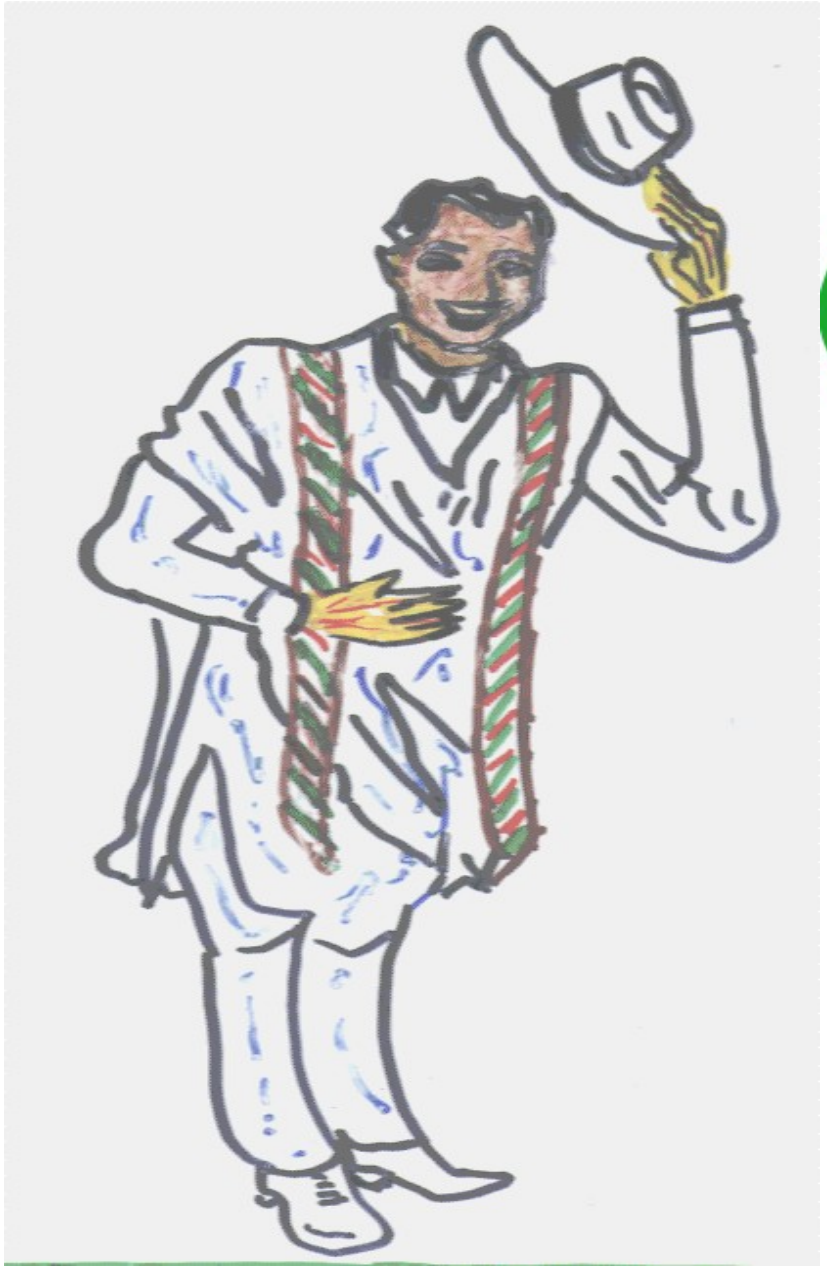
Monitoring and Evaluation in Education and Training




Greetings

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Successful completion of the training you should be able to:

- Define the terms monitoring, evaluation, effectiveness and accountability.
- Explain the nature of monitoring and evaluation
- Describe the main types of evaluation.
- State the importance of evaluation.
- Outline the purposes of evaluation.
- Outline the reasons for establishing standards of accountability.
- Identify the functions of evaluation.
- Describe the factors of effective school management.
- Explain the relationship between evaluation and effectiveness of school management.
- Describe different evaluation techniques.
- Apply appropriate evaluation techniques to meet different situations.
- Identify the basis for evaluating teacher's performance.
- State teacher's personal traits.
- Explain the significance of classroom visits to teacher's performance.

Reflection Exercise

1. What do you understand by the terms: monitoring and evaluation?
2. What are the similarities and differences among Monitoring, Supervision, Inspection and Evaluation? Explain
3. Have you ever attempted to undertake M&E?
4. If yes what have you achieved or what challenges have you faced?
5. Briefly explain the need for Monitoring and evaluation .
6. What issues you need to be addressed & questions to be answered for you in this session (your expectations)?

Monitoring and Evaluation

Monitoring can be defined as a continuing function

- ✓ **aims primarily to provide the management and main stakeholders of an ongoing intervention**
- ✓ **early indications of progress, or lack thereof, in the achievement of results. Monitoring: is the continuous assessment of a programme in the context of its implementation schedules.**
- ✓ **Monitoring: examines the differences between the planned (programme) and the actual (achievement).**
- ✓ **It is also the collection of information at regular intervals about on-going projects or programmes within the school system, concerning the nature and level of their performance**

Monitoring

- Monitoring should be “systemic” – it is not limited to the classroom or to the school.
- It’s a process that is used by everyone at every level to determine: what is working, what isn’t, and what needs to be done to improve.

Evaluation

- Evaluation is a selective exercise that attempts to systematically and objectively assess progress towards and the achievement of an outcome.
- Evaluation is not a one-time event, but an exercise involving assessments of differing scope and depth carried out at several points in time in response to evolving needs for evaluative knowledge and learning during the effort to achieve an outcome.
- All evaluations—even project evaluations that assess relevance, performance and other criteria—need to be linked to outcomes as opposed to only implementation or immediate outputs.

- Evaluation: means the determination of the value of a thing.
- It is the determination of the quality, effectiveness or quality of a programme, project or process.
- It is the assessment of an organization in relation to its goals and objectives over a period of time,

- Evaluation is an attempt to assess systematically and objectively the relevance, performance and success of ongoing and completed program and projects. Evaluation can also address outcomes or other development issues.
- Evaluation is undertaken selectively to answer specific questions to guide decision-makers and/or program managers, and to provide information on whether underlying theories and assumptions used in program development were valid, what worked and what did not work and why.

- Evaluation commonly aims to determine relevance, efficiency, effectiveness, impact and sustainability. Evaluation is a vehicle for extracting cross-cutting lessons from operating unit experiences and determining the need for modifications.
- Evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process.

Effectiveness:

- **Effectiveness**: This is the extent to which the set goals or objectives of a school programme are accomplished.
- Such effectiveness can be seen in relation to either the quality, quantity or equality of educational instruction given in a school. **Accountability:** Refers to the process of justifying to others job performance in relation to agreed goals and targets.

Purposes of Monitoring and Evaluation

- Monitoring and evaluation help improve performance and achieve results.
- More precisely, the overall purpose of monitoring and evaluation is the measurement and assessment of performance in order to more effectively manage the outcomes and outputs known as development results.

Monitoring is important for many reasons, some of which are described here:

1.It enables us to describe the programme we will subsequently evaluate.

- If we do not know the degree to which it is implemented, it is difficult to arrive at conclusions about the adequacy of that programme.

2.It is a powerful tool for programme managers who wish to determine the specific "nuts and bolts" they must address in order to improve a project's impact.

3.It is an essential element of accountability to counterparts, employers and colleagues.

Importance of Evaluation

- The significance of evaluation in educational management lies in the fact that evaluation is the springboard on which the future development of education and the entire school system repose.
- Parents, students, members of the public, teachers, government and administrators have their views and judgments with respect to the strengths and limitations of given schools or school systems.
- Educational administrators recognize that evaluation is a part and parcel of their function, however they are often confronted by issues of validity and credibility of data collected as some of these may be inadequate

Importance of Evaluation

- While it is understood that the task of evaluation is difficult and complex, however, these are no sufficient reasons for failure to recognize its importance in the school system.
- If a problem arises in the other numerous tasks of the administrator, carrying out an evaluation of the problem area would assist him in no small measure on how to go about solving the problem.

Evaluation

- evaluation is a **systematic planned enquiry undertaken in order to enable decision-maker to make judgments** concerning the worth of an educational policy, project or programme and to achieve certain aims and purposes.
- Evaluation can be a costly waste of time and effort, but when done efficiently, vigorously and with the intention of improving educational provision, it is likely to be worthwhile, because the new knowledge gained can be fed back into the system to improve what goes on in education.

Purposes of monitoring and evaluation

- Important objectives are to learn from practical experience and to apply the findings in a project or program for system innovation. But there are also other objectives of monitoring and evaluation that you may have to meet.
- The following list presents the different objectives and their consequences for the use of the method and the target groups.

- **Learning**- To meet this objective you collect information about the progress of your project or program, about the intended or unintended effects, about developments in the environment and about obstacles that you encounter.
- You use this information to reflect on your points of departure and your assumptions about the problem or about the possible solutions or the knowledge needed to find solutions.
- This might lead to the conclusion that you have to revise your automatic assumptions.

- **Accountability**-The question of accountability mainly concerns whether you have achieved the goals that have been set and have made effective use of the resources provided.
- **Intervention or adaptation-** Here the objective of the monitoring and evaluation is to decide whether the transition project or program needs to be modified, for example in terms of the activities or target groups.

- **Generating enthusiasm and transferring knowledge-**Creating enthusiasm and transferring knowledge can contribute to the legitimacy of system innovations and help increase support for anchoring them in an organization.

monitoring and evaluation helps program implementers:

- Make informed decisions regarding program operations and service delivery based on objective evidence;
- Ensure the most effective and efficient use of resources;
- Objectively assess the extent to which the program is having or has had the desired impact, in what areas it is effective, and where corrections need to be considered; and
- Meet organizational reporting and other requirements, and convince donors that their investments have been worthwhile or that alternative approaches should be considered.

From the data generated through monitoring and evaluation, one may decide to do either of the following:

1. discontinue the project if it is beset with basic faults that can not be easily solved,
2. revise the project's design.
3. continue the project with no changes.

You should note that monitoring and evaluation are continuous activities.

They occur throughout the life of a programme.

The main **objectives** of today's results-oriented **monitoring** and **evaluation** are to:

- Enhance **organizational** and **development learning**;
- Ensure **informed decision-making**;
- Support substantive **accountability** and organization **repositioning**;

Without monitoring and evaluation, it would be impossible to judge if work was going in the right direction, whether progress and success could be claimed, and how future efforts might be improved.

Key differences between monitoring and Evaluation

Comparison	Monitoring	Evaluation
Meaning	Monitoring refers to a routine process that examines the activities and progress of the project and also identifies bottlenecks during the process.	Evaluation is a sporadic activity that is used to draw conclusion regarding the relevance and effectiveness of the project or program.
Related to	Observation	Judgment
Occurs at	Operational level	Business level
Process	Short term	Long term
Focuses on	Improving efficiency	Improving effectiveness
Conducted by	Internal Party	Internal or External Party

Some important distinctions between Monitoring and Evaluation

Monitoring	Evaluation
• Done routinely, continuously, as part of day-to-day	• Done periodically, e.g. annually, mid-term, or at the end of a project
• Provides detailed information on activities	• Provides summarized and analyzed information
• Used to make management decisions: identify, analyze and resolve problems	• Used to determine how well a completed program is meeting or has met its objectives
• Reinforces team work, interaction	• Used to assess program's future prospects

Monitoring helps determine:	Evaluation helps determine:
1. **How** things are getting done (work performance re: work plan)	1. Whether **accomplishments** have fulfilled original objectives
2. **Who** is doing the work(staff performance re: individual work plan, job descriptions, volunteer or community inputs, etc.)	2. Which **activities** helped to meet the objectives
3. **What** materials and funds are being used(availability and use of resources, initial list of activities, technical input)	3. The **impact** of the project
4. **When** activities are carried out and completed(actual time re: schedules in project plan)	4. What **resources** were used wisely and efficiently(cost effectiveness)
	5. How the **community** perceives the project and whether they want to sustain it
	6. Whether scheduled activities were completed **in sequence and on time**

OUTCOME MONITORING INTERVENTIONS

Outcome monitoring focuses on the following interventions and strategies and their implications:

- Projects;
- Program;
- Partnerships;
- “Soft” assistance in the form of policy advice, policy dialogue, advocacy, brokerage/ coordination provided outside of established projects or program;and
- Implementation strategies.

ELEMENTS OF MONITORING IMPLIMENTATION

- Description of the problem or situation before the intervention;
- Benchmarks for activities and immediate outputs;
- Data collection on inputs, activities and immediate outputs;
- Systematic reporting on provision of inputs, etc.;
- Directly linked to a diverse intervention (or series of interventions);
- Designed to provide information on administrative, implementation and management issues as opposed to broader development effectiveness issues.

ELEMENTS OF OUTCOME MONITORING

- Baseline data to describe the problem or situation before the intervention;
- Indicators for outcomes;
- Data collection on outputs and how/whether they contribute towards achievement of outcomes;
- More focus on perceptions of change among stakeholders and more focus on “soft” assistance;
- Systematic reporting with more qualitative and quantitative information on the progress of outcomes;
- Done in conjunction with strategic partners;
- Captures information on success or failure of partnership strategy in achieving desired outcomes.

OUTCOME EVALUATION

- An outcome evaluation is an evaluation that covers a set of related projects, program and strategies intended to bring about a certain outcome.
- Such evaluations assess how and why outcomes are or are not being achieved in a given country context and the role the organization has played.
- They may also help to clarify underlying factors affecting the situation, highlight unintended consequences (positive and negative), recommend actions to improve performance in future programming, and generate lessons learned.
- These periodic and in-depth assessments use “before and after” monitoring data.

- An outcome evaluation extracts lessons learned, findings and recommendations by assessing the following:
    - Progress towards the outcome;
    - Factors contributing to the outcome (practical influences);
    - Key institution’s contributions (outputs, including those produced through “soft” assistance) to outcomes;
    - The partnership strategy (how the institution works with its partners).

RELATIONSHIP b/n OUTCOME MONITORING & OUTCOME EVALUATION

- Both outcome monitoring and outcome evaluation are aimed at the systematic collection and analysis of information to track changes from baseline conditions to the desired outcome and to understand **why change is** or **is not** taking place.
- Both functions are closely linked to decision-making processes at program and policy levels. Both provide consistent information for the improvement of interventions and strategies

Key Principles for Monitoring

- Good monitoring" means that **monitoring is continuous,** involves partners, and is focused on progress towards outcomes.
- Such monitoring provides the basis for the **results-oriented annual report (ROAR) and for evaluations.**
- Good monitoring requires that a country office find the **right mix of tools and is able to balance the analysis of reports, reviews and validation, and participation.**
- Good monitoring is not demonstrated by merely producing reports in a prescribed format at set intervals.

CONDUCTING GOOD MONITORING

Good principles (also called “minimum standards”) for monitoring are as follows:

1. **Good monitoring focuses on results and follow-up**. It looks for “what is going well” and “what is not progressing” in terms of progress towards intended results. It then records this in reports, makes recommendations and follows-up with decisions and action.

2. **Good monitoring depends to a large extent on good design**. Particularly important is the design of a realistic results chain of outcome, outputs and activities.

3. **Good monitoring requires regular visits that focus on results and follow-up to verify and validate progress.**

In addition, the Program Manager must organize visits and/or bilateral meetings dedicated to assessing progress, looking at the big picture and analyzing problem areas.

4. **Regular analysis of reports such as the annual project report (APR) is another minimum standard for good monitoring.**

5. **Monitoring also benefits from the use of participatory monitoring mechanisms to ensure commitment, ownership, follow-up and feedback on** performance.

- Progress cannot be assessed without some knowledge of what partners are doing.
- Participatory mechanisms include outcome groups, stakeholder meetings, steering committees and focus group interviews.
- Good monitoring finds ways to objectively assess progress and performance based on clear criteria and indicators.
- Must make an effort to improve their performance measurement system by developing indicators and baselines.

6. Assessing the relevance, performance and success of development interventions also enhances monitoring.

SCOPE OF MONITORING

Organizations may integrate their results-oriented monitoring and evaluation planning into existing systems and structures in any number of ways.

- 1. Plan monitoring and evaluation simultaneously: Evaluation is an important monitoring tool and monitoring is an important input to evaluation. Because they are so interrelated, it is recommended that country offices plan monitoring and evaluation processes together at the same time.
- 2. Capture results (outcome and outputs): Meaningful information about outcomes and outputs needs to be captured, regardless of the unit of analysis used by a monitoring and evaluation plan (e.g. outcomes, outputs, projects, activities, themes, areas).
- 3. Develop an evaluation plan: This is a key element in performance assessment.
- 4. Base planning on a strategic choice: Planning is not primarily about scheduling (the timing and selection of tools); it is about determining the best approach depending on the needs and the nature of what is being monitored or evaluated.

1.3 Types of monitoring and Evaluation

- **1.3 Types of monitoring and Evaluation**
- The types of monitoring can be seen in terms of compliance monitoring, diagnostic monitoring and performance monitoring.
- **Compliance Monitoring-** It is Monitoring system was developed to ensure compliance with state and federal special education laws and regulations and to improve the overall quality of education to special education students. The Compliance Monitoring system, however, can be used to monitor any process that requires adherence to a set of standards, a review process and corrective action planning.

Benefits of the system include:

- Faster compliance with State and Federal regulations
- A uniform and guided self-assessment process
- Faster and targeted onsite reviews aimed to focus on potential areas of deficiency
- Quicker identification and correction of areas of non compliance issues
- Tracking and reporting of compliance milestones
- Increased efficiency of staff
- Higher level of accountability and reporting
- Ability to adjust to changes in State and Federal laws that affect Special Education

- **Diagnostic monitoring-**
- This type of monitoring is commonly used to identify the weakness and strength of the students.
- This helps to minimize and if it is possible to avoid students weakness and possible maintain the strong sides of the students.
- It is also possible to disseminate the strong sides of students from one student to the other and from to school to schools.

- **Performance Monitoring-**
- performance monitoring is a process wherein the supervisor ensures that the employee is progressing towards the goals and objectives established during goal setting.
- The supervisor makes sure that the work is being accomplished in accordance to the standards established at the beginning which acts as a standard and provides regular feedback to keep the employee on track.

1. What is inspection?
2. Give two reasons why inspection is carried out.
3. Identify and briefly describe three types of inspection.

SELECTING THE RIGHT MONITORING TOOLS

1 REPORTING and ANALYSIS

- Annual project report (APR)
- Progress and/or quarterly reports
- Work plans
- Project/program delivery reports and combined delivery reports
- project documentation

2.VALIDATION

- Field visits
- Spot-check visits
- External assessments/ monitoring
- Client surveys
- Evaluations

3. PARTICIPATION

- Outcome groups
- Steering committees/ mechanisms
- Stakeholder meetings
- Focus group meetings
- Annual review

DRAFTING THE TERMS OF REFERENCE

- At a minimum, it is expected that terms of reference for all evaluations will contain the following **information**:

- **Introduction**: A brief description of what is to be evaluated (outcome, program, project, series of interventions by several partners, etc.);
- **Objectives**: Why the evaluation is being undertaken and a list of the main stakeholders and partners;
- **Scope**: What issues, subjects, areas and timeframe the evaluation will cover;
- **Products expected from** the **evaluation**: What products the evaluation is expected to generate (e.g. findings, recommendations, lessons learned, rating on performance, an “action item” list);
- **Methodology** or **evaluation approach**: The methodology suggested to the evaluation team;
- **Evaluation team**: Composition and areas of expertise;
- **Implementation arrangements**: Who will manage the evaluation and how it is organized.

B U D G E T I N G

- Budgeting for an evaluation depends upon the complexity of the project or outcome to be evaluated and the purpose of the exercise.
- These factors dictate the timeframe and the number of evaluators needed.
- For projects, evaluation resources are allocated from the monitoring and evaluation lines of the project budget.
- Similarly, outcome evaluations draw on the respective monitoring and evaluation allocations of the projects and programs that contribute to that outcome.

FOLLOWING UP

- The evaluation process does not end with the submission and acceptance of the evaluation report.
- The findings, conclusions, recommendations and lessons learned need to be internalized and acted upon.
- Therefore, the final step in managing and conducting any evaluation is to follow up on the evaluation report and implementation of change.
- This step is closely linked to the knowledge and learning processes.

Types of Evaluation

- **evaluation may have different forms let us see**
- **formative and summative evaluations.** Evaluation is the process of determining the worth of a program.
- plan must be made to accurate evaluate any type of program, whether it is training course or concerns the effectiveness of and customer satisfaction with a new product.
- Many different types and methods of evaluation are available depending on the information that needs to be assessed.

Formative Evaluations-

- Formative evaluations are evaluations that occur during the process.
- These evaluations are used to measure how well the process is proceeding overall and if changes are necessary.
- For example, in an educational setting, a teacher may ask the students to write a short paper reflecting on the topic just presented.
- The teacher can look at these reflections to determine if the students understand the material and make changes in their instruction to help students as they progress in the classroom.

Summative Evaluations-

- The summative evaluation occurs at the end of the program.
- The evaluation considers the effectiveness of the program as a whole and makes suggestions to improve it.
- Businesses, for example, may ask that consumers complete surveys and questionnaires after services have been rendered to gather information.
- This information can help businesses learn if additional training of its employees needs to be completed or if the products and services it offers meet the needs of its clients.

- **Difference between formative assessment and summative evaluation assessment**
- Assessment refers to the evaluation of something.
- When it comes to learning, students are assessed by the educational institution, to analyze their learning graph, their understanding level and progress.
- It also helps in planning further study material. Assessment can be of two types, i.e. it can be formative or summative.

- The **formative assessment (FA)** is conducted during the learning process.
- On the contrary, **summative assessment (SA)** is undertaken only at the end of the course or unit.

- The primary difference between formative and summative assessment lies in their nature and the frequency of occurrence.
- Let’s take a look at this article, in which we’ve simplified the

No.	**Comparison**	**Formative assessment**	**Summative assessment**
1	Meaning	This refers to a variety of assessment procedures that provides the required information, to adjust teaching, during the learning process.	Summative Assessment is defined as a standard for evaluating learning of students.
2	Nature	Diagnostic	Evaluative
3	What is it?	It is an assessment for learning.	It is an assessment of learning.
4	Frequency	Monthly or quarterly	Term end
5	Aims at	Enhancing learning	Measuring student's competency.
6	Goal	Monitor student learning.	Evaluate student learning.
7	Weight of grades	Low	High

There are different types of evaluations

Evaluation type	Used to
Developmental	Design or develop a response to a known need, particularly in complex situations, where approaches or activities are being developed or tested. It supports experimental, creative or innovative approaches where the results are uncertain. Developmental evaluation asks good questions and provides real-time feedback to inform its development.
Needs analysis	Map and verify the extent of an issue. It answers questions about the number and features of a target group, area or community and what they might need to tackle an issue. Needs assessments can help justify a new program or verify an existing one.

There are different types of evaluations.

Formative	Help improve and refine a project.
Process	Find out how well something was implemented or delivered. It's often used to understand how well program results were achieved and to replicate or scale it.
Impact or outcome	Assess how effectively a program met its goals and produced change. This kind of evaluation focuses on the difficult questions of what happened for participants and how much of a difference the program made.
Summative	To reach a judgment about the overall performance of something to answer questions about quality and impact for the purposes of accountability and decision making.

Preparing for an evaluation

Tips for involving partners and stakeholders in the entire evaluation process include the following:

- Make a preliminary selection of partners and stakeholders to contact in the early stages of evaluation planning (i.e., when selecting the outcome, defining the scope, deciding on timing and so on);
- Share the term of references (TORs) and CVs of suitable candidates for the evaluation team and obtain feedback from stakeholders and partners, who can play a valuable role in defining the scope of the outcome evaluation;
- Introduce team members to partners and stakeholders;
- Invite partners and stakeholders to workshops with the evaluation team (i.e., when they form the evaluation questions, present the evaluation report, etc.);
- Organize a joint analysis with partners of relevant documentation for the evaluation and make the analysis available for future examination by the evaluation team;
- Organize joint field missions with partners when relevant;
- Organize a meeting with partners and stakeholders after the first draft of the evaluation report is produced to discuss the findings with them;
- Follow-up with partners and stakeholders to help ensure that the lessons learned and recommendations of the evaluation are internalized.

DRAFTING THE TERMS OF REFERENCE

At a minimum, it is expected that terms of reference for all evaluations will contain the following information:

- ✓ **Introduction**: A brief description of what is to be evaluated (outcome, program, project, series of interventions by several partners, etc.);
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- ✓ **Methodology** or **evaluation approach**: The methodology suggested to the evaluation team;
- ✓ **Evaluation team**: Composition and areas of expertise;
- ✓ **Implementation arrangements**: Who will manage the evaluation and how it is organized.

KEY STEPS IN SELECTING INDICATORS

- **Set baseline data and target:** An outcome indicator has two components: a baseline and a target. it is the starting point for results monitoring.
- **Involve stakeholders**: Participation should be encouraged in the selection of both output and outcome indicators. Participation tends to promote ownership of, and responsibility for, the planned results and agreement on their achievement.
- **Distinguish between quantitative** and **qualitative indicators**: Both quantitative and qualitative indicators should be selected based on the nature of the particular aspects of the intended result. Efficiency lends itself easily to quantitative indicators, for example. Methodologies such as beneficiary assessment and structured interviews may be used to convert qualitative indicators into quantitative indicators.
- **Try** to **limit the number of indicators**: Too many indicators usually prove to be counter-productive . From the available information, develop a few credible and well-analyzed indicators that substantively capture positive changes in the development situation.

USING INDICATORS FOR MONITORING

1.Types of results:

- output
- Outcome
- Impact

2. What is Measured

- Effort, or goods and services generated by projects and program (output)
- Effectiveness, or results in terms of access, usage and stakeholder satisfaction from goods and services generated by projects, program, partners and soft assistance (outcome)

- Effectiveness, or results in terms of the combined effect of a combination of outcome activities that improve development conditions at a national level (Impact)

3. Indicators

- Implementation of activities (in terms of output)
- Use of outputs and sustained production of benefits(in terms of outcome)

3.2 Steps for planning an evaluation program

Identify the issues

- In planning a suitable evaluation program for the school, the problem areas must be identified and sorted into types or categories, and then ranked according to criteria such as urgency and feasibility.

Formulate questions

- After selecting the problems or issues to be studied, *you now decide* on specific questions to be asked, and to whom they will be addressed. For example, the priority may be the performance of students in a certain subject, or the behavior of a particular group of pupils who exhibit deviant traits

Fix a time-scale

- In fixing a time scale you should take into consideration the earliest time for the evaluation to be accomplished, the latest allowable time, and slack periods during which the evaluation could be delayed

Match resources to the program

- It is also very important to identify the resources available for the evaluation, in particular, the time of those who may be involved.
- This is necessary because the successful accomplishment of the program will be eroded if, for example, the staff are too busy to participate

Collect the information

- As soon as the preliminary stages have been completed, the investigating team can begin the work of the evaluation proper.
- Basic information on the problem which has been isolated for study could be obtained using one or more of the following techniques:
  - Using diaries that are kept systematically by individual teachers
  - Interviews
  - Observations, including shadowing selected teachers or pupils
  - Brain-storming discussions
  - Questionnaires

Collect the information

- The information needs to be gathered and arranged in a systematic order which will help you or your team to analyze, and interpret the data

Interpret the data

- It is important an evaluation exercise such as we are proposing is not intended as research for a PhD, but as a practical, problem-solving exercise to provide new solutions to old problems.
- The analysis and interpretation of the data should thus be limited to describing the problem and identifying possible ways forward

Write the report

- You will need to consider carefully the form of your report and how it will be disseminated
- The purpose of the evaluation and the target audience must be kept in view when compiling the final report.
- It must be short, perhaps just 2 or 3 pages, and to the point. Overlong reports divert attention from the set objective.
- A good report will:
  - state the problem
  - describe briefly the methods used to collect the information
  - identify alternative ways forward
  - make recommendations about which path to choose and what needs to be done to implement it

- The report is also required to address the following core questions:
  - For what purpose is the evaluation required?
  - Who will organize the evaluation and who will participate and in what ways?
  - What are the possible modes of evaluation?
  - What are the appropriate tools of evaluation?
  - How will the data be recorded and analyzed?
  - Who will use the information?
  - What are the best ways of bringing the information to them?

Group Discussion

- 1.Some professionals and officials argue that as compared to the conventional approach involving stakeholders in general and community in particular in program/project planning and M&E is time consuming & resource intensive. What is your opinion on this argument?
- **Problems at X Primary School**

Some parents are withdrawing their children from X Primary School. Mr. Chebude, the head, decides to mount an evaluation program to find out the reasons for the withdrawal and how best to check(or even reverse) the situation. What steps should he take? Outline a possible plan of action.

- Use of outcomes and sustained positive development change (Impact)

The end

Thank you