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Ministry of Interior, Local Government and Rural Development

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District Participatory Planning and Budgeting  
Guide (DPP&BG)

# DDF Module

## Assessment & Evaluation

December 2018



## Notes for Trainers

### Assessment Tasks

The assessment items below are designed to gauge the Knowledge, Skills and Attitudes developed as a result of training conducted in the DPP&BG DDF Module, by way of pre- and post-testing. The pre- and post-testing will be based on the specific learning outcomes identified for each session in the DDF Module. This type of assessment is in line with 'Kirkpatrick Level 2' of evaluation. Note that in the future, these assessment items may be further developed so that they contribute towards some kind of recognised certification through the LGI, or qualification by an accredited institution.

#### Pre-test

The pre-test is a brief assessment item which uses multiple choice, true/false, and short answer questions, designed to gauge existing levels of understanding of the subject matter to be covered, as well as to gauge attitudes towards the subject matter. There is also a 'self-assessment checklist' as part of the pre-test, which can be completed individually by participants, to determine their own perceptions of their existing ability to carry out certain tasks related to their role.

It is recommended that the pre-testing be carried out as part of the 'Getting Started' session, and as such, an extra 20-30 minutes may be required to accommodate this activity. Alternatively, the pre-test could be carried out in the week prior to training delivery, but this may be difficult to do from a logistical point of view.

If the pre-test is done as part of the 'Getting Started' session, it will be essential for trainers to be working in teams (e.g. of 2 or 3), to enable one trainer to be analysing the results of the pre-testing and feeding that information into the conduct of the training, while at the same time the other trainer/s can continue with the session, so that training is not delayed unnecessarily.

It is important to emphasise to participants that the results of the tests will be kept confidential and are designed to give an overall picture that can help the trainers – the tests are not designed to single out individuals who may be 'lacking' in some areas. Therefore, the more honest participants can be when filling out their self-assessment forms, the more useful the forms will be.

The benefit of conducting a pre-test is that it can help the trainer/s focus on specific areas needing improvement. It can also help participants identify their own weak areas. Importantly, a pre-test is useful to measure against post-test results, so that there is some basis for comparison in terms of determining participants' level of understanding at the end of the training, compared with before the training.

#### Post-test

A post-test is designed to measure a participant's transfer of learning as a result of the training just completed. It can help the trainer/s identify the effectiveness of the training, and it can help the participants identify areas for themselves where they have improved, or where they feel they need more support, or further learning opportunities.

The post-tests are usually conducted at the end of the training, usually in the same session that an evaluation is conducted. In this guide, the post-tests for each module are in the form of a short assessment item, and another 'self-assessment checklist', which can be compared to the one completed as part of the pre-test.

Ideally, the post-test questions will be completed individually, but it may be appropriate to conduct the pre- and post-testing sessions in a more informal way, as an exercise in pairs or as a group activity, depending on the participants involved in the training.

An Answer Key is provided, which gives answers to pre- and post-test questions. It also gives a scoring mechanism for post-test questions.

### **Evaluation Questionnaire**

A short questionnaire is also provided for participants to complete at the end of the DDF Module face to face training component, to gauge their reactions to the training and what they have learned.

### **Workplace Assignments**

The DDF training is designed as a 'blended learning' approach, combining face to face training with follow up workplace assignments. The workplace assignments will be set by the training provider.

**Pre-test questions: DPP&BG DDF Module**

Name/Position/District: .....

..... Date: .....

*Note: Answer the following questions to the best of your ability. They are designed to give the trainer an indication of your existing knowledge of the subject area and do not contribute to your overall assessment score.*

1. *Based on what you know*, what is the main purpose of a planning process? In other words, what does a planning process aim to achieve?

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2. *Based on your ideas*, if developing a planning framework for your district, what kind of information will it be important to collect?

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3. *In your opinion*, what might be the benefits of involving the community in a district planning process?

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4. *Based on your ideas*, which stakeholders from within the district local government should have a role in preparing the district planning framework and why?

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**Pre-Test Self-Assessment Checklist – DPP&BG DDF Module**

Name/Position/District: ..... Date: .....

Based on your *current* knowledge and experience, for each skill area please tick ✓ the box that applies most closely to your situation.

Skill Area	Self-Rating			
	I usually find this task confusing and unclear	I can do this task but I would like to improve further in this area	I feel confident in my ability to carry out this task	This task is not usually part of my role
1. Collecting primary and secondary data for use in district planning activities.				
2. Compiling information from different sources into one cohesive document.				
3. Identifying and writing objectives, baseline, indicators and targets				
4. Ensuring that community stakeholders have an opportunity for input into important planning documents.				

**Post-test questions: DPP&BG DDF Module**

Name/Position/District: .....

..... Date: .....

- 1. According to the DPP&BG Planning & Budgeting Calendar, in which months is the DDF prepared? (Noting that it is only prepared once every 5 years).

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**1pt**

- 2. What are some ways of raising awareness among the public about the DDF preparation process?

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**2pts (1/2 point for each correct answer)**

- 3. What are 4 main sources of information for the DDF?

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**2pts**

4. Circle the correct answer. Which of the following is ***not*** a task for preparing the District Profile?

- a) Collecting data by sector at village level.
- b) Validating data collected at village level with existing secondary data.
- c) Defining targets and indicators for measuring progress towards objectives.

**1pt**

5. True or False? The purpose of conducting community consultations for the DDF is to generate a wish list of specific projects for implementation in villages.

**TRUE / FALSE**

**1pt**

6. Circle the correct answer. The activities involved in incorporating national/sector input into the DDF include:

- a) Considering national or line ministry requirements that the district must work in accordance with.
- b) Assessing any existing plans or priorities in the district for relevant information.
- c) Preparing a brief document which outlines national and sector priorities.
- d) All of the above.

**1pt**

7. Who has the main responsibility for preparing the draft DDF document?

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**1pt**

8. True or False? Final step in the DDF process is the validation of the DDF document by the community at a Validation workshop.

**TRUE / FALSE**

**1pt**

**Total Score =                    /10**

**Post-Test Self-Assessment Checklist – DPP&BG DDF Module**

Name/Position/District: ..... Date: .....

Based on what *you have learned* in this training module, for each skill area please tick ✓ the box that you *now* feel applies most closely to your situation.

Skill Area	Self-Rating			
	I cannot see how to apply what I have learned in this training to do this task.	I can see how I can apply what I have learned in training to this task, but I need more follow up support to do so.	I can easily apply what I have learned in this training to this task.	This task is not usually part of my role.
1. Collecting primary and secondary data for use in district planning activities.				
2. Compiling information from different sources into one cohesive document.				
3. Identifying and writing objectives, baseline, indicators and targets				
4. Ensuring that community stakeholders have an opportunity for input into important planning documents				

## Answer Key: Pre and Post-Test, DPP&BG Overview Module

*\*Note: Answers are not provided for the self-assessment checklists, as these will vary depending on the situation, perception and skill of each individual.*

### Pre-test Questions

1. *Based on what you know*, what is the main purpose of a planning process? In other words, what does a planning process aim to achieve?

Look for answers such as:

- Planning is a process of thinking ahead and deciding:
  - *Where* are we now and *Where* do we want to go?
  - *What* are we going to do and *How* are we going to do it?
  - *Who* is going to be involved?
- A planning process can help a district authority to make sensible decisions about projects that can be *explained to the wider community*.

2. *Based on your ideas*, if developing a planning framework for your district, what kind of information will it be important to collect?

Look for answers such as:

- Information from the community about their needs.
- Statistical information about the district, for example, education, health, economy etc
- Information about other plans that overlap with district planning.

3. *In your opinion*, what might be the benefits of involving the community in a district planning process?

Look for answers such as:

- Greater awareness of their needs and priorities and so the district will be better able to meet these needs.
- Greater involvement from the community leads to a greater sense of ownership in the process, which in turn leads to sustainability.
- Greater capacity for the district local government to work with communities to achieve mutual goals.

4. *Based on your ideas*, which stakeholders from within the district local government should have a role in preparing the district planning framework and why?

Look for answers such as:

- Planning Department / M&E Unit – Collecting data, preparing the plan, identifying objectives, indicators etc.
- Social Affairs Department – Coordinating community consultations and awareness raising.
- Mayor and Executive – leading the process.
- District Councillors – consulting with their constituents and setting the district vision.

## Post-test Questions

1. March-July (in Year 1 only)

**1pt for correct answer**

2. tv and radio announcements / notices in public places / sms messages / local newspapers and websites

**2pts (1/2 point for each correct answer)**

3. District Profile / LED / Community Consultations / National & Sector Input

**2pts (1/2 point for each correct answer)**

4. c) Indicators and targets are defined as part of preparing the DDF, not the District Profile.

**1pt for correct answer**

5. FALSE. Community consultations aim to identify the main priority areas in communities and not specific projects.

**1pt for correct answer**

6. d) All of the above.

**1pt for correct answer**

7. Department of Planning

**1pt for correct answer**

8. TRUE

**1pt for correct answer**

**Total Score =                    /10**

## Evaluation Questionnaire




**Name of Training Course:** .....

**Date:** ..... **Location:** .....

**Name and position of participant (optional):** .....

.....

*This questionnaire is to be completed by all participants following the face to face training component.*

	<b>Strongly Disagree</b> 	<b>Disagree</b>	<b>Half/ Half</b> 	<b>Agree</b>	<b>Strongly Agree</b> 
Overall, the training session was high quality.					
The course covered the material I expected.					
This training will be beneficial to me in the performance of my job.					
I had opportunities to practice what I learned.					
The course gave me specific ideas and tools to implement in my workplace.					
The trainer was professional, well-prepared, and knowledgeable.					
The training facility was well-equipped and comfortable.					
Overall, this course was worth my time and effort.					

## **Final Thoughts**

What was the most important thing that you learned in this training?

If you could change one thing about this course, what would it be?

Do you have anything else to share?

*Thank you!*