NANGO

National Association Of Non-Governmental Organisation

A Training Manual On Project Cycle, Monitoring and Evaluation For The Non State Actors Project

NSAA

Non State Actors Alliance

"An Engaging Society"

PREAMBLE

This Monitoring and Evaluation Training Manual is guided by NANGO's Vision for "A proactive community of NGOs responsive and committed to the sustainable development needs of all people in Zimbabwe and the full realisation of human rights, democracy, good governance and poverty alleviation." It is a Manual that is responsive to the demands of cross cutting issues such as gender, environment, disability and HIV and AIDS. It shall provide the basis for the development of future Training Manuals.

This training manual is designed to guide the training of trainers on project life cycle, monitoring and evaluation. The manual will primarily be used by CSOs to train other CSOs. The use of the manual will result in: Improved standardisation of the Project Life Cycle, Monitoring and Evaluation (M & E) training, Sustainability of the training so that it can be replicated in future with less cost, Provide a guideline for facilitators and others ,Ensures high quality and methods are being considered for monitoring and evaluation training. This manual is intended for use during the training of trainers who in turn will use it as a resource as they train other Civil Society Organizations (CSOs).

The Manual is a product of a highly participatory and inclusive process involving stakeholders with in-depth knowledge in monitoring and evaluation of developmental programmes. The Manual was developed under the Results Based Management (RBM), an approach which in essence advocates for the accomplishment of a project through timeous completion of set milestones within a given time frame.

This Manual document demonstrates that through collaboration and dedication, success can be achieved. The National Association of Non-Governmental Organizations is deeply indebted to all the participants who made the exercise a success.

On behalf of NANGO

Leonard Mandishara

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Acronyms

M & E	Monitoring and Evaluation
KPI	Key Performance Indicators
SMART	Specific, Measurable, Attainable, Relevant and Time bound
CSO	Civil Society Organisation

PURPOSE OF MANUAL

This training manual is designed to guide the training of trainers on project life cycle, monitoring and evaluation. The manual will primarily be used by NSAA consortium members to train other CSOs.

The use of the manual will result in:

- Improved standardisation of the Project Life Cycle & Monitoring & Evaluation (M & E) training
- Sustainability of the training so that it can be replicated in future with less cost.
- Provide guideline for facilitators and others
- Ensures high quality and methods are being considered for monitoring and evaluation training.

This manual is intended for use during the training of trainers who in turn will use it as a resource as they train other Civil Society Organizations (CSOs).

HOW TO USE THE MANUAL?

The training manual is designed for use by trainers of trainers and it gives the purpose and objectives to be covered within the suggested time period. Methodologies to be used are also suggested. It is important to note that these are guidelines and actual time to be taken and the methodology might have to be varied considering the background of the group participants, size of the group etc. It is however recommended that participatory training techniques are employed and these are explained below. These are effective in training adults as they work on the basis that adults are bringing their experiences to the learning processes. Broadly, each chapter will tap on the participant's experiences to develop an understanding of the topic, equip the participants with skills of analysis for that topic, give the participants ways of practicing using the tools and link the exercise to how monitoring and evaluation is essential in organizations and in project.

Chapter 1 – The Facilitator

1.0.   Introduction
This chapter focuses on the basics of adult learning and workshop facilitation methods aimed at adorning the facilitator with key skills for a successful management of the training workshop.

1.1.   What Is A Facilitator?
A facilitator is the person who guides a process. In this case the facilitator will be moderating a training process. Facilitation has three basic principles:

A facilitator is the guide to help people move through a process together, not the seat of wisdom and knowledge. That means a facilitator isn't there to give opinions, but to draw out opinions and ideas of the group members. Facilitation focuses on how people participate in the process of learning or planning, not just on what gets achieved. A facilitator is neutral and never takes sides.

A facilitator does their job through:
• Making sure everyone feels comfortable participating
• Developing a structure that allows for everyone's ideas to be heard
• Making members feel good about their contribution to the meeting
• Making sure the group feels that the ideas and decisions are theirs, not just the leader's.
• Supporting everyone's ideas and not criticizing anyone for their contributions.

1.2.How Do You Plan A Good Facilitation Process?
A good facilitator must plan ahead making sure all is in place before a training session. Focus must be on:
• Climate and Environment
• Logistics and Room Arrangements
• Ground Rules

1.3. An enabling workshop environment
The environment and general "climate" of a meeting or planning session sets an important tone for participation. As a facilitator one then needs to be pre-occupied by the steps to take towards creating an enabling environment for each training session.

Key questions to ask yourself as a facilitator include:
1. Is the location a familiar place, one where people feel comfortable? A comfortable and familiar location is key.
2. Is the meeting site accessible to everyone? Another reminder: can people with disabilities use the site as well?
3. Is the space the right size?

1.4.ADULT LEARNERS
1.4.1. Principles of adult learning
Adults learn best when they participate fully in the training. This may seem obvious, but attending a training event does not mean the same as participating in it. Participatory training means that everyone is involved and active. It's good to remember the following guidelines when delivering training to adults.

• Adults need to know why they need to learn something
• Adults need to learn by using their own experiences
• Adults approach learning as problem-solving
• Adults learn best when the topic is of immediate value
• Adult learning is an active process of reflection and discussion

1.1.1. Participatory Learning Methods

Table 1: Participatory Methodologies

Participatory training method	Main uses	Advantages	Disadvantages
Discussion method	Problem solving Forming or moulding attitudes Reviewing /consolidating other learning	Learner activity can be high Interest can be quickly aroused	Time consuming Needs to be extremely well controlled To run well learners must know or have opinions about the topic
Exercises	Develop interactive/interpersonal skills and team building activities	Highly participative Learners are usually highly motivated	High trainer skills are required Failures may lead to frustration
Brainstorming	Problem solving Consolidating previous learning	Uses participants' experience and ideas Very active participation	Time consuming Higher trainer skills required Some learners may not participate
Small groups	Permits more engagement by participants Allows for increased personal engagement between facilitator and individual participants	To generate a variety of ideas in a short period of time	Limited diversity
Sorting cards	Showing differences between two similar issues, re-arranging latent knowledge which participants might have	Uses participants previous knowledge of the topic, engages all senses (visual, captive, communicative)	
Lectures and presentations	Essential in speaking to a group as an audience	Useful when explaining something	Participants are not involved directly

1.5. Conclusion

A facilitator makes or breaks any learning engagement, as highlighted above it is the skill of the facilitator that guarantees successful learning outcomes. Anyone can become a good facilitator with enough practice and adherence to the above mentioned core principles in facilitation.

Chapter 2 – Management of a training Event

2.0.   Introductions

For any successful training, the facilitator needs to ensure that participants feel comfortable, understand the goals of the training and agenda of the day before starting with the actual training.

2.1.   Commencement of a Training Event

Step 1: Welcoming participants & short introduction of facilitators

Step 2: Get to know the participants, eg with a small game.

Step 3: Expectations setting & workshop rules

Step 4: Presentation of Agenda and objectives of the training.

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Time Needed
30 - 45mins depending on the size of the group

Materials Needed
Moderation cards
Markers
Agenda
Flip charts
Projector
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2.2. Aims of the training:

At the end of the training, participants should know the following;

• importance of monitoring and evaluation in their organizations and projects

• understand project life cycle

• the difference between Monitoring and Evaluation

• understand the relevance of M&E for their organizations and projects

• have an overview of tools that can be used for monitoring and evaluating in an organization

• how to develop: Key Performance Indicators (KPIs), Logframes, and Specific, Measurable, Attainable, Relevant and Time bound (SMART) indicators

• how to employ acquired monitoring and evaluation skills in their organizations and projects.

2.3. Ground Rules

To ensure a smooth flow of participation and for participants to really feel invested in following the workshop ground-rules rules, the best way is to have the group develop them as one of the first steps in the process.

Common ground rules are:

• One person speaks at a time

• Raise your hand if you have something to say

• Listen to what other people are saying

• No mocking or attacking other people's ideas

• Be on time coming back from breaks (if it's a long meeting)

• Respect each other

2.4. Facilitating a Session

Here are the basic steps that can be your facilitator's guide:

1. Start the meeting on time

2. Welcome everyone

3. Make introductions

4. Review the agenda, objectives and ground rules for the meeting

5. Encourage participation

6. Seek commitments

7. Bring closure to each item

8. Respect everyone's rights

9. Be flexible

10. Summarize the meeting results and needed follow-ups

2.5. Room Arrangements

• Chair arrangements: Having chairs in a circle or around a table encourages discussion, equality, and familiarity.

• Places to hang newsprint:

• Sign-In sheet: Is there a table for participants to use?

• Refreshments: If you're having refreshments ensure that arrangements are in place to avoid any disruptions

• Equipment: If you are using any equipment, set up and test the equipment before you start.

• Participants accommodation and transport arrangements

2.6. Training Programme

The following is a proposed programme that will cover this manual over a period of one day (under a compressed programme).

2.7. Conclusion

Imagine a workshop without chairs or rest rooms.

Success in any training endeavour is premised on good preparatory work. The results of a training are dependent not only on the quality of the facilitator, content of the training but also on the process preparedness.

Chapter 3 - Monitoring and Evaluation: What is it all about?

3.0. Introduction

Monitoring & Evaluation M&E is an embedded concept and constitutive part of every project or programme design ("must be"). M&E is not an imposed control instrument by the donor or an optional accessory ("nice to have") of any project or programme. This chapter explores monitoring and evaluation and discusses a few common concepts on monitoring and evaluation.

3.1. Why Monitoring and Evaluation

Why do we expend so much resources and effort in the pursuit of M & E. Osborne & Gaebler, (1992) state that the Power of measuring results manifests in many ways that include but are not limited to the following;

• If you do not measure results, you cannot tell success from failure.

• If you cannot see success, you cannot reward it.

• If you cannot reward success, you are probably rewarding failure.

• If you cannot see success, you cannot learn from it.

• If you cannot recognize failure, you cannot correct it.

• If you cannot demonstrate results, you cannot win public support.

3.1.1. STEP 1: Defining Monitoring & Evaluation

1. Ask participants to discuss in pairs what they understand by the terms Monitoring and Evaluation? (Time: 2 minutes)

2. Ask the participants to share what they would have discussed in pairs (one of the pair members can present)

3. Share with them the definition contained in this manual and try to match their responses and the definition provided in the manual. Figure 1 below shows a facilitator pre-written definitions on flipchart.

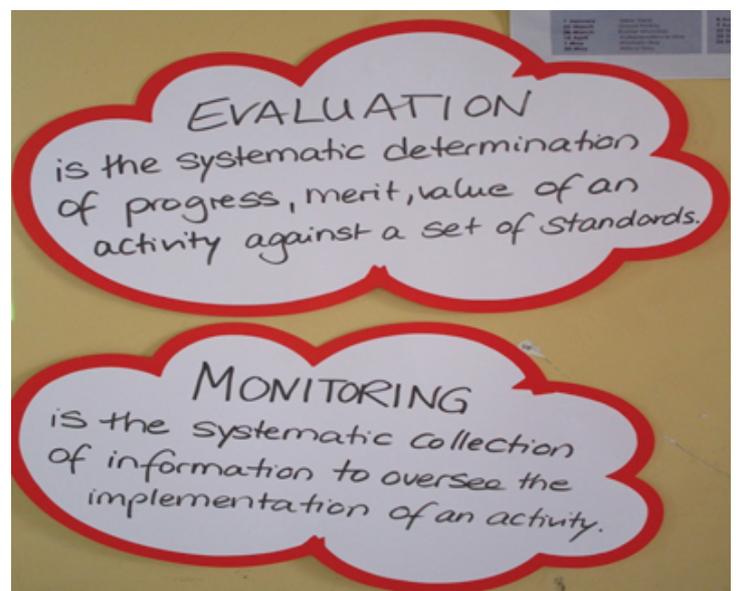*Figure 1: Definitions of Monitoring and Evaluation on flipchart*

3.1.1.1.   Suggested Definitions

What is Monitoring? - The South African Management Development Institute (2007) defines monitoring as an integral part of day-to-day operational management to assess progress against objectives. Monitoring is the routine process of data collection and measurement of progress toward program objectives.

What is Evaluation? - The Organization for European Cooperation and Development (OECD) (2000a) cited in Kusek and Rist (2004, p. 12) defines evaluation as the systematic and objective assessment of an ongoing or completed project, program, or policy, including its design, implementation, and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact, and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned in the decision making process of both recipients and donors. In summary, evaluation is a systematic assessment of the strengths and weaknesses of the design, implementation and the results of completed or ongoing interventions.

Thus monitoring and evaluation are different but complementary. In simplest words monitoring involves checking adherence to pre-agreed implementation procedures and standards, progress on implementation and achievement of goals, while evaluation entails assessing or analysing the extent of implementation, achievement of set goals and impacts made as a result of the intervention.

3.1.2. Step 2: Differences between Monitoring and Evaluation

1. Prepare moderation cards with characteristics of both monitoring and evaluation in different aspects (see below). Mix the cards.

2. Ask the participants to sort the cards accordingly so that each aspect is described for both monitoring and evaluation. (if there are more than 6 people, make multiple groups and hand one set of cards to each group)

3. After groups have sorted their cards, let them explain their choices and correct where necessary Figure 2 shows a flipchart of arranged cards depicting the differences between monitoring and evaluation.

Time needed:

2 minutes to explain task and hand out materials

5 minutes for each group to sort the cards

5-10 minutes for debriefing of correct version

Materials needed:

Sets of different coloured moderation cards

Sticky stuff/ pins to pin up correct version of cards

3.1.3. Step 3: Discussion on the relevance of Monitoring and Evaluation

Ask participants to discuss in groups the relevance of Monitoring and Evaluation in their organizations.

1.   What can be monitored and what can be evaluated in their organizations.

2.   What can be monitored and evaluated in NSAA project.

3.   How can it best be monitored or evaluated.

Following the group work ask the participants to;

1.   Present what they would have discussed in pairs (one of the pair members can present)

2.   Let other members comment on the presentation given.

3.   As the facilitator add to what has been given.

Time Needed

5 minutes to explain the task and distribute materials to groups

15 minutes for group work

5 minutes per group to present

Materials needed

Flip charts, markers

Sticky stuff/ pins

3.2. Comparative chart for Monitoring and Evaluation

Monitoring	Characteristics	Evaluation
Continuously during a project or plan	Frequency	in the middle and at the end of a project / time span
keeping track of progress	what for?	assessing the progress / value
answers what activities are / were implemented (status)	main action	answers why and how results were achieved. Contributes to reflection and theory building
internal staff of an organisation (field officers, proj managers etc)	by whom?	mostly externally, by own staff or consultants, ideally not by implementers themselves. Participatory.
internal documents, weekly, monthly, quarterly reports, minutes etc	Information Sources	both internal and external documents, policies
primarily for implementers and management	for whom?	for implementers, donors, beneficiaries, public, researchers etc.
usually accepts original plan / design	relation to original (project) plan	usually free to challenge original plan / design

Figure 2: Comparative table on Monitoring and Evaluation

3.3. Conclusion

The chapter introduces trainees to M & E and capacitate trainers on modalities in rolling-out training on M & E.

Chapter 4 - Project Life Cycle

4.0.   Introduction

The section explores the concept of project life cycle, its tenants and to demonstrate how the concept of monitoring and evaluation is integrated in projects.

4.1. Step 1: What is a project and programme

1. Ask participants to discuss in pairs "what is a "project" and "programme"

2. Ask the participants to share what they would have discussed in pairs (one of the pair members can present)

3.   Share with them the definition contained in this manual and try to match their responses and the definition provided in the manual.

Time needed

2 minutes' discussions in pairs

5 minutes debriefing

Materials needed

Flip charts

Power point presentation with definition

4.1.1. Definition of project.

A project is a unique venture with a beginning and an end, conducted by people to meet established goals within parameters of cost, schedule and quality (Buchanan and Boddy, (1992, p. 8).

A project is a set of people and other resources temporarily assembled to reach a specified objective, normally with a fixed budget and with a fixed time period. Projects are generally associated with products or procedures that are being done for the first time or with known procedures that are being altered (Graham, 1985, pp. 1-2 cited in Buchanan and Boddy, 1992).

Programmes are broader than projects in that a programme might be a department, function or a portfolio of 'projects' in an organization.

We define a programme as a 'basket', "portfolio", "family" or collection of projects—two or more.

4.1.2. Some characteristics of a project

• unique venture with a beginning and an end

• established goals

• parameters of cost, schedule and quality (performance) goals

• set of people and other resources temporarily assembled to reach a specified objective

• fixed budget

4.2. Step 2: Understanding the project Life Cycle concept

1. Get into groups of 3 – 4 people, explore the life cycle concepts

2. Each group gets one life cycle allocated by the facilitator (Biological, family, enterprise, product and project l life cycles

3. Hand out materials to participants

4. Draw the life cycle in your group

5. Share and compare life cycles

Time needed

30 minutes

Materials needed

Flip charts

Markers

Crayons

Facilitator Notes

Biological Life Cycle - Conception, gestation, birth, growth, maturity, ageing, death.

Family life cycle - Bachelorhood, honeymooners, full nest 1, full nest 2, empty nest, solitary survivor, dissolution (tradition family life cycle model)

Product life cycle - R&D (conception), introduction, growth, maturity, saturation, Decline

4.2.1. The Project Life Cycle Models

There are as many project life cycle models hence "there is much discussion about whether there is only one 'true' model of a project life-cycle or many, and whether these are accurate descriptions of what happens in real life" (Field and Keller, 1998, p.61).
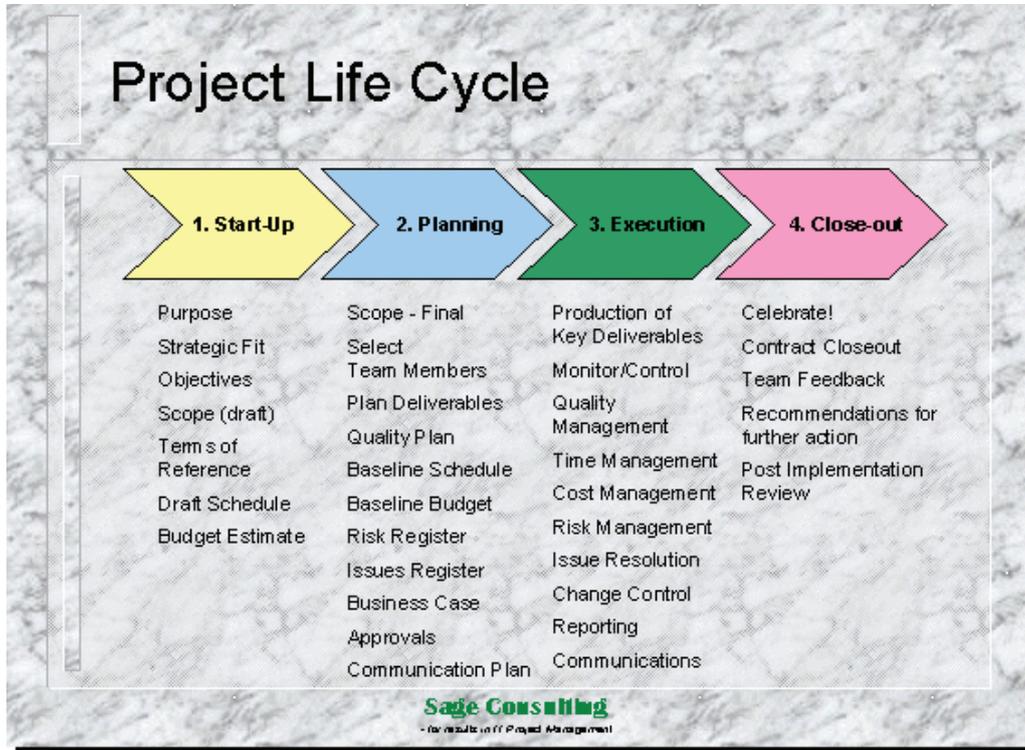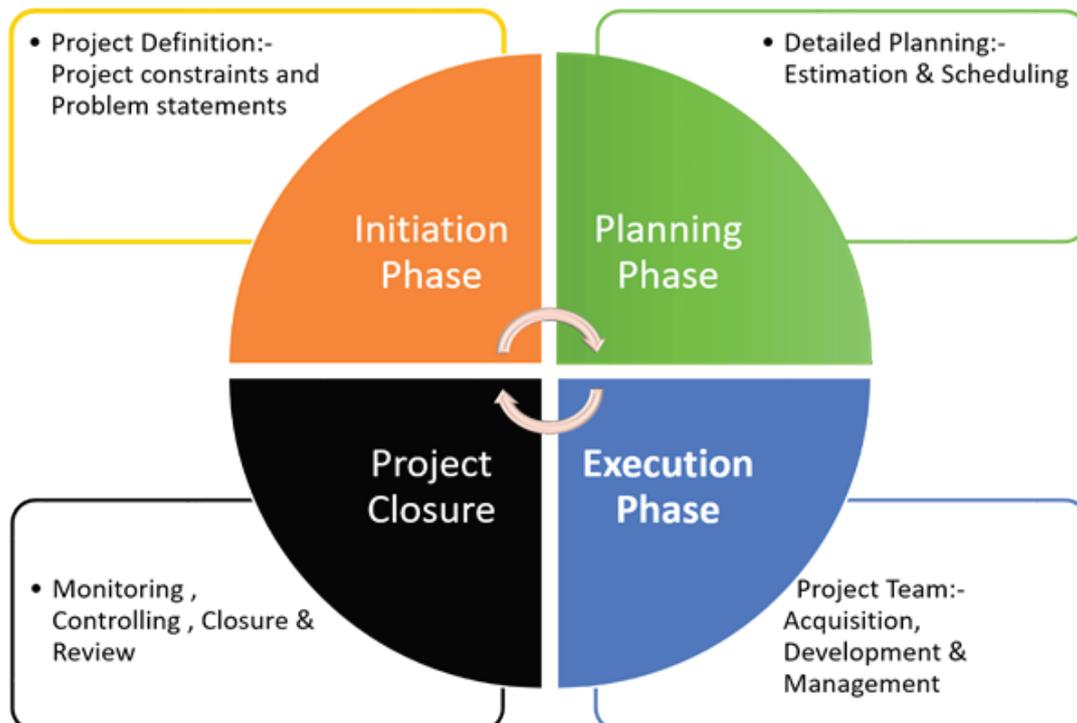

Figure 3:Project Life Cycle

Every project has certain phases of development. A clear understanding of these phases allows managers and executives to maintain control of the project more efficiently. By definition, a project has a beginning and an end and passes through several phases of development known as life cycle phases. These phases are varied depending upon the industry involved but all follow the same basic steps. It is important to realize that the project life cycle for each project may differ, in both the number of phases it may have and the detail within each of these phases.

The five main phases of the project life cycle are as follows:

START-UP   This phase is where the project objectives are defined and the conceptual aspects of the project agreed. This may be the phase where a problem is identified and potential solutions suggested.

DEFINITION   Once the project objectives have been clearly defined then the appraisal of the solutions is conducted in terms of risks, financial commitment and benefits. The scope of work is now defined in detail. (6 Important considerations when defining your Project)

PLANNING   This phase is where the project is broken down into manageable areas of work and planned in terms of time, cost and resources. This is a continuous process and will extend throughout the execution phase of the project. (6 Helpful hints when Planning your Project)

EXECUTION   During this phase the work is implemented, controlled and monitored.

CLOSE-OUT   The final phase of the project life cycle is close-out and demobilization, where resources are reassigned, the project is handed over and the post-project review is carried out. (Project Close-out and handover – a general overview)

It is important to ensure the project life cycle used on your project is appropriate to the work being carried out and split into distinct and manageable phases. The project life cycle also allows for the gate procedure to be used. This is a tried and tested method for delivering projects on time, within budget and to the expected quality targets. At each stage, approval is generally required from outside the project team before proceeding to the next stage.

4.3. Conclusion

The project life cycle is critical for any managers hoping to deliver projects to clients successfully. The chapter explored project cycle variations and key issues for noting in capacity building.

Chapter 5 - Monitoring and Evaluation Tools

5.0. Introduction

There are many tools that can be used for monitoring and evaluation however this chapter focused on the following: -

5.1. Tool No.1: Theory of Change

5.1.1. What is a theory of change?

1. Get together in groups of 3 -4
2. Develop a theory of change for a Proposal on child marriages (or any other possible project you work in)
3. Make presentations of group discussions

Time needed

Preparation time: 15mins

Presentation time: 5mins

Materials needed
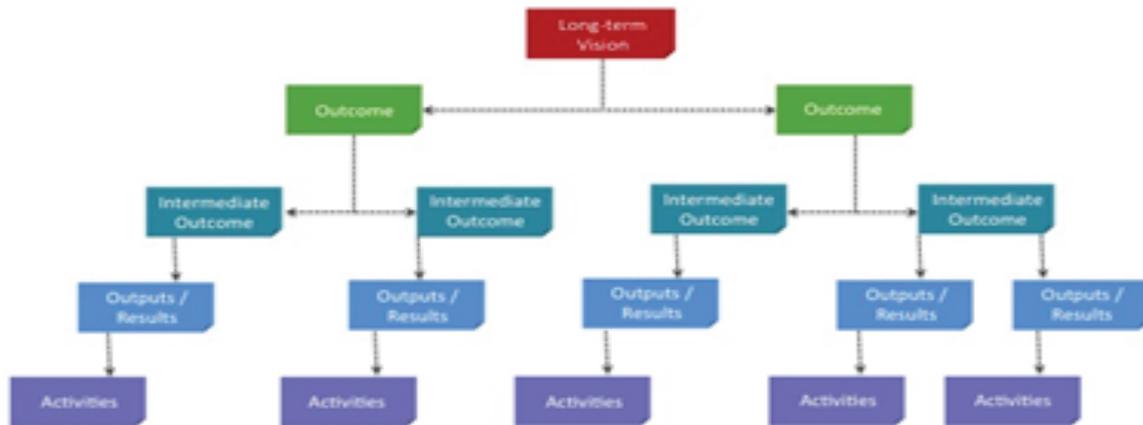
Flip charts

Markers etc

Figure 4: Theory of change framework

5.1.2. Levels of Theories of Change
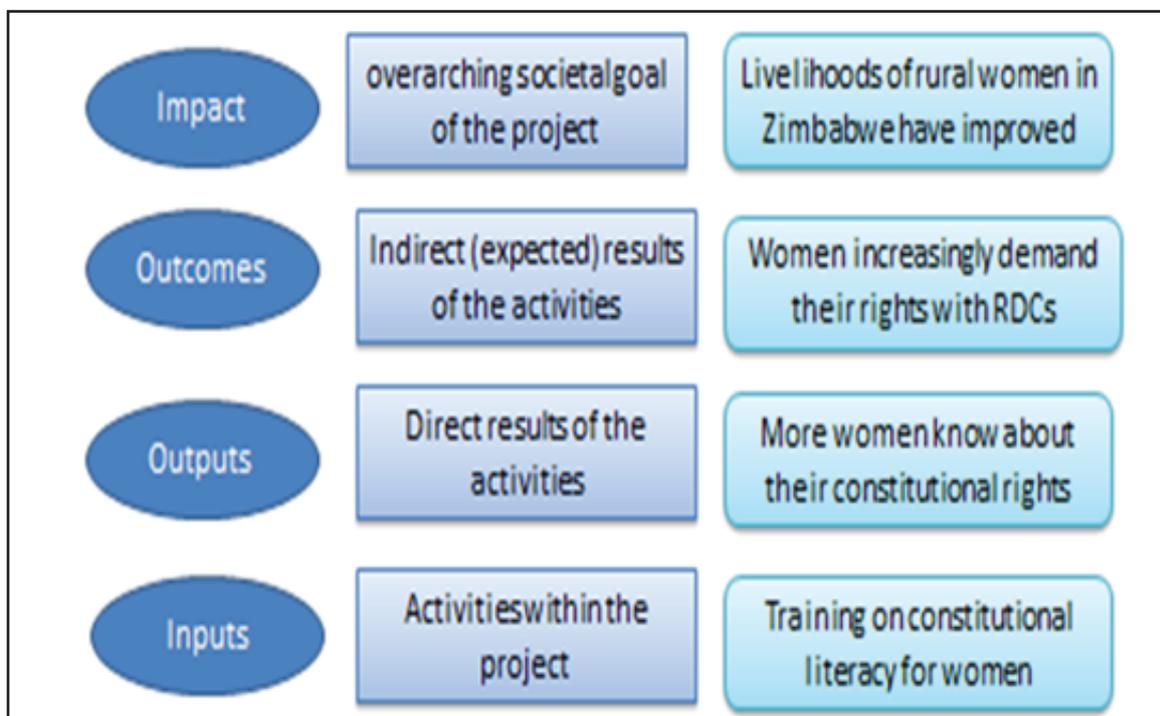
Figure 5: Levels of Theory of Change

5.2. Tool No. 2: Logical framework (Logframe)

The LFA takes the form of a four-by-four project table. The rows represent types of events that take place as the project is implemented: Activities, Outputs, Purpose and Goal.

Columns represent types of information about events: a narrative description, **Objectively Verifiable Indicators** (OVIs) of those events taking place, **Means of Verification** (MoV) where information will be available on the OVIs, and **Assumptions** are external factors that could influence, ether positive or negative on the events described in the narrative column.
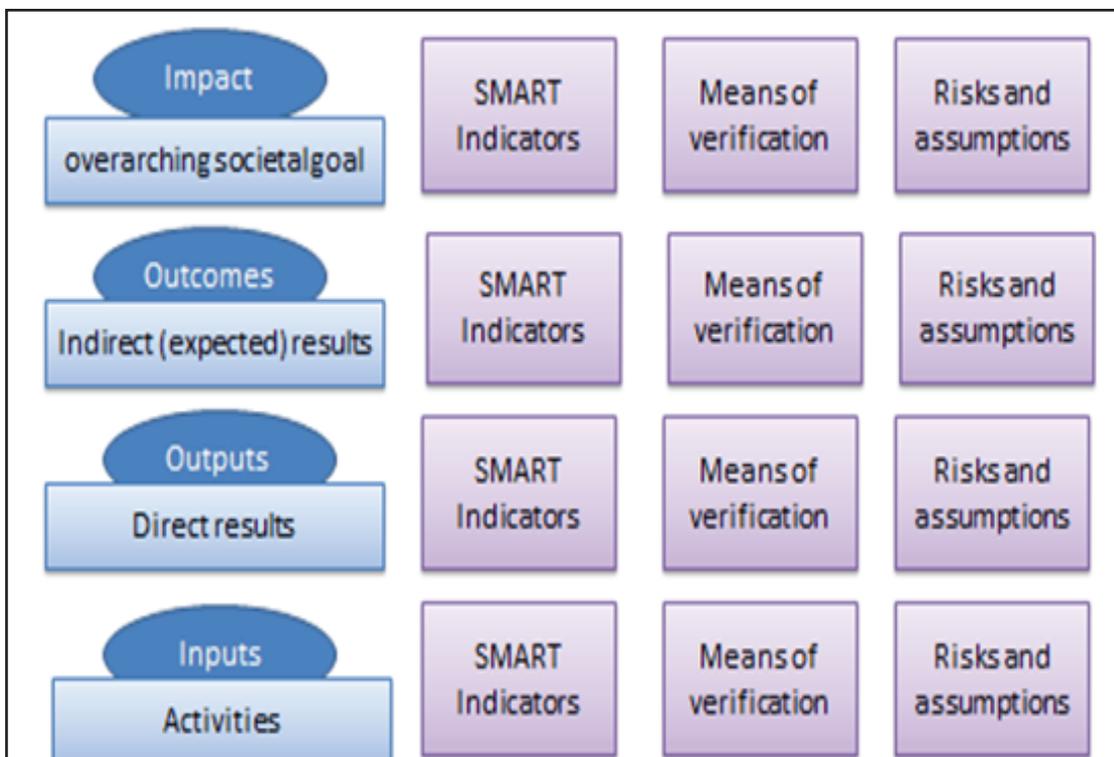
Figure 6: Logical framework model

5.2.1. Indicators - What is an indicator?

It is a measure, guide, marker, pointer or gauge of something

Indicators, targets, goals should always be SMART

S – specific

M – measureable

A – achievable

R – relevant

T – timely

5.2.2. Types of indicators

Quantitative and qualitative indicators

Process and outcome indicators

5.2.3. Development of logframe

1. Get back into your groups of 3
2. Add the logframe for the constitutional literacy proposal, i.e. SMART indicators, means of verification, risks & assumptions

Timed needed (20 minutes)

Preparation time: 15mins

Presentation time: 5mins

5.3. Tool No. 3: OECD – Development Assistance Committee (DAC)

For over 50 years, the Organization for Economic Cooperation and Development (OECD) through the Development Assistance Committee (DAC) has grouped the world's main donors, defining and monitoring global standards in key areas of development. The DAC supports the UN in ensuring the success of the Sustainable Development Goals (SDGs). These were first developed and approved in 2006.Key attributes of the DAC are:

• Key pillars needed for a quality evaluation have been prepared by DAC members in order to define member countries' expectations of evaluation processes and evaluation products.

• Are not binding on member countries, but a guide to good practice and aim to improve the quality of development intervention evaluations

• Are intended to contribute to a harmonised approach to evaluation in line with the principles of the Paris Declaration on Aid Effectiveness.

5.3.1. OECD Criteria

Relevance: The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.

Effectiveness: A measure of the extent to which an aid activity attains its objectives.

Efficiency: Measures the outputs -- qualitative and quantitative -- in relation to the inputs.

Impact: The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended.

Sustainability: Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn.

5.3.2. Plenary discussion

Discuss why are the OEDC Criteria essential in an organization?

Facilitator Notes

When evaluating programmes and projects it is useful to consider the following criteria. The criteria were first laid out in the DAC Principles for Evaluation of Development Assistance and later defined in the Glossary of Key Terms in Evaluation and Results Based Management. The following further explains the criteria and provides some sample questions to illustrate how they may be used in practice:

Relevance

The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor. In evaluating the relevance of a programme or a project, it is useful to consider the following questions:

• To what extent are the objectives of the programme still valid?

• Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?

• Are the activities and outputs of the programme consistent with the intended impacts and effects?

Effectiveness

A measure of the extent to which an aid activity attains its objectives. In evaluating the effectiveness of a programme or a project, it is useful to consider the following questions:

• To what extent were the objectives achieved / are likely to be achieved?

• What were the major factors influencing the achievement or non-achievement of the objectives?

Efficiency

Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted. When evaluating the efficiency of a programme or a project, it is useful to consider the following questions:

• Were activities cost-efficient?

• Were objectives achieved on time?

• Was the programme or project implemented in the most efficient way compared to alternatives?

Impact

The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions.

When evaluating the impact of a programme or a project, it is useful to consider the following questions:

• What has happened as a result of the programme or project?

• What real difference has the activity made to the beneficiaries?

• How many people have been affected?

Sustainability

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable. When evaluating the sustainability of a programme or a project, it is useful to consider the following questions:

• To what extent did the benefits of a programme or project continue after donor funding ceased?

• What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?

Time needed	15 minutes

5.4. Tool No. 4: Key Performance Indicators

Key Performance Indicators (KPI) need to cover the most important areas and goals of the organization. They are:
• linked to Strategic Plan / Priorities
• linked to organizational departments
• linked to other key areas without which the organization cannot survive

5.4.1. How to develop KPIs
• Identify the results you expect. What is your organizational goal in each area?
• Add numbers to each goal that you want to achieve.
• Collect the past and current numbers (baseline) for each goal.
• Compare changes in percentage for each goal over the past years / months. How much have we already improved or reached?
• Agree on how frequently each KPI will be reviewed / monitored, i.e. daily, weekly, monthly, quarterly, annually?

5.4.2. Group work
Get together in groups of 2-3 with people from your own organization and:
• Discuss which areas of your organization are most vital and should thus be constantly monitored with a KPI?
• List and elaborate the 5 most important KPIs which your organization should monitor and how.
• Present to the plenary

Time Needed
(1 hour)
30 minutes to prepare presentation
30 minutes to present to the larger group

Materials needed
Flip charts
Markers etc

5.5. Tool No. : Kirkpatrick's Training Evaluation

Facilitator Notes

The New World Kirkpatrick Model

Level 1: Reaction

The degree to which participants find the training favorable, engaging and relevant to their jobs

Customer Satisfaction

The original definition measured only participant satisfaction with the training.

New World Additions:

Engagement

The degree to which participants are actively involved in and contributing to the learning experience

Relevance

The degree to which training participants will have the opportunity to use or apply what they learned in training on the job

Level 2: Learning

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training

Knowledge   *"I know it."*

Skill   *"I can do it right now."*

Attitude   *"I believe this will be worthwhile to do on the job."*

New World Additions:

Confidence   *"I think I can do it on the job."*

Commitment   *"I intend to do it on the job."*

Level 3: Behavior

The degree to which participants apply what they learned during training when they are back on the job

New World Addition:

Required Drivers

Processes and systems that reinforce, encourage and reward performance of critical behaviors on the job

Level 4: Results

The degree to which targeted outcomes occur as a result of the training and the support and accountability package

New World Addition:

Leading Indicators

Short-term observations and measurements suggesting that critical behaviors are on track to create a positive impact on desired results

Implement this model with a consideration of the Kirkpatrick Foundational Principles for maximum impact.

5.5.1. How can we best evaluate our trainings based on the Kirkpatrick model?

1. Discuss with your neighbor how best we can evaluate trainings on any project?

2. How are we already evaluating our trainings? Which Kirkpatrick levels are we covering and which ones are we not covering? Why?

3. What do we need to do differently in the future?

Time needed
Discussion time: 10mins
Presentation time: 2 mins per pair
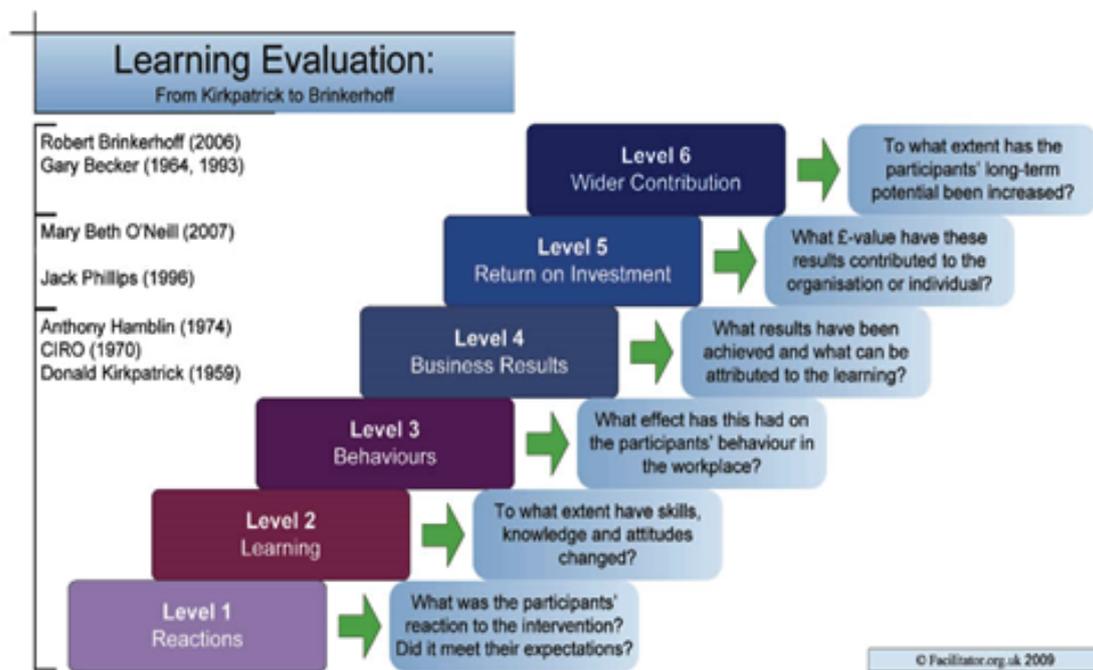
Materials needed
Flips charts
Markets etc
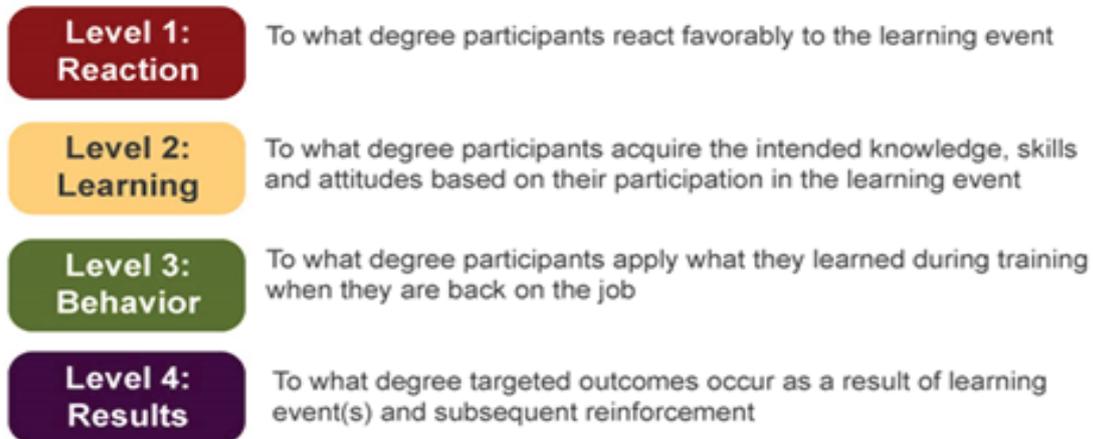
Figure 7: Kirkpatricks Training Evaluation Model

5.6. Conclusion

The above mentioned examples are but only a few of many tools available for use in M & E. It needs however to be mentioned that the above selected are amongst some of the most commonly used in development work M & E.

Chapter 6 – Ending a training session

6.0. Introduction

Any good training session needs to have a planned ending that brings closure to the entire process and also gives guidance to participants for next steps, checks for possible follow-up sessions, success of the training and feedback on the training. This chapter will give a guide for the trainer on how to plan for and execute the training session ending.

6.1. Closing and Evaluation of the training

1 Review the agenda and remind participants of all of the things which were covered

2 Review the goals of the training and ask participants to vote whether or not we achieved all goals during the day

3 Review participants' expectations and ask them to tick off which expectations were achieved. Comment on why some where not achieved and ideally give further reading / send information later or follow up on those not achieved

4 Ask participants to evaluate your training by giving you anonymous feedback on RED and GREEN moderation cards. RED cards = what I didn't like about the training, what we don't need to keep next time. Green cards= what they liked about the training, what they are taking with them from the training. Prepare 2 flip charts, one for each colour of cards: one flip chart with a "dust bin" (red cards) and one with a "suit case" (green cards)

6.2. Alternative:

Prepare evaluation forms (Kirkpatrick level 1) for participants to anonymously evaluate the training and give you feedback. See example of ----- workshops.

6.3. Vote of thanks

At workshop preparatory stage identify from key stakeholders a person with intimate knowledge of the project, its aims and objectives to prepare beforehand some welcoming remarks. For the closing remarks they need to be able to fuse the objectives of the workshop, what transpired in the workshop and summarise all to guidance on next steps.

6.4. Conclusion

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NANGO

**National Association
Of Non-Governmental
Organisation**

Contact details:

Physical Address: 2 McGowan Road
                   Milton Park
                   Harare
                   Zimbabwe
Contact Numbers: +263 242 708761 / 703599
Twitter: @nangozim
Facebook: NANGO Zimbabwe
Website: www.nangozim.org