**AFRICAN INSTITUTE OF MANAGEMENT STUDIES**

**Name: Chandiru Margaret Luka**

**Corse: Diploma in Monitoring and Evaluation**

**Admission number: Aipms/239/2019**

**Date: 30th May 2019**

**ASSIGNMENT 3**

1. Why is choosing the right question important in Monitoring and Evaluation?

Monitoring is an ongoing activity carried out by project implementers, it’s a close follow up of a project through its various stages of implementation, Monitoring is necessary to ensure that activities carried out are in line with the objectives defined and resources are put to right use in efficient manner.

Evaluation defines what you want to accomplish, carefully choosing specific question that reflects the real objective tells us exactly where the program is doing well and where the program is not achieving the intended effects, when you find unusual answers to the questions you choose it often means that the program has had some effects you didn’t expect, sometimes the effects are positive for example in a heart healthy exercise program, the participants did not only gain in fitness but a majority of them report changing their diet for the better and losing weight as well and sometimes the negative unintended results are realized for example a healthy eating program in school reported that obese children actually gained more weight even though they were eating a healthier diet , it highlights unintended consequences and therefore guides your future choices to either emphasize successful areas more or completely change the approach.

Provides focus for the evaluation and program, it keeps you from being scattered and doing so many things at once thereby diluting your effectiveness at all of them, since we are majorly focusing on data collection and analysis, careful choice of question makes it easier on collect data since it makes obvious what kind of data must be kept and what areas need to be examined.

2. Using Archival data has its own bottlenecks. Name five and explain how to overcome them.

Archival data refers to already existing information that has been kept in files for the purpose of reporting or research, it’s often kept because of legal requirements, for reference or as an internal record, generally since it’s a result of completed activities it’s not subject to change and its therefore sometimes referred to as fixed data. Archival data may be stored inform of paper files or on electronic storage in computer disks ,CDs, DVDs, may include photographs and audio and video recordings as well, it may also take the form of encoded information expressed in numbers or computer language, others may be made available on websites maintained by government or other organizations.

Bottlenecks of using Archival data include the following.

The Data may not directly respond to the research question, there may be too much data or there may be gaps, or the data may have been collected for a completely different purpose, some data may be incomplete and may not answer your research question, for example there may be a gap in records, correspondence may be one sided and not include responses.

Archival data may be difficult to access and time consuming, some company may be seen as commercially sensitive and it may be difficult to gain access to the company archives which may be stored in different departments of company intranet to which access may be difficult and sometimes some companies do not have a clear Archiving policy and you may have to go through a vast range of documents which is not feasible for smaller projects

Archival data may be biased, the data may be written by people who have a particular view for example meeting minutes are the official version and often things go on in meetings which are not recorded, for example profitability in annual reports may be portrayed in such a way to show a positive rather than a true picture, informal and verbal interactions may not be captured.

In using archival data the researcher has no idea on the type of extraneous variables that were put in place, the previous research may be unreliable or not collected according to the researchers standard, the researchers has no control over how the data was collected, when using archival information the data may prove to be incomplete or possibly fail to address key issues

Using Archival data destroys research skills gained in using methods such as use of interviews, questionnaires and focus group discussions, the research has no control over the quality of data which may be seen as rigorous and reliable as data which are specifically collected by the researcher who has adopted a specific research design

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

Research is needed to conduct a needs assessment an important program component, research and regular consultation with the stakeholders and beneficiaries of the project before the program can be developed and implemented, there is need to examine the population that the program intends to target, to see the need as conceptualized in the program actually exists in the population, whether it is in fact a problem if so how it might be dealt with, this involves identifying and diagnosing the actual problem the program is trying to address, who or what is affected by the problem and how widespread the problem is and what are the measurable effects that are caused by the problem. For example a sexual and gender based program aimed at mitigating sexual and gender based violence, the evaluator may have to find out how many people are facing SGBV in a given geographic location and which demographics area. undertaking an intervention without properly assessing the need for one might result into a great deal of wasted funds if need did not exist or misconceived

Research is needed to assess the extent of a problem having clearly identified what the problem is evaluators have to research into the extend of the problem, they have to work out where the problem is located and how rife it is, Rossi and lipsey and freeman (2004) gave an example that a person identifying battered children may be enough evidence to persuade one that child abuse exists but indicating how many children it affects and where it is located geographically and socially would require knowledge about abused children, the characteristics of perpetrators and the impact of the problem throughout the political authority in question, this can be difficult considering that child abuse is not a public behavior and considering that estimates of the rates of private behavior are not available due to unreported cases, in this case evaluators have to research and use data from several sources to apply various approaches in order to estimate incidence rates.

Research is needed in program theory, program theory is an assumption implicit in the way the program is designed, about how the programs actions are supposed to achieve the outcomes it intends, the program theory is not usually explicitly stated by the people who run the programs, it is simply assumed and so an evaluator will need to draw from the program staff how exactly the program is supposed to achieve its aims and assess whether the theory is plausible for example in an HIV prevention program it may be assumed that educating people about HIV transmission risk and safe practices will result into safer sex being practiced however research in south Africa increasingly shows that in spite of increased knowledge, people do not practice safe sex, therefore the theory of the program which relies on getting people to use condom may be faulty, this is why it’s important to research and also read research that has been done in the area.

Measuring program outcome is a way to assess the extent to which a program has achieved its intended outcomes ,according to Mouton (2009) measuring the impact of a program means demonstrating or estimating the accumulated differentiated proximate and emergent effect some of which may be unintended and therefore foreseen outcome measurement helps to understand the impact of your work on the beneficiaries, with the information gathered, one can determine the activities to be continued and build upon and which ones need to be changed, to do this we need to conduct a research and apply sophisticated techniques in order to measure the effect of the program and find causal relationship between the program and various outcomes.

References

1. Monitoring and Evaluation by Janet Saphiro

Email:nellshap@hixnet.co.za

Pages 1-20

1. Diploma in Monitoring and Evaluation

Module3

Pages 3,118,166

1. Monitoring and Evaluating implementation research project copyright @World health organisatioin on behalf of the special program for research and training in tropical diseases 2004

Pages 1-17

1. Monitoring and Evaluation : an overview

By Rosalia Rodriguez-Garcia and Jody Z Kusek, The World Bank March 2007

Pages 8-30