SESSION 3 – Understanding the Monitoring and Evaluation Methodology

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

• To introduce participants to the main elements of Monitoring and Evaluation.

• To introduce participants to the theoretical model proposed for the Monitoring and Evaluation Methodology.

• To introduce participants to the overall logic flow of the Methodology.

Learning outcomes

• Participants are aware of the different evaluation goals, objects, phases and of the overall theoretical model that stands at the basis of the Methodology.

• Participants gain a deeper understanding of the logic of the Methodology.
UNDERSTANDING MONITORING AND EVALUATION
DEFINITION:

- “Monitoring and evaluation aim to provide the main parties with timely information about the progress, or lack thereof, in the production of outputs and the achievement of outcomes. This serves as a basis for decision-making to improve the performance of the programme or project and to feed into the learning processes”.

- “to evaluate a public intervention is to judge its value according to explicit criteria and on the basis of information specifically gathered and analysed”.

GENERAL AIMS:

- To verify the rationale of a public intervention;
- To identify reproducible successes and/or failures not to be renewed;
- To be accountable to citizens.
<table>
<thead>
<tr>
<th>Conceptual object of evaluation</th>
<th>Conceptual definition</th>
<th>Example – healthcare system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>Provision of direct services to specific groups of users, carried out continuously by organised and stable structures, to meet well-identified needs</td>
<td>The set of services/interventions provided by a specific hospital ward.</td>
</tr>
<tr>
<td>Project/s</td>
<td>Defined sets of activities aimed at achieving specific goals over a given period of time by using certain resources and whose managerial responsibility is sufficiently identified</td>
<td>Set of activities aimed at reducing the incidence of a specific disease in a fixed span of time.</td>
</tr>
<tr>
<td>Programme</td>
<td>Coordinated sets of actions/projects with defined operational goals, realised in a defined time-span using specific resources</td>
<td>National programmes aimed at erasing specific diseases, such as TBC, polio, etc.</td>
</tr>
<tr>
<td>Policy</td>
<td></td>
<td>The implementation of a national healthcare system.</td>
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</tbody>
</table>
SESSION 3 – Objects of the evaluation 2/2

**SERVICE**
- Single training courses

**PROJECT**
- A set of sectoral training courses
- A set of intersectoral training courses
- The totality of the training courses for taking the State professional exam

**PROGRAMME**
- The totality of training courses

**POLICY**
- The National Training Strategy
The (potential) goals of the evaluation are:

- To decide on the merit of a training programme;
- To improve the training programme, that is to introduce finalised changes in its implementation process;
- To increase the knowledge about the operating mechanisms of the training programme;
- To increase the learning ability of actors.
### SESSION 3 – Phases of the Evaluation

<table>
<thead>
<tr>
<th>Training programme life-cycle</th>
<th>Evaluation phase</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Ex-ante evaluation</td>
<td>Evaluation of the public intervention design, in order to estimate how well it could respond to the needs it has been designed for.</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>In itinere evaluation (monitoring)</td>
<td>Monitoring of the operations related to the implementation of the public intervention, with the main purpose of providing information to improve the training programme during its implementation.</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>Ex-post evaluation</td>
<td>Evaluation of the whole process of implementation of the public intervention, including, specific activities, the mechanisms at work in producing the results and also the merit of the achieved results.</td>
</tr>
<tr>
<td><strong>Ex-ante</strong></td>
<td><strong>In itinere</strong></td>
<td><strong>Ex-post</strong></td>
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</tbody>
</table>
| • Performed before the beginning of the single course and/or the training programme.  
  • Implies the understanding of the state of the art of pre-existing situation.  
  • Essential for assessing the impact. | • For single training course - attendance frequency, collection of feedbacks from trainers & participants, during the implementation of the course.  
  • For training programme - gathering the *in itinere* evaluation of each training course, at fixed intervals during the implementation of the training programme. | • Performed at the end of the single course  
  • The sum of all courses’ evaluation will contribute to defining the evaluation of the overall training programme |
SESSION 3 – Evaluation of the training programme 2/2

Evaluation of the training programme

- **Ex-ante**
  - Single Course
    - Ex-ante evaluation of single training course
  - Training programme
    - Sum of the ex-ante evaluation of single training courses included in a programme

- **In itinere/Monitoring**
  - Single Course
    - Periodic check of Trainers and participants feedbacks
  - Training programme
    - Sum of all ex-post evaluation of single courses w/in a fixed period

- **Ex-post**
  - Single Course
    - Ex-post evaluation of single training course
  - Training programme
    - Sum (with possible additions) of the ex-post evaluation of training courses included in a programme

Before the beginning of the single course
Before the beginning of the training programme
During the implementation of the training programme (at fixed terms)
At the end of the training course
At the end of the training programme or at fixed terms decided by the managing authority
• Criteria are value references that guide the evaluation judgement (e.g. useful/not-useful; good/bad, etc).

• Such judgements are formulated in reference to the object of the evaluation (e.g. a training programme for local government) based on empirical evidence (i.e. data).

• The choice of the criteria for the evaluation is rather a political choice, and not purely a scientific one.

• Usually the choice is operated by a body or agency which operates either at the national or local level to coordinate the design and implementation of training programmes.
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• Usually the choice is operated by a body or agency which operates either at the national or local level to coordinate the design and implementation of training programmes.
AN EVALUATION MODEL FOR PROFESSIONAL TRAINING PROGRAMMES FOR LOCAL GOVERNMENT

PROPOSED THEORETICAL MODEL FOR THE EVALUATION OF TRAINING PROGRAMMES FOR LOCAL GOVERNMENT
WHAT ARE MECHANISMS?

• Mechanisms are the underlying theoretical assumptions, coming from different disciplines (psychology, sociology, pedagogy, etc.) that legitimise the intervention logic (e.g.: the mastery of IT will improve the job efficiency; interactive training techniques will facilitate the learning; etc.);

• Mechanisms can be considered the rationale on which intervention content and intervention design are grounded.

WHAT IS THE CONTEXT?

• The context is composed by:
  • the features characterising the intervention design and implementation
  • the participants attitudes and experiences
  • the environment where the intervention takes place
SESSION 3 – Operational steps of the realistic evaluation model

1.1 • Laying out the evaluation design - To be prepared before the start of the intervention, ideally to be built-in the intervention planning.

1.2 • Identifying criteria - Careful, analytical identification of the features that are deemed to describe adequately the context dimensions and the outcome components.

1.3 • Identifying indicators - Identification of the indicators representing empirically the identified dimensions and components and allowing the data collection.

1.4 • Identifying relevant empirical references (i.e. data sources).

1.5 • Laying out the data collection design - Taking into consideration all the identified indicators and the data sources.
MONITORING AND EVALUATION OPERATIONAL STAGES

CONCEPT FLOW OF THE MONITORING AND EVALUATION METHODOLOGY
SESSION 3 – OPERATIONAL STAGES

SETTING UP THE MONITORING AND EVALUATION STRATEGY

• Describing the context
• Selecting the criteria for evaluation
• Setting the benchmarks for evaluation (i.e. standards, thresholds – what is good, what is bad etc?)
• Identification of the comprehensive list of indicators for each criterion and for all the phases of the evaluation
• Identification of all tools needed for gathering data (i.e. empirical evidence) that ‘describe’ the selected indicators, for all phases of the evaluation
• Setting the milestones for the in-itinere evaluation (monitoring) of the overall training programme

IMPLEMENTATION OF THE MONITORING AND EVALUATION STRATEGY

• Evaluation = Data Collection and Analysis at:
  • Ex-ante
  • In-itinere (monitoring)
  • Ex-post
**MONITORING AND EVALUATION STRATEGY FLOWCHART**

**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

- 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

- Setting the milestones in-in-terre evaluation of the Programme

**IMPLEMENTING THE STRATEGY**

**Ex-ante**

- Selection of specific tools for this evaluation phase
  - Ref. Section 4.4, pp. 37-38; Section 4.5, pp. 38-59

- Data Collection by means of the identified tools
  - Ref. Section 4.5, pp. 38-59

- Data analysis: calculating the empirical value of the indicators composing the criteria

- Performing Ex-ante evaluation (i.e. crossing empirical data of the criteria against the set standards)
  - Ref. Section 3.3, pp. 20-21

- Ex-ante Evaluation Report of the Single Training Course

**Monitoring Report of Single training courses**

- Ref. Section 4.6, pp. 55-56; Annex 15, p. 49

- Sum of the Ex-Ante Evaluation of all single training courses included in the Programme
  - Ref. Section 3.3, pp. 20-21

- Ex-ante Evaluation Report of the Training Programme

**In-itine**

- Periodic check of single course implementation
  - Ref. Section 3.3, pp. 20-21, Section 4.6, pp. 55-56

- Data Collection by means of the identified tools
  - Ref. Section 4.5, pp. 38-59

- Data analysis: calculating the empirical value of the indicators composing the criteria

- Data analysis: calculating the empirical value of the criteria (i.e. summing up the indicators composing the criteria)

- Performing Ex-post evaluation (i.e. crossing empirical data of the criteria against the set standards)
  - Ref. Section 3.3, pp. 20-21

- Ex-post Evaluation Report of the Single Training Course
  - Ref. Section 4.7, pp. 56-59; Annex 16, p. 50

- Sum of all ex-post evaluation of Single courses implemented w/in a fixed period
  - Ref. Section 3.3, pp. 20-21

- Monitoring Report of Training Programme
  - Ref. Section 4.6, pp. 55-56; Annex 15, p. 49

- Ex-post/Final Evaluation Report of the Training Programme
  - Ref. Section 4.7, pp. 56-59; Annex 16, p. 50

**Ex-post**

- Selection of specific tools for this evaluation phase
  - Ref. Section 4.4, pp. 37-38; Section 4.5, pp. 38-59

- Data Collection by means of the identified tools
  - Ref. Section 4.5, pp. 38-59

- Data analysis: calculating the empirical value of the indicators composing the criteria

- Data analysis: calculating the empirical value of the criteria (i.e. summing up the indicators composing the criteria)

- Performing Ex-post evaluation (i.e. crossing empirical data of the criteria against the set standards)
  - Ref. Section 3.3, pp. 20-21

- Ex-post Evaluation Report of the Single Training Course
  - Ref. Section 4.7, pp. 56-59; Annex 16, p. 50

- Sum of the Ex-Post Evaluation of all single courses included in the Programme
  - Ref. Section 3.3, pp. 20-21

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  - Ref. Section 4.7, pp. 56-59; Annex 16, p. 50

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1 For the ex-ante evaluation, most of the data will be collected by means of the review of the planning/description documents of the single training course.

2 Implementation data is crossed against the data gathered in ex-ante, so to assess the ongoing of the implementation.

3 For the ex-post evaluation the information is mostly empirical data gathered by means of the above mentioned tools.

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**SESSION 3 - M&E Strategy Flowchart**
SESSION 3 – Guided debate

Q&A
SESSION 3 – Understanding the Monitoring and Evaluation Methodology

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