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Module/curriculum for Intermediate Training on Monitoring & Evaluation (M&E)

1. Purpose

Preskill and Boyle (2008¹) proposed that evaluation capability building can be divided into three areas as Knowledge; Skills and Attitudes. Knowledge are related with theoretical approaches of evaluation principles, evaluation processes, strengths and limitation of the evaluation approaches, analysis of the quantitative and qualitative data, ethics and evaluation practice, and so forth. Skills are linked with behavioural expressions, and evaluators must have capacities to develop the logic model, to raise the evaluation questions, to write the evaluation plan, to design the evaluation tools, to select the methods of data collection, to analyse the quantitative and qualitative data, to interpret and summarise the evaluation results, and to manage the budget spent on the evaluation. And Attitudes as evaluators should have beliefs in their evaluation, such as that: the evaluation provides useful information, is a part of the project design process, contributes to the project's success, adds value to the organisation, is a part of routine work, and so on.

These issues have to be considered during designing the training and developing a training modules in evaluation. To design the activities for building the evaluation capability, competence must be increased to become effective for individuals and organisations. Designing learning activities or training module, through a process of conversation and critical discussion, will encourage learners to link their experience of work to the experience of others and what is required to perform their assignment. It helps them to learn the processes of reflection, critical thinking and reasoning.

2. Targeted Participants

The workshop is designed to target the intermediate level professionals working in different development sectors in various organizations. The curriculum is expected towards helping in building an evaluation capability of those development professionals in Nepal.

¹ Preskill, H. (2008). Evaluation's second act: A spotlight on learning. *American Journal of Evaluation*, 29, 127-138.

3. Learning Objectives

The aim of the training module is to introduce evaluation systems to the intermediate level professionals. It also aims to develop and enhance their capacity to use evaluation techniques for different programs and projects implemented at the community level.

After the completion of this training, the participants will be able to:

- Know the status of the project & identify the challenges and barriers for evaluation
- Have improved understanding on theoretical and practical approaches of evaluation including impact evaluation
- Improve their knowledge on evaluation approaches and tools
- Deepen understanding of ethical aspects and code of conduct for evaluations of development programs and projects

4. Learning Approach:

The training and learning approach is designed to use facilitate through sharing experiences in the form of presentation, discussion facilitation, reflection of individuals and group exercises.

5. Training Sessions & Its Objectives:

The training sessions provides brief on the broader evaluation capacity building issues and processes for designing training sessions

5.1 Introduction to Evaluation / Evaluation Principals

- Identify and discuss issues relating to monitor and evaluation.
- Discuss the differences between monitoring and evaluation
- Discussion about the nature of the evaluations.

5.2 Evaluation Design

- Selection of appropriate evaluation design as per the need

5.3 Evaluation approaches

- Selection of appropriate evaluation approaches as per the need

5.4 Evaluation questions, indicators and Criteria

- Criticise evaluation questions.
- Criticise indicators and criteria.

5.5 Quantitative evaluation methods

- Collection and analysis of quantitative data
- Explain variables and its measures
- Analysis of the quantitative data

5.6 Qualitative evaluation methods

- Collection and analysis of qualitative data
- Explain variables and its measures
- Analysis of the qualitative data

5.7 Evaluation report and use of evaluation recommendations

- Discuss the presentation of data analysis.
- Write the results of data analysis
- Preparation of evaluation report.

5.8 Ethics and standards

- Evaluate the evaluation report
- Present the results of the meta-evaluation
- Share knowledge about the ethics of the evaluator

5.9 Managing evaluation

- Evaluation ToRs, Plan, Quality assurance

6. Designing a Training Module

For designing the training module, following activities need to be carried out:

6.1 Capacity need assessment

This is about "what your learners need to know?" This may include

- What existing knowledge do the trainees have;
- What are the learners needs (to perform specific task);
- What is the gap between what they know and what they need to know?

6.2 Define the design Principles:

This is about 'what will your training module look like'. This may include.

- To know - what learning outcomes will meet the learners' needs?
- To understand - what specific content needs to be developed,
- To know - what kind of training plan needs to be created?

- To assess - What resources are available/required and what challenges might be?
- To understand - what methods to be followed to accomplish the task?
 - Notes: Detailed explanation with questions from students and trainer
 - Class Discussion: Conversation with questions posed to elicit thoughtful responses from learners
 - Games: Competitive activities that allows learners to test their knowledge and skill in the subject.
 - Small Group Exercises: 4-6 people answering questions or solving problems together
 - Role Plays: Smaller groups designed for more intense discussion and problem solving

6.3 Training module structure / framework:

This includes prepare an instructional Plan which provide a map that outlines the design of a training module. The major elements may include following

Training programme

- Overall Description of the Training objectives
- Learning Outcomes
- Length of Training
- Target Learners
- Overall Format for Training

Participant Requirements

- Instructional Material and Aids needed
- Logistical Issues
- Content Outline, including:
 - Major Topics to be addressed
 - Brief description for each topic

6.4 Aspects to be considered while developing training module:

- Consideration of primary content, i.e. one-to-one conversations/personal experiences/feedback?
- Providing enough information and learning experiences for trainees to accomplish the stated learning outcomes?
- A balance of interactive, independent, and instructor led training experiences?
- Enough detail to allow a trainer to use the content outline to teach the training program?

A training module is built on a series of carefully designed learning experiences which may include:

- Develop learning experiences based on a specific learning outcome
- The learning experience should be appropriate to the learning domain as well as for accomplishing the learning outcome
- Use a variety of learning experiences
- Allow for questions and student-to-student interaction in each learning experience
- Consider the constraints in facilitating each learning experience

7. Designing a training Session:

7.1 Session Title:

The purpose of this session is to acquaint participants with the importance and uses of the title.

7.2 Learning Objectives:

By the end of this session, participants will be able to:

- Identify
- Define
- Differentiate between
- Give examples of

7.3 Content Pointers:

- What is an indicator?
- Characteristics of good indicators
- Factors to consider when selecting indicators
- Indicator metrics, pyramids, and reference sheets
- Linking indicators with frameworks
- Selecting indicator targets
- Common pitfalls in indicator selection
- How many indicators are enough?

7.4 Method of Session:

- PowerPoint presentation, with breaks at several points to stimulate discussion by the participants
- Session Activities
 - Validity
 - Definition of terms
 - Change in indicators over time
 - Identifying indicator strengths and weaknesses
 - Using frameworks developed for a program aimed at

7.5 Time Required:

- Approximately hours of session time
- hours for theoretical activities
- hours for group projects
- hours of individual activities

7.6 Materials Needed:

- ❑ Presentation (projection equipment)
- ❑ Handout of presentation
- ❑ Handout of Examples: Indicator Matrix and Reference Sheets
- ❑ Large paper, such as flip chart or poster board
- ❑ Thick marking pens

7.7 Module at a Glance:

Time	Content	Methods/ Activities	Materials Needed
10 min	Introduction <ul style="list-style-type: none"> • Objectives • Definition of indicator and metric 	Lecture	<ul style="list-style-type: none"> • Presentation handouts • Presentation • Computer • Projector
90 min	Indicators <ul style="list-style-type: none"> • Characteristics of a good indicator (Seven characteristics, with examples and discussion of each. Some include short activities.) • Factors to consider when selecting indicators • Overview of data sources 	Lecture	
20 min	Activity: Change in Indicators Over Time <ul style="list-style-type: none"> • Participants read text individually • Discuss as large group 	Activity	Handout: “Change in Indicators Over Time”
30 min	Indicators <ul style="list-style-type: none"> • Sources • Indicator pyramid • Indicator matrix • Indicator reference sheet • Strengths and limitations of indicators 	Lecture	Handout: “Examples of Indicator Matrix and Reference Sheets”
30 min	Activity: Identify strengths and limitations	Small group activity	<ul style="list-style-type: none"> • Two to four pieces of large paper (flip chart paper or poster board) per group • Thick marking pens
20 min	Indicators	Lecture	

	<ul style="list-style-type: none"> • How they link to frameworks 		
60 min	<p>Activity: Identify indicators for logic model developed during Frameworks Module</p> <p>Distribute and discuss USAID/Tanzania on which this activity and previous Frameworks activity were based.</p>	<p>Small group activity</p> <p>Group discussion</p>	<p>One for each group of:</p> <ul style="list-style-type: none"> • Large paper (flip chart paper or poster board) • Thick marking pens <p>Handout “Results Framework for USAID/Tanzania Health Strategic Objective, 2004”</p>
20 min	<p>Indicators</p> <ul style="list-style-type: none"> • Common pitfalls in identifying indicators 	Lecture	
2 hours	<p>Group projects</p> <ul style="list-style-type: none"> • Identify indicators and define metrics • If frameworks are not finished, continue working on frameworks • For 2 indicators, complete indicator reference sheet <p>(Accomplishing this in 2 hours is not possible, however these are the tasks of the group project related to this module. Groups can take a break when convenient.)</p>		