



Wasaarada Arrimaha Gudaha, Federaalka & Dimuqraadiyeynta
PUNTLAND EE SOMALIYA

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Ministry of Interior, Federalism and Democratisation

District Participatory Planning and Budgeting
Guide (DPP&BG)

District Monitoring & Evaluation Training

Assessment & Evaluation

June 2019



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 Monitoring & Evaluation (M&E) 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 M&E Module. This type of assessment is in line with 'Kirkpatrick Level 2' of evaluation, and form part of a broader assessment plan towards a Certificate qualification through the LGI.

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 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. The pre-test results also do not contribute to the overall assessment result for the module—only the post-test assessment task will count towards this. 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. These items are both to be completed individually. The self-assessment checklist does not contribute to the overall assessment result for the module, only the post-test assessment task will be counted.

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 M&E Module face to face training component, to gauge their reactions to the training and what they have learned.

Workplace Assignments

The M&E 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 as part of achieving a certificate for the module or the broader course that the module is part of.

Pre-test questions: DPP&BG M&E 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. *In your own words*, how would you briefly describe the difference between 'Monitoring' and 'Evaluation'?

2. *Based on your ideas*, who has a role in M&E in a district local government?

3. *Based on what you know*, what is the difference between primary and secondary data?

4. *In your opinion*, what types of reports need to be prepared as part of M&E activities?

Pre-Test Self-Assessment Checklist – DPP&BG M&E 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. Developing indicators and targets to measure progress in achieving DDF objectives.				
2. Finding baseline data to set realistic baseline figures for DDF objectives.				
3. Conducting surveys pre and post an intervention to measure change since the intervention (e.g. a road, school etc).				
4. Completing monthly project monitoring forms and quarterly progress reports to monitor progress in AWP implementation.				
5. Reviewing DDF achievements after each year of DDF implementation to measure project against DDF objectives.				
6. Ensuring that information from M&E results and reports can feed into the district planning process and decision making.				

Post-test questions: DPP&BG M&E Module

Name/Position/District:

..... Date:

1. Can you list 2 of the benefits of conducting M&E activities?

a.

b.

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

2. Can you match the following M&E terms with their definitions?

M&E term	Definition
1. Indicators	A. What changes and outcomes we want to achieve over the time frame of the 5 year DDF.
2. Objectives	B. Refers to a starting point, that is, the situation that exists at the time of starting a project that aims to improve a situation.
3. Outputs	C. These are qualitative or quantitative clues, signs or markers that measure one aspect of a project and show how close it is to achieving its objectives.
4. Baseline	D. The products and services from an intervention that contribute to the achievement of a long term outcome. For example, number of schools built, kms of road constructed.

2 points (1/2 point for each correct answer)

3. Which of the following stakeholders has a role in District M&E?

a. District Planning Department

b. MOI Planning Department

c. Department of Social Affairs

d. All of the above

1 point

4. Put the following steps in the DDF/AWP M&E process in the correct order by numbering them 1-5:

_____ Make decisions on data collection

__ **1** __ Define Indicators and Targets

_____ Reporting

_____ Set the baseline

_____ Collect data

2 points (1/2 point for each correct answer)

5. For each of the targets listed below, can you identify whether they are a target relating to health **(H)** or education **(E)**?

_____ Reduce neonatal mortality from 40/1000 to less than 35 per 1000 live births.

_____ Reduce dropout rates at primary education level by 50%.

_____ Increase the proportion of the primary schools who have active community education committees (CEC) to 70%.

_____ Reduce incidence of TB from 285/100,000 per year to <250/100,000.

2 points (1/2 point for each correct answer)

6. Can you list two (2) types of M&E reports that districts must prepare?

1.

2.

2 points

Total Score = /10

Post-Test Self-Assessment Checklist – DPP&BG M&E 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.	I can easily apply what I have learned in this training to this task.	This task is not usually part of my role.
1. Developing indicators and targets to measure progress in achieving DDF objectives.				
2. Finding baseline data to set realistic baseline figures for DDF objectives.				
3. Conducting surveys pre and post an intervention to measure change since the intervention (e.g. a road, school etc).				
4. Completing monthly project monitoring forms and quarterly progress reports to monitor progress in AWP implementation.				
5. Reviewing DDF achievements after each year of DDF implementation to measure project against DDF objectives.				
6. Ensuring that information from M&E results and reports can feed into the district planning process and decision making.				

Answer Key: Pre and Post-Test, DPP&BG M&E 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.*

Answer Key: Pre-test Questions

1. *In your own words*, how would you briefly describe the difference between 'Monitoring' and 'Evaluation'?

Look for answers such as:

- Monitoring is continuous, Evaluation is periodic.
- Monitoring focuses on the progress of implementation, Evaluation is more focused on whether the objectives/outcomes have been achieved.
- Monitoring helps future project implementation, Evaluation helps to judge the impact of a project and help to make decisions on future projects.

2. *Based on your ideas*, who has a role in M&E in a district local government?

Look for answers such as:

- District Planning Department
- M&E Unit (within District Planning Department)
- Social Affairs Department
- Public Works Department
- Links with MOI Planning Department and MOPIC
- District Council Monitoring Sub-Committee

3. *Based on what you know*, what is the difference between primary and secondary data?

Look for answers such as:

- Primary data collection involves conducting research oneself, or using the data for the purpose it was intended for.
- Secondary research data, is collected by a third party, or for some other purpose.

4. *In your opinion*, what types of reports need to be prepared as part of M&E activities?

Look for answers such as:

- Monthly monitoring
- Quarterly Reports
- Annual Reports
- Mid-term Evaluation
- Final Evaluation

Answer Key: Post-test Questions

1. Any of the following is correct:

- Strengthen Accountability
- Improve Management & Decision Making
- Ensure that the objectives for the project are reached
- Encourages learning
- Ensure the quality, sustainability and effectiveness of projects

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

2. The correct answers are:

1. C. / 2. A. / 3. D. / 4. B

2 points (1/2 point for each correct answer)

3. The correct answer is:

d) All of the above

1 point

4. The correct answers are:

 3 Make decisions on data collection

 1 Define Indicators and Targets

 5 Reporting

 2 Set the baseline

 4 Collect data

2 points (1/2 point for each correct answer)

5. The correct answers are:

 H Reduce neonatal mortality from 40/1000 to less than 35 per 1000 live births.

 E Reduce dropout rates at primary education level by 50%.

 E Increase the proportion of the primary schools who have active community education committees (CEC) to 70%.

H Reduce incidence of TB from 285/100,000 per year to <250/100,000.

2 points (1/2 point for each correct answer)

6. Any of the following are correct:

- Monthly Monitoring of Projects in the AWP
- Quarterly Monitoring Progress Reports of the AWP
- Semi-Annual Monitoring Reports of the AWP
- Annual Monitoring Reports of the AWP and DDF
- Mid-term Evaluation Report on the DDF implementation
- Final Evaluation Report on DDF achievements
- Output/Outcome/Impact Project Reports
- Community Monitoring Group Reports

2 points (1pt for each correct answer)

Total Score = /10

Evaluation Questionnaire




Name of Training:

Date: **Location:**

Name and position of participant (optional):

.....

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

	Strongly Disagree 	Disagree	Half/ Half 	Agree	Strongly Agree 
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!