Workshop for Senior Managers

Educational Planning and Management in the Earthquake Affected Areas

Monitoring and Evaluation

Provincial Institute of Teacher Education, NWFP

WORKBOOK

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Timetable

Time	Session/Activity	Key Learning Points/Objectives
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10:00-10:30	Tea break	
10:30-11:30	**1. Introduction and Objectives**	▪ Workshop objectives and agenda shared ▪ Participants introduced to one another ▪ Participants' objectives captured
11:30-13:00	**2. Why Monitor and Evaluate?**	▪ What is it? ▪ Why do we bother? ▪ Review of the project management cycle
13:00-14:00	Lunch	
14:00-15:15	**3. What should we monitor?**	▪ Review of roles and responsibilities of various levels of district education managers
15:15-15:30	Tea break	
15:30-16:30	**4. Components of a monitoring system**	▪ Selection of indicators ▪ Collection of data concerning the indicators ▪ Data analysis ▪ Reporting/presentation of information ▪ Using the information to improve the work
16:30	Adjourn	
		DAY 2
8:30-9:00	**Day 1 Review**	
9:00-10:30	**5. Review of key educational indicators**	▪ Enrollment ratios ▪ Completion and transition rates
10:30-11:00	Tea break	
11:00-13:00	**6. Analysis of indicators**	▪ Analysis of scenarios ▪ What are your recommendations based on your analysis? ▪ What steps should be taken?
13:00-14:00	Lunch	
14:00-15:00	**7. Creative problem solving**	▪ Finding multiple creative solutions to a problem
15:00-15:15	Tea break	
15:15-16:30	**8. Developing a monitoring plan**	▪ Specifying indicators, responsibilities and frequency of monitoring
16:30	Adjourn	

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11:00-13:00	**10. Giving feedback**	▪ How to give (and receive) feedback ▪ Using feedback to improve performance ▪ Supervision role plays
13:00-14:00	Lunch	
14:00-15:00	**11. Writing a monitoring report**	▪ Outline of a monitoring report ▪ Using a monitoring report as a management tool
15:00-15:15	Tea break	
15:15-16:30	**12. What is the role of the community?**	▪ What is the community's role in monitoring educational quality? ▪ How can district officials increase community involvement? ▪ How can district officials monitor community involvement?
	Adjourn	
DAY 4		
8:30-9:00	**Workshop Review**	
9:00-10:30	**13. Evaluating educational projects**	▪ What type of evaluation (external or internal)? ▪ Who conducts the evaluation? ▪ What to evaluate? ▪ Evaluation tools ▪ Issues of causality and bias
10:30-11:00	Tea break	
11:00-12:00	**14. Workshop review, Q&A**	▪ Workshop review activity ▪ Open forum for any last questions ▪ Review of participants' initial objectives
12:00-13:00	**15. Workshop evaluation and closing**	▪ Completion of workshop evaluations ▪ Workshop closing ▪ Workshop certificates
13:00-14:00	Lunch and adjourn	

Session 1: Workshop Opening and Welcome

Objectives

By the end of this session you will be able to:

- Identify other people in the course
- Understand the course objectives

This workshop is the third in a series of planning and management workshops for district educational managers in the earthquake-affected districts of AJK and NWFP. The goal of the workshop is to contribute to the overall goal of "build back better" and to provide an opportunity for district managers to discuss their roles and responsibilities with regard to monitoring and evaluation. Academic supervision is an important monitoring function, and is one of several monitoring concepts that is discussed in this workshop. The workshop will also provide managers with the knowledge and skills needed to more effectively monitor and evaluate education projects in their districts. The specific workshop objectives include understanding:

- The purpose and objectives of monitoring and evaluation
- Tools that can be used to monitor and evaluate more effectively
- The roles and responsibilities of district education managers with regard to monitoring and evaluation

Participant introductions

Take a few minutes to prepare to introduce yourself to the group. You will have one minute to introduce yourself. Please tell us:

- Your name, title and district where you work

- What are the greatest educational achievements in your district since our last meeting?

Your objectives for the workshop

Use this space to record your objectives/expectations for this Monitoring and Evaluation workshop.

Session 2: Introduction to Monitoring and Evaluation

Objectives

By the end of this session you will be able to:

- Describe the role of monitoring and evaluation in the project management cycle
- Define monitoring and evaluation
- Describe the principles of monitoring
- Identify key education system monitoring points

Monitoring and evaluation are two different, but related activities. **Monitoring** is a routine function that is carried out for the purpose of measuring whether activities are proceeding according to the plan or in compliance with approved procedures or policies. It is performed to ensure that any events or actions which are not according to policy or plan are fully understood and communicated to those in a position to take corrective action if needed. As district managers it is your responsibility to take such action in order to improve the quality of education in your districts. The monitoring function is an ongoing activity and involves multiple aspects including monitoring of:

- School and district administration
- Human resources
- Instructional quality
- School and district finances (this last point will be covered separately in the Financial Management workshop)

Monitoring includes inspection and supervision. The true goal is to learn and analyse information from the perspective of "what can be improved and how." The purposes of monitoring are to:

- Facilitate corrections when necessary
- Provide information/guidance to staff (managers, teachers)
- Determine trends
- Be accountable to taxpayers and donors
- Guard against corruption / abuse of funds and materials

Monitoring includes both process monitoring and impact monitoring. ***Process*** monitoring looks at the use of resources, the progress of activities and the way they are conducted. ***Impact*** monitoring looks at the impact the program or activities are having in relation to set objectives. It is the means by which:

- The work can be related to its overall purpose on a continuous basis in order to provide a measure of progress
- The work can be modified in response to changing circumstances without losing the overall direction
- The need to change objectives can be identified
- The need for further information or research can be identified
- The assumption that the activities will help achieve the stated objectives can be verified

Evaluation is a systematic and objective assessment of an ongoing or completed policy, program or project that considers its design, implementation, and results. It is done to determine:

- the relevance and achievement of its objectives
- its developmental effectiveness, efficiency, impact and sustainability

Evaluation is covered in more detail later in this workbook.

Each of these activities – monitoring and evaluation – depends upon the findings of the other. Monitoring produces information which is consequently used for evaluation purposes. As well, the findings of the evaluation are fed back into the program design process, which generates new or modified activities that must be monitored. Where the two activities are, perhaps, most closely related is the emphasis each has on determining *impact* and *accountability.*

Principles

1. **Monitoring is a basic function essential to the effective management of educational systems and to the achievement of its objectives.**

2. **Monitoring activities should be properly planned and executed.** For development projects, the monitoring and evaluation functions should be planned *from the outset* of the response to ensure timely adaptation to changing needs and to minimize unintended negative effects.

3. **Programmatic or operational problems identified by monitoring activities must be followed by appropriate corrective action.** Monitoring activities are intended to detect adherence to the planned activities and approved policies and procedures. The mere capacity to identify problems, however, is insufficient; corrective actions *must* be taken to improve present activities and to improve quality for the future. Indeed, in the absence of the political will and/or capacity needed to take corrective action, monitoring activities can be considered an unfortunate waste of valuable resources.

   To ensure that decision-makers can in fact take advantage of monitoring findings, the establishment of a clear, understandable reporting system to facilitate the use of information is essential. Information fed into the reporting system should satisfy the "necessary and sufficient" criteria; i.e., it should be both necessary and sufficient to inform needed decisions.

4. **Monitoring systems, to the extent possible, should involve the community.**

5. **Regular on-site visits by supervisory staff to observe conditions first-hand and gather information are essential.** Both planned visits and random or "surprise" checks should be carried out.

Monitoring and Evaluation Quiz

In groups of two or three, discuss the following questions and decide if the activity described is monitoring or evaluation.	Monitoring or Evaluation?
1. An Assistant District Officer visits a school and observes the teaching of a lesson.	
2. An Executive District Officer reviews the tour notes of his District Officers, prepares a list of follow-up questions and meets with the District Officers to discuss the questions.	
3. Several primary schools in your circle have only one or two teachers so you believe that good multi-grade teaching is essential to improve the quality of education in these schools. You have noticed from the records in these schools that the dropout and repetition rates are higher than for some other schools in your circle. Over the course of the last year, most of the teachers in your circle received some training on multi-grade teaching and you made an extra effort to give these teachers feedback on their lessons and suggestions on how to improve the grouping of students in the classroom when you visited their schools. Now, one year later, you want to see whether teachers are implementing multi-grade techniques better and whether the school results have improved.	
4. An EDO reviews the tour schedule of the officers in his district and decides to visit some of the schools to review the inspection work of his officers.	
5. The district education office receives a report from the Schools and Literacy Department that shows the examination results from their district for the last academic year. The district team reviews the results and notices that several schools have results that are well below average.	
6. During the last two years UN agencies and NGOs have supported teacher training on psychosocial issues. You want to determine whether this training has been effective and has resulted in changed teaching practices in your district.	
7. You visit a school and review the homework of several students in each class.	
8. While meeting with the PTCs in your assigned schools, you ask the parents whether the teachers are regularly present at the school for the full duration of school hours.	
9. The Provincial Government recently conducted a complete review of the assessment results (PEACE) in all the districts in the province in order to identify factors that impact on learning achievement.	
10. On a recent visit to several schools, you checked the account registers to verify that all school funds have been properly accounted for and that all appropriate receipts and signatures are in place.	

11. On your school visits, at least once a year you make note of the condition of the existing facilities at each school and what is in need of repair or replacement.	
12. The Pakistan National Plan of Action for Education for All stipulates that by 2010 all primary school-aged boys in Pakistan will be in school. Your district officers have just collected the current enrolment statistics from all the primary schools in your district so that you can compute the net enrolment ratios for both boys and girls.	
13. Before visiting schools, you review your tour notes from last year and note where you had suggested the need for improvement. When you visit the school, you ask the head teacher how these issues have been addressed.	
14. While reviewing the tour notes of all the district officers, you notice that several schools in your district still do not have functioning PTCs.	
15. It is February and you are the District Officer. You review the PERs that have been submitted by the other district officers and make sure that you have all the PERs for all the schools and that each PER has been signed and counter-signed as required.	
16. Last year you implemented a new policy in your district whereby PTCs members agreed to follow-up on absent students and discuss with parents the importance of all children attending school. You have asked your district officers to obtain attendance information from all the schools so you can see whether this policy is helping reduce levels of student absenteeism.	
17. A school is currently under construction in your district. Some of the parent members of the PTC have taken it upon themselves to visit the construction site daily to inspect the construction process.	
18. You are reviewing the list of PTC members in each of your schools to determine whether the members have been selected in accordance with the Schools and Literacy Department's Guidelines.	
19. You have a complete list of all the teachers in your district. When you visit schools, you check with parents and community members whether the teachers are present in the schools on a regular basis.	
20. You have instructed the principals and head teachers in your district to hold regular meetings with PTCs and other community members (including religious leaders) to discuss the importance of education for all children, including girls. You have decided to check whether these meetings have been held regularly as instructed and whether there has been an increase in enrolment and attendance of both boys and girls in the district.	

Session 3: What Should We Monitor?

Objectives

By the end of this session you will be able to:

- Identify key education system monitoring points
- Describe the monitoring responsibilities of all levels of district education officers and how they are related

Space for your notes

Activity: Imagine you are on a monitoring visit …

1.		
2.		
3.		

4.	Imagine you are on a monitoring visit … What questions do you have? What else do you want to look at or check?	
5.	Imagine you are on a monitoring visit … What questions do you have? What else do you want to look at or check?	
6.	Imagine you are on a monitoring visit … What questions do you have? What else do you want to look at or check?	

Activity: Monitoring roles and responsibilities of district officials

Instructions: As a group, review your answers to the “Imagine you are on a monitoring visit …” exercise. Categorise your responses into the following categories that reflect the monitoring responsibilities of district education officials. Prepare a flipchart that summarises all the answers in your group. Once you have finished, review the consolidated list and decide whether anything is missing and should be added to your consolidated list.

What to monitor: a consolidated list

Students	Teachers	Schools	Other

Reading: Excerpts from Terms of References for District Managers

The EDO shall:

1. Inspection	(i) annually inspect Govt. High & Higher Secondary Schools and in addition pay surprise visits to schools in the district as and when/where needed (ii) remain on tour ten days in a month excluding emergency visits (iii) approve annual inspection and tour programmes of the District Officers on monthly basis and occasionally monitor the inspections carried out as per approved schedule along with the inspection reports of concerned DO/DyDOs and ADOs (iv) ensure that desired results are being achieved from the inspection
2. Check list during school inspections	During the annual and surprise inspections, the EDO shall check the following aspects: a) general performance of schools b) teachers' performance c) students' performance d) number of posts – filled and vacant e) service books of staff and teachers f) accounts registers g) admission and withdrawal registers h) formation of PTAs i) government and school funds j) absenteeism of teachers and students k) drop outs of students and reasons thereof l) physical facilities, sports and games, scouting and Girl Guides and Shaheen Scouts m) school environment, cleanliness and maintenance of school premises n) progress related to last year inspection reports o) needs and requirements of schools
3. Inspection tour notes	(i) prepare tour notes, inspection notes, and record observations in the school log books (ii) go through the tour/inspection notes of the District Officers and ensure follow up, implementation of the instructions issued by inspection officers from time to time
4. Meetings with PTAs, Parents and Public representatives	(i) occasionally hold meetings with the PTAs of schools and accommodate their suggestions, grievances, views and take remedial steps for solving problems (ii) forward tour notes to the Director/DCO for their perusal as per rules
From VII. PTA section	▪ ensure that PTAs have been formed in all Primary/Middle/High/Higher Secondary Schools and are functioning properly
From II. Personnel Management section	▪ issue instructions in December each year to all the lower formations to write Performance Evaluation Reports (PERs) of their respective staff in the first week of January each year ▪ write all PERs of officers/principals/headmasters B-18/19 in the first week of January ▪ countersign all PERs in the second week of January and complete the process of writing PERs in January each year

The District Officer shall:

1. School supervision/ Inspection	(i) carryout annual inspections and surprise visits of Govt Primary/Middle/High Schools and accompany the EDO to inspect the High/Higher Secondary Schools where principal of BPS-19 are posted (ii) evaluate the teachers/students performance/work (iii) check the instructional work, and ensure that co-curricular activities are carried out regularly (iv) ensure that scheme of studies and timetables are available in the classrooms and are followed. Also ensure that all teachers have maintained workbooks and that schemes of studies are strictly followed (v) be on tour for 12 days on inspection in a month excluding emergency visits (vi) approve annual inspection and monthly tour programme of DyDOs/all ADOs and ADO (Budget and Accounts) (vii) occasionally check that inspections are carried out as per approved schedule
2. Maintenance of personal files/confidential record	(i) monitor maintenance of personal files of the teachers/office staff and other office records (ii) ensure that confidential record is kept under lock and key
3. Maintenance of the statistics of students/teachers/ schools	(i) keep all the statistics pertaining to schools, students and teachers etc and update it from time to time
4. Admission/withdrawal registers	(i) ensure that admission and withdrawal record of students in the schools are maintained properly (ii) check all relevant registers when on tour of offices and schools
5. Reporting absenteeism of teachers	(i) ensure teachers' presence in schools, keep a close check on teachers' absenteeism as Chairman of the committee for absenteeism (ii) take action against absent teachers as per rules and procedures in vogue (iii) keep proper consolidated record of such cases and actions taken. Submit monthly report to EDO for information and necessary action.
6. Checking of funds and user charges	(i) ensure that the students funds/user charges are being collected in the schools as per Govt. rates, record is properly maintained and funds are utilized for the purposes for which these are collected in the best interest of students (ii) check the record occasionally during inspection of schools
7. Checking of basic facilities in schools	(i) ensure that basic facilities e.g. furniture, electricity, drinking water etc. are available to the students in the schools (ii) inspect and check these facilities/amenities during inspection of schools (iii) note deficiencies in schools and take corrective measures
8. Inspection/tour notes and writing of log books	(i) prepare tour notes/inspection notes and record observations in the school log book (ii) go through the tour notes/inspection notes of the

	Deputy District Officers/ADOs and ensure follow-up/implementation of instructions issued from time to time
9. Checklist during the inspections	Check the following aspects during the inspections (annual and surprise): a) school performance/results b) teachers performance c) students performance d) total number of posts and number of posts – filled and vacant, other details if any e) service books of staff and teachers f) accounts registers g) admission and withdrawal registers h) formation of PTAs i) government and private funds j) absenteeism of teachers and students k) drop out of students l) physical facilities, sports and games, scouting and girl guides m) school environment, cleanliness and maintenance of school premises n) progress related to last year inspection reports o) flow of budget p) need/requirements of schools q) construction work (if any)
From VI. Literacy and Non-Formal Education section	(a) ***Supervision and visits to literacy centres***: visit literacy centres for at least 2 to 3 days in a month (b) ***Record of visits***: inspect the centres/schools and take appropriate action and submit reports to EDO along with action proposed to be taken (c) ***Internal meetings***: discuss the visit reports with ADO, Dy. DO and EDO and take/suggest actions for further improvements
From VII. PTA section	▪ monitor formation of PTAs in all Primary/Middle, High and Higher Secondary Schools and literacy centres
From II. Personnel Management section	(i) issue instructions in December each year to DyDO, Principals and Headmasters for writing PERs (ii) write all PERs of immediate subordinate officers in January each year (iii) countersign PERs of officers for whom DO is the countersigning authority in January each year (iv) submit PERs to the higher authority as provided in the instructions issued in May 2000 by Establishment Dept. GoNWFP (v) furnish certificate in the month of February to the EDO to the effect that all PERs pertaining to offices and schools have been written/countersigned and kept in character rolls under lock and key

The Assistant District Officer E&S shall:

1. School supervision/ inspection, evaluation of teachers, students, co-curricular activities, workbooks, time tables and scheme of studies with use of teaching kits	(i) carry out monthly surprise visits of middle schools of the district for evaluating the work of teachers, students and co-curricular activities (ii) guide and support teacher in their work (iii) submit report to DO about performance of teachers and students (iv) remain on inspection of schools 10 days in a month or as ordered by DO (v) check record of schools and supervise/monitor curricular and co-curricular activities as well
2. Detail of vacant posts BPS-1 to BPS-19	(i) collect category-wise number of vacant posts of all Middle and Secondary schools of the district and submit the same to the DO for further action
3. Maintenance of Service Books and Personnel Files	(i) maintain service books with up-to-date and neat entries of increments and service verification of teachers and other employees in Middle schools (ii) submit the same to DO for countersigning (iii) maintain personnel files of each employee of Middle Schools (iv) make necessary correspondence with the approval and permission of DO (v) be held responsible for safety and custody of Service Books and personnel files of teachers and staff
4. Maintenance of record of students/teachers and its checking during visits to schools of the district	(i) check record pertaining to students, such as: enrollment, dropout, failure and top academic position holders of different types of scholarship, students who get 1st, 2nd and 3rd positions in co-curricular activities in their own schools, as well as in the sub-divisional, district and provincial level competitions (ii) check the number of disabled students studying in Govt schools, number of Afghan refugee-students and all other matters relating to students and keep copies of records in the office (iii) check record pertaining to teachers, e.g. their bio-data, service profile, academic and professional qualifications in the schools, during his visits and submit to the DO for information and further action (iv) maintain copies of up-to-date records pertaining to teachers in his office for ready reference
5. Admission and withdrawal register	(i) check admission forms and school leaving certificates of students with verified entries of admissions and withdrawals especially date of birth, name of student, father's name, class and admission number etc. during annual and surprise visits to schools (ii) rectify omissions as per rules with a report to the DO
6. Checking of funds and user charges	(i) be responsible for checking of Pupil Funds viz Sports, Medical, Poor, Examination, Scout and Red Crescent Funds and User Charges in Middle schools during inspection and report findings to his DO
7. Reporting absenteeism of teachers	(i) be responsible for submission of report to DO on teachers' absenteeism along with proposed action against teachers on specified pro forma each month during his visits to schools.

From I. Personnel Management section	(i) issue instructions about writing PERs to all concerned in December each year (ii) keep the record under lock and key (iii) countersign PERs of officers for whom DO is the countersigning authority in January each year (iv) write PERs of staff and submit to DO for counter-signature and maintain PER records of all concerned officers/officials/teaching staff (v) collect PERs of teaching and other staff sent by their respective Reporting/Countersigning Officers and submit the same to the DO for countersigning etc. and onward transmission to EDO

The Deputy District Officer (Male and Female) shall:

1. Inspection	(i) Inspect Govt Primary Schools for a minimum period of 12 days in a month (ii) Conduct surprise and annual inspection of each primary school in the sub-division as far as possible (iii) Evaluate students and teachers' work and check co-curricular and other activities during visit to the schools and record remarks/instructions in school log books on the spot (iv) Supervise the work of ADOs circle and evaluate their performance (v) Submit completion/detailed inspection/tour reports to the DO/EDO in time and ensure that the courses are taught/covered according to the scheme of studies
2. Checklists during the inspections	During the annual and surprise inspections, the inspecting officers shall look into the following aspects: a) School performance b) Teachers' performance c) Students' performance d) Number of posts – filled and vacant and other details, if any e) Accounts registers/PTA accounts register f) Admissions and withdrawal registers g) Formation/evaluation of PTA functions h) Public and private funds i) Absenteeism of teachers and students j) Physical facilities k) School environment's cleanliness and maintenance of school premises l) Progress related to last year remarks of annual inspection m) Co-curricular activities
3. Meetings with PTAs, parents and public representatives	(i) Hold meetings with members of the PTAs of the schools, parents and elders of the area and listen to their suggestions and grievances (ii) Take remedial steps for solving problems, which are in his competency and forward the rest to the competent authorities for redress
Other	▪ Inspect the Literacy Centres and non-formal schools ▪ Ensure that PTAs have been formed in all primary schools

	and are functioning effectively; also ensure that PTA meetings are regularly held and that these meetings are purposeful ▪ Inspect private primary schools annually and pay surprise visits; take appropriate action if required

The Assistant District Officer Circle shall:

1. Supervision/ Inspection	(i) Supervise and inspect Govt Primary Schools in the circle which is his/her main, most important and basic responsibility (ii) Conduct one annual and three unscheduled/ supervisory visits/inspection of each and every Primary School on spot (iii) Remain for 15 days on tour in a month (iv) Evaluate Students' Performance during every visit/inspection (v) Evaluate Assistant Teacher performance during every visit/inspection (vi) Evaluate Head Teacher performance during every visit/inspection (vii) Compare quality of education in the schools and other activities in schools of his/her circle (viii) Check teachers' attendance register (ix) Check students' admission and withdrawal registers (x) Check school funds register and expenditure (xi) Check stock registers and verify record (xii) Check PTAs accounts/registers/funds and scholarship record (xiii) Check enrolment of students in each class and see whether there is increase or decrease (xiv) Check dropouts of students – its causes and control the same (xv) Check rate of failure/reposition of students, find causes and suggest remedies (xvi) Check top academic position holders and encourage teachers as well as students to put in more labor for future success (xvii) Also check teachers' personal record/bio data, services profile and qualifications (xviii) Note down needs and requirements of schools, i.e. furniture, mats, chalks, teaching kits, sports goods, stationery/registers and building deficiencies/repairs, etc. (xix) Maintain and check all kinds of scholarship records and update the same regularly
4. Staff Developments/ Teachers Training	1. Provide academic support to the Head Teachers/ Teachers of the Primary schools in the circle 2. Give model lessons to teachers in the Primary schools in his/her circle
From III. Personnel Management: 5. Performance Evaluation Reports (PERs)	(i) Write PERs of the head teachers of his/her circle in first week of January each year and [obtain] PERs of Assistant (ii) Submit all PERs in the first week of January each year to the DyDO for countersignature

Session 4: Components of a Monitoring System

Objectives

By the end of this session you will be able to:

- Identify the main components of a monitoring system
- Identify indicators for the main components to be monitored

Components of a monitoring system

As discussed earlier, monitoring does not simply consist of collecting information. What is needed is a ***monitoring system*** that defines how we will collect and use information about the progress of activities. Monitoring without corresponding analysis and action is not enough. The essential components of a monitoring system are:

- Selection of indicators
- Collection of data concerning the indicators
- Data analysis
- Reporting/presentation of information
- Using the information to improve the work

Indicators and means of verification

Indicators are measures that describe how well a program is achieving its objectives. Whereas an objective identifies what we hope to accomplish, indicators tell us specifically what to measure to determine whether the objective has been achieved. Indicators are usually quantitative but may also be qualitative observations. They define how performance will be measured along a scale or dimension, without specifying a particular level of achievement. (Planned levels of achievement – targets – are separate from the indicators themselves).

Examples of indicators

- Number of head teachers trained
- Number of head teachers obtaining course certificate by the end of year 2
- Funds raised by PTCs/SMCs
- Number of PTC/SMC members trained
- Number of teachers using small group work in their classrooms

For each indicator, ***means of verification*** should be defined, that is, where the information can be found or how it will be produced[1] (for example, computerised list of certificates awarded for successful completion of the head master training courses, to be found at the Ministry of Education Teacher Training Department).

[1] Danida, LFA, 1998, p.39.

Activity: developing indicators

Category	**Indicators**	**Means of Verification** (data sources or how you will collect the information)
Students 1.		
2.		
Teachers 1.		
2.		
Schools 1.		
2.		

Session 5: Standard Educational Indicators

Objectives

By the end of this session you will be able to:

- Compute specified educational indicators: gross and net enrolment ratios, gender parity index, promotion rates, dropout rates, repetition rates
- Interpret and analyse the indicators

Indicator	Your notes
Gross enrolment ratio (GER) ***Definition:*** Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. For the tertiary level, the population used is the five-year age group following on from the secondary school leaving age. ***Purpose:*** Gross Enrolment Ratio is widely used to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age-group. It can be a complementary indicator to NER [net enrolment ratio] by indicating the extent of over-aged and under-aged enrolment. ***Calculation method:*** Divide the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age-group which officially corresponds to the given level of education, and multiply the result by 100. ***Formula*** $$GER_h^t = \frac{E_h^t}{P_{h,a}^t} * 100$$ Where: GER_h^t = Gross Enrolment Ratio at level of education **h** in school-year **t** E_h^t = Enrolment at the level of education **h** in school-year **t** $P_{h,a}^t$ = Population in age-group a which officially corresponds to the level of education **h** in school-year **t** Example: If the entrance age for primary education is 7 years with a duration of 6 years then a is (7-12) years. ***Data required:*** Total enrolment for a given level of education. Population of the age-group corresponding to the specified level. ***Interpretation:*** A high GER generally indicates a high degree of participation, whether the pupils belong to the official age-group or not. A GER value of 100 percent indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled. The achievement of a GER of 100 percent is	

Indicator	Your notes
therefore a necessary but not sufficient condition for enrolling all eligible children in school. When the GER exceeds 90 percent for a particular level of education, the aggregate number of places for pupils is approaching the number required for universal access of the official age-group. However, this is a meaningful interpretation only if one can expect the under-aged and over-aged enrolments to decline in the future to free places for pupils from the expected age-group. ***Quality standard:*** GER at each level of education should be based on total enrolment in all types of schools and education institutions, including public, private and all other institutions that provide organised educational programmes. ***Limitations:*** GER can be over 100% due to the inclusion of over-aged and under-aged pupils/students because of early or late entrants, and grade repetition. In this case, a rigorous interpretation of GER needs additional information to assess the extent of repetition, late entrants, etc.	
Net enrolment ratio (NER) ***Definition:*** Number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group. ***Purpose:*** To show the extent of participation in a given level of education of children and youths belonging to the official age-group corresponding to the given level of education. ***Calculation method:*** Divide the number of pupils enrolled who are of the official age-group for a given level of education by the population for the same age-group and multiply the result by 100. ***Formula:*** $NER_h^t = \frac{E_{h,a}^t}{P_{h,a}^t} * 100$ Where: NER_h^t = Net Enrolment Ratio at level of education **h** in school-year **t** $E_{h,a}^t$ = Enrolment of the population of age-group **a** at level of education h in school-year **t** $P_{h,a}^t$ = Population in age-group **a** which officially corresponds to level of education **h** in school-year **t** **Example**: **If the entrance age for primary education is 7 years with a duration of 6 years then a is (7-12) years.** ***Data required:*** Enrolment by single years of age for a given level of education. Population of the age-group corresponding to the given level of education. ***Interpretation:*** A high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving participation at the specified level of education. When the NER is compared with the GER the difference between the two ratios highlights the incidence	

Indicator	Your notes
of under-aged and over-aged enrolment. If the NER is below 100%, then the complement, i.e. the difference with 100% provides a measure of the proportion of children not enrolled at the specified level of education. However, since some of these children/youth could be enrolled at other levels of education, this difference should in no way be considered as indicating the percentage of students not enrolled. A more precise complementary indicator is the age-specific enrolment ratio (ASER) which shows the participation of the population of a particular age in education. ***Quality standard:*** NER at each level of education should be based on total enrolment in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmes. ***Limitations:*** For tertiary education, this indicator is not pertinent because of the difficulties in determining an appropriate age-group due to the wide variations in the duration of programmes at this level of education. As regards primary and secondary education, certain difficulties arise when calculating the NER for countries where the net enrolment ratios should be of the order of 100%. Three cases can be mentioned: 1.) when the reference date for entry to primary education does not coincide with the birthdays of all of the cohort eligible to enrol at this level of education. 2.) when an important part of the population starts primary school earlier than the prescribed age and consequently finishes earlier as well. 3.) when there is an increase in the entrance age to primary education with the durations unchanged. N.B. Although the NER cannot exceed 100%, values up to 105% have been obtained and in these cases there are inconsistencies in the enrolment and/or population data.	
Gender Parity Index (GPI) ***Definition:*** Ratio of girls to boys (gender parity index) in primary, secondary and tertiary education is the ratio of the number of female students enrolled at primary, secondary and tertiary levels of education to the number of male students in each level. To standardise the effects of the population structure of the appropriate age groups, the Gender Parity Index (GPI) of the Gross Enrolment Ratio (GER) for each level of education is used. ***Purpose:*** It measures whether males and females are enrolled in the education system in proportional numbers. ***Calculation method:*** Calculate the Gross Enrolment Ratios for males and females separately. The Gender Parity Index (GPI) is then calculated by dividing the female Gross Enrolment Ratio by the male Gross Enrolment Ratio for the given level of education.	

Indicator	**Your notes**
Formula $GPI = \frac{GER_f}{GER_m}$ Where: GPI = the Gender Parity Index for the given level of education (i.e. primary, secondary, tertiary) GER_f = the female Gross Enrolment Ratio for the given level of education GER_m = the male Gross Enrolment Ratio for the given level of education ***Data required:*** Total enrolment by gender for a given level of education and population data by gender of the age-group corresponding to the specified level. ***Interpretation:*** A GPI of 1 indicates parity between the sexes; a GPI that varies between 0 and 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females. ***Limitations:*** The indicator is an imperfect measure of the accessibility of schooling for girls because it does not allow a determination of whether improvements in the ratio reflect increases in girls' school enrolment (desirable) or decreases in boys' enrolment (undesirable). It also does not show whether the overall level of participation in education is low or high.	
Repetition rate by grade ***Definition:*** Proportion of pupils enrolled in a given grade at a given school-year who study in the same grade in the following school-year. ***Purpose:*** It measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. ***Calculation method:*** Divide the number of repeaters in a given grade in school-year t+1 by the number of pupils from the same cohort enrolled in the same grade in the previous school-year t. ***Formula*** $r_i^t = \frac{R_i^{t+1}}{E_i^t}$ Where: r_i^t = Repetition Rate at grade **i** in school-year **t** R_i^{t+1} = number of pupils repeating grade **i**, in school-year **t+1** E_i^t = number of pupils enrolled in grade **i**, in school-year **t**.	

Indicator	Your notes
Data required: Enrolment by grade for school-year t and number of repeaters from the same cohort by grade for year t+1. ***Interpretation:*** Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is higher repetition, hence requiring more in depth study of causes and possible remedies. ***Quality standard:*** Like other pupil-flow rates (promotion and drop-out rates), the repetition rate is derived by analysing data on enrolment and repeaters by grade for two consecutive years. One should therefore ensure that such data are consistent in terms of coverage over time and across grades. Special attention should also be paid to minimizing some common errors which may bias these flow-rates, such as: over-reporting enrolment/repeaters (particularly in grade one); incorrect distinction between new entrants and repeaters; transfers of pupils between grades and schools. ***Limitations:*** The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially in comparisons between education systems.	
Promotion rate ***Definition:*** Total enrolment minus repeaters in Grade n expressed as a percentage of the total enrolment in the Grade n-1 the year before. ***Purpose:*** It measures the number of pupils from a cohort who progress and enroll in the next grade. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. ***Calculation method:*** Divide the total enrolment minus repeaters in grade i+1 in school-year t+1 by the number of pupils from the same cohort enrolled in grade i in the previous school-year t. ***Formula*** $p_i^t = \frac{E_{i+1}^{t+1} - R_{i+1}^{t+1}}{E_i^t}$ Where: p_i^t = Promotion Rate at grade **i** in school-year **t** R_{i+1}^{t+1} = number of pupils repeating grade i+1 in school-year t+1 E_{i+1}^{t+1} = number of pupils enrolled in grade i+1 in school year t+1 E_i^t = number of pupils enrolled in grade i in school year t	

Indicator	Your notes
Data required: Enrolment by grade for school-years t and t+1 and number of repeaters from the same cohort by grade for year t+1. ***Interpretation:*** Promotion Rate ideally should approach 100 percent. When compared across grades, the patterns can indicate specific grades for which there are lower promotion rates, hence requiring more in depth study of causes and possible remedies. ***Quality standard:*** Like other pupil-flow rates (repetition and drop-out rates), the promotion rate is derived by analysing data on enrolment and repeaters by grade for two consecutive years. One should therefore ensure that such data are consistent in terms of coverage over time and across grades. Special attention should also be paid to minimizing some common errors which may bias these flow-rates, such as: over-reporting enrolment/repeaters (particularly in grade one); incorrect distinction between new entrants and repeaters; transfers of pupils between grades and schools. ***Example:*** In 2006, there were 2,500 children enrolled in Class 3. In 2007, there are 2,200 children enrolled in Class 4; 200 of them are repeating Class 4. *Number of children who were promoted from Class 3 in 2006 to Class 4 in 2007:* Total enrolled in Class 4 in 2007: 2,200 Minus the number of repeaters in Class 4 in 2007: 200 Equals children in Class 4 promoted from Class 3: 2,000 *Percentage of children in Class 3 in 2006 who were promoted (and enrolled in Class 4):* Total Class 3 children enrolled in Class 4 in 2007: <u>2,000</u> Divided by # of children in Class 3 in 2006 2,500 Equals promotion rate of 80%	
Dropout rate ***Definition:*** Percentage of pupils or students who drop out from a given grade in a given school year. It is the difference between 100% and the sum of promotion and repetition rates. ***Purpose:*** It measures the number of pupils from a cohort who do not progress to the next grade. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. ***Calculation method:*** Subtract the promotion and repetition rates for grade I in school-year t from 100%. ***Formula*** $d_i^t = 100\% - p_i^t - r_i^t$ Where: d_i^t = Dropout rate at grade **i** in school-year **t** p_i^t = Promotion Rate at grade **i** in school-year **t** r_i^t = Repetition Rate at grade **i** in school-year **t**	

Indicator	Your notes
Data required: Enrolment by grade for school-years t and t+1 and number of repeaters from the same cohort by grade for year t+1. ***Interpretation:*** Dropout Rate ideally should approach zero percent; as a high dropout rate may reveal problems with the quality of education or be related to social factors that should be addressed. When compared across grades, the patterns can indicate specific grades for which there is higher dropout, hence requiring more in depth study of causes and possible remedies. ***Quality standard:*** Like other pupil-flow rates (promotion and repetition rates), the dropout rate is derived by analysing data on enrolment and repeaters by grade for two consecutive years. One should therefore ensure that such data are consistent in terms of coverage over time and across grades. Special attention should also be paid to minimizing some common errors which may bias these flow-rates, such as: over-reporting enrolment/repeaters (particularly in grade one); incorrect distinction between new entrants and repeaters; transfers of pupils between grades and schools.	

Source: UNESCO Institute of Statistics' Glossary, http://www.uis.unesco.org/glossary

Activity: Calculating standard indicators

Instructions: Use the tables on pages 31-34 to answer the questions below. Show the formula for how you calculated each answer.

1. What is the overall (boys and girls) primary Gross Enrolment Ratio (GER) for NWFP?	
2. What is the GER (for both boys and girls) for government primary schools in NWFP?	
3. What is the class 6-10 GER for boys in Kohistan?	
4. What is the primary GER for girls in Shangla?	
5. What is the primary GER for boys in Mansehra?	
6. What is the primary GER for boys in NWFP?	

7. What is the primary GER for girls in NWFP?	
8. What is the class 6-10 GER for government boys' schools in Abbottabad?	
9. What is the class 6-10 GER for girls in Battagram?	
10. For your district, calculate the following GERs:	
▪ Primary GER for boys	
▪ Primary GER for girls	
▪ Overall primary GER (boys and girls)	
▪ Class 6-10 GER for boys	
▪ Class 6-10 GER for girls	
▪ Overall class 6-10 GER (boys and girls)	
11. What is the Gender Parity Index for the primary level in your district?	
12. What is the Gender Parity Index for class 6-10 in your district?	
13. What is the promotion rate from class 5 to class 6 for boys in NWFP?	
14. What is the promotion rate from class 5 to class 6 for girls in NWFP?	
15. What is the promotion rate for ***boys*** in your district?	
16. What is the class 5 repetition rate for ***boys*** in your district?	

17. What is the class 5 dropout rate for ***boys*** in your district?	
18. What is the promotion rate for ***girls*** in your district?	
19. What is the class 5 repetition rate for ***girls*** in your district?	
20. What is the class 5 dropout rate for ***girls*** in your district?	

Educational Statistics from the *Annual Statistical Report of Govt. Schools 2006-2007,* Schools and Literacy Department, NWFP

Population data

	Population ages 5-9			Population ages 10-14		
	Boys	***Girls***	***Total***	***Boys***	***Girls***	***Total***
NWFP	2,099,483	1,909,969	4,009,452	1,728,356	1,534,138	3,262,494
Abbottabad	108,794	97,934	206,728	87,171	76,406	163,577
Battagram	35,423	32,606	68,029	28,726	25,184	53,910
Kohistan	49,553	37,968	87,521	45,436	25,874	71,310
Mansehra	123,404	112,221	235,625	108,412	99,605	208,017
Shangla	54,509	49,618	104,127	43,285	37,239	80,524

Enrolment statistics

	Kachi - Class 5						Class 6-10					
	Total Enrolment (gov + private)			Government Enrolment			Total Enrolment (gov + private)			Government Enrolment		
	Boys	***Girls***	***Total***	***Boys***	***Girls***	***Total***	***Boys***	***Girls***	***Total***	***Boys***	***Girls***	***Total***
NWFP	2,042,655	1,294,062	3,336,717	1,538,779	1,086,748	2,625,527	783,934	338,361	1,122,295	607,075	274,189	881,264
Abbottabad	88,755	77,741	166,496	60,490	56,978	117,468	44,549	30,232	74,781	32,011	19,495	51,506
Battagram	33,805	23,259	57,064	28,960	22,246	51,206	6,053	779	6,832	4,705	601	5,306
Kohistan	45,058	11,055	56,113	43,093	10,936	54,029	3,691	156	3,847	3,123	130	3,253
Mansehra	126,689	91,141	217,830	101,207	77,787	178,994	40,547	20,996	61,543	32,276	15,476	47,752
Shangla	48,374	16,125	64,499	40,101	15,238	55,339	10,685	1,205	11,890	9,212	1,128	10,340

NWFP											
Boys	***Kachi***	***Pakki***	***Class 2***	***Class 3***	***Class 4***	***Class 5***	***Class 6***	***Class 7***	***Class 8***	***Class 9***	***Class 10***
2005 enrolment	348,166	280,561	229,092	207,661	182,584	182,555	158,119	133,843	119,652	97,895	75,673
2006 enrolment	389,958	295,628	258,968	218,287	196,580	179,355	156,019	138,469	124,005	105,911	82,671
2006 repeaters	28,578	16,266	12,175	10,695	10,126	19,441	13,869	8,195	7,353	4,665	-
Girls											
2005 enrolment	285,399	209,479	155,905	128,784	105,750	97,292	74,407	62,502	55,537	37,388	29,962
2006 enrolment	315,584	225,023	186,501	145,187	117,665	96,820	74,545	65,309	57,603	44,979	31,753
2006 repeaters	25,230	12,486	8,846	7,403	6,396	7,910	4,816	2,566	1,944	1,089	
Total (Boys + Girls)											
2005 enrolment	633,565	490,040	384,997	336,445	288,334	279,847	232,526	196,345	175,189	135,283	105,635
2006 enrolment	705,542	520,651	445,469	363,474	314,245	276,175	230,564	203,778	181,608	150,890	114,424
2006 repeaters	53,808	28,752	21,021	18,098	16,522	27,351	18,685	10,761	9,297	5,754	-
Abbottabad											
Boys	***Kachi***	***Pakki***	***Class 2***	***Class 3***	***Class 4***	***Class 5***	***Class 6***	***Class 7***	***Class 8***	***Class 9***	***Class 10***
2005 enrolment	14,072	10,889	9,640	9,175	8,790	8,999	7,175	6,988	6,568	5,231	4,506
2006 enrolment	15,468	10,683	9,707	8,698	8,297	7,637	7,654	6,780	6,706	6,131	4,740
2006 repeaters	1,148	488	372	357	402	310	210	145	106	108	-
Girls											
2005 enrolment	12,977	10,312	8,733	8,421	8,051	7,701	5,208	4,767	4,075	2,664	2,113
2006 enrolment	13,938	10,216	9,458	8,336	7,711	7,319	5,222	4,721	4,329	3,019	2,204
2006 repeaters	686	215	138	129	133	62	219	105	78	70	
Total (Boys + Girls)											
2005 enrolment	27,049	21,201	18,373	17,596	16,841	16,700	12,383	11,755	10,643	7,895	6,619
2006 enrolment	29,406	20,899	19,165	17,034	16,008	14,956	12,876	11,501	11,035	9,150	6,944
2006 repeaters	1,834	703	510	486	535	372	429	250	184	178	-

Battagram

Boys	Kachi	Pakki	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10
2005 enrolment	10,861	7,652	5,327	4,027	2,960	2,354	1,595	1,210	918	694	558
2006 enrolment	10,819	6,234	4,310	3,179	2,569	1,849	1,327	1,165	975	622	616
2006 repeaters	1,262	224	103	60	50	54	11	6	5	9	
Girls											
2005 enrolment	6,884	4,324	2,920	2,056	1,380	924	270	186	94	62	36
2006 enrolment	8,694	5,113	3,482	2,293	1,605	1,059	211	174	146	36	34
2006 repeaters	766	205	59	55	49	43	11	7	-	-	
Total (Boys + Girls)											
2005 enrolment	17,745	11,976	8,247	6,083	4,340	3,278	1,865	1,396	1,012	756	594
2006 enrolment	19,513	11,347	7,792	5,472	4,174	2,908	1,538	1,339	1,121	658	650
2006 repeaters	2,028	429	162	115	99	97	22	13	5	9	-

Kohistan

Boys	Kachi	Pakki	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10
2005 enrolment	11,364	9,909	7,869	6,422	4,387	2,200	1,249	983	695	195	157
2006 enrolment	12,415	10,254	8,559	5,689	4,018	2,158	972	1,009	719	194	229
2006 repeaters	791	484	366	256	198	91	25	12	8	11	
Girls											
2005 enrolment	4,496	2,858	1,950	1,146	638	394	69	32	20	2	-
2006 enrolment	3,945	3,165	2,026	1,077	503	220	54	52	20	3	1
2006 repeaters	186	51	34	28	10	-	9	4	-	-	
Total (Boys + Girls)											
2005 enrolment	15,860	12,767	9,819	7,568	5,025	2,594	1,318	1,015	715	197	157
2006 enrolment	16,360	13,419	10,585	6,766	4,521	2,378	1,026	1,061	739	197	230
2006 repeaters	977	535	400	284	208	91	34	16	8	11	-

Mansehra											
Boys	***Kachi***	***Pakki***	***Class 2***	***Class 3***	***Class 4***	***Class 5***	***Class 6***	***Class 7***	***Class 8***	***Class 9***	***Class 10***
2005 enrolment	29,548	20,077	16,255	13,133	11,815	11,305	8,481	7,644	5,811	4,575	3,986
2006 enrolment	27,007	21,514	16,747	14,473	11,549	9,929	8,881	7,299	6,717	5,170	4,209
2006 repeaters	1,727	649	427	289	241	145	124	92	69	92	
Girls											
2005 enrolment	24,268	15,807	12,270	9,263	7,904	7,161	4,335	3,608	3,291	2,004	1,630
2006 enrolment	22,240	16,595	13,530	10,931	8,120	6,371	4,464	3,762	3,124	2,470	1,656
2006 repeaters	1,967	761	509	392	286	148	112	57	35	69	
Total (Boys + Girls)											
2005 enrolment	53,816	35,884	28,525	22,396	19,719	18,466	12,816	11,252	9,102	6,579	5,616
2006 enrolment	49,247	38,109	30,277	25,404	19,669	16,300	13,345	11,061	9,841	7,640	5,865
2006 repeaters	3,694	1,410	936	681	527	293	236	149	104	161	-
Shangla											
Boys	***Kachi***	***Pakki***	***Class 2***	***Class 3***	***Class 4***	***Class 5***	***Class 6***	***Class 7***	***Class 8***	***Class 9***	***Class 10***
2005 enrolment	11,349	8,574	6,132	4,678	3,953	3,380	2,699	2,095	1,504	1,199	954
2006 enrolment	11,616	9,170	6,989	5,065	3,943	3,318	2,918	2,169	1,860	1,229	1,036
2006 repeaters	1,758	900	500	322	252	333	244	116	53	44	
Girls											
2005 enrolment	4,601	3,160	1,801	1,326	1,022	832	407	313	181	43	39
2006 enrolment	5,508	3,828	2,537	1,547	1,073	745	396	364	232	73	63
2006 repeaters	520	248	89	57	51	47	-	8	8	-	
Total (Boys + Girls)											
2005 enrolment	15,950	11,734	7,933	6,004	4,975	4,212	3,106	2,408	1,685	1,242	993
2006 enrolment	17,124	12,998	9,526	6,612	5,016	4,063	3,314	2,533	2,092	1,302	1,099
2006 repeaters	2,278	1,148	589	379	303	380	244	124	61	44	-

Session 6: Analysis of Educational Indicators

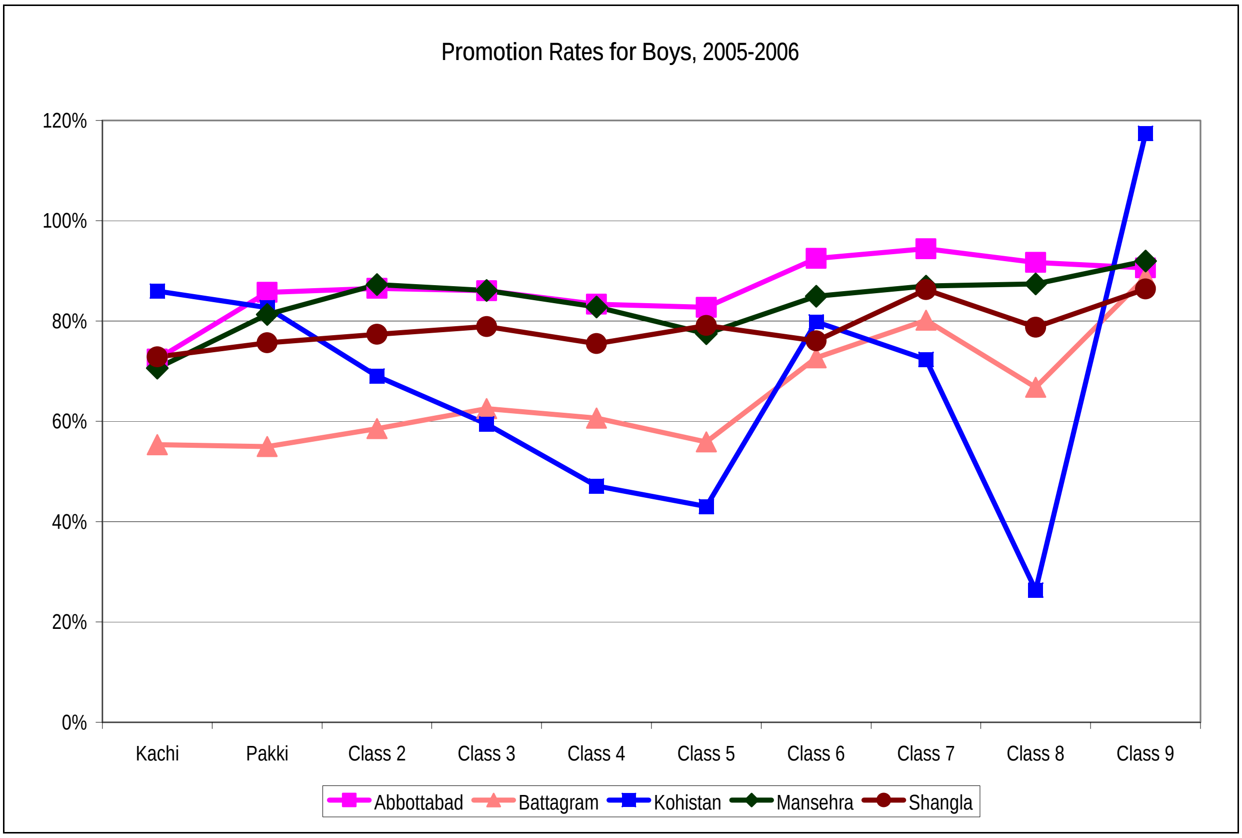
Objectives

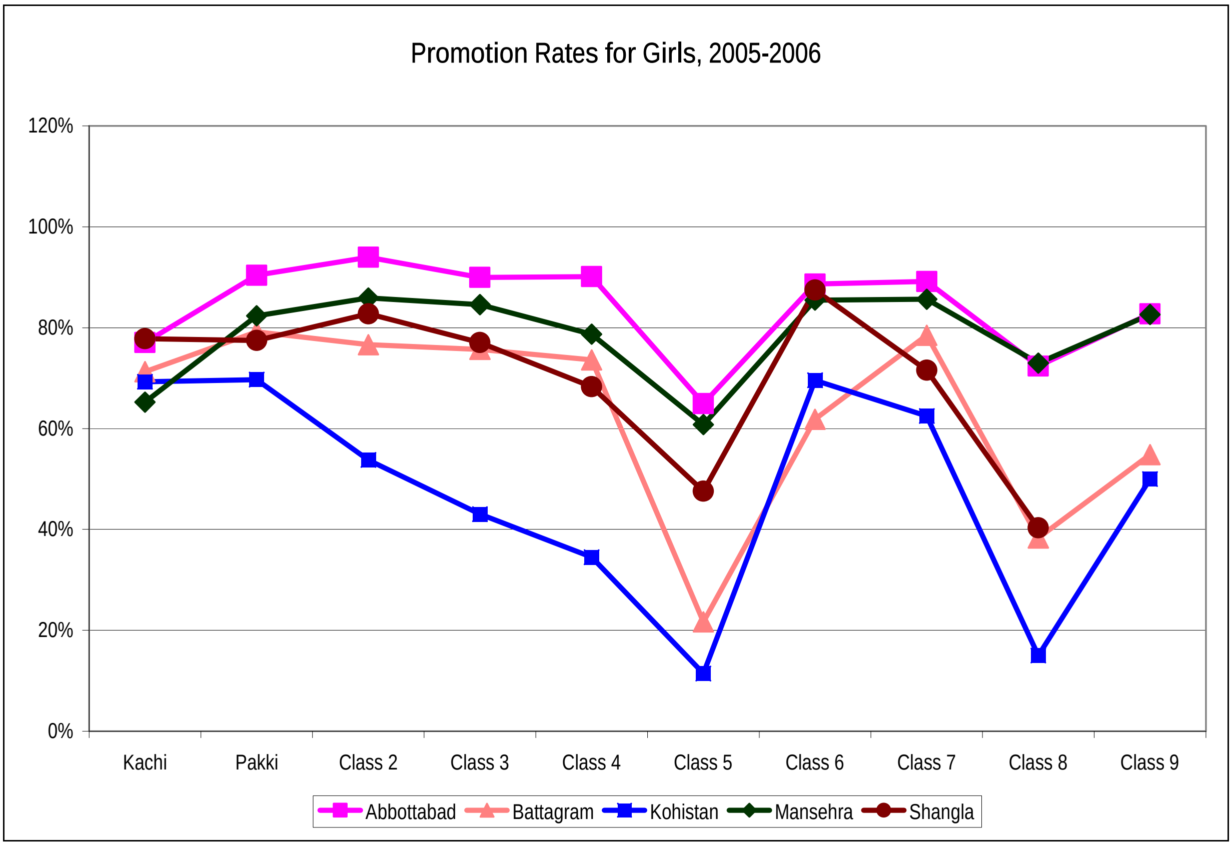
By the end of this session you will be able to:

- Interpret and analyse standard indicators
- Recommend appropriate actions based upon analysis of the indicators

Space for your notes

Data to analyse: Promotion rates





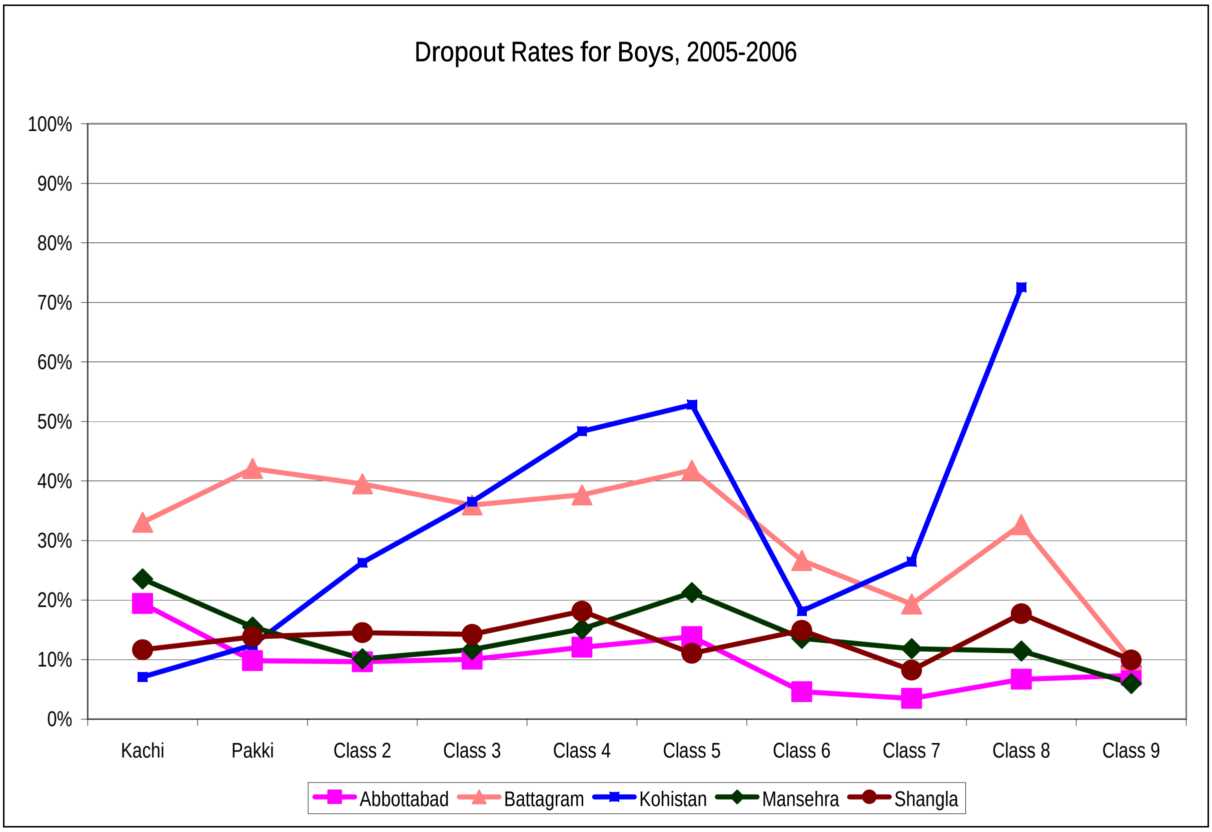
Activity: Analysing standard indicators

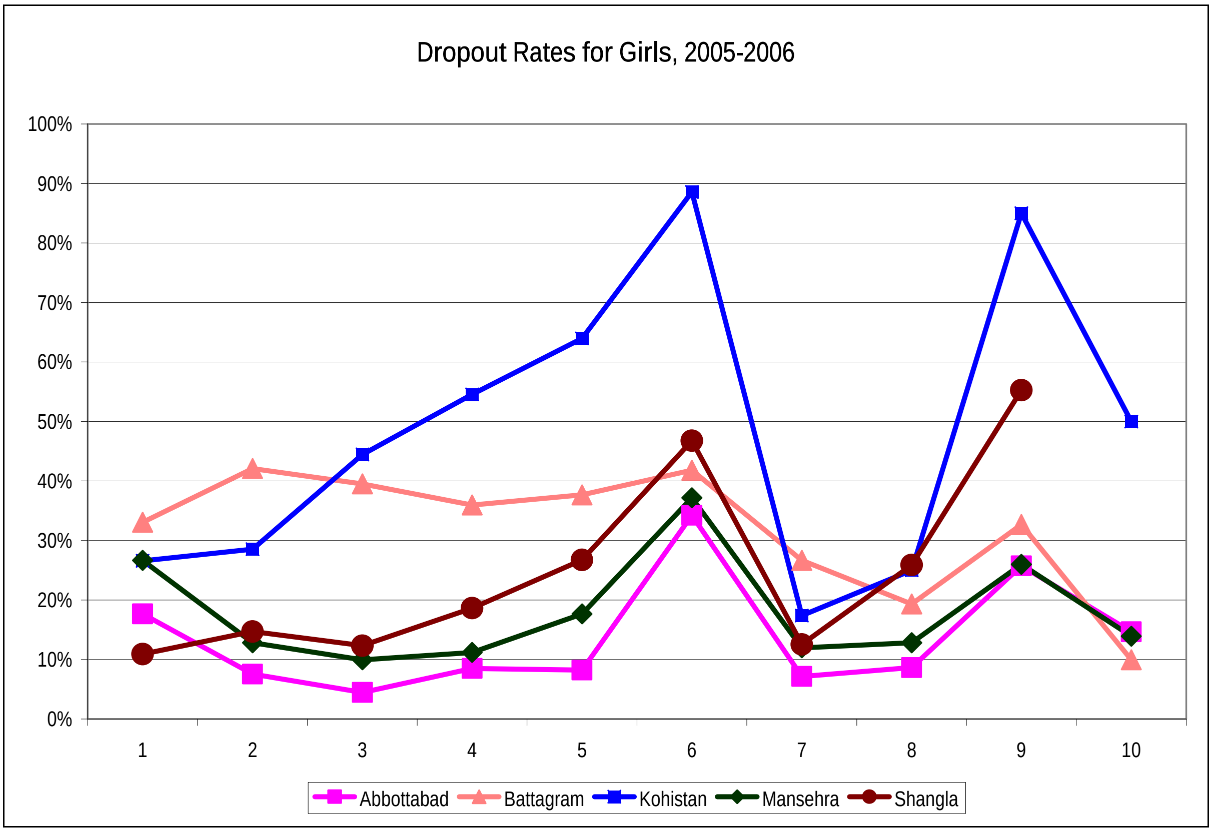
Instructions: Review the graphs that have been assigned to your group. Discuss the following questions and write your answers on a flipchart:

1. What general observations do you have about what is shown?

2. What questions do you have about the data?

Data to analyse: Dropout rates



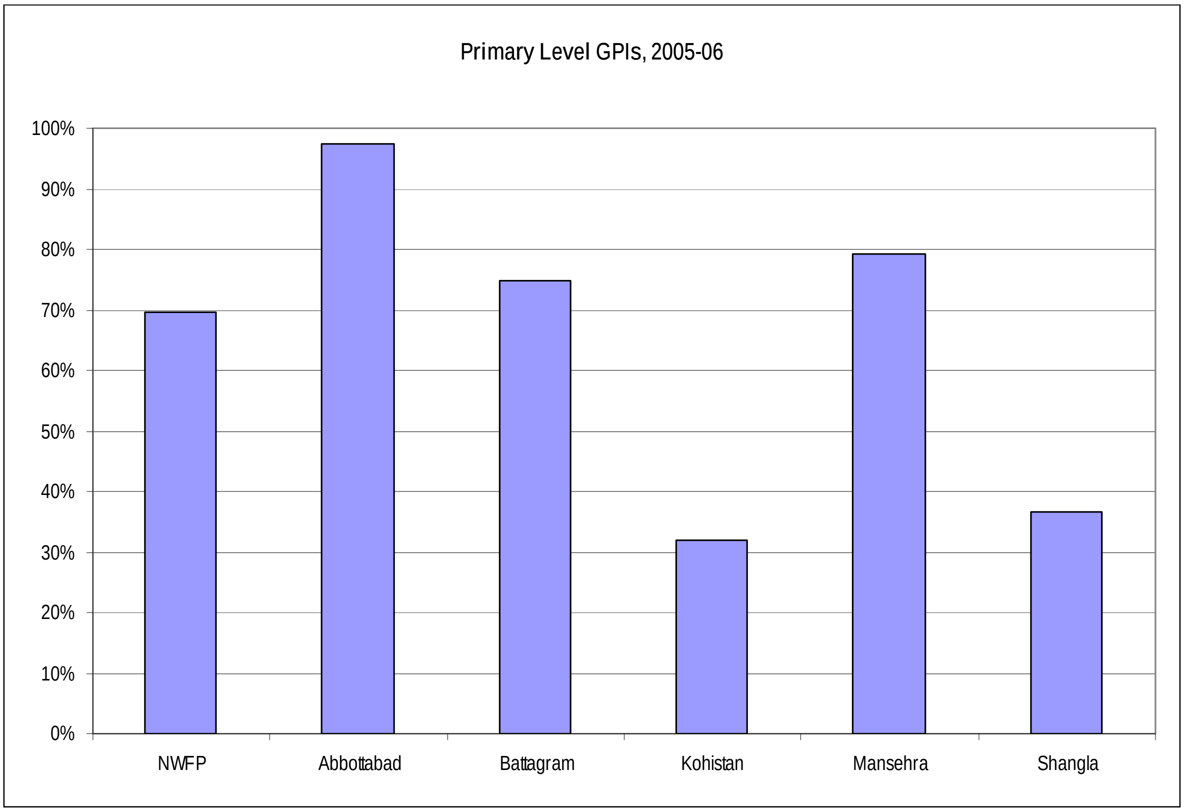


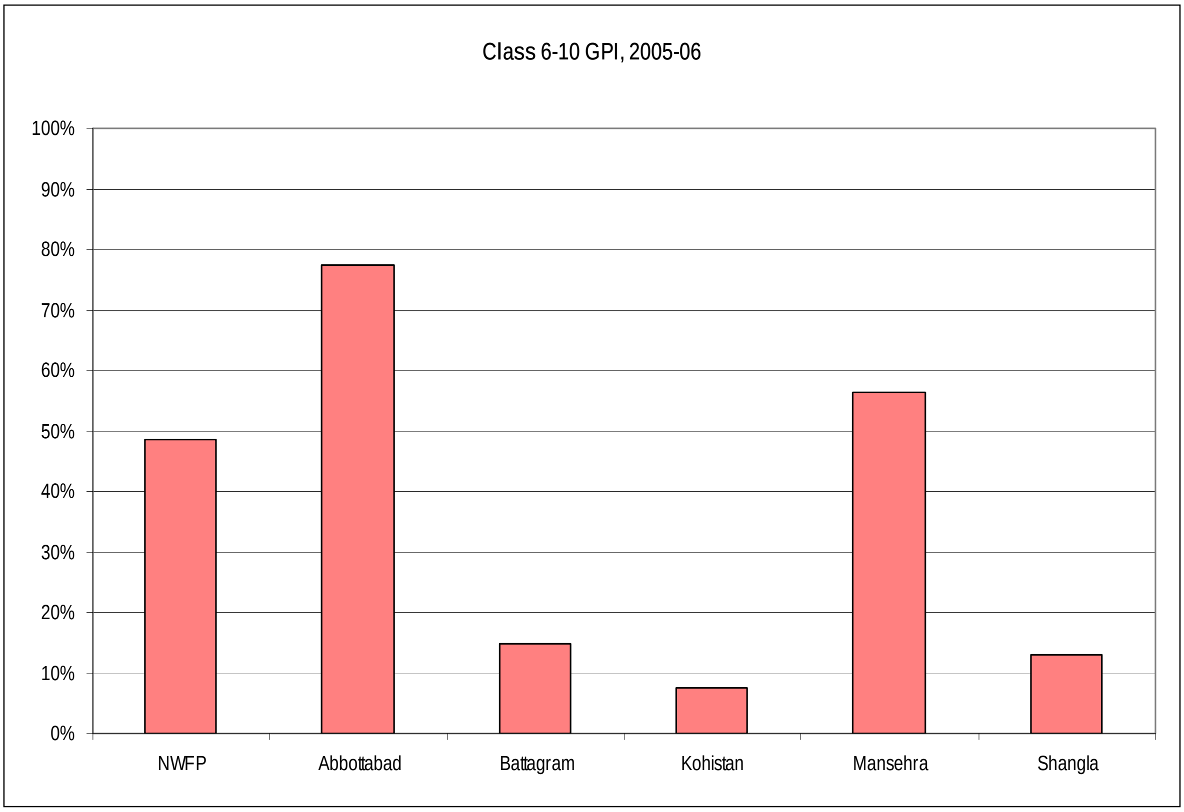
Instructions: Review the graphs that have been assigned to your group. Discuss the following questions and write your answers on a flipchart:

1. What general observations do you have about what is shown?

2. What questions do you have about the data?

Data to analyse: gender parity indices





Instructions: Review the graphs that have been assigned to your group. Discuss the following questions and write your answers on a flipchart:

1. What general observations do you have about what is shown?

2. What questions do you have about the data?

Activity: What actions will you take?

Based on the analyses conducted by all the groups, discuss the following question with your district colleagues.

As district managers, what specific actions would you take or recommend after reviewing the data on promotion rates, dropout rates and gender parity for your district?

Session 7: Creative Problem Solving

Objectives

By the end of this session you will be able to:

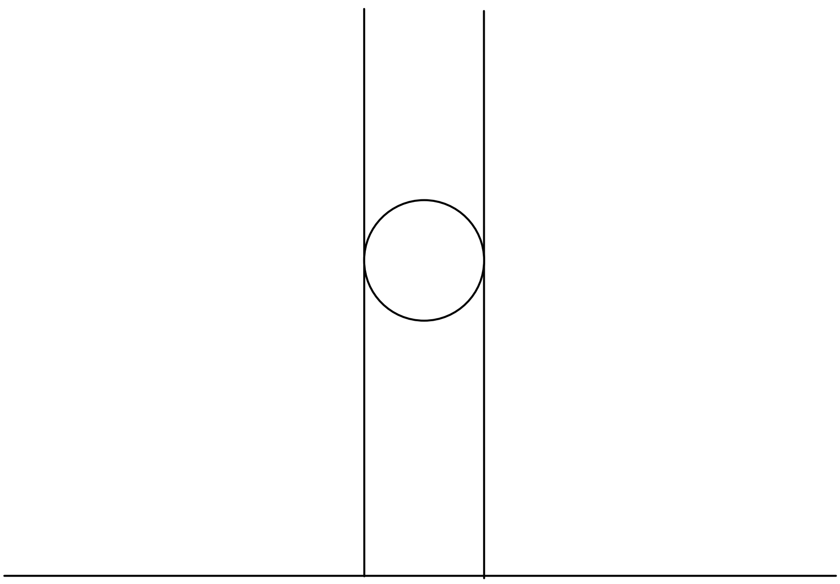
- Work together to develop multiple solutions to a complex problem
- Develop multiple creative solutions to a problem

Activity: Working together

In your group you have some honey, some rolled oats (porridge), a hammer and a wire coat-hanger.

You have to get the ball out of the pipe without damaging the ball, the pipe or the cement floor.

You and your group must **find 10 different ways** to get the ball out of the pipe.



You have 20 minutes for this activity

Session 8: Developing a Monitoring Plan

Objectives

By the end of this session you will:

- Have drafted a monitoring plan

A monitoring plan is the basis for annual monitoring activities. It should specify the indicators to be monitored and for each indicator or area of monitoring:

- Who is responsible to conduct the monitoring?
- How the information will be collected: through which method or via which data sources?
- The frequency of monitoring: is the information collected once a year in a certain month? Is an activity monitored monthly, quarterly or annually?
- What will happen with the monitoring information after it is collected? To whom is it reported? What follow-up or actions will take place?

A monitoring plan can help to guide the work of district officials throughout the year and can make further more detailed planning (such as which schools to visit and when) easier. In addition by specifying indicators, data sources and methods of data collection, the plan will help assure that *comparable* data are collected on a *regular and timely* basis. These are essential to be able to compare the performance of schools over time and to compare the performance of one school to another.

Monitoring plans will also support the *timely* collection of data by documenting the frequency and schedule of data collection as well as by assigning responsibilities. Managers can then use these plans as the basis for follow-up with staff on the results of monitoring activities.

Space for your notes:

The following table is based on the monitoring checklists specified in the terms of reference documents for district education officers. In your groups, complete the table.

Area to be monitored	**Indicators**	**Data source(s)**	**Who is responsible for monitoring?**	**Frequency of monitoring/ when**	**What will you do with this information?**
1. Staffing levels	Number of posts filled Number of posts vacant				
2. Absenteeism of teachers					
3. Teachers' profiles and qualifications		Teachers' personal record/bio data			
4. Students' performance					
5. Absenteeism of students					

Area to be monitored	Indicators	Data source(s)	Who is responsible for monitoring?	Frequency of monitoring/ when	What will you do with this information?
6. Drop outs of students and reasons thereof		Admission and withdrawal registers			
7. School performance/ results					
8. School finances					
9. Functioning of PTAs					
10. Co-curricular activities					

Area to be monitored	Indicators	Data source(s)	Who is responsible for monitoring?	Frequency of monitoring/ when	What will you do with this information?
11. Physical facilities and needs/ requirements of schools					
12. School environment, cleanliness and maintenance of school premises					
13. Construction work					

Session 9: Effective Supervision

Objectives

By the end of this session you will:

- Identify qualities of effective supervisors and which ones need strengthening
- Describe the components of active listening
- Use active listening to help you monitor more effectively

Qualities of effective supervisors

Space for your notes

Active listening skills

Importance of active listening

Communicating effectively enables district staff to perform optimally as individuals and as part of a team. The process of communication requires not only effective speaking, but also active listening, with purpose and intent. Only by combining active listening with effective speaking is it possible to gain understanding and promote open communication.

Effective listening involves more than hearing the words someone says. It takes effort to understand the ideas and feelings that another person is trying to communicate. Effective listening means paying attention to a person's words and body language (facial expressions, eye contact, posture, voice tone, and gestures). If the listener lacks interest, has a closed mind, becomes distracted, or interprets the message incorrectly, the communication is ineffective. The listener and the sender are equally responsible for effective communication.

Becoming a good listener means being attentive to the person speaking and actively seeking clarification and understanding of what is said. Becoming a good listener involves three essential elements:

1. You must be open to the conversation—that is, you must be willing, and appear willing, to listen, demonstrating an open and respectful demeanor.

2. You must pay attention—focus on what is being said and show that you are really listening, through verbal affirmation and body language.

3. You must seek clarification for things you do not understand, and restate or paraphrase what you have heard to make sure that the speaker knows you are truly listening and that you understood what was said.

Taken together, these elements distinguish someone who listens from someone who actively listens.

Key concepts of active listening[2]

Listening can mean simply hearing what was said. Active listening is a learned behavior that requires skill and practice. These suggestions can promote active listening:

1. *Display involvement in what the person is saying.* Show interest verbally by encouraging the speaker to say what is on his/her mind. Show interest nonverbally by focusing on the person who is speaking. Use body posture that shows that the person has your full attention (e.g., lean forward in the chair with hands in your lap; do not lean back in the chair with arms crossed over your chest).

2. *Carefully observe the person speaking.* Observe the speaker's words and body language to learn more about how he/she feels about the situation he/she is describing.

3. *Resist distractions.* Stay focused on the conversation and avoid doing anything else (answering the phone, starting another conversation) other than listening to what is being said.

[2]Adapted from Training Guides for the Head Start Learning Community, *Building Supportive Communities.* 1997. U.S. Department of Health and Human Services, Washington, DC, pp. 61–62.

4. *Try to stay focused on what is being said.* Notice the speaker's behavior (e.g., nervousness or anger during the conversation), but work at not being distracted by it.

5. *Ask for clarification of anything that you do not fully understand.* Ask questions regarding meaning or intent. Restate or paraphrase what the other person said.

6. *Avoid making judgments about what is said.* Expressing personal views or biases can cloud the communication.

Paraphrasing for clarity and understanding[3]

A statement may mean something specific to you and something completely different to the speaker. One way to develop a shared understanding is paraphrasing—stating in your own way what another's remarks **mean** to you. Paraphrasing "tests" your understanding of what is being said.

When you paraphrase, **reveal the meaning** a comment has for you rather than just restating what you heard the person say. Check whether what you heard matches the intention of the speaker. Use initial phrases such as:

- In other words …
- Let me see if I can restate correctly what you just said …
- If I heard you correctly …

By helping the speaker focus on the meaning of his/her statement, you gain a better understanding of the speaker's intent and are less likely to make erroneous assumptions.

Try different ways of paraphrasing. You will discover which responses are most helpful, particularly when someone expresses an opinion different from your own or shares a work-related concern.

[3]Adapted from *Facilitator's Skills Development Process.* 1994. U.S. Center for Substance Abuse Prevention, Washington, DC.

Session 10: Giving Feedback

Objectives

By the end of this session you will be able to:

- Describe how to give (and receive) feedback more effectively
- Provide constructive feedback during monitoring visits

Feedback: The process by which one person provides another with information about his/her performance for the purpose of validating and improving his/her performance.

Effective supervisors know how to give (and receive) feedback. As shown in the above definition the purpose of feedback is to improve performance and, in the case of teachers, to improve the quality of education. Therefore it is critical that supervisors and teachers see the process of giving and receiving feedback as a constructive activity. It is not just an opportunity to tell someone what they did wrong. It is an opportunity to discuss a teacher's performance and what they did well in addition to what they could improve. Receiving feedback can be a learning opportunity and can even be considered a "gift" – something that can improve the recipient's skills, if he/she chooses to accept it.

Tips for giving feedback

- Agree to give it as well as to receive it.
- Provide both positive feedback and corrective feedback
- Be specific – illustrate your point with an example
- Explain the impact or consequence so the recipient knows why the feedback is important
- Solicit reaction from the person to whom you gave the feedback. Ask, "How do you see it?"
- Once you have asked for a reaction, do not argue. Listen to the reaction and try to understand the person's point of view
- Suggest a corrective action
- Do not overwhelm the person with a long list of examples and corrections. Keep it simple and focused, perhaps one-two main points and suggested actions.

Activity: Giving (and receiving) feedback

Instructions for observers:

Your role is to observe the process of giving and receiving feedback and to make comments on how well the “supervisor” gave feedback to the teacher. Write notes on the following points as you observe each short role play.

- Did the teacher supervisor provide concrete examples? What examples were provided?

- What positive feedback was given? (Write examples.)

- What corrective feedback was given? (Write examples.)

- What suggestions did he/she make for how the teacher could improve his/her performance?

- What suggestions do you have for the teacher supervisor?

Activity: Writing a monitoring report

Write a monitoring report on flipchart paper that clearly outlines what the teacher supervisors observed and discussed with the teachers as well as any follow-up actions that should be taken. Be prepared to discuss your monitoring report with another group after lunch.

Session 11: Writing a Monitoring Report

Objectives

By the end of this session you will be able to:

- Write an effective monitoring report

Instructions: Join another small group. In your new larger group, you should review and critique both groups' monitoring reports. When you are reviewing the other group's report, imagine that you are an EDO reviewing a monitoring report prepared by one of your ADOs. Ask yourself the following questions about the report:

- Do I have enough information to make a decision?

- What other information do I need?

- Is it clear what actions will be taken next?

- Is it clear when any proposed actions should occur?

- What questions do I have about the monitoring report?

Spend 15-20 minutes reviewing/critiquing each of the two monitoring reports. Be prepared to comment on what elements of the reports were particularly effective.

Session 12: What is the Role of the Community?

Objectives

By the end of this session you will be able to:

- Monitor community involvement more effectively
- Describe ways in which the community can be involved in monitoring activities
- Work with other district staff to increase community involvement

The Schools and Literacy Department of the Government of NWFP instituted new guidelines and financial rules for Parents Teacher Councils (PTCs) in 2007. As stated in the introduction to the Guide,

> "The establishment of Parents Teacher Councils, PTC (known as PTA in the past) is a revolutionary step towards community participation and devolutions of financial and administrative powers at the school level. The school's Council has been empowered to utilize the school funds on need basis on its discretion. Under this policy, the responsibility of improvement in the condition of the school directly lies on the parents, teachers and especially school Councils."

Officers of the Schools & Literacy Department have the responsibility (section 6.4) to "monitor the activities, meetings and accounts of the PTC and take timely corrective action." Accordingly, it is important to include such monitoring activities in the district monitoring plan as well.

Activity: PTCs – what to monitor

Areas to Monitor	Indicators	Data source(s)
Composition of the PTC 1. Four elected parents, who will elect a Chairperson from among them 2. The Principal/Head Master/Head Mistress/ Head Teacher of the schools shall be the Secretary-cum-Member of the Council 3. An influential person from the same locality, who will be chosen by the parents 4. A retired Govt person from the same locality 5. A Councilor of the respective gender from the same locality where the school is situated 6. If the members specified in points 4 and 5 are not available, then, from parents members shall be elected in place thereof		
Procedures for constitution of the PTC 1. The parent members shall be elected by at least 25% of the General Body of the parents. 2. The Parents members shall elect a Chairperson from among them 3. Members of the PTC shall be elected/chosen for a period of three academic years. Thereafter a fresh Council shall be elected. 4. At least four members (50%) shall constitute the quorum for the Council's meetings 5. A bank account in the name of the PTC shall be opened, which will be operated jointly by the Chairperson and Secretary of the council 6. If the child of a Member parent leaves the school, the parent member shall cease the membership of the Council. The general body of the parents shall elect another parent member in place of him/her within a month 7. The seat vacated due to any reason shall be filled immediately in the prescribed manner 8. PTC for female schools shall consist of female members only. However, PTC for male school shall consist of male and female members 9. The General Body of parents will have to review the performance of PTC in a General Body meeting every 6 months convened by the Chairman.		

Areas to Monitor	Indicators	Data source(s)
Financial responsibilities 1. Every Council shall open and maintain a bank account … 2. All funds provided by the government; all donations shall be deposited in said account 3. Utilize the funds at the discretion of the PTC on individual need basis, according to the priorities set by the PTC. 4. PTC shall undertake minor civil works and repairs itself. 5. PTC shall monitor the civil/other works executed through said PTC funds 6. PTC shall maintain complete record of income and expenditure and shall submit copies thereof to the EDO concerned at the closure of the financial year 7. All decisions related to general and specially financial matters shall be taken with majority vote 8. Signatures of both Chairperson and Secretary shall be mandatory for the withdrawal and utilization of the PTC funds 9. PTC shall have authority to utilize the funds on petty repairs, minor civil works, payment of utility bills, repair of bathrooms/ latrines, purchase of mats/furniture, classroom consumables, laboratory equipment and consumables, gardening, etc. and other requirements as determined by the PTC		
Responsibilities of the Secretary 1. Approval has been sought from the Council before withdrawal of money from the bank. [Except for emergency, but withdrawal must be done in writing & approval must be sought in the next meeting of the PTC.] 2. Records of bills, vouchers and other documents have been kept in safe custody. 3. All such documents have been signed by the Chairperson and the Secretary. 4. The income and expenditure statement has been presented in the PTC meeting and signatures of all the Members have been obtained thereon. 5. Detail of income and expenditure has been shared with all the PTC members at least on a quarterly basis. 6. Minutes of the meeting have been recorded in a register, on the day of meeting and have been endorsed in the succeeding meeting. The minutes have been duly signed by all the members. 7. Record of the Council has been kept in safe custody. 8. Meetings of the Council have been convened at least on quarterly basis. 9. Invite Chairperson to be present during the Annual Inspection. 10. All the members have been invited and informed on time for attending the meeting.		

Activity: What is the community's role in monitoring?

The PTC Guide lists several responsibilities of the PTC that suggest the need for the PTC to monitor activities at the school. These include:

A. Efforts for increase in enrolment and to make sure that all school age children are attending the school.

B. Create an environment of activity based learning in the school.

C. Ensure regular attendance of the teachers and in case of their continuous absence and poor performance, report to the concerned authorities.

D. Make arrangements for the repair and maintenance of the school (including furniture) and for the provision of basic facilities, purchase of furniture and equipment and monitoring of construction of additional rooms/missing facilities in the school.

Instruction: For the activity assigned to your group, answer the following questions:

1. What specifically will the PTC members monitor?

2. How frequently will the PTC members be expected to monitor?

3. How will you obtain the support of the PTC members to conduct the required monitoring on a regular basis?

Be prepared to persuade the PTC members of their monitoring responsibilities.

Session 13: Evaluation

Objectives

By the end of this session you will be able to:

- Describe different types of evaluations and evaluation methods
- Consider issues of causality with regard to evaluation of activities
- Take steps to ensure that bias is minimized in future evaluations

Activity: What types of evaluation?

In your small group, brainstorm the types of evaluation activities in which you have participated or for which you are responsible.

Reading: Understanding Evaluation

From the module *Academic Management* edited by Dr. Pervez Shami and Ayesha Waqar, Academy of Educational Planning and Management, Islamabad, 2007.

“Evaluation is normally conducted to assess the effectiveness of educational programme, pedagogical approaches, curriculum and assessment practices, and educational institutions, etc. … Evaluation includes reviewing the whole school developmental process to ascertain why certain things have happened or what should be done to improve it. It is necessary that evaluation of all developmental activities in any educational institution should be carried out systematically.”

“There is no single approach to conduct evaluation; however, the purpose of evaluation will determine the direction and procedure. Evaluation aims to assess and improve the quality for successful implementation of education programmes. The purpose of evaluation is three-fold:

- To appraise the performance of an individual
- To assess the performance of a group of individuals involved collectively in carrying out a task
- To identify needs and problems”

Evaluation types

From: OECD-DAC (2001) ‘Glossary of Evaluation and Results Based Management Terms’

Cluster	An evaluation of a set of related activities, projects and/or programs
Country Program Evaluation	Evaluation of one or more donor's or agency’s portfolio of development interventions, and the assistance strategy behind them, in a partner country.
External	The evaluation of a development intervention conducted by entities and individuals at arm’s length (i.e. at least not reporting to the same manager) from the implementing organization and its partners.
Formative	Evaluation intended to improve performance, most often conducted during the design and/or implementation phases of projects or programs.
Impact	Focuses on impact rather than delivery
Independent	An evaluation carried out by entities and persons free of control by those responsible for the design and implementation of the development intervention.
Internal	Evaluation of a development intervention conducted by a unit and/or individuals reporting to the management of the donor, partner, or implementing organization.
Joint	An evaluation to which different donor agencies and/or partners contribute.
Meta	The term is used for evaluations designed to aggregate findings from a series of evaluations. It can also be used to denote the evaluation of an evaluation to judge its quality and/or assess the performance of the evaluators.
Mid-term	Evaluation performed towards the middle of the period of implementation of the intervention.
Participatory	Evaluation in which representatives of agencies and stakeholders (including beneficiaries) work together in designing, carrying out and interpreting an evaluation.

Process	An evaluation of the internal dynamics of the implementing organizations, their policy instruments, their service delivery mechanisms, their management practices, and the linkages among these.
Program	Evaluation of a set of development interventions, marshaled to attain specific global, regional, country, or sector development objectives.
Project	Evaluation of an individual development intervention designed to achieve specific objectives within specified resources and implementation schedules, often within the framework of a broader program.
Real time	Evaluation process is continuous throughout the project
Sector program	Evaluation of a cluster of development interventions within one country or across countries, all of which contribute to the achievement of a specific development goal.
Self	An evaluation by those who are entrusted with the design and delivery of a development intervention.

Main considerations in evaluation

Three of the main considerations in carrying out a useful evaluation are:

- Depth
- Causality
- Bias

Each is described briefly below.

Depth - How much detail do you need? How long will you spend? How much money will be spent on the evaluation itself? Evaluation depth depends on the need for the evaluation, the importance of the findings, and applicability to future programs or projects. If the program or its results are of critical importance, and future projects will be affected by the evaluation, there should be significant depth. If the program is not likely to be extended or replicated elsewhere, and particularly if the overall scope of the program is small, depth can be minimal.

There is also the case of "diminishing returns". This idea purports that the bulk of evaluation findings can often be found rather quickly, and that significant refinement and improvement of such findings take increasingly more and more time and effort, even while incremental improvements in the evaluation become smaller and smaller. As one evaluator said… "It takes 90% of the time to get the evaluation 90% right, it takes another 90% to get the last 10% right."

Causality - To evaluate the impact of development or humanitarian projects, there is always the nagging question of causality. Causality is simply the idea that one thing causes another to happen. It is very easy to understand, but can be very difficult to prove.

For example, an NGO in your district implemented a project to train PTCs. After the training, teacher absenteeism was reduced but was their project the cause or did something else happen to reduce teacher absenteeism?

Bias - All data collection strategies are subject to the problem of bias. Bias leads to misinterpretation or mistaken analysis that draws its conclusions from information which is not correct, not complete or not representative of the population being considered. Anecdotes abound of the effects of bias on evaluation results. Some forms of bias are:

- ***Spatial***. Issues of comfort and ease determine the evaluation site (e.g. schools in far flung areas are not visited).
- ***Project***. The evaluator is drawn toward sites where contacts and information are readily available and may have been assessed before by many others.
- ***Person***. Key informants tend to be those who are in a high position and have the ability to communicate.
- ***Season***. Evaluations are conducted during periods of pleasant weather, or areas cut off by bad weather go unevaluated, thus many typical problems go unnoticed.
- ***Diplomatic***. Selectivity in projects shown to the evaluator for diplomatic reasons.
- ***Professional***. Evaluators are too specialized and miss linkages between processes (preceding biases, Chambers, 1983).
- ***Battle.*** Evaluators go only to areas of cease-fire and relative safety. (Barakat and Ellis, 1996).
- ***Political.*** Informants present information that is skewed toward their political agenda; Evaluators look for information that fits their political agenda.
- ***Cultural.*** Incorrect assumptions are based on one's own cultural norms; Evaluators do not understand the cultural practices of the affected populations.
- ***Class/ethnic***. Needs and resources of different groups are not included in the evaluation.
- ***Interviewer or Investigator***. Tendency to concentrate on information that confirms preconceived notions and hypotheses, causing one to seek consistency too early and overlook evidence inconsistent with earlier findings; Partiality to the opinions of elite key informants.
- ***Key informant***. Biases of key informants carried into evaluation results.
- ***Gender***. Evaluators only speak to men or male interviewers survey women, or vice versa.
- ***Mandate or specialty***. Agencies evaluate areas of their competency without an inter-disciplinary or inter-agency approach.
- ***Time of day or schedule bias***. The evaluation is conducted at a time of day when certain segments of the population may be over- or under-represented.
- ***Sampling***. Respondents are not representative of the population.

Linking evaluation criteria to evaluation questions

Note: This section has been compiled from the following sources:

- ETC-UK (2002) 'Making Evaluation More Effective in Humanitarian Assistance' Draft Report, January, London:ALNAP.
- OECD-DAC (1999) 'Guidance for Evaluating Humanitarian Assistance in Complex Emergencies' Working Party on Aid Evaluation, Paris
- OECD-DAC (2001) 'Glossary of Evaluation and Results Based Management Terms'
- UNICEF (March 2001) 'Monitoring and Evaluation Training Modules' CD-ROM: M&E in Crisis and Unstable Contexts' (work in progress) New York: UNICEF Division of Evaluation, Policy and Planning www.unicef.org

Efficiency
"A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to outputs" (DAC, 2001)

Broad evaluation questions

Consider institutional, technical and other arrangements as well as financial management.

- What were the costs of inputs relative to outputs?
- Were the activities cost efficient?
- Were objectives achieved at the least cost?
- Was the program or project implemented in the most efficient way compared to alternative ways?
- Were objectives achieved in a timely manner?
- What proportion of inputs was locally purchased/imported?

Effectiveness
"A measure of the merit or worth of an activity, i.e., the extent to which a development intervention has attained or is expected to attain, its relevant objectives efficiently and in a sustainable way" (DAC, 2001)

Broad evaluation questions

- To what extent were the objectives achieved?
- What were the major issues influencing the achievement or non-achievement of the objectives?
- Did the intervention reach its target population?
- Was the program implemented as envisioned?
- Were services accessible?
- How were services/assistance used?
- Were they of good quality?

Impact
"The totality of positive and negative, primary and secondary effects produced by a development intervention, directly or indirectly, intended or unintended" (DAC, 2001)

Broad evaluation questions

Consider in relation to direct, indirect and multiplier effects and intended and unintended consequences

- What has happened as a result of the project/program?

- What real difference has the activity made to the beneficiaries (in this case students or teachers)?
- What impact has the intervention had on the context and underlying causes of the situation?
- What would have happened if the project/program had not been implemented?

Relevance/Appropriateness
"The extent to which the objectives of a development intervention are consistent with country needs, global priorities and partners' and donors policies" (DAC, 2001)

Broad evaluation questions

- To what extent were the objectives of the program relevant to the situation and the humanitarian needs?
- Were the activities appropriate?
- Was the intervention and chosen target population likely to ameliorate the problem significantly, i.e. was the intervention model sound?
- How did the situation causing the problem evolve and how did the intervention respond to the changing situation?
- Should the program have been continued for longer or should it have been concluded earlier?

Coverage
"The need to reach major population groups … wherever they are, providing them with assistance and protection proportionate to their need and devoid of extraneous political agendas" (Minear 1994 in DAC, 1999)

Broad evaluation questions

Consider geographical differences in coverage (by area, region, camp, non-camp, etc.) and social differences in coverage (by ethnic group, gender, age group, vulnerable group, disabled, orphans, returnees, etc)

- Did the intervention reach the groups in most need/the intended groups?
- What were the causes of the differences? Were they external or a product of the program design and implementation?
- Were any unmet needs eventually addressed and if so by whom?
- What were the results of the differences in coverage (e.g. less access to education)?

Sustainability/Connectedness
"Connectedness is the need to assure that activities of a short-term emergency nature are carried out in a context which takes longer-term and inter-connected problems into account" (Minear 1994 in DAC 1999)

Broad evaluation questions

Consider sustainability and connectedness at different levels (organization, program, project) and dimensions (social/ institutional, economic, environmental).

- What steps were taken in program design and implementation to improve connectedness?
- Will program inputs be continued when the agency's intervention comes to an end and if so which organizations will take on the responsibility?
- Is there a clear plan for the hand-over of responsibilities?

- Will the program be culturally accepted and how does it link to local capacities and power structures?
- How will recurrent costs and future expenditures be covered; what is the effect on other economic activities?

Evaluation methods, applicability, and ways to overcome limitations

From: InterWorks' training module "Basics of Assessment, Monitoring and Evaluation", January 2004.

<table>
<tr><td colspan="2">Key Informant Interviews - Individual interviews with 10 to 25 people who are in a position to provide the needed information, ideas and insights. The interviews are basically qualitative and are carried out with interview guides that list topics and issues to be covered in a session. In an informal atmosphere, the interviewer uses subtle probing techniques to collect information and takes notes which are elaborated on later. Questions are framed during the interviews, based on the guides.</td></tr>
<tr><td>When appropriate</td><td>Initial stages of project design - to gather general, descriptive information, suggestions and recommendations</td></tr>
<tr><td>Skills needed</td><td>Knowledge of subject, practical experience; experienced in qualitative interviewing techniques, flexibility to conduct ad hoc impromptu talks; knowledge of local language or knowing how to train an interpreter</td></tr>
<tr><td>Tools/documents</td><td>The interview guide with about 12 items; a list of criteria used in selecting key informants; interview notes and summaries for cross-checking</td></tr>
<tr><th>Limitations</th><th>Ways to Overcome Limitations</th></tr>
<tr><td>• Susceptible to Interviewer Bias
• Subject to Key Informant Bias
• Susceptible to location bias
• Do not produce quantitative data
• May be difficult to analyze results
• Key decision makers, other agencies, may be reluctant to accept results</td><td>• Careful development of guide and recording methods
• Training in interviewing skills; practice
• Careful selection of key informants
• Triangulation
• Awareness of potential biases
• Make efforts to deviate from comfort zone
• Use of descriptive codes, storage and retrieval systems</td></tr>
</table>

<table>
<tr><td colspan="2">Focus group interviews - Homogenous groups of 8 to 12 participants discuss issues and experiences among themselves. A facilitator introduces the topic, stimulates and focuses the discussion, and prevents domination of the discussion by a few. The primary premise for use of this technique is that interaction between participants will generate new ideas and insights.</td></tr>
<tr><td>When appropriate</td><td>To collect ideas and test assumptions; find out reasons for problems in program implementation</td></tr>
<tr><td>Skills needed</td><td>Good understanding of topic, language proficiency or trained interpreter; Interviewing, facilitation and listening skills; 1 week for materials review/development of guide</td></tr>
<tr><td>Tools/documents</td><td>Guide for session questions/topics; Summaries or verbatim records of the group sessions; Criteria for selecting the participants</td></tr>
</table>

Limitations	Ways to Overcome Limitations
• Susceptible to Facilitator Bias • Discussions maybe dominated by a few • Does not usually provide quantifiable information • May require extra logistics, planning	• Practice of good facilitation techniques • Team effort • Triangulation

<table>
<tr><td colspan="2">Community interviews - These take place at public meetings open to all community members. Interaction is between the participants and the interviewer, who presides over the meeting and asks questions following a carefully prepared interview guide. A team is usually needed to effectively carry out and record this type of interview.</td></tr>
<tr><td>When appropriate</td><td>When village community level data are required; helps to correct any inaccuracies; to determine the extent of local support; for assessing community needs; evaluation of an ongoing program</td></tr>
<tr><td>Skills needed</td><td>Substantive knowledge and practical experience; local language abilities or interpreter; experience in conducting community interviews</td></tr>
<tr><td>Tools/documents</td><td>List of the criteria for selecting the communities; interview guides; summary of the responses plus observations of the interactions</td></tr>
<tr><th>Limitations</th><th>Ways to Overcome Limitations</th></tr>
<tr><td>• Susceptible to selection bias
• Difficult for one interviewer to handle facilitation, questions, and recording
• Can be easily manipulated by elites who want to articulate their own perspective
• Traditional reluctance to criticize or be candid with outsiders
• Articulate people can monopolize the discussion</td><td>• The informants should be representative of the total population
• Use of quota or expert sampling
• Team effort
• Good facilitation skills
• Good questions and probing
• Triangulation</td></tr>
</table>

<table>
<tr><td colspan="2">Informal or Mini Surveys - involves interviews with 25-50 individuals, usually selected using non-probability sampling techniques. Structured questionnaires are used that focus on a limited number of closed-ended questions. Generates quantitative data that can often be collected and analyzed quickly. They differ from sample surveys which are larger and use probability sampling.</td></tr>
<tr><td>When appropriate</td><td>When quantitative information is needed about a relatively homogeneous population, such as attitudes, beliefs and responses; in lieu of more time consuming, more expensive sample surveys; when some quantitative data is available but additional data are required.</td></tr>
<tr><td>Skills needed</td><td>Empirically grounded knowledge of the subject; Trained enumerators; Familiarity with socio-economic conditions of the area; Knowledge of local language</td></tr>
<tr><td>Tools/documents</td><td>Structured questionnaires; Instructions for administering questionnaires; rational and type of informal sampling procedures; coding procedures; records of accompanying observations</td></tr>
</table>

Limitations	Ways to Overcome Limitations
• Limits on free and extended answers - do not provide an in-depth understanding • Susceptible to sampling bias • Complex statistical analysis not possible because of small sample size	• Training for enumerators to reduce bias and allow more freedom in questioning • Triangulation

Direct observation - Team of observers record what they see and hear, using detailed observation forms. Observation may be of physical surroundings or of ongoing activities, processes or discussions. Studies based on direct observation can be carried out in a few days or weeks. This method is best carried out by a team of experts rather than a single individual to prevent bias. Should be combined with individual or group interviews.		
When appropriate	When trying to understand an ongoing behavior or an unfolding event; when information about infrastructure is needed; to examine how systems or programs are working; when preliminary descriptive information is required	
Skills needed	Specialized knowledge of the subject; skills in field observation; local language capabilities	
Tools/documents	Completed research instruments - observation records or checklists; rationale for selecting the sites, time and duration of the observation; field notes taken by investigators	
Limitations		**Ways to Overcome Limitations**
• Susceptible to observer bias, especially of social processes, anti-poverty bias, location bias, observation bias (outsiders affect behavior) • May be misleading if full picture is not observed • Expensive - requires logistical resources		• Awareness of possible biases • Selection of sites so they are representative of the population • Effort to reach remote locations • Team or multi-agency approach

Activity: Designing an evaluation

Evaluation topic 1

What is the impact of multi-grade teaching on school results (see also Q3, page 8)?

Designing your evaluation

1. What is your “causal hypothesis”? (Draw this.)

2. How and where will you conduct the evaluation? To what “depth”? (p. 61)

3. What methods and tools will you use? (p. 65)

4. How will you minimize bias? (p. 62)

Write your answers on a flipchart.

Evaluation topic 2

What is the impact of psychosocial training on teaching practices (see also Q 6, page 8)?

Designing your evaluation

1. What is your “causal hypothesis”? (Draw this.)

2. How and where will you conduct the evaluation? To what “depth”? (p. 61)

3. What methods and tools will you use? (p. 65)

4. How will you minimize bias? (p. 62)

Write your answers on a flipchart.

Evaluation topic 3

What is the impact of PTCs on enrolment and attendance (see also Q 20, page 9)?

Designing your evaluation

1. What is your "causal hypothesis"? (Draw this.)

2. How and where will you conduct the evaluation? To what "depth"? (p. 61)

3. What methods and tools will you use? (p. 65)

4. How will you minimize bias? (p. 62)

Write your answers on a flipchart.

Evaluation topic 4

What is the effect of school feeding on enrolment, attendance and learning outcomes?

Designing your evaluation

1. What is your “causal hypothesis”? (Draw this.)

2. How and where will you conduct the evaluation? To what “depth”? (p. 61)

3. What methods and tools will you use? (p. 65)

4. How will you minimize bias? (p. 62)

Write your answers on a flipchart.

Session 14: Open Forum, Q&A

Objectives

During this session you will be able to:

- Ask any remaining questions that you have about monitoring and evaluation
- Check whether your objectives for the course have been accomplished

Space for your notes:

Evaluation Form

Monitoring and Evaluation

Dates:

Check (✓) the most appropriate box.
Please rate the following categories on a scale of 1 – 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
The workshop achieved its aims and objectives.				
The content of the workshop is relevant to my work.				
What I have learned will impact on the way I work.				
The quality of the learning materials and aids was useful.				
The facilitation and presentation during the workshop were open and helped me to learn.				

What parts of the workshop were most useful for you?

What improvements/changes would you suggest for similar workshops?

Please give any other comments/suggestions.

Thank you for taking the time to fill in this form.
Please return it to the workshop facilitator.