

Monitoring and Evaluation Plan

Teacher Education and Child Vulnerability Programme Zimbabwe, 2008-2013

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Introduction

Informed by the Outcome Mapping Methodology (OM)¹, the Logical Framework Approach (LFA)² and Utilisation-Focused Evaluation, the country programme uses a monitoring framework and evaluation plan that assesses the program holistically and which is based on the premise that the program needs to know not only about the results it achieves, but also about the process by which they were attained, as well as about its own internal effectiveness. Through the combination of information and knowledge in these three areas, the programme can build a better understanding of what it is achieving and how it can improve its levels of success.

'This is a living document that is continually revised and updated according to lessons learned from the field.'

Steps followed to develop the Monitoring and Evaluation system:

1. Monitoring and evaluation planning workshop, 22-24 October 2007, MTB, Masasa, Harare
 - Stakeholders present: MHTE representatives, Vice Principals from teacher training colleges, college coordinators, students, strategic partners, VVOB representatives.
 - Outcomes of the meeting: a prioritisation of the various programme objectives and activities; and a framework for monitoring and evaluation. A shared understanding of the programme management structure was also achieved.
2. M&E plan review workshop, 23 April 2008, VVOB office, Harare
 - Stakeholders present: VVOB support team staff
 - Outcomes of the meeting: review of the monitoring and evaluation plan and monitoring tools.

Progress and results monitoring

The monitoring process is largely based on systematised self-assessment and is centred on three key areas:

1. Changes in the behaviour, capacity, activities, and relationships of the people, groups, and organisations with whom the program works directly (i.e. progress of boundary partners towards the achievement of intermediate result areas).
2. The strategies and activities that the program employs to encourage change in its boundary partners and to remain effective and relevant as a programme.
3. The programme's impact through the achievement of its key result areas. Monitoring of the intermediate result areas provides information about the programme's effect or influence in view of teacher training colleges capacity to train teachers who have the necessary knowledge, skills and attitude to provide quality education and to address the needs of orphans and vulnerable children.

¹ Earl et al (2001), Outcome Mapping, building learning and reflection into development programs, IDRC.Patton, M. (1996),

² Patton, M. (1996), Utilisation-Focused Evaluation, 3rd edition, Sage Publications

Through monitoring these three elements of the programme, the monitoring system is able to unite outcome monitoring (what?) and process monitoring (how?).

Participation and learning:

The monitoring framework is participatory and involves where feasible, the full range of stakeholders, including the boundary partners. It involves systematic data collection and processes of self and peer assessment. Various monitoring meetings at college level and national level promote reflection and learning whereby monitoring results inform decision making and planning of programme activities.

Three levels of Accountability:

The monitoring framework seeks to address accountability requirements at three different levels:

1. Upward accountability towards the donor and local authorities.
2. Horizontal accountability towards the various stakeholders involved in the programme. The VVOB support team and the boundary partners play a key role in the various monitoring activities which are characterized by self and peer assessment and collaborative learning.
3. Downward accountability towards the beneficiaries of the programme is ensured by involving first level beneficiaries such as students and lecturers in monitoring meetings and in the results monitoring process through field visits and interviews.

Reporting:

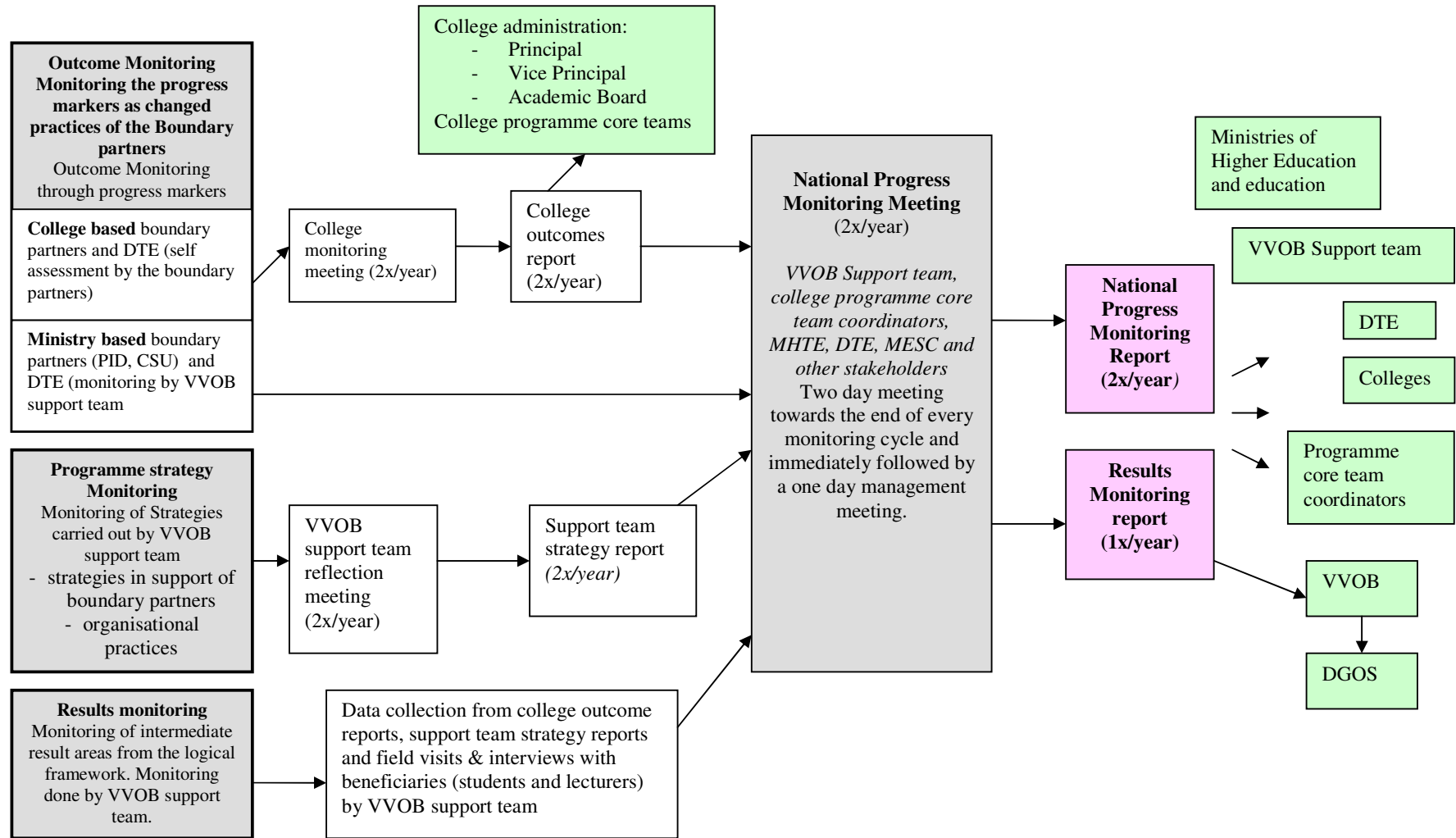
This monitoring system will produce each year, two termly progress monitoring reports and one end of year results monitoring report, which will be circulated among the various programme stakeholders and VVOB. The VVOB programme support team and management team in collaboration with representatives of the various boundary partners are mainly responsible for the implementation of the monitoring process. Figure 1 gives a visual outline of the monitoring and evaluation process.

The monitoring plan below provides detailed information on what information will be collected, for what purpose, by who, and when. It also gives details on how the programme stakeholders will learn from the monitoring information and how this will inform future planning. Furthermore, it highlights how the reporting will be done and who will receive the various reports.

Estimated Cost of the Monitoring system per year

Activity	Number of people	Estimated cost
2 two-day National progress monitoring meetings followed by 1 day management meetings.	80 (= 2days x 40pple)
2 one-day Management team meetings after the national progress monitoring meetings	30 (2daysx15pple)
College based two-day training workshops with boundary partners on the implementation of the M&E system (1 in each of the 14 colleges)	560 (2daysx20plex14colleges)
Field visits by support team members for on the job support for boundary partners in the implementation of the M&E system (one visit per college)	2 support staff per college
Total estimated cost per year	

Fig 1: M&E Diagram



Monitoring Plan

What information is needed	Intended use	Main users	Who collects the data	How will the information be collected from which sources	When?	How will we learn from the monitoring information, how do we make sure lessons learned feed into future planning?	How is the reporting done? Format of the report to be useful?	Who gets the report?
<ul style="list-style-type: none"> Achievement of outcomes by the boundary partners (progress markers) 	<ul style="list-style-type: none"> To allow reporting and reflection on progress made by boundary partners and identify lessons learned. Use information on progress of boundary partners to judge effectiveness of support strategies carried out by programme in support of the boundary partners. To allow reflection on how recommendations from previous monitoring has been used. To inform future planning and restructuring/ adjusting of work plans 	<ul style="list-style-type: none"> Support team Boundary partners management team 	<p>Boundary partners</p> <p>VVOB support team members can support the college based monitoring process:</p> <ul style="list-style-type: none"> Remind college core teams about monitoring deadlines. Support data collection Assist programme core team coordinator to compile college based monitoring report Provide training in use of monitoring journals Co-facilitate college based monitoring meetings Participate in college based monitoring meetings 	<p><i>Monitoring tool:</i></p> <ul style="list-style-type: none"> Customised Outcome journals (see annex) (electronic data sheets or hard copies) as guiding tools for collection and organising data. <p><i>How to collect data from which sources?</i></p> <ul style="list-style-type: none"> The programme promotes college-based gathering of data and reflection by the boundary partners of a specific college. Colleges also monitor DTE. Support team staff can facilitate this process when they are visiting the colleges. Programme core teams in the colleges can play an important role in the monitoring process. The VVOB Support team will collect monitoring data on the Ministry boundary partners, i.e. CSU and PID and the University, DTE. <p><i>A combination of data collection methods can be used depending on the feasibility at the time of monitoring</i></p> <ul style="list-style-type: none"> personal observations focus group discussions face to face or telephone interviews analysis of documents, pictures,... 	<p>twice per year (2x/yr)</p> <p>cycle 1: Jan-June</p> <p>Cycle 2: July-Dec.</p>	<p>At college level: College monitoring meetings</p> <ul style="list-style-type: none"> Progress monitoring meeting with college programme core team members to allow reflection on college specific outcome journal at the end of each term. Progress monitoring meeting of the college programme core team so that lessons from monitoring inform future planning. Lessons learned and follow up points for the next monitoring period identified during the meeting are captured on flipchart for inclusion in the monitoring report: <p>At national level: Achievement of outcomes by the boundary partners is reflected upon during national progress monitoring meetings</p> <ul style="list-style-type: none"> M&E focal person with small team of VVOB support team staff use the college outcome reports and outcome journals from PID, CSU and DTE to synthesise the lessons learned and significant change stories for reflection in the national progress monitoring & planning meeting. VVOB support team coordinates the national progress monitoring meeting National progress monitoring meeting involves VVOB support team, college programme core team coordinators, MHTE, MESC, & reps from strategic stakeholders. Two day meeting followed by one day management team meeting. Meeting takes place towards the end of each monitoring cycle, twice per year. 	<p>College outcome reports</p> <ul style="list-style-type: none"> Format of the report: <ul style="list-style-type: none"> Summary (max 1 page) Summaries of the answers to the narrative questions asked in the monitoring tools. Follow up points for the next monitoring period. Attached copies of the outcome journals Report is compiled by programme core team coordinator who also distributes the report. <p>National outcome report</p> <ul style="list-style-type: none"> Format of the report: <ul style="list-style-type: none"> Summary (max 1 page) Summaries of the answers from the various colleges to the narrative questions in the monitoring tools. Follow up points for the next monitoring period. VVOB M&E focal person compiles national outcome report (National outcome report feeds into National Progress Monitoring Report) 	<p>College outcome report</p> <ul style="list-style-type: none"> Principal Vice principal Academic board VVOB support team link person who will hand the report to the VVOB M&E focal person VVOB M&E focal person for compilation of national outcome report. <p>National outcome and strategy report (see below) are compiled in one national progress monitoring report by M&E focal person in VVOB support team. The report is sent to:</p> <ul style="list-style-type: none"> MHTE & DTE VVOB Colleges Core team coordinators support team members Management team and steering committee members

What information is needed	Intended use	Main users	Who collects the data	How will the information be collected from which sources	When?	How will we learn from the monitoring information, how do we make sure lessons learned feed into future planning?	How is the reporting done? Format of the report to be useful?	Who gets the report?
<ul style="list-style-type: none"> Strategies carried out by the programme support team in support of boundary partners and in support of its own working (i.e. organisational practices) 	<ul style="list-style-type: none"> To allow reflection on implementation of planned strategies and their effectiveness in supporting the boundary partners and identify lessons learned. To allow reflection on how recommendations from previous monitoring has been used. To inform future planning and restructuring/ adjusting of work plans To improve and review performance Helps the support team to change if the need arises in line with lessons learnt. As a result any changes are based on data instead of assumptions. 	<ul style="list-style-type: none"> Support team Boundary partners management team coordination unit 	VVOB support team members	<p><i>Monitoring tool:</i> Customised Strategy Journal (see annex) with strategies ranked according to specific result areas.</p> <ul style="list-style-type: none"> On an ongoing basis, Individual support team members fill monitoring data about the activities/strategies they are involved in within the specific strategy category in the strategy journal for the appropriate result area. This information is reviewed in dialogue with the team member by programme advisor and passed to the VVOB M&E focal person. <p>Data collection methods:</p> <ul style="list-style-type: none"> participant observation analysis of activity reports pictures, 	<p>twice per year (2x/yr)</p> <p>cycle 1: Jan-June</p> <p>Cycle 2: July-Dec.</p>	<ul style="list-style-type: none"> Support team monitoring meeting to reflect on strategy journals towards the end of each monitoring cycle. Outcomes from the strategy monitoring are also reflected upon during the national progress monitoring meeting towards the end of each monitoring cycle. <p>National progress monitoring meeting involves support team, college programme steering team coordinators, MHTE, MESC, & reps from strategic stakeholders. Two day meeting followed by one day management meeting. Meeting takes place during first part of each school holiday</p>	<p>National strategy report:</p> <ul style="list-style-type: none"> M&E focal person, with a small team of support team members, synthesise the information from the various strategy journals and strategy monitoring meetings in one strategy monitoring report. format of the report: <ul style="list-style-type: none"> Summary (max 1 page) For each intermediate result area, a summary of the answers to the narrative questions in the strategy monitoring tool. Follow up points for the next monitoring period. <p>(National outcome report feeds into National Progress Monitoring Report)</p>	<p>National progress monitoring report</p> <p>National strategy report is included in national progress monitoring report (see above)</p>
Intermediate result areas.	<ul style="list-style-type: none"> To allow compilation of end of year results monitoring report for VVOB, DGOS, MHTE and MESC (accountability requirement) Helps planning and re-strategising by support team and boundary partners for improved performance. 	<ul style="list-style-type: none"> Support team Boundary partners VVOB Brussels DGOS MHTE MOESC 	VVOB support team	<ul style="list-style-type: none"> Extract info from College outcome reports and national progress monitoring reports. Field visits to colleges by support team staff to allow for observation on the ground what is happening and focus interviews with boundary partners and beneficiaries (i.e. students, lecturers, teachers). Extract info from end of year national reflection workshops. 	1x/yr by Dec. Yearly result monitoring report is a requirement for VVOB Brussels and DGOS.	<p>Reflection on result monitoring report during:</p> <ul style="list-style-type: none"> National progress monitoring meetings. End of year self assessment workshop. Steering team meeting Management team meeting <p>Learnings from reflections to be captured in the results monitoring report</p>	<p>Results monitoring report</p> <ul style="list-style-type: none"> VVOB M&E focal person compiles report Report format: is supplied by VVOB and DGOS. Report should include narrative summary about lessons learnt on each of the result areas including both qualitative and quantitative data according to the log-frame indicators. 	<ul style="list-style-type: none"> DGOS VVOB Steering committee, management team, support team. Core team coordinators Strategic partners.

EVALUATION

Evaluation principles

The country programme views evaluation as an integral part of good program management and both as a tool for learning and accountability. While evaluations will generally assess the achievement of the specific objective of the country programme, the following guiding principles guide the programme's evaluation plan:

- evaluation is intended to improve the programme planning and delivery and should contribute to decision making and strategy formulation at various levels of the programme.
- Evaluations are designed to lead to action and therefore evaluations need to produce relevant, useful and action-oriented findings.
- Evaluations should enlist the participation of relevant stakeholders to promote acceptance and utilisation of evaluation results.
- No exclusive reliance on expertise from external evaluators so that the programme develops some level of internal evaluation capacity in order to be able to devise, participate in, or utilise evaluations effectively.

Evaluation plan

- Independent external evaluations will be organised after three years at mid term (2010) and after six years at the end of the programme (2013). Programme stakeholders identified impact and the logic of the programme as two important evaluation issues that can be considered during programme evaluations.
 - i. Impact towards the beneficiaries: Specific indicators who describe expected changes in the behaviour or professional practice of lecturers in the colleges and teachers in the schools will be developed in collaboration with the stakeholders during the first two years of the programme. The table below illustrates the impact evaluation plan.
 - ii. Reviewing the logic of the programme: It is important to review the logic of the programme periodically to ensure that it remains relevant. Based on practical experience, the programme looks at whether new boundary partners have been added; whether others have been dropped; and whether the vision, mission, outcome challenges, progress markers and monitoring system still make sense. Opinions of various programme stakeholders need to be incorporated in this process.

The tentative evaluation plan for both issues is shown in the table below.

- In order to strengthen internal evaluation capacity, the country programme support team will organise a national self assessment workshop, every two years, with support team staff, and representatives from all the boundary partners (college representative can represent different boundary partners within one college) and other strategic partners. The self assessment workshop can coincide with the national progress monitoring meeting at the end of the second monitoring cycle.

Evaluation plan

What information is needed	Intended use	Main users	Who collects data	How will the information be collected from which sources	When	How will we learn from the evaluation, how do we make sure lessons learned feed into future planning?	How is the reporting done? Format of the report to be useful?	Who gets the report?
Impact towards beneficiaries (college lecturers, students and school teachers)	<ul style="list-style-type: none"> - To evaluate if our programme contributes to the vision. - Improve performance of the programme. - Meeting accountability requirements. 	<ul style="list-style-type: none"> - VVOB Support team - Programme core teams - Management team - Steering committee - VVOB - DGOS 	<ul style="list-style-type: none"> - External evaluator and support team, in collaboration with boundary partners to use college structures to get data from lecturers and students - MoESC structures for information about teachers and school children and school communities. 	<ul style="list-style-type: none"> - Interviews, questionnaires, face to face meetings with beneficiaries, document analysis. - Lesson observations <p>! Specific indicators who describe expected changes in the behaviour or professional practice of lecturers in the colleges and teachers in the schools will be developed in collaboration with the stakeholders during the first two years of the programme.</p>	Mid term (2010) and at the end of the programme (2013)	<ul style="list-style-type: none"> - Need to reflect on outcomes from monitoring of impact during reflection meetings (e.g. progress monitoring meetings and self assessment workshops) 	<ul style="list-style-type: none"> - Impact evaluation report is compiled by the external evaluator. 	<ul style="list-style-type: none"> - Steering committee - Management team - VVOB Support team - VVOB - DGOS - Feedback to boundary partners during monitoring meetings and reflection workshops.
Information about the logic of the programme	<ul style="list-style-type: none"> - To ensure the programme remains relevant. 	<ul style="list-style-type: none"> - VVOB Support team - Programme core teams - Management team - Steering committee - VVOB - DGOS 	<ul style="list-style-type: none"> - External evaluator and support team, in collaboration with boundary partners and other programme stakeholders. 	<ul style="list-style-type: none"> - Programme logic monitoring tool (see annex) - Opinions of various programme stakeholders (e.g. boundary partners, donor, ...) need to be incorporated in this process. 	Mid term (2010)	<ul style="list-style-type: none"> - A workshop with representatives from all programme stakeholders can be organised to review the programme logic. - outcomes of the programme logic review need to be reflected upon in management and steering team meetings 	<ul style="list-style-type: none"> - report on review of the programme logic is compiled by the external evaluator 	<ul style="list-style-type: none"> - Steering committee - Management team - VVOB Support team - VVOB - DGOS - Feedback to boundary partners during monitoring meetings and reflection workshops.