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Recap: Education Policy Cycle

1. Analysing where we are
2. Defining policy targets
3. Testing feasibility of targets
4. Planning course of action
5. Implementing policy
6. Monitoring and reviewing policy
7. Evaluating policy
What is monitoring?

Throughout the plan implementation period we need to know:

- Where are we now?
- What further actions are necessary to achieve the targets?
- Are the inputs and activities producing the planned results?

A systematic attempt to measure the extent to which:

- a programme or policy reaches its intended target population (programme or policy coverage)
- the services being delivered match with what was intended to be delivered (programme or policy results)
Following the plan implementation period, we need to know:

- How did we do?
- What did we learn?
- What effects, outcomes, and impact (intended and unintended) resulted from the policy, programme, or project?
- What factors and efforts contributed to the success?

A systematic assessment to:

- measure the outcome of a policy/project with the aim of informing the design of future policies/projects
- identify how and why activities and processes succeeded, failed, or were changed
- measure the veracity and significance of relationships that link outputs to outcomes, etc.
How are monitoring and evaluation related?

<table>
<thead>
<tr>
<th>Intervention Logic</th>
<th>Indicator</th>
<th>Monitoring and Evaluation</th>
<th>Area of Monitoring and Evaluation</th>
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<tr>
<td>Goal</td>
<td>Impact</td>
<td>Evaluation</td>
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<td>Purpose</td>
<td>Outcome</td>
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<tr>
<td>Output</td>
<td>Output</td>
<td></td>
<td></td>
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<tr>
<td>Activity</td>
<td>Performance</td>
<td>Monitoring</td>
<td>Efficiency</td>
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</table>
What is monitored and evaluated?

- **Relevance**: to what extent does the organization or project’s purpose and goal meet/address identified needs or priorities?
- **Efficiency**: are we using available resources/inputs wisely and productively?
- **Effectiveness**: are the desired outputs being achieved? Is the programme or policy delivering the results it intended to deliver?
- **Impact**: have the wider goals been achieved? What changes have occurred among targeted individuals and/or communities?
- **Sustainability**: will the results be sustainable? What is the likelihood that established structures and processes will continue?
## Why monitor and evaluate?

### Accountability
- accountable for the work done and the resources provided and used
- to the people and communities served
- to the provider(s) of resources

### Feedback
- to receive ongoing, frequent feedback (daily or monthly) to change direction and improve what is being done
- to occasionally (annually or biennially) examine effectiveness, take into account changes that have occurred, and build lessons from experience into our future plans

### Supervision
- to control and supervise aspects of plan implementation such as release of funds, performance, achievement of expected results, efficiency of implementation process

### Adaptation
- to adapt the implementation plan in different contexts and in preparation for the unexpected or unpredictable situations

### Redirection
- to reorient the policy in the course of implementation as necessary, including redefining targets or reallocating funds
1. It is vital to monitor and evaluate a plan in terms of its relevance, ________, ________, ________, and sustainability.
   a. Reliability, sustainability, validity
   b. Efficiency, effectiveness, impact
   c. Effectiveness, reliability, credibility

2. When monitoring, we ask questions such as: (Pick 2)
   a. Where are we now?
   b. Who should be held responsible?
   c. What further actions are necessary to achieve the targets?
   d. What did we learn?

3. Monitoring and evaluating are a vital aspect of plan implementation.
   True          False

4. Studying the likelihood that established structures and processes will continue is a part of effectiveness.
   True          False

5. When we measure the extent to which the services being delivered match with what was intended to be delivered, we are evaluating.
   True          False
Key aspects of monitoring and evaluation
### Monitoring process

<table>
<thead>
<tr>
<th>Define benchmarks</th>
<th>Define objectively verifiable indicators</th>
<th>Specify sources of information</th>
<th>Assumptions</th>
<th>Specify the reporting system</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the inputs?</td>
<td>• What?</td>
<td>• Accuracy?</td>
<td>• What are we assuming about external factors, conditions, and risks?</td>
<td>• Who is responsible?</td>
</tr>
<tr>
<td>• What are the processes?</td>
<td>• How much?</td>
<td>• Reliability?</td>
<td></td>
<td>• What types of reports?</td>
</tr>
<tr>
<td>• What are the intermediate outputs?</td>
<td>• When?</td>
<td>• Verifiable?</td>
<td></td>
<td>• Reporting schedule?</td>
</tr>
<tr>
<td>• How efficient is the implementation process?</td>
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</table>
“SMART” indicators

- **Specific:** Clearly linked to higher level of result (avoids tautology, only one level)
- **Measurable:** Unambiguous, quantifiable, qualitative
- **Attributable:** Valid measures of development changes that can be observed
- **Relevant:** Result-based, realistic
- **Time bound**
The correct **inputs** will translate into a set of **activities and processes** which produce identified **outputs** necessary for the desired **outcomes** to make an impact.
Types of indicators

**Indicators of inputs**
- Measuring the human, financial, administrative, and regulatory resources provided for plan implementation
- E.g.: Share of national budget devoted to education, cost per student

**Indicators of activities and processes**
- Measuring processes, interactions, and participant involvement
- E.g.: Student learning time, number of teaching hours per week

**Indicators of outputs**
- Measuring the immediate, tangible results of inputs used and activities/processes implemented
- E.g.: Number of new schools built, number of teachers trained

**Indicators of outcomes**
- Measuring the consequences of output at the level of the beneficiaries
- E.g.: Enrolment rate, retention rate, students’ learning achievement

**Indicators of impact**
- Measuring the long-term results and aggregated changes at the level of the beneficiaries
- E.g.: Literacy rate, poverty incidence
### Matching activity

Match the type of indicators with the examples of indicators.

<table>
<thead>
<tr>
<th>Type of indicators</th>
<th>Examples of indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td>A. Teaching/learning processes, interaction and management within schools, parental and community involvement, relations with administration, etc.</td>
</tr>
<tr>
<td><strong>Activities and processes</strong></td>
<td>B. Educational attainment of general population, adult literacy rates, tertiary enrolment rates, income level, etc.</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>C. Student enrollment rate, retention rate, learner achievements, etc.</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>D. Financial resources, buildings/equipment, learners, teachers, curriculum and learning materials, pedagogical arrangements etc.</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>E. Number of schools constructed, number of teachers trained, number of textbooks distributed, etc.</td>
</tr>
<tr>
<td>Input</td>
<td>Process</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>- Financial resources</td>
<td>- Teaching/learning processes</td>
</tr>
<tr>
<td>- Buildings/equipment</td>
<td>- Interaction and management within schools</td>
</tr>
<tr>
<td>- Learners</td>
<td>- Parental and community involvement</td>
</tr>
<tr>
<td>- Teachers</td>
<td>- Relations with administration, etc.</td>
</tr>
<tr>
<td>- Curriculum and learning materials</td>
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<td>- Pedagogical arrangements, etc.</td>
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</table>
Remarks about indicators

Indicators should be linked together meaningfully in a manner that avoids misinterpretation and accurately pursues objectives

- Number of schools built (output) using (process) certain amount of resources (input) to increase enrollment (outcome)

Different levels of management are interested in different types of indicators

- Policymakers want outcome and impact indicators, whereas policy implementers want input and output indicators

Avoid mistaking correlation for causation

- Was an increase in teachers (input) and reduced pupil/teacher ratio truly the cause of improved learning achievement (outcome)?

Indicators may be classified differently depending on the design of the plan and objectives

- Per pupil allocation allotted to schools can be input (if no objective of change) or output (if objective of change)

Proxy indicators can be used if there is a lack of data or is difficult to quantify

- Pupil to teacher ratio could be used as a measure of quality of education

Consider the context - select only the most meaningful and specific indicators according to the main objectives being pursued

- Both GER and NER can be used as indicators for universal education: NER is used mostly by more advanced countries/areas while GER by the less advanced ones
Monitoring and evaluation systems
How to conduct monitoring & evaluation

1. Define M&E indicators
   - select a set of manageable, objectively verifiable indicators

2. Collect data and information
   - obtain relevant and reliable data and information to construct M&E indicators

3. Compare the targets and current situation
   - by setting new targets or adjusting implementation pace or priorities

4. Adjust the implementation plan

5. Report findings and proposed changes
   - periodically produce reports in regards to the current situation, proposed changes and future implementation plans
Reflection activity

Based on experience and the material presented thus far, list characteristics you consider important in establishing an effective system for monitoring and evaluating education policy implementation.
Characteristics of an effective system for monitoring and evaluating education policy implementation

Policy relevant (linkage with the objectives of the sector plan)

Timely, valid, reliable and cost-effective

Includes input, output, outcome, and impact indicators

Covers all levels and types of education

Able to make adjustments in implementation pace or priorities
Characteristics of an effective system for monitoring and evaluating education policy implementation

Stable over time

Measures national averages and inequalities within a country

Uses indicators which are simple, well-defined, manageable, and understood by decision-makers and the general public

Uses indicators based on the collection of up-to-date information from reliable sources

Disseminates findings widely and timely