

**UNIVERSITY OF SWAZILAND**  
**INSTITUTE OF DISTANCE EDUCATION**  
**BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR 3**  
**FINAL EXAMINATION PAPER, DECEMBER 2012**

**TITLE OF PAPER : EVALUATION**

**COURSE CODE : IDE-BAE 312**

**TIME ALLOWED : TWO (2) HOURS**

**INSTRUCTIONS**

- 1. ANSWER ALL QUESTIONS FROM SECTION A.**
- 2. ANSWER ANY THREE QUESTIONS FROM SECTION B.**
- 3. ALL QUESTIONS IN SECTION B CARRY EQUAL MARKS.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED.**

**SECTION A: COMPULSORY**

**INSTRUCTION: ANSWER ALL QUESTIONS**

**QUESTION 1**

Explain the following phrase: "There can be no judgement without information".  
[5 marks]

**QUESTION 2**

What are the advantages of using the goal-free evaluation model? [10 marks]

**QUESTION 3**

What are some five purposes for which we conduct evaluation of adult education programmes/projects?  
[10 marks]

**SECTION B: ANSWER ANY THREE QUESTIONS**

**QUESTION 4**

Why do we need to follow certain principles in conducting evaluation? Support your answer with examples.  
[25 MARKS]

**QUESTION 5**

Compare and contrast the research and evaluation activity. [25 MARKS]

**QUESTION 6**

Draw a detailed outline of an evaluation report. [25 MARKS]

**QUESTION 7**

Explain the following in the context of utilisation of evaluation findings.

- (a) No utilisation
- (b) Passive utilisation
- (c) Active utilisation

[25 MARKS]

**QUESTION 8**

- a) Why is the "Executive Summary" important as part of the formal evaluation report?  
[10 marks]
- b) Compare and contrast the CIPP model and the Countenance Model. [15 marks]