

**PG Diploma in Urban Planning and Development (PGDUPDL) &
MA (Urban Studies) (MAUS)
(15th February 2023)**

**Monitoring and Evaluation of Urban Development
Programmes and Projects - Concepts and Tools
(MEDS -044)**

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Outline

- **Why MEL in Urban Development?**
- **Monitoring**
 - Purpose
 - Scope
 - Basic Concepts
 - Elements
 - Indicators
- **Evaluation**
 - Why Evaluation Competencies are Essential?
 - What Are We Evaluating?
 - Types & Designs of Evaluation
- **M&E Implications for Accountability and Learning**
- **Target, Total Reach & Impact of Programmes**

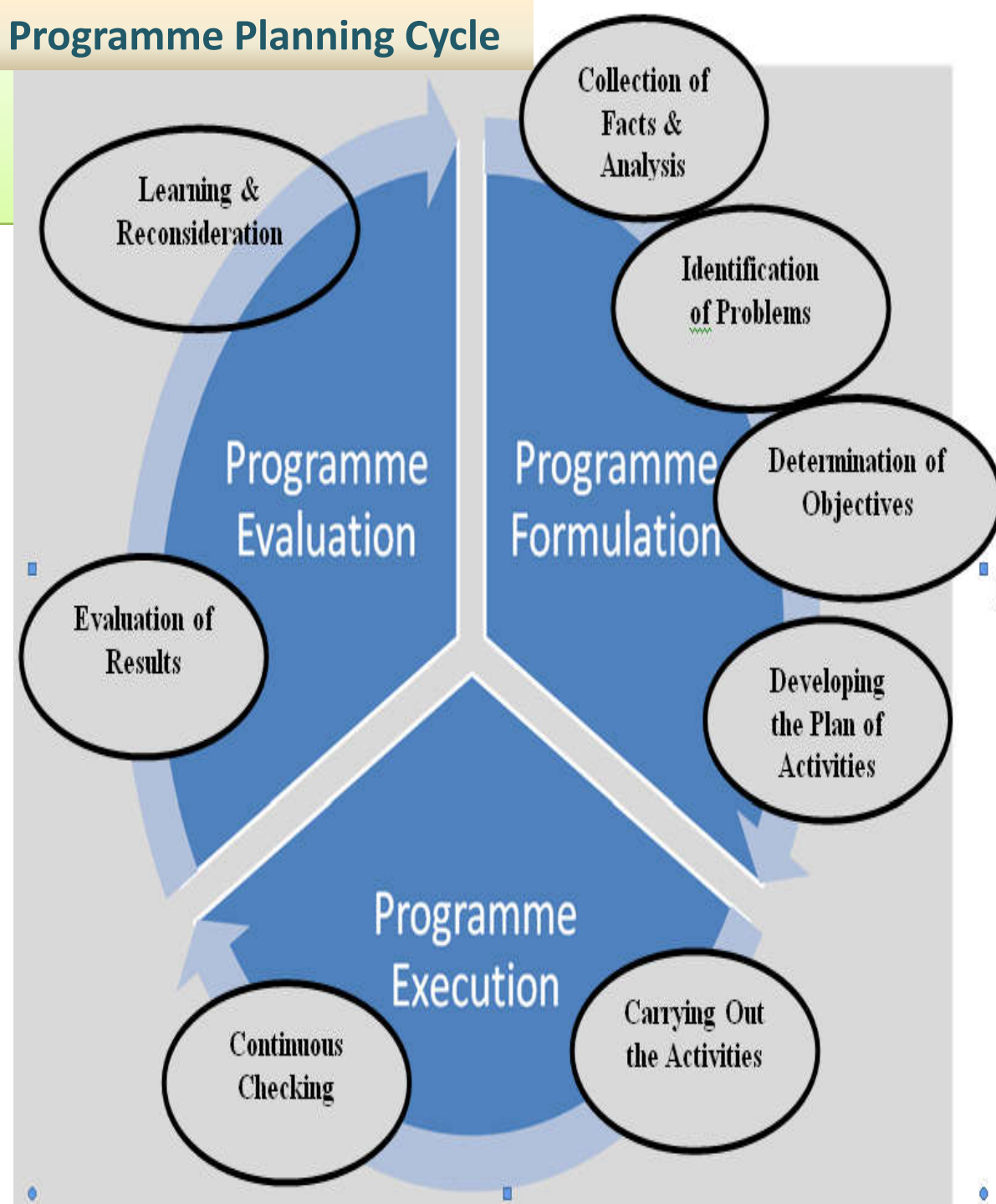
Why MEL?

- **Your responsibility:** Implementing Urban Development Programmes / Projects with:
 - Efficiency
 - Accountability
 - Resource Allocation
- Administrators of **funding agencies** look for your expertise to **monitor, evaluate and assess the impact** of projects & programmes in line with:
 - Vision
 - Goal
 - Objectives
 - Strategies

Policies of your organizations

Key Weakness: Lack of MEL processes & skills

Programme Planning Cycle



Monitoring

Monitoring: Continuous review & surveillance at every level of the implementation of urban development activities to ensure:

- Input deliveries
- Work schedules
- Targeted outputs
- Other required actions



According to Plan

Purpose:

- Learning from the experiences
- Accounting internally & externally for the resources & outputs
- Taking decisions.

Scope of Monitoring

What?	Check / review / follow-up of the:	Progress in implementation of core programme activities w.r.t. action plans .
Why?	To ensure successful implementation of the core activities by identifying: <ul style="list-style-type: none">• Shortfalls• Deviations• Problems and• The reasons	Take appropriate corrective action to keep the activities on track.
When?	During the implementation of the activity continuously/ periodically.	From inception till completion
Who?	By your organization's team at different levels	Including beneficiaries (participatory monitoring)

Basic Concepts and Elements in Monitoring

Concepts

- **Operational Investment** (e.g., inputs per activity (physical, human, financial), which are directly proportionate to outputs).
- **Operational Efficiency** (e.g., Number of meetings /workshops /year).
- **Technical Efficiency** (e.g., Number of users)
- **Programme Induced Changes** (e.g., Productivity due to increased capacities).

Elements

- Input
- Results
 - Output (Immediate results)
 - Effect (Intermediate results /outcomes)
 - Impact (Long term)

Evolve monitoring mechanism in every activity that:

- **Necessary conditions prevail**
- **Assumptions come true**
- **Effects of risks are reduced.**

Monitoring Indicators

Type of Indicators	Description	Programme Example	Indicators
Quantitative	Numeric information about change in a situation.	<i>Strengthening Infrastructure</i>	Number of Workshops organized to review the progress
Direct	Information relates to what is being measured.	<i>Knowledge Management</i>	Number of Working Papers / Policy Briefs published / year on Urban Development
Indirect	Information to serve as proxy for difficult to measure questions.		Number of downloads, citations.
Process	Information on various processes involved in programme implementation	<i>Policy Dialogue</i>	Processes involved in developing policy (e.g. planning, collaboration with partners, funding)
Progress	Monitor the changes against stated targets in programmes.	<i>Networking</i>	Percentage change in activities in terms (e.g. Collaborations / MoUs)
Qualitative	Descriptive statements about processes and outcomes.	<i>Capacity Development</i>	How capacity needs are assessed?

Evaluation

- Systematic collection and analysis of information about the characteristics & outcomes of a programme as a basis of:
 - Judgment to improve its effectiveness and/or
 - Inform decisions about current or future programming
- One of the essential core competencies to establish accountability of Urban Development programmes/projects.

(USAID, 2011).

Key Evaluation Competencies

- Integration of evaluation in programme planning & implementation
- Management of the evaluation process
- Facilitation of knowledge building & sharing evaluation findings / reports

Why Evaluation **Competencies** are Essential?

MEL Questions by Funding Agencies

- Why should we continue to fund urban development programmes?
- Are the programmes effective?
- Who benefited & what impacts were made?
- How would you improve / terminate ineffective programmes?

**To be Relevant, We Need to Have / Acquire
Evaluation Competencies**



Process Skills and Competency Tools

WHAT EVERY EXTENSION WORKER SHOULD KNOW
— CORE COMPETENCY HANDBOOK —

By Murari Suvedi and Michael Kaplowitz, Michigan State University

MEAS Handbook

February 2016



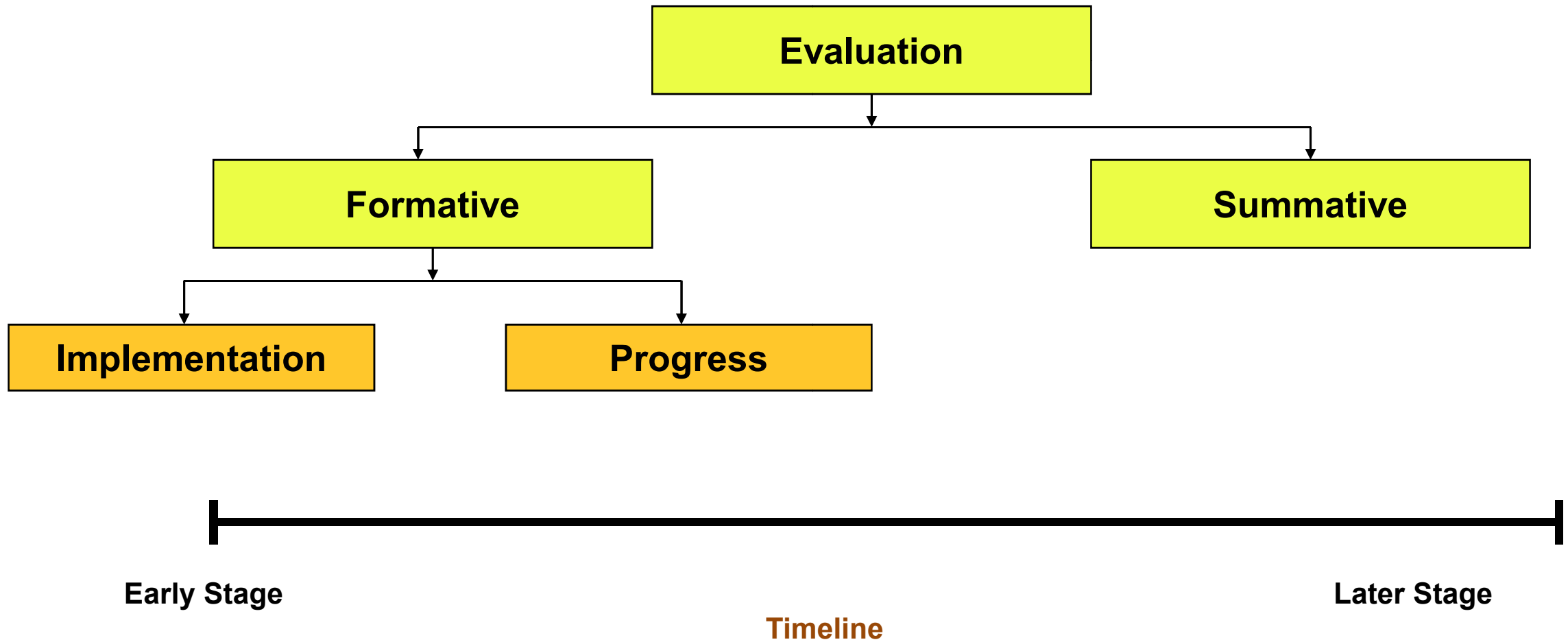
MICHIGAN STATE
UNIVERSITY



What Are We Evaluating?

- **Relevance** - Addressed the problems as viewed by stakeholders / beneficiaries?
- **Effectiveness:** Planned outputs / expected changes have been achieved?
- **Impact:** Overall consequences of the programme for the intended beneficiaries.
- **Efficiency:** Amount of outputs created & their quality in relation to the resources invested.
- **Sustainability:** Maintenance / augmentation of programme positive achievements.
- **Replicability:** Feasibility of repeating the programme or parts of it, in another context.

Types of Evaluation



Types of Evaluation

Baseline Evaluation (e.g. Needs assessment)

- Perceived needs/expectations from the programme
- Establish baseline data to compare programme results later

(e.g., Assessing Capacity Development Needs of Extension and Advisory Services: A Review (Prasad *et.al.*, 2015 <http://www.aesnetwork.org/crisp-aesa-working-paper/>).

(e.g., Urban Planning and Development in Open and Distance Learning: Findings from Needs Assessment Study in India <http://journal.ignouonline.ac.in/index.php/IJOL/article/view/232>

Urban Planning and Development in Open and Distance Learning: Findings from Needs Assessment Study in India

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Abstract: The objectives of this study are two fold – to assess the demand for the urban planning and development programme in open and distance learning (ODL) and to identify the major content to be covered under the programme. The study was undertaken following the survey method and data was collected from 120 respondents. The key survey questions focused on: need and reasons for urban planning and development education through ODL; entry level qualifications; job/career prospects; duration of the programme, and suggestions on broad course contents. The results revealed that, the majority of respondents felt the need for a one year post-graduate level ODL programme on urban planning and development with associated reasons. The important career prospects perceived by respondents include: promotional opportunities in the current job; employment in urban development institutions/programmes/projects, and; self employment. The important content areas suggested by the respondents include: urban development – concept, theories, and evolution; urban development in India and selected other countries; urban planning and governance; challenges in urban development and management of urban services; urban development policies and programmes; planning, monitoring and evaluation of urban programmes/projects. In the light of the findings of the study and related discussion, it is recommended to develop a post-graduate level programme on urban planning and development in ODL and online modes to meet the continuing education needs of various stakeholders in the urban development sector.

Keywords: Open and distance learning, Urban planning and development, Need assessment, India

Introduction

Urbanization is a process by which people instead of living in predominantly dispersed agricultural villages, start living in towns and cities dominated by industrial and service functionaries (Mishra, 1998). Globally it is projected that two-thirds of the population will live in urban areas by 2025. India is the second largest urban system in the world with more than 30 per cent of urban population. Population residing in urban areas in India, according to the 1901 census, was 11.4 per cent (Singh, 1978). This count increased to 28.53 per cent according to 2001 census, and crossed 30 per cent as per 2011 census, standing at 31.16 per cent (Datta, 2006; Census of India, 2011; Business Standard, 2012). According to a 2007 survey by UN State of the World Population Report, by 2030, 40.76 per cent of the country's

Types of Evaluation (Cont..)

Formative Evaluation (Process/mid-term/concurrent evaluation in long term projects):

- Undertaken during the programme implementation stage.
- Determine whether the programme is going as per plan, and changes, if any, are required to meet the objectives.

(e.g., Formative Evaluation of TE -SSSs using Internet Radio - Implications for Scaling-up and Policy Decisions” (PGDUPDL)

<http://journal.ignouonline.ac.in/index.php/IJOL/article/view/816>

(e.g., USAID /India Health of the Urban Poor Project - Mid term Evaluation Report

https://pdf.usaid.gov/pdf_docs/PDACU382.pdf

Formative Evaluation of Technology Enabled Student Support Services Using Internet Radio - Implications for Scaling-up and Policy Decisions

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Abstract: Internet Radio or Gyandhara is a technology enabled interactive radio counselling (IRC) initiative of Indira Gandhi National Open University (IGNOU). The Gyandhara programmes were initiated in 2016 on pilot basis and later in full-fledged scale from 2017 onwards. The objectives of this formative evaluation were three fold – (a) to assess student’s participation in IRC sessions broadcasted for PG Diploma in Urban Planning and Development (PGDUPDL), (b) to suggest appropriate ways to enhance student’s participation, and (c) to compare the economics and suggest interventions to reduce students support services cost. The experiment was conducted in two phases – (i) In October 2016 a pilot broadcast of eight sessions was transmitted targeting 826 PGDUPDL students admitted in July 2016, (ii) During October to December 2017, a full-fledged 26 IRC sessions were transmitted

targeting 1041 PGL benefit of students were repeat broadcast copies, the digital schedule were sent before and uploaded also sent to all students chat questions. After students logged on of questions asked. to sessions on an regular face-to-face turnout of students a-vis face-to-face University can save face-to-face counsel interventions suggest support services cost curriculum based IR education resource programmes.

Keywords: ODL, services

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EVALUATION

USAID/India Health of the Urban Poor Project
Mid-Term Evaluation Report

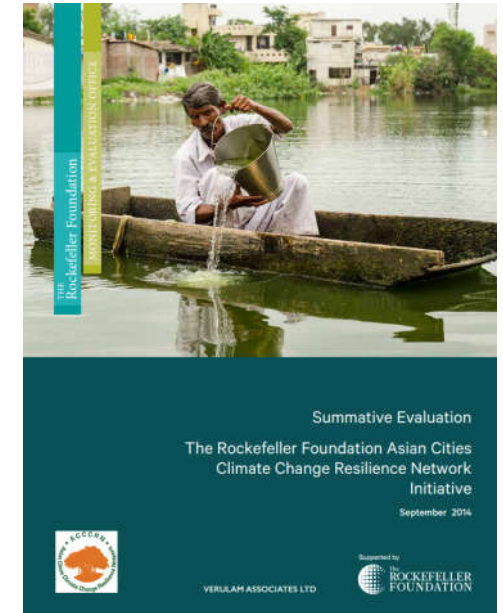
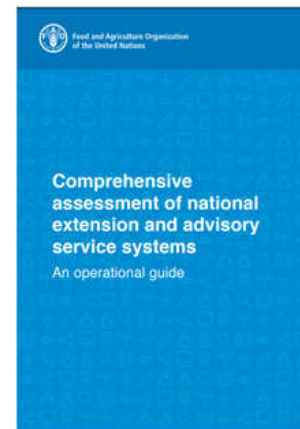
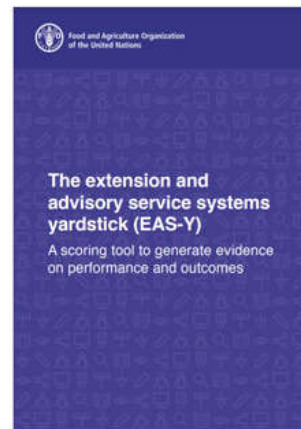
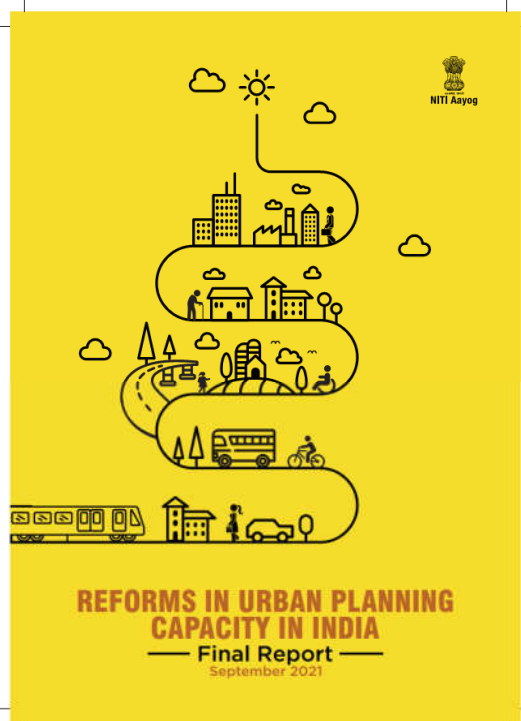
October 2012

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by Judith Justice, Ranjani Gopmath, Snehashish Raichowdhury, and Ranjan Verma of Social Impact, Inc., and Andrew Kantner of Management Systems International.

Types of Evaluation (Cont..)

Summative Evaluation (Terminal / ex-post evaluation):

- Undertaken once the programme achieves a stable state of operation / end of a programme.
- Assess results, effectiveness, impact and further course of action.
- Help to make decisions on programme continuation, modifications, further expansion or closure.



<https://www.niti.gov.in/sites/default/files/2021-09/UrbanPlanningCapacity-in-India-16092021.pdf>

<https://www.rockefellerfoundation.org/wp-content/uploads/ACCCRN-Final-Evaluation-Reissued-Dec-2016.pdf>

Types of Evaluation (Cont..)

Follow-up Evaluation:

- Undertaken long after completion of the programme to see whether there are any long-term changes among beneficiaries.

Longitudinal Evaluations:

- Follow-up evaluations are repeated at set time intervals to study:
 - Long term benefits
 - Sustainability of results & outcomes

OIE PVS Follow-up Evaluation of the Veterinary Services of Cambodia

7 – 18 May 2018

Dr. John Weaver (New Zealand-Team Leader)
Dr. Ronello Abila (Philippines)
Dr. Julie Punderson (USA)
Dr. P.V.K. Sasidhar (India)

Disclaimer

This evaluation has been conducted by an OIE PVS Evaluation Team authorised by the OIE. However, the views and the recommendations in this report are not necessarily those of the OIE.

The results of the evaluation remain confidential between the evaluated country and the OIE until such time as the country agrees to release the report and states the terms of such release.

World Organisation for Animal Health
12, rue de Prony
F-75017 Paris, France

Evaluation Designs

1. "Pre - Project" Vs. "Post-Project" Evaluation

Survey on present situation and situation prior to programme (suffers from 'memory or recall bias' of the respondents).

‘Baseline /Bench Mark’ study and ‘Post-Project’ study. Unfortunately in most projects, baseline studies are not undertaken or when available it is inadequate.

2. With-Without Project

- beneficiary -non-beneficiary (Control Group)

Combination of both - most appropriate

M&E Implications for Accountability and Learning in programmes

Accountability

- Using funds effectively & efficiently.
- Accountable to donors, partners & service providers.
- Objectively verifiable measurement of impact as per vision, mission and objectives.

Learning

- Make sure and improve the quality of work
- Ensure that current programmes work best to achieve enduring impact for service providers.
- Learn from the experiences, expand into new areas and do more for improving service delivery.

Target, Total Reach & Impact of Programmes

Target

Professionals whose knowledge and capacities are expected to be improved through M&E programmes

Target

Total Reach

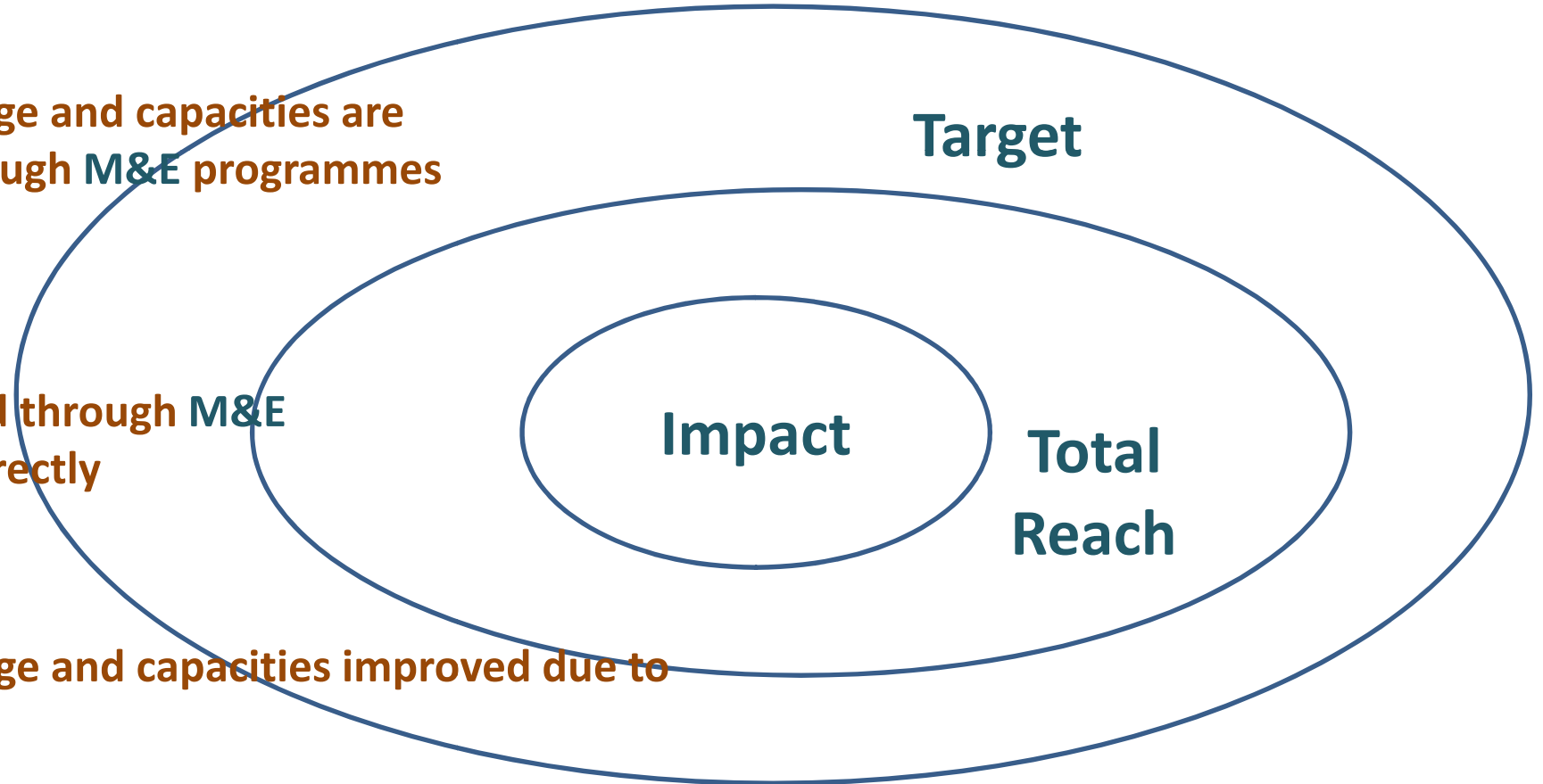
Professionals who are reached through M&E programmes - directly or indirectly

Impact

Total Reach

Impact

Professionals whose knowledge and capacities improved due to M&E programme activities



Appraisal - Monitoring - Evaluation - Impact Assessment

Appraisal - Critical examination of programme proposal, normally before implementation & funding w.r.t. **economic viability, technical feasibility / social desirability etc.**

Monitoring	Evaluation
Continuous: Starts and ends with a programme.	One shot operation: At a point of time (usually at completion or mid way of programme)
Required for immediate use and mid-course correction	Used for future planning/ replication/ expansion of programmes
Done by internal personnel	Usually by outside agency
Quick but covers all units	In-depth; covers a sample
Correcting / Managing	Learning process
Symptomatic, early warning system	Diagnostic

AME focus on the processes & direct results of programmes.

Building on these, 'Impact Assessment' focuses on long-term & wide-ranging changes, beyond the immediate results of the programme.

Summary

- Monitoring indicators provide information on extent of progress on the implementation of an ongoing project / programme.
- Evaluations aim to appraise the results of ongoing or completed programmes / projects, which generally means a stronger focus on outcomes, and in some cases impacts.
- Learning requires the development of systems and procedures to reflect and act on the M&E information.

Questions / Comments ?

Thank you

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