Module 1 Questions:

Q1: Explain in about 350 words why M&E informs good programming practice. (10 marks)

Monitoring and Evaluation which is a process of tracking implementation and outputs of a project systematically, measure the effectiveness of a project. However, it informs a good programming practice because, it helps to determine exactly how a program or project is to be tracked and when changes are necessary to be made or not, as to help improve the performance and achievement of the project/program results. With good planning combined with effective monitoring and evaluation, M&E plays a major role in enhancing the effectiveness and efficiency of a project/program helping the implementers to learn from past successes and challenges and support the inform decision making so as to improve current and future initiatives that required better planning as to improve the lives and expand the choices of the targeted population of the project. As Monitoring and Evaluation informs programming practice, it supports the assessment of projects in achieving targeted results as planned goals which helps to improved management of outputs, outcomes and impact. Given it reasons of informing programming practice, monitoring and evaluation provides advice to support better programming practices it also:

➢ provides the only consolidated source of information showcasing project progress over time;

➢ allows educators to learn from each other's experiences, building on expertise and knowledge as it highlight successes and challenges of the program or project being implemented;

- often generates both data and narrative reports that contribute to transparency and accountability, and allows for lessons to be shared more easily before, during, and after the project has been implemented;

- reveals mistakes and offers paths for learning and improvements during to its support in providing continuous monitoring of the project or program being targeted;

- provides a basis for questioning and testing assumptions due to its support to the project;

- provides a means for educators seeking to learn from each other's experiences and to incorporate them into policy and practice;

- provides a way to assess the crucial link between implementers and beneficiaries on the ground and decision-makers;

- provides a more robust basis for raising funds and influencing policy through its findings from a targeted project.

Q2: Describe the fundamental similarities and differences between Monitoring and Evaluation. (10 marks)

The fundamental similarities and differences between Monitoring and Evaluation are:

- In similarities, Monitoring and evaluation are both management tools. They are used in data and information collection for tracking of progress according to the terms of reference of the project.

- In difference, Monitoring and Evaluation differs in timing, scope, main participants, process, report writing, etc.

Q3: Describe the difference between formative and summative evaluation process and explain the time of each process in the life of a project. (10mrks)

The difference between formative and summative evaluation process are:

Formative evaluation is a process evaluation (interim evaluation), which examine the development of a project, also may lead to changes in which the project is structured and implemented. It is a midterm evaluation within the project life, it takes place at the middle of the project. While Summative evaluation is an outcome or impact evaluation (end time evaluation or ex-post evaluation), which look at project actual accomplishment in terms of goals. It also assesses lasting impact a project has had and to extract lessons of experience. It's also an end of the project life evaluation which takes place when the project implementation has been completed.

Q4: With brief explanations, outline the key questions both formative and summative evaluations seek to answer. (10mrks)

The key questions both formative and summative evaluations seek to answer during evaluation of a project either at the middle or at the end are sensitive in drawing the understanding of the accomplishment of the targeted outcomes of the project. Both formative and summative evaluations questions can be answered either quantitatively, or qualitatively and the generated data are supportive for analysis of the outcome. However, each of the evaluations has unique questions which supports the evaluator (s) to understand the project implementation and result. Given that, the formative evaluations highlight the below questions:

➢ To what extent do the activities and strategies correspond with those presented in the plan? If they are not in harmony, why are there changes? Are the changes justified?

➢ To what extent did the project follow the timeline presented in the work plan

➢ Are activities carried out by the appropriate personnel?

➢ To what extent are project actual costs in line with initial budget allocate

➢ To what extent is the project moving toward the anticipated goals and objectives of the project?

➢ Which of the activities or strategies are more effective in moving toward achieving the goals and objectives

➢ What barriers were identified? How and to what extent were they dealt with

➢ What are the main strengths and weaknesses of the project?

➢ To what extent are beneficiaries of the project active in decision-making and implementation?

➢ To what extent do project beneficiaries have access to services provided by the project? What are the obstacles?

➢ To what extent are the project beneficiaries satisfied with project services?

While the summative evaluation highlights the below questions:

➢ To what extent did the project meet its overall goals and objectives?

➢ What impact did the project have on the lives of beneficiaries?

➢ Was the project equally effective for all beneficiaries?

➢ What components were the most effective?

➢ What significant unintended impacts did the project have?

➢ Is the project replicable?

➢ Is the project sustainable

Q5: Explain the main limitations of the pretest-post-test model of evaluation (10mrks)

The main limitations of the pre and posttest model of evaluation is that, it lacks scientific consistency. It also has many biases that might take place between the pretest and the posttest that could affect the results, due to that it weakens the direct link between interventions and outcomes or impact of the project.