COUNCIL OF EUROPE

HUMAN RIGHTS, DEMOCRACY AND THE RULE OF LAW

DROITS DE L'HOMME, DÉMOCRATIE ET ÉTAT DE DROIT

CONSEIL DE L'EUROPE

SESSION 5 – Implementation of Monitoring and Evaluation Strategy – The process of Data collection

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

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Learning objectives

- To introduce participants to data-collection tools and activities.

Learning outcomes

- Participants are equipped with tools for the process of data-collection.

SESSION 5 – Steps for implementing M&E

1.Data gathering

- To be done before – for the purpose of ex
- *ante* evaluation – during and after training
- programme's implementation;

1.Evaluation *in itinere*

- Monitoring, thus the analysis of data collected
- before and during the process, so to suggest
- modifications or amelioration to the
- implementation strategy;

Final evaluation

- The comparison between data collected
- before and at the end of the project
- implementation, so to identify achieved
- objectives and conduct a gap analysis.

DATA GATHERING – TOOLS, PROCEDURES, RESPONSIBILITIES AND COMPETENCIES

SESSION 5 – TNA QUESTIONNAIRE 1/2

Tool	Monitored indicators	Criteria
TNA Questionnaire	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)	• Input • Compliance

SESSION 5 – TNA QUESTIONNAIRE 2/2

PROCEDURES

- Details about the relevant procedures are to be found in the dedicated report devised by the Council of Europe (Del Bianco and Trutkowski, 2017).
- Further data gathering, on a qualitative and more context specific level, could be conducted through a focus group with potential participants to the trainings.

RESPONSIBILITIES AND COMPETENCES

- The collection of data through questionnaire could be done internally (i.e. on-line questionnaire distributed via e-mail by the LSG administrative offices to all employees).
- If the distribution of the questionnaire is to be done through an on-line survey programme, the link sender needs to have a certain familiarity with such a programme, and all employees need to have an e-mail to receive such link.

SESSION 5 – EXPECTATIONS QUESTIONNAIRE 1/2

In order to effectively monitor and evaluate the results of the training programme for what concerns the capacity to meet participants' expectations as well, it is advisable to identify participants' expectations from the training in an ex-ante phase, prior to its beginning.

Tools	Monitored indicators	Criteria
Expectations questionnaire	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	• Input • Compliance
	8.1 Interest about content	• Compliance
	8.2 Context of participants' job activity	

SESSION 5 – EXPECTATIONS QUESTIONNAIRE 2/2

PROCEDURES

- The questionnaire should be elaborated jointly with the training coordinators and trainers.
- In order to gather insights from the training coordinator and trainers it is advisable that a focus group is organised, where relevant experience could be shared so to devise the appropriate key questions.

RESPONSIBILITIES AND COMPETENCES

- The general responsibility for identifying participants' expectations should lie on the Council and its Administrative support unit.
- The competences needed in order to elaborate a questionnaire jointly with a group of trainers (within a focus group) and to test it for consistency and feasibility of analysis are those of an expert social scientist.

Time management tool – (ex-ante)

The *Time management tool* allows for an efficient and effective monitoring of all the foreseen activities within each training.

Tools	Monitored indicator/s	Criteria
Time management tool	14.1 Timetable of training course	• Input

SESSION 5 – TIME MANAGEMENT TOOLS 2/4

PROCEDURES

- Before each training course, all the activities should be structured in a Time management tool, taking into account all phases needed for the development of such activities (planning, implementation, etc.). For each activity, the relevant elements to be identified are:
  - Person in charge;
  - Milestones;
  - Foreseen deadlines.

RESPONSIBILITIES AND COMPETENCES

The training coordinator of the implementing organization should be responsible for structuring the foreseen activities according to the guidelines provided by the Council.

Time management tool – (in-itinere)

During the implementation of the training programme, it is of importance to monitor if the implementation of the trainings is compliant with foreseen deadlines and if there is a need to make changes in terms of deadlines, time duration or similar.

Tools	Monitored indicator/s	Criteria
Time management tool	14.1 Timetable of training course	• Input • Output
	14.2 Compliance with foreseen deadlines	• Outcome • Effectiveness

SESSION 5 – TIME MANAGEMENT TOOLS 4/4

PROCEDURES

- The time management tool should be updated and filled in according to the actual development of activities, if needed.

RESPONSIBILITIES AND COMPETENCES

- The training coordinator / administrative staff of the implementing organisation should monitor the compliance of the training with the foreseen deadlines.

SESSION 5 – FINANCIAL MANAGEMENT TOOLS 1/6

Ex-ante phase - identification of foreseen resources and costs

Tools	Monitored indicator/s	Criteria
Preliminary Financial Sheet	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	• Input • Efficiency

SESSION 5 – FINANCIAL MANAGEMENT TOOLS 2/6

PROCEDURES

- In order to clearly identify all costs implied and resources available for training programme's implementation, it is important to gather all provisions of expenses.
- This data systematisation should be paired with a parallel table, detailing all available resources to finance the training programme.
- The comparison between the data collected in the 2 grids will ultimately define the feasibility of expenses and consequently of activities. This should be done in **ex-ante** phase of training programme implementation.

RESPONSIBILITIES AND COMPETENCES

The competences of the data collector for the prevision of expenses are related to:

- The capability to communicate with potential services or materials' providers, so to gather their best offers;
- The capability to foresee all potential organisational expenses;
- The capacity to orderly store all gathered data so to allow for a detailed gap analysis between foreseen expenses and resources.

SESSION 5 – FINANCIAL MANAGEMENT TOOLS 3/6

In-itinere phase – financial monitoring

Tools	Monitored indicator/s	Criteria
Financial forms	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	• Input • Efficiency

SESSION 5 – FINANCIAL MANAGEMENT TOOLS 4/6

PROCEDURES

- The procedure for filling in the financial data collection sheets implies tidiness, structure and a clear and organised administrative process.
- In order to fill in the table the invoices/receipts and relative proofs of payment should be already stored and classified in the administrative protocol.

RESPONSIBILITIES AND COMPETENCES

The competences of the data collector of financial data are related to:

- The capability to store each payment proof, receipt, invoice etc. orderly, according to standard procedures;
- The capability to fill in all data sheet information correctly, according to national financial rules or the rules specifically applied by the implementing organisation.

SESSION 5 – FINANCIAL MANAGEMENT TOOLS 5/6

Ex-post phase - financial evaluation

Tools	Monitored indicator/s	Criteria
Final financial form	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	• Input • Efficiency

SESSION 5 – FINANCIAL MANAGEMENT TOOLS 6/6

PROCEDURES

- Collecting all relevant data for the final financial evaluation implies the collection of all *in-itinere* financial data collection sheets.

RESPONSIBILITIES AND COMPETENCES

- The competences for the filling in of the final financial data collection sheet are those identified for the previous step (i.e. filling in of the *in itinere* financial data collection sheet).
- Thus, it is advisable that the procedure should be coordinated by the financial manager of the implementing organisation in close cooperation of the training coordinator.

SESSION 5 – COURSE FICHE 1/2

Tools	Monitored indicator/s	Criteria
Course fiche	12.5 Testing procedure to assess the outcome	• Input • Output • Outcome • Efficiency • Effectiveness
	12.6 Testing procedure to assess participant initial preparation level	• Input • Outcome • Efficiency • Effectiveness
	12.7 Teaching methods/techniques	• Effectiveness
	12.8 Structure of the course (i.e. calendar, schedule, length, etc.)	• Input • Output • Effectiveness • Efficiency
	12.9 Availability of materials/handouts supporting the training	• Input • Efficiency • Effectiveness
	13.1 Attendance register	• Input • Output
	13.2 Minimum attendance requirement	• Output

SESSION 5 – COURSE FICHE 2/2

PROCEDURES

- The document should be sent by the implementing organisation firstly to the Council for approval and secondly to all participants.

RESPONSIBILITIES AND COMPETENCES

- It is advisable that the person responsible for this procedure should be the administrative secretary/referent of the implementing organisation itself, together with the trainer and the coordinator of the training programme.

SESSION 5 – PRELIMINARY TEST FOR PARTICPANTS' COMPETENCES 1/2

Tools	Monitored indicator/s	Criteria
Preliminary test on competences of participants	7.1 Level of knowledge/learning	• Input (for knowledge) • Outcome (for learning) • Compliance • Effectiveness

SESSION 5 – PRELIMINARY TEST FOR PARTICPANTS' COMPETENCES 2/2

PROCEDURES

- At the beginning of the training course, trainers should assess participants by means of a short test.
- Trainers, together with the coordinator of the training programme (if applicable), should prepare a short test to participants in order to assess their level of knowledge/preparation on the topic of the course.

RESPONSIBILITIES AND COMPETENCES

- The entrance test should be developed by each course' trainer, according to the competences needed to follow the lessons and the topics of the course.
- Trainers should also process the data and analyze answers of the tests filled by participants.

SESSION 5 – ATTENDANCE SHEET 1/2

Tools	Monitored indicator/s	Criteria
Course attendance sheet	13.3 Attendance of participants	• Efficiency • Effectiveness • Output

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SESSION 5 – ATTENDANCE SHEET 2/2

PROCEDURES

- The collection of data and signatures of participants should be coordinated by the administration unit of the implementing organisation.
- The sheets should be made available to each trainer for each training course.
- The trainer coordinates the gathering of signatures from the participants during the training and returns the sheet to the training coordinator and the administration unit at the end of each training.

RESPONSIBILITIES AND COMPETENCES

No specific competences are needed in order to prepare and print the signature collection sheets.

However, since it is very important that these sheets are orderly stored and made available for monitoring purposes, it is advisable that the secretary of the training programme is responsible for this task.

SESSION 5 – SATISFACTION QUESTIONNAIRE 1/2

Tools	Monitored indicator/s	Criteria
Participants' satisfaction questionnaire	3.1 Trainers knowledge and preparation on the topic of the course (i.e. education)	• Input • Reliability
	3.2 Trainers teaching skills and techniques	• Input • Reliability
	4.1 Class – rooms (e.g. size per number of participants)	• Input
	4.2 Furniture (e.g. tables, chairs)	• Input
	4.3 Accessibility (e.g. for physically impaired participants)	• Input
	4.5 Venue equipped with video terminals, projector, etc.	• Input
	4.6 Venue with WiFi access	• Input
	4.7 Availability of consumables (e.g. Flip-chart, post-it, markers, etc.)	• Input
	6.1 Satisfaction about outcome	• Compliance • Outcome • Efficiency
	6.2 Satisfaction about training activities	• Compliance • Outcome • Efficiency
	6.3 Satisfaction about content	• Compliance • Outcome • Efficiency
	6.4 Satisfaction about the applicability of the training issues to the specific work context	• Compliance • Outcome
	8.1 Interest about content	• Compliance
	8.2 Context of participants' job activity	• Compliance
	11.1 Hosting environment	• Input
	11.2 Accommodation	• Input
	11.3 Travel arrangements	• Input
	12.7 Teaching methods/techniques	• Effectiveness
	12.8 Structure of the course (i.e. calendar, schedule, length, etc.)	• Input • Output • Effectiveness • Efficiency
	12.9 Availability of materials/handouts supporting the training	• Input • Efficiency • Effectiveness

SESSION 5 – SATISFACTION QUESTIONNAIRE 2/2

PROCEDURES

- The questionnaire should be delivered to participants in class after the final test of each course. It should be anonymous and should be collected before participants leave the classroom

RESPONSIBILITIES AND COMPETENCES

- Trainers will be responsible for distributing the questionnaire at the end of the final exam of each course.
- Joint examination of the results of all the courses' questionnaires should be done either by the trainers or by the Implementing organization administrative unit.

SESSION 5 – FINAL TEST 1/2

Tools	Monitored indicator/s	Criteria
Course final test	7.1 Level of knowledge/learning	• Outcome • Compliance • Effectiveness

SESSION 5 – FINAL TEST 2/2

PROCEDURES

- At the end of the training course, Course final test should be disseminated and filled by trainees.
- Trainers should collect the filled tests, examine and analyze results.

RESPONSIBILITIES AND COMPETENCES

Collection, examination and analysis of results should be done by trainers as well in Trainers report.

SESSION 5 – TRAINERS REPORT 1/2

Tools	Monitored indicator/s	Criteria
Trainers' report	7.1 Level of knowledge/learning	• Outcome • Compliance • Effectivenes s
	13.1 Attendance register	• Input • Output
	13.2 Minimum attendance requirement	• Output • Effectivenes s
	13.3 Attendance of participants	• Output • Effectivenes s • Efficiency

SESSION 5 – TRAINERS REPORT 2/2

PROCEDURES

- The *Trainers' reports* should be filled in by each trainer/trainers' team and delivered to the training coordinator and the administrative unit of the implementing organization, within a month from the course's final test.

RESPONSIBILITIES AND COMPETENCES

- It will be the role of each trainer/trainers' team to summarise in a report the competences developed during his/her course.

- The competences needed to fill in the report are those typically needed by a professional trainer: objectivity, capacity to identify competences developed, to appreciate differential efforts, to summarise key concepts so to allow for an overall course evaluation.

SESSION 5 – INTERVIEW FOR PA MANAGERS 1/2

Tools	Monitored indicator/s	Criteria
Semi-structured interview for PA managers	18.1 Employees performance	• Impact
	18.2 Employees behaviour	• Impact

SESSION 5 – INTERVIEW FOR PA MANAGERS 1/2

PROCEDURES

- The Semi-structured interviews should be planned in the 6-12 months from the end of a training course.
- The interviews should target supervisors and/or peers of the employees that attended the training course.
- The interviews may be also easily conducted via telephone, Skype, etc.

RESPONSIBILITIES AND COMPETENCES

The interviews should be planned by the Council and may be implemented by professional researchers/evaluators, or by professionals/experts in public administration, with a thorough knowledge of: 1. Evaluation processes and 2. Serbian PA system.

SESSION 5 – Q&A

Q&A

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