

## Monitoring and Evaluation

**Purpose:** To help participants understand key principles of monitoring and evaluation to develop key performance indicators for learning within their own organisation

**Materials:** Marker pens and flip chart paper + handout

**Time required for session:** 55 minutes

### Activity

Ask the group for their experiences of evaluation. How did they feel about it?

Write down single words that participants suggest would sum up their feelings about evaluation. They usually express negative feelings. Why is this?

What should *evaluation* be about?

Some suggestions:

**Compliance:** Helps to demonstrate that policies and procedures are being followed

**Quality assurance:** Most organisations set standards and projects and activities need to be evaluated to make sure they meet them.

**Achievement:** All projects need aims, objectives and targets. The only way of knowing if these are being achieved is through carrying out evaluations. To make evaluation possible, objectives must be measurable and targets must have a quantity and a time attached to them. e.g.

*Objective:* As a result of the programme, managers will be able to plan a learning strategy for their company.

*Target:* To run one training session a week.

**Personal performance:** Evaluation of personal performance is important because it is so often perceived by staff in a negative way. In fact, evaluation of personal performance can often be done by staff themselves and discussed with a manager. In this way, the manager can find out what kind of support or training the person needs to do

## Benefits of Evaluation

### Rewards good work

Knowing a project you are involved in is doing well is often sufficient reward for all the effort you have made. Getting wider recognition for its achievements is a bonus. But how can you know this without some kind of evaluation? There is always a risk that the evaluation shows the project is not achieving expectations, but at least then you get an early warning that something needs to be done.

**Identifies successes and problems:** Formative evaluation helps identify strengths and weaknesses in a programme so that you can focus on what works well and improve what is not working so well.

**Improves control:** the information can be used to control systems so that they make the most effective and efficient use of resources

**Provides systematic assessment:** including structure for collecting, analysing and presenting information so you can find it when you need it

**Communicates results:** useful for staff, shareholders, sponsors, potential customers, etc.

**Improves image:** shows that you care about achieving your objectives; shows a professional approach to work; others will have a higher regard for you and your organisation

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Ask the group for their understanding of these terms; discuss the differences between them.

Give out the *Terminology* handout.

## Logical Frameworks

Go over the handout *A Logical Approach to Evaluation* with the group. Discuss any items that need clarification.

If time allows, ask two smaller groups to:

- (a) develop their own hierarchy of objectives (Goal-Purpose-Outputs-Activities)
- (b) develop their own objective indicators and means of proof for some outputs

## Quantitative Vs Qualitative (optional activity)

Give out the *Strengths and Weaknesses* Optional Handout.

Answers:      A - 2                      B - 4, 7                      C - 1, 3, 6, 8                      D - 5, 2

