**UNICEF C4D Course: Module 3 Knowledge Test**

Welcome to the Module 3 knowledge test!

The purpose of this short test is to allow you to see how well you learned and understood the content of Module 3: C4D Research, Monitoring and Evaluation.

This test has 3 parts:

Part 1 - Multiple Choice Questions (Please answer all FIVE questions)

Part 2 - Short Answer Questions (Please answer BOTH questions)

Part 3 - Short Answer Choice Questions (Please answer any ONE out of the six choice questions)

Please limit your response to each question to NO MORE than 500 words for the short answers.

Approximately one week after the test closes, your facilitator will individually email a total score and comments on your test.

The test will count for a total of **20 points,** which will be applied to your final score for the C4D course. Each multiple choice question is worth one point and each short answer question is worth 5 points.

**Part 1: Multiple Choice Questions (Please answer ALL FIVE questions)**

**Part 1, Questions 1 through 5: Please Answer all 5 questions.**

1. According to Bertrand, which type of evaluation answers the question – “did the programme make a difference?”
   1. Process evaluation
   2. Summative evaluation
   3. Formative evaluation
   4. Developmental evaluation
2. Saunders, Evans and Joshi (Unit 4 reading) present the elements of a process evaluation plan. Which element is described as the “proportion of the intended priority audience that participates in the intervention”?
   1. Reach
   2. Dose delivered
   3. Context
   4. Fidelity
3. Which of the following is NOT a good reason to use quantitative methods when investigating beliefs among a given population?
   1. the objective is to know **how many** among a given population feel strongly about a certain cultural belief
   2. the objective is to know **why** cultural beliefs are important to members of the population
   3. the objective is to know **which** beliefs are most important among a given population
   4. the objective is to know **which** beliefs are least important among a given population
4. Which of the followingresearch techniques can be made participatory through design and planning?
   1. Surveys
   2. Focus groups
   3. Participant observation
   4. All of the above
5. Effectiveness is the extent to which a policy or program is achieving its goals. The extent to which the findings of a program are relevant to other times, subjects, similar populations and programs is called
6. Relevancy
7. Representativeness
8. Measurement Validity
9. Generalizability

**Part 2: Short Answer Questions (Please answer BOTH questions)**

**Part 2, Question 1: Please respond to the question below.**

Name and describe ONE qualitative method and ONE quantitative method. Discuss (briefly) at least two advantages and disadvantages of each method in your answer. Provide a possible application of each.

Assessment Guideline: Name and describe one of each type of method (2 points); discuss advantages and disadvantages of each (2 points); include possible application (1 point).

**Part 2, Question 2: Please respond to the question below.**

What is participatory monitoring and evaluation (PM&E)? How is it different from conventional M&E? What are the challenges and benefits of using PM&E?

Assessment Guideline: What is PM&E (1 point); how is it different from conventional M&E (2 points); challenges of using PM&E (1 point); benefits of using PM&E (1 point).

**Part 3: Short Answer Choice Questions (Please answer any ONE out of the six choice questions)**

**Part 3, Question 1:**

What is a local ownership approach to evaluation? What are the key benefits and challenges of the local ownership approach to participation? Describe with examples from your own work and the readings on how an evaluation can elicit meaningful participation?

Assessment Guideline: What is local ownership [1 point], benefits and challenges [2 points], description of how evaluation can elicit local participation [3 points]

**OR**

**Part 3, Question 2:**

Select an issue that you have worked on or are interested to work on and write a research question for that issue that you would want answered. Based on the readings, describe TWO different participatory research techniques, one qualitative and one quantitative, that can be used to answer the research question you have identified. Explain how you will encourage participation at the design, implementation and dissemination stages.

Assessment Guideline: One qualitative and one quantitative participatory research method for proposed research question (2 points), participation at each stage (3points)

**OR**

**Part 3, Question 3:**

What are the steps proposed by Saunders, Evans and Joshi (2005) for the development of a process evaluation plan? Describe the elements for process evaluation by using an example from your own work (past, current or potential) to describe how the measurement of these elements can serve formative, process and outcome assessment needs.

Assessment Guideline: Steps in process evaluation plan (2 points); elements in process evaluation (2 points); examples of elements serving assessment needs for formative, process and outcome evaluation (1 point).

**OR**

**Part 3, Question 4:**

Describe at least five evaluation designs that can be used to measure effectiveness of C4D interventions. Discuss one advantage and one disadvantage of each of these designs specially when working under time, budget and data constraints.

Assessment Guideline: Type of evaluation designs and at least one advantage and one disadvantage of each design (1 point each)

**OR**

**Part 3, Question 5:**

What are the four dimensions that an evaluation scope of work has to balance? Apply the elements of a good evaluation scope of work to a research you have commissioned or plan to commission as part of your work.

Assessment Guideline: Dimensions that an evaluation scope of work has to balance (2 points). Mention all 10 elements of a good evaluation scope of work (2 points), application (1 point).

**OR**

**Part 3, Question 6:**

What are the threats to validity caused by time, data and budget constraints? Suggest ways in which specific threats caused by time, data and budget constraints can be overcome?

Assessment Guideline: ½ point each for threats to validity – internal, external, construct and statistical). One point each for solution for time, data and budget constraints.