**Module 1 Questions:**

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

At the program level, the purpose of monitoring and evaluation is to track implementation and output systematically and measure the effectiveness of programs. It helps determine exactly how a program is on track and when changes may be needed

Other context assert that monitoring and evaluation are processes within a project or program that are carried out to help improve performance and future management of output, outcome, and impacts. Its mainly used to assess the performance of projects institutions and programs set up by government, local, national and international organization

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

**Key terms**

Monitoring is a continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of the ongoing assessed, it is an oversight of the activity’s implementation stage its purpose is to determine if the outputs deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible. Monitoring is the systematic and routine collection o\f information from projects and programmed for four main purposes

1: to learn from experiences to improve practices and activities in the future

2: to have internal and external accountability of the initiative

3: to take informed -decision on future of the initiative

4: to promote empowerment of beneficiaries of the initiative

while Evaluation is a systematic and objective examination concerning the relevance, effectiveness, efficiency, and impacts of activities in the light of specified objective. Furthermore, the idea in evaluating project is to isolate errors not to repeat them and to underline and promote the successful mechanism for current and future project. An important goal of evaluation is to provide recommendation and lesson to the project managers and implementation teams that have worked on the projects and for the ones that will implement and work on similar project. Evaluation are also indirectly meaning to report to the donor about the activities implemented. it’s a mean to verify that the donated funds are being well manage and transparency spent. the evaluators are supposed to check and analyze the budget lines and to report the finding in their work.

However, the Similarities between monitoring and evaluation is that they are both management tools.

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

**Key terms**

Periodic or formative Evaluation is conducted to review progress, predict a project likely impacts and highlight any necessary adjustment in project design its mainly carry out while the project is in progress

Terminal or summative – address the second set of issues. they look at what a project has accomplished in terms of it stated goals. It’s carried out at the end of the project to assess project performance and overall i

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

**Formative evaluations** (process evaluations) examine the development of the project and may lead to changes in the way the project is structured and carried out. Those types of evaluations are often called interim evaluations. One of the most commonly used formative evaluations is the **midterm evaluation.**

In general, formative evaluations are process oriented and involve a systematic collection of information to assist decision-making during the planning or implementation stages of a program. They usually focus on operational activities bu might also take a wider perspective and possibly give some consideration to long-term effects. While staff members directly responsible for the activity or project are usually involved in planning and implementing formative evaluations, external evaluators might also be engaged to bring new approaches or perspectives. Questions typically asked in those evaluations include

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 are project actual costs in line with initial budget allocations?

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? 

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? 



**1.5.2 Summative evaluations** (also called outcome or impact evaluations) address the second set of issues. They look at what a project has actually accomplished in terms of its stated goals. There are two types of summative evaluations. (1) *End time evaluations* aim to establish the situation when external aid is terminated and to identify the possible need for follow up activities either by donors or project staff. (2) *Ex-post evaluations* are carried out two to five years after external

support is terminated. The main purpose is to assess what lasting impact the project has had and to extract lessons of experience.

Summative evaluation questions include:

• 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?

For each of these questions, both quantitative data (data expressed in numbers) and qualitative data (data expressed in narratives or words) can be useful.

Summative evaluations are usually carried out as a program is ending or after completion of a program in order to ―sum up‖ the achievements, impact and lessons learned. They are useful for planning follow-up activities or related future programs. Evaluators generally include individuals not directly associated with the program.

**Overview of Summative Evaluation Models**

In summative evaluations, terms like "outcome" and "impact" are often used interchangeably. A distinction should be made. Outcomes refer to any results or consequences of an intervention or a project. Impact is a particular type of outcome. It refers to the ultimate results (i.e. what the situation will be if the outcome is achieved). A UNICEF publication clarifies the relationship between the two terms:

*“Some people distinguish between outcomes and impacts, referring to outcomes as short-term results (on the level of purpose) and impacts as long-term results (on the level of broader goals). Outcomes are usually changing in the way people do things as a result of the project (for example, mothers properly treating diarrhea at home), while impacts refer to the eventual result of these changes (the lowered death rate from diarrhea disease). Demonstrating that a project caused a particular impact is usually difficult since many factors outside the project influence the results.”* (UNICEF, *A UNICEF Guide for Monitoring and Evaluation: Making a Difference,* New York, 1991, p. 40.)

Impact evaluation should be carried out only after a program or project has reached a sufficient level of stability. It is usually preceded by an implementation evaluation to make sure that the intended program/ project elements have been put in place and are operational before we try to assess their effects. Assessing the impact at an early stage is meaningless and a waste of resources.

The main question that impact evaluations try to answer is whether the intervention or project has made a difference for the target groups. There are different ways to find out and prove if the intervention or project has made a difference. Those ways are referred to as evaluation models.

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

(10mrks)

The main limitation of pre- test and posttest model is that it lacks scientific rigor. There are many biases that might take place between pre and posttest that could affect the results and therefore, weaken the direct link between project interventions and project outcome or impact.