



## STRATHMORE BUSINESS SCHOOL

MASTER OF MANAGEMENT IN AGRIBUSINESS

END OF SEMESTER EXAMINATION

**MMA 8404: MONITORING & EVALUATION OF AGRIBUSINESS PROJECTS**

**Date:** Friday, 15<sup>th</sup> March 2024

**Time:** 3 Hours

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**Instructions** Answer **QUESTION ONE & TWO** and **ANY OTHER TWO** questions.

### Question 1 (24 Marks– 2 Marks Each)

Select only one answer per question, or your answer will be counted as incorrect.

1. Which of the following is not considered monitoring?
  - A. Counting the number of people trained
  - B. Tracking the number of brochures disseminated
  - C. Attributing changes in health outcomes to an intervention
  - D. Collecting monthly data on clients served in a clinic
2. At what stage of a program should monitoring take place?
  - A. At the beginning of the program
  - B. At the mid point of the program
  - C. At the end of the program
  - D. Throughout the life of the program
3. Evaluations measure:
  - A. The timeliness of a program's activities
  - B. The outcomes and impact of a program's activities
  - C. How closely a program kept to its budget.
  - D. How well the program was implemented.
4. What is the primary purpose of monitoring and evaluation?
  - A. To assess the impact and effectiveness of programs
  - B. To collect data for reporting purposes
  - C. To allocate resources to different projects
  - D. To ensure compliance with organizational policies
5. Monitoring and evaluation are:
  - A. The same
  - B. Different - monitoring is the routine collection of information to track progress, evaluation is used to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability
  - C. Different - monitoring systems are determined during the planning phase while evaluation is determined at the end of the project or program

- D. The same - only evaluation suffices in result based management
6. Which of the following is an example of an outcome indicator?
- A. Number of training sessions conducted
  - B. Percentage of participants satisfied with the training
  - C. Increase in participants' knowledge after the training
  - D. Number of training materials distributed
7. What does a monitoring and evaluation framework include?
- A. Objectives, assumptions, indicators and a summary of activities
  - B. Objectives and indicators
  - C. Goal and objectives
  - D. Goal, objectives and indicators
8. As a general guide, what percentage of a program's budget should go toward monitoring and evaluation?
- A. 1%-2%
  - B. 5%-10%
  - C. 20%-25%
  - D. 30%-35%
9. What is the purpose of a data collection plan in monitoring and evaluation?
- A. To determine the sample size for data collection
  - B. To outline the specific data collection methods and tools to be used
  - C. To allocate financial resources for data collection activities
  - D. To assess the impact and effectiveness of programs.
10. What is the purpose of a data quality assessment in monitoring and evaluation?
- A. To ensure the accuracy, reliability, and completeness of data
  - B. To determine the target population for the program
  - C. To identify potential risks and challenges in program implementation
  - D. To estimate the cost-effectiveness of program activities
11. What are the three main components of a result framework that process monitoring focuses on?
- A. Intermediate Results, Strategic Objective, Goal
  - B. Outputs, Intermediate Results, Strategic Objective
  - C. Inputs, Outputs, Intermediate Results
  - D. Inputs, Activities, Outputs
12. Which of the following is an example of an impact indicator?
- A. Number of training sessions conducted
  - B. Percentage of participants satisfied with the training
  - C. Increase in participants' knowledge after the training
  - D. Number of training materials distributed.

## **Question 2 (CASE STUDY - 25 Marks)**

### **Responding to Project Needs**

The monitoring and evaluation unit of an integrated agricultural development project was reluctant to change its focus from an ambitious farm survey to the problems of the project's credit component. As a result, project management lacked the information to correct the problems.

The purpose of the farm survey was to estimate crop production functions in order to determine the causalities of observed changes. The survey was carried out over eight crop seasons and thus required consistency over an extended time. Year after year a set sample of farmers was interviewed. It was assumed that they would borrow one year, increase their yields, repay their loans, and borrow again. Enumerators collected data from the farmers without questioning their status within the credit program. When the project began to encounter difficulties in identifying the number of farmers participating in the credit program, the unit was asked to provide the needed information. As some 80 percent of the farmers who participated in one year dropped out the next, the survey was gathering information on farmers who no longer borrowed under the project's credit program. Requests from higher-level authorities repeatedly stressed the need for information on the reasons behind the high dropout rate. The unit, however, was committed to carrying out the survey, which by now was running into problems with the quality and processing of data.

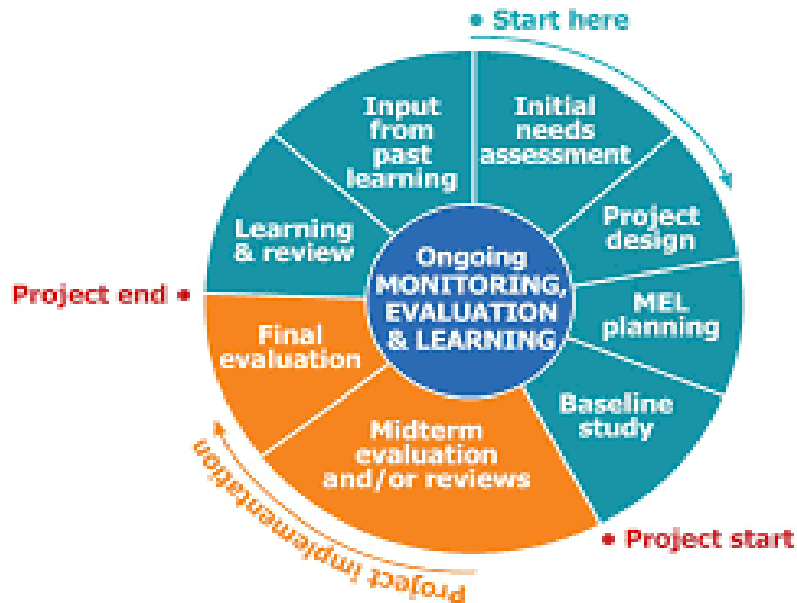
Finally, as the project collapsed, an ad hoc attempt was made to interview farmers regarding their perceptions of the project. But even at the time of final evaluation little information was available on the crucial failure of the credit scheme. Nor was any output available from the detailed but now irrelevant survey.

### **Required**

Discuss **NOT** explain what should have done so that the project could not collapse

### Question 3 (17 Marks)

Figure 3.1 below shows the monitoring, evaluation, and learning cycle. Using an example you are familiar with, discuss (**NOT EXPLAIN**) the various stages as shown in Figure 3.1 below



### Question 4 (17 Marks)

- (a) Explain the mnemonic SMART that helps when defining indicators. (3 Marks)
- (b) An indicator is a quantitative metric that provides information to monitor performance, measure achievement and determine accountability. Some of these indicators provide information about input, output, outcome, impact, efficiency, effectiveness, and sustainability

#### Required

Explain what each of these indicator measures and give an example in each case. (14 Marks)

### **Question 5 (17 Marks)**

Towards the end of 2023, the Ministry of Treasury and Planning issued the revised guidelines for preparation of fifth generation strategic plans for Ministries, Departments, Agencies, Counties, Constitutional Commissions and Independent Offices, which can be downloaded from the website: [www.planning.go.ke/strategic-plan/](http://www.planning.go.ke/strategic-plan/).

Chapter eight of the guidelines is on monitoring, evaluation, and reporting framework and section 8.4 is specifically on reporting framework and feedback mechanisms. Under section 8.4, Tables 8.2, 8.3, and 8.4 below (reproduced here below as per the guidelines) describes how quarterly progress reporting; annual progress reporting; and evaluation reporting, will be done to track the implementation of the strategic plans within government.

#### **Required**

- (a) Explain the purpose of having a chapter on monitoring, evaluation, and reporting framework in developing a strategic plan. **(5 Marks)**
- (b) Explain the purpose **NOT DETAILS** of Tables 8.2, 8.3, and 8.4 shown below. **(12 Marks)**

Table 8.1 Quarterly Progress Reporting Format

QUARTERLY PROGRESS REPORT  
 QUARTER ENDING .....

Expected Output	Output Indicator	Annual Target (A)	Quarter for Year ....			Cumulative to Date			Remarks	Correction Intervention
			Target (B)	Actual (C)	Variance D= (C-B)	Target (E)	Actual (F)	Variance (F-E)		

Table 8.2 Annual Progress Reporting Format

ANNUAL PROGRESS REPORT  
 YEAR ENDING .....

Expected Output	Output Indicator	Annual Target (A)	Achievement for Year ....			Cumulative to Date (Years)			Remarks	Correction Intervention
			Target (A)	Actual (B)	Variance C = (B-A)	Target (D)	Actual (E)	Variance F = (F-E)		

Table 8.3 Evaluation Reporting Format

Key Result Area	Outcome	Outcome Indicator	Baseline		Mid-Term Evaluation		End of Plan Period Evaluation		Remarks	Correction Intervention
			Value	Year	Target	Achievement	Target (E)	Actual (F)		
KRA 1:										
KRA 2:										
KRA 3:										
KRA 4:										
KRA 5:										

