



Monitoring and evaluation of programs and projects

Syllabus

Level of Higher Education	The Second (master's level)
Field of Knowledge	05 - social and behavioral sciences
Speciality	054 Sociology
Educational Program	Conflict Resolution and Mediation
Status of Discipline	Normative
Form of Learning	Full-time/Distance Learning
Year of Education, Semester	1 year, spring semester
ECTS	4,0 credits
Form of Control	Credit
Schedule	Lecture per two week and Practical classes per two week
Language	Ukrainian / English
Information about course leader / teachers	Lecturer: Igor Pygolenko, PhD, associate professor, e-mail: pigolenko@gmail.com Practical Classes: Igor Pygolenko, PhD, associate professor, e-mail: pigolenko@gmail.com
Course placement	Link to remote Moodle resource: https://do.ipk.kpi.ua/course/view.php?id=2089

Curriculum of the discipline

1. Description of the discipline, its purpose, subject of study and learning outcomes

One of the main problems of Ukrainian sociological education, according to many employers, is the lack of skills of practical application of acquired knowledge among university graduates. During the study of this academic discipline, students will be able to get acquainted with the main approaches to monitoring and evaluation of programs and projects, with their practical application, to master the skills of independent planning and conducting monitoring and evaluation.

Communication with the teacher is possible and will be encouraged during training sessions, as well as within the framework of consultations with the teacher, which are held according to the schedule available on the department's website.

The task of the discipline is the formation of such learning outcomes:

1) knowledge:

- basic concepts and definitions in the field of monitoring and evaluation;
- peculiarities of monitoring and assessment;
- on the formation of indicators, their role and significance in the monitoring process;
- from the analysis of data necessary for evaluating programs and projects;
- theory of change and its main components;
- basic requirements for the qualification of an assessment specialist;
- peculiarities of monitoring and evaluation in social programs and projects.

2) skill:

- develop a monitoring and evaluation system for individual projects and programs;
- involve stakeholders and facilitate monitoring and evaluation activities;
- develop indicators and short- and long-term target values;

- formulate research questions and choose the necessary ones, in accordance with the purpose of the assessment, available resources, etc.;
- analyze and interpret the received data;
- draw up reports based on the results of monitoring and evaluation;
- apply the standards and guidelines necessary for conducting the relevant activity;
- be guided by ethical principles recognized in the professional community;
- use the resources of professional networks.

As a result of mastering the discipline, students will be able to:

- apply basic approaches to monitoring and evaluation of social programs and projects;
- develop a technical task for the assessment;
- develop indicators and short- and long-term target values;
- formulate research questions and choose the necessary ones, in accordance with the purpose of the assessment, available resources, etc.;
- analyze data sets, carry out triangulation;
- prepare reports and present results.

2. Prerequisites and post-requisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)

To study the discipline, it is desirable for a student to have skills in using the Word text editor, working with Excel tables, preparing presentations using PowerPoint, and working with electronic databases.

The discipline is studied after mastering the disciplines: "Quantitative and qualitative research methods", "Methodology, methods and technologies of sociological research", "Fundamentals of management", "Social design".

3. The content of the discipline

Distribution of hours

Names of sections and topics	Number of hours			
	Total	including		
		Lectures	Seminary	IWS
1	2	3	4	6
Modul 1 Monitoring and evaluation as an independent discipline				
Topic 1. Introduction to the academic discipline.	7	1	2	4
Topic 2. Basic concepts and definitions	7	1	2	4
Topic 3. Assessment of needs	5	0	2	3
Total Modul 1	19	2	6	11
Modul 2 Monitoring of programs and projects				
Topic 4. Monitoring and peculiarities of its implementation	8	2	2	4
Topic 5. Indicators, their role and significance in the monitoring process	8	2	2	4
Topic 6. Data necessary for evaluation of programs and projects	5	0	2	3
Topic 7. Planning of monitoring activities	5	0	2	3
Total Modul 2	26	4	8	14
Modul 3 Evaluation of programs and projects				
Topic 8. Theory of change and its main components	8	2	2	4
Topic 9. Basic approaches to evaluation	6	0	2	4
Topic 10. The need for evaluation	5	0	2	3
Topic 11. Development of a technical task for evaluation	8	2	2	4
Topic 12. Requirements for the qualification of an evaluation specialist.	6	0	2	4

Topic 13. Information sources and data types	8	2	2	4
Topic 14. Information collection methods	6	0	2	4
Topic 15. Analysis and interpretation of data in assessment	7	2	2	3
Topic 16. Use of monitoring and evaluation	6	0	2	4
Topic 17. Professional assessment activities	8	2	2	4
Topic 18. Peculiarities of monitoring and evaluation of programs and projects	7	2	2	3
Total Modul 3	74	11	22	41
In total hours	120	18	36	66

4. Training materials and resources

4.1 Basic literature:

1. Глосарій термінів з моніторингу та оцінювання. / Горошко А., Нарчинська Т., Озимок І., Тарнай В.– Київ: Українська асоціація оцінювання, 2014 – 32 с. [Електронний ресурс]. – Режим доступу: <http://www.ukreval.org/images/Glossary.pdf>
2. Моніторинг і оцінювання: Заради чого? Яким чином? З яким результатом? [Текст]: Навчальний посібник / Ю. Дукач, З. Кияниця, Й. Конечна-Саламатін та ін. – К.: МБФ «Альянс громадського здоров'я», 2018. – 176 с. [Електронний ресурс]. – Режим доступу: <http://ipzn.org.ua/wp-content/uploads/2018/06/vchalnyj-posibnyk-z-monitoryngu-i-otsinyuvannya.pdf>
3. Моніторинг та оцінка програм і проектів. Практичний посібник / Ольга Морозова, Ольга Варецька, Деніел Джонс, Пепукай Чікуква, Тетяна Салюк) Київ: «Оранта», 2008. 144 с. [Електронний ресурс]. – Режим доступу: <http://www.aidsalliance.org.ua/cgi-bin/index.cgi?url=/ua/library/our/index.htm>
4. Посібник з моніторингу та оцінювання програм регіонального розвитку / Лендбел М., Винницький Б., Ратейчак Ю., Санжаровський І. За ред. Санжаровського І., Полянського Ю. – К.: К.І.С., 2007. – 80 с. [Електронний ресурс]. – Режим доступу: https://www.ipas.org.ua/images/doc/Library/Books/handbook_on_monitoring_and_evaluation_2007_ukr.pdf
5. Шлях до результатів: планування та проведення ефективних оцінювань розвитку. – Морра Імас Л.Дж., Ріст Р.К. – К.: МБФ «Міжнародний Альянс з ВІЛ/СНІД в Україні», 2015. – 580 с. [Електронний ресурс]. – Режим доступу: http://aph.org.ua/wp-content/uploads/2016/08/SHlyah-do-rezultativ_2015_Print.pdf

Зазначену літературу можна знайти в Науково-технічній бібліотеці ім. Г.І. Денисенка та методичному кабінеті ФСП (ауд. 503, 7 корп.)

4.2 Other literature:

1. <http://www.sociology.kpi.ua/literature> - кафедра соціології КПІ ім.Ігоря Сікорського
2. http://www.aidsalliance.org.ua/cgi-bin/index.cgi?url=/ru/library/syrex/forms_and_instr4ngo/4ngo.htm (за цим посиланням можна знайти приклади форм та інструкцій, що використовуються в практиці роботи недержавних організацій)
3. <http://www.aidsalliance.org.ua/cgi-bin/index.cgi?url=/ua/library/our/index.htm>
4. <http://www.unaids.org/en/regionscountries/countries/ukraine/> (тут можна знайти звітність UNGASS (The United Nations General Assembly Special Session) / GARP (Global AIDS Response Progress Reporting))
5. <http://www.unaids.org/en/dataanalysis/knownyourresponse/globalaidsprogressreporting/> (за цим посиланням є чимало інформації про індикатори (country-level))
6. <http://portfolio.theglobalfund.org/en/Grant/List/UKR> (за цим посиланням в рубриці Program Grant Agreement, зазвичай є таблиця індикаторів (country-level) для кожного із обраних грантів (при використанні потрібно зважати, що грант передбачає комплексну програму, яка складається з багатьох проектів, під кожен із яких для кожної із організацій, що безпосередньо виконує проект, розробляється окрема таблиця індикаторів)
7. <https://www.globalhivmeinfo.org/Pages/GlobalHIVEvaluation.aspx>
8. <http://www.cpc.unc.edu/measure/training/materials>
9. <http://www.cpc.unc.edu/measure/tools/hiv-aids>

10. <http://www.cpc.unc.edu/measure/tools/monitoring-evaluation-systems>
11. <http://www.cpc.unc.edu/measure/tools/hiv-aids>
12. <http://www.cpc.unc.edu/measure/publications/wp-14-153>
13. <http://www.theglobalfund.org/en/me/>
14. <http://www.unaids.org/en/dataanalysis/monitoringandevaluationguidance/>
15. <http://www.pepfar.gov/> <http://www.pepfar.gov/documents/organization/221324.pdf>
16. <http://www.pepfar.gov/documents/organization/206097.pdf>
17. <http://www.pepfar.gov/documents/organization/222186.pdf>
18. <http://www.pepfar.gov/documents/organization/79624.pdf>
19. <http://www.pepfar.gov/documents/organization/79628.pdf>
20. <http://www.cdc.gov/EVAL/framework/>
21. <http://www.usaid.gov/evaluation>
22. <http://www.usaid.gov/results-and-data/information-resources/program-evaluations>

Educational content

5. Methods of mastering the discipline (educational component)

List of lectures:

N 3/II	The name of the topic of the lesson and a list of main questions
1	<p>Topic 1. Introduction to the academic discipline. Basic concepts and definitions Introduction to the course. Purpose and structure of the course, its connection with other courses. Review of recommended literature. Basic concepts and definitions: program, project, assessment, evaluation, monitoring, performance management, types of monitoring and evaluation. The main functions of monitoring and evaluation. Monitoring and evaluation: common and excellent. Monitoring and evaluation are based on results, their difference from classical monitoring and evaluation IWS: Review the "Glossary of Monitoring and Evaluation Terms" and compare the proposed concepts and definitions with other sources.</p>
2	<p>Topic 2. Monitoring and peculiarities of its implementation History of monitoring technologies. Approaches to defining monitoring. The main components of monitoring. The need for monitoring and its role in project management. Purpose and tasks of monitoring. The main steps of the monitoring process. IWS: Consider the history of the formation of monitoring as a field of activity.</p>
3	<p>Topic 3. Indicators, their role and significance in the monitoring process Indicators, their role and significance in the monitoring process. Indicator selection criteria are the requirements for appropriate "indicators". Examples of "appropriate" and inappropriate indicators. Basic rules for development of indicators. Classification of indicators. Direct and tangent indicators. Quantitative and qualitative indicators. Indexes: general and consolidated. System of SMART indicators and SPICED indicators. The main indicators suitable for measuring Outputs, Outcomes, Impacts, limitations for their use. Determination of the baseline/baseline. The law of "displacement of indicators". IWS: Develop a set of indicators on the topic of your scientific work.</p>
4	<p>Topic 4. Theory of change and its main components Main Components of a Theory of Change): Inputs, Activities, Outputs, Outcomes, Impacts. Graphic representation of the theory of change and its use, standard flow chart method; standard results chain (Standard Results Chain). Logical framework (Logframe), its use, capabilities and limitations. IWS: Apply the theory of changes in the evaluation of the chosen program.</p>
5	<p>Topic 5. Development of the technical task for the assessment The main elements and the process of preparation and coordination of TK: brief information about the program, its history, features. Justification of the need for program evaluation. Formulation of questions requiring answers. Determining who will use the evaluation results and how. Determination of evaluation methods. Sources. Work schedule. Reporting and dissemination requirements. IWS: Develop a technical task on the topic of a scientific work.</p>
6	<p>Topic 6. Information sources and data types Data needed for formative, procedural and summative research. Data quality requirements and ways</p>

	to ensure it. Data validity and reliability. Secondary data, their sources. Primary data and methods of their collection. Quantitative and qualitative assessment methods. Tools. IWS: Analyze the possible data sources for the assessment.
7	Topic 7. Analysis and interpretation of data in assessment Chain of analysis and evaluation results. Quantitative and qualitative analysis. Quantitative analysis: descriptive, comparative, relative. Types of report preparation based on assessment results, basic requirements for its quality and presentation of results. IWS: Choose the appropriate method for carrying out the analysis on the topic of your scientific work.
8	Topic 8. Professional assessment activities Professionalization, its main characteristics. Professional qualification requirements for evaluation specialists. Ethical principles, policies, standards, guidelines. Professional associations and networks, their role and tasks. Learning to evaluate. IWS: Define the main ethical principles on which the activity of an assessment specialist is based.
9	Topic 9. Peculiarities of monitoring and evaluation in scientific programs and projects Experience in monitoring and evaluating scientific programs and projects in the social sphere. Case studies: monitoring and evaluation reports. IWS: Give examples of effective monitoring and evaluation in scientific programs and projects.

SEMINAR CLASSES

The main tasks of the cycle of seminar (practical) classes are to form students:

- knowledge of basic concepts and definitions in the field of monitoring and evaluation;
- knowledge of the specifics of monitoring and evaluation;
- the ability to form indicators, understanding their role and significance in the monitoring process;
- ability to analyze data necessary for evaluating programs and projects;
- application of the theory of changes in the process of monitoring and evaluation;
- knowledge of the basic requirements for the qualification of an assessment specialist;
- monitoring and evaluation of programs and projects.

No	The name of the topic of the lesson and a list of main questions
Modul 1 Monitoring and evaluation as an independent discipline	
1	Topic 1. Introduction to the academic discipline 1. Introduction to the course. 2. The purpose and structure of the course, its connection with other courses. 3. Review of recommended literature. IWS: To consider the history of the emergence and formation of monitoring and evaluation as an independent discipline
2	Topic 2. Basic concepts and definitions 1. Basic concepts and definitions. 2. The main functions of monitoring and evaluation. 3. Monitoring and evaluation: common and different. 4. Monitoring and evaluation are based on results, their difference from classical monitoring and evaluation IWS: Review the "Glossary of Monitoring and Evaluation Terms" and compare the proposed concepts and definitions with other sources.
3	Topic 3. Assessment of needs 1. Definition of needs. 2. The need for a needs assessment. 3. Planning needs assessment. 4. Selection of an approach for needs assessment. IWS: To analyze approaches to assessment of needs that have developed in the field of monitoring and evaluation.
Modul 2 Monitoring of programs and projects	
4	Topic 4. Monitoring and peculiarities of its implementation

	<ol style="list-style-type: none"> 1. History of monitoring technologies. 2. Approaches to defining monitoring. 3. The main components of monitoring. 4. Purpose and tasks of monitoring. 5. The main steps of the monitoring process. <p>IWS: Consider the history of the formation of monitoring as a field of activity.</p>
5	<p>Topic 5. Indicators, their role and significance in the monitoring process</p> <ol style="list-style-type: none"> 1. Indicators, their role and significance in the monitoring process. 2. Criteria for selection of indicators, requirements for appropriate "indicators". 3. Classification of indicators. 4. Indexes: general and consolidated. 5. System of SMART indicators and SPICED indicators. 6. Main indicators suitable for measurement. <p>IWS: Develop a set of indicators on the topic of your scientific work.</p>
6	<p>Topic 6. Data necessary for evaluation of programs and projects</p> <ol style="list-style-type: none"> 1. Data sources: 2. Primary and secondary data. 3. Secondary data analysis. Social indicators. <p>IWS: Search and collect data for evaluating the project on the chosen topic.</p>
7	<p>Topic 7. Planning of monitoring activities</p> <ol style="list-style-type: none"> 1. Levels of monitoring. 2. Monitoring methods and tools. 3. Forms used for monitoring and evaluation. <p>IWS: Select tools for monitoring on the selected topic.</p>
Modul 3 Evaluation of programs and projects	
8	<p>Topic 8. Theory of change and its main components</p> <ol style="list-style-type: none"> 1. The main components of the theory of change. 2. Graphic representation of the theory of change and its use. 3. Logical framework, its use, possibilities and limitations. <p>IWS: Apply the theory of changes in the evaluation of the chosen program.</p>
9	<p>Topic 9. Basic approaches to evaluation</p> <ol style="list-style-type: none"> 1. Prospective assessment. 2. Quick assessment. 3. Cluster assessment. 4. Assessment of community potential. <p>IWS: To carry out an analysis of the main approaches to assessment in world practice.</p>
10	<p>Topic 10. The need for evaluation</p> <ol style="list-style-type: none"> 1. Types and types of assessment: formative, summative and prospective. 2. The main stages of the evaluation: emergence of the need for new information, definition of tasks, evaluation planning, data collection, data analysis. 3. Preparation of the report, providing/receiving feedback based on the results of the assessment, making a decision. <p>IWS: Prepare a rationale for conducting an assessment of your chosen topic.</p>
11	<p>Topic 11. Development of a technical task for evaluation</p> <ol style="list-style-type: none"> 1. The main elements and process of preparation and coordination of technical specifications. 2. Justification of the need for program evaluation. Formulation of questions requiring answers. 3. Determination of evaluation methods. 4. Sources of information. 5. Work schedule. 6. Requirements for reporting and dissemination of information. <p>IWS: Develop a technical task on the topic of a scientific work.</p>
12	<p>Topic 12. Requirements for the qualification of an evaluation specialist</p> <ol style="list-style-type: none"> 1. Requirements for qualifications/experience of specialists who will conduct evaluations. 2. Peculiarities of self-assessment, internal assessment, external assessment and combined assessment.

	IWS: Prepare a description of the social portrait of an assessment specialist.
13	<p>Topic 13. Information sources and data types</p> <ol style="list-style-type: none"> 1. Data necessary for formative, procedural and summative studies. 2. Data quality requirements and ways to ensure it. 3. Data validity and reliability. 4. Secondary data, their sources. 5. Primary data and methods of their collection. 6. Quantitative and qualitative assessment methods. <p>IWS: Analyze the possible data sources for the assessment.</p>
14	<p>Topic 14. Information collection methods</p> <ol style="list-style-type: none"> 1. Survey method. 2. Structured surveys: expediency of application, construction of questionnaires and their use. Scales. 3. Focus groups/group interviews. Individual interviews. 4. Tests: expediency of application, rules of use. 5. Rapid Appraisal. 6. Observation. Samples, basic construction principles. <p>IWS: What does the term "method" mean? List the main methods of sociological research.</p>
15	<p>Topic 15. Analysis and interpretation of data in assessment</p> <ol style="list-style-type: none"> 1. Chain of analysis and evaluation results. 2. Qualitative analysis. 3. Quantitative analysis: descriptive, comparative, relative. 4. Types of report preparation based on assessment results. <p>IWS: Choose the appropriate method for carrying out the analysis on the topic of your scientific work.</p>
16	<p>Topic 16. Use of monitoring and evaluation</p> <ol style="list-style-type: none"> 1. Use of monitoring and evaluation in the process of managing program activities. 2. Control, inspection, audit, assessment, research (control - obtaining new knowledge). <p>IWS: Justify the need for monitoring and evaluation in the process of managing program activities.</p>
17	<p>Topic 17. Professional assessment activities</p> <ol style="list-style-type: none"> 1. Professionalization, its main characteristics. 2. Professional qualification requirements for evaluation specialists. 3. Ethical principles, policies, standards, guidelines. 4. Professional associations and networks, their role and tasks. 5. Learning to evaluate. <p>IWS: Define the main ethical principles on which the activity of an assessment specialist is based.</p>
18	<p>Topic 18. Peculiarities of monitoring and evaluation in scientific programs and projects</p> <ol style="list-style-type: none"> 1. Experience in monitoring and evaluating scientific programs and projects. 2. Case studies: monitoring and evaluation reports. 3. Case studies: monitoring and evaluation reports <p>IWS: Give examples of effective monitoring and evaluation in scientific programs and projects.</p>

6. Independent work of student

Questions for independent work for full-time students are prescribed for each lecture and practical task.

Policy and control

7. Policy of academic discipline (educational component)

Attendance and performance of tasks

For students who wish to demonstrate excellent learning results, active work in lecture classes is necessary, but it is not necessary to make up for missed lectures.

Students will be required to actively participate in practical classes. The student's rating will largely be formed based on the results of his work in practical (seminar) classes. Each missed practical session (regardless of the reasons for the absence) lowers the final rating of the student in the discipline. There is no specific number of missed practical classes, which will require the student to independently study the relevant topics (fulfilling tasks) and additional communication on this matter with the teacher. At the same time, a student who missed practical classes may receive a low rating, which will not allow such a student to be admitted to the credit (in the case of 2

non-certifications). In this case, topics from missed seminar classes must be studied, and practical tasks must be completed by the student. The control of the student's knowledge (understanding) of the missed topics (fulfillment of tasks) will take place during communication with the teacher according to the consultation schedule or during the test. A student who completes the relevant tasks will receive the corresponding points for the rating depending on the quality of the answers and the performance of creative tasks.

Students who missed practical classes can prevent the reduction of the final rating by timely (during the semester) studying the relevant topics and completing the tasks provided for the missed classes. It is not necessary to wait until the assessment and examination session is approaching for appropriate communication with the teacher. This should be done as soon as the student is ready to demonstrate his knowledge and skills on the missed topics of classes.

Topics and tasks for practical classes are provided by the Syllabus, available from the student's personal account in the "Moodle" system.

The use of laptops and smartphones is allowed in lectures and practical classes, but only for purposes determined by the subject of the class and the corresponding thematic task.

During the practical session, the student can use the written notes prepared by him on the topic of the session (or those provided by the task), but expressing a position while reading from a sheet of paper reduces the quality of the answer and the grade.

University policy

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>. 3

Norms of ethical behavior

Norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>.

8. Types of control and rating system for evaluation of learning outcomes (RSE)

Current control: survey on the topic of the lesson, performance of tasks

Calendar control: conducted twice a semester as a monitoring of the current status of meeting the syllabus requirements.

Semester control: assessment

Evaluation and control measures

The student's rating in the discipline consists of points obtained for:

1) answers, solving tasks and supplementing the answers of other students in the discussion process at seminar classes, active participation in the lecture class;

2) completion of an individual task, control papers, writing theses for a conference or science days at the faculty, participation in the All-Ukrainian Olympiad in sociology or political science.

A student receives the highest rating if he actively participates in seminar classes, mostly provides complete and reasoned answers, presents them logically, expresses his own position on debatable issues, presents it clearly and logically.

Proper preparation of a student for a practical session will take an average of 1.5-3 hours.

The teacher evaluates the student's work in each practical session. The final number of points for work in practical classes is issued by the teacher in the electronic campus.

Detailed criteria for evaluating the student's learning outcomes are defined in the regulation on RSO in the discipline.

The student can appeal the teacher's assessment by submitting a corresponding complaint to the teacher no later than the next day after the student has been informed of the teacher's assessment. The complaint will be processed according to the procedures established by the university.

Conditions for admission to the semester control (credit) are the availability of at least 40 points per semester.

Table of correspondence of rating points to grades on the university scale:

Scores	Grade
100-95	Excellent

94-85	Very good
84-75	Good
74-65	Satisfactorily
64-60	Enough
Less than 60	Unsatisfactory
Requirements of certification are not met	Not certified

9. Additional information on the discipline (educational component)

Recommendations for students

As part of the educational discipline "Monitoring and evaluation of programs and projects", lecture and seminar classes are held, respectively. Lectures are conducted using presentations on basic terms, concepts, theories, taking into account the subject of classes. The course includes familiarization with primary sources and their discussion at seminar classes. The course also provides for the acquisition of practical skills, namely, writing an evaluation plan, preparing tools (questionnaires), forming and developing recommendations.

The seminar session involves the preparation of presentations by students on specific issues, participation in a discussion, expression of one's own opinion, etc. The criteria for evaluating the performance of seminar tasks are: logical sequence of the answer; complete disclosure of each question; analytical reasoning in the answer; links to sources; validity of personal conclusions.

While preparing for the seminar, the student should study the lecture material of a certain topic, familiarize himself with additional sources, articles in periodicals. At a seminar class, even a well-prepared student should not remain a passive observer, but actively participate in the discussion of the issue. If the student has not familiarized himself with the educational material, he should listen more carefully to the speakers, and thanks to the information received, try to compensate for the shortcomings of preparation for the class. Do not refuse to answer the teacher's questions. Even if the student does not know the answer, it is advisable to try to answer, express his opinion based on his own knowledge, experience, logic of the question, etc. A responsible attitude to the preparation for each seminar session makes it possible to understand those issues that are considered within the framework of the discipline "Monitoring and evaluation of programs and projects".

Extracurricular activities

It is possible for students to participate in an informal circle for sociologists.

Distance Learning

Synchronous distance learning is possible using video conferencing platforms and an educational platform for distance learning at the university.

Inclusive education

It is allowed

Work program of the discipline (syllabus) «Monitoring and evaluation of programs and projects»

Compiled by Igor Pygolenko, PhD, Associate Professor, Associate Professor of the Sociology Department.

Approved by the Sociology Department (protocol № 11 from 08.04.2023).

Approved by the Methodical Commission of the faculty (protocol № 8 from 02.06.2023).

A rating system for evaluating learning outcomes

The rating of a student in the discipline "Monitoring and evaluation of programs and projects" consists of points received for: reports, answers, solving tasks and supplementing the answers of other students in the process of discussion at seminar classes.

Distribution of study time by types of classes and tasks in the study discipline according to the working study plan

Semester	Academic hours		Allocation of study hours		Control measures			
	Credits	Academic hours	Lectures	Sem.	MKW	HKW	Ref.	Semester certificate
2	4	120	18	36	1	-	-	credit

Calculation of weight points

RSE in the academic discipline consists of the sum of points for control measures during the semester $R_D = 100$.

RD consists of points that the student receives for the following types of work:

1. answers in practical classes;
2. active steam work;
3. MKW.

The RSE in the academic discipline consists of the sum of the student's points for all completed control measures during the semester (R_D).

$$R_D = r_{sem.} + r_{akt} + r_{mkw} = 54 + 36 + 10 = 100 \text{ point.}$$

1. Answers at seminar classes.

Weighted score – 3 points when answering one question. The maximum number of points for all seminar classes is $r_{sem} = 3 \text{ points} * 18 = 54 \text{ points}$.

When answering each question, the student receives:

- "excellent", complete answer (at least 90% of the required information) if the student demonstrates deep knowledge of the material, explains it logically and consistently, gives well-founded conclusions, freely operates with specific data, easily and convincingly answers the questions - 3 points ;

- "good", a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies, answers most of the questions - 2 points;

- "satisfactory", incomplete answer (at least 60% of the required information) and significant errors, answers the questions poorly or does not answer at all - 1 point;

- "unsatisfactory", no work at the seminar - 0 points.

2. Activity of work in seminar classes.

The weighted point is 2. The maximum number of points for 50% of practical classes is equal to $2 \text{ points} * 18 = 36 \text{ points}$.

The student actively participates in the discussed questions of the topic of the practical lesson - 2 points.

The student takes part in the discussed questions of the topic of the practical lesson - 1 point.

The student does not take part in the discussed questions of the topic of the practical lesson - 0 points

3. Modular control work

Weight score is 10.

Evaluation criteria:

- "excellent", a full answer (at least 90% of the required information) to all questions of the modular control work; the student freely navigates the presented material - 9-10 points;

- "good", the student provided answers to 75% of the questions of the modular test; answers to all test questions need clarification - 7-8 points;
- "satisfactory", the student provided answers to 60% of the questions of the modular test; answers need significant clarification, insufficient mastery of the material - 5-6 points;
- "unsatisfactory", the answer does not meet the requirements for 5 points, the student is not oriented in the material, an extremely limited answer - 0 points.

Incentive points (no more than 10 points for all types of work):

- for scientific research activities (participation in conferences, "Days of Science of the FSP", contests of student works, publications);
- participation in faculty Olympics in the academic discipline and all-Ukrainian Olympics.

2. The procedure for attestation and credit control

According to the results of educational work in the first 8 weeks, the "ideal" student should score 20 points. At the first certification, the student receives "credited" if his current rating is 20 or more points. At the second certification, the student receives "credited" if his current rating is 40 or more points. A necessary condition for admission to the credit is the enrollment of all tasks at the seminars, as well as the MKR.

In order to draw up an attestation for an educational discipline, each teacher uses a accumulative report, in which the points awarded for all types of classroom and independent tasks completed by the student (practical classes, MKR, express control, etc.) are entered. Rating points are entered in the border control information (1st, 2nd attestation) and credit.

In the event that this indicator does not meet the requirements, the certification information displays "not certified."

When receiving less than 40 points, the student must complete additional work in the form of writing and defending work on a topic assigned by the teacher.

The assessment has the form of a list of questions to which the student must answer. The questions are different in content, correspond to the topics of lectures, seminars, independent work, self-control questions.

Thus, the student's overall (final) rating is calculated as the sum of actually received points for the specified types of work. The maximum possible total score of a student is 100 points.

In order for the student to receive the appropriate grades (ECTS and traditional), his rating grade (RD) is translated according to the table:

RD	ECTS	Mark
95 – 100	Excellent	Excellent
85 – 94	Very good	Good
75 – 84	Good	
65 – 74	Satisfactorily	Satisfactorily
60 – 64	Enough	
RD < 60	Unsatisfactory	Unsatisfactory

Questions to the MKW.

1. Define monitoring and describe its main characteristics
2. Define assessment and describe its main forms
3. What is an audit and how does it differ from an assessment?
4. What is raw data analysis and what are its parts?
5. What is the theory of change and what is its role in assessment?
6. Results-based monitoring and evaluation: their difference from traditional ones
7. Name the main stages of implementation of programs and projects
8. Describe the main approaches to assessing needs
9. Define indicators and give examples of indicators
10. What are "proper indicators" and what are the main requirements for their construction?
11. Describe the basic rules for developing indicators
12. What are indexes? Give their examples
13. What is the SMART indicator system?
14. Describe the indicators suitable for measuring Outputs, Outcomes, Impacts and limitations for their use
15. Define monitoring levels and their features
16. The essence of the theory of change and its importance for evaluating programs and projects
17. The main components of the theory of change
18. Collection of data required for various types of evaluation
19. What is data validity and reliability. How can they be provided?
20. Basic requirements for data quality and methods of their provision

Question

1. Present the main historical stages of development of the evaluation system
2. Name the main international and national organizations involved in the development of monitoring and evaluation
4. Define assessment and describe its main forms
5. What is the difference between monitoring and evaluation?
6. What is an audit and how does it differ from an evaluation?
7. Regarding which areas of activity of the program/project does the assessment provide information?
8. Name the main areas of use of assessment and give a brief description of them
9. Name the main dimensions (criteria) of assessment independence
10. What is raw data analysis and what are its parts?
11. What is the theory of change and what is its role in assessment?
12. Name and define the main elements of the theory of change
13. The main functions of monitoring and evaluation
14. Results-based monitoring and evaluation: their difference from traditional ones
15. Name the main stages of implementation of programs and projects
16. What is effectiveness and efficiency?
17. Describe the main approaches to assessing needs
18. What is the need for a needs assessment?
19. Describe the role of monitoring in project activities
20. Describe the purpose and tasks of project and program monitoring
21. Name the main steps of monitoring activity
22. Define indicators and give examples of indicators
23. What are "proper indicators" and what are the main requirements for their construction?
24. Describe the basic rules for developing indicators
25. What are indexes? Give their examples
26. What is the SMART indicator system?
27. What is the difference between qualitative and quantitative indicators? Give examples
28. Describe the indicators suitable for measuring Outputs, Outcomes, Impacts and limitations for their use
29. What are the initial indicators and what is their role in the evaluation of programs and projects?
30. Describe data and their types
31. Name the data sources necessary for monitoring
32. What planning of monitoring activity involves
33. Define the levels of monitoring and their features
34. Describe the main monitoring methods and tools
35. The essence of the theory of change and its importance for evaluating programs and projects
36. The main components of the theory of change
37. Describe a standard result chain
38. Logical framework and features of its use
39. Describe the main stages of assessment
40. Describe the main elements of the technical task for the assessment
41. Collection of data required for various types of evaluation
42. What is the validity and reliability of data. How can they be provided?
43. Basic requirements for data quality and methods of their provision
44. Describe primary and secondary data. Give examples of their use
45. Describe quantitative assessment methods
46. Describe qualitative assessment methods
47. Name the main data collection tools, describe their features
48. Describe the features of the survey method, its feasibility and limitations
49. Structured surveys: expediency of application, construction of questionnaires and their use
50. Focus groups/group interviews
51. Individual interviews
52. Tests: expediency of application, rules of use
53. Case study
54. Observation
55. Rapid Appraisal