ACPM

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**Q1.**

1. **Valid:**accurate measure of a behaviour, practice, taskthat is the expectedoutput or outcome of the intervention
2. **Reliable:** The indicator has to consistently be measurable over time, in the same way by different observers. For instance, when the same data collection method is used to measure/observe the same thing multiple times, the same result has to be produced each time.
3. **Precise:**AnIndicator has to be operationally defined in clear terms.
4. **Measurable**: Data collected on an indicator has to be quantifiable using available tools and methods.
5. **Timely:**provide a measurement at time intervals relevant and appropriate in terms of programme goals and activities
6. **Programmatically important**: linked to the programme or to achieving the programme objectives.

**Q2.**

1. First of all it is very crucial to develop the evaluation questions in the terms of reference document by looking at what the goal, outcomes and outputs of the programme.

As an evaluator I would consider choosing a geographical an area and randomly pick 10 to 15 schools to find out the following areas;

* Changes in school enrolment rate.
* Quality of teaching delivery by teachers.
* Ratio of pupils to teacher.
* Changes in pupils’ scores.
* Changes in school dropout rates

Therefore, looking at the difference in enrolment number before the project started 2 years ago and afterwards, I would critically analyse the trend of school registration in the past before the project and see whether there are any significant changes after rolling out of the project (whether there is an increase or decrease in number of pupils registered in schools).

I would then consider looking at the quality of delivery mode by the teachers and their qualifications. This would greatly help in understanding the pupils’ scores and differentiate the scoring records of pupils before and after the programme.

Lastly, I would consider looking at the changes in government support through key informant interviews of the school authorities and relevant government education departments to understand what has changed and what has remained the same before and after the programme.

Conclusions would then be drawn afterwards to flag out the impact of free primary education in primary schools.

1. Free education has enabled more people to get educated and thereby having more people who are educated with both skilled and unskilled labour rendered unemployed.

Therefore, since the introduction of the programme, unemployment has doubled due to lack of investment in companies that can employ these people unlike in the past where few people were educated and the companies were capable enough to absorb them all.

1. What would the monitoring exercise in free primary education wish to achieve for the following stakeholders?

**Donors**

The monitoring data would inform the donors on the progress achieved to make funding decisions on the current or future projects. It would also tell them how their funds are being spent by looking at the cost effectiveness of the project thus, whether their money is being translated into tangible outputs and outcomes.

**Primary School managers**

This group would want to know whether their strategies are working or not and what to change in order to foster positive change.

**Government**

The government being the parent of all schools would want to know whether the programme is making a positive or negative impact in schools.

**Q3. (a)**

* Helps identify locally relevant evaluation questions.
* Improves accuracy and relevance of reports.
* Establishes and explain causality.
* Improves program performance.
* Empower participants.
* Build capacity of local participants.
* Develop leaders and build teams.
* Helps sustain organizational learning and growth.

b)

**Step 1**

* Specify the intervention;
* Agree on what you are aiming to achieve and specify the inputs, processes, activities, outputs, outcomes and impacts. This is called the programme logic of the intervention.

**Step 2**

* Develop the most appropriate indicators. These should be measurable.

**Step 3**

* Develop a data collection strategy- use existing information sources or develop new tools.

**Step 4**

* Collect baseline and set realistic performance targets.

**Step 5**

* Monitor the implementation of your intervention by collecting data on your indicators.

**Step 6**

* Use the monitoring data for planning, management and reporting.

**References**

<http://www.endvawnow.org/en/articles/336-indicators.html>

<https://www.betterevaluation.org/en/plan/approach/participatory_evaluation>