COURSE GUIDE

NATIONAL OPEN UNIVERSITY OF NIGERIA

PROJECT MANAGEMENT, MONITORING AND EVALUATION

DES 314

FACULTY OF SOCIAL SCIENCES

COURSE GUIDE

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INTRODUCTION

Welcome to DES- 314: Project Management, Monitoring and Evaluation

This is a two-unit credit course and compulsory for students in Development Studies. This course has been structured into fifteen distinct but related units of activities. The course guide gives you overview of the course and provides you with the relevant information and requirements for the course. Also, in this Course Guide, you will be intimated on what you need to know about the aims and objectives of the course, components of the course material, arrangement of the study units, assignments, and examinations.

COURSE AIMS

The aim of this course is to give you in-depth understanding of the issues of project management, monitoring and evaluation in development context. The success of any project is highly dependent on how it is managed, monitored and evaluated. Hence, this course will enable you to critically explore the various issues in project management, monitoring and evaluation. The course material will familiarise you with analytic debates in the field of project management, and help you understand the concepts, components and practical skills in project management, monitoring and evaluation, which can lead to a career as project programmer or manager in development organisations.

To ensure that the overall and specific aims of this course is achieved some important background information will be provided and discussed. These information to an extent wraps up the entire framework of development project management, monitoring and evaluation. They are as follow:

- Concept of project and project management
- Issues in project management
- Importance of project management
- roles and responsibilities of a project manager
- Developing project management structures
- Managing scope and budget of projects
- managing schedules and quality assurance in project management

- Development Monitoring and Evaluation
- Components and Tools of Monitoring and Evaluation
- Data collection in monitoring and evaluation
- Applying Social Impact Assessment of Project

COURSE OBJECTIVES

To achieve the aims of this course, there are overall objectives which the course is out to achieve though, there are set out objectives for each unit. The unit objectives are included at the beginning of a unit; you should read them before you start working through the unit. You may want to refer to them during your study of the unit to check on your progress. You should always look at the unit objectives after completing a unit. This is to assist the students in accomplishing the tasks entailed in this course. In this way, you can be sure you have done what was required of you by the unit. The objectives serve as study guides, such that student could know if he is able to grab the knowledge of each unit through the sets of objectives in each one.

At the end of the course period, the students are expected to:

- Get acquainted with key analytic debates in the field of project management and evaluation
- Develop the ability to comprehend and manipulate complex analytical arguments in project management, monitoring and evaluation
- Have an understanding on how to relate these debates and analytical arguments to theories, policy and practice in project management
- Develop the ability to evaluate the impact of project management in development interventions
- Get familiarised and be able to apply practical skills and techniques in project management, monitoring and evaluation

WORKING THROUGH THE COURSE

To successfully complete this course, you are required to read the study units, referenced books and other materials on the course. Each unit contains self-assessment exercises called Student Assessment Exercises (SAE). At some points in the course, you will be required to submit assignments for assessment purposes. At the end of the course there is a final examination. This course should take about 15weeks to complete and some components of the course are outlined under the course material subsection.

COURSE MATERIAL

The course materials needed for this course are listed as follows:

1. Course guide
2. Study units
3. Relevant Textbooks including the ones listed under each unit
4. Assignment file
5. Tutorials
6. Presentation schedule

STUDY UNITS

There are four (4) modules and twenty-one (21) units in whole for this course. They should be studied carefully and diligently. The modules and units are listed as follows:

MODULE 1 - UNDERSTANDING THE MEANING OF PROJECT AND PROJECT MANAGEMENT

Unit 1 Concept and Importance of Project Management in Development Context

Unit 2 The Profession and Practice of Project Management

Unit 3 Project Management Cycle and Processes

Unit 4 Understanding Project Management Tools and Techniques (selected tools)

MODULE 2 - ESSENTIALS OF DEVELOPMENT PROJECT MANAGEMENT

Unit 1 The Project Management Processes

Unit 2 Project organizational Structure

Unit 3 The Roles, Skills and Responsibilities in Project management

MODULE 3 - DEVELOPMENT PROJECT MONITORING

UNIT 1 Concepts and Relevance of Development Project Monitoring.

UNIT 2 Differences and Complimentary functions of Monitoring & Evaluation.

UNIT 3 Components/ Tools for Monitoring (Indicators, Baseline and Targets).

UNIT 4 Developing a Monitoring Plan.

MODULE 4 - DEVELOPMENT PROJECT EVALUATION

UNIT 1 Concepts and Relevance of Development Project Evaluation.

UNIT 2 Data Collection Methods/tools, Stakeholder's & Institutional Analysis.

UNIT 3 Understanding and applying Social Impact Assessment Tools & Techniques.

UNIT 4 Reporting Social Impact Assessment outcomes to Donors/ Stakeholders.

Each study unit will take at least two hours, and it include the introduction, objective, main content, self-assessment exercise, conclusion, summary and reference. Other areas border on the Tutor-Marked Assessment (TMA) questions. Some of the self-assessment exercise will necessitate discussion, brainstorming and argument with some of your colleges. You are advised to do so in order to understand and get acquainted with historical economic event as well as notable periods.

There are also textbooks under the reference and other (on-line and off-line) resources for further reading. They are meant to give you additional information if only you can lay your hands on any of them. You are required to study the materials; practice the self-assessment exercise and tutor-marked assignment (TMA) questions for greater and in-depth understanding of the course. By doing so, the stated learning objectives of the course would have been achieved.

TEXTBOOK AND REFERENCES

In this course material there are some recommended textbooks and references that you can get for yourself or search out online for further reading.

ASSIGNMENT FILE

Assignment files and marking scheme will be made available to you. This file presents you with details of the work you must submit to your tutor for marking. The marks you obtain from these assignments shall form part of your final mark for this course. Additional information on assignments will be found in the assignment file and later in this Course Guide in the section on assessment.

There are four assignments in this course. The four course assignments will cover:

Assignment 1 - All TMAs' question in Units 1 – 4(Module 1)

Assignment 2 - All TMAs' question in Unit 1 – 3 (Module 2)

Assignment 3 - All TMAs' question in Units 1 – 4 (Module 3)

Assignment 4 - All TMAs' question in Unit 1 – 4 (Module 4).

PRESENTATION SCHEDULE

The presentation schedule included in your course materials gives you the important dates in the year for the completion of tutor-marking assignments and attending tutorials.

Remember, you are required to submit all your assignments by due date. You should be guided against falling behind in your work.

ASSESSMENT

There are two types of the assessment of the course. First are the tutor-marked assignments; second, there is a written examination. In attempting the assignments, you are expected to apply information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor for formal Assessment in accordance with the deadlines stated in the Presentation Schedule and the Assignments File. The work you submit to your tutor for assessment will count for 30 % of your total course mark.

At the end of the course, you will need to sit for a final written examination of three hours' duration. This examination will also count for 70% of your total course mark.

TUTOR-MARKED ASSIGNMENTS (TMAS)

There are four tutor-marked assignments in this course. You will submit all the assignments. You are encouraged to work all the questions thoroughly. The TMAs constitute 30% of the total score.

Assignment questions for the units in this course are contained in the Assignment File. You will be able to complete your assignments from the information and materials contained in your set books, reading and study units. However, it is desirable that you demonstrate that you have read and researched more widely than the required minimum. You should use other references to have a broad viewpoint of the subject and also to give you a deeper understanding of the subject.

When you have completed each assignment, send it, together with a TMA form, to your tutor. Make sure that each assignment reaches your tutor on or before the deadline given in the Presentation File. If for any reason, you cannot complete your work on time, contact your tutor before the assignment is due to discuss the possibility of an extension.

Extensions will not be granted after the due date unless there are exceptional circumstances.

FINAL EXAMINATION AND GRADING

The final examination will be of two hours duration and have a value of 70% of the total course grade. The examination will consist of questions which reflect the types of self-assessment practice exercises and tutor-marked problems you have previously encountered. All areas of the course will be assessed

Revise the entire course material using the time between finishing the last unit in the module and that of sitting for the final examination to. You might find it useful to review your self-assessment exercises, tutor-marked assignments and comments on them before the examination. The final examination covers information from all parts of the course.

COURSE MARKING SCHEME

The Table presented below indicates the total marks (100%) allocation.

Assignment	**Marks**
Assignments (Best three assignments out of four that is marked)	30%
Final Examination	70%
Total	**100%**

COURSE OVERVIEW

The Table presented below indicates the units, number of weeks and assignments to be taken by you to successfully complete the course, Statistics for Economist (ECO 254).

Units	Title of Work	Week's Activities	Assessment (end of unit)
Course Guide			
Module 1: UNDERSTANDING THE MEANING OF PROJECT AND PROJECT MANAGEMENT			
1	Concept and Importance of Project Management in Development Context	Week 1	Assignment 1
2	The profession and practice of project management	Week 2	Assignment 1
3	Project management cycle and processes	Week 3 & 4	Assignment 1
4	Understanding Project Management Tools and Techniques (selected tools)	Week 5	Assignment 1
Module 2: ESSENTIALS OF DEVELOPMENT PROJECT MANAGEMENT			
1	The Project Management Processes	Week 6 contd.	Assignment 2
1	Project management processes (cont.)	Week 7	Assignment 2
2	Project organizational Structure	Week 8	Assignment 2
3	The Roles, Skills and Responsibilities in Project management	Week 8 (contd)	Assignment 2

Module 3: DEVELOPMENT PROJECT MONITORING			
1	Concepts and Relevance of Development Project Monitoring.	Week 9	Assignment 3
2	Differences and Complimentary functions of Monitoring & Evaluation.	Week 9 (contd)	Assignment 3
3	Components/ Tools for Monitoring (Indicators, Baseline and Targets).	Week 10	Assignment 3
5	Developing a Monitoring Plan.	Week 11	Assignment 3
Module 4: DEVELOPMENT PROJECT EVALUATION			
1	Concepts and Relevance of Development Project Evaluation.	Week 12 contd.	Assignment 4
2	Data Collection Methods/tools, Stakeholder's & Institutional Analysis.	Week 13	Assignment 4
3	Understanding and applying Social Impact Assessment Tools & Techniques.	Week 14	Assignment 4

4	Reporting Social Impact Assessment outcomes to Donors/ Stakeholders.	Week 15 contd.	Assignment 4
	Total	**15 Weeks**	

HOW TO GET THE MOST FROM THIS COURSE

In distance learning the study units replace the university lecturer. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace and at a time and place that suit you best. Think of it as reading the lecture instead of listening to a lecturer. In the same way that a lecturer might set you some reading to do, the study units tell you when to read your books or other material, and when to embark on discussion with your colleagues. Just as a lecturer might give you an in-class exercise, your study units provide exercises for you to do at appropriate points.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. You should use these objectives to guide your study. When you have finished the unit, you must go back and check whether you have achieved the objectives. If you make a habit of doing this you will significantly improve your chances of passing the course and getting the best grade.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a readings section. Some units require you to undertake practical overview of historical events. You will be directed when you need to embark on discussion and guided through the tasks you must do. The purpose of the practical overview of some certain historical economic issues are in twofold. First, it will enhance your understanding of the material in the unit. Second, it will give you practical experience and skills to evaluate economic arguments, and understand the roles

of history in guiding current economic policies and debates outside your studies. In any event, most of the critical thinking skills you will develop during studying are applicable in normal working practice, so it is important that you encounter them during your studies.

Self-assessments are interspersed throughout the units, and answers are given at the ends of the units. Working through these tests will help you to achieve the objectives of the unit and prepare you for the assignments and the examination. You should do each self-assessment exercises as you come to it in the study unit. Also, ensure to master some major historical dates and events during the course of studying the material. The following is a practical strategy for working through the course. If you run into any trouble, consult your tutor. Remember that your tutor's job is to help you. When you need help, don't hesitate to call and ask your tutor to provide it.

1. Read this Course Guide thoroughly.
2. Organize a study schedule. Refer to the `Course overview' for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information, e.g. details of your tutorials, and the date of the first day of the semester is available from study centre. You need to gather together all this information in one place, such as your dairy or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates for working breach unit.
3. Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for help.
4. Turn to Unit 1 and read the introduction and the objectives for the unit.
5. Assemble the study materials. Information about what you need for a unit is given in the `Overview' at the beginning of each unit. You will also need both the study unit you are working on and one of your set books on your desk at the same time.
6. Work through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit you will be instructed to read sections from your set books or other articles. Use the unit to guide your reading.

7. Up-to-date course information will be continuously delivered to you at the study centre.
8. Work before the relevant due date (about 4 weeks before due dates), get the Assignment File for the next required assignment. Keep in mind that you will learn a lot by doing the assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the exam. Submit all assignments no later than the due date.
9. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your tutor.
10. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.
11. When you have submitted an assignment to your tutor for marking do not wait for it return `before starting on the next units. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also written on the assignment. Consult your tutor as soon as possible if you have any questions or problems.
12. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this Course Guide).

TUTORS AND TUTORIALS

There are some hours of tutorials (2-hours sessions) provided in support of this course. You will be notified of the dates, times and location of these tutorials. Together with the name and phone number of your tutor, as soon as you are allocated a tutorial group.

Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties, you might encounter, and provide assistance to you during the course. You must mail your tutor-marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone, e-mail, or discussion board if you need help. The following might be circumstances in which you would find help necessary. Contact your tutor if.

• You do not understand any part of the study units or the assigned readings

• You have difficulty with the self-assessment exercises

• You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your tutor and to ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will learn a lot from participating in discussions actively.

SUMMARY

This course guide gives you an overview of your expectations in this course- Project management, monitoring and evaluation. The course is a systematic study of various issues in development project management, monitoring and evaluation. The structured course material will enable students to have both basic and foundational understanding of the ongoing debate in project management discipline and acquaint them with competent skills to tactically apply the knowledge in field. Adequate use of this course material will expose you to various issues facing project management, monitoring and evaluation in organizations and the best practices that mitigate these challenges to ensure that projects meet expected outcome and achieve the set goal. At the end of this course, it is expected that students must have acquired detailed knowledge of both past and trending issues in development project management, as well as acquired practical skills and analytical techniques and evaluations in the field of project management, monitoring and evaluation.

MAIN CONTENT

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Unit 1 Concept and Importance of Project Management in Development Context

Unit 2 The Profession and Practice of Project Management

Unit 3 Project Management Cycle and Processes

Unit 4 Understanding Project Management Tools and Techniques (selected tools)

UNIT 1 – CONCEPT, ISSUES AND IMPORTANCE OF PROJECT MANAGEMENT IN DEVELOPMENT CONTEXT

CONTENTS

1.0 INTRODUCTION

Project management is an important aspect of development work. Many scholars have come to appreciate the relevance of project management in the implementation or execution of development projects. To achieve the success of projects, organizations, communities, and nations try to find measures, methods and structures to undertake projects and programmes that will bring development in the society. Project management paves a way for development organizations in terms of planning and organizing of resources to ensure beneficial outcome of the project in the community at large. The way a project is managed is dependent on a whole range of processes, which are strategically put together to ensure that the project is effectively executed and the expected outcomes are achieved. Thus, in this unit, which is the beginning part of the first module in this course, we will look at the concept of project, project management, the practice of project management, why some projects fail and others don't, and why project management is important in development.

2.0 OBJECTIVES

At the end of this course students are expected to:

1. Understand what a project is and is not
2. Critically have a perception of project management and its relevance in development
3. Understand the practice of project management in development sector
4. Understand factors that cause failure of project and the role of project managers in development

3.0 MAIN CONTENT

3.1 The Concept of Project

The concept of project in development has received various definitions, but each of these definitions point at its essentialities, and contain the same subject matter. For instance,

Akroyd (2003) noted that project is an investment package designed to remove or alleviate development constraints, or taking advantage of perceived development opportunities.

Lokyer and Gordon (1996) defined it "as an instrument through which development organizations effectively allocate resources and policies, and through which plans and programmes are implemented." This definition points out the relevant processes in project execution such as allocation of resources and implementation of programme, however, there is more to project than what is mentioned.

Gittinger (1982) on his part defined it as "a discreet package of investment, policies, institutional and other actions designed to achieve a specific goal". In Gettinger's definition we understand that project is an investment in development that require the actions of individuals and organizations. Definition by Gettinger explains that project is not conducted in isolation or without aim. Project is conducted by individuals and organizations for a specific development goal.

Also, Conyers and Hill (1984) defined it as a temporary group of activities designed to achieve a goal in development, with a defined beginning and end in time, scope, and resources to accomplish the goal"

Baum and Tolbert (1988) defined project as "a coordinated series of activities undertaken by individuals or organizations with definite starting and finishing points to meet specific objectives within a scheduled period, costs and defined parameters".

The definitions of project shows that project has some attributes attached. This attribute is standard in all definitions of project; They include

1. Project has a beginning and end
2. Projects follow a planned and organized method

3. A project has goal, specific objectives and quality and performance assurance to attain
4. Every project is unique
5. A project is carried out by managers

However, the definitions by Conyers and Hill (1984), Baun and Tolbert (1988) were able to highlight that project not only achieve a development goal, a project has some distinct components attached to it, such as activities, output and outcome, planned activities, a time frame, scope, resources, specific objectives, start and end period, and cost implications. Generally, the goal of all development project is to help improve lives of people and make impact in their lives.

3.1.1 Components of a Project

We have seen from the various definitions that a project is a designed set of activities with a purpose, plan and possessing some attributes or components that are unique to it. In this section we will look at some of the components of a project. There are certain components that are common in every project development. These include:

1. Defined Goal
2. Set Objectives, outcomes, output, impact, deliverables
3. Scope
4. Resources – which can be financial, material, social, human resources
5. Identified Risks, constraints and opportunities
6. Cost/budget
7. Monitoring and Evaluation
8. Project management plan

i. Defined goal

In development a project goal is a tangible statement of what a project would achieve. The project goal ultimately describes the project impact which includes the long-term effects

that would be triggered from the project execution, the link between the project and its direct objectives, and overarching achievement of the project within and outside the organization. Without a defined goal, a project cannot be planned and executed. That is why development project managers ensure that projects mapped out for a certain development purpose have a definite goal it aims to accomplish. A project goal is normally one, and may not be attained within project life line.

ii. Objectives

In development, we can refer to a project goal as the high-level statement that provide overall context for what the project is trying to achieve, both in intermediate and long term. However, project objectives are statements that describe the specific targets that the project could reach or achieve in relation with the stated goal. The objectives set out what the project intends to achieve by the end of the project, and can include the deliverables, assets and/or more intangible objectives such as increasing productivity etc.

Moreover, in development, project objectives are specific outcome expected at the end of the project. While the project goal is a one statement, the objectives could be multiple depending on the scope of the project. Unlike the goal which is long term and general statement of the purpose of the project, the objectives are mostly short-term statements and helps the project manager to plan and align other aspects of the project to the goal statement. Moreover, it is possible that a project goal may not be reached, however, objectives are supposed to be reached to show some level of accomplishment in the development process.

In writing objectives of a development project, it is advised that these objectives should be kept **SMART**, which is an acronym for Specific, Measurable, Achievable, Relevant and Time bound. The essence of using the **SMART** formular is to ensure that project objectives could be well managed and applied during implementation.

S - Specific – this ensures that the objective has specific target

M- Measurable – the objectives should have measurable indicators that could be easily identified

A-Achievable – Objectives must be achievable – there should be possibilities of attaining them in the process

R-Realistic – This attribute shows that project objectives should be rational, not every process can be developed as a project

T-Time Bound- The objective should be timebound and with a time frame

iii. Scope

The scope of the project is very important to be disclosed when designing a project. The scope of the project outlines all aspect of the project including the related activities, resources, methodology, timeline, deliverables as well as the project boundaries in terms of location, population selected for the project and the cost/budget. Without a scope a project cannot adequately planned and executed, this is why project managers and development practitioners ensure that project scopes are well specified before designing a project plan. In writing the project scope, the following initiatives are taken into consideration:

i. Figure out the project goals
ii. Consider project limitations
iii. Define resources and budgets
iv. Prepare a scope statement

In writing a project scope statement, the following structure is mostly adopted:

i. Introduction
ii. Project overview and objectives
iii. Lists of tasks
iv. project schedules
v. Project deliverables
vi. Resources and cost implication

vii. Time Frame

viii. Adoption plan for the project

ix. Project management plan

x. Expected impact

xi. Conclusion

iv. Resources

Resources in project include necessary assets that are needed for carrying out a project. Every project needs resources from the starting to the completion. In development, resources for executing could be human beings (human resources), funds (financial resources), equipment, materials and tools, and time. For a project to be appropriately executed resources must be assigned to various stages of the project until the project is completed. Without resource projects cannot be started this is why it is realistic to allocate resources before the starting of a project. The level of resources will also determine the extent of a project, this is why resource is integral and essential part of project scope, because it determines the scope and limit of a project.

Types of project resources include

- human resources – which include the various people that will be used to run the project.
- financial resources – all the financial aspects for running the project
- material resources – which include tools, instruments and materials that are necessary for running the project
- Time – which is in terms of time input to the project

iv. Identified Risks, constraints and opportunities

In executing a project, it is mandatory that the risks, constraints and opportunities are identified. The essence of identifying these three things is because they can influence the extent to which a project is executed.

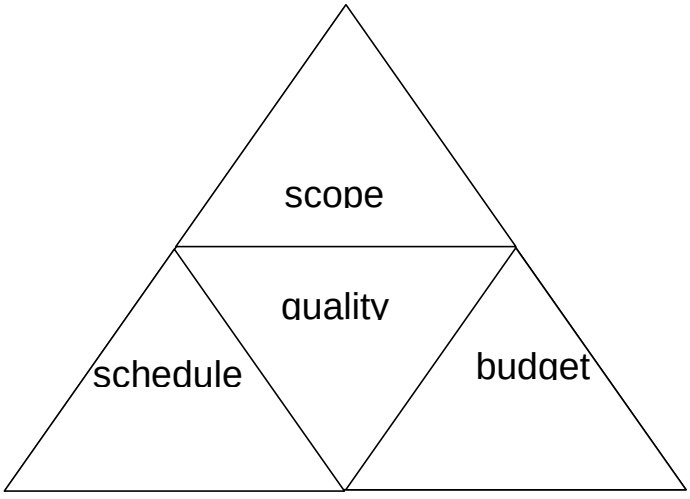
Risk: Project risk is defined as uncertain event or condition that is anticipated that if it occurs, can pose a negative effect on the project objectives. Simply put, risk can be is the likelihood that a project can fail to reach its objectives hence, it is necessary to identify them at the beginning of the project. There are many aspects of risks that are identifiable in project execution, include; cost risks, environmental risks, security risk, time management risks, performance and schedule risks, etc.

Constraints: Like 'risk', these are disadvantageous factors that can pose impediments to the successful execution of a project. It is equally identified at the start of a project. According to PM4Dev (2011) every project has to manage four basic constraints:

a. scope
b. schedule
c. budget
d. quality

The success of a project depends on the capacity of the manager to manage these constraints by developing plans and processes to keep them checked and balanced. Because projects are faced with many foreseeable and non-foreseeable uncertainties, it is required that there should be constant revision and negotiation of the original plan by all stakeholders.

The four project constraints



According to PM4Dev (2011:4)[1], here are some of the examples of a project constraint and how to deal with them:

a. When the schedule of a project needs to decrease, the project might need to increase the budget because more resources are needed to do the same work in less time. If the budget cannot be increased (the donor doesn't approve the increase), then the scope might need to reduce because the resources available will not be sufficient to complete all the planned work in less time.
b. When the budget of the project decreases, the schedule might need to stretch out because the budget is not available to pay for the staff originally planned. If time cannot be increased the other alternative is to reduce the project scope because fewer staff will not be able to do all of the planned work in the available time
c. When the project scope increases, there is a need for more time or more resources (budget) to complete the additional work. When the project adds more work than the originally budgeted it is important that before the new work is started, there is an approval from the donor for additional funds, otherwise the project will end up with a budget shortfall that could have an impact on the expectation of the beneficiaries.

Opportunities

In development projects, the term opportunity refers to a tangible effect identified in the project deliverables that could be unlocked or can facilitate positive or beneficial end to the project.

v. Budget/Cost

Budget is a de-facto property of any project, it is what actually determine execution ability of a project. Budget is the cost approved in any project including all necessary expenses to the execute the project. In development projects, the managers have to balance between

[1] https://www.pm4dev.com/resources/docman/pm4dev-articles/14-the-project-constraints/file.html accessed 24/2/2021

not running out of the specified budget or under spending (Lake, 1997). This is because most projects come with a contract clause on the necessity to manage budget appropriately or face accountability issues during auditing. So, it is very important that cost and budgets are management appropriately according to these contract clauses, otherwise, the organization may have problems receiving findings in the future from available donors. For any project, the cost and budget is ultimately a limiting constraint when it's not managed well.

vi. Monitoring and Evaluation

Monitoring is the collection and analysis of information about the project progress while it is been undertaken. Monitoring is an essential part of project in development, because through it project management practitioners can effectively harness necessary feedback about the project, analyse them and use them to facilitate better strategies for making the project more effective. Evaluation can be referred to as the intermittent assessment of an organization, project or programme which can be done internally or by external independent evaluators. There are four types of evaluation, process, impact, outcome, and summative evaluation. The essence of monitoring and evaluation is to determine whether the project is on track, as well as to know whether there is need for change. Therefore, monitoring and evaluation serves as a basis for modifying interventions and ensuring quality assurance in the process.

vii. Project Plan

Project plan is a sine-qua-non for the success of any development projects, because without a project plan no project can be started or completed. In development, planning project entails stating how the project will be started and completed, the stages of the project, the designated resources and how they will be used efficiently in the process. Effective planning will show design of the project, starting from the beginning of the project to the completion, as well as the sustainability plan.

3.2 Challenges facing Projects

The constant changes in the socio economic, political and natural environment compel many projects to undergo changes in the original plans. In most case these changes are not foreseen and therefore not included in the original project plan. These changes not included can pose some challenges that if not taken proper care of can lead to closure of the project. Moreover, development projects are faced with many environmental constraints and uncertainties that increase risks to the project, meaning that project managers will have to deal with extremely complex issues and effect strategies to handle constraints and risks they pose to projects. Notwithstanding, some of the challenges (factors) projects may face in the process of implementing them include:

a. Project plan that was designed in a rush to obtain grants that almost coming to deadline
b. Inadequate project management skills of staff involved
c. Unclear designation of jobs, tasks and responsibilities
d. Unclear identification of task responsibility and accountability
e. Lack of proper stakeholder engagement in all processes (planning, implementation, monitoring and evaluation) in the project
f. lack of adequate measures for project monitoring and evaluation
g. Lack of realistic plan. Project Plan should be SMART
h. Inconsistency in following project plan and methodology
i. No clear measure to evaluate success and failure indications

3.3 The Concept of management

The concept of management deals with how organizations deal with the coordination and administration of tasks in order to achieve set goal. Such administration activities include setting organization strategies for coordinating the efforts of staff and how resources are mobilized and coordinated to accomplish set objectives. It also involves how the

organizational organigram is structured and people assigned levels, ranks, job descriptions and status in the organization.

The Components of Management

In development, organizations are the ones that deals with management issues. However, organization's management has components and attributes it makes in term of running development projects. These are:

a. Setting objectives
b. Organizing
c. Team Motivation
d. Measurement of Impact

a. Setting Objectives

Setting objectives and achieving them are critical and primary ways managers accomplish any project. Managers are expected to convey to the subordinate staff the objectives of the project and train them accordingly on how to attain these objectives. Also, management is at the centre of the success or failure of objectives; hence, they ensure that every devises and measures are put in place to attain the objectives. Setting objective as we have seen is at the centre of any project, hence, management duty is to ensure that this project objectives are achieved.

b. Organizing and management of project works

Management has to manage how work is organized in the organization. They evaluate the type of work, divide them into achievable tasks and effectively delegate the duties to staff. Organization consists of series of relationship that cut across individual staff, departments, and entities, and it is the management that ensure that the relationship between individuals, entities and departments is harmonious and complementary. This organizing is essential in handling interpersonal relations which are essential when conducting human resources management in development project.

c. Motivation of Team

Management entails motivating the team in all the project tasks, because people are essential part of project administration. Hence, to achieve the project, it is essential that organization keep their team of staff motivated through various means – compensation, upgraded salaries, complements, gifts and awards, added incentives etc.

d. Measurement of Impact

Impact is an essential criterion of accomplishment in any organization. In project execution, organization ensures that part of management duties is to ensure that project made impact and measurable by the objectives of the project.

e. Staff Development

Staff development is an essential part of project execution. This entails training of staff to become efficient in handling tasks and responsibilities. In fact, staff development is integral element of project management because often times various issues that rises in process of project execution may warrant training of staff even in the intermediate level of the project. A project plan must be to delineate how project staff are developed within the period of the project execution. This include, prior training, intermediate (which can be as a result of risk or constraints emanated in the mid stage, or due to foreseen changes during the monitoring and evaluation stage) and end-line training for project sustainability.

Why is Management Essential in Project Planning?

Without adequate management strategies, development projects cannot be effectively executed. This is because management is engaged in all aspects of a project from the start to the completion. Management staff in an organization equally makes all the essential plans for the project execution and ensure that those plans are followed and effectively carried out. Project is not executed in isolation of organization, and this justifies in entirety, why management is essential part of project.

3.4 The Concept of Project Management

In recent times, development organizations are facing increasing demands to do more with less resources and time in their intervention projects. As a catalyst for change in society, development agencies are expected to deliver projects under a certain time frame, budget, and expected quality, which is demanded by donors and beneficiary communities. To handle these responsibilities and obligations, development organizations need to strategize methods, obtain tools, devise practise they will use in execution of a project. To satisfy the donor and beneficiaries, it is mandatory that organisation should plan any project execution and ensure that the management of such plan meets the expectations of the donors and beneficiaries. Due to these responsibilities, obligation and expectation of quality and outcome in their execution of projects, organization are charged in devising best management strategies. This is the essence of developing project management. Therefore, what is project management?

According to PMI (2000) edition cited in PM4Dev (2011)[2], Project management in development can be defined as "the application of knowledge, skills, tools and techniques to a broad range of activities in order to meet the requirements of a particular project."

Other definitions of project management include the one defined by ISO 10006, a standard for quality project management stating that "project management is a unique process consisting of a set of coordinated and controlled activities with start and finish dates and undertaken to achieve an objective conforming to specific requirement s, including the constraints of time, cost and resources" (cited in PM4Dev, ibid)

From the two definitions, we can understand that project management involves planning, implementing, monitoring and evaluation of project activities to meet objectives of the project. Meeting these objectives entails controlling and balancing the constraints of time, cost and scope in the production of quality deliverables that meet the expectation of all

[2] https://www.pm4dev.com/resources/docman/pm4dev-articles/14-the-project-constraints/file.html accessed 24/2/2021

stakeholders (donors, organizations and beneficiaries). Project management equally involves the planning, organizing and managing of resources to deliver all the work required to be completed in a project. This points to the fact that resources management is important aspect of project management. Project is a unique aspect of organizational work hence it must be handled professionally and strategically.

3.5 Development Issues in Project Management

Development issues in managing development project will include:

- Different stakeholders' interests (which include beneficiaries, government, community, organization and donor agencies) are embedded in the project stake, and organizations are expected to ensure they are met in the process
- Understanding of environmental constraints that may pose risks
- Development project has a goal to improve people and community life, and to bring about a theory of change
- Development organizations prepare and implement development projects and work to strengthen the capabilities of local institutions and promote self-reliance through sustainable strategies
- Projects are funded by either public or private agencies such as international multilateral donor agencies, government, institutions, and organizations are expected to manage the use of these funding to execute project within scheduled time frame
- Development project is audited for accountability; hence, managers are compelled to ensure transparency and accountability in the use of resources especially money
- Development project can include just one intervention that is meant to address various challenges in society

3.6 The Importance of Project Management

There are various benefits in practice of project management. the use of systematic project management method gives organizations the means to practice established and time-tested practices of project management which will help them achieve successful outcomes. The following are the importance of project management

a. Increase in collaboration among project stakeholders
b. It ensures the delivery of consistent results of predictable quality
c. It ascertains the roles and responsibilities of staff
d. Ensures consistent discipline on how project is planned and implemented
e. Helps the project managers to organize, coordinate, track, monitor and evaluate projects
f. provides clear procedures for project planning
g. development organizations can achieve success in project except they have methodology which is an aspect of project management
h. ensure better control of project throughout the project cycle

A good project methodology provides the framework, processes, guidelines, and techniques to structure the work. A good methodology increases the odds of being successful, and therefore provides value to the organization and the project stakeholders.

4.0 CONCLUSION

In this unit we have understood what development project means and what makes it distinct. The unit explained how projects are executed to ensure its success by showing us the various features of projects. We also saw in the unit the meaning of management in development and the various roles of managers in organizations. The unit also showed us the meaning of project management, the various aspects of project management as well as the practice and importance of project management.

5.0 SUMMARY

We have seen that project management paves a way for development organizations in terms of planning and organizing of resources to ensure beneficial outcome of the project. The way a project is managed is dependent on a whole range of processes, which are strategically put together to ensure that the project is effectively executed and the expected outcomes are achieved. This unit was able demonstrate this by taking us through the meaning of project management, the components of project, what development project entails and the benefits of project management in development organizations.

SELF ASSESSMENT EXERCISE

Discuss why project objectives should be **SMART**?

6.0 TUTOR MARKED ASSIGNMENTS

1. What is project? What are the features of a project?
2. Define project management. What are the various practices in project management?

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UNIT 2 THE PROFESSION AND PRACTICE OF PROJECT MANAGEMENT

CONTENTS

1.0 INTRODUCTION

Project management is a profession; therefore, it has some practices (principles or ethics) that should guide it. In this unit we will be looking at the profession of project management and practices. We will also look at the various practices in project management as profession.

2.0 OBJECTIVES

At the end of this unit students would have:

1. understood the profession of project management
2. understood the various contexts of practice in project management
3. understood the role of project managers in development

3.0 MAIN CONTENTS

3.1 The Profession of Project Management

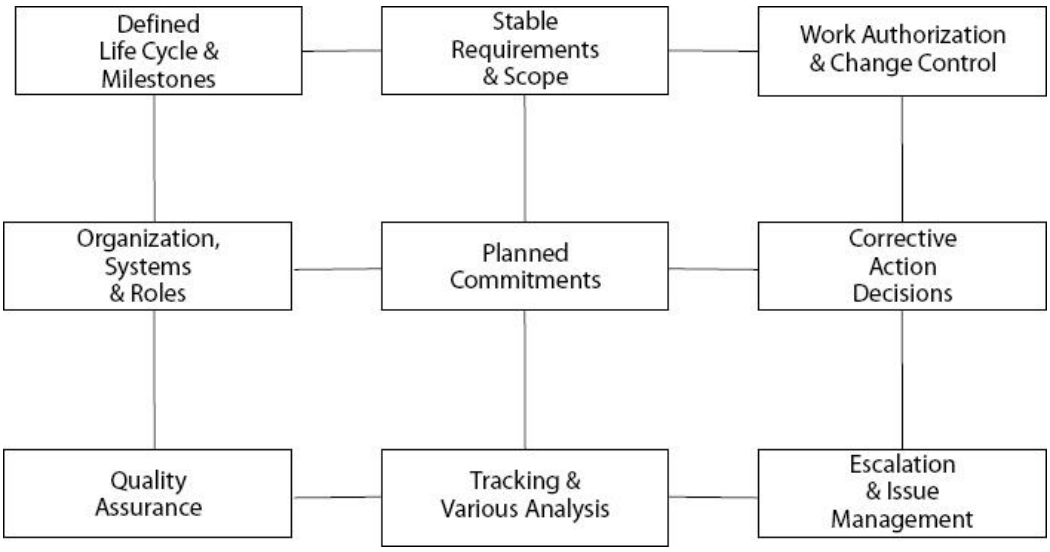
The APMG is the entity that award certificates to project managers after due processes of evaluations. APMG describes project management as a profession for project managers. The certification of project managers makes project management a profession of its own. APMG recognizes project management as a fundamental skill of any consultant and their professional services teams. Training courses are delivered by Accredited Training Organizations (ATOs) – each assessed by APMG against a set of exacting standards that ensure training's being delivered by true experts. When someone passes the project management examination, they become certified as project manager and therefore can deliver services in form of consultancy or work in organizations as a project manager. As a profession, project management is guided by some practices or ethics, these practices are explained below.

3.2 The Various Practices in Project Management

From past experiences of project managers over the years it is clear that an effective project management process should contain seven basic practices. These are:

1. **Defined Life Cycle**

Organizations should be able to map out defined phases, deliverables, key milestones and criteria for each phase of a project cycle – i.e., the concept, planning, implementation and closeout. The organization of these phases helps to communicate to the stakeholders how project work is done and the progress it makes over time. The benefits of establishing concise project phases in managing a project helps to define all aspects of work in the project and ensure consistency with the project methodology and plan.



Effective management of project phases- source PM4Dev (2011)

2. Stable Requirements and Scope:

A good project management require that project requirement, objectives and scope be documented and stabilized at every stages of the project life line. The project requirement must be established at the concept phase and there are questions that ensures that all stakeholders in the project have common understanding. They are as follows:

- what is been done?
- what services is been provided?
- what are the goals and benefits?
- when result is achieved what will be the measures of its success over time?
- what are the deliverables?
- what are the standards of performance?
- what is the validity, utility, correctness and completeness of deliverables to be determined?
- what are the constraints impacting on performance, time and cost?
- what are the limits on cost, time or performance, priorities, resources and interfaces?

- what are the risks to be aware of?

3. Defined Organization, System and Roles

In any organization projects must have defined roles for the project manager(s) and team members. These defined roles must some elements of accountability measures attached to them to ensure transparency in the work. Also, organization of the work systemin entails that there should be defined communication system and team involvement is essential in this aspect, especially in terms of interpersonal relationships. A functional organization is orientated towards functional groups with works grouped into specialties and people assigned roles that fit their areas of specialty. This specialization of duties ensures professionalism and management of tasks as well as assessment of performance. Organizations that involved in project execution have works organized around the project and assigned roles and specific objectives and goals are clarified to managers and team members.

4. Quality Assurance

This is a very important practice in project management- i.e., the assurance of quality in all the stages of the project. This means the identification of quality standards and criterial set in each phase of the project cycle for both product/service and process. Quality means agreed measures of standards and commitment in ensuring that the standards are maintained throughout the project process.

5. Organizational Capacity

This is another best practice in project management that ensure quality. In ascertaining quality of the project, the organizational capability determinants – (which include staff, project tools/instruments, resources, materials, strategies/methodologies, technology and consultancy) must be available and optimal. Where there is lack of needed capacity in staff or organization in general, management therefore should make room for improvement of staff through capacity building and development trainings.

6. Effective Planning

another good practice in project management is the ability of organization to develop a clear planning of the project. Project planning is a huge part of project design and this must be handled with care and efficiency. There are five commitment to effective planning in any project, they include:

i. Planning the project

ii. Scheduling the project

iii. Resource allocation

iv. staffing

v. Good budgeting

7. Tracking and Variance Analysis

In development, projects ought to be managed using exceptional processes whereby any deviation from the stipulated plan of the project is reported. An effective management process requires regular reports, meetings and any other feedback mechanisms that can help managers track progress of the project. This is especially important with regards to very delicate areas of the project management such as in scheduling, cost, risks management and constraints. such things as cost overrun, challenges and risks facing project and identified constraints should be reported back to the managers and strategies will be developed to address the shortcomings. There are at least four ways of tracking variance or variance analysis in project management:

ACWP – Actual Cost of Work Performed as of the given date. This gives account of work performed with regards to the date line for the activity.

BCWS- Budgeted Cost if Work Scheduled. This is the budgeted amount for the activity scheduled at a given date

BCWP – Budgeted Cost of Work Performed – Earned Value: This is what was budgeted for the activity that has been completed as of a given date

EAC – Estimated Cost of Completion or Current Estimate. This shows how much the project is expected to cost when it is completed. Hence, it is the total budget for the project

Through these mechanisms, project managers are able to track the cost, resources, assigned tasks, and performance level in the project process.

8. Work Authorization and Change control

It is also through the project tracking that any changes can be identified through what is called work authorization and change control. It is required that for a project to be effectively managed a concise change control and change management system should be put in place. These can be changes caused by scope creep, resistant and risks, environmental constraints etc. The figure below shows a checklist for project management practice.

3.3 The role of project managers in development practice

In development organizations project managers are at heart of project management success or failure. Therefore, the role of project managers is a very crucial one in development. The project manager performs the role of planning, organizing staffing, evaluation, control, leadership and direction of the project in the organization. In other words, the project manager is responsible for the execution of the project from the start to completion. He/she is charged with examining what project is to be done to meet project scope, cost, quality, objectives and when work will be done to meet all schedules and objectives.

In project management there are two distinct levels of managers, the functional and project work manager. The functional manager is often charged with the responsibility of estimating the cost of the project work, while the project work manager is charged with determining whether or not the project budget can afford it. The functional manager is often seen in administrative section of the organization, while the project work manager is mostly

a field lead, and therefore involved in the leadership of field work and project implementation. In administrative capacity the project manager will be charged with putting up project plan and schedules, and in the field, he will be charged with execution of project plan, monitoring and evaluation. This he/she does with the team assigned.

The project manager plays leadership role in terms of directing the project activities and leading the team to execute the project. Hence, the leadership qualities of a project manager are an exceptional part for selection of candidates that will fill this role in the organization. There a number of factors that are considered in selecting a project manager. They include:

a. Interpersonal relations
b. Technical and professional skills
c. Capacity and credibility to lead a team of other technical experts
d. Expert in the field of project management
e. Have good communication, problem solving and multitasking capacity

Project manager operate with good information in terms of successfully handling the project. In a large-scale organization where staff communication may be jeopardized, it the duty of the project manager to ensure that information is well disseminated in every section of the organization. The project manager also needs good information to work with. The amount of information to be collected from the various staff is dependent on the extent of information technology system put in place. For this reason, organizations should ensure a good project reporting and information system.

4.0 CONCLUSION

The unit was able to explain the context at which project management can be classified as a profession. The professionalism of project management makes the project manager a profession and expert in the application of project management, as consultants or in development projects management. The unit intimated us on the various practices of project management, which are can also be seen as ethic guiding project management processes. The role of the project manager was disclosed in the final part of the unit.

5.0 SUMMARY

In development organizations project managers are at heart of project management success or failure. Therefore, the role of project managers is a very crucial one in development. The project manager performs the role of planning, organizing staffing, evaluation, control, leadership and direction of the project in the organization. This unit clarified the profession of project management as a unique one whereby the project manager is responsible for the execution of the project from the start to completion. The unit clarified the practices in project management and how the role of project manager is essential for general success of the project in organizations.

SELF ASSESSMENT EXERCISE

Discuss how one can become a project manager?

6.0 TUTOR MARKED ASSIGNMENTS

1. How can you determine that project management is a profession?

2. Explain at least three of the practices in project management

3. What are the roles of a project manager?

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UNIT 3 – PROJECT MANAGEMENT CYCLE AND PROCESSES

CONTENTS

1.0 INTRODUCTION

Development projects operates in broader environment and that's why project managers and practitioners need to look at projects from various contexts. Due to the complexities of projects, project managers need to take a holistic view of the project and understand how projects can be situated within larger environment. The project manager and the team have one shared goal, which is to carry out a project work with the aim of achieving the set objectives. Every project has a beginning and an end, and the process follow phases which combine to make up the project management cycle. This unit will look at the concept of project management cycle, its meaning, its processes and the phases in it. We will also look at why the project management cycle is essential in the overall management of development projects.

2.0 OBJECTIVES

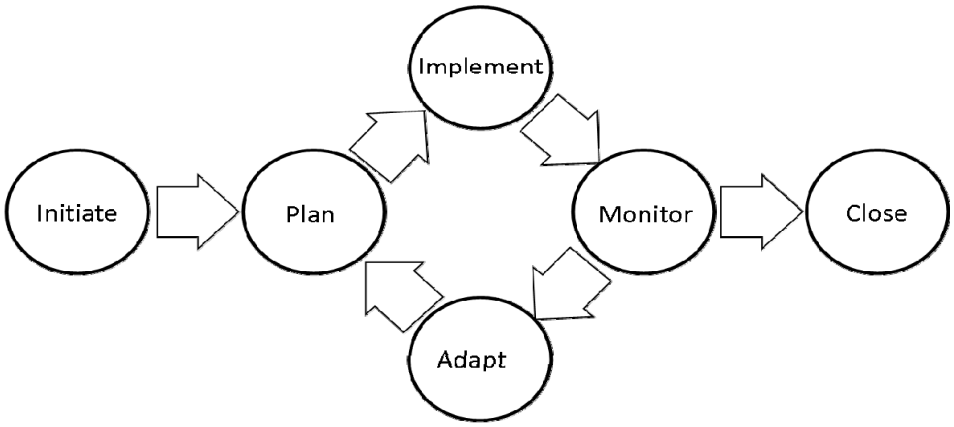
At the end of this unit students would have been able to:

1. Understand the meaning of project management cycle
2. Understand the various phases in project management cycle
3. Understand the project management eco system
4. Understand the benefits of project management cycle in development projects

3.0 MAIN CONTENT

3.1 Explaining Project Management Cycle

The project manager and project team have one shared goal which is to carry out the project work for the purpose of meeting the project objectives. Every project has a beginning, middle and ending period, whether it is successful or not. A typical project has five standard major phases (each having its own tasks and issues), these are the initiation, planning, implementation, monitor and closure. Put together, these phases represent the path a project takes from the beginning to the end, and are generally referred to as the "project life cycle". The project management phases follow a cyclical approach thought the life of a project. This cycle represents a continuous process whereby each of the phase provides the foundation leading to the next.



The project management cycle – source PM4Dev (2011)

The project allows for a constant and iterative process whereby the project is constantly monitored and where there is need for change in the process, this is reflected in the plan. This process is repeated until the project is concluded and all objectives and activities are delivered. The cycle provides the opportunities for reviewing the original project

assumptions and plans. As the process continues, there is possibilities of changes, however, through the repeated processes these changes are rectified, and original plan is readjusted.

We need to understand that a project is not a linear process, it is rather cyclical, with each phase receiving feedback from the previous. For instance, during the monitoring phase, a project may encounter changes which leads to a proposed readjustment of the activities in the implementation plan. In another example, it can be that some activities are no longer needed or desired by beneficiaries, hence, it can lead to the project been reinitiated in the planning phase. In essence what we are trying to say here is that, the various phases of the project will necessarily relate to each other in the process

It is worthy to note that each project is different and will have different cycles, the role of the manager is to ensure that the cycles are used as opportunities for identifying areas of adjustments in the project and contribute to learning. Therefore, project management is a cycle that is continually repeated to adapt to changing contexts. This means that project cycle helps to manage changes and adaptation that a project must encounter in its life.

There are attributes of a Project management cycle:

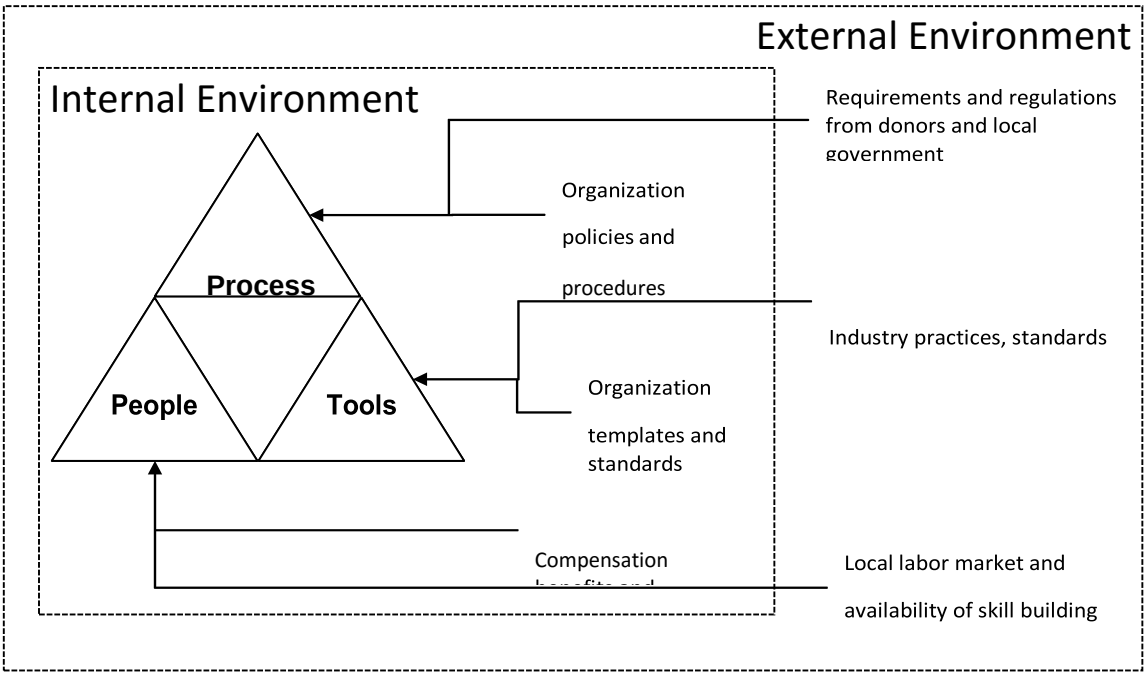
a. The application of project management is iterative and the process requires additional refinements to the schedule, budget, quality requirements, and risks plans
b. As the refinements are made and improvement starts to occur, impact to other areas of the project will become visible
c. Over time the iterations would become smaller in magnitude and more defined as more details of the project is developed
d. Each project management cycle is a knowledge cycle in itself and shapes the initial design while giving feedback from each phase

It is also important to note that adjustment is paramount in any project cycle. Adjustment is affected by changes caused by the project environment which were not identified in the initial plan. Hence, this makes project management a dynamic effort and requires a continual process of monitoring and evaluation. Some evaluation activities such as quality

control, management review, and identification of oversight are continuous activities and affects every phase of the project. This is why project management is cyclical and not linear or static. This is because linear project will not allow managers to identify changes or give chance for modification or mid-course corrections or even receive feedback from the process. It doesn't give opportunity for more learning or in-depth knowledge of the project processes; it is rather too rigid. This is because it will focus rather on risk averting, without giving opportunity for gathering further information of the processes the project pass through.

3.2 Project Management Eco System

Projects don't exist in isolation they are often influenced by the external and internal environment. Generally, a project depends on three basic components – processes, people and tools. These are all integrated and influenced by the internal environment (i.e. the organization itself) and external environment which is the society at large. These two environments affecting project is called the project ecosystem. This graphic describes



The project management Eco system- source PM4Dev (2011)

the interdependence among the elements of the project ecosystem.

Process:

The process includes development activities defined in the policies (can be organizational or government), the roles and responsibilities required in managing development projects. These heavily affects the project and can lead to changes and need for readjustment in the project. Process in development project analysis determines the works that need to be done which brings about the need for people's skills.

People:

This includes the skills and capabilities of the people who will manage the project. It also includes people who will follow the processes and procedures (project implementation team/staff) to ensure quality in the services provided by the organizations. Personnel can also affect change in the project depending on the level of capacity and skills. The people component can also be affected by the extent of compensation and values of the organizations or by external labour market that set conditions for qualified staff, which can affect staff productivity level and invariably affect the project.

Tools

The tools are the techniques and devices that are selected by organizations for the management of the project and achievement of objectives. Some of these tools include, tools for controlling budgets, monitoring and evaluation and tracking project progress, management of information and analysis. The tools provide technical know how for managing the project from the start to finish.

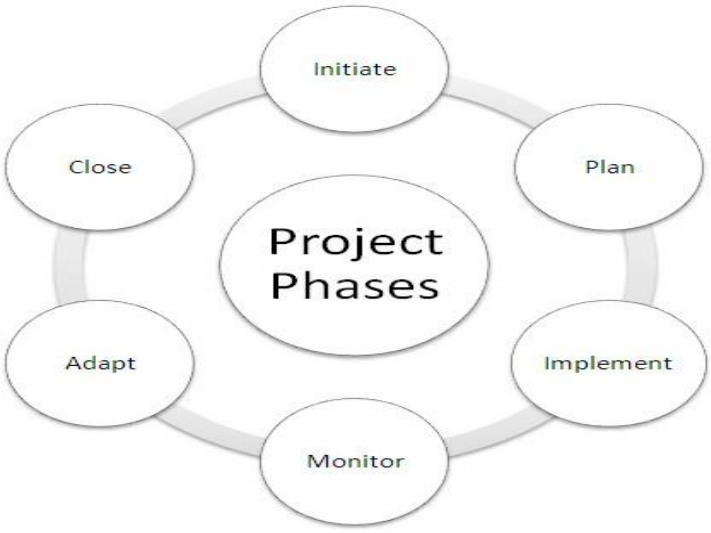
The success of project management depends on the equilibrium of the three components, when one of them fails or doesn't receive the adequate funding or support, the whole system fails. It doesn't do any good to have the tools and processes if the people have not been trained in their use; or vice versa, have the people with the right skills but not provide them with the right tools.

3.3 Phases of Project Management Cycle

In development. projects operate as part of a system and is often affected by a whole lot of uncertainties. Project managers if they don't have the right approach can be overwhelmed by these uncertainties. Hence, the project management cycle gives a holistic approach for assessing all the external and internal issues that can affect project life line. The project management cycle helps managers to see projects as series of interrelated phases.

It is a good practice therefore to divide project processes into phases in order to manage the process well. The collection of the phases is the project cycle. The phases of the project cycle will vary from one organization to another; however, they must include an initiation, planning, implementation, monitoring and close phase. For a project to be successful it must complete each phase and move to the next. This approach in project management provides better management control and develops link with the general environment.

The rationale for developing phases in project management is because it gives integrated approach for continuous identification, implementation, monitoring and evaluation as well learning in the project. The phases help to keep the project on track and determine where the project is affected, and whether it can continue or terminated. Each phase is dependent on the other in such a way that, the output in one stage can be used as input for the next phase.



Project management phases *source PM4Dev (2011)*

a. The Initiation Phase

In development project, the initiation phase is when an idea or proposal is authorized and considered for funding. Usually, projects are started by an organization in form of a proposal or donor agencies initiate the project inform of competitive bidding process or cooperative agreement. The initiation phase is when the proposal developed and then authorized for funding. During the initiation a diagnostic and analysis of the problem to be solved by the project has been performed and the strategies delineated for achieving the objectives. It is this phase that organization has identified that the project aligns with the mission and vision. The major outcome or decisions from this phase is the acceptance of the concept or approval of the project proposal. The decision or approval is based on organizations principles, general objectives and takes into consideration available resources, local needs and government/donor interest. It is also important to note that in the initiation phase it is possible that the project proposal may not be accepted or may require further analysis or modifications. It is not uncommon that funders or donors and organizations may engage in very on negotiations until a common ground is achieved and proposal is approved.

b. The Planning Phase

Once the proposal is accepted and funding approved, the project is taken to the next level which is the planning. There are two distinct components of this phase of the project. The development of ***core plan*** which is required as part of the proposal and the plans to manage implementation of the of the project – which is the ***facilitating plan.***

The core planning includes the detailed planning documents that were initially produced as part of the project proposal. The core planning is where the project managers manage the scope, schedule, budget and quality of the project.

On the other hand, the facilitating plan is where the project manager develop plan to manage other facilitating processes required to manage the project such as team, stakeholders, information, risk, and contract management plans.

It is worthy to note that detailed planning is essential in this phase. Detailed planning will help identify over sights or wrong assumptions made during the initiation phase and the in the project proposal, and adjustment will be made. In most cases, project proposals are drawn without engagement of major stakeholders or where budget is derived from older projects or data. In the planning stage, the managers can correct these errors and rectify the issue. The project manager at this stage goes in detail about each components of the project and formulate plan for coordinating the project activities. The output at this phase is a formal project management plan and an authorization to proceed to implementation.

c. Implementation Phase

The implementation phase is when the project plan is put to action. The project plan contains the project activities which are scheduled for implementation. Implementation occurs when the final project plan has been authorized and the budget had been approved and assigned for each activity. In this stage, the project manager starts by forming a project team and make initial expenses for project start-ups, this could be purchase of office equipment, vehicles and other products that are needed for starting the project. In implementation, people and resources are coordinated to perform the project plan and attain desired outcomes. This phase also includes activities such as provision of project leadership, developing team, verifying project scope, assuring quality, producing progress reports, procuring necessary resources and taking corrective actions where necessary. Out put from this phase include project deliverables, progress reports and communications to stakeholders

d. Monitoring Phase

Monitoring phase is the constant check on the project to ensure that the project is done according to plan given the resource restriction. Monitoring keeps the project on track, on time and within budget line. Monitoring also assesses new opportunities that may come out of the project and that would help in achieving the project goals. Monitoring helps verify if the interventions of the project are yielding the desired effects or benefits. It will

help verify if there is change in initial plan and makes adjustment where necessary to ensure success of the project.

e. Closing Phase

The closing phase comes when the project has achieved the planned objectives and all deliverables have been produced. There could be instances that a project is closed before all deliverables have been completed, this can be as a result of drastic changes in organizations, una availability of funds or constraints like security issues that make the project unsafe. During the closing phase, the manager will make sure that all administrative tasks have been completed, staff are reassigned to other projects and project lessons learned in the process are developed. All project documents are catalogued and the access made available to all stakeholders. The last step in this phase is the project evaluation which include audit evaluations, donor evaluation, or internal evaluation conducted by the donors or organization. It is also important to conduct a post project review to identify the strength and weaknesses in the project deliverables, the processes used to create them and the project management processes. The weaknesses and strengths are recorded and used as lessons learnt from the overall project management.

4.0 CONCLUSION

This unit dealt with the project management cycle. The unit intimated students to the meaning of project management cycle. We understood that a project management by principle is not a linear process rather a cyclical process that involves five phases – initiation, planning, implementation, monitoring and closure. The phases are interdependent and affect each other. We understood that each phase must be completed before the next phase which allows the project manager to identify any change and effect adjustment where necessary. Each of the phases has a purpose and is distinct but relate to the next. We also looked at the project management eco system, where we understood that both the internal and external environment impact on project and could bring about changes

or complexities that necessitate the use of project management cycle approaches in development project works. Finally, we looked at each of the project management life cycle phases, how they are applied and their expected outcomes.

5.0 SUMMARY

Due to the complexities of projects, project managers need to take a holistic view of the project and understand how projects can be situated within larger environment. The project manager and the team have one shared goal, which is to carry out a project work with the aim of achieving the set objectives. Every project has a beginning and an end, and the process follow phases which combine to make up the project management cycle. This unit looked at concept of project management life cycle, its meaning, its processes and the phases in it. It showed why the project management cycle is essential in the overall management of development projects.

SELF ASSESSMENT EXERCISE

Discuss why project management is not a linear but cyclical process

6.0 TUTOR MARKED ASSIGNMENTS

1. What is project management cycle? Why is it important in development project?

2. Explain the phases in project management cycle

6.0 REFERENCES AND FURTHER READING

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UNIT 4 UNDERSTANDING PROJECT MANAGEMENT TOOLS AND TECHNIQUES (SELECTED TOOLS)

CONTENTS

1.0 INTRODUCTION

Project management is an essential part of development project, and development project cannot be properly managed without planning. In this unit we will be looking at the tools for managing project planning. The essence of this unit is to intimate students on how to use project planning tools and to show their benefits in the overall management of development project.

2.0 OBJECTIVES

At the end of this unit, it is expected that student would have:

1. Developed understanding of what project planning is
2. Learnt the processes in planning a project
3. Understood the tools for project planning
4. Understood the benefits in using the project management tools

3.0 MAIN CONTENT

3.1 Understanding Project Management Techniques/Tools

Development project have peculiar characteristics that raise up various issues that must be dealt with to achieve the objectives of a project. These issues are on their own very complex and would need careful evaluation and techniques to manage them. Development projects goals and objectives are by nature very delicate and since most of them deal with human development, social transformation and theory of change, poverty reduction and others. Development agencies and donors when awarding development funds for human development projects expect that projects must meet certain criteria in order to achieve the purpose for which they are carried out – which is to better the lives of the beneficiaries.

Hence, project managers in aid industry have to deal with a lot of issues ranging from resistance to change, competing agendas of a large number of stakeholders and diverse and even contradictory expectations that almost makes project very difficult to manage. As we have seen, projects are faced with various internal and external environmental constraints or changes. It is still the duty of project managers to manage these challenges arising from either internal or external environment. Managing these challenges require some level of professional input which entails careful use of project management tools.

Project management tools are very important in overall project because they help in the planning of schedule, budget, scope plan or scope changes, goal changes, progress measurement, quality of project, monitoring and reporting. Some of these tools namely Gantt Chart (GC), Logical Framework (LF) and Program Evaluation Review Technique (PERT) will be discussed in this unit. But before this let's look at the meaning of project Planning.

3.2 Project Planning

It is the project management reality that using project management tools and techniques help the project to succeed but not in essence a guarantee that the project will succeed. This

leads us to the importance of planning the project. Using a project management tool entails that the project manager must have developed a plan for using the tool. Thus, project planning is very important. We have seen that project planning is the second phase of a project life cycle, however, what is done in this phase with regards to using the project management tools will be clarified in this unit.

Before any project is rolled out it is important to start by making a plan. "A plan is a strategized process of how the project will be carried out under a given time frame. Project managers usually pay attention at the planning stage because any error in this stage can affect the whole life cycle of the project. Meredith and Mantel (2009:239) posited, that "The primary purpose of planning, of course, is to establish a set of directions in sufficient detail to tell the project team exactly what must be done, when it must be done, what resources will be required to produce the deliverables of the project successfully, and when each resource will be needed". At this stage the project objective is clearly clarified and all project team members have concise understanding of the objectives. The objectives also must be made clear to all stakeholders and this guides every other process.

According to Mishra and Soota (2009), planning of development project involves the following processes:

- defining the project objectives and goals
- Identifying and documenting the scope, tasks, schedules, risks, quality, staffing needs
- establishing all project scope (scoping) and dependencies
- resource allocation to all tasks
- drawing up responsibility matrix
- drawing up tasks' schedules
- establishing implementation plan
- risk identification
- establishing quality measures

It is during the planning that tools and techniques for the management of these aspects of the projects is also developed.

3.3 Project Management Techniques and Tools

Project management is a challenging task and have complex responsibilities attached to it in most cases. For this reason, project management experts have gone ahead to develop tools that can reduce the challenges faced in managing project tasks and responsibilities, and that can assist with project execution. To achieve their tasks project managers often chose project management tools that suits their management style, since no one tool addresses all project management needs. some may require supporting software while others are done manually. In development projects there are many tools for managing a project, however, in this unit we will discuss a few of them, and they include:

1. The Program Evaluation Review Technique (PERT)
2. The Gantt Chart (GC)
3. Work Based Structure (WBS)
4. Logical Framework (LG)

1. The Program Evaluation Review Technique (PERT)

The PERT is a planning tool used for defining and controlling the tasks necessary to complete a project. The PERT display the total project with all scheduled tasks shown in sequence. The displayed tasks show which one is in parallel and those tasks that can be performed at the same time. The following steps are involved in a typical PERT planning tool:

i. *Identify the specific Activities and milestones:* The activities which are the tasks of the projects and the milestone which marks the beginning and the end of one or more activities - are identified and specified

ii. *Determine the proper sequence of activities*: This step is carried out in combination with step 1 above. Other activities are analyzed and put in sequence

iii. *Construct a network diagram*: Using the activity sequence information a network diagram is drawn showing the sequence of successive and parallel activities. arrowed lines represent the activities and circles or bubbles represent the milestones

iv. *Estimate the time required for each activity:* Weeks are often used in time estimation in PERT. A distinguishing aspect of PERT is the capacity to deal with uncertainty in activity completion times. For each activity, the model usually comprise of three time estimates namely:

- *optimistic tine* – This is the shortest time in which the activity can be completed
- *Most likely time* – The completion time having the highest probability
- *Pessimistic time* – The longest time that an activity may take

Application of these model of time estimates help to manage the project time frame, remove procrastinations or bias to time.

v. *Determine the Critical Path*: The Critical time is determined by adding the times for the activities in each sequence and determining the longest path in the project. The critical path determines the total calendar time required for the project.

vi. *Update the PERT chart as the project progresses.* As the project unfolds, the estimated times can be replaced with actual times. In cases where there are delays, additional resources may be needed to stay on schedule and the PERT chart may be modified to reflect the new situation[3]

According to Maserang (2002)[4], the Benefits of using the PERT include:

- Improved planning and scheduling of activities.

[3] Maserang (2002) available on http://www.umsl.edu/~sauterv/analysis/488_f02_papers/ProjMgmt.html
[4] ibid

- Improved forecasting of resource requirements.
- Identification of repetitive planning patterns which can be followed in other projects, thus simplifying the planning process.
- Ability to see and thus reschedule activities to reflect interproject dependencies and resource limitations following know priority rules.
- It also provides the following: expected project completion time, probability of completion before a specified date, the critical path activities that impact completion time, the activities that have slack time and that can lend resources to critical path activities, and activity start and end dates.

2. The Gantt Chart (GC)

According to Maserang (2002)[5] "Gantt charts are used to show calendar time task assignments in days, weeks or months. The tool uses graphic representations to show start, elapsed, and completion times of each task within a project. Gantt charts are ideal for tracking progress." The number of days actually required to complete a task that reaches a milestone can be compared with the planned or estimated number. The actual workdays, from actual start to actual finish, are plotted below the scheduled days. This information helps target potential timeline slippage or failure points. These charts serve as a valuable budgeting tool and can show dollars allocated versus dollars spent.

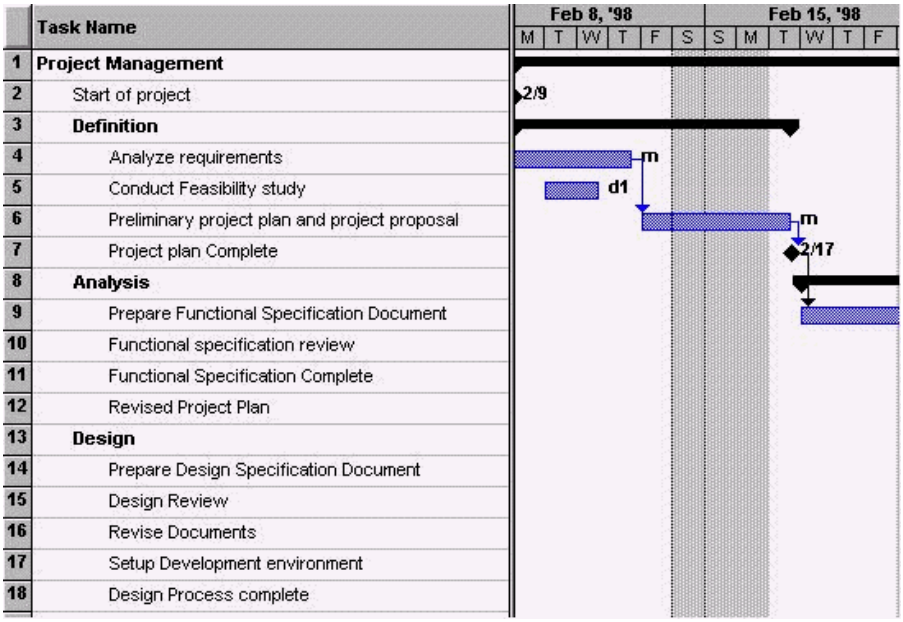
To draw up a Gantt chart, the following steps are followed[6]:

1. *List all activities in the plan.* For each task, show the earliest start date, estimated length of time it will take, and whether it is parallel or sequential. If tasks are sequential, show which stages they depend on.
2. *Head up graph paper with the days or weeks through completion.*

[5] Maserang (2002) available on http://www.umsl.edu/~sauterv/analysis/488_f02_papers/ProjMgmt.html
[6] ibid

3. *Plot tasks onto graph paper*. Show each task starting on the earliest possible date. Draw it as a bar, with the length of the bar being the length of the task. Above the task bars, mark the time taken to complete them.
4. *Schedule activities.* Schedule them in such a way that sequential actions are carried out in the required sequence. Ensure that dependent activities do not start until the activities they depend on have been completed. Where possible, schedule parallel tasks so that they do not interfere with sequential actions on the critical path. While scheduling, ensure that you make best use of the resources you have available, and do not over-commit resources. Also, allow some slack time in the schedule for holdups, overruns, failures, etc.
5. *Presenting the analysis.* In the final version of your Gantt chart, combine your draft analysis (#3 above) with your scheduling and analysis of resources (#4 above). This chart will show when you anticipate that jobs should start and finish. An example of a Gantt chart is provided below:

The graph below is an example of Gantt Chart



source: PM4Dev (2011)

3. The Work Based Structure (WBS)

Once the project has been established, the next step is to identify the work elements and activities that need to be performed to achieve it. In this stage, the lists of activities must be provided. For a more complex work structure or activity planning the Work Based Structure is applied. The WBS is an approach used in breaking down the project activities into manageable pieces, or items to help ensure that all work elements needed to complete the project work scope are identified (Clements and Gido, 2006). After the activities are broken down, they are arranged in a hierarchical order to simplify work execution. The WBS establishes connections between items of the same line of family tree, that is that fall into same scope and helps in allocation of resources to tasks and activities in order to promote a smooth work flow.

In addition, the WBS serves as a framework for tracking costs and work performance because every element which is defined and described in it can be estimated with reference to its costs and time needed (Passenheim, 2009).

In WBS, the breaking down of project tasks is also called "decomposition". Decomposition allows the project deliverables to become smaller and in manageable proportion until the work and deliverables are defined to the work package level. The work package is the lowest level in WBS and it is the point where the cost and activity durations for the work are reliably estimated and managed. After this, resources are carefully allotted to tasks.

4. The Logical Framework (LF)

The Logical framework was developed in 1969 by Fry associate and became a practical concept for the United States agency for international development (USAID). The logical framework focuses on project life cycle and assesses the success of each phase based on output produced by the previous phase. According to Salmen (1987) cited in Adissu

(2018)[7] in its original form, the Logical Framework is kind of matrix that relates to project goal, purpose, inputs and outputs with its source of verification and assumptions. The objective of LF is to provide a clear picture of project which can be shared among the stakeholders and support the design, planning, management and communication of the project (Gasper, 2000). The objective of the logical framework is to present the clear picture of the project to stakeholders and to support the planning, management and communication of the project to stakeholders.

4.0 CONCLUSION

In this unit we have come to understand the rationale and importance of project management tools. Project management as we have come to understand involves complex activities and components, thus, the use of project management tools enables project managers to carefully and strategically handle the project aspects and tasks and achieving the needed results. In the unit we also saw the various tools for managing project for successfulness. We came to understand that each project requires a project management technique that suit and that there is no one technique that can address all project needs at once.

5.0 SUMMARY

As we have seen, projects are faced with various internal and external environmental constraints or changes. Hence, it is the duty of project managers to manage these challenges arising from either internal or external environment. Managing these challenges require some level of professional input which entails careful use of project management tools. Some of these tools were explained in this unit. However, the most important thing to understand is that project management tools are very important in achieving overall success

[7] Adissu (2018) (unpublished project) available on http://repository.smuc.edu.et/bitstream/123456789/4146/1/Addisu%20Sharew%20full%20thesis%20final%202018%20(1).pdf

of the project because they help in the planning of schedule, budget, scope plan or scope changes, goal changes, progress measurement, quality of project, monitoring and reporting.

SELF ASSESSMENT EXERCISE

Explain what you understand about the Gantt Chart and how it is used in project management

6.0 TUTOR MARKED ASSIGNMENTS

1. Why do project managers require project management tools?

2. Explain one of the project management tools explained in this unit

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MODULE 2 - ESSENTIALS OF DEVELOPMENT PROJECT MANAGEMENT

Unit 1 The Project Management Processes

Unit 2 Project organizational Structure

Unit 3 The Roles, Skills and Responsibilities in Project management

UNIT 1 THE PROJECT MANAGEMENT PROCESSES

1.0 Introduction

3.0 Objectives

3.0 Main Content

- 3.1 The Project management processes
- 3.2 The Project Scope Management
- 3.3 The project schedule management
- 3.4 The Project Budget management
- 3.5 The Project Quality management
- 3.6 The Project Risk management
- 3.7 Project Stakeholder management
- 3.8 The Project Team management
- 3.9 Project Information management

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignments

7.0 References/Further Reading

1.0 INTRODUCTION

In this unit we will discuss the various processes of project management in detail. Project management is a process and each part of this process is unique in its own way. This unit will look at the processes involved in project management, their roles and importance in

the project management. It will intimate student on what a project management will look in practice and help them understand the various features of each of these processes and how they ensure balance in the overall project.

2.0 OBJECTIVES

At the end of this unit students should be able to:

1. Understand the various processes in project management
2. Understand the features and roles of each process in the overall project management
3. Understand the importance of the various processes in project management

3.0 MAIN CONTENTS

3.1 The Project management processes

In development, project management is considered a process, because it has a beginning and an end to it. It also involves the process of leading a team of capable people in planning, implementing a series of activities that should be accomplished on a specific time period with a very limited budget. Because of the complex nature of project management, project managers must devise ways of coordinating all the processes. Moreover, project in many ways take on un explored territory therefore, it is necessary that these assumptions of the project must be listed and evaluated and the risks assessed and contingency plan developed. Project also require that close monitoring of the budget, scope and schedule to deliver the project objectives under the expected quality. It is also required that each of these elements be managed in a systematic way, with a development plan explaining roles and resources needed.

To manage these complexities, the project needs to be deconstructed into manageable and interrelated parts or processes in order to manage the challenges that can arise unexpectedly in the process and still achieve the expected outcome of the project. Managing a project entails that managers must devise a system approach which must be holistic taking consideration of project environment and understanding that that projects are made up of a

series of interacting components working to meet the objectives of the project. The system approach also identifies the processes that make up the entire project management framework and this framework will help managers to understand the basic structure required to properly manage a project by identifying the important elements that need close supervision and careful analysis.

Altogether, there are eight management processes in the development and execution of project. These processes are designed to help manage the different elements of a project. Different projects may have different needs from each process and may have to spend extra time and effort in developing a project plan for each process. The processes are key management area every project manager must master to ensure success of the project.

One of the most critical roles of the project manager is the integration of these eight processes t ensure they are all properly coordinated. The processes are integrative and they need to be managed in a combining and coordinating manner in order to bring them in to a whole. The processes are also present in the entire life cycle of the project and each require a cyclical approach that consists of planning, checking and learning to ensure process quality. To further understand these processes, in this unit we will discuss them under two categories

1**. Enabling Processes**

- Scope management
- Schedule management
- Budget management
- Quality management

2. Facilitating Processes

- Project Risk management
- Project Stakeholder management
- The Project Team management
- Project Information management

THE ENABLING PROCESSES IN PROJECT MANAGEMENT

3.2 The Project Scope Management

The scope is the description of the boundaries in any project. It defines what the project will deliver and what it will not deliver. The scope is the view all stakeholder has of the project and it defines the limits of the project. The project scope management includes the processes required to ensure that the project include only all the work required to complete the project successfully. Hence, the primary concern in project scope management is to ensure that the project is defined within the agreed spectrum and controlling what is and what should not be part of the project. Scope management also involves managing and controlling infiltration of changes that may occur in process. This is a critical stage and will help the manager manage any contingency that leads to scope creep which is a term used in project management to describe extra loads of work which were not original part of the project plan and could affect the resources and budget as well as time frame.

3.3 The Project Schedule Management

The project schedule management involves the actions taken to ensure the timely completion of the project. Schedule management is the development of a project schedule that contain all the project activities. The schedule is a communication tool that inform stakeholders the status of the project and gives the project team information in the form of graphs and charts as to when each project activity begins and ends. The first step in schedule management is to estimate the time each activity identified in the WBS would be completed, point at the relationship between the activities and display the sequence they would follow. Through the project schedule staff are assigned their tasks and given targets and expectations for each assigned task. It is the role of the manager to monitor the schedule from time to time to determine any variance and to review the progress made against the schedule baseline. The schedule plan should have information on how to proceed when variances occur without stopping the process.

3.4 Project Budget Management

The project budget management process is required to ensure that the project is completed within the specified budget. This is the area that receive serious scrutiny during and after projects are completed. It is where most organizations tend to have clashes of transparency and accountability with their donors. Hence, it is a very important aspect of project management process. The budget management is the project ability to manage the financial resources obtained from the donors which will undergo measure of probity and scrutiny in terms of compliance with donor's requirements and measure of efficiency.

Thus, the risks in this area have the highest impact on the project, the organization and the beneficiaries; because without a proper plan for the management of budget, a project can be terminated. Inadequate management of budget can lead to misappropriation of funds, improper assignment of resources to tasks, improper keeping of expenses records, and inefficient use of funds.

The budget management involves all activities to develop a budget that meet the requirement of the proposal and the budget that meet the funding needs of the organization carrying out the project. One of the factors that can lead to project failure is the poor estimation of project budget and execution of the budget management plan. It is therefore advised that during the initiation phase that careful estimation of budget be put in place so that project may not have some difficulties in the process.

3.4 The Project Quality management

Quality management is the process to ensure that the project will satisfy the needs of the beneficiaries. Quality is defined as a commitment to deliver satisfactory outputs and meet expectations of the beneficiaries. This means that the issue of quality is concerned with the capacity of the project to meet the needs of beneficiaries. During quality management process the project manager is expected to develop quality management plan which identifies the standard that are expected of the project. Some of these standards are initially

set up by the donors or are part of the technical competence area the project is focusing. The essence of quality management is to ensure that the project meets the standards expected of it from the organization, donors and stakeholder which is to meet the needs of beneficiaries.

THE FACILITATING PROCESSES IN PROJECT MANAGEMENT

3.5 The Project Risk management

The risk management is part of the facilitation processes in project management. The risk management includes the processes concerned with identifying, analysing and responding to project risks. Risks is defined as something that can occur to effect adverse impact on the project. There are four stages of risk management planning – risk identification, risk analysis and quantification, risk response and risk monitoring and control.

Risk identification deals with identifying all possible risks that may affect the project and documenting them. This is done using the knowledge of the project environment or through assessment of similar projects conducted in the past. The deliverable of risk identification is documentation of all project risk as a list.

Risk analysis involves the use of either qualitative or quantitative analytical methods to assess the nature of risks that may arise in project management processes. The team assesses each identified risk and the extent of impact it can make on the project.

Risk response is the actions taken to handle the risks that have been construed to have impact on the project. This is when project managers assign staff to each of the listed risks to deal with.

Risk monitoring and control helps managers to keep track of identified risks, residual risks and new risks throughout the project life cycle. It also ensures that the execution of risk plan is effectively managed.

3.6 Stakeholder Management

Stakeholders are all the people involved and are interested on the project; they are the critical elements in the success of the project. Stakeholders include the organization, the donor, government and the beneficiaries. Most of the time the stakeholder management is given the least attention in project management, this is due to limited understanding of who are the stakeholders in the project. Hence, it is right to identify the key stakeholders in any project and a plan on managing them developed and deployed. The major aspect of the project is to ensure that the relationship between the stakeholders and the project from start to the completion of the project. The management of stakeholder is not an easy task this is why project managers must pay careful attention to the planning of stakeholder management. Management of stakeholders in a development project will involve identification of stakeholders, identification of the level of their interest and influence in the project, identification of their concerns or anticipations of the project, development of a good understanding between stakeholders and a communication strategy in informing them about the project as well as a stakeholder map that will help to manage the relationships.

3.7 The Team Management

According to PM4Dev (2011), Team management includes the processes required to make the most effective use of the people involved in the project. The first step is identifying the roles, responsibilities and reporting relationships. The second step is getting the people that will be assigned to the project. These can come from within the organization or hired through the Human Resource function of the organizational. This is where the project manager must pay close attention to and participate in all interview to ensure that the right people are employed for the project because the success of the project is determined by the level of commitment and competence of staff. Managing a team of staff in project execution entails preparing activities plan and assigning staff to activities and tasks. It also involves ensuring that responsibilities meet expectation, quality and outcome. Management of team also entails assessing the capacity of the staff and giving them needed

training before and during the project execution to increase competence and quality deliverance of tasks.

3.8 Project Information Management

The Project information plan describes the information that needs to be communicated by the project and identifies who will be responsible for collecting, editing and distributing information in the project. Donors and other stakeholders in the project from time to time will need information about the project, hence, it is through the information plan that the organization can manage the distribution of information to stakeholders and share them within the organization. The information management goes beyond act of sending information, but also includes steps to ensure that information is received and understood by recipients.

4.0 CONCLUSION

The unit explored the various processes in project management. We understood that because of the complexities in project management, a system approach is developed to manage the processes involved in the project. Each of the processes are distinct but have interrelationships. The management of the processes will help managers to identify any problem or challenge affecting each of the processes and dealing with them. Project processes as we understood entails a deconstruction of the project elements and planning them to ensure that the expected outcome and objectives are achieved. The unit showed that the project management processes are further grouped under two categories– enabling and facilitating processes. The unit went ahead to describe each of the processes within this classification.

5.0 SUMMARY

In development, project management is considered a process, because it has a beginning and an end to it. It also involves the process of leading a team of capable people in planning, implementing a series of activities that should be accomplished on a specific time period with a very limited budget. Because of the complex nature of project management, project

managers must devise ways of coordinating all the processes. Altogether, there are eight management processes in the development and execution of project. These processes are designed to help manage the different elements of a project.

SELF ASSESSMENT EXERCISE

Altogether, there are eight management processes in the development and execution of project. List and explain each of them

6.0 TUTORED MARKED ASSIGNMENT

1. What is the meaning of project management process?

2. Describe the how the project scope in carried out in project management

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UNIT 2 PROJECT ORGANIZATIONAL STRUCTURE

CONTENTS

1.0 INTRODUCTION

The organization structure facilitates the coordination and implementation of a project. The project organization structure is an important aspect of project management because without organizational structures, execution of project cannot be achieved. In this unit we will look at the various elements of the project organization structure and how they impact on project management.

2.0 OBJECTIVES

It is expected that at the end of the unit that student must have been able to:

1. Understand the meaning of project organization structure

2. Identify the types of project organization structure

3. Understand the various management styles

4. Understand how project organization structuring is designed

3.0 MAIN CONTENT

3.1 The Meaning of Project Organization Structure

The project organization structure is that which helps in the coordination and implementation of project activities. The main reason is to create an environment that fosters interaction among team members to reduce to minimal level the number of disruptions, overlap of responsibilities and conflict in the organization and when executing projects. A critical area of project management is determining the type of organizational structure that will be used for the project. This is because every project has its unique characteristics and the design of an organizational structure must be able to reflect these characteristics, consider the project environment or ecosystem in which it will operate, and the level of authority assigned to the managers.

One main objective of project organization structure is to reduce uncertainty and confusion that usually occur during the initiation phase of the project. The structure defines relationships among members of project management and the relationship with the external environment (stakeholders and beneficiaries). The organization structure also defines the authority assigned to each member of management in a graphical representation called an organizational chart. A properly designed organization structure chart is essential to project success management. The organization structure shows where each staff is placed in the project structure. It is drawn in a pyramid form where individuals located closer to the top of the pyramid have more authority and responsibility than those in the base of the pyramid. The structure also specifies the working relationships and the lines connecting each staff to either the superior and subordinate in the organization as well shows the connecting line of supervision and communication among staff.

3.2 Factors in Designing organization structure

There are two design factors that significantly influence the process of developing an organisation structure in the management of project in the organization. These are the level of specialization and the need for coordination. The project manager must consider these

factors when designing the organization structure for the project management in order to maximize effectiveness of the structure.

1. The level of specialization:

Specialization affects the project structure when we consider the level of speciality in the technical areas or development focus. Projects can be highly specialized or focused on one aspect of development where there is need of specialty or expatriates, hence it the duty of the manager to identify the project specialty and harness effective means of ensuring that staffing and organizational chart are drawn reflecting this factor. This will ensure that each area of specialty is coordinated by the staff that specializes on that area, which can lead to effective management of the project.

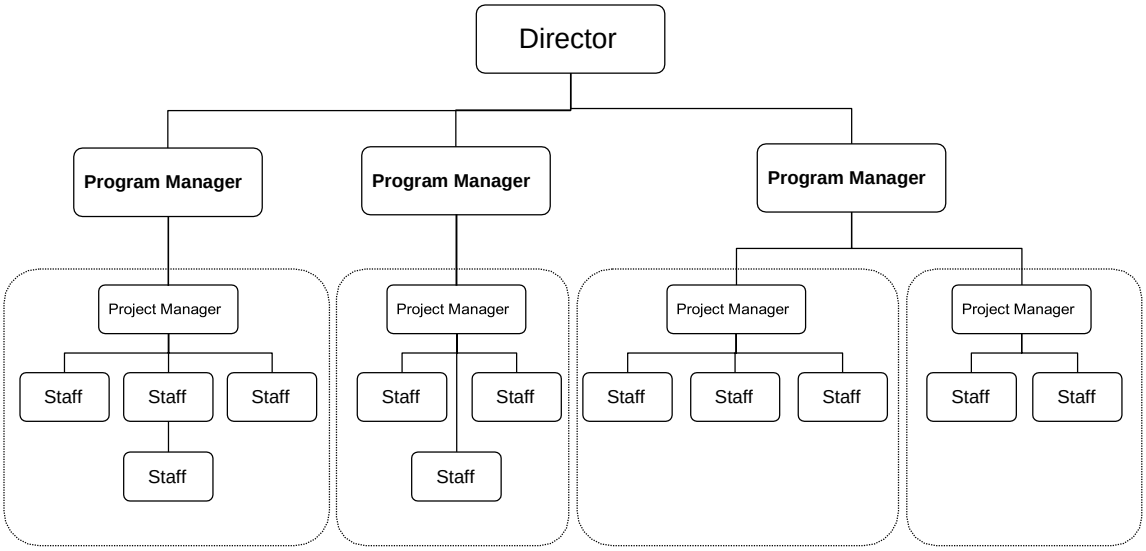
2. Level of Coordination

The level of coordination is another factor that affect the organization structuring. The way the project is coordinated will determine how staffing and organizational structure is charted. Coordination entails specifying and assigning duties and responsibilities to each staff. The level of capacity of staff in the tasks will determine which task should be assigned to the staff. When project is deconstructed and broken down into manageable tasks and this assignment of task is performed, this is referred to as coordination of work.

3.3 Types of organization structure

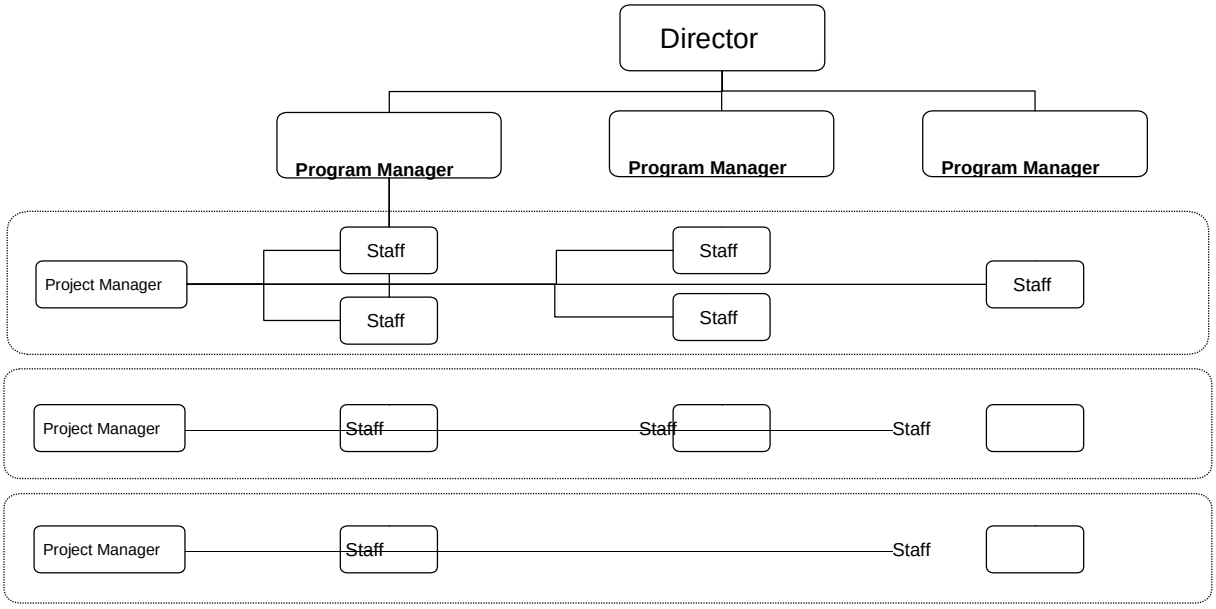
In the project management environment, there are three ways organizational structures can be designed in project management. Each of the organization structure types describe the level of authority of the project manager. These include:

The Programmatic Based – According to PM4Dev (2011) the programmatic based structure is a traditional structure in which program sector managers have formal authority over most resources. It is only suitable for projects within one program sector. However, it is not suitable for projects that require a diverse mix of people with different expertise from various program sectors. Here the project managers have authority only within the program focus or area. Below is a graphic depicting this type of organization structure.



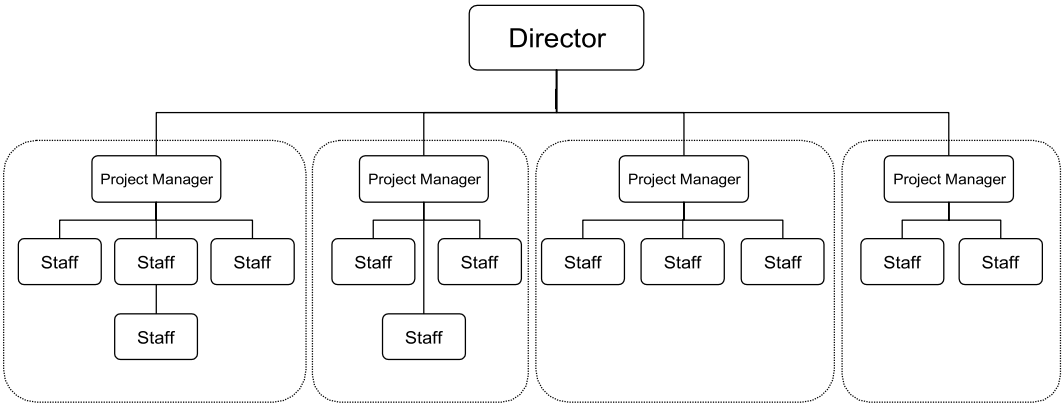
The programmatic organization structures- source PM4Dev (2011)

The Matrix based – The matrix based structure allow programme units to focus on their specific technical competence. This organization structure allows projects to be staffed with specialists. Here staff are assigned and classified according to their area of speciality. It allows for a matrix of shared responsibilities where the project manager shares responsibility with the program unit managers to ensure effectiveness



the matrix-based organization structure- source PM4Dev (2011)

The **Project based –** Here the project managers have level of authority to manage and control resources and project processes. The project manager can acquire resources needed to accomplish the project objectives within or outside the organization. However, this authority is subject only to the scope, quality and budget constraints identified in the project.



Project based organization structure – source PM4Dev (2011)

4.0 CONCLUSION

The unit was able to show the features of organizational structure, the meaning of project organization structure, the various factors involved in the design of organization structure in project management and types of organization structures. The unit showed that organization structure is very critical aspect of project management because it shows how the line of authority, subordination, supervision and relationship that exist among staff in a development organization. The organization structure is a chart showing the ranking and filing of staff and maps out how staffing is done, roles and responsibility should be shared and how evaluation of tasks and responsibility can be done. The unit dealt with the meaning of organizational structure and why it is essential in project management, factors that determine the design of organization structure and finally, discussed the types of organization structure.

5.0 SUMMARY

We have seen that organization structure is critical aspect of project management. A major objective of project organization structure is to reduce uncertainty and confusion that usually occur during the initiation phase of the project. We see that it the organization structure that defines relationships among members of project management and the relationship with the external environment (stakeholders and beneficiaries). The unit showed us that the organization structure also defines the authority assigned to each member of management in a graphical representation called an organizational chart. The structure helps managers to better manage project for success.

SELF ASSESSMENT EXERCISE

Explain the three types of organization structure in development organizations

.

6.0 TUTOR MARKED ASSIGNMENTS

1. What is project organization structure?
2. Describe the Matrix organization structure in project management

6.0 REFERENCES/FURTHER READING

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UNIT 3 THE ROLES, RESPONSIBILITIES AND SKILLS IN PROJECT MANAGEMENT

1.0 INTRODUCTION

One of the mistakes that organizations make is to select project managers based on the depth of technical skills, in as much this is right, there are other aspects of project management that should be used as criteria for selecting managers. These areas are critical to the overall achievement of the project success. This unit discusses the intricacies in the role of project managers and their responsibility in the overall management of project to ensure its success. It also highlights the skills that project management should possess or develop in managing projects to desired expectation and success.

2.0 OBJECTIVES

At the end of this unit students will be able:

1. To clarify the meaning of project management roles, responsibility and skills
2. Understand the roles and responsibilities oof project managers
3. Understand the skills acquired in project management

3.0 MAIN CONTENTS

3.1 The Roles of the Project manager

The project manager is the ultimate person that is accountable for the project. He/she is the one who makes sure that the project is done and not just done, but meets all criteria set for its successful outcome. He is the person that stands between the organization and the outside world – the contact person between organization and key stakeholders. He/she takes key decisions where necessary to ensure smooth execution of the project, management of resources and team of staff. Hence, it is important that when selecting managers organisations should ensure that he or she can carry out the responsibilities set under the job designation. There are several roles played by project managers in the management of projects. These are:

1. Integrator

A key role of the project manager is to ensure the proper integration of the project management processes by the organization, staff and stakeholders. He is responsible of integrating staff, organization and stakeholder to ensure that all of them are well coordinated throughout the project life cycle phases in order to achieve the project outcome. The role of project manager as an integrator involves three specific areas of responsibilities, namely:

Development of Plan – Which involves a coherent and consistent development of all project planning documents. The planning should be coherent, and clearly understood by all stakeholders.

Implementing the project plan – This involves the execution of the project plan and ensure that all activities are performed satisfactorily.

Monitor and control the plan – Ensure that a clear stated plan for monitoring and controlling changes and any risk that emerge during project execution is made available. It

equally involves measurement of initial results against the intended objectives and coordinating all changes to the plans.

2. Communicator

This is another important role of the project manager. Communication entails providing relevant and timely information to the right people about the project. It is used to educate or inform the stakeholders about the objectives, risks, assumptions and constraints that may affect the project. In other case it is used to communicate to stakeholders the status of the project. It is the responsibility of the project manager to design the communication plan for carrying out this responsibility. There are two ways that project managers manage communication of information in project management. They are through:

1. Formal Communication – this includes progress reports and presentations to management board, beneficiaries and other stakeholders

2. Informal communication – this includes informal communication using emails, telephone calls or through ordinary staff meeting to covey the message about progress of the project

3. Leader

The project manager is above all the leader of the organization team handling the project implementation. He is responsible for leading the team to achieve the set objectives and meet stated outcomes in the project plan. It is the role of the project manager to lead the team to achieve the vision that the project had created and he can achieve this through facilitating, coordinating and constantly motivating the team to achieve project goals. He must have the ability to influence, inspire, direct and communicate with the all persons involved in the project – the team, the stakeholders and beneficiaries.

4. Facilitator and Motivator

In this role the project manager the facilitates the project team to work more efficiently. He helps them collaborate and work as a team. This is where the project manager shows his

capacity as a team builder and help team members to build synergy of ideas and conform to them. He helps the team members coordinate their tasks appropriately by giving the right direction and providing right conditions that will enable the team to work effectively and efficiently.

3.2 The Responsibilities of a Project Manager

When an individual is appointed as a project manager their several responsibilities attached to this position. The project manager is mandated to undertake the responsibilities attached to the role and will be charged with accounting for the responsibilities assigned to the position he or she holds as a project manager. The management board must ensure that the responsibilities are clearly stated and intimated to the individual. The expected results are mutually understood and accepted by all stakeholders before the contract is signed between the project manager and the organization employing him or her. Every organization have different types of responsibilities; however, these are some of the related responsibilities of a project manager that cut across varied organizations: -

1. Planning

It is the responsibility of the project manager to plan the project. Planning defines how the project will be accomplished, when it will be completed, how it will be implemented and monitored and who will do it. The project is in charge of creating the project plans and defining the goal, objectives, activities, and resources needed. The project plan is the blue print for implementing the project and serves as a guide to the project team, beneficiaries, donors and management.

2. Organizing

It is the responsibility of the project manager to design structures that will maximize the efficiency and effectiveness of the project, this is called organizing. Once the project proposal is approved, the project manager is charged with the responsibility of staffing the organization and building a project team that is competent and capable of carrying out the

project tasks and achieving desired outcome. The Project manager organizes how work is to be done and ensures that staff carryout their duties in an orderly manager.

3. Directing

Once the project plans are designed, project organization is completed and the staffing of project is achieved, the responsibility of the project manager is to direct, lead and motivate the team members to perform their tasks in a unified and consistent manner. Organization has people with different capacities, experiences, specialities and trainings. Directing enables the project manager to know how to assign duties to staff with respect to their specialities, experience level or capacities and while doing this takes cognizant of the project vision and objectives. The project manager gives instructions based on the project vision statement and objectives.

4. Controlling

This is the responsibility of the project manager that has to do with ensuring that the actions of the project team contribute towards the project goals. The project manager must set standard for performance, measure of performance and compare it with other standards, where there is variation he will need to correct. This responsibility also ensures that the project is tracked and every variants, risks and constraints are identified and controlled.

3.3 Project Management Skills

It is true that project managers must have good understanding of the technical aspects of the project, however, it is necessary that project managers have competent level of skills that will enable them manage the organization, team, resources and stakeholders' interests. Some of the skills required in project management include:

1. Process Skill

Project management involves management of project processes, and it is right that every manager must possess the processing skill. This skill has to do with breaking down of work

structure into smaller and simpler components that makes project management easier. The project manager must be competent in all the project processes as well, that is, including budgeting, analysis, reporting, planning, implementation, monitoring and evaluation. He must know how to apply different management methodologies in order to achieve the required outcome.

2. Problem Solving Skill

Project encounter problems in the process, it is pertinent that managers have high level of competence for managing these problems. In solving a problem, the project manager must identify the problem, define it and respond to it.

3. **Negotiation Skill**

The project managers spend most of their time negotiating for resources, tools, equipment and other supports that will benefit the project. A large part of negotiation come into action when management need funding and other resource needs in the organization. Hence, it is desirable that project managers have this skill.

4. Interpersonal skills

This is a skill that must be acquired by project managers if they are to manage all aspects of individuals (stakeholder, team, management) in the organization and in managing project. Interpersonal skills have to do with the way the manager relate with all categories of individuals in project management. Without good interpersonal skills, it will be difficult for the project manager to lead the team or develop working relations with all key stakeholders and management

4.0 CONCLUSION

This unit clarified the meaning of project management role and responsibilities. The roles and responsibilities of project managers were discussed. The unit equally showed the skills that is required of project managers with regards to achieving the desired project outcomes.

5.0 SUMMARY

When an individual is appointed as a project manager their several responsibilities attached to this position. The project manager is mandated to assume the role, practice some roles and undertake the responsibilities attached to the role. He is charged with accounting for the responsibilities assigned to the position he or she holds as a project manager. This unit was able to delineate the roles, responsibilities and skills that project managers are expected to possess in order to lead effectively and manage projects properly in development work.

SELF ASSESSMENT EXERCISE

Why is the Project manager the lead person in project execution?

6.0 TUTOR MARKED ASSIGNEMENTS

1. What are the responsibilities of project management
2. Describe at least two skills required of a project manager

7.0 REFERENCES/FURTHER READING

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MODULE 3 DEVELOPMENT PROJECT MONITORING

UNIT 1 Concepts and Relevance of Development Project Monitoring.

UNIT 2 Differences and Complimentary functions of Monitoring & Evaluation.

UNIT 3 Components/ Tools for Monitoring (Indicators, Baseline and Targets).

UNIT 4 Developing a Monitoring Plan.

UNIT 1: CONCEPT AND RELEVANCE OF DEVELOPMENT PROJECT MONITORING

CONTENTS

1.0 INTRODUCTION

Refer to our previous learnings on Monitoring from the past unit. In this unit, we will unpack the concept of Monitoring and the key elements that makes Monitoring effective. One must understand the importance and roles of indicators, including the different types and how they assist in development project monitoring.

2.0 OBJECTIVES

At the end of this unit, student should be able to:

1. Understand the meaning of Development Project Monitoring.
2. Understand the importance/ rationale of Development Project Monitoring.
3. Understand the characteristics of Development Project Monitoring.
4. Understand the different types of Development Project Monitoring.

3.0 MAIN CONTENT

In time past, "Monitoring" in Development Projects has been viewed in "poor relation" compared to Evaluation (Pratt and Boyden, 1985), While Donors usually see Evaluation as a more reliable and valid exercise because it is primarily conducted by experts from outside, using established transparent methods. As a result, Evaluation has benefited a lot of resources and attention compared to Monitoring. However, in other scenarios, Monitoring may be more critical than Evaluation for groups that want to learn from their experiences and use it to improve their performance. The reason for this is not farfetched. Firstly, Monitoring is usually carried out by in-house project staff, while outside consultants usually conduct project evaluation. This means the monitoring process provides more significant opportunities for organizations to utilize their own experience and expertise. Secondly, Monitoring is an ongoing, routine process rather than a periodic one. It enables immediate rather than the long wait for a formal evaluation to be conducted (Gosling and Edwards 2003).

3.1 What is Development Project Monitoring

Within Social development sector, Monitoring can be defined as the **"continuous and systematic collection and analyzing of data or information about the progress of a piece of work overtime"** (Gosling and Edwards 2003). Monitoring is conducted to ensure that all the people who need to know about a development intervention are adequately informed. It is also done so those management decisions can be taken on time. Customarily, Monitoring is different form Evaluation because, it focuses more on activities and outputs than on outcomes and impact, it is ongoing rather than periodic and carried out by internal rather than external staff. Also, Monitoring usually relies on a system rather than a one-off exercise carried out at a specific time.

Regarding UNDP's definition of Monitoring, Monitoring can be described as the systematic and continuous examination of data, procedures, and practices. It is the routine, systematic collection, analysis, and use of information from projects and programs, while implementation is ongoing to:

- Check and measure progress.
- Analyze the situation.
- React to new events, opportunities, and issues.
- Take decisions.

3.2 The Purpose of Development Project Monitoring

Project or program monitoring has many objectives, depending on the context and type of Monitoring. However, the primary purpose of monitoring is the collection of regular information on progress of a project and then use it for improvement purposes. This includes ensuring the allocated budget and plans are being utilized as agreed and ensuring adjustments when necessary. By the way, effective Monitoring is often differentiated from good management. In different circumstances and scenarios, Monitoring can also serve many other objectives. The most common ones are:

1. Monitoring provides managers, staff, and other stakeholders with information on the progress being made towards stated goals and objectives to demonstrate accountability to different stakeholders.
2. Monitoring provides information that enables approaches and strategies to be changed in response to evolving situations.
3. Monitoring identifies whether there is a need to change goals, objectives, plans, or budgets over time.
4. Monitoring helps testing project or program assumptions regularly.
5. Monitoring helps the identification of the need for further information or research.
6. Monitoring helps in providing information that enhances ongoing learning, both within and outside a project or program.

3.3 The rationale or reasons for Monitoring:

Different organizations have different reasons for monitoring different development projects. However, the principal reason for Monitoring is to "**track progress towards the agreed results**." The following reasons below provides further rationale why projects or programs are monitored:

1. To determine whether actions & prioritized solutions are helping you to reach your goal.
2. To identify where the bottlenecks and disparities are, to prompt strategic corrective measures/ adjustment of plans.
3. To empower and motivate managers, service providers, communities, and key stakeholders to address bottlenecks better and ensure accountability to commitments/ plans.
4. To improve data quality by demonstrating its importance through use.
5. To coordinate partners and technical support to reinforce good practice and provide more excellent support to problem areas.
6. To conduct evidence-based advocacy.

7. Monitoring helps to prioritize resource allocation and fundraising efforts to address the critical gaps.

3.4 Characteristics of Development Project Monitoring:

The monitoring function is quite different from that of Evaluation, and so is the characteristic of Monitoring compared to Evaluation. The following are the characteristics or attributes of Monitoring:

Characteristics	Explanation
1.Project objectives are not questioned.	Usually, Monitoring never questions or interrogates the program or project's objectives. The interrogation of the project's objective is usually an evaluation function.
2.Indicators of progress are deemed to be appropriate.	Under Monitoring, it is usually assumed that a project's indicator is appropriate to monitor and manage a project in question. Monitoring uses or works with the pre-selected indicators.
3.Reliance on a small number of indicators	In development project monitoring, there is a reliance on very few indicators for monitoring the overall project. The use of multiple and many indicators is usually a burden to administer or used for decision making,
4.Data collected routinely.	Under Monitoring, routine data is usually collected and analyzed to see whether progress has been made or not. The keyword here is "routine," how frequently the data is collected, analyzed, and used to inform project improvement.
5.Does not address causal questions.	Addressing the causal factor or question is entirely an evaluation function. Why the project did not achieve its objective is solely the responsibility of Evaluation. Monitoring focuses on what is happening during implementation.

Adapted from United Nations Evaluation Group (UNEG, 2015)

3.5 Types of Development Project Monitoring

Our discussion brings us to the different types of Monitoring. Different organizations use different kinds of Monitoring based on the purpose and the focus of what needs to be monitored. The most common types are listed and described in detail in the table below:

1.Process or Performance monitoring	This type of Monitoring focuses on the activities carried out as part of a development intervention. It is designed to assess the extent to which planned activities are being implemented. Process monitoring also examines how resources are used. It intends to provide the information needed to plan and review work continually, examine the project implementation's failure or success, and for identifications and dealing with the challenges and problems, and take advantage of opportunities as they arise.
2.Results or Impact monitoring	Result or Impact Monitoring aims to assess the changes brought about by a project or program. This means assessing changes in the targeted population (e.g., communities, individuals, targeted decision-makers, and the supported organizations). Impact monitoring is used to examine a project's progress towards the set goals and objectives, including the unintended change. Regardless of the name, impact monitoring is usually associated with the development changes at the outcome and impact level.
3.Beneficiary monitoring, or beneficiary contact monitoring,	This type of Monitoring is a specific type of impact monitoring that aims to track project or program beneficiaries' perceptions (IFRC 2011). It can include beneficiaries. In this scenario, effective Monitoring is often differentiated from good management. It includes beneficiary complaints mechanisms and feedback. Participatory Monitoring and Evaluation is a type of Beneficiary monitoring.
4.Situation monitoring	This type of Monitoring sometimes is known as scanning, is concerned with monitoring the external environment. Sometimes, this is done by

	defining and collecting indicators relating to the local political situation, changes in the economy, and other development actors' activities. At other times, situation monitoring means keeping eyes and ears open to assess what is happening outside of a project or program that might influence it.
5.Financial monitoring	This type of Monitoring is unique to the Monitoring of finance and budgets linked to auditing. Finance monitoring is usually concerned with tracking the defined categories of expenditure against the agreed costs.
6.Compliance monitoring	This type of monitoring is concerned with enforcing compliance with issues such as grant or contract requirements, donor regulations, ethical standards, and government regulations.

Adapted from United Nations Evaluation Group (UNEG, 2015)

Our discussion is primarily concerned with **process and impact monitoring**. This is sometimes known collectively as a **project or program monitoring**.

4.0 CONCLUSION

Monitoring is the systematic and continuous collection and analysis of information about a development project intervention's progress from the definition above. It is usually carried out to ensure that the commitments of the project are being achieved as planned. This is necessary to support timely and accurate decision-making.

5.0 SUMMARY

The routine information collected during Monitoring is often used during later evaluations and assessments, which further justifies the importance of Monitoring. Indeed, Monitoring supports institutional learning, informs resource allocation, and provides evidence for advocacy and much more, as explained in previous units.

SELF-ASSESSMENT EXERCISE

Discuss types of development project monitoring

6.0 TUTOR-MARKED ASSIGNMENT

1. Describe a Development Project Monitoring.

2. List and describe four reasons for Monitoring.

3. List and describe four Characteristics of Development Project Monitoring.

7.0 REFERENCES/FURTHER READINGS

Gosling, L, and Edwards, M (2003). Toolkits: A practical guide to assessment, monitoring, review, and Evaluation. Second edition. Save the Children, UK.

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UNIT 2 DIFFERENCES AND COMPLIMENTARY FUNCTIONS OF MONITORING AND EVALUATION

CONTENTS

1.0 INTRODUCTION

In this unit, we will explore the unique differences and similarities that exist between Development project Monitoring and Development project Evaluation. As earlier defined in the previous unit. **Monitoring** focuses on the systematic collection of information about an ongoing project been implemented in a location in time. **Evaluation** involves a retrospective assessment conducted at a certain agreed period in a project's life, usually by an external independent evaluator (UNDP, 2015).

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Understand the critical differences between Monitoring and Evaluation.
- Understand the critical complementary functions of Monitoring and Evaluation.

3.0 MAIN CONTENT

Development Project "monitoring" and Development Project "evaluation" are concepts usually regarded as complementary tools that support effective project management. Despite their similarities, Monitoring, and evaluation both differ in their usage, application, and function. Project monitoring and evaluation have grown in significance, and today it is part and parcel of the project cycle from a project conceptualization to termination and beyond.

The growing concern of stakeholders in managing projects has given rise to new fields directly related to project management, like sustainability. Concerns over the sustainability of projects and programs are the main drivers for Monitoring and evaluation today and hence the need to build sustainability in all aspects of project management.

There has been a growing desire for development efforts to be more effective from limited and scarce funds and resources. For this to happen, projects and programs must be well managed or executed for better results.

3.1 Differences in Development Project Monitoring and Evaluation

Monitoring and evaluation are important Project management tools that are essential in tracking the progress of a project to support timely and accurate decision making, generally toward improving the project implementation. However, there are lots of differences between them. The table below, presents a side-by-side comparison of some of the major differences that exist between monitoring and evaluation:

Differences between monitoring and evaluation

S/N	Question	Monitoring	Evaluation
1.	When is it carried out?	Conducted routinely, usually through the life of the project.	Conducted occasionally before project implementation. Mid and at the end of the project.

2.	What is measured?	Focuses on the efficient use of inputs, activities and outputs and the project's assumptions.	Focuses on effectiveness, long term impact and the projects sustainability. Focuses on the assessment of the purpose and goal of the project.
3.	Source of information	Review of internal documents e.g., quarterly, or monthly reports, logs and minutes of meetings.	External and internal documents are referenced. Annual reports including national statistics.
4.	Used by who?	Usually, used by Managers and those within the project.	Usually targeted at funding agencies and beneficiaries.
5.	How are the results used	The result is used to manage small changes required by the project.	The result assist in making major project policy changes or strategies where necessary.
6.	Who carries it out	Usually done by insiders involved in the management of the project	Conducted by impartial outsiders (External evaluators)
7.	Comparison focus	Compared to the agreed project workplans.	Compared to the agreed evaluation criteria (impact, effectiveness, relevance etc.)
8.	Focus question	Answers the question "*are we doing the right things*"	Answers the question "*did we do the right things"*

Adapted from (UNEG, 2015)

3.2 Complimentary function of Monitoring and Evaluation

Monitoring entails continuously observation of the progress made through a development project, while (Fay Twersky, 2012). This can be considered as a process of tracking milestones routinely, determining the purposes of improvements and measuring progress against expectations. Whereas, Evaluations, focuses on the systematically and objective assessment of ongoing or completed development interventions (Naidoo,2011). Hence,

Evaluation results complement monitoring exercises in many ways. For example, when a monitoring system reveals that a certain intervention is off track, an appropriate evaluative information would provide clarity on the realities and trends observed through the monitoring system (Kaufmann, 2016). The table below**,** presents a theoretical demonstration of the complementary relationship between the functions of monitoring and that of evaluation.

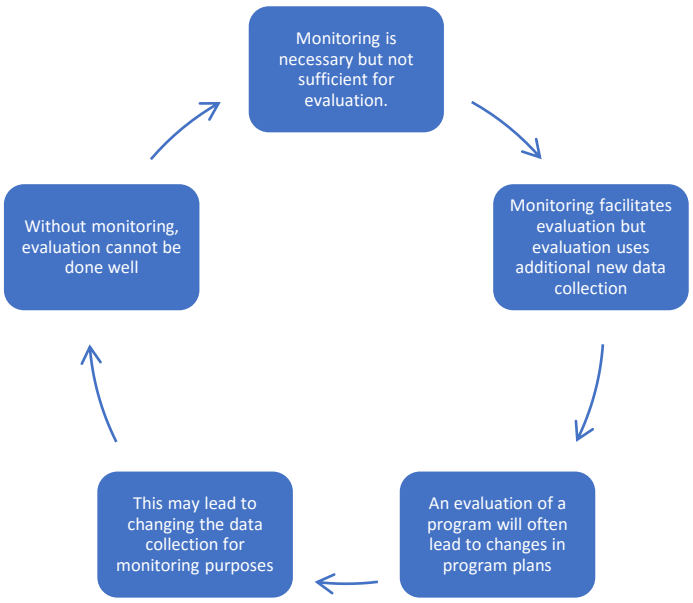
Complimentary function of Monitoring and Evaluation

S/N	Monitoring	Evaluation
1.	Clarifies a projects objective	Analyses the reason why a project's intended results were achieved or not achieved.
2.	Link's activities and their resources to objectives.	Assesses specific causal contributions of activities to results
3.	Translates objectives into performance indicators and sets targets	Examines implementation process
4.	Routinely collects data on these indicators, compares actual results	Explores unintended results
5.	Reports progress to managers and alerts them to problems	Provides lessons, highlights significant accomplishment or program potential, and offers recommendations for improvement

Source: Adapted from (Kusek & Rist, 2004)

As described above, monitoring and evaluation are connected in many ways, i.e., one comes after the other. Usually monitoring precedes evaluation. Therefore, the latter is dependent on the former.

The Schema below shows the Interconnectedness of Monitoring and Evaluation



(**Source:** UNEG, 2015)

4.0 CONCLUSION

The continuous and systematic collection and analysis of information about the progress of a development project intervention is known a Monitoring. It is usually carried out to ensure that the commitments of the project are being achieved as planned. This is necessary to support timely and accurate decision-making.

5.0 SUMMARY

Interestingly, both Monitoring and evaluation have components of measurement. The importance of measurement in any development project cannot be overemphasized, the phrases below aptly capture the essence of monitoring and evaluation in a development project: "If you do not measure results, you cannot tell success from failure… If you cannot see success, you cannot reward it… If you cannot reward success, you are probably rewarding failure… If you cannot see success, you cannot learn from it… If you cannot recognize failure, you cannot correct it… If you cannot demonstrate results, you cannot win public support" (Kusek, J. & Rist, R., 2004).

SELF-ASSESSMENT EXERCISE

Identify and discuss with a colleague how monitoring compliments evaluation. In your discussion state three point on which of the tool is most important than the other.

6.0 TUTOR-MARKED ASSIGNMENT

1. List and describe four differences between monitoring and evaluation.

2. List and describe four complimentary roles between monitoring and evaluation.

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UNIT-3: COMPONENTS / TOOLS FOR MONITORING (INDICATORS, BASELINES, AND TARGETS)

CONTENTS

1.0 INTRODUCTION

Refer to our previous learnings on monitoring from the past unit. In this unit, we will unpack the monitoring concept and the key elements that make monitoring effective. One must understand the importance and roles of indicators, including the different types and how they assist in development project monitoring. As a NOUN student, the concept of monitoring should not be strange to you, as you do it daily knowingly or unknowingly.

Your attendance of scheduled lectures and timely submission of assignments when due is all part of effective monitoring on your part.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Understand the types and concepts of Development Project Monitoring.
- Understand the concept and importance of Indicators, Baseline, and Targets in monitoring a Development Project.
- Identify the different types of Indicators that assist in Development Project monitoring.

3.0 MAIN CONTENT

Identifying what information is needed for routine collection in a development project is vital in managing the project. Generally, managers are likely to need the information to (i) track and assess what has changed (both intended and unintended);

(ii) to understand the reasons for changes - i.e., what factors/organizations/individuals have facilitated/constrained change (including your contribution);

(iii) Interpret the changes, i.e., people's perceptions and experiences of change.

The information to be collected is usually "**Quantitative information**" is expressed in numerical terms as numbers and ratios, for example. This information will allow you to answer 'what,' 'how many,' and 'when' questions. On the other hand, "**Qualitative information**" is expressed through descriptive prose and can address questions about 'why' and 'how,' as well as perceptions, attitudes, and beliefs. Tracking intended changes resulting from a program or projects requires the identification of indicators. These are concrete pieces and specific information that enables managers track their projects'

changes. Project managers need to ensure that indicators are relevant, specific (and, where possible measurable), and are timetabled to be gathered at critical points to be used for monitoring the project. All these and more will be discussed below.

3.1 Components and Concepts in Development Project Monitoring

First, it is important to clarify the concept of "Monitoring" – which is a process of tracking or measuring what is happening. There are different types of monitoring based on the functions they perform. Below are some examples of the different kind of monitoring and their purposes:

(i) **Performance monitoring** – focuses on measuring progress concerning an implementation plan for intervention (i.e., a programs/activity, strategies, policies) and specific objectives

(i) **Situation monitoring** – refers to measuring the change in a condition or a set of conditions or lack thereof (e.g., changes in children and women's situation or changes in the broader country context). Are we achieving the results as planned? This speaks to

(iii) **Result monitoring** -deals with monitoring progress, project managers need to know what achievements they are trying to reach: that is, the project's objectives and aim, including the planned activities (UNEG, 2019).

We will now discuss how to develop a monitoring strategy, but it is generally helpful to start by clarifying a project's aims and objectives (i.e., the project's desired impacts and outcomes) and the planned activities to be implemented to reach the project's goal. The table below clarifies some essential concepts and terminologies related to development project monitoring:

The Table below describes some major concepts in development project monitoring

Concept	Definition	Examples

Aims	Refers to (desired impacts). This speaks specifically to the final impact on the beneficiaries lives or on the environment.	To reduce our community carbon and individual emissions for a more prosperous, fairer, and sustainable community, towards the improvement of people's well-being.
Objectives	speaks about (desired outcomes) The changes required to be made for the achievement of the project's aim (desired impacts)	To improve personal agency; the encouragement of more sustainable behaviours or living; to strengthen community resilience and the capacity to stand against external shocks; fair and supportive government policies.
Outputs	The immediate and direct result of your activities that contribute to your objectives.	To engage X participants in projects/ events/training from y and z demographic groups; to plant X trees, to facilitate swapping of Y items at a Blue & Green event.
Outcomes	Are the intermediate changes or short-term that occur in learners, institutional changes, behavioral changes etc.	A good example of an outcome is that there is improved timeliness and quality of reporting amongst implementing partners after the conduct of an RBM training.
Impact	are the broader changes that occur within the community, organization, society, or environment as a result of the project **outcomes**.	An example of impact in a five-year project dedicated to end all traditional / harmful practices. Specifically, that the impact of the project is that "all *forms of violence and discrimination has been addressed*" Women now live a life free from all forms of discrimination and violence.

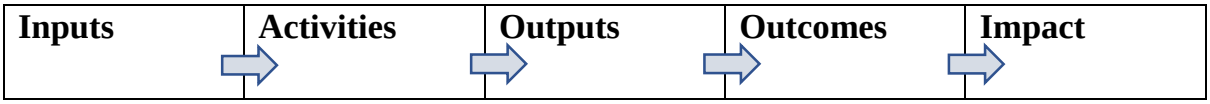
Activities	The project activities and processes you undertake so that you achieve your desired outputs.	Community awareness-raising and engagement; action/learning groups on household energy use & lifestyles; community food, transport, waste reduction projects.
Inputs	Speaks to the critical human, financial, technical, organizational, and social resources that you need to undertake your activities.	Volunteer capacity and availability; access to IT and other online resources; fundraised and available

Source: (UNEG,2019)

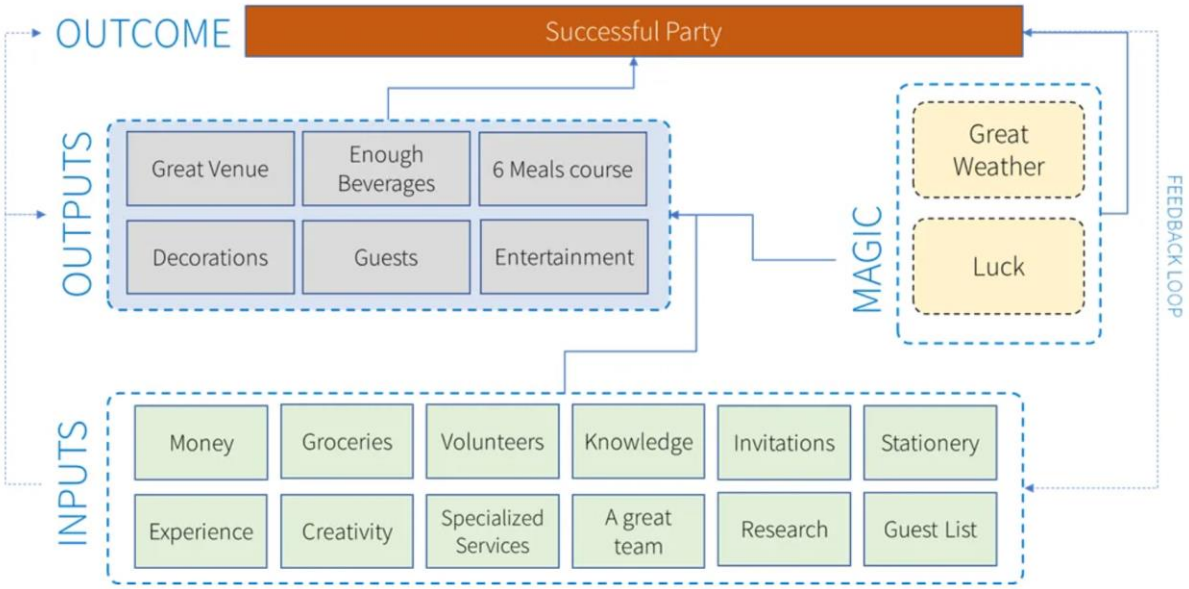
3.2 Understanding a "Result-Chain"

Development change can be complicated; therefore, it is helpful to present a project's strategy in the form of a **Result-chain** or **change-pathway**, or an **impact-chain**, as you deem fit to call it. Result-chain describes how your project activities will contribute to your desired outcomes (your objectives), which will, in turn, contribute to the final impacts (your aims). A simplified result-chain is described below in **fig 3.1.1**. Each box affects and leads to the other. The arrow shows the "cause" and "effect" that happens within each component that leads to the other.

Fig 3.1.1: A Result Chain flow



A practical example of a Result Chain for "a Successful Party" can be seen in the diagram below:



In the diagram above, the boxes coloured in green represents the (inputs) which are the first level of materials required to a successful party. In the grey box, is the second level of change achieved because of the interaction of all the inputs, which is the (outputs) that contributes to a successful party. The last stage is the intended (outcome) which is the "successful party'. Thankfully, was not hindered by bad weather or any other external factor listed in the yellow boxes.

3.3 Understanding Indicators in relation to Baseline, and Targets

Project monitoring requires the measurement and analysis of results achieved, therefore the need for indicators that allow us to assess and monitor progress and to decide whether the project has achieved the desired outcomes or not. For example, what do you think is an indicator of success in football? How about sustainable development or a healthy population? **Results-chains** and **logical frameworks** identify the results we want to achieve and the means for doing so. Indicators, in contrast, tell us what to measure to determine whether we are achieving these results.

3.4 What is an indicator? What Characteristics Do they have?

The terms "indicators" and "measures" are often used interchangeably, and we are often told that "indicators are measures." Here is an excellent example as per the definition an Indicators: "*An indicators are measures that summarize complex data into simple, standardized and communicable figures*." (World Bank, 2019).

The table below highlights the six important characteristics of an **"indicator."**

S/N	Characteristics	Description of their attributes
1.	**Relevant**	Reflect the intervention's intended activities and outputs.
2.	**Objective**	Speaking of having a clear operational definition of what is to be measured and the kind of data to be collected.
3.	**Specific**	Speaks about ensuring that the measured changes are attributable to the project and are expressed in precise terms.
4.	**Adequate**	Speaks to the ability for the project change to be measured overtime ensuring progress towards outcomes.
5.	**Feasible/ Practical**	This speaks to the ability of the indicator not to be too burdensome for routine collection.

Source: Adapted from (World Bank, 2019).

Similarly, a good indicator also has the following additional qualities:

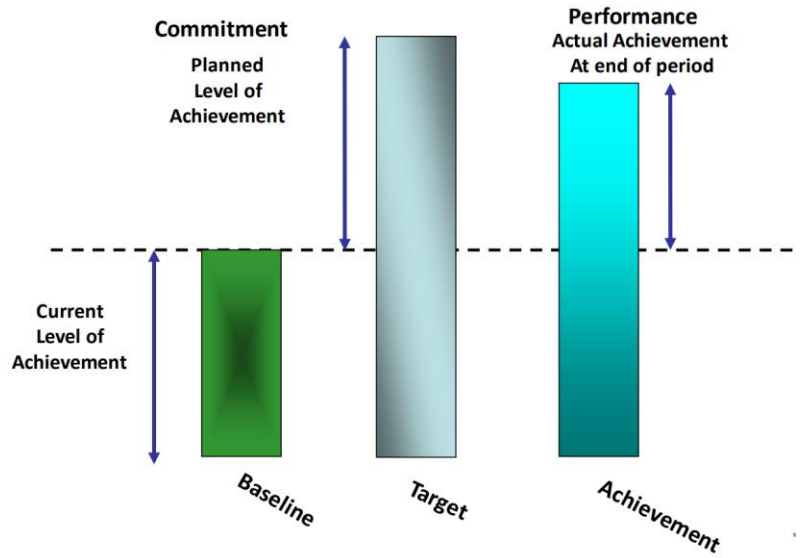
1. Specifies what is to be measured.
2. It is neutral in its definition.
3. Must have a baseline and target to be made meaningful.
4. It can be verified objectively.
5. Forces the clarification of what is meant by the result.
6. Specific, Measurable, Achievable, Relevant, and Time-bound (SMART).

Below is a description of an indicator in relation to other important terms, usually used along-side it:

Indicator	Provides evidence to assess progress towards the achievement of intended results.
Baseline	Refers to the indicator's status at the beginning of a project.… a reference point to assess progress.
Target	Refers to the expected achievement (quantitative or qualitative) by the end of the project or period.
Means of Verification	Refers to the sources of information that inform baselines and measure targets.

Source: Adapted from (UNEG, 2019).

The diagram below shows how, baseline and targets interact and are used for performance project monitoring:



Source: Adapted from (UNEG, 2019).

From the diagram above, the indicators of inputs, activities, outputs, outcomes, and impacts (Result-chain). When a project has been monitored or evaluated, there is the need to distinguish between indicators of outputs and indicators of outcomes and impacts. If we want to evaluate the effects of a project or the consequences of an intervention, we must have indicators of outcomes and impacts.

3.5 What are the different types of indicators?

This leads us to the need to explain the types of indicators and how they are expressed. An indicator can either be (i) **expressed quantitatively** or (ii) **expressed qualitatively**. The table below explains it in more details:

Quantitative statistical measures: The indicators "defined" here are numeric and indicate how much, i.e.,	**Qualitative** judgments or perceptions: indicators verbally describe a situation, focus on qualities, and are not quantified, i.e.,
1. 1.Number of…….	1. 2.Alignment with……
2. 3.% of…….	2. 3.Presence of……
3. 2.Frequency of……	3. 3.Quality of……
4. 4.Ratio of…….	4. 4.Extent of….
5. 5.Variance with……	5. 5.Level of….

Similarly, there are different kinds of indicators based on the purpose and the function they serve. The table below explains five of them.

1.Direct Indicators	Some indicators directly measure the topic of interest. A direct measure has high face validity, and almost everyone agrees that the indicator is acceptable and appropriate. E.g., gender, total fertility rate, number of computers per classroom.
2.Composite Indicators	Several indicators can be combined to create an index, e.g., The UN's Human Development Index or Gender-related Development Index (GDI), which measures gender equality in a country in terms of life expectancy, literacy rates, school attendance, and income.
3.Proxy Indicator	When data are not available or are costly to collect, it may be desirable to use proxy indicators. Proxy indicators are common, but

	they **always** require us to make assumptions about their validity. e.g., Percent of households with motorcycles as a proxy for household wealth / Cost, distance, and travel time as proxy indicators of access to markets.
4.Performance Indicator	Performance indicators refers to how the projects performance will be measured along a dimension or scale without the specification of a particular level of achievement. Such indicators are usually associated with monitoring and assessments of progress, e.g., % of female farmers using integrated pesticide management (IPM)
5.Target Indicators	(or indicative targets) define the desired level of achievement in terms of outputs, outcomes, or impacts. These indicators allow us to judge whether we have achieved our goals and objectives', e.g., 30% of farmers using insecticides every crop season.

Source: Adapted from (UNEG, 2019).

4.0 CONCLUSION

Managing development projects require the identification and use of appropriate indicators and the need to determine the project's baseline before the commencement of the project and the target setting of what needs to be achieved. This process helps managers connect what they want to do with what they want to achieve, enabling them to learn and adapt.

5.0 SUMMARY

Beyond accountability requirements, good development projects require indicators to help assess the project's delivery, performance and quality. Selecting the right indicators, targets is critical for the effective management of any development project. Donors, beneficiaries, and the public are demanding more rigorous and objective evidence of development projects' efficiency.

Self-Assessment Exercise

Identify a colleague or a friend and discuss three indicators used in measuring a good football team (i) why do you think the indicators you identified are SMART (ii) if you think they are not SMART, why do you think so.

6.0 TUTOR-MARKED ASSIGNMENT

1. Describe any three types of indicators and give examples for each of them.

2. List and describe any four characteristics of a Quality Indicator.

3. List any two examples each of a quantitative and qualitative indicator.

7.0 REFERENCES/ FURTHER READINGS

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UNIT-4: DEVELOPING A MONITORING PLAN

CONTENTS

1.0 INTRODUCTION

We refer to our previous learnings on Monitoring from the past unit. In this unit, we will unpack the concept of Monitoring and the key elements that makes Monitoring effective. One must understand the importance and roles of indicators, including the different types and how they assist in development project monitoring.

2.0 OBJECTIVES

At the end of this unit, student should be able to:

- Appreciate the rationale for Development Project Monitoring.
- Understand the processes for Development Project Monitoring.
- Appreciate the engagement and role of stakeholders in Developing a Project Monitoring Plan.

- Understand the considerations for conducting Monitoring

3.0 MAIN CONTENT

Project monitoring is an essential element of every development project. Effective project management requires that every project provides a way to access the project's progress in the achievement of its goals and objectives and informing key stakeholders and beneficiaries about the results achieved. For a development monitoring plan to be effective, it should provide timely and useful results, which can be incorporated into the project for improvement.

At the design stage of a project, the planning stage of an intervention should be separate from the development of the project's monitoring plan. The development of a monitoring plan of a project usually adopts a participatory process in which project designers, Donors, National, and local stakeholders, including beneficiaries, work collaboratively to develop an integrated and comprehensible monitoring plan. Development projects at all levels, whether they are several integrated projects or a stand-alone intervention, should include a joint monitoring plan. Such plans aim to guide what information or data is required to be collected, describes how best to collect it, and specifies how to disseminate and use the result for improvement effectively (Nicholson, 2015).

3.1 Importance of a Monitoring plan.

A **project monitoring plan** describes the overall purpose of the Monitoring, presents the specific monitoring questions, the monitoring methods, and the tools agreed upon for the Monitoring, reveals how to determine what data should be collected and how, it also prescribes the data flow and specifies the necessary resources including who will participate in it (UNEG, 2015). Finally, it specifies the necessary resources and the plans for dissemination and data use.

The five points listed below justify the reason for project monitoring:

1. To determine whether actions & prioritized solutions are helping you to reach your goal.
2. To identify where the bottlenecks and disparities are, to prompt strategic corrective measures/ adjustment of plans.
3. To empower and motivate managers, service providers, communities, and key stakeholders to address bottlenecks better and ensure accountability to commitments/ plans.
4. To improve data quality by demonstrating its importance through use.
5. To coordinate partners and technical support to reinforce good practice and provide more significant support to problem areas.

Similarly, the following four questions essential explains why a development project are routinely monitored:

- Are we on the right track?
- Should we take a different road?
- Is the program being implemented as planned?
- How much does implementation vary from site to site?

3.2 Key processes in the development of a Monitoring Plan

The table below, highlights the 7 complimentary steps critical for developing a monitoring plan. Processes for developing a Monitoring Plan.

S/N	Processes	Description of the processes
1.	**Convene a stakeholder working group.**	Monitoring is a cross-cutting task that involves stakeholders from numerous sectors, levels, and functions. Producing, analysing, and using high-quality data for decision-making is, therefore, in the interests of—and requires—a broad range of stakeholders.
2.	**Understand the**	The analysis of the context surrounding a project is paramount to developing the Project's Monitoring plan. The project's working

	Monitoring context	group should conduct its information-gathering in conjunction with those implementing the project. A checklist can be used to review the existing weakness or strength of the plan in operation (USAID,2015).
3.	**Define the Monitoring plan's goals, objectives, and framework**.	The project monitoring plan is expected to guide the Monitoring of progress and results in the implementation of an approved project and provide a framework by which to incorporate feedback and make continuous program improvements. Therefore, the goals and objectives of the monitoring plan must align with the overall project goal.
4.	**Identify indicators.**	Once the project's overarching goal, objectives, and framework have been determined, it is time to develop indicators or measurable statements of program objectives and activities. An indicator measures precisely what it is meant to measure: it "indicates" or points to a particular area of measurement. Indicators are at the heart of M&E, as they are used to both determine if a project is meeting its stated goals and how to amend program activities if deemed necessary (USAID,2015).
5.	**Identify the source of data.**	Once project indicators have been selected or developed, a review of any existing M&E system(s) and available data sources should be conducted. Such a review can identify gaps that need to be addressed and provide direction for how Monitoring processes and tools can be adapted or, if necessary, established a new to support the project.
6.	**Monitor the project routinely.**	At this point, all is set. Using the agreed checklist, conduct routine monitoring with all stakeholders and ensure all the project's key areas are examined and monitored (MEASURE Evaluation, 2001).
7.	**Makes plans for the use of**	The purpose of conducting Monitoring is to use data and results for informed decision-making and future programming. Although

	data collected.	stakeholders may be involved in the development and approval process, they may not have the same level of involvement during implementation. The monitoring report needs to have clear, actionable recommendations, and the report should be shared with all the duty bearers.

Source: Adapted from USAID Monitoring toolkits (2015)

3.3 Engagement and role of stakeholders in Developing a Project Monitoring Plan.

The first step is to secure the leadership and ownership's consent by ensuring the active involvement and collaboration of different partners from the national to the community level. The government should lead the process and mainstream the Monitoring it into long-term national strategies and plans. To secure an effective engagement of stakeholders, the first steps is to hold an initial stakeholder consultation by doing the following:

1. Build the **stakeholder's understanding of the approach** to be used for the Monitoring.
2. Discuss the **scope and objectives of the analysis or Monitoring** extensively.
3. Agree to a consensus modality on the **process, activities, timeline, and responsibilities** of each partner.

Through a participatory manner, establish a Core Group to lead the analysis and operationalize the roles and responsibilities.

The following are key considerations when preparing for a joint stakeholder.

monitoring. The table below describes these considerations:

S/N	Considerations or Steps for conducting a Monitoring Visit
1.	In consultation with stakeholders, make a list of all identified bottlenecks or the project's challenges during the planning process.

2.	Make a list of all identified districts/ sub-districts that are performing poorly and require technical support.
3.	Prioritize bottlenecks for Monitoring (use criteria as necessary)
4.	Define the indicators and determine the data sources plus methods of collection before setting out.
5.	Determine how you will monitor the poor-performing districts/ sub-districts.
6.	Set interim and long-term targets that can be monitored for each prioritized bottleneck or identified challenges.
7.	Identify who oversees Monitoring and when it will occur (periodicity).
8.	Adjust the strategy if needed and adapt indicators to the revised strategy.

3.4 Components and tools for Development Project Monitoring

A basic monitoring plan has the following key components(i) a section for challenges, (ii) corrective action plan, (iii) related project indicator (iv) data source(v) baseline (vi) target (vii) persons responsible and (viii) the timeline for the completion of the action.

These components are usually filled and completed during a field trip exercise and are referenced during the next cycle of Monitoring to compare what has or is improving over time.

Key components of a Monitoring Plan

Challenges Identified	**Corrective action required**	**Related Project Indicator**	**Data Source**	**Baseline**	**Target**	**Person responsible**	**Timeline for completion**

Source: Adapted from (UNEG, 2015)

4.0 CONCLUSION

An effective monitoring plan is a living document that needs to be referenced as often as possible for improving the project been implemented. For a development project

Monitoring to be beneficial, it should be routine and systematic, ensuring the systematic collection and analysis of the implementation situation. Most importantly, Monitoring provides evidence for decision making.

5.0 SUMMARY

A Monitoring plan facilitates the use of data, contributes to managers' empowerment, and improves interventions and overall quality delivery of the projects. A Monitoring checklist or Tool is used to facilitate the effective Monitoring of interventions or projects and for the identification of the project's challenges proffering corrective action where necessary.

SELF-ASSESSMENT EXERCISE

Identify and discuss any joint monitoring visit that you were part of (i) discuss what went well and (ii) what did not.

6.0TUTOR-MARKED ASSIGNMENT

1.List and describe any three processes in carrying out Project Monitoring.

2.Describe three critical considerations when engaging stakeholders to conduct Monitoring.

3.List and describe any four essential components of a monitoring tool.

7.0 REFERENCES/ FURTHER READINGS

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MODULE FOUR: DEVELOPMENT PROJECT EVALUATION

UNIT 1 Concepts and Relevance of Development Project Evaluation.

UNIT 2 Data Collection Methods/tools, Stakeholder's & Institutional Analysis.

UNIT 3 Understanding and applying Social Impact Assessment Tools & Techniques.

UNIT 4 Reporting Social Impact Assessment outcomes to Donors/ Stakeholders.

UNIT 1: CONCEPTS AND RELEVANCE OF DEVELOPMENT PROJECT EVALUATION

CONTENTS

1.0 INTRODUCTION

This unit explains the concepts and relevance of Development Project Evaluation. It examines some primary concepts to development project evaluation and some perspectives of development project evaluation. It also describes some approaches to development project evaluation, including the different evaluation types and their functions and application.

2.0 OBJECTIVES

At the end of this unit, student should be able to:

- Explain the concept and interrelationships of development project evaluation.
- Understand the purpose for evaluation.
- Identify and explain some approaches in development project evaluation.
- Examine perspectives and types of development project evaluations.

3.0 MAIN CONTENT

The development project evaluation concept is exciting and practical. Evaluation is a fundamental part of the entire development project management process. Alongside monitoring, Evaluation represents one of the previously mentioned core processes of project management. According to United Nations Development Program (UNDP), **"monitoring**" can be described as an ongoing process throughout the whole development project or program to examine the progress made against plans, identifying changes and potential risks, providing corrective and recovery actions to improve a project. On the contrary, **"Evaluation"** is more focused on assessing the expected goal and the achievements of a project.

To give a bit of history to the evolution of development project evaluation, the organization for Economic Co-operation and Development (OECD) and the World Bank were the early leading influencers of the concept of Evaluation in development cooperation. According to Development Assistance Committee (DAC), the then DAC Chair pointed out the following in his first report in 1962, " Member States were advised to put attention towards a thorough evaluation of the results of their aid support and the need to exchange field experiences" (OECD, 2013). In 1972, DAC issued the protocol for " Evaluating all Development Assistance" responding to the problems raised on development aid evaluation and providing guidance on using evaluation tools. In the late 1970s, the OECD produced two evaluation manuals outlining norms and principles for the Evaluation of social projects and project appraisal, which forms the basis of all development projects (Cracknell, 2000).

3.1 The Concept of Development Project Evaluation.

Evaluation is conducted at the end of the phase of a project or program, at a mid or terminal point, or in real-time, providing information to judge if a project has achieved its intended results and advise strategic decisions about future improvements similar projects or programs. To further buttress the interdependent nature of development project management, Data collection and analysis gathered during the monitoring process form the basis for the evaluative analysis thereof. M&E are thus interrelated, and they are an integral part of development project management.

Focusing of Evaluation definition, the webster dictionary succinctly describes Evaluation as the "action of judging or apprising the condition or value of a thing" you will notice the focus is on some form of judgment or assessment. More comprehensively and holistically, the United Nations Evaluation Group (UNEG) defines Evaluation as an assessment, that is systematic and impartial as possible, of an activity, project, program, strategy, policy, topic, theme, sector, operational area, and the performance institutionally. Additionally, evaluation focuses on the expected and achieved achievements, the examination of the

results chain, processes, contextual factors, and causality to understand achievements or the lack thereof (UNEG, 2019).

3.2 The Purpose of Development Project Evaluation

The purpose of Evaluation is easy to understand and can be applied to one's daily life. Think about it, have you assessed or reflected on your progress and performance as a NOUN student? Were you able to pint-point what made you succeed or fail? These are the kind of self-searching questions; yes, evaluative questions that can help a NOUN student identify where the problem in order to perform better in the future.

According to the United Nations Evaluation Group, the sole aim of Evaluation is to determine the relevance, impact, effectiveness, efficiency, and sustainability of an intervention or a development project (UNEG, 2019).

It is essential to mention the three questions that uniquely reveal the purposes of Evaluation as described by the United Nations. Evaluation Group, which are:

S/N	Evaluation questions	Explanation
1.	**Are we doing the right thing?**	This examples the rationale, the justification for the undertaking, makes a reality check, and looks at the intended beneficiaries' satisfaction.
2.	**Are we doing it right?**	This speaks to assessing how effective expected results are achieved. It reviews the efficiency of the use of inputs in yielding results.
3.	**Are there better ways results can be achieved?**	This implies that Evaluation looks at alternative ways, acceptable practices, and lessons learned.

Source: (UNEG, 2005).

Evaluation is designed to provide evidence-based information that is reliable, credible, useful, and enabling timely incorporation of recommendations, lessons learned and findings into the decision-making process. (UNESCO,2019). Most importantly, development project evaluations address these four purposes or have four important aims, they are:

1. To improve project relevance, methods, or outcomes.
2. To provide accountability for project results,
3. To support decision-making,
4. Enhances lessons learned that could be generalized to other projects or situations.

3.3 Important Approaches in Development Project Evaluation

The process and procedures for Evaluation utilized in development organizations varies, where each organization has its own policies that serves as a standard or guidance for the evaluation practice. The organizational policy serves as a standard that outlines the steps the evaluation should follow. Additionally, evaluation policies usually include the organization's meaning for Evaluation, purpose and instruments for evaluation, the criteria for quality and standards, including the management responses. As a game-changer, in 1991, the DAC developed a set of principles that is now universally acceptable for addressing the most critical requirements for the evaluation process, including the purpose of the Evaluation, impartiality and independence, credibility, usefulness, the evaluation design, programming, implementation and participation of donor and recipients (Edwards, 2014). Furthermore, DAC defined five evaluation criteria to evaluate development assistance projects, which are.

(I) Relevance,
(II) Effectiveness,
(III) Efficiency,
(IV) Impact, and
(V) Sustainability.

The table below explain five evaluation criteria in detail:

Evaluation Criteria	**Description and the purpose of the evaluation criteria**
Relevance	describes how an aid activity or (a development project) reflects the target group's priorities and needs and whether a project is consistent with donors' and recipients' policies.
Effectiveness	measures how successful a project is in achieving its intended objectives.
Efficiency	The purpose of efficiency is to investigate and ensure the efficient use of project funds in achieving the intended results.
Impact	Here, impact focuses on direct and indirect, positive or negative, unintended or intended effects of a project.
Sustainability	The focus of sustainability is to ensure that there is a lasting environmental and economic effects of a project long after the termination of a project.

Source: OECD. (1991). Principles for Evaluation of Development Assistance

.

3.4 Types of Development Project Evaluations.

Having described the five primary evaluation criteria, selecting Evaluation types is usually based on the previously defined evaluation purpose, evaluation questions, and the information collected concerning project objectives and characteristics. Other factors to be considered are stakeholder's expectations and priorities and the available budget and including considerations for when the evaluation should be completed. Different evaluations have their different purposes and functions they serve. Organizations describe evaluations under different theme; despite the different names and categories assigned to these evaluations, what matters the most is the purpose they serve. According to

Zarinpoush (2006), the five most common types of development project evaluation as follows:

1. **Formative Evaluation**

This type of evaluation is conducted before a project commences or during the project's implementation to provide ongoing feedback about the development of the project and focuses on the assessment of the design characteristics, performance and progress including ways of improving it them (Edwards, 2014).

2. **Process Evaluation**

The focus of this evaluation is to show how a project outcome or impact was achieved. it assesses the types and quantities of services delivered and the funds, resources used to in delivering the services. Additionally, it investigates weather the project is being implemented as planned within the allocated time and budget. This is like formative assessment (Edwards, 2014). It is usually conducted from the unset of the and throughout the project and can be administered by the internal evaluation staff.

3. **Summative Evaluation**

This kind of evaluation is different from the previous ones discussed, Summative Evaluation is usually conducted for projects that have completed their cycle to account for their overall achievements/ delivery and provide useful information about their efficacy (the projects ability to deliver as designed). Hence, the name Summative Evaluation (Edwards, 2014). This type of evaluation contributes to the improvement of future projects by reporting the lessons learned and experiences during the current project by providing important information for key decision makers. Either external or internal are permitted to undertake this type of evaluation.

4. **Outcome Evaluation**

This is a well know and commonly used evaluation method, which focuses on the investigation of the extent to which the project has achieved the short-term or medium-

term project outcomes (Zarinpoush, 2006). This evaluation type seeks to investigate the effect of the project on the participants and stakeholders, investigating if there are any unexpected outcomes and identifying if the project delivered on the project as expected. The evaluator must demonstrate a good understanding of the project's activities and outcomes in order to show how the project activities and outcomes are linked and interrelate (Zarinpoush, 2006).

5. Impact Evaluation

Unlike other evaluations, impact evaluation is not the commonly deployed. However, it is of high relevance and importance in development cooperation since its focus is to measure the impact of projects at the long-term, and hence addresses the concept of sustainability. Impact evaluation investigates the claims of long-term achievements of a project including the development impacts of the project as a result addressing the area of sustainability. Impact evaluation also covers the assessment of the log-term improvements, including the effects on the environment and the community outside the immediate target group or area (UNEP, 2008). Impact evaluation measures the project's success, where the definition of success is identified according to project objectives and stakeholders' expectations. It helps to eliminate fewer practical activities and promote organizational learning.

4.0 CONCLUSION

The goal of Evaluation is to contribute towards a system that better serves the world's peoples, overcoming weaknesses and building on strength from a strong evidence base. Indeed, Evaluation can be a transformational change tool because it provides unbiased evidence for decision making.

5.0 SUMMARY

Development Project evaluation can serve as a strategic learning tool for most funders and practitioners who are focusing their efforts on effecting system change. Development

project evaluation in used in the private sector in the research and development unit for creating new products because it facilitates real time, or close to real time information (feedback), thus facilitating a continuous development or improvement loop. The choice of an evaluation is determined by how best the evaluation process suites the type of project to be evaluated.

SELF-ASSESSMENT EXERCISE

Identify a colleague or a friend, discuss the difference between Evaluation and assessment. How are they related? Identify three ways they are related.

6.0 TUTOR-MARKED ASSIGNMENT

1. Identify and explain three significant benefits or aims of Evaluation.

2. List and Describe three Evaluation criteria.

3. List and Explain any three kinds of Evaluation.

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UNIT 2: DATA COLLECTION METHODS, STAKEHOLDER'S & INSTITUTIONAL ANALYSIS

CONTENTS

INTRODUCTION

This unit explains the concepts and types of data collection/stakeholder analysis in Development Project Evaluation. It further explains different emerging issues and perspectives in this area.

OBJECTIVES

At the end of this unit, you should be able to:

- Identify the different types of data collection methods and explain the situations for their usefulness.

- Understand their unique application, including their advantages and disadvantages.
- Understand the Purpose and usefulness of Institutional / Stakeholders Analysis in Development Project Evaluation.

Identify the different types of Institutional / Stakeholders Analysis in Development Project Evaluation.

3.0 MAIN CONTENT

Recall that in Unit 1, we established that different types of evaluation have different applications and purposes. This also applies to the data collection method in evaluation. There are six to seven basic data collection tools which are (i) Surveys, (ii) Interviews, (iii) knowledge &skills test, (iv) Focus group discussions, (v) Evaluation forms, (vi) Onsite-visits and (vii) Direct observations. These tools are applied based on the situation that best fit their use. They all have their advantages and limitations.

3.1 The Concept and Perspectives of Data Collection in Development Project Evaluation

As explained above, there are six basic types of evaluation tools required for gathering the necessary information to answer evaluation questions. When applying these tools, it is essential to distinguish between tools conducted for the evaluation and those conducted to support the project's activities. We will now explore, and in-depth look into the six widely used evaluation data collection tools and summarize how it is used or applied including their unique advantages or disadvantages:

1.SURVEYS/QUESTIONNAIRES METHOD

A survey is an observation tool that quantifies and compares information. Surveys are carried out to gather information on the stakeholders' needs and opinions of a program or project. They can be used in the context of monitoring activities but more often are used in mid-term and final evaluations to assess expected or occurred changes brought about by the

program/project. Surveys are widely used to collect data on people's satisfaction, opinion, level of understanding, habits, and behaviours. In most cases, the survey will target a specific and well-defined group or will refer to a sample representative of a wider population. The questionnaire is, in most cases, the tool used to collect answers. (UNFPA, 2009).	
Advantages and disadvantages	Surveys offer quantified and reliable data and are useful to characterize both many stakeholders and a selected and limited target group; they accurately identify changes and outcomes of projects and programs; they are easy to analyze, quick to carry out, and small-scale survey the are relatively low cost. However, the downside is that more complex surveys require extensive resources: pre-existing data, many staff, and essential logistics.

2.INTERVIEWS METHOD

Interviews consist of predetermined questions designed to obtain in-depth information about perceptions, experiences, or learning more about responses received through questionnaires and surveys.	
Advantages and disadvantages	This method is useful for providing a wide range of information and insights from different perspectives in a relatively short time. Moreover, they add credibility when consulting experts as a source of data. Interviews, though, might be costly when depending on consultants and bear the risk of potential bias interviewees' responses. The information gained can be challenging to categorize and interpret.

3.FOCUS GROUP METHOD

To collect general information about an issue from a small group of selected people through group discussion. Few participants with an everyday background share experiences and

ideas under the guidance of a moderator. This method can also be used to obtain a consensus view on a particular subject. However, a small group of people cannot represent all views held by, for example, an organization or community. On the other hand, if the group is not homogeneous enough, there can be significant disagreement. The application of Focus group interviews is useful in all development activities: planning, implementation, monitoring, and evaluation. Additionally, they are used to solicit views, insights, and recommendations of stakeholders, project staff, customers, technical experts, or other groups (UNFPA,2009).	
Advantages and disadvantages	This method can generate focused insights more quickly and generally more cheaply than through a series of critical informants or formal social surveys. Focus groups have some limitations, however. The flexible format makes it susceptible to facilitator bias, which can undermine the validity and reliability of findings. Discussions can be side-tracked or dominated by a few vocal individuals. Moreover, focus group interviews generate relevant qualitative information but no quantitative data from which generalizations can be made for a whole population. Finally, information can be difficult to analyze; therefore, comments should be interpreted in the group setting.

4.DIRECT OBSERVATION METHOD

This tool focuses on observing (not on discussing) project staff, participants, and beneficiaries' actions and behaviours. Thus, it is essential in evaluating context and implementation, but its role can be limited in a specific situation where observation might be inappropriate (too subjective). Observation can be useful, mainly to collect data indicating behaviours that would not be consciously recognized or obtain information on topics that would not be openly discussed (UNFPA, 2009).

Advantages and disadvantages	These methods have the advantage of showing progress while it is occurring and are flexible tools that can be adapted as events happen. When undertaken in collaboration with the local community members, they are effective participatory approach tools in the transect ten walks. Observation methods are, though, time and labour intensive and may encounter privacy-related obstacles. Moreover, they can be too subjective and difficult to interpret, mainly when the observer does not use any checklist or observation guide.

5.DESK REVIEW METHOD

The review consists of extracting and analyzing findings from existing literature on a given situation or the project's progress. Through the project/program documentation, it is possible to understand the performance's evolution from a historical perspective. For this type of project, progress-focused reviews are often conducted by internal evaluators who focus on operational issues. A desk review (desk research) can also gather information before an in-depth study occurs (or if no budget for such a study), including documents and historical data. Its purpose is to help build a good understanding of a situation in a given context and its evolution and uncover data gaps. (UNFPA, 2009).	
Advantages and disadvantages	Reviews of project documents can substitute for a missing baseline study and, generally, serve as a starting point for the monitoring and evaluation system because it helps identify critical issues. The major drawback is that there is a limitation on which documents are available and accessible. Administrative record keeping is usually an integral part of someone's work responsibilities and therefore does not require an additional expense.

6.CASE STUDIES METHOD

Case studies are comprehensive examinations of a situation, comparing different cases to obtain in-depth quantitative and qualitative information. Events and behaviours are described in detail with particular attention to the human factor, making case studies more than mere data collection. They involve a written or filmed account of observations and answers collected during interviews that provide a complete understanding of a development program's operational dynamics (UNFPA, 2009).	
Advantages and disadvantages	Case studies are useful to explore factors that other data collection tools do not analyse, but they require considerable time and resources. Also, through case studies yield detailed data, they cannot be generalized to other cases and, therefore, studies should be used to complement other methods.

1. Preparing Data for Analysis

After collecting the data and conducting the data analysis, it is necessary to sort and organize these data, check their accuracy, and develop and document an electronic database that integrates various codes and measures in a manageable way (UNDP, 2015).. Ensuring data quality and accuracy involves taking quantitative and qualitative measures, such as checking that all key questions are correctly answered and that the responses are complete, legible and consistent (Zarinpoush, 2006). Information and Data on how figures were collected, organized, displayed, sorted, and displayed and compared are highlighted in analysis plan. This is usually accompanied with the statistical method used to analyze or to present them (UNDP, 2015). To ensure Data quality, validity, reliability and subsequent results, the evaluation group needs to be involved in all the process.

2. Analysing and Interpreting Data

At this stage of the analysis, the critical steps explain how to analyse the raw data collected previously and how to correctly interpret the collected Data and then modify them into finding and results that will be included in the final evaluation report (Zarinpoush, 2006).

Usually, the managers provide guidance using the priority-ranking matrix to guide selecting the data analysis's highest priority area to commence, considering the different data types (i.e., quantitative, and qualitative).

3. Evaluation Results/ Interpretation

The interpretation of evaluation results is "the process of connecting the points and facts identified through data analysis to the purpose and values for conducting the evaluation"(Zarinpoush, 2006). Interpretation allows transforming data derived from facts, documents, and feedback into evidence to demonstrate success, failure, achievements, modifications, and improvements required to the project and can be applied to future projects. Coming to data interpretation, contributing or hindering factors or contradictory, harmful, or unexpected findings must be considered and presented to stakeholders (ibid, 2015). The interpretation process involves using quantitative and qualitative results to address the evaluation questions, explaining how the results reflect project achievements and how and why they are not (in case of negative results) (UNDP, 2015).

3.2 Institutional / Stakeholders Analysis in Development Project Evaluation.

Identifying and Engaging Evaluation Stakeholders is a practical and essential process. The following step is used to identify, analyse, and engage individuals or organizations interested in and affected by the project, commonly referred to as "Stakeholders" UNFPA (2009). Stakeholders' identification involves determining all organizations and individuals involved and interested in the project evaluation, their interests, their level of influence and involvement, their needs from and expectations of the evaluation, and identifying potential evaluation participants' evaluation findings. The most common way for stakeholder's identification and engagement is to **conduct Stakeholder Analysis** (also called **Stakeholder Mapping**), this involves grouping the identified stakeholders across a matrix according to their respective influence and interest in the project. (i) **Primary stakeholders** in a development project are people or groups directly involved and affected by the project results, such as project team members, project participants, funding organizations. In

contrast, (ii) **Secondary stakeholders** constitutes a groups or people indirectly involved and less affected, such as the government and associations (UNFPA, 2009). The intent of Stakeholder analysis is to assist the user understands the different stakeholders properly and to meet their expectations, concerns, and priorities. Involving stakeholders during the evaluation facilitates collection of data and supports the improvement of data quality, the process attests to the credibility of the evidence of the results. If stakeholders are disengaged, evaluation findings are most likely to be criticized or rejected by key-stakeholders. Stakeholders can be analysed based on their hierarchy of participation or involvement in a development project (UNFPA, 2009).

As discussed earlier, stakeholder's analysis is an essential step in the evaluation, and **its usefulness or importance can be summarized based on the five underlisted points:**

1) It helps to reduce stakeholders' distrust and fear of evaluation.
2) It increases stakeholders' awareness of and commitment to the evaluation process.
3) It increases the chances that stakeholders will support an evaluation effort, advocate for the program, and adhere to subsequent recommendations.
4) It increases the chances that the evaluation findings will be used.
5) It increases the credibility of evaluation findings.

This table below gives you a more complex stakeholder analysis template, combining the stakeholder project relationship and the level of commitment.

Stakeholders Analysis Template											
Stakeholders			Project Relationship				Level of Commitment				
Name	Title	Role	Level of impact (H,LM)	Level of influence (H,L,M)	Content Expert (Y/N)	Decision Authority (Y/N)	No Commitment	Let it happen	Help it happen	Make it happen	Strategies for moving commitment
1.											
2.											
3.											

Source: Adapted from Templatelab.com

Diagram 3.5: provides you with a good example of how a stakeholder's analysis is done, using a power and interest factors.

Source: Adapted from heat project.edu

4.0 CONCLUSION

Development Project Evaluation aims to assess the project performance and analyse achievements and outcomes of developmental interventions by understanding and examining processes, progress, success, and effectiveness of aid activities. The critical processes and tools must be applied correctly, and the steps follow to arrive at the desired outcome. Engaging stakeholders throughout the life of a development project cycle is critical for any development project's success.

5.0 SUMMARY

The role of development project evaluation and stakeholder analysis in advancing social development is notable for donors and donor funds recipients. The correct application of development project evaluation is a powerful way to help stakeholders learn, demonstrate, and showcase the efforts to make development change happen.

SELF-ASSESSMENT EXERCISE

Identify a colleague or a friend, conduct an in-depth stakeholder mapping, and list the possible primary and secondary stakeholders in a Malaria Project in Bawri, Area council. Ensure no stakeholders are left behind.

6.0TUTOR MARKED ASSIGNMENTS.

1. List and explain any three of the Evaluation criteria.
2. List and explain any three data collection tools and their advantages and disadvantages.
3. List and Explain any three reasons why stakeholder analysis is essential.

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UNIT 3: UNDERSTANDING AND APPLYING SOCIAL IMPACT ASSESSMENT TECHNIQUES

CONTENTS

1.0 INTRODUCTION

This unit explains the concepts, principles, values, types, and Social Impact Assessment (SIA) application in Development Project Evaluation. Our learning focus is on how we can understand it and apply it appropriately.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Understand the concept, principles, and examples of Social Impact Assessment.
- Understand the Purpose, Usefulness of Social impact Assessment.
- Identify the processes and types of Social impact Assessment.

3.0 MAIN CONTENT

The emergence of sustainable development has moved the real benefit of development beyond only economic gains to include social, environmental, and trans-generational sustainability. Assessing the cumulative impacts of projects helps ensure the balance between economic, social, environmental, and trans-generational benefits while putting in measures to minimize the cost. The increase in the demand for a variety of services and facilities by humanity, which is influenced by technological advancement and rapid population growth, necessitates government and policymakers to respond to their citizenry's service needs. Implementing programs and projects to meet these needs normally include development projects such as constructing dams, highways, and mining activities whose **social impact** could be **either positive** or **negative.** Therefore, there is the need to assess the impact of these activities during and after their implementation to minimize the cost to society while maximizing the benefits.

The **social impact definition** varies according to the types of changes a project or policy will contribute to the host community and the lives of the community that reside there. This complexity makes social impact assessment one of the most complicated type of impact assessment. However, it is also one of the most important types of assessments (UNDP,2009).

It is imperative, to comprehend how a project or intervention is going to affect the people's lives and their environment. Irreparable harm or severe unintended consequences can be brought to the community because a social impact assessment or an environmental impact assessment was not conducted.

3.1The Concept of Social Impact Assessment

Before we go deeper into the unit, we need to unpack what social impact means. The definition is broad, vague, and somewhat inaccessible. There is no clear dictionary definition of social impact. So, what does it mean? Technically, **social impact** is how a project or an organizations' actions affect the surrounding community. More comprehensively, UNDP defined "social impact" as: "the consequences on people and communities that can happen as due to the result of an intervention taken when a project or policy is implemented (UNDP,2009). Going forward, a more acceptable and standardized definition of a **Social Impact Assessment (SIA**) is a research process, planning, and management of social consequences of change (negative or positive) unintended or intended, arising from plans, policies, or projects (UNEP, 2008). The core focus is on the critical impacts of projects and developments beyond the impacts on natural resources.

3.2 The Types of Social Impact Assessments.

There are two basic types of impact assessments with a clear definition and examples and are closely related. The one we are focused on is directed to people, which is (I) **Social Impact Assessment**, and the other is directed toward the environment- (II) **Environmental Impact Assessment**. Sometimes they are often used together or complement each other knowing that people and their environment cannot be separated. For instance, if a company pollutes a nearby water supply during a construction project, this scenario will heavily impact the people and the environment they live. Therefore, in most cases, the impact socially includes the environmental impact as well.

3.3 Principles and Examples of Social Impact

Vanclay (2003) identified seven basics parameters where social impact can be felt:

(i)**People's way of life** – speaks of how they live, work, play and interact with one another on a day-to-day basis, (ii) **People's culture** – refers to their shared beliefs, customs, values and language or dialect. (iii) **Their community** – speaking about stability, cohesion, character, facilities, and services. (iv) **The people's political systems** – the extent to which people can participate in decisions that affect their lives, the level of democratization taking place, and the resources provided for this purpose. (v) **People's health and well-being** – speaking of health is a state of complete mental, physical, spiritual, and social well-being and not merely the absence of infirmity or diseases. (vi) **People's personal and property rights** –refers specifically to assessing if people are economically affected or encountered personal drawbacks which may include a violation of their civil liberties.

According to the international principles of social impact assessment (III), there are twelve identified principles governing SIA. However, we will only discuss the six primary principles in this unit.

Principle-1	A fundamental element of impact assessment and development planning should include **Equity considerations.**
Principle-2	Planned interventions and their **social impacts are predictable.**
Principle-3	It is possible to modify planned interventions **to reduce negative social impacts** to enhance positive impacts.
Principle-4	Social Impact Assessment should be a **vital part of the development process** and should be included in all the stages from the conception, implementation up to the final evaluation.
Principle-5	SIA should focus on **social sustainable development**, contributing to the determination of best development options-SIA and EIA offer more than just acting as arbiter between social cost and economic benefits.
Principle-6	In all planned interventions and their assessments, avenues should be developed **to build the social and human capital of local communities** and strengthen democratic processes.

Source: International Association for Impact Assessment (2018)

We will rap-up this session with a more personalized example of social impact. Envision you about to renovate your entire house. The project will certainly impact your friends and family is different ways. Eating take away food for several day will be an option on the table because you will not have access to a cooking place or refrigerator. It may mean that you will have to cope with the breaking construction noise for a while. What is the social impact in this case? Below are some valid examples of the possible impact of the project on your life and that of your family:

- Your meal budget may have to increase to compensate for takeout.
- Eating habits would have to change.
- More stress will likely be experienced by everyone, due to the loud construction sound.
- Another, point could be that your family may feel closer because of the constricting situation.
- Those working from home, will have disruption while using videos and calls conferences.
- Some family members may feel excited in anticipation for the new kitchen.
- A good example of an unintended consequences may be that your dog can get lost due because the door was left open.

3.4 Why are Social Impact Assessments important?

Social impact assessment is essential because it focuses on the potential impact that the new project or policy is going to have on a specific community or group of people. The process of conducting social impact is a detailed one, and by design is meant to inform the project or policy stakeholders about the inherent negative or positive outcomes the project can cause to the host community if implemented.

It is essential to use a social impact assessment tool proactively to optimize the most favorable or beneficial project outcomes for host communities, including other

stakeholders who may be affected as well. The **International Association for Impact Assessment (IAIA**) described social impact assessment a "bringing about a more socio-culturally, economically, ecologically and equitable environment". An organization or government can cause harm to a community if SIA was not consulted on how it may impact the community, including the environment.

There are six fundamental reasons why Social Impact assessment is necessary:

1. Promotes Social Justice and Equity: a significant benefit of the SIA process is allowing the affected populations to understand, participate in and cope with a proposed action (Burge, 2003). It offers the opportunity to identify the most affected aspects of the social structure including vulnerable groups and propose mitigation measures to avoid or minimize the adverse effects.

2. Supports Community Acceptance of Proposed Project: the consultative nature of the SIA process helps to include the views, interests, and values of the society in the project implementation, thus helping to build consensus and leading to communal ownership of the project. According to Finsterbusch (1995), final decision competence is higher when local knowledge is included and when expert knowledge is publicly examined.

3. Supports the Maximization of Economic and Social Benefits and Minimizes Environmental Cost: The analysis of the causes, linkages, and eventual identification of SIA helps identify potential benefits and costs. This serves as an essential basis for policy decision-making and strategizing to maximize benefits. It also ensures the equitable distribution of benefits and putting measures in place to address social costs. Burdge & Vanclay (1996) corroborated that SIA is normally undertaken within the relevant national environmental policy framework, and the process and methodology can contribute significantly to the planning process.

4. Enhances Planned Intervention through Local Knowledge and Experiences: People living in an area are usually the first to notice any change in their surroundings, thus making the community an essential source of information (Brouwer & Remco, 2001). The consultation process helps to tap local knowledge on community values, interests, culture. Reviewing SIA: Importance, Approach, Challenges ... histories which could not have been found in any library.

5. Supports the Protection of Vulnerable Groups and Areas: The emphasis of SIA is now on involving those who are affected by a proposal in the analysis of impacts and identification of appropriate mitigation strategies (Buchan, 2003). This helps to identify the disadvantaged in the society who will be adversely affected by the implementation of proposed projects and mitigation measures put in place to help avoid or minimize the impacts on them.

6. Enhanced Planned Intervention through Local Knowledge and Experiences: People living in an area usually are the first to notice any change in their surroundings, thus making the community an essential source of information (Brouwer & Remco van Ek, 2004). The consultation process helps tap local knowledge on community values, interests, culture, Approach, Importance, challenges, histories, and other social capital that could not have been found in any library.

3.5 The Processes of Social Impact assessment

Now that you have known the importance and benefit of SIA, we will look at SIA's categories and processes. Generally, Social impacts can happen in several ways, that is why SIA typically uses categorization to group different types of social impacts. The Social impact categories are (i) Community and institutional structures, (ii) Population characteristics, (iii) Political and social resources, (iv) Individual and family changes, (v)

Community resources. We will be expanding in detail on these five categories of social impact assessment in the table below:

S/N	Categories	Explanation of the category
1.	**Community and Institutional Structures**	This category is a social impact assessment example that includes industrial diversification in an area, the level of organization of a local government, non-profit organizations, religious organizations, political structures, and how different community organizations relate to each other.
2.	**Population Characteristics**	This social impact assessment category incorporates the impacts to the host community, racial and ethnic, including any to their changes to temporal or seasonal residents.
3.	**Social and Political Resources**	In the creating of social impact and environmental assessment questionnaires, the category of impact directly relates to the most dominant power or authority in the community including the distribution of power. Under this category, we find leadership capacity and capability, as well as the power dynamics or relationship between the people and power authorities.
4.	**Individual and Family Changes**	Individual and family changes include impacts on the daily life of the people in the area being assessed. This category can include a wide variety of different impacts such as Attitudes(i)Perceptions, (ii) Family characteristics, (iii) Friendship networks, (iv) Health & Safety, (v) Risk perception, (vi) Employment, (vii) Conveniences.
5.	**Community Resources**	As we discussed earlier, the definition of social impact assessment often includes environmental assessment. This is the category to put any environmental impacts of a project. Community resources

		include several types of impacts, such as (i)Natural resource and land use, (ii) Availability of housing, (iii) Availability of community services (police, fire, sanitation, health), (iv) Cultural and historical resources.

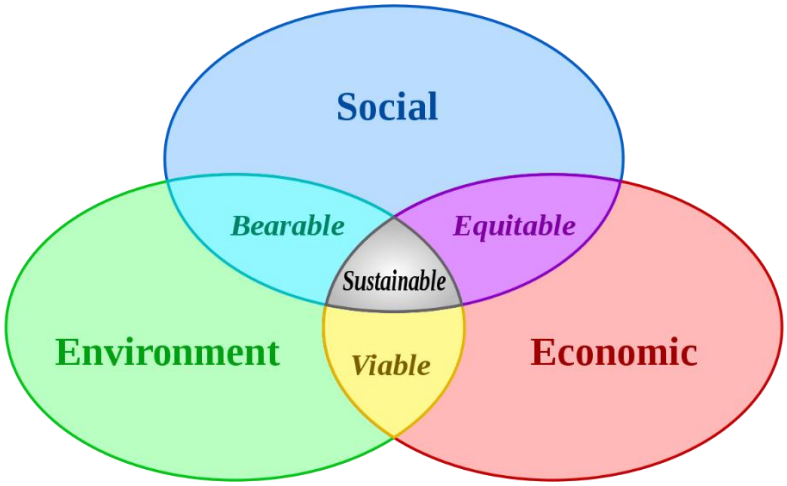
Source: International Association for Impact Assessment (2018)

The table below highlights the necessary processes for conducting an effective SIA Steps.

Steps	**Description of SIA processes**
Step-1	**Stakeholders group identification** and communities impacted by the project.
Step-2	**Collect baseline data covering critical social issues** of the impacted communities such as community history, indigenous communities, culture, and critical happenings that have altered social and economic development, the influence of key industries past or present, including the vulnerabilities or pressures experienced by these industry sectors.
Step-3	**Provision of an overview of government legislation and policies** that complement the mitigation measures for social impacts directly related to the project.
Step-4	**Explanation of the methods used to collect information**, including a description of how the host communities were entreated and engaged during the SIA process.
Step-5	**Identification of potential direct social impacts** and prediction of the significance of any impacts and duration and extent of each impact.
Step-6	**List proposed mitigation measures.**
Step-7	**Description of the monitoring framework** that informs stakeholders on the progress of implementing mitigation measures and overall project implementations.

Source: International Association for Impact Assessment (2018) (UNEP, 2008).

The schema below describes the intersecting phases of the Social/ Economic & Environmental domain **NB:** The goal of all Development Projects should be sustainable social development.



Source: Adapted from IAIA (2018)

4.0 CONCLUSION

Social Impact Assessment is used to identify and manage the social impacts of development projects. It enhances positive benefits as well as to mitigate adverse effects. The good practice is to integrate environmental and social assessments. Other assessment types, such as cultural, health, and human rights impact assessments, may also be employed.

5.0 SUMMARY

SIA's complex human-cantered nature requires a combination of quantitative or qualitative methods based on the issues under consideration. SIA's real benefit can only be realized if the process is done well through all stakeholders' commitment to deal with the proposed project implementation's social aspects. It is imperative to reiterate the point, that the goal of all projects should be sustainable social development.

SELF-ASSESSMENT EXERCISE

Discuss the kind of social impact that will be caused by a train-station passing through a community, having houses built very close to it. What will be your recommendations as a redress for the community?

6.0 TUTOR MARKED ASSIGNMENTS.

1. List any three principles and examples of Social Impact Assessment.
2. List and any explain three processes of Social Impact Assessment.
3. List and explain any three reasons why Social Impact Assessment is essential.

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UNIT 4: REPORTING SOCIAL IMPACT ASSESSMENT OUTCOMES TO DONORS, STAKEHOLDERS.

CONTENTS

1.0 INTRODUCTION

This is the last unit in this module, and we will be unpacking how to engage stakeholders and report the result of a Social Impact development project evaluation. The process and style of reporting the evaluation outcome are usually structured, and it depends on the type of audience that the report will be disseminated.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Understand what Social Impact Reporting (SIA) is.
- Understand how to engage stakeholders and disseminate the result.
- Understand the Structure and content of an SIA outcome report.

- Visualize how a Social Impact Assessment Report looks like.

3.0 MAIN CONTENT

Communicating or reporting Social Impact Evaluation of a development project to external and internal stakeholders. Social Impact Evaluation is a valuable tool to improve current and future projects and decision-making process, but it also assists in raising awareness about the promotion of accountability and transparency measures. Similarly, this process helps to increase public trust and the potential funding and to raise more money. Anytime a new project or policy change will impact a group of people in a community, it is necessary to undertake a social impacts assessment. Most importantly, the report needs to be systematically communicated or reported to all stakeholders. These assessments and reports reveal the positive or negative social impacts on the community and individuals who live and work there.

Social impact assessment outcome reports shape project dimensions to reduce or mitigate potential negative outcomes. SIA's goal is to ensure equality for all stakeholders, promote positive outcomes, and support the reduction of negative ones. parameters (Interorganizational Committee,1995).

3.1 Strategy for Communications and Reporting to Stakeholders

The first step in communicating SIA evaluation findings is to deliberate and select the most effective **communication strategy** to reach the desired target audience. This entails presenting the appropriate result in a language and manner appropriate for the public and the professional community or international donors. (Walker & Johnston,1999). SIA outcome can be communicated as an Evaluation Executive Summary, where long evaluation reports include an executive summary covering the highlights of the content, providing a brief of the summary without saturating the reader with technical details. Sometimes it is published as a one-pager report on the organization's online portal or website (UNDP, 2009).

Therefore, SIA results/ findings need to be presented in a simple format that makes it easy for the intended audience to comprehend considering their preferences and interests, excluding technical terms as much as possible. It is important to note that different stakeholders(donors) have different SIA reporting styles and Structures, and it is necessary that the SIA conducted follows the different stakeholders 'guidelines. It is imperative to mention that the stakeholders we are referring to here do not just represent the Donors or international community alone but also the local community who are direct beneficiaries of the project.

A more simplified version of the SIA report may be necessary for the comprehension of the local community. A good example is to have the report synthesized into the locals' major local language or ensure a local interpreter is available to step down the communication to the locals.

Example of SIA template

The table below describes the inputs in a Social Impact Assessment Report

Description of impact	**Impact: positive or negative?**	**Level of impact?**	**Impact reversable or permanent?**	**Level of certainty about impact**	**Project stage when impact will happen**	**Type of Impact**
Improved relationship between government and non-profit organizations	Positive	Mild	Reversible	Strong certainty	Decommissioning	Regional
More diversity in the region due to financial & other assistance	Positive	High	Permanent	Some certainty	Operational / Maintenance	Country
More support during economic downturn	Negative	Low	Reversible	Low certainty	Construction/ implementation	City
Loss of business due to road blockage	Negative	High	Reversible	Strong certainty	Construction/ implementation	Neighbourhood

Source: (Interorganizational Committee,1995):

3.2 Content, Structure, and consideration for SIA Evaluation Reports.

There are different types of formats for reporting an SIA evaluation. Most reports usually include a description of the project as a summary, the agreed project objectives and activities, the type and purpose of the evaluation, the evaluation group, and the agreed evaluation questions, the evaluation methodology applied, a description of the

methods/tools, findings of the evaluation, the evaluation recommendations, and conclusions (Walker & Johnston,1999). An evaluation report should be structured, organized, and straightforward to make it easy for the reader to navigate through and understand the content. It often involves using charts, bar graphs, and other analytics to present the data from a socio-economic impact assessment in a meaningful way.

Using an automated analysis platform, i.e., Some Social Impact Assessment Tool, is already automated, thus saves you considerable time because all those analytics are created for you automatically.

Table below describes the **SIA Reporting Structure**

Reporting Structure	**Description of function**
Executive Summary	A short statement of critical issues and findings.
Expert Review Statement	A general introduction to the report is making the purpose of the report clear, perhaps including a short general statement about how the document connects to SIA literature/philosophy.
Introduction	A letter/report from an expert or peer reviewer (or perhaps a joint statement if there were several reviewers) to indicate how the review was conducted, what constraints applied to the reviewers, and any comments, concerns, and recommendations of the reviewers.
Project Summary	A good description of the project and all ancillary activities so that readers can get a sense of the project. Where project alternatives or options exist, they could be explained here.
Methodology	A statement about the SIA's overall design, what methods were used, what community engagement processes were used, and how ethical issues were considered and addressed. Perhaps definitions and a discussion of key concepts.
Community Profile and Social Baseline	If an extended community profile and social baseline are to be included as appendices, then include a summary of key characteristics and key stakeholder groups here; alternatively, include the community profile and baseline data.
Scoping Report	A statement of all potential social impacts considered in the assessment phase. The disposition of each impact considered should be made clear.

Prioritized Listing of Key Social Impacts	This is a listing of the residual impacts with a discussion of how different stakeholders are affected.
Mitigation & Management Measures (Summary)	A list of mitigation and other management measures to address social issues should be provided. There should be costing and timeframe for implementation for proposed mitigation measures.
Monitoring Plan and Contingency Plan	A plan for how monitoring will be undertaken – what will be monitored, how monitored, how often, and who is responsible.
Benefit Statement	This statement of the possible project benefits the local communities, including all proposed social investment actions and local content, and local procurement strategies.
Ongoing Community Engagement Strategy and Grievance Mechanisms	A description of the intended ongoing community engagement processes. A description of what grievance mechanisms will be provided and what processes will be used for managing grievances.
References	A list of all references used in the report and any key references that informed the SIA research design.

Source: (Interorganizational Committee,1995)

3.3 Considerations for ensuring to an SIA report is of good quality: the following five recommendation are critical in ensuring that a SIA report is of good quality.

- **Actionable recommendations:** the report recommendations should be linked with resolving identified findings. The report must have practical and implementable recommendations.
- **Critical stakeholders' participation & inputs:** the report must have evidence of participation & inputs of all critical stakeholders.
- **Impartial reporting:** the views of all major stakeholders should be reflected impartially. Good evaluations do not take sides – their purpose is to promote learning and accountability, not blame and criticism. The report findings must be evidence-based and verifiable.

- **A clear statement of limitations:** all evaluations have some limitations, perhaps regarding scope, coverage, depth of analysis, time or resource constraints, lack of adequate baseline data. These limitations should be made clear.
- **Justified conclusions:** data should logically lead to conclusions, and these conclusions should logically lead to recommendations, if any are included in the report. (Lockie, 2001).

3.4 Engagement of Stakeholders to Review the Results.

The sharing of the assessment findings before it is published helps to get additional viewpoints and perspectives about the content and structure of the report and allows organization officials or policymakers to realize and digest the findings, consider their implications, and prepare responses if necessary (Barrow, 2002).

3.5 Dissemination of SIA Outcome Results.

This is the last step in our discussion on the Development project evaluation process, where results are disseminated to formal and inform external stakeholders or the broader community about the evaluation results or outcome. SIA dissemination style includes the use of creative methods, such as media packages (e.g., press conference, press release, local newspapers, websites, organization's websites, news releases, and other organization's newsletters), oral presentations, visual displays, presentations to selected groups, i.e., donors, interim reports and informal conversations and oral presentations (Barrow, 2002).

4.0 CONCLUSION

In closing, Social Impact Assessment reports and project development processes are expected to meet reasonable transparency standards. The need to clearly show how the community engagement was undertaken has influenced the SIA in terms of results, conclusions, and approach is critical. Finally, every SIA report should be publicly available in appropriate languages to ensure that everyone, including locals, have access.

5.0 SUMMARY

Social Impact Assessment manages all social issues associated with a development project. To be effective, the management of social issues needs to start from the moment a project is first conceived right through to well after the project's closure and reporting of the outcomes. The critical quality check must be complied with to ensure an SIA reports are of a good standard and acceptable to all concerned.

Self-Assessment Exercise

Identify a colleague or a friend and discuss the challenges or advantages of using the same communication strategy to debrief a Donor and community locals attending the same SIA debriefing meeting.

6.0 TUTOR-MARKED ASSIGNMENT

1. Describe three considerations when reporting Social Impact to stakeholders.
2. List and describe any five reporting structures of a Social Impact Assessment Report.
3. List and explain three considerations for ensuring SIA reports are of good quality.

7.0 REFERENCES/ FURTHER READINGS

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