

1. What are the purposes of evaluation?

- 1) Ethical. Reporting to political leaders and citizens what has been done and what has been achieved. Transparency, accountability, democracy.
- 2) Managerial. Rationalize financial and human resources devoted to different kinds of tasks.
- 3) Decisional. Information needed to decide whether to expand, contract, replicate, terminate...
- 4) Educate and motivate. Explain to people inside and out of the program / policy / project what is being done and to what extent it is reaching its objectives.

2. Writing survey questions

- a. What is the main problem with the following question:

Doing fieldwork is hard. Do research methods classes help you feel prepared for fieldwork?
(Circle your response)

Much more prepared Somewhat more prepared Slightly more prepared Not more prepared

Biased

- b. What is the main problem with the following question:

Does it seem possible or does it seem impossible to you that the Chernobyl disaster never happened? (Circle your response)

Very possible Possible Impossible Very impossible

Double negative

- c. What is the main problem with the following question:

Do you think that it is wise to cut spending on social programs and increase military spending? (Circle your response)

Yes No

Double barrelled

- d. What is the main problem with the following question:

What is your current age?

1. 10 or less
2. 10 to 20
3. 20 to 30
4. 30 or more

Responses are not mutually exclusive.

e. What is the main problem with the following question:

What was the maximum temperature in Syracuse on the 1st of January, 1987?

Respondents won't know the answer.

3. Road to Results

- a. What can be covered under the ambit of an evaluation?
 1. Projects. Single intervention.
 2. Programs. Common goal that connects various activities and projects.
 3. Policies. Rules, standards, guidelines.

4. Organizations. A group that exists at some level in a coherent and distinct state.
5. Sector. A coherently defined sub-unit of the larger economy.
6. Country. How is the country doing with regard to the plan in place?

b. What are the types of evaluations?

1. An internal evaluation is conducted by a unit or individuals reporting to the management of the donor, partner, or implementing organization.
2. An external evaluation is conducted by entities outside the donor, partner, or implementing organization.
3. Participatory evaluation. Working together with the representatives of agencies and stakeholders to design, carry out, and interpret an evaluation.

c. What is the difference between an evaluation and an audit?

Evaluation looks more at the analysis of policies and outputs, the audit looks more at the internal financial controls and management systems.

d. What is the difference between traditional M&E and Results-based M&E?

Traditional M&E. Focuses on monitoring and evaluation of inputs, activities, and outputs.

Results based M&E. Conducts this as well, but adds in an assessment of outcomes and impacts, with a focus on results.

4. Unobtrusive research methods

a. What is "negative case testing"?

Start with a theory. Code cases. Interrogate all that don't fit the pattern more intensively to refine theory.

b. What are the advantages of content analysis?

Content analysis is great in terms of economy; it is feasible. All you need is time and content. Room for error. Also you have room for error. It lets you look at processes that play out over time. It also lets you analyze things without having to worry about your impact on their content, as is the case when you do an interview or experiment. You might have some impact on future content (assuming research has any impact) but not on past content.

5. Explain the 10 Steps to Design, Build, and Sustain a Results Based M&E system.

Figure 3.3 Ten Steps to Designing, Building, and Sustaining a Results-Based Monitoring and Evaluation System



Source: Kusek and Rist 2004.

6. Explain Institutional Ethnography.
Dorothy Smith (1978). Personal experiences of individuals are used to reveal power relationships and other characteristics of the institutions in which they operate. Linking the micro-level of personal experiences with the macro-level of institutions.
7. Explain Participatory Action Research.

The people being studied are being given power over the research agenda, and are using the research towards a purpose. The goal is not positivist, but is normative, or transformational.
8. Describe 2 tools of Participatory Rural Appraisal and their pros and cons.

Local time line

- Lets you gather historical information that may be important.
- Gives you a way to express when things occurred / ask questions in a way that is more likely to be understood.
- Illustrates something about how life is experienced in the community by what is highlighted.
 - Lining up with our calendar may take systematic work
 - Seasons rather than months may be relevant
 - Lunar months / calendars present issues.

Seasonal Calendar

- Good for identifying when is a good time / bad time for introducing something labor intense
- Can use to reveal sub-group (age / gender / ethnic/...) differences.

9. Quantification of data

a. What is dispersion?

The variation of values around the measure of central tendency. Range. Standard deviation. Variance.

b. What is standard deviation?

A measure of dispersion around the mean, calculated so that approximately 68 percent of the cases will lie plus or minus 1 standard deviation from the mean, 95 percent will lie within plus or minus 2 standard deviations, and 99.9 percent will lie within 3 standard deviations.

c. What is a codebook?

The document used in data processing and analysis that tells the location of different data items in the data file. Identify the meaning of codes and where to find different elements of the data.

10. Qualitative Methods

a. Describe conversation analysis.

- A meticulous analysis of the details of conversation, based on a complete transcript that includes pauses, hems, and also haws.
- Conversation analysis seeks to uncover the implicit assumptions and structures in social life through extremely close scrutiny of the way we converse with one another.
- It makes 3 assumptions: Conversation is a socially structured activity. Conversations must be understood contextually. CA aims to understand the structure and meaning of conversation through excruciatingly accurate transcripts of conversations.

b. Describe the technique of memoing.

Writing memos or notes to yourself and others involved in the project. 3 kinds of memos: code notes (identify code labels and their meaning), theoretical notes (reflections of the dimensions and deeper meanings of concepts, relationships amongst concepts, theoretical propositions and so on), operational notes (dealing primarily with methodological issues).

c. Describe concept mapping

The graphical display of concepts and their interrelations, useful in formulation of theory.

d. What are the two kinds of cross-case analysis?

Variable oriented analysis and case-oriented analysis.

11. Reading and writing social research

a. How do you evaluate the theoretical orientation of a research piece?

- What is the theoretical orientation if you can identify it? Is there a theory or hypothesis being tested?
- What is the purpose of the study?
- Who funded it? Why did they fund it? Put that in context.

b. What are the considerations to keep in mind while writing social research?

- What am I trying to communicate with my findings?
- How does it fit into what is already known and advance knowledge?
- What topics for further inquiry have I uncovered in my research effort?
- Who is my likely audience?
- What kinds of reports do I want to produce?

12. Statistical analysis

- a. What is the role of a t-test?

If you have two samples and want to figure out if they are different, you can often get some traction with a t-test. Is the difference in means statistically significant?

- b. What can you tell about HAZ scores (Height for Age Z-scores or stunting) from the following table?

Effects of Independent Variables on the Relevant Parameters of a Multi-level Growth Curve Model Predicting HAZ Scores

<i>Predictors (Col. 1)</i>	<i>Specification 1</i>	
	<i>Co-efficient (Col.2)</i>	<i>Standard Deviation (Col.3)</i>
<i>Constant</i>	-1.789***	
<i>Child Characteristics</i>		
<i>Gender (Male)</i>	-0.110**	0.429
<i>Age</i>	-0.044	0.000
<i>Perception of Birth Size</i>		
<i>Small Birth Size</i>	-0.398**	0.478
<i>Big Birth Size</i>	0.144**	0.332
<i>Ever Breastfed</i>	-0.077	0.232
<i>Household Characteristics</i>		
<i>Households With Debt</i>	0.069**	
<i>Households Owning Livestock</i>	-0.010	
<i>Households Accessing Food Aid</i>	0.118***	
<i>Wealth Index (centred at 0.46)</i>	0.917***	
σ_u		0.383
σ_e		0.7998
<i>Log Likelihood</i>		-7871.347

* $p < .05$ ** $p < .01$ *** $p < .001$

