



**COURSE: DIPLOMA IN MONITORING AND  
EVALUATION**

**ASSIGNMENT THREE**

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**DEADLINE: 31<sup>st</sup>-May, 2019**

## **SOLUTIONS TO ASSIGNMENT THREE.**

### **SOLUTION 1.**

**Why choosing the right question is important in Monitoring and Evaluation;**

**It helps one understand what effects different parts of his or her effort are having.** You can evaluate different parts of your effort by framing questions carefully. If you add an element after the start of the program, for instance, you may be able to see its effect separate from that of the rest of the program, if you focus on examining it. (Do adult basic education learners read more as a result of being in a program? Are they more likely to register to vote? Do their children improve their school performance?).

**It makes you clearly define what it is you are trying to do.** What you decide to monitor and evaluate defines what you hope to achieve. Choosing a question at the start of the program makes it clear what you're trying to change, and what you want your results to be.

**It shows you where you need to make changes.** Choosing questions carefully and making them specific to your actual objectives should tell you exactly where the program is doing well and where it isn't having the intended effect.

**It highlights unintended consequences.** When you find unusual answers to the questions you choose, it often means that your program had some effects you didn't expect, it can be positive or negative, for example the side effects of medication, the unintended consequences can be as important as the program itself.

**It guides your future choices.** For example if you find your program is more successful in certain ways and not in others, you may decide to emphasize the successful areas more or change your approach in the unsuccessful area. That in turn will change the emphasis of future evaluation as well.

**It meets community needs.** In participant evaluations, evaluation involves stakeholders in setting the course of the program, thus making it more likely that it will meet community needs.

**It provides focus for the evaluation and the program.** Careful choice of questions keeps you from becoming scattered and trying to do many things at ago hence diluting your effort.

**It determines what needs to be recorded in order to gather data for evaluation.** A clear choice of question makes data collection easy, it also makes it easy what kind of record must be kept and what areas need to be examined.

(Chen, 2004)

## **SOLUTION 2:**

### **Five bottlenecks of using Archival data and how to overcome them.**

**Archival data;** refer to information that already exists in someone else's files. Originally generated for reporting or research purposes, it's often kept because of legal requirements, for reference, or as an internal record. In general, because it's the result of completed activities, it's not subject to change and is therefore sometimes known as fixed data. (Fawcett, 2008).

- **The data may not be in a format that is easy to use to answer the research question.** In the study by Peterson, Vaillant and Seligman, for example, the archival data were essays that students wrote at the age of 25. Peterson et al. were interested in the role of explanatory style on health, but this was not directly measured in the essays. Consequently, they had to develop a coding scheme with which to assign explanatory style to the statements in the essays, then read and code every essay. This effort was a laborious and time-consuming process. In contrast, to conduct a contemporary study of the effects of optimism on health, one can simply ask people to fill out a questionnaire, perhaps even using a computer that automatically calculates a score when the questionnaire is finished.
- **There may be biases when data is recorded.** For example, suicides may be recorded as accidental deaths, to help maintain the privacy of the victims' families. This can be overcome by using codes instead of identifiable data so that confidentiality is maintained without jeopardizing the accuracy of data.
- **Difficulty in Establishing Causal Inferences.** Archival researchers attempt to address the difficulties of establishing causal inferences in several ways. First, since establishing causality in archival research is difficult, the researcher must clearly control for and explain other alternative explanations. However, all of these statistical techniques represent a high barrier to entry for those not well-trained in these methods, as those not well-trained in statistical techniques are unlikely to succeed in conducting the extensive statistical testing and analysis required to assure the reliability of the results.

A second way of alleviating the problem in archival research of establishing causal inferences is the use of natural experiments, in which the researcher examines the relationship between a naturally occurring event and a comparison event.

A third compensating technique used by archival researchers is the matching of observations. In this case, the researcher is not able to achieve random selection and random assignment, but can match observations on certain characteristics. It helps to alleviate some of the problems with pure nonexperimental designs by assuring that the control and treatment groups have equivalent matched dimensions.

- **Difficulty of Secondary Data Reliance.** First, researchers that utilize publicly available secondary data, such as information from databases such as CRSP or Compustat, must compete with a large pool of other researchers also using the same data source. It may be harder to develop an original testable hypothesis that uses these widely held databases. Second, researchers that use data from a propriety source must incur large monetary or temporal expenses. This ensures that researchers may need a variety of resources to conduct high-quality archival research.
- **People make mistakes in entering data in archives.** It's therefore necessary to train the data clerks extensively to minimize mistakes in entering data in archives.

**(Hageman, 2017)**

### **SOLUTION 3.**

Why is research important component in monitoring and evaluation? Give and explain four.

**Baseline data;** Research helps to establish a baseline data which will provide an information base against which to monitor and assess an activity's progress and effectiveness during implementation and after the activity is completed. Sometimes the data needed for a baseline, against which to measure the degree and quality of change during an activity's implementation, will already exist. In such cases the only task is to collate the data and ensure that it can be updated in the longer term. So it is important to find out what information is already available. But more commonly, there will not be any existing data, or it will be incomplete or of poor quality, or it will need to be supplemented or broken out into categories that are relevant for the project being implemented.

**Effectiveness;** Monitoring and evaluation is part of a continuous process of learning and improvement that enables you to assess the performance of your communications against your aim and objectives. Effective monitoring and evaluation will help you:

Know whether your communications plan has achieved or exceeded its aim and objectives.

Identify which activities worked well and which didn't and how they might be improved or whether they should be substituted for other activities.

Justify the expenditure on communications to senior managers and elected members or develop better communications in the future by refining and improving activities, focusing spending more effectively and achieving better results.

**Efficiency;** Research helps one to know the extent to which an activity achieves its goal whilst minimizing resource usage.

**Accountability;** Research is an important component in monitoring and evaluation as it helps us to be accountable to our stakeholders through information sharing and developing a complaints or feedback mechanism which can help to guide programme implementation (WHO, 2017).

## REFERENCES

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