**Module 1 Assignment:**

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

Monitoring is the continuous assessment of a programme or project in relation to the agreed implementation schedule. It is also a good management tool which should, if used properly, provide continuous feedback on the project implementation as well assist in the identification of potential successes and constraints to facilitate timely decisions. Unfortunately, in many projects, the role of this is barely understood and therefore negatively impacts on the projects.

Monitoring is not only concerned with the transformation of inputs into outputs, but can also take the following forms:

* Physical and financial monitoring Measuring progress of project or programme activities against established schedules and indicators of success.
* Process monitoring Identifying factors accounting for progress of activities or success of output production.
* Impact monitoring Measuring the initial responses and reactions to project activities and their immediate short-term effects.

Projects are monitored and evaluated so as to:

* assess the stakeholders’ understanding of the project;
* minimize the risk of project failure;
* promote systematic and professional management; and
* assess progress in implementation.
* assess and demonstrate your effectiveness in achieving your objectives and/or impacts on people’s lives;
* improve internal learning and decision making about project design, how the group operates, and implementation i.e. about success factors, barriers, which approaches work/ don’t work etc;
* empower and motivate volunteers and supporters;
* ensure accountability to key stakeholders (e.g. your community, your members/supporters, the wider movement, funders, supporters);
* influence government policy;
* share learning with other communities and the wider movement;
* contribute to the evidence base about effectiveness and limits of community action.

One needs to recognize the role played by the various stakeholders in monitoring. These players include the financiers, implementing agencies, project teams, interested groups such as churches, environmentalists, etc. It should further be recognized that, to be an effective management tool, monitoring should be regular but should take into account the risks inherent in the project/programme and its implementation.

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

Difference and similarities Between Monitoring and Evaluation

Monitoring and Evaluation are the two management tools that help in keeping a control on the business activities as well as raising the level of performance. **Monitoring** refers to an organized process of overseeing and checking the activities undertaken in a project, to ascertain whether it is capable of achieving the planned results or not. Conversely, **evaluation** is a scientific process that gauges the success of the project or program in meeting the objectives.

The primary difference between monitoring and evaluation is that while monitoring is a continuous activity, performed at the functional level of management, evaluation is a periodic activity, performed at the business level.

Comparison Chart

| **BASIS FOR COMPARISON** | **MONITORING** | **EVALUATION** |
| --- | --- | --- |
| Meaning | Monitoring refers to a routine process, that examines the activities and progress of the project and also identifies bottlenecks during the process. | Evaluation is a sporadic activity that is used to draw conclusion regarding the relevance and effectiveness of the project or program. |
| Related to | Observation | Judgement |
| Occurs at | Operational level | Business level |
| Process | Short term | Long term |
| Focuses on | Improving efficiency | Improving effectiveness |
| Conducted by | Internal Party | Internal or External Party |

Key Differences Between Monitoring and Evaluation

1. By monitoring is meant a routine process, that scrutinizes the activities and progress of the project and also finds out the deviations that occur while undertaking the project. As against, evaluation is a periodical activity that makes inferences about the relevance and effectiveness of the project or program.
2. While monitoring is observational in nature, evaluation is judgmental.
3. Monitoring is an operational level activity, performed by the supervisors. On the other hand, evaluation is a business level activity performed by the managers.
4. Monitoring is a short-term process, that is concerned with the collection of information regarding the success of the project. Conversely, evaluation is a long-term process, which not only records the information but also assesses the outcomes and impact of the project.
5. Monitoring focuses on improving the overall efficiency of the project, by removing bottlenecks, while the project is under process. Unlike, evaluation stresses on improving the effectiveness of the project, by making the comparison with the established standards.
6. Monitoring is usually carried out by the people who are directly involved in its implementation process. In contrast, evaluation can be conducted by internal staff of the organization, i.e. managers or it can also be carried out by independent external party, who can give their impartial views on the project or program.

**Similarities between monitoring and evaluation**

What monitoring, and evaluation have in common is that they are both reflective processes aimed at learning from experience. They follow the same basic processes:

1. Observation and collection of information

2. Reflection (analysis and assessment of findings)

3. Decision making regarding new action to be taken

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

**Difference between Formative and Summative Evaluation**

Definition of Formative Assessment

A set of formal and informal assessment methods undertaken by the teachers at the time of the learning process is known as Formative Assessment. It is a part of the instructional process, which is undertaken by the teachers, with an objective of enhancing the student’s understanding and competency, by modifying teaching and learning methods.

Formative Assessment attempts to provide direct and detailed feedback to both teachers and students, regarding the performance and learning of the student. It is a continuous process, that observes student’s needs and progress, in the learning process.

Definition of Summative Assessment

Summative Assessment refers to the evaluation of students; that focuses on the result. It is a part of the grading process which is given periodically to the participants, usually at the conclusion of the course, term or unit. The purpose is to check the knowledge of the students, i.e. to what extent they have learned the material, taught to them.

Summative Assessment, seeks to evaluate the effectiveness of the course or program, checks the learning progress, etc. Scores, grades or percentage obtained to act as an indicator that shows the quality of the curriculum and forms a basis for rankings in schools.

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| --- | --- |
| **Formative Evaluation** | **Summative Evaluation:** |
| Formative evaluation is used during the teaching learning process to monitor the learning process. | Summative evaluation is used after the course completion to assign the grades. |
| Formative evaluation is developmental in nature. The aim of this evaluation is to improve student’s learning and teacher’s teaching. | Summative evaluation is terminal in nature. Its purpose is to evaluate student’s achievement. |
| Generally, teacher made tests are used for this purpose. | Generally standardized tests are used for the purpose. |
| The test items are prepared for limited content area. | The tests items are prepared from the whole content area. |
| It helps to know to what extent the instructional objectives have been achieved. | It helps to judge the appropriateness of the instructional objectives. |
| It provides feed-back to the teacher to modify the methods and to prescribe remedial works. | It helps the teacher to know the effectiveness of the instructional procedure. |
| Only few skills can be tested in this evaluation. | Large number of skills can be tested in this evaluation. |
| It is a continuous and regular process | It is not regular and continuous process. |
| It considers evaluation as a process. | It considers evaluation as a product. |
| It answers to the question, whether the progress of the pupils in a unit is successful? | It answers to the question, the degree to which the students have mastered the course content. |

The principal difference between these two assessment procedures is that, while the formative assessment is a kind of the instructional process, summative assessment is a sort of grading process. A balanced assessment is based on both the two, that provides necessary information about the next steps of the teachers and to measure student’s learning regarding the content standard.

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

The first step in formative evaluation is to decide on your evaluation questions. Consider four key questions.

1. Is the program reaching the intended number of participants?

It is important to know early whether your program is meeting enrollment and retention goals. In the initial implementation stage, members of your target population begin enrolling in the program and are then tracked. Your participant data may reveal challenges with, for example, your referral process or your ability to retain participants.

1. How are inputs contributing to program functioning?

Inputs are the resources needed to implement your program, including personnel, materials, space, time, and organizational supports.

1. Is the program being delivered as intended?

Formative evaluation can help you determine early if your program is being delivered as intended—that is, with fidelity to the model. In the early implementation stage, it is normal and expected that practitioners may not yet be delivering the program with high fidelity. Through training and coaching, fidelity should increase over time.

1. Are short-term outcomes promising?

Formative evaluation is a chance to examine how key outcome indicators have increased or decreased as expected—for example, from baseline to follow-up. It is also an opportunity to determine whether the program is creating any unintended consequences or harmful outcomes for participants.

**Q5:** Explain the main limitations of the pretest-post-test model of evaluation

(10mrks)

* Hard to discern if the positive change charted in a pre-posttest is due to learning in the classroom or simply natural maturation.
* Due to students dropping out, the post-test results may be higher because those who remain are more successful or persistent.
* Problems with statistics: if the control group scored so low that they can only go up, or the control group that scored so high little improvement will be indicated in the post-test scores.
* If using the same test for both the pre- and post-test, some argue that students will absorb knowledge just from taking the test and will attend more readily to the content. ο Tendency to teach to the post-test.

REFERENCE

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