<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PRIORITY QUESTIONS</th>
<th>COMMON METHODS</th>
<th>KEY FACTORS AFFECTING USE</th>
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</thead>
</table>
| Developmental          | What is happening in the context in which the program operates? What can we control and not control? What is developing? What are the effects of the program? What are the options for the next iteration of the program? | Emergent evaluation  
Complexity frameworks  
Ex ante evaluation | • Innovators interest in using data to inform their decisions  
• Tolerance for ambiguity and uncertainty  
• Balancing quality and speed of feedback  
• Integrate and synthesize multiple and conflicting sources of data |
| Formative              | What is working and what is not? What are the strengths and weaknesses of the program? What works for whom, in what context, and why? How can results be increased and costs reduced? | Quality enhancement  
Learning reviews  
Reflective practice  
Participant feedback  
Appreciative Inquiry | • Creating a learning climate, openness to feedback and change  
• Trust  
• Evaluator skills in facilitated learning  
• Relevance of findings |
| Summative              | To what extent does the program achieve its goals? Does the program have value for money? How do its outcomes and costs compare with other options? To what extent can outcomes be attributed to the interventions? Should this program be sustained, wound down, replicated or scaled? | Impact Evaluation  
Cost-Benefit Analysis  
Randomized Controlled Trials | • Independence and credibility of the evaluator  
• Rigor of the design: validity and generalizability  
• Significance of the findings to decision-makers  
• Timeliness |
| Accountability          | Are funds being used for intended purposes? Are goals and targets being met? Are problems being handled? Is implementation following the approved plan? Are quality-control mechanisms in place and being used? | Program audits and inspections  
Performance measurement and monitoring  
Accreditation and licensing  
End-of-project lists  
Scorecards | • Government and funder mandated reporting  
• Validated indicators  
• Integrity and credibility of the system and those reporting  
• Balance and consistency of reporting. |
| Monitoring             | Are inputs and processes flowing smoothly? What are participation and dropout rates? Are these changing? Are outputs being produced as anticipated and scheduled? What bottlenecks are emerging? What variations occur across sub-groups? | Management information systems  
Quality control systems  
Continuous quality improvement, Six Sigma  
routine reporting, performance indicators | • Timeliness, regularity, relevance, and consistency of reporting  
• Incentives to input data at field level and to use it at management level  
• Capacity and resources to manage system  
• Appropriate links to accountability system |
| Knowledge Generation   | What are the general patterns and principles of effectiveness in programs, projects and sites? What lessons being learned? What principles can be extracted across results to inform practice? | Cluster evaluation  
Meta-analyses  
Synthesis evaluation  
Lessons Learned  
Effective practice studies | • Quality and comparability of source used  
• Quality of synthesis  
• Capacity of users to extrapolate  
• Rigour of triangulation  
• Identifying principles that can inform practice |

People working on complex issues should employ the right type of evaluation for the different phases of their efforts.