

**HUMAN RIGHTS,
DEMOCRACY
AND THE RULE OF LAW**

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

**DROITS DE L'HOMME,
DÉMOCRATIE
ET ÉTAT DE DROIT**

SESSION 4 – SETTING UP THE MONITORING AND EVALUATION STRATEGY (P1)

Training on Monitoring and Evaluation of Training Programmes for Professional Development in LSG

Learning objectives

- To strengthen the understanding of the preliminary processes that are indispensable for the implementation of a Monitoring and Evaluation Strategy, specifically the first steps:
 - describing the context,
 - defining the goals
 - selecting the criteria
 - setting the benchmarks for the evaluation

Learning outcomes

- Participants understand the relevance of preliminary processes in setting up the M&E Strategy
- Participants acquire an in depth understanding of the first steps of the preliminary processes for the setting up of M&E Strategy.



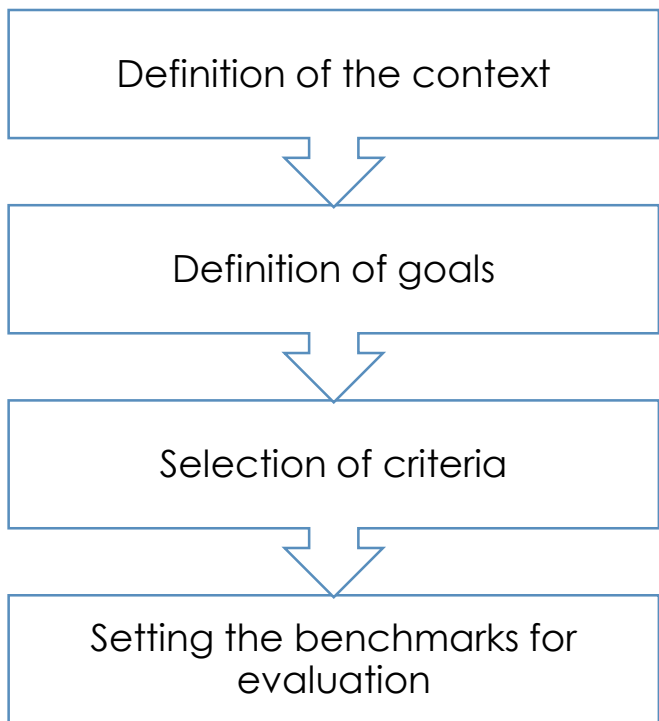
SETTING UP THE MONITORING AND EVALUATION PROCESSES

WHAT ARE THE FIRST STEPS FOR SETTING UP THE MONITORING AND EVALUATION STRATEGY?

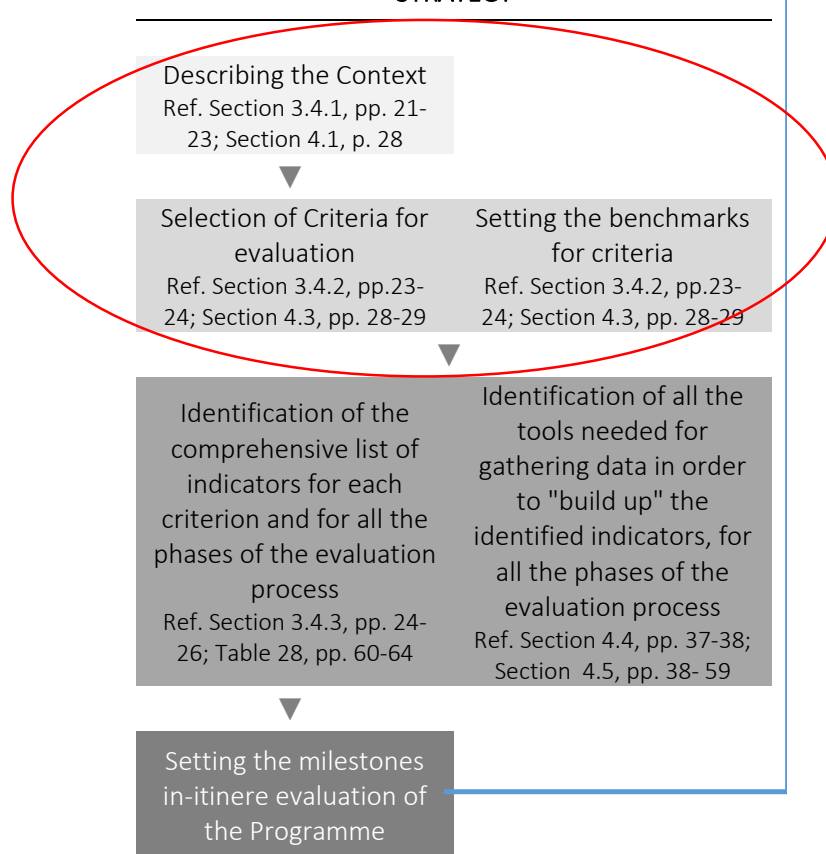


SESSION 4 – Steps for Setting Up the M&E strategy

Monitoring and evaluation of the training programme implies a number of steps to be taken including:



SETTING UP THE MONITORING AND EVALUATION STRATEGY





- A context of the training programme comprises information about the institutional environment in which the intervention takes place.
- The context is meant as the sum of the features characterising the training programme design and implementation, the participants attitudes and experiences, the environment hosting the intervention.





SESSION 4 – Definition of M&E goals

- The next step includes definition of training programme monitoring and evaluation goals.
- These goals may include deciding on the merit of a training programme, improving the training programme, increasing the knowledge about the operating mechanisms of the training programme, increasing the learning ability of players etc.
- Defined goals serve as the relevant ground for further steps of selecting relevant indicators, criteria and tools – elements which would finally bring to the same goals' achievement.





SESSION 4 – Selection of the criteria for the evaluation 1/2

- The selection of the criteria for the evaluation is very closely linked to the degree of complexity/level of development of the overall training system for professional development local government.
- Complex and solid systems, with sufficient resources and capacities (i.e. financial resources, human resources, etc) might require the use of an extensive list of criteria.
- Systems that are in an incipient phase of development, the evaluation might be operated based on key criteria.

CRITERIA	DEFINITION
Input	Resources dedicated to the implementation of the course
Output	Amount of produced activities and reached beneficiaries
Internal consistency	The logical connection between the activities that put the intervention into effect
Outcome	Benefits of the intervention in terms of beneficiaries and their context of activity
Effectiveness	Link between the initiative and its outcome
Impact	Total expected effects (positive/negative, intended/not intended), registered in the context of implementation
External consistency	Consistency with relevant policies
Efficiency	Ratio between costs and output/outcome of the intervention
Adequacy (utility, external effectiveness)	Level of coverage of the total need achieved by the outcome
Compliance	Meeting beneficiaries needs and expectations
Reliability	Reliability of the implementing/delivering organisation of the initiative
Sustainability	Expected duration of effects over time.
Sinergy	Coordination of activities and resources
Process	Cause-Effect chains
Transferability	Replicability of the intervention in other contexts





SESSION 4 – Selection of the criteria for the evaluation 2/2

- The **selection of the criteria for the evaluation is a political choice/decision**, that must be operated (by the coordinating organism) in a preliminary phase of setting up the Strategy for Monitoring and Evaluation;
- Such decision might reflect/respond to the following aspects:
 - The goals of the evaluation;
 - The resources for the implementation of the evaluation;
 - The existent capacities for implementation of the strategy;
 - Etc.

Example:

- if the M&E System is newly established, the chosen criteria might concern basic aspects such as Efficiency, Effectiveness;
- if the M&E System is consolidated, the chosen criteria might be more complex and look in to reliability, impact, etc.





SESSION 3 – Setting the benchmarks for the evaluation

- Setting the benchmarks for the selected criteria refers to setting the “threshold” for the evaluation, and that is the standards within which the evaluation is performed?

Example:

- What is the value that “satisfies” the efficiency criteria?





SESSION 3 – Guided debate



Q&A?





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