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Carefully choosing questions and making them specific to your real objectives should tell you exactly where the program is doing well and where the program isn't having the intended effect.  • **It determines what needs to be recorded in order to gather data for evaluation**. A clear choice of evaluation questions makes the actual gathering of data much easier, since it usually makes obvious what kinds of records must be kept and what areas need to be examined.  **It helps you understand what effects different parts of your effort are having**. By framing questions carefully, you can evaluate different parts of your effort. 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. By the same token, you can look at different possible effects of the program as a whole.  • **It highlights unintended consequences**. When you find unusual answers to the questions you choose, it often means that your program has had some affects you didn't expect. Sometimes these effects are positive and negative.  • **It guides your future choices**. If you find that your program is particularly successful in certain ways and not in others, for example, you may decide to emphasize the successful areas more, or to completely change your approach in the unsuccessful areas. That, in turn, will change the emphasis of future evaluation as well. **(Source Module 3 Note page……. 9)**  **2.Using Archival data has its own bottlenecks. Name five and explain how to overcome them.**   * ***To better understand the context of your evaluation*.** These might be ethnographic data, oral histories, assessment information, interviews, etc. You’d use it to get a clearer picture of the community in a number of ways, and to help you interpret the results of your evaluation.  It might, for instance, give you insight into why a particular approach did or didn’t work, or why some participants stayed in the program while others didn’t. * ***To identify areas to address*.** Along with a clearer picture of the community goes a deeper understanding of the community’s needs and concerns. * ***To establish a baseline against which to measure your results*.** For this purpose, you’d need recent information about where the population you’re working with stands on the dependent variables or outcomes you’re concerned with. That would tell you where the participants started from (on average), so that you could see from the measures you used in your evaluation whether and how much they might have improved as a result of your work. * ***To identify already-existing trends that may affect the results of your evaluation study***. The fact that there’s been a change in participants between the beginning and end of your evaluation doesn’t necessarily mean that you’ve caused it. Among other things, it may be part of an ongoing trend toward change that started well before your program did, and may continue after it.  Archival data might show such a trend over a number of measures of your dependent variable in the population your participants come from. * ***To establish a standard of comparison against which to measure your efforts*.** There are two ways that you could use archival data for this purpose.  One is to use census, statewide, and/or community-wide data to compare with that of the population you’re working with. That comparison can give you a sense of how serious the issue is for your group, compared to the general public.  The second way is to use similar data to compare your outcomes with the data on the larger population. This might work especially well when you’re using community-level indicators (e.g., rate of injuries, percentage of girls completing different education levels)   Source: **Fawcett, s., et. Al. (2008). Community tool box curriculum** [**module 12: Evaluating the initiative**](http://ctb.ku.edu/en/evaluating-initiative)**.**  **3.why is research important component in monitoring and evaluation? Give and explain four.**  Researchis a systematic examination completed to develop or contribute to knowledge of a particular topic. Research can often feed information into evaluations and other assessments but does not normally inform decision making on its own. Through research Evaluation you can achieved and Measure the following.  IMPACT: Your program or initiative’s impact is the effect it had on the environmental conditions, events, or behaviors that it aimed to change (increase, decrease, sustain.) In most – but not all – cases, the immediate impact of the program is not the same as the eventual intended results. Generally, a program aims only to influence one or more particular behaviors or conditions – risk or protective factors.  DATA COLLECTION: Through Research you can collect data that allow you and other group members to critically reflect on your work and look for opportunities to improve. If you find out that your intervention wasn’t effective, you have three choices: you can quit; you can blindly try another approach; or you can use your evaluation research to guide you towards a more effective intervention.  USING EVALUATION RESEARCH RESULTS IS VITAL: it points you in the direction that your research tells you is apt to be most helpful. Using research to help you choose your course of action also establishes you as a credible and practical organization, one that’s concerned with what works. That kind of reputation is likely to increase your opportunities for getting funding and other resources, and to gain and sustain your community support. Most importantly, it helps the group succeed in addressing the important problems or goals of your community.  CHANGES IN INTERVENTIONS: should be focused on one or more of the three aspects of Research evaluation: Process(both your process – activities implemented, doing what you intended, etc. – and participants’ process – what did they actually do?), impact, and outcomes. You have to examine each of these separately, and ultimately integrate them to decide what adjustments you need to make in your intervention.  ***REFFEREE:***  **DIPLOMA IN M&E MODULE 3.**  **PROGRAME IN FRAGILE ENVIRONMENTS NOTE.**  **FAWCETT, S., ET. AL. (2008).*COMMUNITY TOOL BOX CURRICULUM*** [***MODULE 12: EVALUATING THE INITIATIVE***](http://ctb.ku.edu/en/evaluating-initiative)**. WORK GROUP FOR COMMUNITY HEALTH AND DEVELOPMENT. UNIVERSITY OF KANSAS.**  [**6 TOOLS TO MAKE ARCHIVAL RESEARCH MORE EFFICIENT**](https://www.insidehighered.com/blogs/gradhacker/6-tools-make-archival-research-more-efficient) **IS A BLOG WRITTEN FOR THE INSIDE HIGHER EDUCATION WEBSITE WITH PRACTICAL ADVICE FOR DOING ARCHIVAL RESEARCH.**  **UNITED STATE INSTITUTE OF PEACE (USIP) DESIGN, MONITORING AND EVALUATION FOR** |