

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.



SESSION 3 – Definition and aims

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.





SESSION 3 – Objects of the evaluation 1/2

Conceptual object of evaluation	Conceptual definition	Example – healthcare system
Service	Provision of direct services to specific groups of users, carried out continuously by organised and stable structures, to meet well-identified needs	The set of services/interventions provided by a specific hospital ward.
Project/s	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	Set of activities aimed at reducing the incidence of a specific disease in a fixed span of time.
Programme	Coordinated sets of actions/projects with defined operational goals, realised in a defined time-span using specific resources	National programmes aimed at erasing specific diseases, such as TBC, polio, etc
Policy		The implementation of a national healthcare system.





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

Training programme life- cycle	Evaluation phase	Goal
Planning	Ex-ante evaluation	Evaluation of the public intervention design, in order to estimate how well it could respond to the needs it has been designed for.
Implementation	In itinere evaluation (monitoring)	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.
Closing	Ex-post evaluation	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.





SESSION 3 – Evaluation of the training programme 1/2

Ex-ante

- 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.

In itinere

- 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.

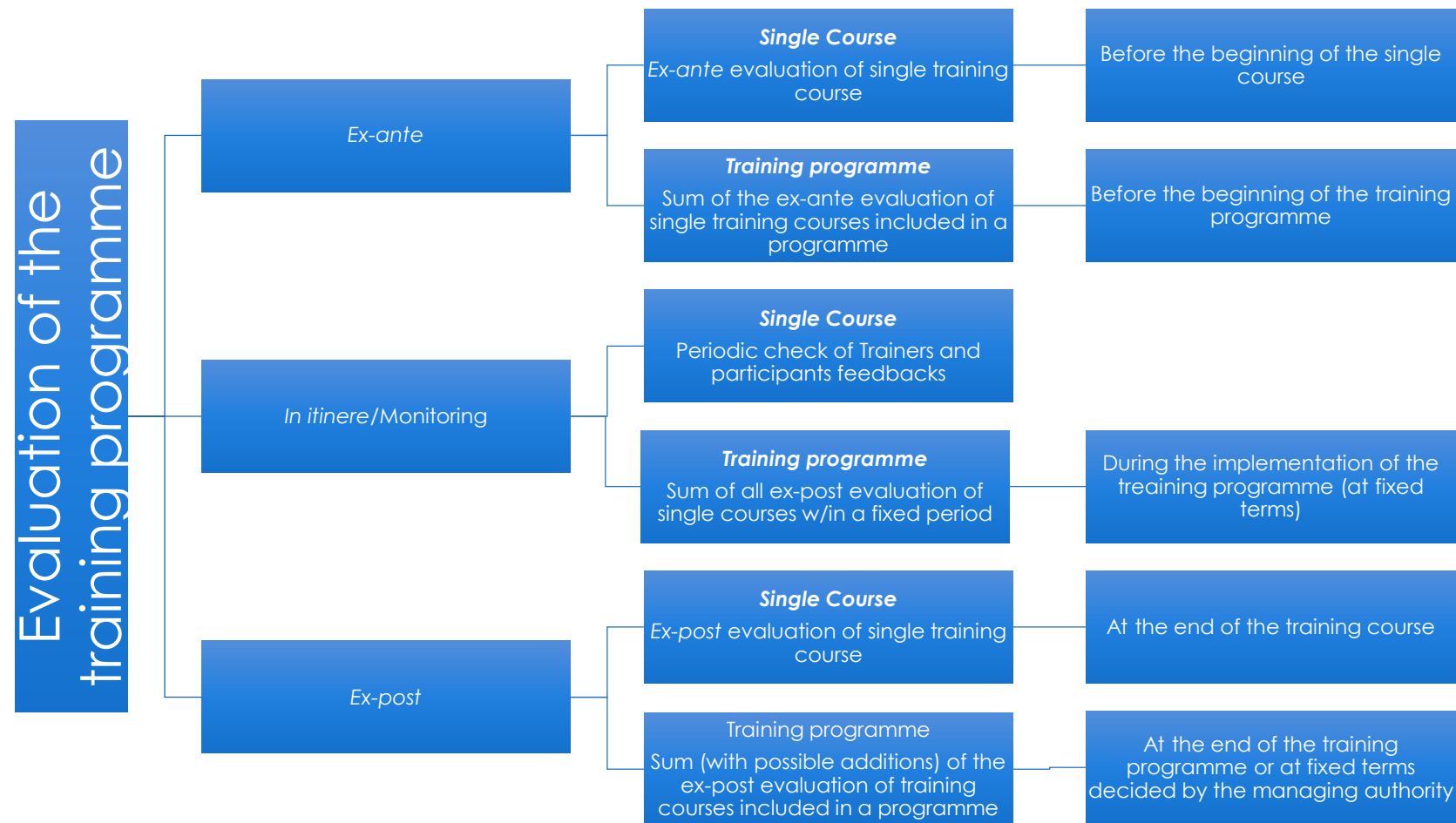
Ex-post

- 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





SESSION 3 – Criteria for evaluation 1/2

- 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).
- Criteria are the value references that are used so to analyse these gathered data, and to decide, whether or not the intervention/training programme is achieving its foreseen objective/aim, under certain aspects (e.g. Output, Outcome, Input, etc)
- 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.





SESSION 3 – Criteria for evaluation 2/2

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SESSION 3 – Realistic evaluation model

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.





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

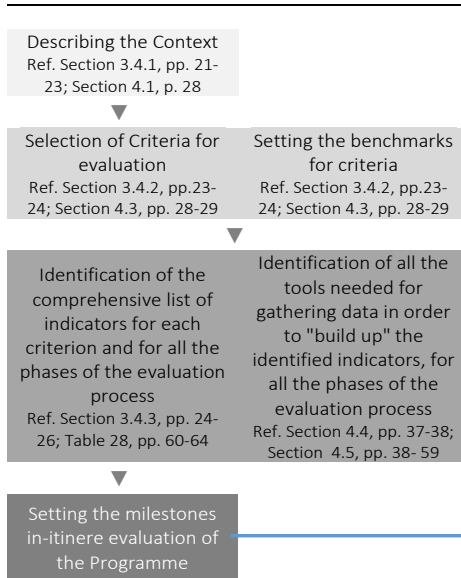
- Evaluation = Data Collection and Analysis at:
 - Ex-ante
 - In-itinere (monitoring)
 - Ex-post





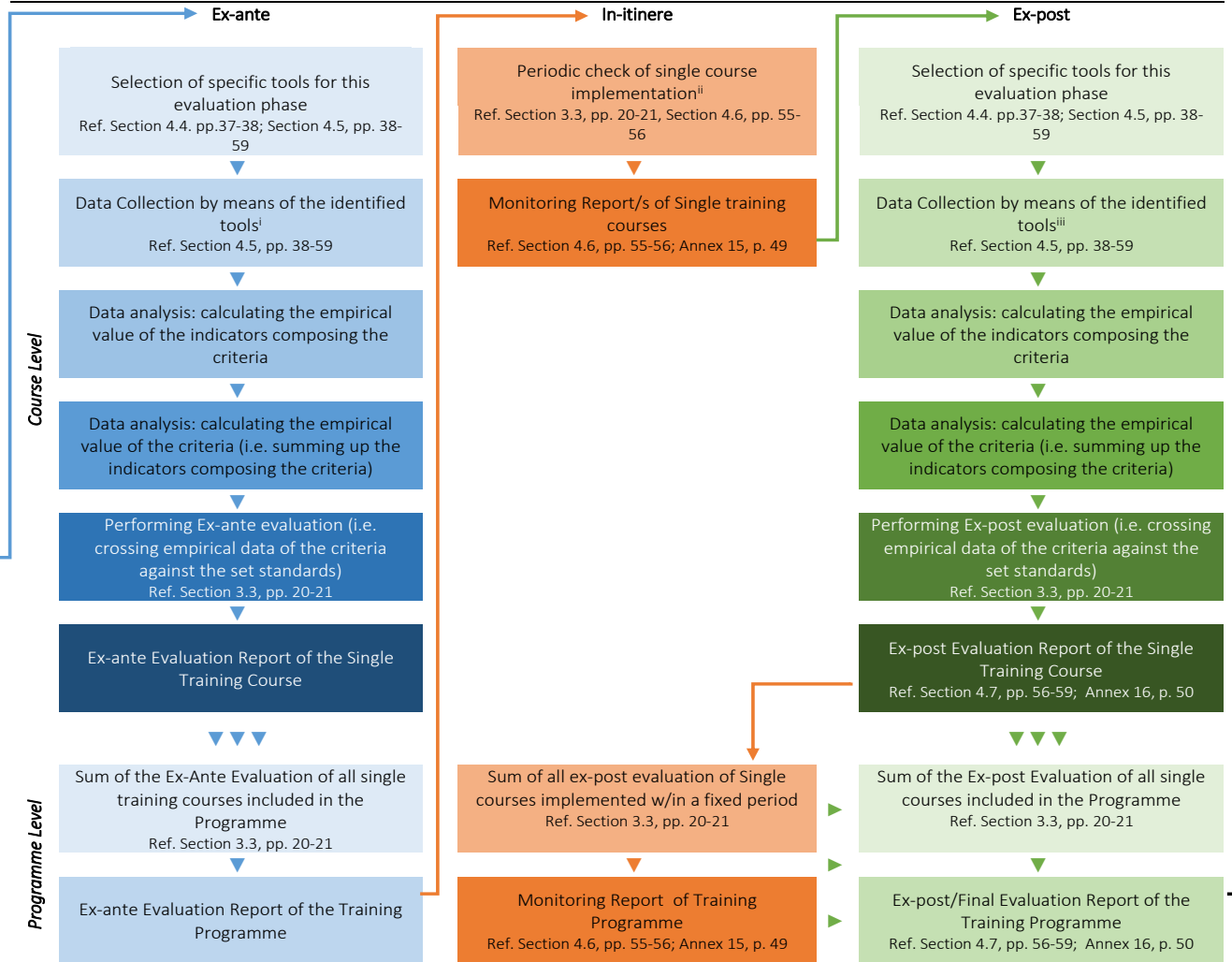
SESSION 3 - M&E Strategy Flowchart

SETTING UP THE MONITORING AND EVALUATION STRATEGY



ⁱ 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.
ⁱⁱ Implementation data is crossed against the data gathered in ex-ante, so to assess the ongoing of the implementation.
ⁱⁱⁱ For the ex-post evaluation the information is mostly empirical data gathered by means of the above mentioned tools.

IMPLEMENTING THE STRATEGY





SESSION 3 – Guided debate



Q & A

