MONITORING AND EVALUATION PLAN

2013

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ACRONYMS

DQA	Data Quality Assessments
EAA	Education Above All
EAC	Educate a Child
EFA	Education for All
EP	Education Plan
EPDC	Education Policy and Data Center
FHI 360	Family Health International 360
GEFI	Global Education First Initiative
GPE	Global Partnership for Education
HHO	Her Highness's Office
IRB	Institutional Review Board
LEG	Local Education Group
META	Monitoring and Evaluation Technical Assistance Group
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
NGO	Non-governmental Organization
OECD	Organization for Economic Cooperation and Development
OOSC	Out of School Children
PMP	Performance Monitoring Plan
ROI	Return on Investment
UNESCO	United Nations Educational, scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations International Children's Emergency Fund
SIMEC	Sistema Informatica do Ministerio de Edcacao

1. Introduction

This first comprehensive Monitoring and Evaluation (M&E) Plan for Educate a Child (EAC) is the foundation for assessing program progress and determining achievement of goals. It provides the basis for examining promising practices and learning from field experiences, adjusting the program priorities and goals over time, and managing a global portfolio. It is expected that this plan will evolve and change over time as new and sometimes unanticipated factors become relevant. One example in the first year is the formalization of the new Education Above All (EAA) foundation, within which EAC is housed. New procedures, priorities, policies, and goals continue to emerge as EAA matures. Another example is the development of a comprehensive database for storing, analyzing, and reporting data gathered from projects in the field. This new database, as it becomes operational early in 2014, will also be adjusted as time goes on, to ensure it accurately and completely captures the relevant information needed for informed program decisions and strategic planning. With this ever-changing landscape, the current M&E Plan is offered as a base for continued development.

Educate a Child is an international initiative sponsored by Her Highness Sheikha Moza bint Nasser to help accelerate progress towards the achievement of the Education for All (EFA) goals and UN Millennium Development Goal (MDG) 2: *ensuring that children everywhere, both girls and boys alike, will be able to complete a full course of primary education by the end of 2015*; and to catalyze the achievement of breakthroughs in increasing the enrolment and retention of out-of-school children of primary age, with a particular focus on fragile states, and crisis and conflict-affected environments. Its primary mode of intervention is partnering and co-financing projects with local and international NGOs, bilateral or multilateral organizations and intergovernmental bodies (i.e. UN). The organizations then work through non-state entities as implementing partners.

The immediate outcomes to be attained by EAC are to enroll 500,000 Out-of-School Children (OOSC) in primary education programs by 2013 and to establish the EAC program as a fully functioning global organization. The first cohort of implementing partners includes Non-governmental organizations (NGOs), UNHCR, UNESCO, and UNICEF.

The EAC program has five strategic objectives:

1. Contribute to the enrolment of at least 10 million of the 57 million out-of-school children by the end of 2015/16, and more beyond that time frame.
2. Support the development of educational quality so that children who attend school stay in school and have an opportunity to learn.
3. Contribute to mobilizing $1 billion to support education and develop innovative financing mechanisms to foster program sustainability.
4. Keep the issue of OOSCs at the top of the global and national agendas.
5. Contribute to the development and recognition of the Education Above All foundation.

The EAC monitoring and evaluation (M&E) plan sets forth the strategies and methods that will be used to measure progress toward reaching these objectives.

2. Definitions and Purpose

The following sections define key terms that are used in this M&E plan and describe the purpose of the plan.

2.1 Monitoring

Monitoring is the continuous process of collecting and analyzing data on specific indicators to track the extent of progress against expected objectives and to determine how well a project or program is being implemented (OECD).

An essential part of project management, monitoring provides relevant and timely information that informs reports on achievements against targets, documents the use of allocated funds, and allows for program adjustments. The tool for planning, managing, and documenting data collection, analysis, and reporting for projects is the *Performance Monitoring Plan*[1] – PMP. The approach to EAC monitoring is discussed under section 4. The PMP is provided in Annex I.

2.2 Logic Model/Results Framework

Logic models and/or results frameworks are management tools that facilitate planning, implementation and evaluation of an intervention or program. The models serve as a concise representation of a project that illustrates assumed causal relationships through a results chain. A logic model for the EAC program is presented in section 3. While logic models and results frameworks sometimes use different terminology, the following key terms[2] are the most commonly used to frame the models.

Inputs: The financial, human, and material resources used for the development intervention.
Activities: The actions the program/project/initiative takes to reach its intended objectives.
Outputs: The product, capital goods, services that result from a development intervention, which may also include changes resulting from the intervention that move the project towards its outcomes.
Outcomes: The likely short, medium and long term effect of the projects interventions.
Impact: The primary and secondary, positive or negative long term effects produced by an intervention either directly or indirectly, intended or unintended.

2.3 Evaluation

Evaluation is a systematic process of collecting and analyzing data to determine the merit, worth, and significance of something or someone, using defensible criteria against a set of standards (see Fitzpatrick et al., 2004; Hempphill, 1969; Worthen et al., 1997). Evaluation for EAC will focus in part at the systems level, using a meta-evaluation[3] approach. Case studies and performance monitoring data will also be used to determine the overall impact of the program at selected intervals. The proposed evaluation approach is discussed in section 5.

2.4 Purpose of the M&E Plan

This M&E plan is designed to support EAC technical staff in all aspects of project monitoring and evaluation. The plan is further intended to support reporting of data from the EAC supported projects on meeting their targets as well as learning at all levels (i.e. project, national, EAC). It is intended to help enhance the quality of EAC monitoring and evaluation practices by ensuring that there is a unified language, understanding and agreement on the M&E components. EAC partners will receive an *Instruction Manual to* guide the online reporting process for data they submit to EAC. Additionally, the purpose of the M&E plan is to (a) provide an overall framework to M&E; (b) articulate a theory of change and how EAC will measure that change; and (c) provide a series of steps and guidelines to facilitate the development and implementation of the M&E system. The following plan is divided into the following sections:

[1] Performance Monitoring Plan: A plan that identifies and defines indicators, sources of data, methods and schedule of data collection, and *targets* or *milestones* against which progress will be charted.

[2] Development Assistance Committee (DAC). (2002). *Glossary of Terms in Evaluation and Results-based Management*. Paris: OECD. as cited in World Bank. (2007). *How to Build M&E Systems to Support Better Government*.

[3] Meta-evaluation is one form of evaluation and is often used as a means of identifying trends and quality in education. Our definition of meta-evaluation, adapted from Lipsey (2000) is: '[M]eta-analysis and other forms of systematic synthesis of data and information that provide us with analysis that is used for a continuous improvement of EAC policies and practices.'

1. EAC Conceptual Framework
2. EAC Approach to Monitoring and Evaluation
3. Performance Monitoring
4. Evaluation Studies
5. Data Collection Processes
6. Data Analysis
7. Communication and reporting

Each section describes the details for design and implementation of the EAC M&E system[4].

2.5 Key terms and definitions

EAC Working Definition of Out of School Children

Out of school children are children of the official primary school age range who are not participating in primary or secondary school. The EAC working definition of out of school children builds on the UNESCO[5] dimensions of out of school children, expanded to include the following groups or types of out of school children:

- Children who do not have access to a school. These children will never attend unless they gain access.
- Children who have access to school but who are not enrolled. These children either never enter school or will enter school late.
- Children who have access and have enrolled in school but who do not attend.
- Children who have dropped out of the education system. These children are counted as dropouts.
- Children who are in emergency and/or crisis situations and not participating in an organized education program. These children may be displaced and in temporary living conditions with no schools or organized educational opportunities available.

For the purposes of EAC, partners agreed to the following definitions of related terms:

1. **Access** refers to the following: (a) a school available for children to attend within 3 km or less; (b) reduced opportunity costs so children can go to school; and (c) lack of discrimination or other barriers.
2. **Enrolled** refers to having their name on the register, but not necessarily attending.
3. **Attendance** refers to being present in the classroom at least 90% of a month; which is in line with UIS definitions.
4. **Dropout** is defined as a child who has not attended for a month or more, in line with UIS definitions.
5. **Learning Sites** are ANY learning system/place (eg. learning centers, learning environment; anything outside of a traditional school building) where education/learning takes place.
6. **Ages of students.** Two key decisions were made at the May 2013 Partners meeting regarding age. First, age span is to be based on and reported against what the specific country requires, e.g. If primary starting school age is 6, that should be counted as the age appropriate entrance to enroll in first grade. Second, it was agreed that since countries vary in the language used to refer to primary education, EAC will use both primary and basic education when talking about the full cycle of grades 1-8.

These types of OOSC encompass multiple categories and sub-categories of children that projects, programs and donors target. A project may target one or several of the dimensions and categories of out of school children.

[4] EAC M&E System is defined as the compilation of performance monitoring, evaluation studies, data reporting systems, communication and utilization

[5] UNESCO defines out of school children as 'Children of the official primary school age range who are not enrolled in either primary or secondary school."

CHILDREN AFFECTED BY CONFLICT, NATURAL DISASTERS AND OTHER STATES OF EMERGENCY OR FRAGILITY

Internally Displaced Persons

Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of, or in order to, avoid the effects of armed conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border. (Office for the Coordination of Humanitarian Affairs, 2004)

Refugees

According to the 1951 Convention relating to the Status of Refugees, Refugees are *people who are outside their country of nationality or habitual residence, and have a well-founded fear of persecution because of their race, religion, nationality, membership of a particular social group or political opinion. People fleeing conflicts or generalized violence are also generally considered as refugees, although sometimes under legal mechanisms other than the 1951 Convention.* (United Nations High Commission for Refugees, 2012)

Returnees

Internally displaced persons or refugees who have returned to their homes or places of habitual residence.

Child Soldiers

Any person below 18 years of age who is or has been recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities. Child soldiers are also referred to as child combatants or children associated with armed forces or fighting groups. (UNICEF, 2007)

Demobilized Child Soldiers

Demobilized Child Soldiers are child soldiers who have been removed, released or discharged from an armed force or group and are or have returned to their home community or another place of settlement. (Verhey, 2001)

REMOTE RURAL AND DENSE URBAN POPULATIONS

Rural

Rural area is based on the definition applied in national statistical practices and exercises. For example, a rural area can be considered as a geographical region outside the urban agglomeration. (UNESCO Institute for Statistics)

Dense Urban Slum

'Slum' is 'a heavily populated urban area characterized by substandard housing (lack of services and insecure tenure) and squalor.' (UN-Habitat, 2003)

Children LIVING IN A HOUSEHOLD Affected By Poverty

Income (Economic) Poor

Children living in households that earn an average of $1.25/day (extreme poverty) and/or those families living on an average of $2/day (poor). (World Bank, 2013)

Migrants and Nomads

Migrants/Migrant Workers

A migrant is "any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country." A migrant Worker is, "a person who is to be engaged, is engaged or has been engaged in a remunerated activity in a state of which he or she is not a national." (International Organizatoin for Migration, 2004)

"Migrant covers all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external compelling factor."

- Does not refer to refugees or displaced persons
- Migrants make the decision to move w/o extreme external forces or compelling forces.
- 6 categories of migrants:
  1. Temporary labor migrant
  2. Highly skilled business migrants
  3. Irregular migrants (undocumented/illegal)
  4. Forced migration
  5. Family members (family reunion/family reunification)
  6. Return migrants (those who return to their countries of origin after a period in another country.)

Nomads

People who do not live in a permanent residence or settlement. Typically, ethnic or socio-economic groups who constantly travel and migrate in large or small groups in search of means of livelihood within a community or country or across international boundaries. Within nomads, there are several breakdowns:

- **Full Pastoralist Nomads:** Lifestyle based upon maintenance of herds of animals that depend mainly on vegetation for their food. The distinction of full pastoralist nomads is that all members of the group move together with the animals in their care.
- **Semi-Pastoralist Nomads:** Semi-pastoralist nomads are characterized as groups in which part of the group are on the move for periods of time with the herds while others stay in settlements. (Carr-Hill & Peart, 2005)

Orphans and Vulnerable Children

Orphans and Vulnerable children (OVC)

Orphans and other groups of children are those who are more exposed to risks than their peers. OVC are children who are most likely to not be reached by regular programs, or, using social protection terminology, OVC are groups of children that experience negative outcomes, such as the loss of their education, morbidity, and malnutrition, at higher rates than do their peers. (World Bank, 2005)

Traditional Orphans

An orphan is a child aged 0-17 whose mother (maternal orphans) or father (paternal orphans) or both (double orphans) are dead.

Social Orphans

Children whose parents might be alive but are no longer fulfilling any of their parental duties (e.g., drug addicts who are separated from their children with little chance of reunion, parents who are sick or abusive or who, for other reasons, have abandoned or largely neglect their children).

Children of/on the Street

Children of/on the street who are under the age of 18 who work and/or sleep on the streets and may or may not necessarily be adequately supervised or directed by responsible adults. UNICEF defines two co-existing categories; those "of the street" and those "on the street":

- **Children of the street** are homeless children who live and sleep on the streets in urban areas. They are totally on their own, living with other street children or homeless adult street people.
- **Children on the street** earn their living or beg for money on the street and return home at night maintaining contact with their families. (UNICEF, 2001)

MINORITIES

Ethnic, Racial, and Linguistic Minorities

A group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members—being nationals of the State—possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language. (United Nations Human Rights, 2010)

CHILDREN WITH SPECIAL NEEDS

Children with special needs generally refers to children with physical, mental/cognitive, or learning handicaps or disabilities.

Disability

The umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and person factors).

Impairments are problems in body function or alterations in body structure, (e.g., paralysis or blindness).
Activity limitations are difficulties in executing activities, (e.g., walking or eating).
Participation restrictions are problems with involvement in any area of life.
Health conditions are diseases, injuries, and disorders. (World Health Organization, 2011)

INDICATOR TERMS AND DEFINITIONS

Completion

Participation in all components of an educational program (including final exams if any), irrespective of the result of any potential assessment of achievement of learning objectives.

Dropout

Pupil or student who leaves school definitively in a given school year.

Dropout rate

Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade.

Enrollment

Children in primary school who are enrolled in EAC co-funded programs who had not been previously enrolled in any education program. Enrollment is defined as individuals officially registered in a given educational program, or stage or module thereof, regardless of age.

Graduation

The successful completion of an educational program. It is possible for a single graduate to have more than one graduation (even within the same academic year) if enrolled simultaneously in two or more programs and successfully completed them.

Promoter

Pupil who has moved on to the next grade level from one year to the next ending up in one grade level higher from last year.

Promotion rate

Proportion of pupils from a cohort enrolled in a given grade in a given school year who study in the next grade in the following school year. Promotion rate is calculated by dividing the number of new enrolment in a given grade in school year (y+1) by the number of pupils from the same cohort enrolled in the preceding grade in the previous school year (y).

Repeater

Pupil enrolled in the same grade for a second or further year.

Repetition rate

Number of repeaters in a given grade in a given school year, expressed as a percentage of enrolment in that grade the previous school year. Repetition rate is calculated by dividing the number of repeaters in a given grade in school year (y+1) by the number of pupils from the same cohort enrolled in the same grade in the previous school year (y).

School Construction

Schools are multiple classroom, safe and secure spaces in which organized group learning takes place. Schools range from environmentally appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. This indicator may include temporary schools (such as tents, open spaces set aside for instruction) sometimes found in emergency/crisis situations.

Classroom Construction

Classrooms one room, safe and secure spaces in which organized group learning takes place. Classrooms range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. This indicator may include temporary classrooms (such as tents, open spaces set aside for instruction) sometimes found in emergency/crisis situations. Individual classrooms should be counted if a whole classroom block is built.

School Refurbishment

Refurbish ranges from routine maintenance such as whitewashing walls, to structural improvements (replacing broken windows, fixing leaky roofs, rebuilding damaged walls or roofs, and mending broken furniture).

Classroom Refurbishment

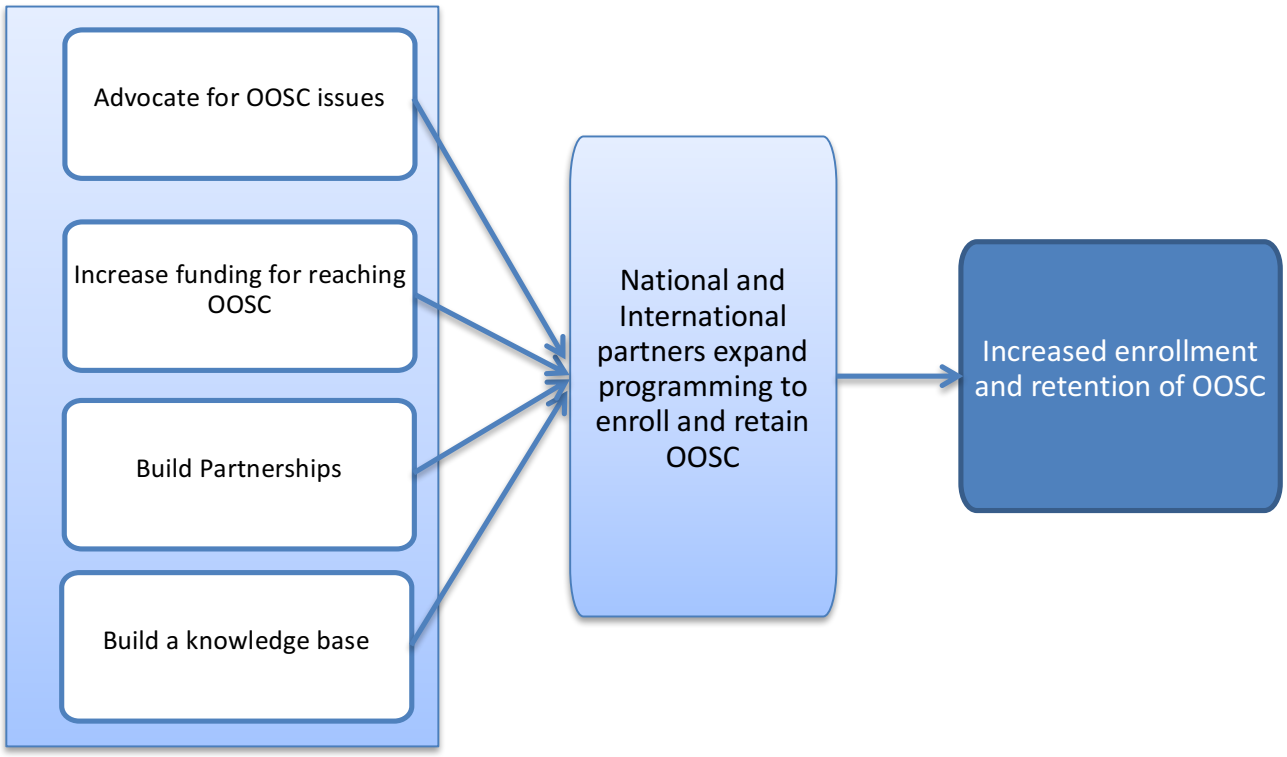
Refurbish ranges from routine maintenance such as whitewashing walls, to structural improvements (replacing broken windows, fixing leaky roofs, fixing toilets, rebuilding damaged walls or roofs, and mending broken furniture). If a classroom block is repaired, the number of classrooms in that block affected by the repairs should be counted.

3. Educate a Child Theory of Change

Based on EAC's five strategic objectives, the theory of change for the initiative states that if we:

1. Advocate for OOSC;
2. Increase funding targeting OOSC;
3. Form partnerships to help get OOSC in school; and
4. Build an evidence base around innovative and successful practices for enrolling and retaining out of school children,

then international and national partners will use the funding and knowledge about best practices to expand their programming, which will lead to increased enrollment and retention of OOSC.
The theory of change is represented in the following graphic.



EAC's mission is to contribute to significant breakthroughs in providing out of school children in poverty, crisis, and conflict-affected environments with a full course of quality primary education. EAC brings new resources to the table – including technical, financial, advocacy, and a commitment to partnership and "adding value." Throughout the life of the EAC program, the theory of change will be revisited regularly to test validity based on information gathered through monitoring, evaluation studies and case studies on best practices. This process of revision will ensure that the EAC program remains flexible and addresses on-going opportunities and challenges.

3.1 Advocate for OOSC

Key to ensuring children who have been denied their right to a quality primary education is attention by the population at large, as well as key government and other responsible parties. Recognizing that every situation has its own unique political, social and economic context, EAC realizes that a broad range of advocacy partners will have to bring their expertise, energy, and persuasive influence together to get focus and action in support of changing the situation of the millions of children who are out of school. In its advocacy efforts EAC, therefore, partners with:

- International advocacy organizations;
- National advocacy organizations in EAC priority countries; and
- Local advocacy organizations that work in areas directly supported by EAC funds.

3.2 Increase Funding

EAC realizes that "more of the same" will not work when trying to reach the hardest-to-reach out of school children. This is no less true with regard to funding for OOSC. National budgets for education are often far below what is needed to provide quality education for all. And the current world economic situation is putting a strain on international aid budgets. EAC seeks to mobilize additional resources, including from non-traditional sources, bringing new partners to provide education for all. EAC will also develop or identify innovative funding schemes. EAC's "cost-match" approach further seeks to maximize reach and impact by leveraging donor, NGO, private sector, and community resources.

3.3 Form Partnerships

EAC does not seek to implement its own programs – it will support others who have demonstrated their ability to provide educational opportunities to disadvantaged and marginalized children. EAC can absorb some risk in support of untested innovations that seem promising. EAC is, therefore, working with expert and innovative partners, ranging from major international educational, development, and humanitarian organizations, to locally-based groups, in three kinds of partnership relationships: Advocacy, Resource, and Co-Funded Implementation partners. Only through a concerted effort by many actors and a multi-faceted approach can we bring relevant, quality education to even the most disadvantaged and marginalized children.

3.4 Build a Knowledge Base

EAC is committed to learning and sharing best practices. EAC's focus is on replicating and scaling-up successful quality programs, promoting innovative approaches and encouraging collaboration, to ensure the best outcomes for children and their communities. This M&E Plan is the foundation of this effort.

As the theory of change shows, successfully increasing the number of OOSC in educational programs will require a multi-pronged approach. It will require getting the issue of OOSC increasingly on the global agenda and keeping it there through the identification of successful models, practices, and knowledge development and sharing. EAC will study selected programs closely through targeted case studies and monitoring data to understand how projects are making a tangible difference in reducing the number of OOSC and in keeping former OOSC engaged in their education. EAC will mobilize additional resources for promising programs that show significant potential for reducing the number of OOSC and provide good quality of primary education for them.

4. Approach to Monitoring and Evaluation

EAC has a high level of complexity – with multiple partners, who work in many different countries. Each country deals with different barriers and issues of marginalized and out of school children, and each project has a different method of reaching those children. EAC headquarters based in Qatar is connected to the network of implementing partners through contractual agreements, monitoring activities, reporting requirements, sharing information, and hosting meetings and events that involve partners. EAC is an organization in development that has high expectations for results and aspires to foster innovation, which in turn leads to high uncertainty and dynamic, emergent systems that change constantly and call for adaptive management. Thus, a carefully designed M&E plan has to be multi-dimensional with a growing knowledge and understanding of both the impact of the program and successful models

that inform the program over time. The most appropriate evaluation approach for this level of complexity and adaptability combines elements of developmental evaluation and theory driven evaluation. Both approaches allow for emerging and flexible designs.

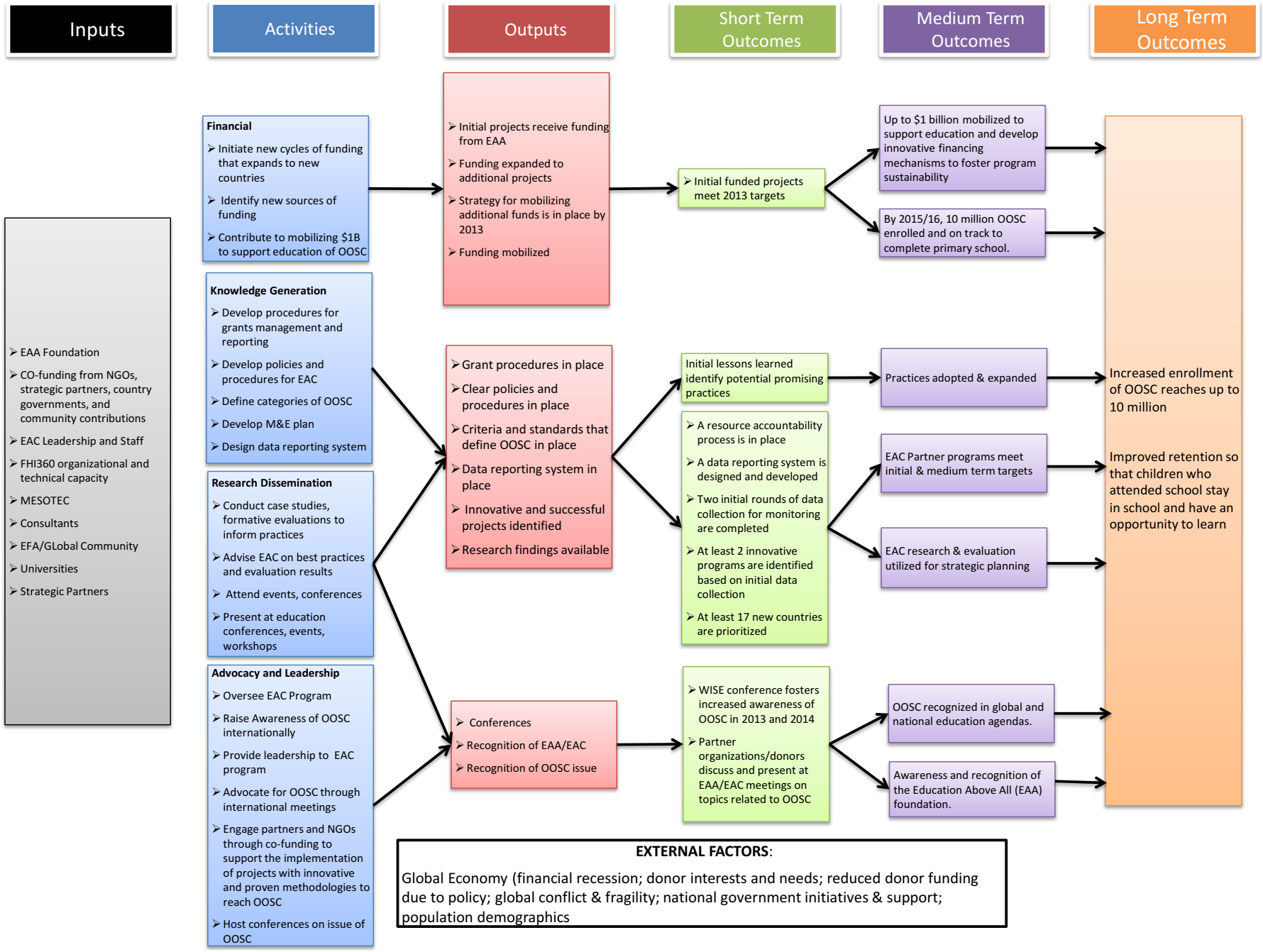
Through Developmental Evaluation (Patton, 2011[6]), an evaluator is part of a design team and brings evaluative thinking and data to support the team to conceptualize, design, and try out new approaches through a long-term, on-going process of development. Its design is flexible, and calls for a multi-method approach focused on maximum utilization. Methods include, but are not limited to focus group interviews, face-to-face interviews, participant and field observations, surveys, case studies, and theory-of-change conceptualizations.

Theory-driven Evaluation (Huey-tsyh Chen, 1990[7]; Smith, 1994[8]) focuses on theoretical rather than methodological issues and provides information about the underlying causal mechanisms (linear and non-linear) that produce the interventions' effects, especially when there is a great variation in program components, sites, and populations. The basic idea is to develop a plausible theory of change (depicted above) and then demonstrate how to affect the change (articulated graphically through the logic model below). Increased knowledge is then created through the processes taking place within a program, between the interventions and the outcomes, which increases understanding about the program, increases the usefulness of the program evaluation, and contributes to social science theory.

This approach to M&E will allow EAC to both (1) focus on what happens in the field during the local project activities and compile information on each project's progress towards achievement of their short and medium term targets; and (2) through gaining a deeper understanding of the changing relationships among the variables common to all projects and how/why those changes influence short, medium and long-term outcomes (e.g., changes in performance, in beliefs and values, or outcome expectations). The following logic model shows how EAC intends to affect change in the global community with regards to getting and retaining OOSC in school. This logic model serves as the conceptual framework for the EAC initiative as well as the EAC M&E plan.

[6] Patton, M.Q. (2011). *Developmental Evaluation: applying complexity concepts to enhance innovation and use.* New York, NY: The Guilford Press
[7] Chen, H.-T. (1990). *Theory-Driven Evaluations*. Newbury Park, CA: Sage
[8] Smith, N.L. (1994). Clarifying and expanding the application of program theory-driven evaluations. *Evaluation Practice, 15(1), 83-87*

Educate a Child Logic Model



4.1 Evaluation Questions

Clear, guiding questions are critical to driving any M&E system. The answers to these questions will provide useful, context-specific information to stakeholders, helping them determine the contributions of EAC. The result is that the EAC partnerships can make judgments, decisions, and plan and make informed program improvements to help the EAC program reach its long-term objectives. It also ensures that findings from both the monitoring and the evaluation components are utilized.

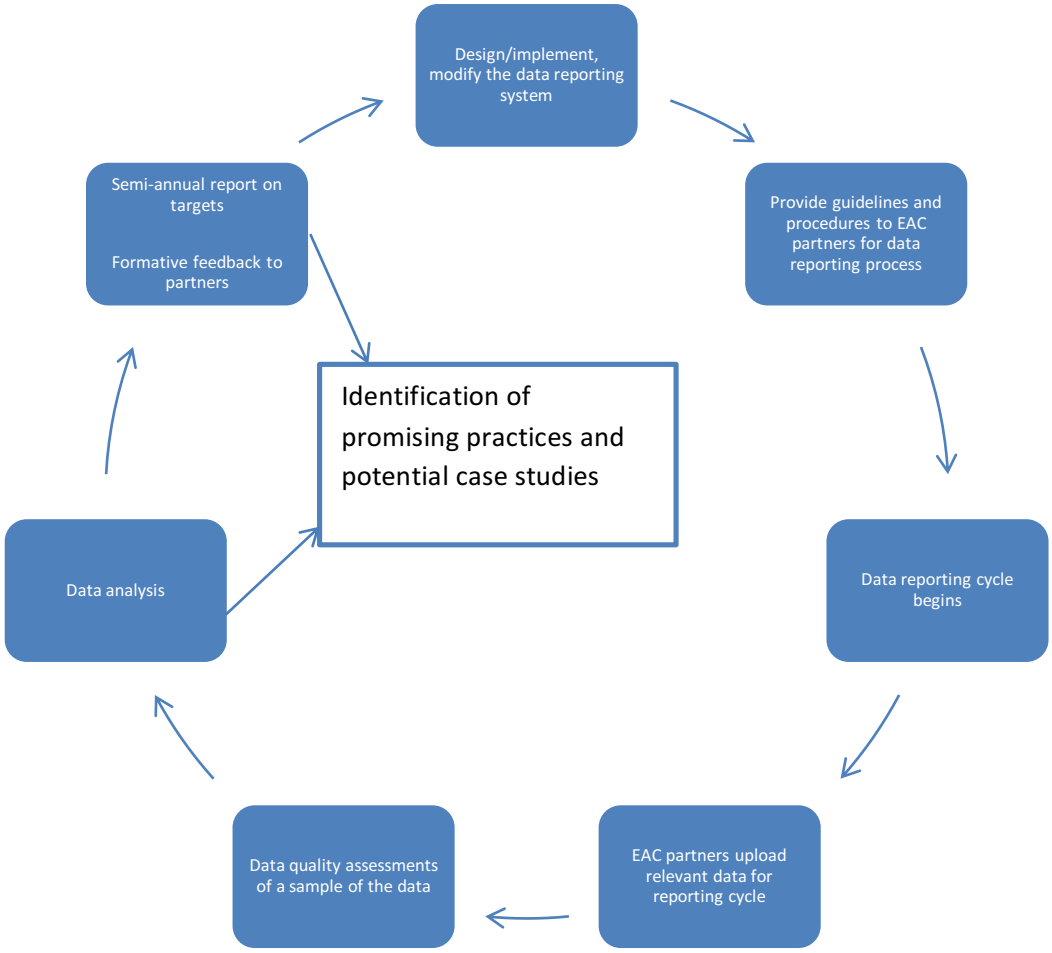
1. To what extent has EAC contributed to increased enrollment, retention and learning of out of school children?
    a. To what extent have completion rates improved through increased funding for programs?
    b. To what extent have drop out rates reduced in EAC funded programs?
    c. To what extent have students in EAC funded programs demonstrated learning achievement?
2. To what extent are the enrollment, retention and learning data credible? Valid? Reliable?
    a. To what extent are enrollment, retention and learning data verified in the field?
3. To what extent is EAC an effective mechanism to reduce the number of OOSCs?
    a. To what extent are EAC investments in getting OOSC in school, retaining and ensuring they learn, cost-effective when compared to annual outcomes of enrollment, retention and learning?
    b. To what extent has the partnership with international and local organizations increased over a five-year period? To what extent have the partners increased funding contributions to the EAC initiative?
    c. To what extent is the OOSC issue on the international agenda? Has the visibility for the issue grown over time as a result of the EAC initiative?
4. To what extent are lessons learned and knowledge generated from EAC programs utilized for improved programming for out of school children?
    a. What are the identified barriers to getting OOSCs in school?
    b. What interventions/processes/methods have been identified as successful to assisting the enrollment and retention of OOSCs in school?
    c. What models or components of models have shown success in reaching and keeping OOSCs in school?
    d. How are findings utilized to improve programs and influence strategies to address the OOSC issue?

5. Performance Monitoring Plan (PMP)

The PMP (See Annex I) is a document that clearly explains the indicators and processes for obtaining and reporting quantitative data in support of monitoring progress towards EAC targets and answering the evaluation questions. It further clarifies all the other information pertaining to the data gathering and analysis to facilitate decision-making. The PMP addresses the following aspects of the monitoring function:

- Complying with data reporting and financial reporting commitments, (i.e., EAA KPIs).
- Supporting EAC partners by providing formative feedback on progress towards targets.
- Making decisions in the implementation and expansion of the program.
- Measuring and evaluating EAC contributions and impacts on OOSC.

The following graphic demonstrates the key M&E processes that will take place throughout the life of the EAC Initiative.



The following discussion highlights each process contributing to the collection, analysis, and reporting on M&E data.

5.1 Development of Key Indicators

Drawing from the EAC logic model and EAA strategic objectives, the following key indicators have been identified for program monitoring:

1. The total number of OOSC that are enrolled in education programs co-funded by EAC.

2. The proportion of OOSC completing a full cycle of primary education in EAC co-funded programs.
3. Dropout rate from relevant EAC co-funded programs.
4. The number of person training days provided by selected EAC co-funded programs
5. The number of schools and classrooms constructed using EAC co-funding
6. The number of schools and classrooms that are refurbished using EAC Co-funding
7. The number of partnerships created to support programs targeting OOSCs
8. The amount of funding provided by EAC Co-funders
9. The number of EAC publications released to the general public by EAA/EAC

The definitions, methods of data collection, and targets are presented in the attached PMP plan. These indicators should be included in the baseline for the PMP and should be measured as part of the semi-annual data collection.

5.2 Development of the Data Reporting System

The overall M&E Framework will depend on data from several different sources. These include:

- Technical reports that are provided by partners twice a year
- Financial reports that are provided by partners twice a year
- Online monitoring data reports that are provided by partners twice a year
- Case studies that are part of the evaluation activities
- Commissioned research studies
- EAC on-site project monitoring visits

This portion of the document focuses mainly on the online monitoring data collection system as that is the primary source of comparable data across all projects. These data are compared with additional information submitted in technical and financial reports for internal consistency.

As the result of two technical site visits, it was determined that SIMEC, the Brazil Ministry of Education information system, will be adapted to serve EAC M&E needs. Adaptation of the SIMEC system will require the following steps:

1. Develop the prototype form. Working with MESOTEC, the FHI360 team will review the current data reporting form and share it with MESOTECH to design the templates for data collection required for each EAC partner organization and project.
2. Design and adapt the infrastructure of the data reporting system.
3. Convert the prototype form into an online, web-based system, including the control panels for the system.

Development of the prototype online data reporting form and its conversion to a web-based system will be completed prior to June 1, 2013 to meet the deadline for the first round of data collection and reporting by EAC partner organizations. Design of the system will begin in April 2013.

5.3 Guidelines and Process for Collecting and Reporting Online Data

In conjunction with the design and preparation of the data reporting system, the EAC M&E team will develop guidelines and processes for collecting and reporting the data. The guidelines will include directions on the following items:

- Instructions for completing the data reporting forms, which include technical support contacts to troubleshoot any problems completing the forms.
- Instructions for submitting the data reporting forms.
- Provision of clear definitions for all indicators being requested, including instructions on how to calculate any indicators that are unique to EAC.
- Clear criteria for categorizing sub-groups of OOSC.

The first round of online data reporting will take place in July 2013. Subsequent rounds of data reporting will take place in January 2013 and then July and January of each subsequent year. The technical and financial reports are submitted concurrently.

5.4 Pilot testing of the data-reporting System

The data-reporting system will be pilot tested as an online reporting tool in April 2013. EAC partners will be notified through e-mail of the impending pilot test. The pilot test will request that the partner organizations complete the online reporting form with the data they currently collect. The goal of the pilot test is the following:

- To test the questions, structure, definitions, and instructions and determine the extent to which the tool is valid and reliable.
- To identify which pieces of data EAC partners are currently collecting; whether that data aligns with the EAC defined indicators;
- To determine the extent to which partners are willing/able to calculate the indicators in the way EAC is requesting.
- To generate discussion about the reporting tool for the purposes of refinement prior to the first actual reporting cycle in July.

Partners will be given a week to complete the form and submit it to the EAC M&E team. During the EAC partner's meeting on May 1, 2013, the EAC M&E team will review the pilot process and engage the partners in a group discussion of the data-reporting tool. Following that meeting, the final revisions will be made to the data-reporting tool.

5.5 Collection of Baseline Data

The first reporting cycle will take place in July 2013. Partners will receive an email notification approximately one week prior to the start of the data reporting process. The email will provide guidance on completing the reporting form and be given their username and passwords to access the data reporting system. During the week of July 1-7, 2013, partners will be asked to log in to the data reporting system and upload the relevant EAC indicator data for their projects.

This initial data collection activity is critical as the baseline serves as the foundation against which changes over time are measured. This is discussed in more detail later in this report.

5.6 Data Analysis and Feedback

Based on the data reporting system, the indicator data will upload directly to excel spreadsheets for analysis. Following the data collection process, the EAC M&E team will conduct a data quality assessment (DQA) of a sample of the quantitative data.

The data life cycle comprises three steps: (1) planning, (2) implementation, and (3) assessment. As part of the preparation process for the initial data reporting cycle, the EAC M&E team will define quantitative and qualitative criteria for determining when, where, and how the data are collected. During the data quality assessment phase, the data are validated and verified to ensure that the measurement systems performed according to set criteria. DQA then proceeds using the validated data set to determine if the quality of the data is satisfactory.

The DQA involves five steps that begin with a review of the planning documentation and end with an answer to the question posed during the planning phase DQA process. The steps are summarized below:

1. **Review the Data Quality Assessment (DQA) criteria:** define the statistical hypothesis and specify tolerable limits on decision errors; for estimation problems, define an acceptable confidence or probability interval width. Review the data collection documentation for consistency with the criteria.
2. **Conduct a Preliminary Data Review:** Calculate basic statistics, and generate graphs of the data. Use this information to learn about the structure of the data and identify patterns, relationships, or potential anomalies.
3. **Select the Statistical Test:** Select the most appropriate procedure for summarizing and analyzing the data, the sampling design, and the preliminary data review. Identify the key underlying assumptions that must hold for the statistical procedures to be valid.
4. **Verify the Assumptions of the Statistical Test**: Evaluate whether the underlying assumptions hold, or whether departures are acceptable, given the actual data and other information about the study.
5. **Draw Conclusions from the Data:** Perform the calculations required for the statistical test and document the inferences drawn as a result of these calculations. If the design is to be used again, evaluate the performance of the sampling design.

These five steps are presented in a linear sequence, but the DQA is by its very nature iterative and should always inform the previous steps. During the DQA review process, data quality issues will be verified by partners re-checking data submitted and answering clarifying questions posed by the M&E team. The DQA process will begin once data are submitted for a particular reporting period. The process includes initial review of the secondary data; follow-up with partners, including possible selected project site monitoring visits; and compiling a report. The DQA report will highlight any

data quality issues that arise and how the issues are being addressed during a particular reporting cycle.

Project Site Monitoring Protocol

A Project Site Monitoring Protocol will be developed to (1) verify the types of activities that are taking place in a selected sample of projects; and (2) verify the data that are being submitted to EAC for reporting. A purposeful sample selection of projects for site visits to project schools/learning centers and field sites will be organized to observe project operations and monitor progress toward intended project targets. Interviews may also be conducted with various stakeholders in the community, with the Ministry of Education, with teachers and students, and with project staff. Any questions regarding the reporting cycle, or problems that arose will be addressed at this time. A Project Site Monitoring Visit summary report will be submitted once the site visit is completed.

Formative feedback will provide each partner with information on the quality of the data collected; how they are progressing towards their target enrollment numbers; and any issues or challenges the data reveal. The formative feedback can be provided as follow-up questions to partners.

5.7 Submission of a Baseline Report

Following the data analysis process, the EAC M&E team will compile findings in an initial baseline report. The data submitted in July 2013 by current projects will serve as a baseline indicating progress toward identified targets and indicators. All future data submissions from these projects will be compared against this first round of data collection. Additional new projects will report data semi-annually on the same schedule and data will be tracked against project targets and EAC indicators. Each semi-annual report will be provided to the EAC Director for review and approval within 60 days of data collection.

Technical and financial reports will likewise be analyzed by the EAC education technical team and operations manager. Summary findings, progress toward intended targets, issues and concerns, and any inconsistencies with the online data will be brought to the attention of the EAC Director and when appropriate, with the partners.

6. Evaluation Plan

EAC has a comprehensive approach to evaluation, including internal and external inputs. Internal evaluation encompasses all the processes used by EAC leadership and technical expertise, in-house and contracted, to analyze program outcomes against key performance indicators outlined in the EAC Strategic Plan. Evaluative data can also provide guidance for determining effective interventions. A primary advantage of managing a global portfolio is the perspective it affords in cross-boundary analysis. As such, a meta-analysis allows EAC to look across projects, across countries, and across continents to identify commonalities and anomalies. This places EAC in a position to provide thought leadership in the global discourse around common issues faced by the broader education community.

External evaluation, conducted for a variety of purposes such as legal compliance, financial integrity, and programmatic cohesiveness, will be sought for the EAC program and selected individual projects.

To understand how EAC co-funded programs are able to enroll and retain OOSC in school, the EAC team will conduct the following evaluation studies to draw lessons about interventions that work; why those interventions work; and if the interventions are context specific – or if it – or components of it – can be scaled to reach more OOSC.

The following sections propose studies that may be completed.

6.1 Formative Performance Monitoring

To ensure that the EAC program is on track and to provide formative feedback to improve strategies and programming, the EAC evaluation team will conduct an internal, formative assessment on a regular basis. This formative assessment will use an objectives-driven performance measurement process that includes the following steps:

1. Review the PMP data from January and July of each year to ensure that EAC co-funded projects are reaching their targets for enrolling and retaining OOSC in the educational programs.
2. Review the online survey data to identify promising practices that the projects believe are having an effect on enrolling and retaining children in schools.
3. Interview EAC staff on M&E processes and procedures to determine where modifications are necessary.
4. Interview EAC project partners to gather information on the functioning of the partnership, project work, and M&E procedures.

The result of the formative evaluations will be to (a) ensure that the PMP data are collected, analyzed, and shown to be monitoring progress towards EAC objectives; (b) offer recommendations for improved processes to strengthen the work of EAC; and (c) identify promising practices that warrant further study.

As part of the formative performance review, EAC will measure the fidelity of implementation, in part through EAC project monitoring site visits. Fidelity of implementation is the determination of how well an intervention is implemented in comparison with the original program design (Mihalic, 2002; cf. Berman & McLaughlin, 1976; Biglan & Taylor, 2000; Freeman, 1977; Fullan, 2001; US Department of Education, 2006). Fidelity of implementation will be measured in the following manner.

Fidelity to Structure

a) *Adherence*. Adherence refers to whether the components of the intervention are being delivered as designed. For EAC, the M&E team will map the structure of the program against the original logic model and identify the extent to which the structure, objectives, and outcomes have changed. Analysis through interviews/focus groups with EAC staff, and partners during project monitoring

site visits and scheduled conference calls, will help identify any reasons for changes in adherence to the original structure of the program. Any changes that occur and are justified will be reflected in an updated logic model and theory of change. This process will allow the EAC program to maintain its flexible structure while still retaining a level of accountability.

Fidelity to Process

b) *Quality of delivery*. The quality of delivery refers to the manner in which EAC delivers technical support and required resources to its partners using the techniques, processes, or methods prescribed. The quality of delivery will be measured through a "quality of support" survey that partners complete. The survey will collect data from the partners against criteria which may include: effectiveness of partner technical meetings; responsiveness of EAC staff to questions/concerns from partners; timeliness of EAC visits to the field; flexibility and adaptability of processes and procedures..

c) *Participant responsiveness.* Participant responsiveness refers to the extent to which EAC partners are engaged by and involved in the activities and content of EAC. Participant responsiveness will be measured by the timeliness of data reporting; quality of data reporting; participation in EAC events; advocacy for OOSC; and responsiveness to EAC requests for information/needs.

d) *Program differentiation.* Differentiation refers to whether there are critical features that distinguish the EAC program from other similar programs.

Results for the fidelity of implementation will be included in the formative performance monitoring reports.

6.2 Case Studies

Based on the PMP data and interviews with EAC co-funded project staff and partners, the EAC M&E team will identify projects that show promising practices or interventions for reaching and retaining OOSC. Selected case studies will answer the following evaluation questions:

- What barriers to OOSC participation have been identified and how are programs successfully overcoming those barriers?
- What models or components of models have shown success in reaching and keeping OOSC in school?
- Why have these been successful and to what extent are the interventions scalable and replicable?
- Which programs have achieved expansion and/or replication to a larger scale?
- To what extent is the program cost-effective?

The studies will be conducted using a case study methodology. The overall goal of a case study is to examine the successful interventions in-depth, using a variety of methods such as interviews, observations, focus groups, and surveys to answer these questions. It is also possible to do multiple case studies, taking several cases (often with contrasting characteristics) and examining them

simultaneously. If it is found that a particular practice or intervention is common across several projects and shown to be successful at reaching and retaining OOSC, EAC will use a multi-case study approach.

In case study research, depth is prioritized over breadth; the goal is not to generalize about the larger population but to learn as much as possible from the particular case. As appropriate, some case studies may be conducted over a number of years, depending on the findings and resources available.

These case studies will form the basis of evidence for what works in reaching OOSC.

6.3 Impact Reports

To measure the impact of the EAC program and determine whether EAC is an effective model for reaching and retaining OOSC at a global level, the EAC evaluation team will conduct a meta-evaluation of the program after several years of implementation. The meta-evaluation will include the following elements:

- A review of the PMP and formative assessments and analysis of whether recommendations were implemented; how the formative assessments supported course corrections or changes in EAC processes; and whether overall PMP targets were met.
- A synthesis of the case studies that identified any promising practices as well as how and why those practices worked.
- Overall value for money analysis at both the micro and macros levels. The extent to which lessons learned and knowledge generated from EAC projects are being used for strategic planning.

These impact reports will assist EAC in refining broader strategies over time as more data and information is available to the program.

6.4 Partnering with Universities and Think Tanks

Universities and think tanks around the world engage some of the best and brightest academicians in the world. EAC will draw on the skills of these researchers by partnering with them to conduct case study research. Universities and think tanks will be identified in collaboration with EAC partners as needed.

7. Data Collection Processes for the Evaluation Component

The data collection process is often the most exciting, but cumbersome part of the M&E plan. It is critical that the process be done correctly to ensure that the projects collect valid, reliable and timely data. Without valid, reliable and timely data, it will be impossible to inform the planning and decision-making processes for EAC. The following steps outline how the EAC M&E team will collect data for the M&E system.

7.1 Select, Design, and Validate Data Collection Instruments

For the purposes of both monitoring and evaluation, the EAC evaluation team will analyze data from the online reporting tool; and and conduct interviews, focus groups and document review to gather additional information. Protocols, tools and instruments to support this variety of data collection processes will be designed and developed by the EAC team and validated through a pilot test.

7.2 Ensure Ethical Procedures & Gain IRB Approval

FHI 360 follows both US and international regulations for the protection of human subjects. As long as FHI 360 remains a collaborating partner, and to the extent FHI 360 is involved in research such as case studies, the META team will comply with the Institutional Review Board (IRB) and complete the IRB forms, submit these on behalf of the EAC evaluation team, and obtain clearance for conducting the evaluations and case studies. As the EAC program moves forward, EAA will need to consider procedures for protection of human subjects in research studies. These procedures should be resolved and/or established within the first two years.

7.3 Create a Practical Data Collection Management Plan

Once the instruments are designed and validated, the team will create a data collection plan that provides the details on:

- Who will apply each instrument
- When the data will be collected
- Where and how the data collection instruments will be applied
- How the data will be cleaned.

7.4 Design the Data Storage System

In conjunction with the design and development of instrumentation, the EAC evaluation team will develop a data storage system for housing data collected for the EAC program. This system allows for multi-level analysis and extensive data storage, which will be needed for this program. The data storage system will need to be in place prior to the initiation of any data collection.

7.5 Collect Data

Because EAC does not work alone, it is critical to ensure that all project level staff are trained on how to use the data storage system and record the data that are collected. This is of critical importance, to ensure 1) the quality of data and 2) consistency of approach across data collectors. As described in section 5.e, the data reporting system will be easy to use and include both an instruction manual and online support. The online support will enable the staff on EAC co-funded projects to receive assistance if they have questions or challenges entering and submitting data. The EAC partners will be informed of the planned data reporting system at the October 2013 partners meeting.

In terms of the case studies, EAC M&E staff will work with the partner project staff to either collect the required data, or identify in-country researchers who are able to carry out the study. The design

and methodology for the case studies will be developed by the EAC M&E team to ensure consistency across all case studies.

7.6 Clean Data and Conduct Data Quality Assessments

Data quality assessments (DQAs) determine confidence in the data used to manage a program and report on its success. Standards for data quality include: Validity, Reliability, Precision, Integrity, and Timeliness. To conduct the DQA, the EAC evaluation team will identify a leader for the DQA team who will be responsible for planning and leading the process. The team will then select the indicators to be reviewed, which usually include any indicators where data are suspect; as well as a sample of non-suspect indicators to ensure and validate the quality. Working sessions will be held with partners to review the data and identify any errors in reporting or validation issues. Recommendations will then be provided to the EAC evaluation team and in-country programs to improve the quality of any data deemed unreliable or invalid. DQAs will be conducted after each round of PMP data collection.

8. Data Analysis

Data analysis, tools and methods will be developed that are consistent with the needs of EAC and its partners. Analyses will be done to complement existing information, and build on data that are collected in the first year of the EAC program. SPSS and NVIVO will be used for quantitative and qualitative data analysis. All reports will be drafted and submitted to EAC for review (See Annual Work Plan Annex II). The EAC evaluation team will be supported to conduct analysis by FHI360 and the FHI 360 Education Policy and Data Center (EPDC) data analysts as per contractual agreements.

9. Measuring Advocacy Projects

Monitoring and evaluating advocacy work is relatively new for NGOs and donors – and one that has unique and opportunistic characteristics, and is therefore, difficult to measure. The majority of the monitoring and evaluation of advocacy work that has been done has focused on gathering qualitative data to back-up perceptions and impressions of the impact the work is having.

At the onset, advocacy projects represent one of the categories of EAC partnerships that are considered. Measuring an advocacy project contributions to EAC goals will be critical for the following reasons.

A. **To produce credible funding reports.** EAC will need to prepare credible reports for EAA and show that the inputs and resources were used to achieve identified goals. Since advocacy work often has indirect impacts on the population targeted, EAC will need to look at the project outputs to evaluate the contribution advocacy work has to the overall strategic objectives of EAC.
B. **To demonstrate that advocacy is a cost-effective way of increasing awareness of OOSC issues.** In some cases, this awareness building will lead to policy change, however it is difficult to attribute changes in policy or practice to any one intervention. Analysis of actions correlated to increased reach to OOSC will provide an indicator that the intervention may have contributed.
C. **To learn from experience.** Learning may be captured by reflecting regularly on whether the program achieved its outcomes, and collecting anecdotal and other evidence to support the underlying assumptions. EAC, working through the advocacy projects, will need to monitor the external situation to recognize and record other factors that may have influenced the target audience.

Each advocacy project will require its own approach and design to measure contributions to EAC goals.. A clear method for counting target beneficiaries , will be developed with each project depending on the nature, structure and focus of the project. Possible indicators for advocacy projects may include: the reach and frequency of messaging; number of publications disseminated about the OOSC issue; number of community capacity building events that focus on raising awareness of OOSC issues; amount of fund raising attributed to an advocacy campaign; number of local, regional, and national policies changed or modified resulting from the campaign; indications of change in tone of target audience through testimonials; and press coverage and quotations in digital media. The specialized indicators for each project will be developed in collaboration with the project team.

10. COMMUNICATIONS AND REPORTING

Semi-annual Project Monitoring reports will be prepared by the EAC M&E team summarizing results from the online data submitted. These reports will be transmitted to the Director of EAC and will focus on the progress toward targets in the reporting period. Reports will document progress on all relevant PMP indicators for a designated period of time. Technical and financial reports will be analyzed for consistency with online data submitted, and any discrepancies reported. There will also be an impact evaluation after several years of implementation, submitted to EAC.

The table below provides a list of the documentation expected.

M&E Reports	**Pertaining to:**	**Submitted to EAC Director by:**
Semi-annual Project Monitoring Report, including Baseline	Monitoring enrollment, retention, and learning achievement toward targets; quantification of intervention strategies used; perception of effectiveness; for six-month period of performance of projects, based on online data submitted by projects.	September 30 and March 30
Semi-annual Technical and Financial Reports submitted by projects	PMP indicators, project progress toward intended targets for the reporting period	January 31 and July 31
Selected Project Site Monitoring Visit Summary	Sample selection of project sites to visit for verifying of data and monitoring progress toward project intended targets	At conclusion of site visit
Case studies	Case study research as contracted	As completed
Impact evaluation reports	Achievement of targets; analysis of all primary and secondary data collected over three-four years on results of EAC funding	Multi- year intervals

11. Utilization of Results

The EAC M&E team proposes the following strategies to encourage the utilization of M&E findings throughout the life of the program.

Identify strategies to increase the likelihood that evaluation findings will be used.
The EAC M&E team will work closely with staff, partners, and key stakeholders from the EAC co-funded projects to identify key strategies ensuring reporting and evaluation findings are utilized to improve programming for OOSC. These strategies will be context and culturally specific. The strategies will also align with the needs of multiple levels of stakeholders including EAA staff, EAC staff, government representatives and policy-makers, project staff and the communities EAC is directly and indirectly serving.

Use of M&E findings to design new projects/programs to reach OOSC.
Through data collecting during the reporting cycles, the EAC M&E staff will identify projects that are successfully enrolling and retaining OOSC in schools/learning centers. Case studies (discussed in section 6.2) will identify promising practices. These promising practices will be shared internationally through conferences, events, and publications (i.e. newsletters, policy briefs, reports) with the intent of contributing to the design of effective interventions that target OOSC.

Use evaluation findings to support annual and long-range planning.
Reporting and evaluation results will be reviewed and used to inform the updating of work plans and activities in support of EAC's strategic objectives.

12. Roles and Responsibilities

The EAC evaluation team with support of FHI 360s META team will ensure that all information pertaining to the indicators and studies is collected, analyzed on time and discussed in terms of measuring program impacts. The results indicators thus analyzed will be communicated to EAC and partners to share information on the extent to which the program results have been accomplished. All this information will be sent to EAC via various contractually required reports. The following table summarizes the roles and responsibilities of key actors. Annex III provides the detailed staffing plan.

ANNEX I: PERFORMANCE MONITORING PLAN

Evaluation Question	Indicator	Definition	Disaggregation	Target	Baseline YR 1	Methods	Frequency	Timing
To what extent has EAC contributed to increased enrollment and retention of OOSC by 2015/16	The total number of OOSC that are enrolled in education programs co-funded by EAC.	*Out of school children are children of the official primary school age range who are NOT PARTICIPATING in primary school, or overage children who have not had a full primary education.* The EAC working definition of Out of School Children builds on the UNESCO definition expanding it to include the following groups or types of out of school children: Children who do not have access to a school. These children will never attend unless they gain access. Children who have access to school but who are not enrolled. These children either never enter school or will enter school late. Children who have access and have enrolled in school but who do not attend. Children who have dropped out of the education system. These children are counted as dropouts. Children in emergency and/or crisis situations. These children may be displaced and	Gender, geographic region by provinces, administrative districts, and schools; age; grade level.	10 million OOSC		Online Reporting Tool	Semi annually	July and January

Evaluation Question	Indicator	Definition	Disaggregation	Target	Baseline YR 1	Methods	Frequency	Timing
		in temporary living conditions with no schools or organized educational opportunities available. In these unique cases, provision of temporary educational opportunities may be supported. Enrollment is defined as individuals officially registered in a given educational program, or stage or module thereof, regardless of age.						
	The proportion of OOSC completing a full cycle of primary education in EAC co-funded programs. Reported as a number and percentage	Participation in all components of an educational program (including final exams if any), irrespective of the assessment of achievement of learning objectives.	Gender, age; grade; geographic region including province, administrative district, and school.			Online Reporting Tool	Semi annually	July and January
	The proportion of pupils from a cohort enrolled in a given grade at a given school year that are no longer enrolled in the following school year.	Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade	Gender, age; grade; geographic region including province, administrative district, and school.			Online Reporting Tool	Semi annually, after a full year of project operations	July and January

Evaluation Question	Indicator	Definition	Disaggregation	Target	Baseline YR 1	Methods	Frequency	Timing
	Number of person training days provided by EAC co-funded programs	The number of person training days is the number of people who attend the training multiplied by the number of days of training. A distinction should be made between accredited and non-accredited training days. One training day equals at least 6 hours of instruction provided.	Teachers;facilitators; supervisors; administrators; student leaders; community members; others; by gender			Online Reporting Tool	Semi Annually	July and January
	The number of schools constructed using EAC co-funding	Schools are safe and secure spaces in which organized group learning takes place. Schools range from environmentally appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. Temporary schools (such as tents, open spaces set aside for instruction) may be used in emergency/crisis situations.	Geographic region including province, administrative district.			Online Reporting Tool	Semi annually	July and January
	The number of schools that are refurbished using EAC Co-funding	Refurbishment ranges from maintenance such as repairing walls, to structural improvements (replacing broken windows, fixing leaky roofs, rebuilding damaged walls or roofs, and mending broken furniture).	Geographic region including province, administrative district.			Online Reporting Tool	Semi annually	July and January
	The number of classrooms that are constructed	Classrooms are safe and secure spaces in which organized group learning takes place. Classrooms range	Geographic region including province, administrative			Online Reporting Tool	Semi annually	July and January

Evaluation Question	Indicator	Definition	Disaggregation	Target	Baseline YR 1	Methods	Frequency	Timing
	using EAC Co-funding	from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. Temporary classrooms (such as tents, open spaces set aside for instruction) may be used in emergency/crisis situations. If a whole classroom block is built, individual classrooms should be counted.	district, and school.					
	The number of classrooms that are refurbished using EAC Co-funding	Refurbishment ranges from maintenance such as repairing walls, to structural improvements (replacing broken windows, fixing leaky roofs, fixing toilets, rebuilding damaged walls or roofs, and mending broken furniture). If a classroom block is repaired, the number of classrooms in that block affected by the repairs should be counted.	Geographic region including province, administrative district, and school.			Online Reporting Tool	Semi annually	July and January
To what extent are the enrollment, retention and learning data credible? Valid? Reliable?	Consistent quantitative data reported in technical, M&E and financial semi-annual reports; verified through cross-checking with partners and selected	Data Quality Assessment (DQA) through quantitative data review, statistical analysis, and data verification.	Project, enrollment, retention, and learning data			Partner reports, M&E summary reports, on-site visitation	Ongoing	As completed

Evaluation Question	Indicator	Definition	Disaggregation	Target	Baseline YR 1	Methods	Frequency	Timing
	monitoring site visits.							
To what extent is EAC an effective mechanism to reduce the number of OOSC?	Number of partnerships created to support programs targeting OOSC	The number (count) of organizations (e.g. UN agencies, bilateral donors, NGOs, INGOs, foundations, private sector, local NGOs, Government) that provide financial or in-kind contributions to programs targeting OOSC	By type of organization			EAC legal MOUs, Grant Agreements, project co-funding partners	Annually	WISE
	The amount of funding provided by EAC Co-funders	The US dollar amount of total financial contributions provided to EAC supported programs that target OOSC	By type of funder/partner			EAC project financial reports	Annually	WISE
To what extent are lessons learned and knowledge generated from EAC programs utilized for improved programming for out of school children?	The number of EAC publications released to the general public	The number (count) of publications (print/digital) that use data collected from country projects and publicize lessons learned on increasing the number of OOSC in school.	By type of publication: e.g., policy brief, working paper, newsletter, scientific report, workshop reports, and annual reports			EAC/EAA pubulications	Annually	WISE
	Number of presentations (e.g. conferences, meetings, events, workshops) conducted over the life of the EAC program	The number (count) of presentations conducted by EAC team members at domestic and international conferences; workshops; events; and meetings	By type of venue			EAC/EAA documents	Annually	WISE

ANNEX II: ANNUAL WORK PLAN

	Person Responsible	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	5-May	12-May	19-May	26-May	2-Jun
Completion of M&E Plan																		
1. Finalize M&E plan																		
EAC team finalizes M&E plan	Monika/ Audrey																	
Final M&E plan submitted to EAC	Audrey																	
2. M&E budget																		
Draft budget with Ivo	Audrey																	
Share with Francy, Lynn, Monika	Audrey																	
Finalize and submit to Mary Joy	Monika																	
3. M&E Plan completed and submitted	Mary Joy																	
Develop Data storage system	**Person Responsible**	**10-Feb**	**17-Feb**	**24-Feb**	**3-Mar**	**10-Mar**	**17-Mar**	**24-Mar**	**31-Mar**	**7-Apr**	**14-Apr**	**21-Apr**	**28-Apr**	**5-May**	**12-May**	**19-May**	**26-May**	**2-Jun**
1. Contact Sergio Somerville to discuss Database and travel to Brazil	Audrey																	
2. Travel to Brazil to meet with MOE about database	Audrey, Sergio																	
3. Review and cost out database options	Audrey, Sergio																	
4. Develop plan for finalizing database	Sergio																	
5. Contract appropriate people to adapt/develop database	TBD																	
6. Design/adapt database	TBD																	
7. Begin to populate and pilot test the database	EAC M&E team																	

Finalize online reporting tool	Person Responsible	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	5-May	12-May	19-May	26-May	2-Jun
1. Feedback about reporting tool from Mary Joy	Monika/Audrey																	
2. Share with Sergio and discuss options for development	Audrey																	
3. Agree on format/platform/process and finalize survey	Audrey/ Sergio																	
4. Develop and finalize criteria for categorizing projects	Sabrina/ Monika																	
5. Develop guidance for survey data submission	Sabrina/ Audrey																	
6. Pilot test survey	Monika/ Audrey																	
7. Discuss reporting tool at partners meeting	Monika/ Audrey																	
8. Revise reporting tool	Sergio																	
9. Send to partners online reporting tool for first round data collection	Sergio/ Monika																	
Determine HR needs for M&E team in Qatar	**Person Responsible**	**10-Feb**	**17-Feb**	**24-Feb**	**3-Mar**	**10-Mar**	**17-Mar**	**24-Mar**	**31-Mar**	**7-Apr**	**14-Apr**	**21-Apr**	**28-Apr**	**5-May**	**12-May**	**19-May**	**26-May**	**2-Jun**
1. Based on workplan, determine possible HR needs	Monika/ Audrey/ Francy/ Lynn																	
2. Develop SOW and post for recruitment	Sabrina/ Monika																	
3. Hire additional staff (i.e. analyst, database manager)	HR/EAA																	
4. Train additional M&E staff as needed	Audrey																	
5. Begin recruitment for Monika's replacement	Francy/ Audrey																	

June 2013 – January 2014

	Person Responsible	2-Jun	9-Jun	16-Jun	23-Jun	30 June	7-Jul	14-Jul	21-Jul	28-Jul	4-Aug	Sept	Oct	Nov	Dec	Jan-14
Data collection - Round 1																
1. Send out online reporting tool to Partners	Monika/Lynn															
2. Send out reminder to partners to submit data	Monika/Lynn															
3. Troubleshoot any glitches in survey	Sergio/Audrey															
4. Clean data as it arrives	Sabrina															
5. Prepare data for analysis	Sabrina/Audrey															
6. Conduct data quality assessment on data	EPDC															
7. Analyze data	Audrey/EPDC															
8. Contact partners if needed on DQA/questions on data	Lynn															
9. Draft report and submit for comments	Audrey/Lynn															
10. Finalize report on PMP data	Audrey/Lynn															

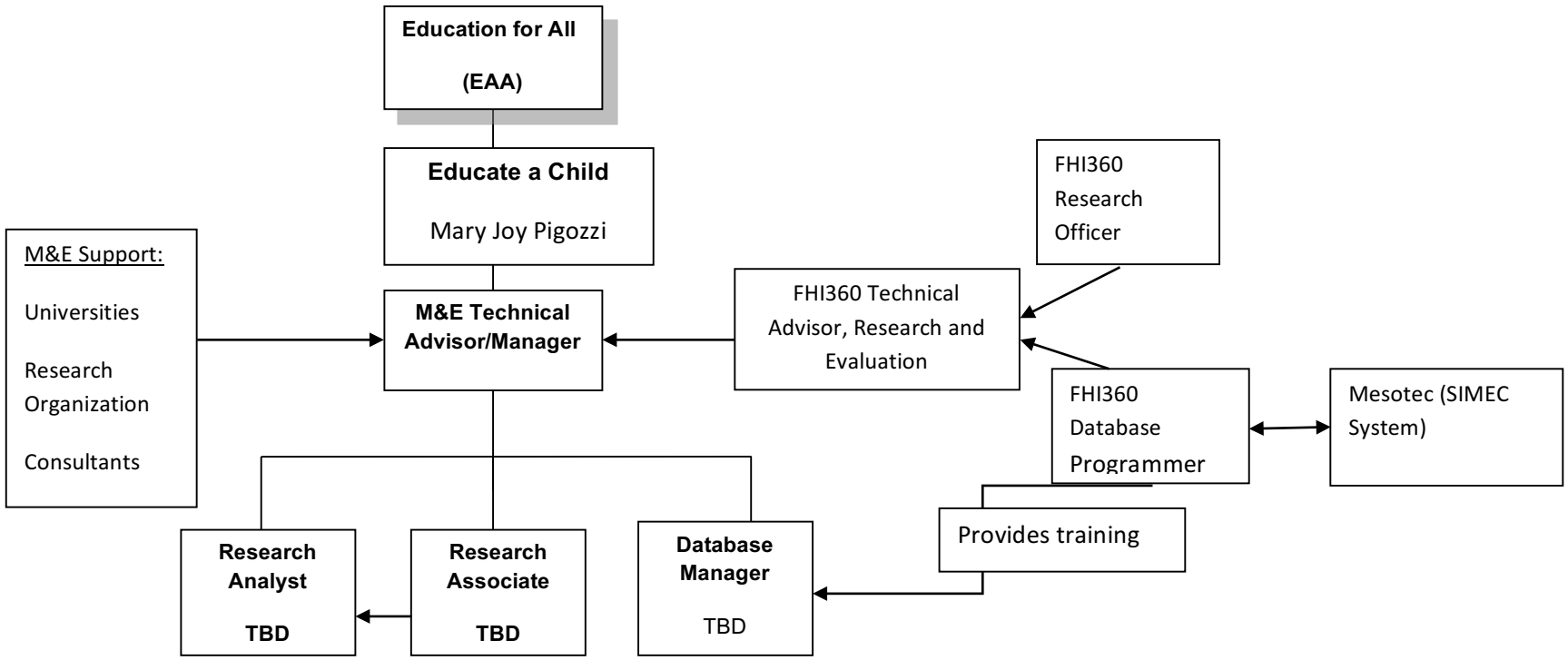
ANNEX III: STAFFING PLAN

EAC Staffing Plan

The purpose of this staffing plan is to ensure that EAC has sufficient M&E staff with the right skills and experience to ensure timely, accurate and quality data for decision-making. The following organizational chart demonstrates the possible staffing structure for the EAC M&E team.

EAC M&E ORGANIZATION CHART

The project organization chart is a graphical representation of the positions and reporting relationships of the EAC M&E staffing profile.



Role Requirements

The following is a detailed breakdown of the roles required to execute M&E work for the EAC program. It includes: the role, responsibility, skills required, number of staff required, the estimated start date, and the expected duration the staff resource will be needed on the project.

Role	Responsibility	Skills Required	Number of Staff Required	Estimated Start Date	Duration Required
M&E Technical Advisor/manager	Design M&E plan Oversee development of protocols Oversee pilot processes Oversee data collection Provide quality oversight to data analysis Oversee evaluation and research designs Oversee data quality assurance Oversee writing reports Responsible for overall quality assurance of M&E work Main interface with partners on M&E issues.	Master's degree or international equivalent in education, education psychology, evaluation or related field; PhD preferred Expert in quantitative, qualitative, and/or mixed methods research methods, statistical design and analysis, particularly as applied to program evaluation Experienced in the design, development, and maintenance of monitoring and evaluation systems as well as educational research that focuses at a program (rather than project) level Experience with meta-evaluations and systems preferred At least 15 years' professional experience working with international donors, government ministries, civil society organizations, and education policy makers in the field of education Articulate oral and written communications skills in English Fluency in Arabic or French preferred	1	July2013	Minimum 3 years

Role	Responsibility	Skills Required	Number of Staff Required	Estimated Start Date	Duration Required
		Experience working across the international donor community			
Research Analyst	Work with the M&E Technical Advisor to design formative and impact evaluations. Lead analysis on M&E data; formative evaluations, and cost-effectiveness evaluations. Design and validate protocols for data collection as needed Clean and analyze monitoring data semi-annually and finalize reports. Conduct Data verification and monitoring visits to country projects Oversee case study design and research	Master's degree or international equivalent in education, education psychology, evaluation or related field; Expert in quantitative, qualitative, and/or mixed methods research methods, data analysis, particularly as applied to program evaluation. At least 7-8 years of experience designing, implementing and analyzing research/evaluation data Survey design experience a plus Experience conducting data quality assessments. Arabic language a plus.	1 for 2013-2015. Possibly an additional person as EAC expands	September 2013	3+ years

Role	Responsibility	Skills Required	Number of Staff Required	Estimated Start Date	Duration Required
Research Associate	Provide research, analytical, and technical support on a range of studies and evaluations Effectively apply standard, routine, and well-established analytic methodologies to address structured problems and tasks. Consistently produce high quality analysis. Follow-up with partners on data quality issues; seek clarifications; gather evidence in support of data submitted Engage in limited interaction with sponsors/clients under the supervision of the Research analyst and M&E Technical Advisor. Put together draft reports with data analysis Work under close supervision on focused, well-structured pieces of research/evaluation	Education: Minimum Bachelor's degree in a relevant field or equivalent experience. Master's preferred Experience: 3 to 5 years of experience conducting quantitative research and analysis. Skills: Facility with Microsoft Office applications (Excel, Word, Access, Powerpoint); Ability to manage databases; Ability to gather and organize information on policies, systems, problems, or procedures; Strong critical thinking and organizational skills; Basic knowledge of research techniques; Ability to plan and organize tasks effectively, both as an individual contributor and as a team member; Basic, effective communication skills.	1 for 2013-2015. Possible an additional person as EAC expands	September 2013	3+ years

Role	Responsibility	Skills Required	Number of Staff Required	Estimated Start Date	Duration Required
Database Manager	Maintains and oversees the SIMEC data reporting tool in Qatar for EAC. Cleans data from data collection process for M&E staff to analyze. Provides technical support to partners when entering data. Troubleshoots challenges partners encounter in submitting data on a biannual bases. Works with M&E Research analyst and Associate to analyze data and provide information to EAC when needed.	Master's degree in computer programming; software development; and/or database programming required. At least 10+ years of experience designing, implementing and maintaining database systems. Ability to adapt systems to different country contexts.	1	September 2013	3+year minimum
Sr. Consultant Pool	Conduct country case studies including designing appropriate instruments, collecting data; analyzing data; and writing case studies. Work collaboratively with EAC M&E Technical Advisor and Research Analyst to complete work.	Master's degree or international equivalent in education, education psychology, evaluation or related field; PhD preferred Expert in qualitative, and/or mixed methods research methods, Case study design and analysis. Local country experience preferred (TBD based on case study programs) At least 10+ years of experience conducting research and/or evaluations	2-3 consultants per year depending on the number of case studies identified	Sept. 2014 – Dec 2015	Every year beginning in late 2014 as deemed appropriate

Role	Responsibility	Skills Required	Number of Staff Required	Estimated Start Date	Duration Required
Research/Think Tank Institutions	Design and conduct case studies including instrument development; data collection and analysis; and report writing. Design and conduct economic research studies Conduct impact evaluation in 2017 to determine impact of EAC after first 5 years.	Research institutions (e.g., Universities) with national or international recognition	As contracted	April 2013	April 2013-2017
FHI360 M&E Support					
Technical Advisor, Research and Evaluation (Audrey Moore)	Provide technical support to the EAC M&E Technical Advisor/Manager. Support design of M&E system/Plan Develop data collection protocols and reporting tools for baseline data collection. Analyze baseline data Draft baseline report Support design of evaluation studies and case studies as needed.	Master's degree or international equivalent in education, education psychology, evaluation or related field; PhD preferred Expert in quantitative, qualitative, and/or mixed methods research methods, cost-benefit/cost-effectiveness analysis. Experience designing and managing complex M&E systems. At least 10+ years of experience conducting/managing research and evaluation.	1	February 2013	February 2013 to December 2014

Role	Responsibility	Skills Required	Number of Staff Required	Estimated Start Date	Duration Required
Education Policy and Data Center	Support development of EAC PMP indicators Conduct data quality assessments after the baseline Support data quality assessments as needed	Experience in conducting senior level quantitative analysis. Experience and knowledge of international indicators; calculation issues; and quality management of data.	N/A	March 2013	March 2013 – December 2014.
Research Officer (Hervey)	Provide support to the design of the M&E plan. Support data analysis and report writing for the baseline. Provide support for the development of the SIMEC database as needed Support development of protocols as needed.	Master's degree or international equivalent in education, education psychology, evaluation or related field; Experience in quantitative, qualitative, and/or mixed methods research methods. Experience supporting field teams to implement PMPs. At least 5+ years of experience conducting research, monitoring and evaluation.	1	February 2013	February 2013 – December 2014.

Role	Responsibility	Skills Required	Number of Staff Required	Estimated Start Date	Duration Required
Sr. Database Design Advisor (Somerville)	Work with the Brazilian MOE to adapt the SIMEC system for use in Qatar. Support the development of an interim data reporting tool to collect baseline data. Provide training to a database specialist identified by HHO, who will oversee SIMEC in Doha. Provide M&E staff with baseline data for analysis.	Master's degree in computer programming; software development; and/or database programming required. At least 10+ years of experience designing, implementing and maintaining database systems. Ability to adapt systems to different country contexts.	1	March 2013 to March 2014.	1 year

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