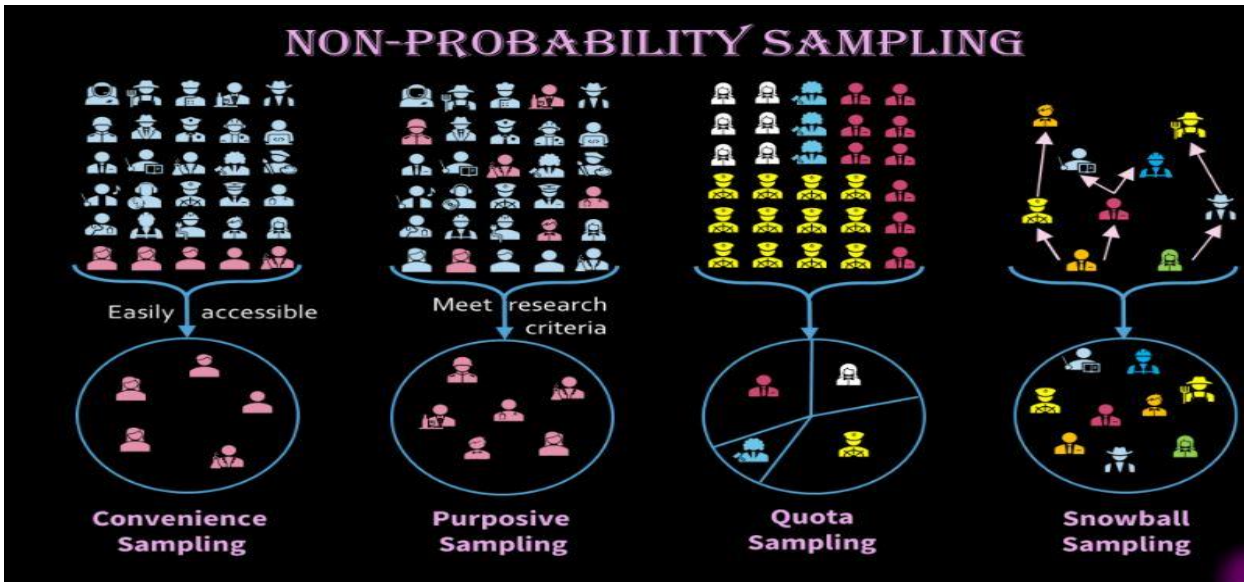
1. probability sampling

2 non-probability sampling

[16] *Alchemer in https://www.alchemer.com/resources/blog/purposive-sampling-101/*


SAMPLING TECHNIQUES
Probabilistic Sampling
Stratified Sampling
Random Sampling
Systematic Sampling
Cluster Sampling
Non-Probabilistic Sampling
Snowball Sampling
Convenience Sampling
Judgmental Sampling
Quota Sampling


Simple random sample
Systematic sample
Stratified sample
Cluster sample
Scribbr


NON-PROBABILITY SAMPLING
Easily accessible
Meet research criteria
Convenience Sampling
Purposive Sampling
Quota Sampling
Snowball Sampling

For case of the YED-KENYA project evaluation, the non-probabilistic method is better suited for data collection. The sample is selected by convenience and judgment according to the criteria defined below:

- ✓ Be the coordinator of YED-ENYA project,
- ✓ Be a member of the YED-KENYA Project coordination team,
- ✓ Be a financial or implementation partner of the YED-KENYA project,
- ✓ Be beneficiaries of the YED-KENYA Project,
- ✓ Be involved in the field of youth employment /community development in the project area;
- ✓ Be a local administrator in the project intervention area,
- ✓ Etc.

ii. Determination of sample size

Having the criteria for determining the survey population, the evaluator/data collector has now the task of determining to what extent the portion of the population chosen validly and reasonably represents the entire concerned population. It is, in other words, the quantity of a representative part or subset of the whole population from which conclusions can be drawn and applied to the whole population.

For probability samples,

Subjects or objects that are chosen according to a random procedure must respect two rules[17]:

- *The sampling base should include all entities,*
- *Entities should be selected by an independent and random sampling procedure.*

[17] *University of Montreal Press in https://books.openedition.org/pum/14800*

For non-probability samples,

The selection of entities is entirely subjective and is motivated by specific reasons. In other words, the entities are chosen arbitrarily. This method is often used for studies or exploratory research, pilot studies, comparative studies, case studies or research involving a limited number of subjects, objects or spatial units. Moreover, even if the method has several limitations related to the subjective nature of the process, it is more practical, especially when time and resources are limited. Similarly, for project evaluation cases, this method is the most used for data collection.

Thus, the size of the sample that most faithfully represents the concerned population is calculated with the formula of Alain Bouchard (1975) cited by Muhaturukundo, Shukla and Mbabazi (2016: 6):

$Nc = \frac{N*N_0}{N+N_0}$ where:

Nc= n : Corrected sample size

N : population

No : 96 (*sample size for the population whose size tends to infinity; this figure is absolute or fixed*).

Suppose the YED-KENYA project reaches a population of up to 7400 youth-beneficiary.

The size of the sample in the category of beneficiaries alone is thus :

$$Nc = \frac{7400*96}{7400+96} = 95 \text{ beneficiaries}$$

N.B.

1. Beneficiary samples can be identified, in turn, according to well-defined criteria:

   E.g. The categories of goods or services received.

2. To this sample of beneficiaries can often be added samples of other stakeholders categories such as administrative staff, project implementation team, funding organizations representatives ….

IV. 5. Data collection instruments

The commonly used instruments or tools for data collection in a project evaluation mission include:

- Documents analysis *(Logical framework of the project, different contracts with stakeholders, previous reports, etc.),*
- Interview guide: structured/semi-structured…
- Survey Questionnaire,
- Focus Group discussion Guide,
- Observation *(of project achievements/outputs, quality and quantity of goods and services received by beneficiaries, effects or impact already observed, etc.)*

The data collection schedule:

The evaluator is required to develop and propose a schedule for data collection, data analysis and communication of data analysis results as well as the deadlines proposed by the sponsor.

ACTIVITIES	RESPONSIBLE	NUMBER OF DAYS	DEADLINE
TOTAL DAYS		XXXXX	

Data analysis techniques

Data analysis techniques distinguish qualitative data from quantitative data.

5.1. Qualitative Data Analysis:

The most common type of qualitative data analysis is the **content analysis**. It consists of studying interviews or qualitative observations (*Krippendorff, 2003*), and proceeds to transcribe the qualitative data, to establish grid for data analysis, to code the collected information and to process it.

According to Miles, *Huberman, and Saldaña* (2014:12-13), the analysis of qualitative data consists of:

(1) Data reduction or condensation,

(2) Tabulation of data, and

(3) drawing of conclusions

1) **Data condensation[18]:**

This is a process of data reduction which consists of <u>selection</u> (*choosing a theme*), <u>centration</u> (*going beyond the themes and finding a process present in all the themes*),

In other words, it is a process of:

<u>Simplification</u> *(reducing the number of details),*

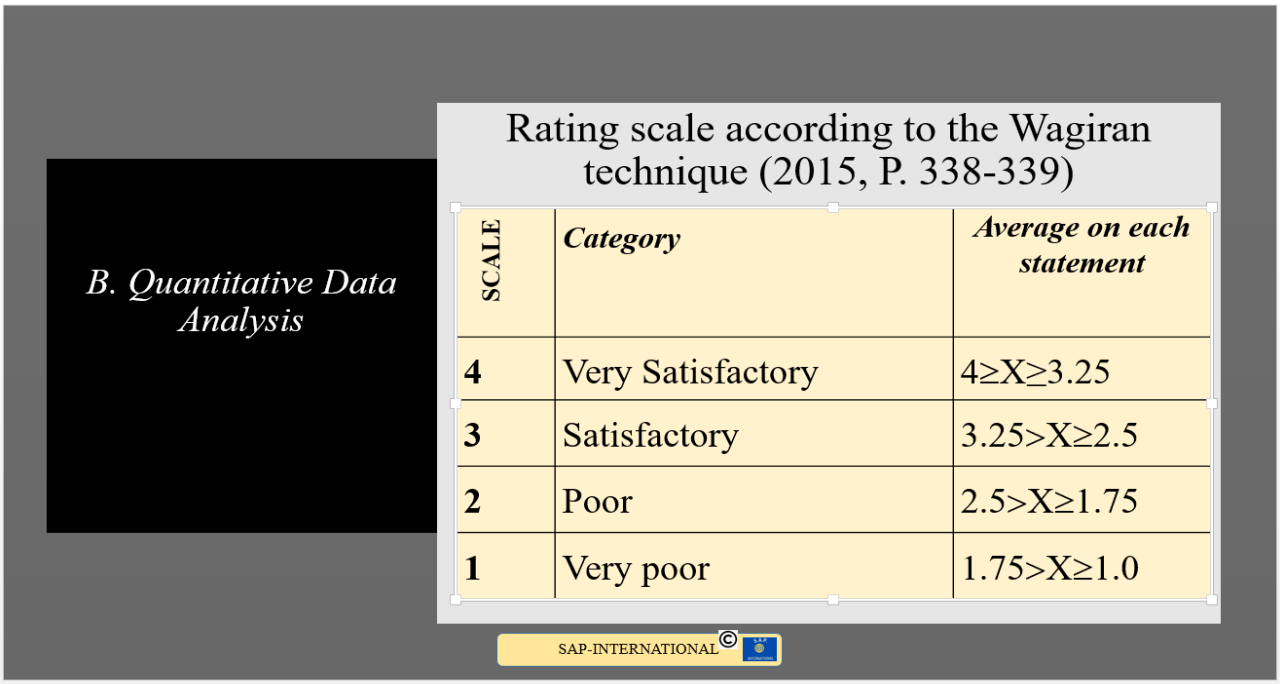
<u>Abstraction</u> *(looking for linking concepts beyond the thematic).*

The objective of the condensation analysis method is to render the disparate raw data manageable and readable.

[18] University of Paul-Valéry-Montpellier in https://www.studocu.com/fr/document/universite-paul-valery-montpellier/sociologie-appliquee/empathie-notes-de-cours-notes-analyse-socio/11810707 *(translated from French)*

2) Data tabulation:

In the statistics domain, tabulation is a method of summarizing data. It uses a systematic arrangement of data in rows and columns. Tabulation is performed for the purpose of conducting investigations, comparing, identifying errors and omissions in data, studying a prevailing trend, simplifying raw data, using space economically for future reference. With the tabulation method, the data are organized in columns and rows according to the characteristics / properties or indicators. Tabulation often emphasizes the presentation aspects of the data.



5.2. Quantitative Data Analysis:

Quantitative data analysis enables the processing of "structured" data such as answers to closed, scale or numerical questions. These analyses can be called "*univariate*" when they are only interested in a single survey question (or a single variable) or "*bivariate*" when two variables are taken into account simultaneously, or again "*multivariate*" when the number of variables considered are greater than 2 [19].

[19] https://www.lesphinx-developpement.fr/blog/analyses-quantitatives-des-resultats-dune-enquete-le-sphinx/ https://www.lesphinx-developpement.fr/blog/analyses-quantitatives-des-resultats-dune-enquete-le-sphinx/

Such types of analyses are subdivided into three broad categories:

- **Descriptive analysis,**
- **Comparative analysis and**
- **Explanatory analysis.**

a) Descriptive analysis:

This method consists of reporting the analysis of each question or group of questions that were proposed to the respondents. Depending on the type of question asked, the results would be:

Numbers and percentages especially for closed questions;

b) Comparative analysis:

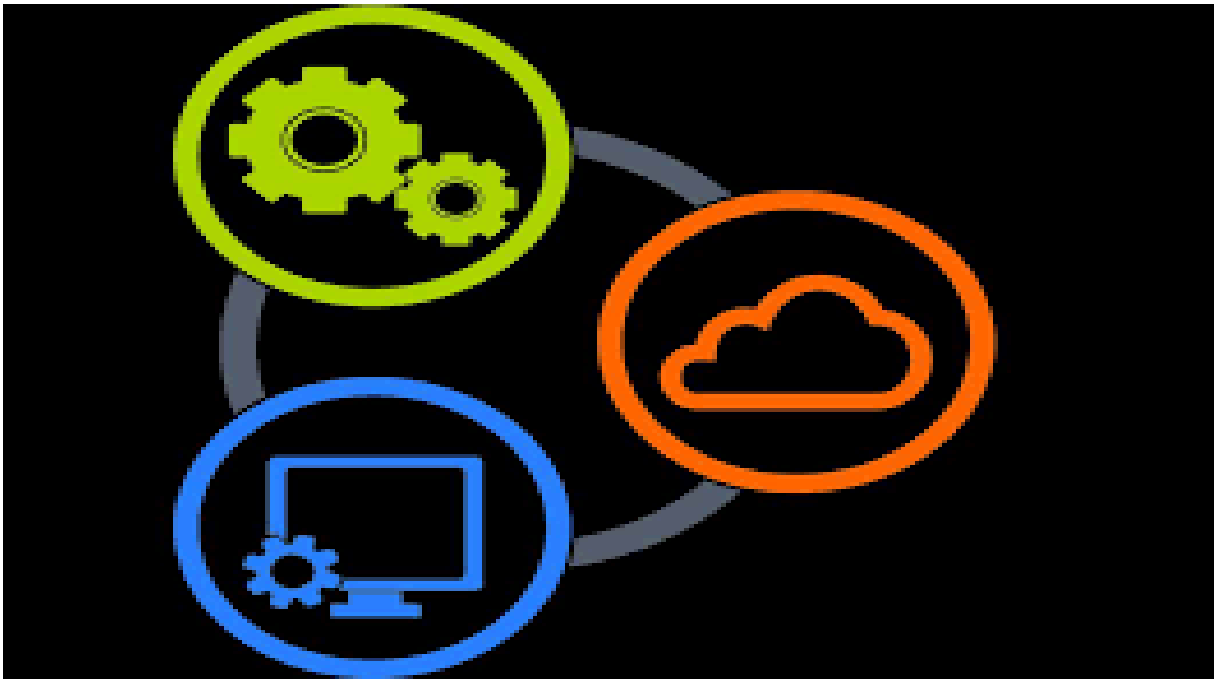
Comparative analysis consists of comparing the results of several groups of respondents.

E.g. Women vs. men, younger vs. older, higher income vs. low income etc.

c) Explanatory analysis:

The purpose of explanatory analysis is to explain one or more variables.

SECTION V. B. TECHNIQUES & METHODS OF M&E



1. Some M&E Techniques

- Results-Based Management
- Logical framework approach.
- Systemic analysis.
- Capitalization of experience.
- Outcome Mapping
- KAP (Knowledge-Attitude and Practices) surveys
- Monographic study.
- Impact evaluations

2. Some Major M&E Methods

- Methods inspired by management in a performance research framework (Results-Based Management, Logical Framework Approach)
- Methods emanating from research, particularly from the human and social sciences (monographic study, action research, etc.)
- Methods based on projections: comparison between what was planned and what is accomplished (GAR, ACL, impact mapping). The latter actually include an "accountability" component (did we accomplish what was planned?)
- Methods based on inductions (starting from emerging effects to draw observations): Most Significant Change, collection of impacts
- Learning-oriented methods: capitalization of experience, systematization of experience

SECTION VI:
BECOME A CONSULTANT

- ✓ Project evaluation consultancy offer: Terms of Reference,
- ✓ The Bid: Technical and financial offers,
- ✓ How to lead an evaluation mission,
- ✓ Reporting the evaluation results.

VI. A. THE TERMS OF REFERENCE FOR A PROJECT EVALUATION CONSULTANCY

Situation N°6.

The NGO KAS International is launching a consultancy job offer for the final evaluation of the YED-KENYA project. Mr. Okoth, a consultant in Project Management, has just downloaded the terms of reference from the official website of the NGO.

This consultancy is highly competitive; Mr. Okoth needs to prepare his bid with great care and professionalism.

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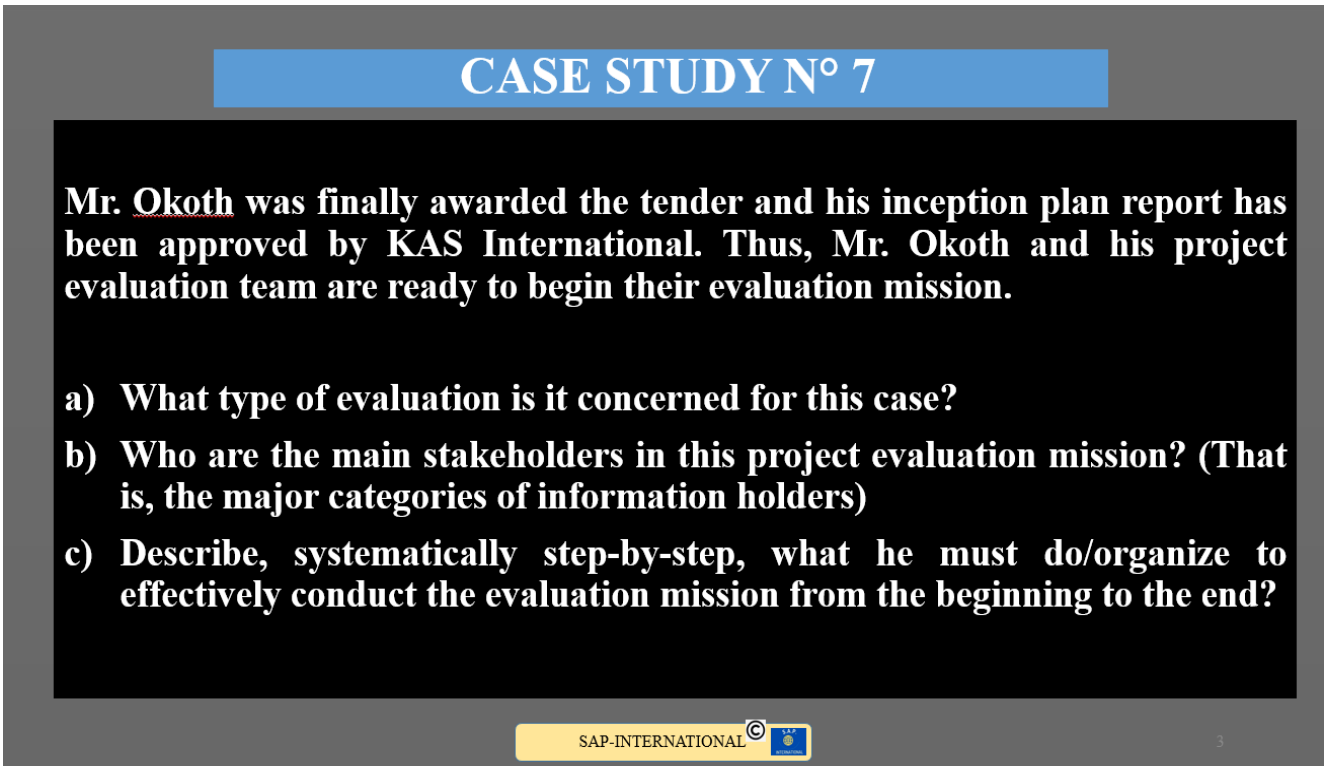
VI. B. CONSULTING IN PROJECT EVALUATION: STEPS TO BE FOLLOWED

Technical offer

Financial offer



VI. C. PROJECT EVALUATION REPORT TEMPLATE

How to write a project evaluation report?

To be truly effective, an evaluation must include the lessons from the experience of the project implementation in order to be able to enlighten and advise the decision-makers whether to continue the project, to modify it or to abandon it, or else to replicate it elsewhere. .

Any evaluation report should contain the following important elements:

- A brief summary of the evaluation;
- The evaluation objectives;
- The evaluation challenges/limitations *(available means, constraints or restrictions)*;
- The used methodology;
- The input evaluation results;

- The process evaluation results;
- The outputs evaluation results;
- The evaluation results of the effects/impact of the project in relation to the anticipated goal and ultimate objective.
- A summary of the evaluation results (conclusions), including the lessons learned from the project and what could have been done differently if it applies;
- Recommendations to the main project stakeholders ;
- Relevant appendices (*used questionnaires, analysis grids, evaluation plan, etc.*).

The project evaluation report template

ABSTRACT

- No more than three pages, the shorter the better, with the aim of providing enough information for busy people. However, ensure that the abstract is attractive enough to incite the users to read the whole report.

Table of content

- Table of contents with page numbers, to help the reader navigate around the report.

CHAPTER I: CONTEXT & METHODOLOGY

A. **CONTEXT:**

This part generally deals with the context in which the project evolves, the context of the evaluation, the task of the evaluation team, …

B. **METHODOLOGY emphasizes on:**

- ✓ The data collection process (sample type, size, sources of information)
- ✓ Types of data (Qualitative or quantitative)
- ✓ Qualitative data collection tools (Interview, documentary analysis, focus group, observation, etc.)
- ✓ Quantitative data collection tools (questionnaires, interview guide, scaling grids)
- ✓ Description of quantitative data analysis (statistics, what software used?)
- ✓ Description of qualitative data analysis (which technique used: Condensation?....)
- ✓ Data interpretation

CHAPTER II: DATA ANALYSIS

This part deals with the sections relating to the main findings and observations on the Relevance, effectiveness, efficiency, effect, impact, coherence and any other theme that have emerged from the shadows. This is the analysis of the project situation based on collected quantitative and qualitative data.

CHAPITER III : CONCLUSIONS

This is about drawing conclusions from observations/findings, interpretations.

CHAPTER IV: RECOMMENDATIONS TO VARIOUS STAKEHOLDERS

This is the section where the evaluator, based on their experience in general and on lessons learned from the project in particular, gives ideas, tips on how to overcome weaknesses/challenges in order to achieve better results for future projects' design and implementation.

IMPORTANT APPENDICES:

- The list of interviewed people,
- The data collection instruments,
- The map of the project area;
- The invoice to be paid (*in case of consultancy*),
- Etc.

TEST YOU KNOWLEDGE

I. Answer with True or False:

1. Monitoring is an ongoing process of project evaluation.
2. The continuous process of data collection takes place throughout the implementation of the project while the in-depth data analysis takes place during the evaluation.
3. The project evaluation is an overall assessment of the project implementation and is only done at the end of the project.
4. Doing a project evaluation is like watching a movie, while monitoring is like analyzing a photo.
5. A project is a set of activities that require resources and converge towards a specific objective.
6. A project is a set of activities while a Program is a set of projects with one or more common/similar objectives.
7. A problem tree is a form of chain of causes and effects emanating from a central problem.
8. An objective tree is similar to a problem tree except that the former changes problems into positive statements.
9. "**Project life Cycle Management**" is a set of project design and management tools similar to the Project Logical Framework.

10. Of the 6 phases of project life cycle management, the first four correspond to project design and development, while monitoring and evaluation (5th and 6th) correspond to project implementation phase.

II. Complete with the correct and appropriate term(s):

1. A Monitoring is undertaken right from the…(1)..of the program and continues through…(2)…..of the project/program implementation period.
2. The number of the main monitoring tools are .. (3..). These are.. (4) and… (5) of the project Management.
3. Monitoring the progress of the project is divided into three stages, namely: …(6), ..(7), …and …(8).
4. The (9)……consists of the systematic verification and comparison of the achievements (products) in relation to the expected outputs of the project.
5. The general purpose of project ….(10).. is to Appreciate how the project is being implemented in comparison with the expected performance.

III. Answer with the letter corresponding to the correct and appropriate answer:

1. Project evaluation compares the obtained results with the ....(1)... Results during the design phase of the project.

a. *real* *b. expected* *c. medium term*

2. For reasons of neutrality and objectivity, it is strongly recommended that the overall responsibility for the evaluation of a project be entrusted to…(2).

a. neutral and objective structural agent

b. an external consultant-evaluator

c. The project manager

3. The ..(3).. evaluation is scheduled right at the end of the project to allow observation of short-term results.

a. ex-post *b. Final* *c. summative*

4. The …(4).. evaluation is carried out by an agent belonging to project implementation structure but who was not involved in either its design nor its implementation.

a. Internal *b. external* *c. ex ante*

5. The formative evaluation is generally conducted …(5) of the project and aims to take consequent measures for its improvement.

a. during the implementation phase,

b. in the beginning,

c. during design phase.

IV. Fill in the blank with the correct and appropriate term(s):

1. The design-development of the Monitoring and Evaluation system is the very first and the basis of the …(1).. *(how many?)* main phases of the Monitoring and Evaluation System which, in turn, is generally designed in ….(2) (*how many?)* steps.
2. Of different types of managerial practices, management based on …(3) put emphasis on the outputs while the "results-based management" (RBM) puts emphasis on….(4).
3. The RBM consists of giving priority to results in all aspects of the project management taking into account two fundamental notions namely…(5).

V. CASE STUDY:

Thanks to your new skills acquired through the training on project monitoring and evaluation, you are already embarking on the field of consultancy. You have your first client who has just been appointed project manager; he consults you for advice and would like to deepen his knowledge in project management.

Summarize, in bullet form, the main points that you will focus on during your coaching session on each of the aspects below:

a) What is a?

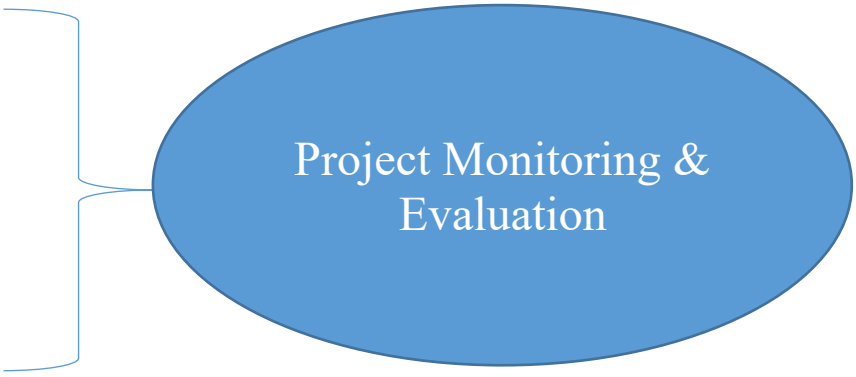
b) Why a?

c) When to organise a?

d) Who does a?

e) For whom is a?

f) And how is it done a



END

SAP International congratulates you and wishes you all the best and success with your new professional skills!

Should you need to take the full training program "**Professional Post Graduate Diploma program in Project Management**'' facilitated by our international experts, please send the application form below, and the admission officer will get back to you for further guidance on the administrative process:

https://www.sapinternational.net/apply/

ENDNOTES:

(1). https://www.endvawnow.org/fr/articles

(2) https://www.planzone.fr/blog/mettre-en-place-suivi-avancement-projet

(3) Guide de préparation d'un plan d'évaluation de projet, bureau des technologies d'apprentissage (BTA) développement des ressources humaines canada (2005)

(4)Dictionnaire de l'Académie française, huitième édition, 1932-1935 (projet)

(5) Xavier. lienart in www.lienart.net

(6) https://blog-gestion-de-projet.com/quest-ce-quun-programme/

(7) Sources : Approche de la programmation, de la gestion et du suivi axés sur les résultats (GAR/RBM) telle qu'elle est appliquée à l'UNESCO, in http://www.ofarcy.net/

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(9) Michael Scriven, *The Methodology of Evaluation*, Social Science Education Consortium, 1967 in https://fr.wikipedia.org/

(10) Hobivola A. Rabearivelo & Jihane Lamouri, *L'évaluation « affranchie des objectifs » : une approche sans but*, PERFEVAL, 2011

(11). Commission Européenne, document de travail,2006

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(15) *Alchemer in https://www.alchemer.com/resources/blog/purposive-sampling-101/*

(16) *University of Montreal Press in https://books.openedition.org/pum/14800*

(17) University of Paul-Valéry-Montpellier in https://www.studocu.com/fr/document/universite-paul-valery-montpellier/sociologie-appliquee/empathie-notes-de-cours-notes-analyse-socio/11810707 *(translated from French)*

(18) https://www.lesphinx-developpement.fr/blog/analyses-quantitatives-des-resultats-dune-enquete-le-sphinx/