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SESSION 4 – SETTING UP THE MONITORING AND EVALUATION STRATEGY (P2)

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:
  - identification of indicators;
  - Identification of needed tools for data collection.

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: indicators identification and the relevance of tools for data collection

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SETTING UP THE MONITORING AND EVALUATION PROCESSES

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

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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:

Identification of Indicators (per phases of evaluation)

↓

Identification and preparation of tools for data collection

↓

Setting the milestones of the monitoring (*in-itinere* evaluation)

SETTING UP THE MONITORING AND EVALUATION STRATEGY

Describing the Context
Ref. Section 3.4.1, pp. 21-23; Section 4.1, p. 28

▼

Selection of Criteria for evaluation
Ref. Section 3.4.2, pp.23-24; Section 4.3, pp. 28-29

Setting the benchmarks for criteria
Ref. Section 3.4.2, pp.23-24; Section 4.3, pp. 28-29

▼

Identification of the comprehensive list of indicators for each criterion and for all the phases of the evaluation process
Ref. Section 3.4.3, pp. 24-26; Table 28, pp. 60-64

Identification of all the tools needed for gathering data in order to "build up" the identified indicators, for all the phases of the evaluation process
Ref. Section 4.4, pp. 37-38; Section 4.5, pp. 38- 59

▼

Setting the milestones in-itinere evaluation of the Programme

SESSION 4 – Identification of indicators

- Indicators present sets of information specifically gathered for evaluation purposes.
- With reference to each criterion, available empirical information has to be identified in order to allow to measure the level achieved by the training programme for each criterion.
- Such indicators are grouped in homogenous sets of indicators, which reflect the area within which specific indicators function.

N.B. empirical evidence refers to "data gathered by means of data collection activities"

SESSION 4 – Indicators 1/6

Set of indicators	Indicators
1.Financial resources	1.1 Costs for the implementation of the professional training
	1.2 Costs for travel and accommodation of trainers and participants
	1.3 Different sources of financing (e.g. own funds, contribution from public, private, international bodies, etc.)
	1.4 Dedicated heading for potential extra expenses
2. Competence of administrative staff	2.1 Administrative staff preparation (i.e. education)
	2.2 Administrative staff experience in organising/coordinating professional trainings
3. Competence of trainers	3.1 Trainers knowledge and preparation on the topic of the course (i.e. education)
	3.2 Trainers teaching skills and techniques
	3.3 Trainers experience in delivering professional training
	3.4 Trainers work experience in the field of the course
	3.5 Accreditation of trainers
	3.6 External experts among trainers
	3.7 Accreditation of implementing organisation

SESSION 4 – Indicators 2/6

Set of indicators	Indicators
4. Infrastructure and Equipment	4.1 Class – rooms (e.g. size per number of participants)
	4.2 Furniture (e.g. tables, chairs)
	4.3 Accessibility (e.g. for physically impaired participants)
	4.4 Security and safety requirements (e.g. emergency plan)
	4.5 Venue equipped with video terminals, projector, etc
	4.6 Venue with Wi-Fi access
	4.7 Availability of consumables (e.g. Flip-chart, post-it, markers, etc.)
5. Sharing of resources	5.1 Sharing of human resources with other activities
	5.2 Sharing of administrative staff
	5.3 Sharing of infrastructures with other activities
	5.4 Sharing equipment with other activities
6. Participants' expectation/satisfaction	6.1 Expectation/satisfaction about outcome
	6.2 Expectation/satisfaction about training activities
	6.3 Expectation/satisfaction about content
	6.4 Expectation/satisfaction about the applicability of the training issues to the specific work context

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SESSION 4 – Indicators 3/6

Set of indicators	Indicators
7. Participants' preparation/learning	7.1 Level of knowledge/learning
	7.2 Level of experience on the topic
	7.3 Context of participants' job/activity (info about the context/Local Administration where the participants are employed)
8. Participants' motivation	8.1 Interest about content
	8.2 Interest in participation (context of the training)
	8.3 Free vs compulsory attendance
9. Selection procedures	9.1 Level of visibility of the initiative (pre-training)
	9.2 Compliance with the principles of transparency
	9.3 Compliance with the principles of non-discrimination and equal opportunities
	9.4 Leave authorisation/recognition
10. Compliance with the strategic and regulatory framework	10.1 Compliance with strategic and regulatory framework objectives
	10.2 Compliance with the strategic and regulatory framework topics/contents
	10.3 Compliance with the strategic and regulatory framework target groups

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SESSION 4 – Indicators 4/6

Set of indicators	Indicators
11. Logistic organisation	11.1 Hosting environment
	11.2 Accommodation
	11.3 Travel arrangement
12. Didactic organisation	12.1 Ratio administrative staff/participants
	12.2 Ratio trainers/participants
	12.3 Minimum requirement for certification;
	12.4 Credits certifications and/or other job benefits
	12.5 Testing procedure to assess the outcome
	12.6 Testing procedure to assess participant initial preparation level
	12.7 Teaching methods/techniques
	12.8 Structure of the course (i.e. calendar, schedule, length, etc.)
	12.9 Availability of materials/handouts supporting the training
13. Attendance registration system	13.1 Attendance register
	13.2 Minimum attendance requirement
	13.3 Attendance of participants
14. Time management system	14.1 Timetable of training course
	14.2 Compliance with foreseen deadlines

SESSION 4 – Indicators 5/6

Set of indicators	Indicators
15. Internal organisation	15.1 Organigram for the implementation of the course
	15.2 Distribution of tasks among staff
	15.3 Internal communication plan
16. Willingness to apply acquired competences	16.1 Willingness to apply knowledge/information
	16.2 Willingness to apply skills
	16.3 Willingness to apply methods and techniques
17. Applicability of acquired competences	17.1 Applicability of knowledge /information
	17.2 Applicability of skills
	17.3 Applicability of methods and techniques

SESSION 4 – Indicators 6/6

Set of indicators	Indicators
18. Work environment	18.1 Employees/Ex-Participants performance
	18.2 Employees/Ex-Participants behaviour
19. Context	19.1 Context of participants’ job/activity (pre-training)
	19.2 Level of visibility of the initiative (pre-training)
	19.3 Compliance with the principles of transparency (pre-training)
	19.4 Compliance with the principles of non-discrimination and equal opportunities (pre-training)
	19.5 Hosting environment (training implementation)
	19.6 Accommodation

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Why is data collection necessary for M&E activities?

- Data collection is a necessary step to conduct in all the monitoring activities as well as the final evaluation.
- If data are not collected properly before, during and after the completion of the training process, evaluation at all phases will be impaired.
- Thus, specific tools should be identified to gather needed data, based on the selected criteria and indicators.

SESSION 4 – Tools Overview 1/2

Tools	Purpose	Phase
1. TNA Questionnaire	To identify the training needs as a necessary premise to the development of a training programme for local government.	Ex-ante
2. Expectations questionnaire	To effectively monitor and evaluate the results of the training programme for what concerns the capacity to meet participants' expectations.	Ex-ante
3. Time management tool – ex-ante phase	To plan all the foreseen activities in efficient and effective manner, and monitor if the implementation of the training is compliant with foreseen deadlines and if there is a need to make changes in terms of deadlines, time duration or similar.	Ex-ante
4. Time management tool – in itinere phase	To plan all the foreseen activities in efficient and effective manner, and monitor if the implementation of the training is compliant with foreseen deadlines and if there is a need to make changes in terms of deadlines, time duration or similar.	In-itinere
5. Preliminary financial sheet	To identify the foreseen resources and costs, needed for the implementation of the training course/programme and plan accordingly.	Ex-ante
6. Financial forms - detail	To enable proper financial monitoring during the programme implementation.	In-itinere
7. Final financial form	To evaluate input amount and efficiency of the training course / programme.	Ex-post
8. Course fiche	To clearly identify all aspects concerning the organisation of a specific training.	Ex-ante

SESSION 4 – Tools Overview 2/2

Tools	Purpose	Phase
9. Preliminary test on competences of participants	To clearly identify participants' preparation level.	Ex-ante
10. Course attendance sheet	To enable monitoring and evaluation of the attendance to courses.	In-itinere
11. Participants' satisfaction questionnaire	To collect data on the participants' perception of the training course, in the light of the course/programme evaluation.	In-itinere
12. Trainers' satisfaction questionnaire	To collect data on the course implementation from an expert perspective, in the light of the course/programme evaluation.	In-itinere
13. Course final test	To assess the level of knowledge of participants at the end of the training course.	In-itinere
14. Trainers' reports	To assess the course implementation from an expert perspective.	In-itinere
15. Semi-structured interview for PA managers)	To assess the impact of the training course on the performance of participants and overall work environment of participants.	Ex-post
16. Questionnaire for participants on usefulness/usability of acquired competences	To assess the level of applicability of knowledge and competences acquired during the training course into the work environment of participants.	Ex-post
17. Monitoring report	To propose and justify modifications or amelioration to the training programmes implementation strategy. To make the monitoring results available to stakeholders.	In-itinere
18. Final evaluation report	To communicate achieved objectives and results of a gap analysis. To make the final evaluation results available to stakeholders	Ex-post

Setting the milestones of the *in-itinere* evelauation/monitoring, refers to setting check-points (dates) within the programming period of the professional training.

Fixed date feedbacks of trainers and participants are collected and analysed, in order to check whether the activities are being implemented according to the plan.

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Setting the milestones in-itinere evaluation of the Programme

SESSION 4 – Guided debate

Q&A?

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