



PHAP Credentialing Program Core Certification in Monitoring, Evaluation, Accountability, and Learning (MEAL)

Self-Assessment

Using the Self-Assessment

When preparing for the PHAP Credentialing Program certifications, the recommended starting point is to assess your existing knowledge in each of the areas of the certification assessment outline.

Use this simple tool to rate your own level of knowledge in each area, to the best of your ability.

	Pre-existing knowledge				Diagnostic Test results: Area of particular focus?
	None	Some, but with gaps	Ok, but need refresher	Good	
Domain 1: Components, concepts, and principles of MEAL/Situating MEAL					___ %
1.1 Recall the definitions, shared objectives and the main distinct purposes of monitoring, evaluation, accountability, and learning. 1.1.a Recall commonly used definitions of monitoring, evaluation, accountability, and learning. 1.1.b Name the main shared objectives of monitoring, evaluation, accountability, and learning. 1.1.c Name the main distinct purposes of monitoring, evaluation, accountability, and learning.					
1.2 List the most commonly used terms for different types of monitoring and evaluation. 1.2.a List the most commonly used terms for different types of monitoring and evaluation by their timing, purpose, and who conducts them.					
1.3 Recognize common ways in which organizations structure roles and responsibilities in monitoring, evaluation, accountability, and learning. 1.3.a Recognize common ways in which organizations structure roles and responsibilities in MEAL. 1.3.b Recognize the reasons behind these organizational structures in MEAL.					
1.4 Recognize ethical principles and their purpose to monitoring, evaluation, accountability, and learning. 1.4.a Identify the relevant ethical principles to MEAL and the purpose of each. 1.4.b Recognize the main implementation challenges regarding objectivity, data protection, and other key ethical principles in MEAL.					
1.5 List the most common criteria used in evaluations. 1.5.a List the most common criteria used in evaluations.					
1.6 [only in advanced level competency framework]					
Domain 2: Planning, designing, and implementing monitoring, evaluation, accountability, and learning activities					___ %
2.1 Recall the key components of a MEAL system. 2.1.a Recall the key components of a MEAL system.					
2.2 Identify the most common components of logical planning frameworks.					

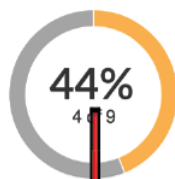
<p>2.2.a Name the main types of logical models.</p> <p>2.2.b Name the most common components of logical models.</p> <p>2.2.c Distinguish between indicators, targets, outputs, outcomes and impact.</p>					
<p>2.3 Recognize the main benefits and limits of using logical models.</p> <p>2.3.a Recognize the main benefits and limits of using logical models.</p>					
<p>2.4 Identify appropriate indicators for monitoring and evaluation of process, outputs, outcomes, and impact.</p> <p>2.4.a Recognize the different kinds of indicators used in a MEAL system.</p> <p>2.4.b Identify appropriate indicators for monitoring and evaluation of process, outputs, outcomes, and impact.</p>					
<p>2.5 Recognize the reasons for using common indicators for monitoring and evaluation.</p> <p>2.5.a List standard sets of common indicators.</p> <p>2.5.b Recognize the reasons for using common indicators.</p>					
<p>2.6 Recognize the main advantages and disadvantages of using quantitative data.</p> <p>2.6.a Define quantitative data.</p> <p>2.6.b Recognize the main advantages and disadvantages of using quantitative data.</p>					
<p>2.7 Recognize the main advantages and disadvantages of using qualitative data.</p> <p>2.7.a Define qualitative data.</p> <p>2.7.b Recognize the main advantages and disadvantages of using qualitative data.</p>					
<p>2.8 Recognize the benefits of mixing quantitative and qualitative methods for data collection.</p> <p>2.8.a Recognize the benefits of mixing quantitative and qualitative methods for data collection.</p>					
<p>2.9 Name appropriate sampling methodologies.</p> <p>2.9.a Define sampling.</p> <p>2.9.b Explain key sampling concepts.</p> <p>2.9.c Name sampling approaches for quantitative data.</p> <p>2.9.d Name sampling approaches for qualitative data.</p>					
<p>2.10 [only in advanced level competency framework]</p>					
<p>2.11 [only in advanced level competency framework]</p>					
<p>2.12 Name different mechanisms for community engagement and feedback in monitoring, evaluation, accountability, and learning.</p> <p>2.12.a Recognize the purposes of community engagement and feedback.</p> <p>2.12.b Name the different mechanisms for community engagement and feedback.</p> <p>2.12.c Name key principles for designing systems of community engagement and feedback.</p>					
<p>2.13 Identify common coordination structures to monitoring, evaluation, accountability and learning.</p>					

2.13.a Identify common coordination structures to MEAL. 2.13.b Recognize the advantages and disadvantages of joint/collaborative approaches.					
2.14 [only in advanced level competency framework]					
Domain 3: Data management and quality					____%
3.1 Recognize different types of bias. 3.1.a Recognize different types of bias.					
3.2 Identify different kinds of data errors. 3.2.a Identify different kinds of data errors.					
3.3 Identify the main purposes, features, and components of databases used for monitoring, evaluation, accountability and learning. 3.3.a Recall key database-related terminology. 3.3.b Identify the main purpose(s), features, and components of databases used for MEAL.					
3.4 List the main data protection principles, tools, and methods for ensuring data security and confidentiality. 3.4.a List protection risks related to data security and confidentiality. 3.4.b List the main data protection principles, tools and methods for ensuring data security and confidentiality.					
Domain 4: Analysis, interpretation, and communication					____%
4.1 List the main methods for qualitative analysis. 4.1.a List the main methods for quantitative data analysis. 4.1.b List common classifications of variables. 4.1.c List the main methods for descriptive statistics.					
4.2 List the main methods for quantitative analysis. 4.2.a List the main methods for qualitative data analysis.					
4.3 Interpret quantitative and qualitative data. 4.3.a Triangulate between quantitative and qualitative data. 4.3.b Interpret quantitative and qualitative data.					
4.4 Communicate findings and information to different stakeholders. 4.4.a Identify the most appropriate ways to communicate findings and information to different stakeholders.					
4.5 List the ways in which MEAL results contribute to organizational learning. 4.5.a List the ways in which MEAL contributes to organizational learning. 4.5.b Name the organizational channels/outputs which MEAL can feed into.					

Comparing your results with the Diagnostic Test

This Self-Assessment exercise is particularly valuable when followed by the Diagnostic Test, as the Diagnostic then provides an objective check on your own perceptions of your starting point.

1. After completing the Self-Assessment above, go to the Diagnostic Test at <https://diagnostics.phap.org/s3/meal-core>
2. When sitting for the Diagnostic Test, make sure you have a calm environment and enough time to complete it. It consists of 50 multiple-choice questions, which you have 75 minutes to complete.
3. After completing the Diagnostic Test, you will receive a customized report of your results in your email inbox. Transpose the domain results and mark your priority statements from the Diagnostic Test report in the designated space in your Self-Assessment form above.



Domain 4: International Refugee Law and Laws Protecting IDPs

Good – you have a basic understanding of fundamental legal rules protecting refugees and IDPs, but you still have some way to go in this area. Refer to the general resources mentioned in the Study Guide to strengthen your understanding of the basic definitions and concepts in this domain.

Focus in particular on statements 4.1, 4.3, 4.5

Domain 4: International Refugee Law and Laws Protecting Internally Displaced Persons									___%
4.1 Identify the rules determining who is a refugee under international refugee law.									
4.2 Recognize the process by which refugee status is determined, including the roles of States, key State institutions, and the United Nations High Commissioner for Refugees (UNHCR).									
4.3 Recognize the principle of non- <u>refoulement</u> and its applicability to refugees and others.									
4.4 Identify other key obligations of States related to refugees under international law.									
4.5 Recognize the relevance of IHRL, IHL, the Guiding Principles on Internally Displaced Persons, and the Kampala Convention, in preventing arbitrary displacement and protecting individuals who are displaced within the territory of their own State.									

4. Compare your Self-Assessment results with your Diagnostic Test results and consider where to prioritize your preparation time for the certification assessment.