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**Monitoring and Evaluation**

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**Introduction:**

This essay discusses monitoring and evaluation concepts and its methodologies. This essay is divided to 4 main parts including: 1) Meaning of monitoring and evaluation; 2) The concept of monitoring and evaluation; 3) The monitoring and evaluation tools, and 4) How the knowledge will support and apply in professional work and study in university.

In the first discussion, presented the Understanding Monitoring and Evaluation, Objectives, and Benefits of Monitoring and Evaluation. The second discussion will be outline Basic Principles and concept of Monitoring and Evaluation. The third discussion will be focus on Logical Framework, Indicator, Data Collection Techniques and Tools, Monitoring Method and Evaluation Method. The fourth discussion will outline how it will be applying in professional work and during studying in AIU .

Specifically, this essay is written as an assessment to measure knowledge on topics including 1. understanding of monitoring and evaluation ; 2. concept of monitoring and evaluation ; 3. able to apply monitoring and evaluation tools; 4. Develop monitoring and evaluation plans

**Body of Assignment**

**In your opinion what is Monitoring and Evaluation and its Objectives, and Benefits of Monitoring and Evaluation?**

Understanding of Monitoring and Evaluation

* Monitoring

Some management experts suggest that the monitoring function has the same value as the planning function. Conor (1974) explains that success in achieving goals is half determined by a predetermined plan and the other half by supervision or monitoring functions. In general, management emphasizes the importance of these two functions, namely planning and monitoring.

Monitoring activities are intended to determine the suitability and accuracy of the activities carried out with the plans that have been prepared. Monitoring is also used to correct activities that deviate from the plan, correct abuse of rules and resources, and to strive for goals to be achieved as effectively and efficiently as possible. Based on its use, William Travers Jerome classified monitoring into eight types, as follows:

1. Monitoring is used to maintain and standardize the implementation of a plan in order to increase efficiency and reduce program implementation costs.
2. Monitoring is used to secure the assets of an organization or institution from the possibility of interference, theft, waste, and misuse.
3. Monitoring is used directly to determine the suitability between the quality of an outcome with the interests of the users of the results with the ability of the implementing staff.
4. Monitoring is used to determine the accuracy of the delegation of tasks and authority that must be carried out by staff or subordinates.
5. Monitoring is used to measure the performance of the executor's task.
6. Monitoring is used to determine the accuracy between implementation and program planning.
7. Monitoring is used to find out the various plans and their conformity with the sources owned by the organization or institution.
8. Monitoring is used to motivate the involvement of the implementers.

Monitoring is generally carried out both before the activity and at the same time as the implementation of the activity (supervision or supervision).

In monograph series 3, UNESCO Regional Office for Education in Asia and the Pacific, it is explained that monitoring is an effort carried out regularly to identify the implementation of various program components as planned, the timing of program implementation as scheduled, and progress in achieving program objectives. Suherman et al (1988) explain that monitoring can be defined as an activity, to follow the development of a program that is carried out steadily and regularly and continuously.

So Monitoring is a routine process of collecting data and measuring progress on program objectives. Monitor changes, focusing on processes and outputs. Monitoring involves calculating what we do. Monitoring involves observing the quality of the services we provide.

Monitoring activities are more centered (focused) on the activities being carried out. Monitoring is carried out by digging to obtain information on a regular basis based on certain indicators, with the aim of knowing whether ongoing activities are in accordance with agreed plans and procedures.

Monitoring indicators cover the essence of activities and targets set in program planning. If monitoring is carried out properly, it will be useful in ensuring that the implementation of activities remains on track (according to program guidelines and planning). It also provides information to program managers in case of obstacles and deviations, as well as input in conducting evaluations.

In principle, monitoring is carried out while activities are in progress to ensure the suitability of processes and achievements as planned or not. If deviations or lags are found, they are immediately addressed so that activities can run according to plans and targets. So, the results of monitoring become input for the benefit of the next process.

* Evaluation

Program evaluation is one of the functions of program management, program evaluation is carried out on all or part of program elements and on program implementation. Program evaluation must and can be carried out continuously, periodically, and or at any time. This evaluation activity can be carried out before, during, or after the program is implemented, evaluation is an activity that intends to find out whether the predetermined goals can be achieved, whether the implementation of the program is in accordance with the plan, and or what impacts occur after the program is implemented. Program evaluation is useful for decision makers to determine whether the program will be discontinued, improved, modified, expanded or improved.

Another definition states that evaluation is: “Evaluation is the process of determining the value or worth of a program, course, or other initiative, toward the ultimate goal of making decisions about adopting, rejecting, or revising the innovation. It should not be confused with assessment, which implies methods for measuring or testing performance on a set of competencies. Evaluation is the more inclusive term, often making use of assessment data in addition to many other data sources”.

Evaluation is the process of determining the value or price of a program, course, or other initiative towards the ultimate goal of making a decision regarding the acceptance, rejection or improvement of an innovation. In contrast to assessment or assessment, which includes methods to measure or test performance in a competency. Evaluation is a more comprehensive term, often using assessment data in addition to other types of data being sourced.

There are two types of evaluation, namely formative evaluation and summative evaluation. Formative evaluation provides information to improve or improve a product or process, while summative evaluation provides short-term effectiveness or long-term impact information to determine whether or not to adopt a product or process.

Summative evaluation will appear if a new method has been carried out or fully implemented in several years or even years. Scriven (1967) was the first to distinguish between formative evaluation and summative evaluation. Then Stufflebeam also distinguishes according to the above, namely Proactive Evaluation to serve decision makers and Retroactive Evaluation for accountability purposes. Evaluation can have two functions, namely formative function, evaluation is used for improvement and development of ongoing activities. Summative function, evaluation is used for accountability, information, selection or continuation. So evaluation should help develop implementation, program needs, program improvement, accountability, selection, motivation, increase knowledge and support from those involved.

In the Handbook on Planning, Monitoring and Evaluating for Development Results UNDP, 2002), the types of evaluation can be divided by time into more detail, namely:

1. Ex-ante evaluation is an assessment of the possible future effects. This is done before the activity or program is carried out. One type of ex-ante evaluation is the prospective evaluation. Prospective Evaluation is an evaluation that assesses the outcome of the objectives of the activity, program, or policy. Prospective evaluations often take the form of program reconstruction or assessment.
2. Midterm evaluation is a type of formative evaluation. This evaluation is intended to improve performance during the implementation phase of the program or activity. Formative evaluation is an evaluation intended to improve performance, often carried out during the implementation phase of an activity or program. Formative evaluations are also carried out for other reasons such as compliance, legal requirements or as part of the evaluation initiative. Formative evaluation assesses the implemented program, policy, or activity. This type of evaluation is carried out during the implementation phase of the program or activity. Formative evaluation is often referred to as process evaluation, because it is focused on operations. This evaluation focuses on relevance, effectiveness, and efficiency. This is important to guide to the next stage and improve the activities to be carried out (Imas, 2009).
3. Final or terminal evaluation. Final or terminal evaluation is a type of summative evaluation because it is carried out towards the end of the implementation phase of the activity or program. It is used to assess the results obtained. It is used to provide information about the value of the program. Summative evaluation is the last phase. Summative evaluation is intended to provide information about the errors of a program (OECD, 2002). Summative evaluation is often referred to as outcome or impact evaluation. This evaluation is carried out in the final phase to anticipate the results to be obtained. Summative evaluation is intended to provide information about the impact of the program. Summative evaluation includes impact assessment, cost-effectiveness, quasi-experiments, randomized experiments, and case studies. Summative evaluation is carried out at the end to answer questions of relevance, performance, impact, sustainability, external utility, and lessons learned (Imas, 2009).
4. Ex-post evaluation, which is an evaluation carried out when the program or activity has been completed, even usually after 2 years or more the program or activity has been completed. It aims to assess the suitability of the results of the program or activity with its objectives, assess the sustainability of the results and impacts, and for consideration in future decisions

Based on the description above, it can be concluded that the difference between formative and summative evaluation is as follows:

* Formative evaluation focuses on the implementation and improvement of a policy, program, or activity.
* Summative evaluation focuses on results.

Both types of evaluation are needed and used even though their implementation is carried out at different times in the cycle of the policy, program, or activity.

For the type of evaluation based on its purpose, it is divided into 3 (three) types, namely:

1. Process Evaluation.

Process evaluation aims to examine how the program is running with a focus on service delivery issues.

1. Cost-benefit evaluation (benefit-cost).

Cost-benefit evaluation aims to assess program costs relative to alternative resource uses and program benefits.

1. Impact evaluation.

Impact evaluation aims to assess whether the program has the desired effect on individuals, households, communities and institutions.

The link between Monitoring and Evaluation is that evaluation requires results from monitoring and is used for program contributions. Monitoring is program specific. Meanwhile, evaluation is not only influenced by the program itself, but external variables

Objectives, and Benefits of Monitoring and Evaluation

* Objective of Monitoring and Evaluation

Monitoring aims to get feedback for ongoing program needs, to identify gaps between planning and targets. By knowing this need, program implementation can make adjustments to take advantage of this feedback. The gaps that become needs may include factors of cost, time, personnel, and tools, and so on.

In general, the objectives of the Monitoring and Evaluation implementation are;

* Assess whether the activities carried out are in accordance with the plan Identify problems that arise so that they can be addressed immediately
* Assess whether the work patterns and management used are appropriate to achieve project objectives.
* Knowing the relationship between activities with the aim of obtaining a measure of progress,
* Adapting activities to a changing environment, without deviating from the goal.

Evaluation aims to find out whether the program has achieved the expected goals or not. Evaluation places more emphasis on aspects of the results achieved (output). Evaluation can only be done if the program has been running for at least a period (stages), in accordance with the design stages and the type of program made in the planning and implementation.

* Functions/Benefits of Monitoring and Evaluation

In general, the benefits of implementing a Monitoring and evaluation system in a program are as follows:

1. Monitoring and Evaluation (M&E) as a tool to support planning:

* Implementation of the M&E system accompanied by the selection and use of indicators will clarify the objectives and direction of activities to achieve these goals.
* Selection of program indicators that involve various parties in a participatory manner is not only useful for getting the right indicators but will also encourage project owners and various interested parties to support the success of the program.

1. Monitoring and Evaluation (M&E) as a tool to determine program progress:

* A well-functioning M&E system allows program implementers to know progress as well as obstacles or unexpected things that could potentially hinder the program's progress at an early stage.
* The last thing is useful for program implementers to take timely action to solve problems. Information on M&E results can provide feedback to program implementers about program outcomes, in the sense that they are appropriate or not as expected.
* If the results of the program are not in line with expectations, the program implementer can take appropriate and fast adjustments or corrections before the program is not running on track. Thus, information on M&E results is useful in improving the course of program implementation.

1. Monitoring and Evaluation (M&E) as a tool for program accountability and advocacy:

* M&E monitors not only program activities but also the results of those activities. Information on monitoring program outputs and outcomes that are published and accessible to stakeholders will increase program accountability.
* Information on M&E results can be used as input for program advocacy to stakeholders.
* The information will spark dialogue and learning and stimulate participation

**Described the Concept of Monitoring and Evaluation**

Basic Principles of Monitoring and Evaluation

The most principal thing in the implementation of monitoring and evaluation is that the reference for monitoring activities is the agreed and enforced provisions, then the sustainability of the activities must be maintained, in its implementation objectivity is very concerned and the main orientation is on the objectives of the program itself.

The monitoring principles are as follows:

1. Monitoring must be done continuously.
2. Monitoring must be a feedback for the improvement of the organization's program activities.
3. Monitoring must benefit both the organization and the users of the product or service.
4. Monitoring must motivate staff and other resources to excel.
5. Monitoring must be oriented towards applicable regulations.
6. Monitoring must be objective.
7. Monitoring must be oriented towards program objectives.

As for the evaluation principles, Nanang Fattah (1996) suggests that there are 6 principles, namely:

1. The principle of sustainability, meaning that it is carried out continuously.
2. The overall principle, meaning that all aspects and components of the program must be evaluated.
3. The objective principle, meaning that its implementation is free from personal interests.
4. The principle of validity, which contains consistency that actually measures what should be measured.
5. Principle of critical use.
6. The principle of use or benefit.

Concept

The purpose of development is to improve welfare, as well as to elevate human dignity. Poverty is a form of poverty, which tends to reduce human dignity, so that success in reducing poverty is the most important indicator of development success. One of the important elements in poverty reduction activities is monitoring and evaluation. This monitoring and evaluation activity will help provide an understanding of poverty issues, as well as identify past constraints and activities/interventions in poverty reduction efforts. In this way, countermeasures can be carried out more effectively.

The Monitoring and Evaluation system generally does not stand alone but is part of a wider system, namely a strategy, in this case a poverty reduction strategy.

Determining the concept or design of the strategy, such as the goals to be achieved and how to achieve them should be the starting point for the preparation of the project strategy. Furthermore, from the concept of what the goals are and how to achieve these goals, a Monitoring and Evaluation System is drawn up, detailed operational plans for programs, as well as the expected outputs, outcomes and impacts. Determining the outputs, results, and impacts of a project strategy in the planning stage is very important because if it is compared with the actual conditions achieved, it will reflect changes, which are also a measure of the success of a project. This is the main function of the monitoring and evaluation system in relation to the project strategy.

**What monitoring and evaluation tools do you know? explain?**

Logical Framework

Logical Framework (Logical Framework) and hereinafter abbreviated as “logframe” is a program planning approach that is structured logically using clear indicators. The preparation of the logframe is carried out at the last stage of the development program planning, namely before entering the organizing stage. It is said to be a logical framework because all of these planning stages are made logically, have a framework, from one stage to another, and by using clear, measurable and specific indicators.

Logframe or commonly also termed a logical framework or in Indonesian a logical framework, because this framework will be used in program organization and even in the next stages of program management, namely program implementation, monitoring and evaluation. It is said to be used for organizing because the people involved in programs with this framework will always: think organized, can link activity-investment-results, can be used to set performance indicators and allocate responsibilities, can be used as a means to communicate precisely and clearly , can also be used to adapt to suddenly changing circumstances and with this logical framework program holders can take into account the risks, possible errors of planning that have been made properly and correctly.

The complete planning document with its logframe can then be used as a method of implementing the program because it contains discussions in the form of:

* Analysis and main problems, with the final results sorted by priority scale.
* Goal formulation (measurable, clear and specific).
* Strategy analysis (practical ways that can be used to achieve goals).
* Stakeholder analysis (interested people: policy makers, implementers and impact recipients).
* Risk analysis and Assumptions (taking into account failures and successes.
* Matrix Logframe (Logical Framework Table)

In its implementation, logframes are arranged in the form of a Matrix or commonly referred to as a logframe matrix which consists of or has 4 basic elements, namely;.

1. Relationship between Goals, Objectives, Outputs and Activities.
2. Vertical Logic and Horizontal Logic.
3. Indicator.
4. Assumptions and risks that need to be identified at the programming start.

Indicators

Indicators are quantitative measures and generally consist of numerators and denominators. In this case, the numerator is the number of events being measured while the denominator is the size of the population at risk of being the target of the event.

There is a lot of literature that mentions the definition of indicators. Some of the definitions of which are considered easier to understand are according to:

1. Wilson and Sapanuchart

Indicator is an indirect measure of an event or condition.

1. World Health Organization (WHO)

Indicators are variables that help us measure changes that occur either directly or indirectly.

Indicator Requirements

To make it easier to remember the requirements that must be considered in setting an indicator, the requirements are formulated sequentially in English terms, namely SMART or Specific, Measurable, Achievable, Relevant, and Timely.

Data Collection Techniques and Tools

Techniques in the implementation of data collection, among others:

1. Field visits to conduct direct observations of work results, synchronization between program planning and implementation, impacts and benefits for recipients, as well as obstacles and obstacles faced. Observation or observation is a data collection technique where data collection is done by observing directly on events or processes in the field. In observation, a tool is needed to record or record important events that occur. The tools used in the observation include; recorder, checklist, rating scale, and scorecard.
2. Interviews with stakeholders and beneficiaries;

The interview method (interview) is a process to obtain data by holding questions and answers between the interviewer and the respondent by meeting face to face. This collection can be used to collect data from all walks of life, from the illiterate to the highly educated. However, it can also be because the data obtained are too in-depth, will be a bit far from the main research objective. Data acquisition and data accuracy is highly dependent on the skills of the interviewer. If the interviewer's ability is good, he will be able to create situations and conditions so that the respondent is willing to disclose the data as desired.

1. Dissemination of questionnaires to stakeholders and beneficiaries;

The method of distributing questionnaires is a way of collecting data in which respondents answer questions (questionnaires) that have been prepared previously, using a tool in the form of a list of questions or questionnaires. With this method, large amounts of data can be collected relatively quickly

1. Document review;

Document review is a way of collecting secondary data. This secondary data is data that already exists, or data that has been collected by the relevant institutions. The advantage of this method is that the researcher does not directly relate to the respondent. This method will save time and money needed for research. Disadvantages of this method, researchers can only obtain data that already exists and is limited to what has been collected. Sometimes getting data is hampered by the bureaucratic system.

1. Workshop / Focus Group Discussion (FGD)Focus Group Discussion (FGD) or Focus Group Discussion is a process of gathering information on a particular problem that is very specific through group discussions (Irwanto, 1998). According to Henning and Columbia (1990), focus group discussions are interviews of a small group of people led by a resource person or moderator who subtly encourages participants to dare to speak openly and spontaneously about matters that are considered important related to the topic of discussion. Interaction among participants is the basis for obtaining information. Participants have the same opportunity to submit and provide statements, respond, comment, or ask questions.
2. Implementation of monitoring and evaluation through electronic media (e-monev) or web based monitoring system.

Online monitoring is a monitoring process by utilizing information and communication technology. Through this system, monitoring of service process development, office performance, progress of program/activity implementation and reporting can be carried out more quickly and effectively. With the data it presents, this system can also provide feedback to improve performance and support decision/policy making, in addition to the realization of fast and paperless reporting.

Monitoring Method

There are four ways to monitor outputs and impacts. The four methods or approaches are reporting on social systems (social accounting), social experimentation (social experimentation), social auditing (social auditing) and collecting materials for social research (social research accumulation).These four approaches have the same characteristic, namely that they are:

* Focused on policy outputs, so that in this monitoring very attention is paid to variables that affect outputs, both those that cannot be controlled by policy makers (eg current conditions that already exist), and variables that can be manipulated or predicted beforehand;
* Goal centered, namely to provide satisfaction of needs, values ​​or opportunities to clients or targets.
* Change oriented. Each of these approaches seeks to monitor changes over a certain period of time, either by analyzing changes in performance between different programs or the same number of variables, or a combination of the two.
* Enables cross-classification of outputs and impacts based on other variables including those used to monitor policy inputs (time, money, labor, equipment) and policy processes (administrative, organizational and political activities and attitudes required for the transformation of policy inputs into outputs ), and
* Relates to aspects of policy implementation both objectively and subjectively. Objective indicators are based on new data obtained through sample surveys or field studies

Evaluation Method

There are 2 (two) types of evaluation methods, namely:

1. Quantitative Method: Experimental design, namely the allocation of the intervention randomly (Random); Quasi-experimental design, using various econometric methods such as Matching, Double difference, Instrumental variable, etc, and Counterfactual analysis.
2. Qualitative method, usually focuses on understanding the process. Some of the qualitative methods include: In-depth interviews, Focus group discussions (FGD), Observation, Life history, Wealth ranking, and Community mapping.

According to the implementation time, there are 2 (two) types of evaluation, namely:

1. Formative evaluation: Conducted at the time of implementation, Priority, Priority Focus/Priority Program or Priority Activity, with the aim of improving its implementation. The main findings are problems in implementation.
2. Summative evaluation: Conducted when Priority, Priority Focus/Priority Programs or Priority Activities have been completed, and aims to assess the results of implementation. The main findings are in the form of achievements from the implementation of Priority, Priority Focus/Priority Programs or Priority Activities.

According to the objectives, 4 (four) types of evaluation can be carried out, namely:

1. Formulation Evaluation: Assessing whether the formulation of the Policy or Program design that was carried out during the initial preparation had used the correct method (Example: Logic Model);
2. Process Evaluation: Assessing whether the implementation of the Priority Focus/Program or Priority Activities is progressing towards achieving the target.
3. Evaluation of Cost-Benefit/Effectiveness (Cost-Benefit): Assessing whether the costs of the Priority, Priority Focus/Program or Priority Activities are effective in achieving the goals or targets that have been set.
4. Impact Evaluation: Assessing whether the Priority, Priority Focus/Program or Priority Activity has an impact/benefit that has been determined on the beneficiaries (Individuals, Households, or General Society)

**How can you apply the knowledge to study better at AIU?**

By studying this course, it really helped me in understand the concept of monitoring and evaluation, several tools of monitoring and evaluation and able to develop detailed monitoring and evaluation plan. Honestly, I have adequate skills in monitoring because my work experience for the last two years until now has given me detailed ideas about monitoring itself. On the other hand, evaluation is something new for me to be implemented in a program or project. I believe that this lesson has given me ideas for conducting an evaluation for a program or project because this lesson has been increased my knowledge about Data Collection Techniques and Tools, Monitoring Method and Evaluation Method. Therefore , I will share knowledge about monitoring and evaluation through training which will be targeted at government employees in various government institutions.

This knowledge learned will also make a very profound contribution on me while studying at AIU because the entire module is in a sequential manner. Understanding each material in this module is very necessary because this material is the basis for understanding before taking the next learning material that requires research. This is necessary because each module is interrelated.

In addition, this material equips students with knowledge and skills in preparing monitoring and evaluation designs related to development plans which include: understanding, purpose, objectives and benefits of monitoring and evaluation; the concept of monitoring and evaluation; practice using monitoring and evaluation tools.

**Conclusion:**

Monitoring is defined as an activity to follow a program and its implementation steadily, regularly and continuously by listening, seeing and observing, as well as recording the condition and progress of the program. Monitoring activities are intended to determine the suitability and accuracy of the activities carried out with the plans that have been prepared.

Evaluation is the process of determining the value or price of a program, course, or other initiative towards the ultimate goal of making a decision regarding the acceptance, rejection or improvement of an innovation. The purpose of program evaluation serves as a guide for evaluation activities and as a reference to determine the efficiency and effectiveness of program evaluation activities

The most principal thing in the implementation of Monitoring and evaluation is that the reference for Monitoring activities is the agreed and enforced provisions, then the sustainability of the activities must be maintained, in its implementation objectivity is very concerned and the main orientation is on the objectives of the program itself.

The logical framework or logical framework in the implementation of development programs, such as the health development that is made, shows that a person (the program organizer) has a clear method of managing the program, he/she also has technical ability in terms of technical ability in program management, not only knows management theory. but can apply it technically. Besides that, the person concerned has a clear concept in carrying out the stages of achieving the objectives of the program activities to be carried out. Failures that are often found in program implementation are the person or person in charge of the program, the Person in Charge of Operational Activities (PJOK) does not understand properly and correctly and is not even involved in the preparation of the logical framework. Such is the importance of a logical framework in the implementation of development programs.

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