**MODEL 1 ASSIGNMENT**

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

M&E forms a good programming practice because it can find out what works and what does not work. For example a process or outcome evaluation enables managers to answer basic questions about a program’s effectiveness, including: are participants benefiting from program services? , are recruitment strategies working? , do staff have the necessary skills and training to deliver services? , are participants satisfied with the program? And are some sub-groups benefiting but not others. Knowing what works help program managers to focus resources on the essential component of the program model that benefit participants and volunteers,; knowing what does not work allows managers to improve and strengthen theirs services models and not knowing what is working may waste valuable time and resources (Metz,A,2007).

Program evaluation especially can showcase the effectiveness of a program to the community and funders. Evaluation findings can demonstrate to a community and to funders that a program is worthwhile. Sharing findings within the community can serve as a good outreach tool for attracting collaborative partners, recruiting participants and volunteers, and building trust with families and community members. Also, some funders often require that a program evaluation be conducted when they agree to fund a program, and some funders will not fund, or re-fund, a program until an evaluation has been conducted and outcomes have been demonstrated.

The practice gives an opportunity to managers for example, management to study the performance and the quality of the results that’s is being achieved. Many times M&E are conducted to review program performance for example in the middle of the project at the end and all this focuses on performance and quality of the realized results.

Decision making is very key for any program or projects. M&E is a good tool for facilitating decision processes in projects and programs. For example if certain targets are not being met, period left to execute certain activities is short, all would provide good information that would enable decision making.

M&E exercise provide knowledge and information that many organization may considered it to be promoting learning, especially when there is need to work in partnership, the M&E can provide an sight and also information to consider in advocacy. According to UNDP, 2009, knowledge gained from M&E is the core of the organization learning process and when the facts are accepted and internalized, it become knowledge that promotes learning.

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

Monitoring as well as evaluation, provides opportunities for validating the logic of the program, its activities and their implementation and making adjustments where it’s needed.

Both exercises are driven by the need to account for the achievement of intended results and provide a fact base to inform corrective decision making.

Each exercise complements one another. Monitoring exercise may sometime initiate an in-depth evaluation exercise. According to UNDP, 2009 note, evaluation complements monitoring by providing and independent and in-depth assessment of what worked and what did not work and why it was the case.

In terms of participation in both exercises, main participants may be confined to the project staff and project users.

In monitoring just like in evaluation, the whole process depends on the guide stipulated in the initial project document, for example MOU, M&E plan and project agreements.

While the differences between the two are as follow;

Monitoring occurs normally throughout the period of a program. But practically individual program and project s have developed monitoring scheduled depending on what they are interested during the project period. For example for an agricultural program one would prefer to have a team at the time of seed acquisition, planting time, crop protection time and harvesting as well as post-harvest exercises. Evaluation process mirrors the life span of a program. I ideally it begins when the program is initially formulated and ends after a program ends and hence evaluation being more of judgmental as opposed to monitoring that is more of observational in nature.

According to Surbhis. S, 2017 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.

With monitoring, the scope depends on the day to day activities, output, indicators of progress and changes while evaluation assess the overall delivery of outputs and progress towards objective and goal.

Evaluation processes literally involves meetings with specific groups or sector, data collection exercise and analysis and use of external resource. While monitoring will normally involve receiving reports from the field it can be weekly monthly or even quarterly, organizing quarterly review meetings, meeting with key stakeholders and partners.

Participants during monitoring are normally project staff, selected stakeholders like the government officials. While evaluation will involve an independent consultant, project staff and beneficiaries. According to David D, 1997, involving beneficiaries in evaluation is very important because that make them feel they are regarded as responsible, capable individuals and not simply passive beneficiaries or target groups.

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

Formative evaluation process is undertaken during the project implementation period, especially at the middle of the project life time. It mainly focuses on checking whether the project outputs are in line with the agreed plans and if there is need for improvement for the remaining period of the program.

While summative evaluation process is taken at the end of the project life time. It mainly focuses on the outcomes achievements and changes that might be as a result of the project activities as well lesson learned. These changes may be in knowledge, attitude, and behaviors. In some cases for donors especially the European Union, a form of summative evaluation, known us Ex-post evaluation, may be conducted after three or four years after the end of the project.

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

The key questions formative evaluation seeks to answer are as follows;

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? Although it may not be easy to realize significant change at middle of the project period, it’s still important that formative evaluation will try to find out that.

To what extent did the project follow the timeline presented in the work plan? Every project is guided by timeline and it’s key because time is money and must always be managed well.

Are activities carried out by the appropriate personnel? Quality of a given program to some extent may depend on the capacity of the personnel. For example the formative evaluation may try to find out whether they are qualified and with a better understanding of the project modalities.

To what extent are project actual costs in line with initial budget allocations? This is important to note areas of underspending or over spending and as well as an exaggerated input cost.

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? Formative will identify those particular activities that are being implemented and are in the right direction.

What barriers were identified? How and to what extent were they dealt with? For example security issues to some extent, community low participation if any may act as barriers. These can come out during the midterm.

What are the main strengths and weaknesses of the project? Key strength and weakness may be identified during the midterm. For example some of them may be related to logistics, staff capacity and organization visibility.

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? Satisfaction sometime may be difficult to measure. Some may respond positively because of the material benefits realized in that short period.

While summative evaluation will always seek to answer the following question;

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

What impact did the project have on the lives of beneficiaries? This will either be a negative or positive impact on the beneficiaries.

Was the project equally effective for all beneficiaries? Effective to the intended beneficiaries is very much of a concern and answering such questions will tend to address it.

What components were the most effective?

What significant unintended impacts did the project have?

Is the project replicable? It’s important to know whether one good project can be done in some region as well.

Is the project sustainable?

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

**(10mrks**)

The model assumes that without the intervention, the situation that existed before the implementation of the project will continue as it was before. As a result of the intervention, the situation will normally change overtime.it implies that situation are measured when the project starts and the same measurement is done after the project is completed. Therefore the model has the following limitations; it lacks scientific vigor. There are many biases that might take place between the pretest and posttest that could affect the results and therefore weakens link between project interventions and project outcome and impact. According to C. Kaduwa, changes in one situation may be attributed to a number of factors and that to reduce the errors, the process can be conducted at different multiple time series repeating the measures at different points of time during the implementation of the project and not only at the beginning and end points of time.

Most times people do not necessarily stay for long in one area. On this line it may be difficult to get the same beneficiaries for the posttest exercise at some point and in this case the results or the outcome may not be valid, a very big limitation.

**References**

* Allison J.R.Metz, Ph.D, 2007, practical evaluation Methods, available at <http://cyfar.org/sites/default/files/child_Trends-2007>, access on 16/7/2018.
* Charles Kaduwa, Ph.D lecture notes, Organizational Development and system strengthening consultants.
* Desher David, 1997 Associate professor of extension education Cornell University Thacca, new York, available at [www.fao.org/docrep/W5830E/W5830edod.htm](http://www.fao.org/docrep/W5830E/W5830edod.htm), accessed on the 12/07/2018)
* Surbhis, S, 2017 comment, Difference Between monitoring and Evaluation. Available at <https://Keydifference.com/> access on the 19/07/2018
* UNDP 2009, Handbook on planning, Monitoring and evaluation for development results available at [www.undp.org/eo/handbook accessed on 13/07/2018](http://www.undp.org/eo/handbook%20accessed%20on%2013/07/2018).