Monitoring & Evaluation (M&E)

- COMMITMENT TO KNOWING OUR IMPACTS "ON-GOING REPORT CARD"
- INFLUENCE DECISION MAKING
- HONEST FEEDBACK
- ANSWERS QUESTIONS
- CONTINUAL FEEDBACK LOOP

Primary Purpose: To improve the program

- Participatory Process of Collaboration
  - Not last but part of the whole process providing a continual feedback loop to program staff, stakeholders and participants.
- Structured/systematic
  - Who, what, when, where, why & how

  *Not the same as regular program monitoring a.k.a. "tracking measures".

  - Program Evaluation is monitoring *plus* methods for determining not only what was done but whether the program was effective or not.

  (Koblick, 2012)

M&E--Four Key Elements

I. Causal Analysis: examines cause-and-effect relationships and community needs from which a hypothesis can be formulated.

- Needs/impact assessments [June/August 2012], consultation, stakeholders, participatory rapid appraisals (PRA's), community mapping, SWOT analysis [June 2011]

II. Logframe: specifies what the project is intended to achieve (objectives) and how this achievement will be measured (indicators).

- Logframe's hierarchy of objectives
  - Goal: To what extent has the project contributed towards its longer term goals? Why or why not? What unanticipated positive or negative consequences did the project have? Why did they arise?
  - Outcomes: What changes have occurred as a result of the outputs and to what extent are these likely to contribute towards the project purpose and desired impact? Has the project achieved the changes for which it can realistically be held accountable?
  - Outputs: What direct tangible products or services has the project delivered as a result of activities?
  - Activities: Have planned activities been completed on time and within the budget? What unplanned activities have been completed?
  - Inputs: Are the resources being used efficiently?

III. Indicator Matrices: magnifies the logframe key information requirements for each indicator and summarizes M&E tasks for the project, while directing the planning and managing of data collection, analysis, and use.

IV. Data Collection and Analysis Plan: describes in detail how data and information will be defined, collected, organized, and analyzed.

(Chaplowe, 2008)

Types of Evaluation

- **Process**
  - Describe environment
  - Gathering/Analyzing data
  - Describe daily operations
  - Track actual Vs. planned activities
  - Describe changes made, realities encountered, etc.
  - Identify & describe barriers e.g. access to services
- **Impact**
  - Measures immediate effects--Goals attained, impacts achieved
- **Outcome**
  - What was the immediate effect on the participants?
  - Measures changes in people during & after participation e.g. knowledge gains, attitude changes, skills acquired & behavior changes

(Koblick, 2012)

Logic Model Development

- Certain resources are needed to operate your program. (INVENTORY)
- *If* you have access to them, then you can use them to accomplish your planned activities. (HOW & WHY)
- *If* you accomplish planned activities, then hopefully deliver the amount of product and/or service that you intended. (MGMT & ASSESSMENT)
- *If* you accomplish planned activities to the extent intended, *then* your participants will benefit in specific ways.
- *If* these benefits to participants are achieved, *then* certain changes in organizations, communities, or systems might occur under specified conditions.

Logic Model Overview

Resources	Activities	Outputs	Short & Long-term Outcomes	Impact
Staff Volunteers Curricula Space Supplies Materials Equipment Technology Partners	Pre-program: Recruitment Training Program Dev. Meetings Services: Workshops Counseling Assessments Outreach Media work	E.g. Two workshops happened Materials exist Participation	(Changes for participants) Learning Awareness Attitudes Skills Opinions Intentions Action Behavior Decisions Policies Social Action	(Long-term conditions—BIG PICTURE Social Economic Civic Environment

Resources	Activities	Outputs	Short & Long-term Outcomes	Impact
Includes the human, financial, organizational & community resources a program has available to direct toward doing the work. INPUTS	What the program does with the resources, tools, technology & action. Interventions used to bring about program changes or results.	The direct products of program activities & may include types, levels & targets of services to be delivered by the program.	Specific changes in program participant's behavior, skills, knowledge, attitude, status & functional level. *Logical progression over time line	The fundamental intended, OR unintended change occurring in org., communities or systems as a result of program activities. Long-term
Resources-enable or limit program effectiveness e.g. funding, partners, facilities, staff Barriers- attitudes, lack of resources, laws, geography	Products- promotional materials & ed. curricula Services- education & training, counseling Infrastructure- Structure, relationships & capacity ~ desired results	Described in terms of size and/or scope of the services & products delivered or produced by the program e.g. # of classes taught, meetings held, program participation rates & demography.	Expressed at an individual level (usually)	Improved conditions, increased capacity, and/or changes in the policy arena.
PLANNED	WORK	INTENDED	RESULTS	Intended Results

Logic Model: A systematic & visual way to represent & share your understanding of the relationships among the resources you have to operate your program, the activities you plan & the changes or results you hope to achieve.

	Project Summary	Indicators	Means of Verification	Assumptions	Risks
Goal	↑ readiness of children 6 y/o	By 2015-80% enroll compared to 40% 2012	Student enrollment list school principle & program mgr	Students come to study at school ↑ more than before. Parents take children to school every day.	
Purpose	Start Community-based kindergarten	By Oct. 2012 All children 3, 4, 5 register for kindergarten	Observation from school principle. Ask teachers, village chief about children	Teacher comes to school everyday, Ministry [MoEYS] allow to open class/ school	
Outputs (complete actions) "ed"	1.Kindergarten teacher trained 2. Kindergarten supplies delivered	1 teacher attend kindergarten training 2X/ month	Attendance list (2011-2012) Post/Pre-test by trainer (2011-2012)	Teacher attends training. Builders/resources are available.	
Activities "ing"	1. Train kindergarten teacher 2. Deliver kindergarten supplies 3. Build Kindergarten center	Kindergarten supplies delivered by June Center built 100% by Sept	Agreement with school & project mgr. Sept. 2012 Reports from building mgr.	Funding is available (An Em, 2012)	

Empowerment factors—Indicators*

- Self-efficacy: Ability to handle things and find solutions in difficult situations.

- Self-esteem (self-confidence): Confidence and belief in personal ability to be successful.

- Perceived-stress: The degree to which situations in one's life are appraised as stressful.

- Social support: The way in which people in groups behave and interact.

- Sense of community: a perception with four elements: membership, influence, meeting needs, and a shared emotional connection.

*As defined by their respective validated survey instrument.

Data analysis

- **Qualitative Data** [Answers why and how questions]: Coded as categories and presented as narrative or in other forms. E.g. Process analysis depicts visually, and with narrative description a program's processes or stages of implementation and how these are linked to outcomes. "Common themes" or "A number of people said…"

- **Quantitative Data** [Answers 'how many' questions] 2 types: Descriptive and Inferential. Quantitative data is analysis using statistics. Descriptive is concerned with frequencies, counts, averages and percentages whereas inferential requires random sample and uses probability employing statistical significance e.g. Chi squared, t-test, etc.

Two kinds of measure to summarize distribution

- **Measure of central tendency (how similar)**
  - 3 M's—Mode, Median, Mean. Non open-ended survey results can be reported in terms of percentage e.g. 52% Boys, 48% Girls.

- **Measure of dispersion (how different).**
  - Range, Standard deviation (the mean of the mean), etc.

  Measures of Association (Relationship)

- **Independent and Dependent variables**
  - Correlation
    - -Direct relationship
    - -Inverse relationship

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