Session 4.4

November, 2013
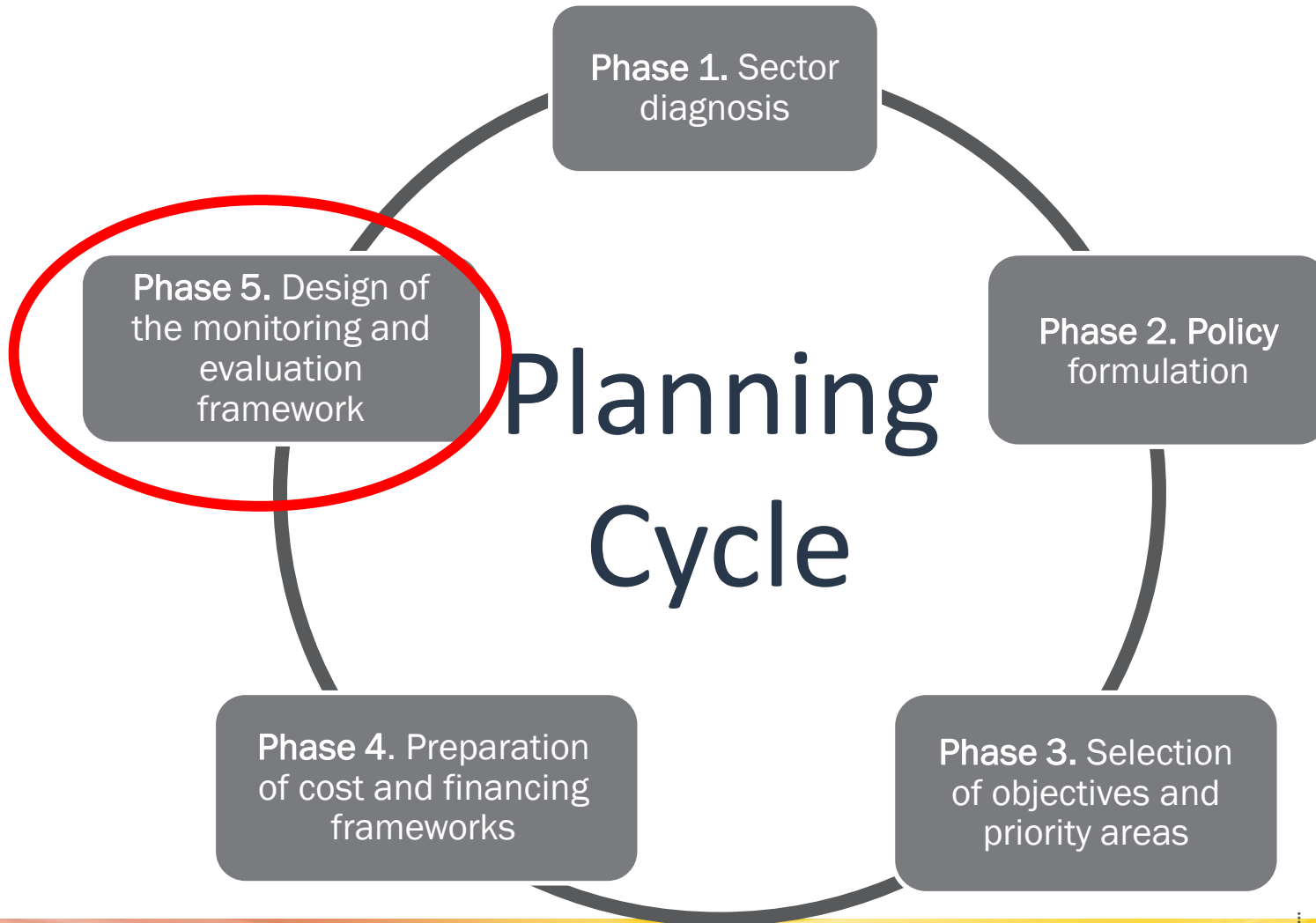
MONITORING AND EVALUATION

Objectives

- Define monitoring and evaluation

- Describe the components of a basic indicator

- Identify indicators to use to monitor education for peace programmes

The five phases of the planning cycle

What is monitoring?

> **Monitoring**
> A 'continuing function that uses systematic collection of data on specified indicators to provide management and stakeholders ... with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.' (OECD)

The purpose is to assess:

- Whether and how inputs are being used

- Whether and how well planned activities are being carried out or completed

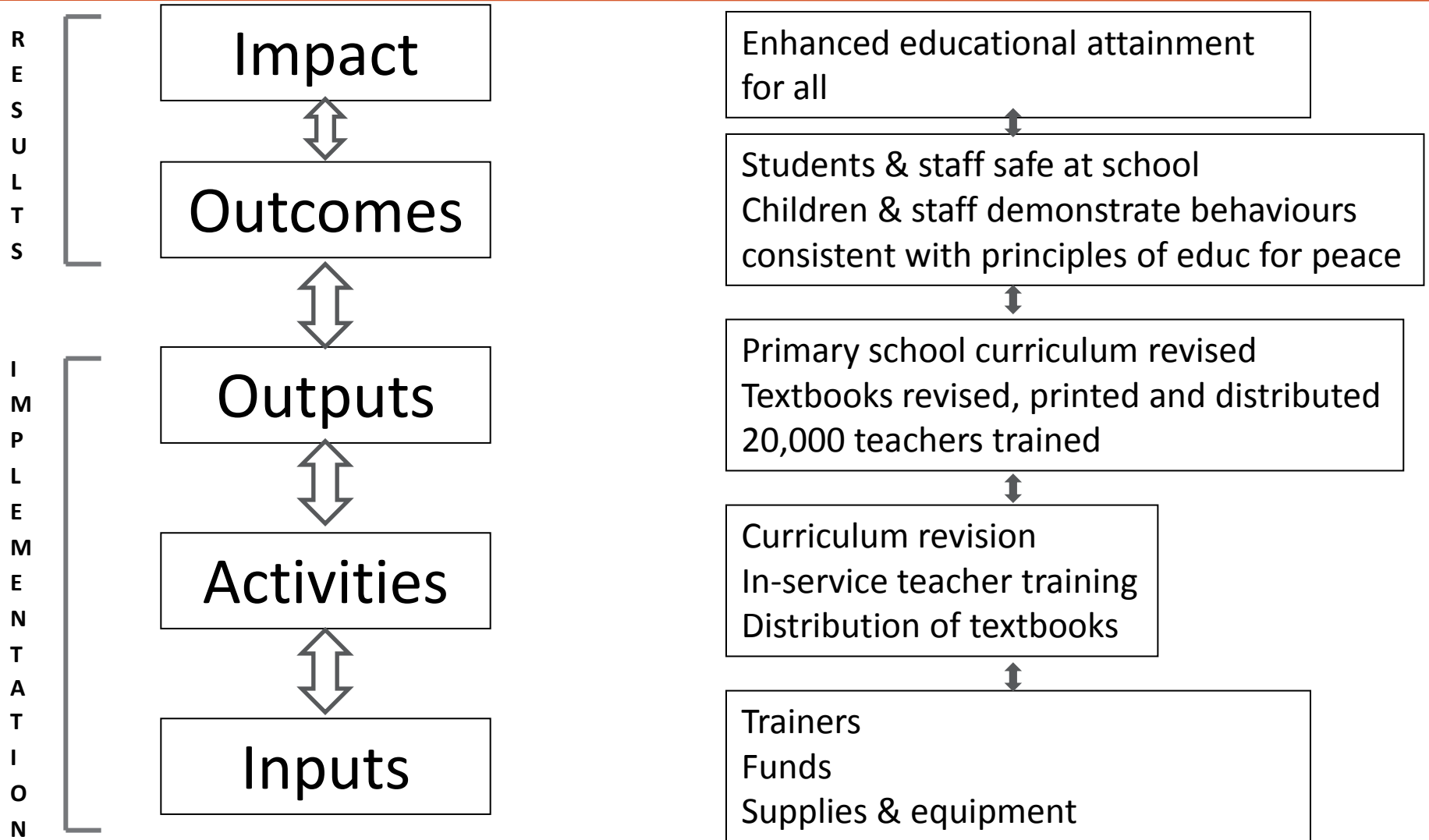- Whether results are being produced as planned

What is evaluation?

Evaluation

'The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability.' (OECD)

- Carried out at mid-term or end of the plan period

- Critical to design the evaluation strategy and budget for it during the plan preparation process

- Often carried out by outside (independent) parties

- Considers impact, outcomes, relevance, cost-effectiveness and sustainability as well as reasons why results were achieved (or not) and lessons for policy revision and subsequent plans

M&E and Results-based Management

RESULTS

Impact	Enhanced educational attainment for all

⇕

Outcomes	Students & staff safe at school Children & staff demonstrate behaviours consistent with principles of educ for peace

⇕

IMPLEMENTATION

Outputs	Primary school curriculum revised Textbooks revised, printed and distributed 20,000 teachers trained

⇕

Activities	Curriculum revision In-service teacher training Distribution of textbooks

⇕

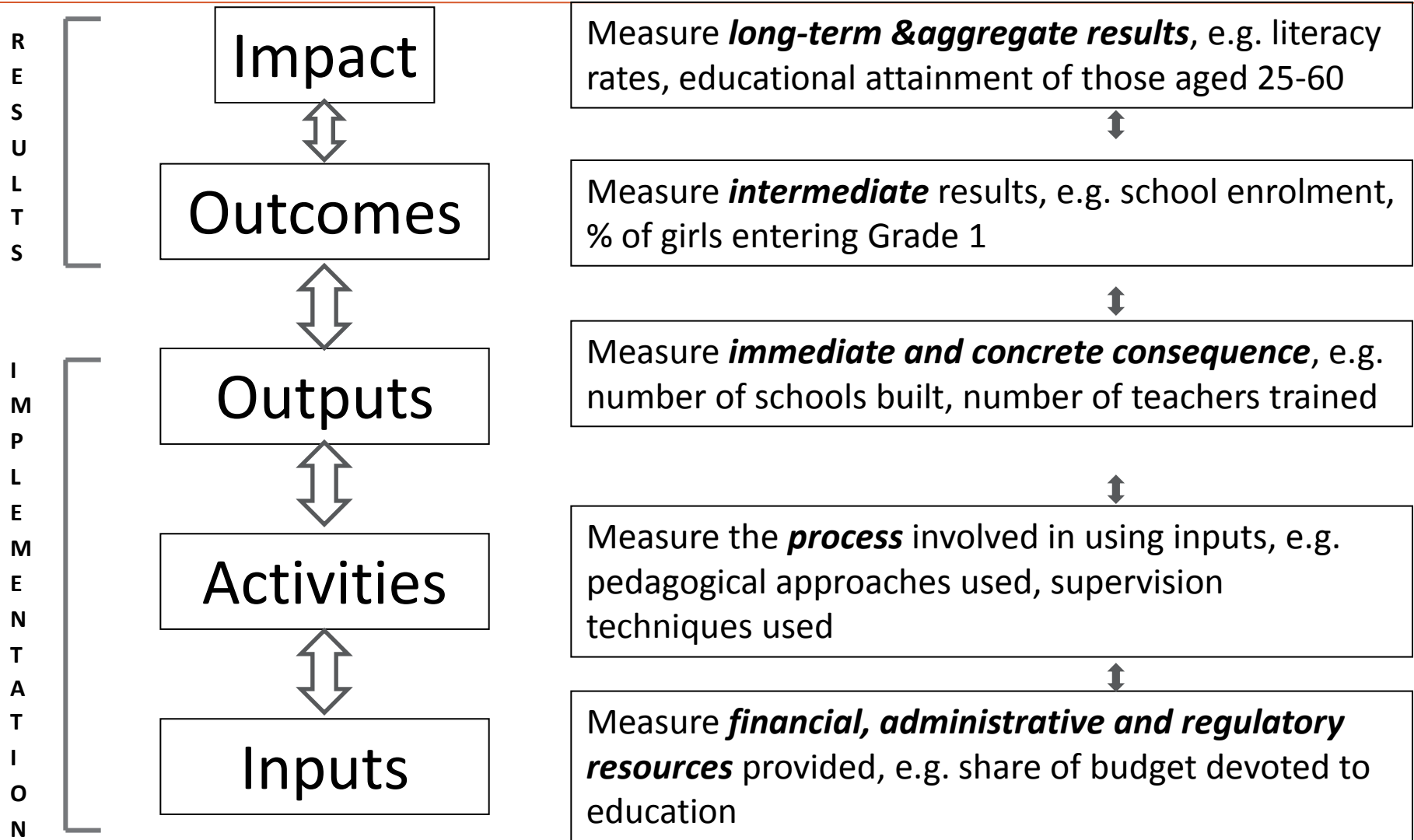| Inputs	Trainers Funds Supplies & equipment

Data and Information Issues

- Importance of an effective EMIS that also incorporates data relevant to education for peace

- Prioritization of additional data needs - essential for an efficient and effective M&E system

- Collecting data in situations of instability or crisis:
  - Prioritise data needs
  - Organise and coordinate data collection especially when multiple actors are involved or systems are weak
  - Seek creative/innovative means to obtain data

Purpose of Indicators

- Used to measure results and whether objectives have been achieved

- Basis for decision making, lesson learning, future planning and policy dialogue

- Contribute to transparency, consensus and ownership

Categorisation of Indicators for the Results Chain

RESULTS

| Impact | Measure ***long-term &aggregate results***, e.g. literacy rates, educational attainment of those aged 25-60 |
| Outcomes | Measure ***intermediate*** results, e.g. school enrolment, % of girls entering Grade 1 |

IMPLEMENTATION

Outputs	Measure ***immediate and concrete consequence***, e.g. number of schools built, number of teachers trained
Activities	Measure the ***process*** involved in using inputs, e.g. pedagogical approaches used, supervision techniques used
Inputs	Measure ***financial, administrative and regulatory resources*** provided, e.g. share of budget devoted to education

How to construct an indicator

1. Basic indicator	More and better trained students receive a diploma.
2. Add quantity	Number of graduates has increased from 5,000 to 14,000.
3. Add quality	Number of graduates from low-income families in regions X, Y, Z who pass standard exams (40% female/60% male) has increased from 5,000 to 14,000.
4. Add time	Number of graduates from low-income families in regions X, Y, Z who pass standard exams (40% female/60% male) has increased from 5,000 to 14,000 per year starting in 20xx.

Examples of indicators for education for peace

Access
- Reduction in # of attacks on education facilities, personnel and students
- Increase in # of school buildings with boundary walls

Quality
- % of schools and community groups using drills to practice emergency procedures
- Increase in # of teachers trained in teaching positive values of peaceful co-existence and tolerance of diversity

Management
- % professionals and government officials with increased knowledge of education for peace
- # education institutions with up-to-date safety plans

Equity
- Increase in % of enrolment of minority groups
- Decrease in drop out rates in crisis-affected or crisis-prone areas

Choosing an indicator

- **Valid** - measures what it is intended to measure
- **Relevant** - in line with expressed goal or objective
- **Prioritised** (to keep number of indicators low) - in terms of overall meaningfulness and in terms of addressing priority problems/challenges

Means of Verification

Identify:

- Where and how the data will be collected
- Who will collect the data

Are your indicators realistic?

Exercise: Identification of indicators for education for peace

- Refer back to the handout of the LogFrame matrix from session 4.1

- For each level: impact, outcomes, outputs and activities identify at least two indicators and the means of verification that you will use.

Conclusions

- Establish the monitoring and evaluation framework during the programme design process

- Make sure to include costs associated with monitoring and evaluation in the overall budget

- Use existing EMIS data when possible

- Carefully prioritize additional data needs and make sure that data collection and analysis plans are realistic