Commonwealth of Learning: Monitoring and Evaluation for Open Schools Workshop (Africa Region) Evaluation Report

16th-18th August 2010, Namcol, Namibia

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1. Project Summary

Project	Monitoring and Evaluation for Open Schooling
Dates	16-18 August 2010
Location	Namcol, Namibia
Project owner	Frances Ferreira, Education Specialist, Basic Education & Open Schooling, COL
Consultant	Kirston Greenop
Beneficiaries	Representatives from OS and DL institutions form the Africa region, plus 3 additional representatives from India
Report author	Kirston Greenop

2. Executive Summary

The Commonwealth of Learning (COL) initiated and implemented a three day awareness and training workshop on Monitoring and Evaluation (M&E). This report details the session conducted for the Africa region. Twenty eight participants (54% female), from 11 African countries (plus 3 participants from India) took part in the workshop.

The following areas were covered in the training (see Appendix A for Programme):

- Introduction
- Overview of COL handbook
- Overview of M&E cycles
    - The place of M&E in open schooling
    - Strengths and weaknesses
    - List of resources and where to find additional resources
- Conceptual frameworks with a focus on long terms and short term results
- Stakeholder identification and analysis
- Results based monitoring
- Logframes overview
- Developing logframes
- Evaluation within logframes and as stand-alone entities
- Indicators
    - Development and usage of indicators
    - Strengths and weaknesses
    - Proxy versus actual indicators
    - Link to stakeholder analysis
- Develop monitoring tools
- Different kinds of evaluation
    - Overview of data analysis

This programme was designed with specific reference to the COL publication – "Results based Monitoring and Evaluation at the Commonwealth of Learning" (available on the COL website at: http://www.col.org/resources/publications/Pages/detail.aspx?PID=320).

Overall, participation was lively, full of debate and discussions. Participants were actively engaged throughout the workshop and developed conceptual frameworks, logframes and indicators for their own institutions and programmes. A diverse group participated in the workshop, from the level of tutors, lecturers to directors and principals of institutions. Each was able to adapt and develop M&E systems for their areas of relevance.

Outline of the capacity building

The COL project management system, Base Camp, was used as an electronic means to allow people to interact before the workshop. Contact was initiated by the consultant regarding completing the pre-workshop questionnaire, and some questions were posed to start a discussion around M&E. Responses to these were minimal and some participants struggled with Base Camp and some did not log in. Of those who did make use of Base Camp, their usage style was one of downloading and uploading documents rather than using the discussion platform. Over time some discussion did start with regard to introducing oneself demonstrating a trend that this may have increased if more time were available. However, this does seem to be an area that requires a 'leader' or 'champion' as the consultant could implement and develop this with time.

Participants were asked to complete a pre-workshop questionnaire (see Appendix C) concerning their previous experience with M&E, their current job descriptions, their expectations for the course and their knowledge and beliefs concerning M&E strengths and weaknesses. This questionnaire was used as a means to identify the expectations of the participants as well as draw on previous experiences and concerns regarding M&E. It also acted to sensitize and create discussions around M&E for the workshop. Main themes arising from the pre-workshop questionnaire are discussed below. Eighteen of the 28 participants (64%) completed the questionnaire.

Participants contributed actively and with concrete examples from their own institutions. As the workshop was three days long, participants were exposed to the main features of a logframe approach, and a specific focus on actively completing the elements of a logframe was undertaken. Participants used examples of projects or strategies form their own organizations (depending on their positions). The outcome was that participants learnt to create logframes, develop indicators and design conceptual frameworks for projects.

A strength of the workshop was the considerable time spent on developing specific and unique conceptual frameworks, indicators and logframes for each participant's context. The majority of

time was spent illustrating and facilitating knowledge building regarding the core concepts and in order to do this adequately, the consultant successfully utilized individual projects as the application method.

3. Participants

Twenty Eight representatives from Open Schooling (OS) and Distance Learning (DL) participated in the workshop. The countries that were represented included:

- Namibia
- Botswana
- Lesotho
- Swaziland
- Seychelles
- Tanzania
- Malawi
- Zambia
- Ghana
- Mozambique
- Nigeria
- India

The institutions represented included:

- Botswana College of Distance and Open Learning (BOCODOL)
- Centre for National Distance Learning and Open Schooling (CENDLOS)
- Directorate of Open and Distance Education (DODE, Zambia)
- Emlalatini Development Centre (Swaziland)
- Institute of Adult Education (Tanzania)
- Institute of Open and Distance Learning (IEDA, Mozambique)
- Lesotho Distance Teaching Centre (LDTC)
- Malawi College of Distance Education (MCDE)
- National Institute of Distance Education (INED, Mozambique)
- National Institute of Education (NIE, Seychelles)
- Universal Basic Education Commission (UBEC, Nigeria)
- Zambia College of Open and Distance Education (ZCODE)
- University of Education Winneba (Ghana)
- National Institute of Open Schooling (NIOS, India)
- Namibian College of Open Learning (Namcol)

The attendance register (see Appendix B) demonstrated full participation over the 3 days from all participants. Only one participant missed one day.

Fifteen of the 28 participants were female (54%), and 13 were male (46%).

The diversity of levels of participants is reflected in their role descriptions:

- Research coordinator
- Manager Lecturer support
- Director
- APEO for open learning section
- Vice principal
- Principal
- Deputy Director-Academic affairs
- Lecturer-examinations officer
- Staff member
- Student advisor-civil servant
- Tutor
- Services director
- Lecturer-head of programme
- Lecturer
- Director-student support services
- Chairman
- Joint Director Evaluation
- Assistant chief quality assurance officer
- Programme manager
- Manager-learner support
- Education Evaluator
- Area Coordinator
- Deputy Director-programmes & material development

4. Overview of Pre-workshop Questionnaire

Twenty of the 28 participants completed the pre-workshop questionnaire. Eighteen questionnaires were able to be used (the other two were un-openable due to software compatibility issues).

4.1 Description of Participants

Participants had spent on average 7 years in their respective positions, from a low of 6 months to a high of 19 years. Their responsibilities included the following broad area descriptions:

- Material development
- Monitor student progress
- Organise, coordinate and monitor examinations
- Assessment
- Lecturing

- Research
- Consultancy work
- Supervising open schools and teaching centers
- Supervising and monitoring staff
- Coordination of study centers, open schools
- Certain participants also listed strategy items as areas of responsibility
- Budgeting and management

Only 10 participants listed previous experience with M&E which was described as:

- Monitoring activities
- Proposal development (only most senior participants)
- Report writing (often conflated with M&E)
- Feedback of training sessions

Results based management and M&E was not well-known and people who did mention that they used it, described the performance appraisal of staff as the main way it was used. Only 4 people answered this portion of the questionnaire demonstrating very little knowledge of RBM and M&E.

Similarly, little experience in developing indicators existed, besides 3 people who said they had developed them before. However, results did indicate that people had a good understanding of why M&E was necessary:

> *"To ensure that all programmes are carried out as intended"*
>
> *"To assist in identifying emerging problems; To help identify success and failures to the project; Assist in making allocation of resources; Checking quality of programmes; Establish reliable database of projects/programmes' facilities and resources"*
>
> *"Value for money; Attainment of organisational goals"*

However, fewer people were able to concretely list the benefits and shortcomings of using M&E. Some of the downfalls were useful to demystify M&E in the workshop and included:

> *"The initial analysis tends to focus on weaknesses and this may not be suitable for cultures that have no flair for interrogating or criticising in public"*
>
> *"frightening to people"*
>
> *"If the process is not being followed appropriately its bound not to yield expected results"*
>
> *"All the steps should be up and working otherwise the system may collapse due to one weakly link. Also making the system a management thing may cause collapse from the junior staff who may not be that forward with it."*

All participants indicated their institutions supported M&E, and all had concrete plans on disseminating the results of the workshop to their institutions. Of concern was that most of these plans were in the form of a report, and fewer discussions or workshops were mentioned. This was subsequently an area addressed in the workshop in terms of how to get people to read your reports, how to disseminate results for effectiveness.

5. Outcomes achieved

5.1 Pre-workshop communication, activities and logistical arrangements

Table 1. *Rating of communication, logistics and venue and catering (Rating is in the form of 1 (lowest) to 5 (highest))*

Area of Rating	Average Score
Pre-workshop communication with COL	4.3
Logistical Arrangements for the workshop	4.4
Pre-workshop preparation, expectations etc	4.1
Venue	4.6
Catering	4.3

All areas were highly rated. Negative comments included the following themes:

- Catering*: Improve on catering* (1 comment)
- Base camp: *Encountered some problems when trying to download questionnaire from base camp due to forgetting passwords* (2 comments)
- Communication: *Pre-workshop communication could have be improved. We had problems in Malawi to pay for flights* (2 comments)
- Transport during the workshop: *Transport to and from the workshop venue need to take care of each day ending of the session time. Buses were delayed to pick us to the hotel (sometimes)* (2 comments)

The majority of comments were positive:

> *"It was a pleasure to participate in this workshop, it was focused refreshing and adding value to my personal and professional growth"*
>
> *"It was good to be at an open school set up"*
>
> *"Whoops! No words. Everything was done on time and yet very excellent. Keep it up"*
>
> *"The workshop was well organised. It also came at the right time"*

"The workshop was well organised and everything was done according to the plan"

5.2 Supporting materials

This section evaluated the use of Base Camp as a project management system, and the quality and usefulness of the reading materials and PowerPoint presentations.

Table 2: *Evaluation of support materials*

Area of Rating	Average Score
The use of Base Camp	4.3
Reading materials	4.3
Presentation materials	4.6

Sixteen people evaluated Base Camp, which is in line with the 15 people who made use of Base Camp. Five people mentioned not being aware of Base Camp or having trouble logging on. Others asked for the materials to be uploaded onto Base Camp, which was done. Comments regarding the materials were exceptionally positive:

"Handout materials and other electronic media were effectively used and at appropriate times"

"It will be good if the presentations are uploaded on the basecamp for participants"

"The materials were of good value because they were relevant to what was being offered by the facilitator"

"I found the support materials more useful to needs of my institution"

"Interaction with facilitator bridged the critical learning space"

One participant suggested that examples of evaluation reports and monitoring tool/reports be provided. This would be an excellent resource to add to the collection of resources al=ready provided for any further workshops.

5.3 Facilitation

Overall facilitation skills were highly rated, with content knowledge being rated the highest. Two participants did comment that the pace was too fast for them, but this was also associated with their general discomfort with English ("*she facilitate as well, although she speak very fast and some of us which are no fluent in English speaking it becomes difficult to understand*").

Table 3. *Evaluation of facilitation skills*

Area of Rating	Average Score
Facilitation skills	4.5
Interaction with participants	4.5
Ability to handle debate and discussions	4.5
Ability to answer questions	4.7
Content knowledge	4.8
Pace of workshop	4.2

These from this section included:

Open Schooling content:

> *"We needed to get more examples on open schooling set up than other areas"*

Facilitation:

> *"A pleasure to watch and follow"*
>
> *"Very friendly facilitator that created a very relaxed atmosphere throughout the sessions"*
>
> *"The participant groups should have been asked to present the "framework" prepared by them (component by component) …so that the others could comment on it and benefit"*
>
> *"Facilitator was very good at giving real examples and relating her experiences"*
>
> *"Very knowledgeable facilitator. Very good interaction with participants"*
>
> *"The workshop was more hands on and the pace was accommodative of the participants"*

5.4 Content of the Workshop

This portion of the evaluation focused on the content and also provided a measure of whether the impact indicators had been met. These self-report measures will be complemented by the activity the participants were requested to provided 2 weeks after the workshop.

Table 4. *Evaluation of the workshop content and impact indicators*

Area of Rating	Average Score
Ability to develop logframes	3.9
Ability to develop indicators	4.0
Overall understanding of M&E	4.1
Content met my needs for professional development	4.3
Content met my needs for my workplace	4.3

Confidence in being able to implement logframes	3.9

The participants felt the workshop content met their needs both professionally and aligned to their workplace. There was a general sense of being able to undertake and develop logframes and indicators, but less confidence in the ability to do so (although the rating is still closer to 4 (good ability) than 3 (neutral ability). Once the activities are submitted, the ability to undertake these activities will be able to be determined. This slight lack in confidence is illustrated in the following quote: "*There is a need for an after workshop follow-up to encourage application of knowledge gained and mentoring*"

Useful content was reported as:

> *"Unpacking the M&E, conceptual framework, logframe, indicators, monitoring and evaluation explanation and links with RM"B (4 resonses)*
>
> *"Monitoring versus evaluation" (2 responses)*
>
> *"All" (responses)3*
>
> *"Logframe development" (3 responses)*
>
> *"Indicators" (3 responses)*
>
> *"The type of evaluation and the bases for it" (2 responses)*
>
> *"Development of conceptual framework" (3 responses)*
>
> *"Stakeholder analysis"*
>
> *"Ethics of data collection and the drawing up of indicators and objectives (SMART")*

The above demonstrates that participants have identified all of the objectives of the training workshop.

Content areas to improve or expand:

> *"More on logframes" (3 responses)*
>
> *"M&E is a very length topic. It would be better to phase it"*
>
> *"Data collection, sampling, analysis" (2 responses)*
>
> *"Developing indicators - since some departments might not have a functioning M&E department"*
>
> *"Ability to develop indicators and conduct evaluation of a project"*

"Follow up workshop to be exposed more in monitoring and evaluation"

"Clarify indicators from objectives and also types of evaluations vs. stages of evaluation"

"Development of conceptual framework"

"More focus on evaluation, sample questions would be useful" (responses)

[Certain responses indicate that participants answered this question with a list of areas they need to improve rather than the workshop]

6. Evaluation of the impact indicators

Three impact indicators were identified for this project:

1. Participants demonstrate an increased understanding of Monitoring and Evaluation
2. Participants' ability to write their own indicators as pertaining to their work in open schooling
3. Participants' participation and ability to contribute to the Monitoring and Evaluation Framework

Appendix F below has the monitoring and evaluation frameworks from 8 participants (some of whom worked together to produce the frameworks). All frameworks demonstrate an improved and practical knowledge of monitoring and evaluation. Each was provided with feedback on the frameworks. With increased exposure and experience of using these frameworks, the level of complexity will increase. This was seen in the workshop as the majority of participants had had little to no exposure to the actual development of frameworks or the concepts they contained. The final frameworks produced demonstrated that participants learnt the understanding and application of these concepts.

Within the frameworks, participants were able to produce indicators. These were also produced in groups in the workshop and some participants took this learning and added them to their M&E frameworks. The production of indicators was seen as one of the most useful parts of the workshop.

The feedback forms also demonstrate that participants actively engaged with the workshop, valued the practicle hands-on approach and would have liked even more of it. The production of the frameworks demonstrates that these participants are able to contribute to developing a framework which will have value to their personal projects and the organization more generally.

7. Lessons learnt

- The need for the content of the workshop was widely expressed. The objectives were met and plans to disseminate the workshop learnings were documented

- The ability to develop conceptual frameworks, indicators and logframes was apparent and the extent to which this was met will become apparent when the activities are sent in. Indications from the workshop are positive. See Appendices for the templates produced, the handouts for the workshop and examples of the logframes produced by participants.
- The methodology of the workshop focusing on the action of developing logframes, indicators, stakeholder analyses, and conceptual frameworks was effective, but limited time did not allow general feedback to the group to take place. Some participants raised concerns that 3 days was insufficient time. However, the consultant felt that the time was appropriate and individual feedback was given. For the extra benefit of presenting to the group, the associated cost of an exra day does not seem feasible. As the activities were done in groups, and developed as individual products, the amount of feedback from peers and the consultant was sufficient.
- The lessons of the activity that participants need to complete on their own and submit on the 2nd September will be assessed once this is completed
- Base camp not so successful, but has large potential and excitement over it was evident
- The workshop was unable to draw common indicators together due to range of levels of participants and many not interacting or aware of strategy level ideas of the organization. Thus a lot of time spent discussing how what they do links to greater issues for the institution and country. Thus a follow up or independent work needs to be undertaken by each institution to communicate and develop this with their colleagues
- The focus on starting with the conceptual framework contextualized the rest of the workshop and should remain a focus when asking people to implement such tools
- Having the COL handbook as an anchor of a resource to use through the workshop was beneficial. After this workshop, the resources developed, and templates designed and compiled could be combined to form a pre-workshop reading list.
- Further communication with participants on how they develop and implement their learning could be undertaken at a later stage. The benefits reflected in participants' feedback demonstrates the ability and awareness to integrate M&E principles at a project and strategy level, depending on the position of the participant.

Appendix A – Programme

Day 1		
Time	Description	Activities
8:30-9:30 am	Official opening	
9:30-10:00	Tea	
10:00-10:30	COL outline of project planning and introduction to handbook	
10:30-11:30	Overview of monitoring and evaluation cycles, their place in OS , strengths and weaknesses, people's experiences, list of resources and where to find them	Group discussion, presentation of list of resources including COL document as well as extra reading
11:30-13:00	Conceptual Frameworks, with a focus on results (long term to short term)	Develop Conceptual Framework in small groups. Template provided
13:00-14:00	Lunch	
14:00-15:30	Stakeholder identification and analysis	Utilise template to create stakeholder list, roles, responsibilities
15:30	Working tea?	
15:30-16:30	Review of day with a re-cap focusing on results based monitoring	Refer to hand book
Day 2		
8:30-9:00	Recap	Outline previous day's work
9:00-11:00	Logframes	Introduction to logframe examples
11:00-11:30	Tea	
11:30-13:00	Developing logframes – up to point of monitoring	Use own project and develop logframe (from input to output)
13:00-14:00	Lunch	
14:00-15:30	Logframes – evaluation	Focus on evaluation – outcomes and impact
15:30	Working tea	
15:30-16:30	Evaluation	Evaluation methodologies, quantitative and qualitative, strengths and weaknesses, ethics and protocols
Day 3		
8:30-9:00	Recap of Day 1 and Day 2	Answer any questions
9:00-11:00	Indicators – development and usage. Strengths and weaknesses. Proxy versus actual indicators, link to stakeholder analysis	SMART indicators concept, development and small group work
11:00-11:30	Tea	
11:30-13:00	Develop own indicators	Present to group

	Integrate indicators into logframe Develop monitoring tool	Present example of monitoring tool
13:00-14:00	Lunch	
14:00-15:00	Reporting	Report structure, roles and responsibilities, function and plan to integrate into project planning
15:00-15:30	Tea	
15:00-16:30	Activity to be completed in 2 weeks	Outline activity below and explain expectations.
	Closure	Final questions

Appendix B – Attendance Register

1. Facilitator Name: K. Greenop
2. Date: 16-18 August 2010
3. Sponsor for training: COL
4. Host Venue: NAMCOL
5. Contact person : Frances Ferreira
6. Phone/Email: fferreira@col.org

#	Pre-quest ?	Activ-ity?	NAME	SURNAME	INSTITUTION	OCCUPATION / POSITION	DEMOGRAPHIC INFORMATION				
							Email	Gender	Days of training - Signature		
								Male/ Female	DAY 1	DAY 2	DAY 3
1											
2											
3											
4											
5											
6											
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26											
27											
28											

***A representative from the site to please complete the section below to confirm that the training took place as indicated on the register:**

DATA VERIFICATION:

Name	Designation	Date	Signature/Stamp of Verifier

OFFICE USE ONLY

Validation Signature:

Date

Appendix C – Pre-Workshop Questionnaire

Dear Participant,

This pre-workshop questionnaire was designed to get to know your environments, needs and requirements in M&E better. Please could you complete the questions to assist to create a workshop that will be of the most benefit to you.

Context Information

Name	
Email	
Organisation	
Position	
Years working in this area	
Responsibilities (5 main areas)	
Please describe one of your main projects here (and possibly the one you would want to develop an M&E system for)	

Previous experience – leave boxes blank if they do not apply to your experience

Please describe any previous experience you have had using monitoring and evaluation	
Please describe if you have used a results-based management process – describe the process you used	
Please describe any	

experience you have had in developing indicators – explain how you did this	
Describe any experience that you have had of a project that has successfully used a results-based management system	

Expectations

What do you think are the most important reasons for using monitoring and evaluation in projects?	
What is the benefit of using an approach such as the RBM and logframe approach?	
What are the downfalls of such an approach?	
How can the approach be improved, if at all?	
What do you expect to benefit and/or learn from this workshop?	

What will you do once you have completed the workshop in terms of M&E of projects? Give a specific example	
Do you have the support of your organization for these activities? If yes, how. If no, why not?	
How will you disseminate the learning to your organization?	

Thank you for taking the time to complete this questionnaire. It is greatly appreciated.

Appendix D – Feedback forms

Workshop Evaluation Form

Workshop Name	
Workshop Dates	16th - 18th August 2010
Workshop Venue	Windhoek, Namibia
Facilitator Name	

Please take a moment to complete this workshop evaluation form in order to assist us to improve the programme and also assist you further.

1. Pre-Workshop activities, communication and Logistics

Please could you rate the following on a scale of 1 to 5

	1. Very Poor	2. Poor	3. Neutral	4. Good	5. Very Good
a) Pre-Workshop communication with COL					
b) Logistical arrangements for the workshop					
c) Pre-workshop preparation – in terms of expectations and requirements being set					
d) Venue for training					
e) Catering of workshop					

Comments:

2. Support Materials

	1. Very Poor	2. Poor	3. Neutral	4. Good	5. Very Good
f) The use of Base Camp as a way to stay in touch and prepare					
g) Reading materials					
h) Presentation materials					

Comments on the support materials:

Any additional support that would have been of assistance:

3. Facilitation

	1. Very Poor	2. Poor	3. Neutral	4. Good	5. Very Good
i) Facilitation skills					
j) Interaction with participants					
k) Ability to handle debates and discussion					
l) Ability to answer questions					
m) Content Knowledge					
n) Pace of the workshop (not too fast or too slow)					

Any comments on the facilitation:

4. Content of Workshop

	1. Very Poor	2. Poor	3. Neutral	4. Good	5. Very Good
o) My ability to develop logframes					
p) My ability to develop indicators					
q) My overall understanding of monitoring and evaluation					
r) Extent to which content met my needs for professional development					
s) Extent to which content met my needs in my workplace					
t) My confidence in being able to implement the logframe					

Areas of content that you found very useful:

Areas of content that should be improved or developed further:

5. General

Two positive features of the workshop:

Two negative features of the workshop:

Thank you for taking the time to complete this feedback form.

FOR OFFICE USE ONLY:	
	Code/Unique Identifier
Name of capturer	Date of capture

Appendix E – Final Activity to be completed post-workshop

Final Activity: Develop an M&E Framework document for your project, programme or institution. Use the above steps to create the sections required (example template to be presented):

- Introduction
- Conceptual framework
- Stakeholder analysis
- Logframe
- Indicators
- Monitoring tool
- Evaluation tool

Appendix F – Examples of work produced by participants

Tanzania Example

Dr Fedelice Mafunika

Mr. Tadei Mamba

MONITORING AND EVALUATION WORKSHOP NAMCOL

1.0 Introduction

In Tanzania the need for post-primary education has steadily been increasing as a result of Primary Education Development Programme (PEDP) introduced in 2002 which aimed at increasing access to primary Education. In order to match with the growing enrollment of students in primary education, the government has invested much on expanding secondary education under the Secondary Education Development Programme (SEDP) initiated in 2004. On the other hand, secondary education through distance and vocational training is emphasized as parallel learning to increase access to secondary education. Despite of these government initiatives to increase access to secondary education, yet there are more primary graduates and youths who miss this opportunity. To address this problem the Institute of Adult Education (IAE) has designed the Integrated Post-primary Education (IPPE) programme which is considered an appropriate initiative for providing parallel learning opportunity beyond the basic primary education.

1.2 The Integrated Post- Primary Education Programme (IPPE)

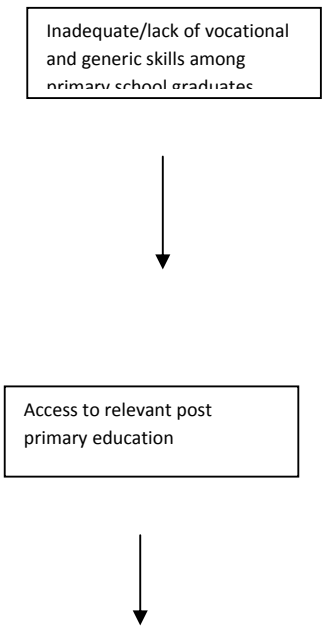
Integrated Post-primary education (IPPE) is a non formal education programme designed to provide integrated knowledge and vocational skills to adolescents, youths who have completed primary education and adults formal system but did not have an opportunity to access secondary education through. The Institute of Adult Education (IAE) with the support from UNICEF has designed this programme in order to promote access, equity and quality

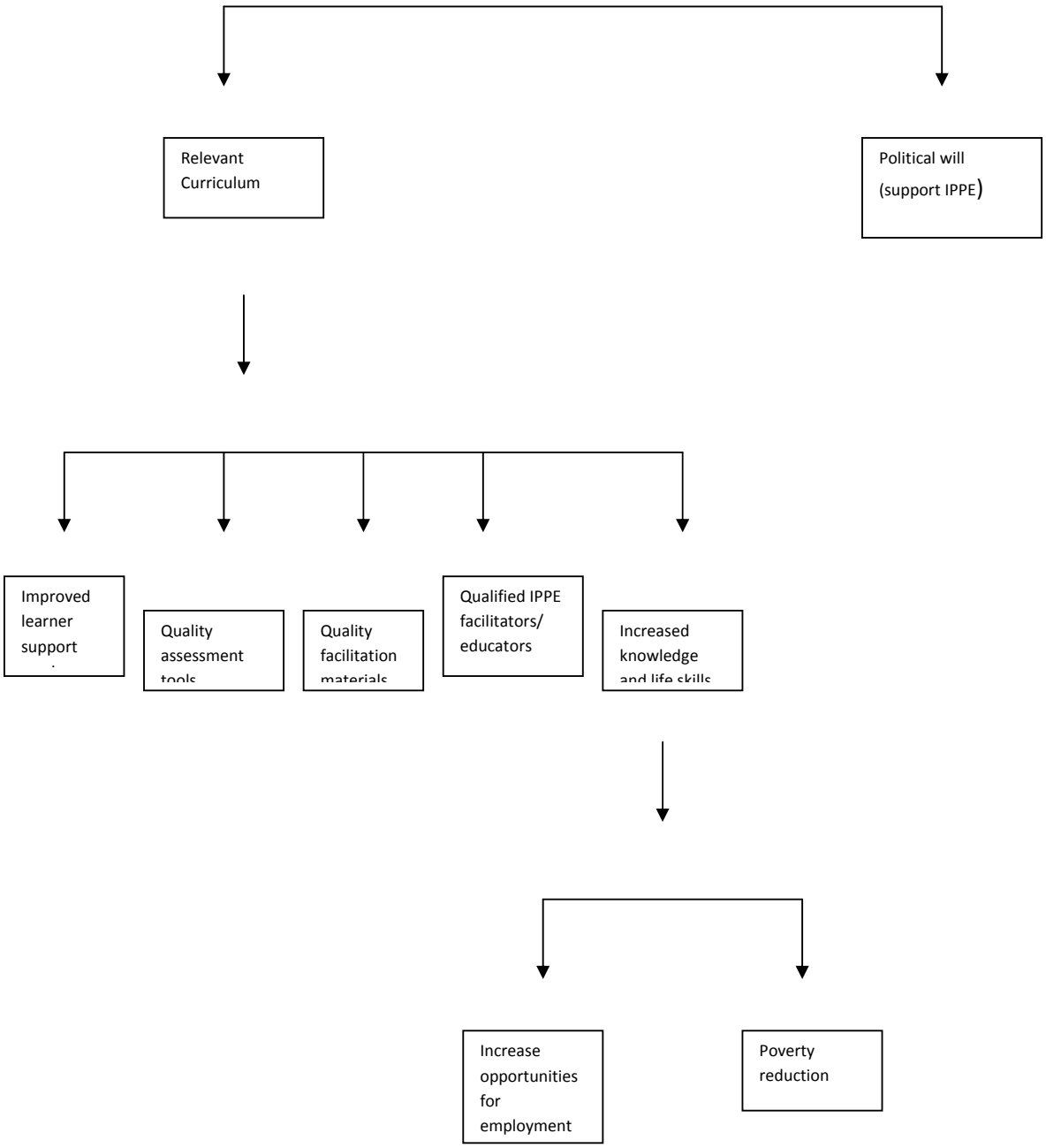
of education. IPPE programme will be piloted in seven districts namely; Temeke, Bagamoyo, Mtwara Rural, Makete, Magu, Hai and Siha.

2.0 Integrated Post Primary Education (IPPE) M&E Framework

Area	Description
Vision	To become a centre of excellence that maintains a learned and informed society
Mission	To design, develop and implement quality adult and continuing education programmes and provide knowledge and skills required for sustainable development
Goal	Increase access to educational opportunities for graduates of basic education and help them to acquire knowledge, skills and develop personality that would enable them function effectively and n the communities and society as a whole
Aims	Increase access to post primary education
Objectives	• To promote continuing education • To provide opportunities for acquisition of knowledge vocational and generic skills to marginalized youths and adults • To promote interpersonal understanding, effective citizenship, participation in developing activities moral and ethical character • Assist learners to make decision about career options

2.1 IPPE CONCEPTUAL FRAMEWORK




Relevant Curriculum
Political will (support IPPE)
Improved learner support
Quality assessment tools
Quality facilitation materials
Qualified IPPE facilitators/ educators
Increased knowledge and life skills
Increase opportunities for employment
Poverty reduction

3.0 STAKEHOLDER ANALYSIS

Stakeholder Group	**Interest(s) at stake in Relation to Programme**	**Effect of Program on Interest (s)** **+ 0 -**	**Importance of stakeholder for success of Project** U= Unkown 1 = Little/No Influence 2 = Some Influence 3 = Moderate 4 =Significant Influence 5 = Crucial Influence	**Degree of Influence of stakeholder over Programme** U= Unkown 1 = Little/No Influence 2 = Some Influence 3 = Moderate 4 =Significant Influence 5 = Crucial Influence
Pontetial learners (youths, adults and adolescents)	• Acquire knowledge, vocational and generic/life skills	+ • Opportunity to further educ. and Training •Employability	5	4
UNICEF (Funders)	• Poverty reduction/ Increase access to education • Increase access to education among disadvantaged groups	+ • Enhanced international relationships • (-) when there are no proper feedback of the programme implementation	5	5
IAE (Programme owner)	• Provision of quality vocational and generic skills • Serving the community • Technical and professional l support	+ • Create good public image of the organization • Enhanced local and international relationship • Recognition	5	4
Ministry of Education and Vocational Training (MoEVT)	• Policy maker • Ensure quality of the programme • Increase access to education • Reduce Poverty • Build sound nation	+ • Enhanced productivity • Create employment opportunities • Increased patriotism	5	4

3.1 Indicators

a) Increase number of learners in the community who get access to post primary education

b) Increased self reliance of youths, adolescents and adults through application of knowledge and vocational skills obtained in training.

c) Reduce Crimes among adolescents and youths who have been acquired generic skills.

STAGE IN PROJECT PROCESS	**Stakeholders**	**TYPE OF PARTICIPATION**			
		Communication (one-way flow)	**Consultation (two-way flow)**	**Type of Communication**	**Date and person responsible**
Initial Assessment	Potential learners (youths, adults and adolescents)	x		Oral	
	UNICEF (Funders		x	Oral Quarterly report	
	IAE (Programme owner)		x	Oral monthly report	
	Ministry of Education and Vocational Training (MoEVT)	x		Quarterly report	
Design	Potential learners (youths, adults and adolescents)	x		Oral	
	UNICEF (Funders		x	Written Report	
	IAE (Programme owner)		x	Written Report	
	Ministry of Education and Vocational Training (MoEVT)	x		Presentation Written Report	
Implementation	Potential learners (youths, adults and adolescents)	x		Oral	
	UNICEF (Funders		x	Written Report	
	IAE (Programme owner)		x	Written Report	

	Ministry of Education and Vocational Training (MoEVT)	x	x	Presentation Written Report	
Monitoring and Evaluation	Potential learners (youths, adults and adolescents)	x	x	De briefing Written Document	
	IAE (Programme owner)	x	x	Written Report	
	Ministry of Education and Vocational Training (MoEVT)	x	x	Presentation Written Report	

Area of project/ strategy item	**Inputs**	**Activities/ process**	**Output**	**Outcome**	**Impact**
From vision, mission, objectives etc	Resources, financial, environmental, human etc	Describe activities (will be the same as work plan but as a description)	QUANTITY not quality	Effects of the programme – what you believe will change	Long term effects (3-5 years), large scale, often country wide
Need Analysis Feasibility Study	• IAE Practitioners • District Commissioners • District Executive Director • Parents • Non governmental organizations • Head of Secondary schools • Principals of Vocational Colleges • District, Ward educational officers • Local governments	• Receive views and opinions on the feelings about the programme • Analyse the availability of resources • Identify the need of the community • Assessing the knowledge, skills gap between in the community • Conducting interviews, filling questionnaires and analyzing data	• A document of needs of the community prepared • Resources for the programme identified	• Understanding the needs of the community • Increased awareness on availability of resources, the motives of the community towards the potential programme • Awareness on the strategies on how to implement the programme	• Relevance of the programme • Sustainability of the programme
Materials Development	• Participants • ICT facilities • Logistics • Expertise/consultancy	• Orientation to part-icipants • Designing and developing modules	At least five subject draft modules developed/ in place	• Understanding Materials development process • Increased access to materials • Quality materials developed • Enhanced facilitators supports	• Improved livelihood • Reduced poverty • Increased patriotism
Training of IPPE facilitators	• Expertise • Financial support • Logistics • Training materials	• Learners/ facilitators familiarization to the course • Two months training	20 IPPE facilitators trained	• Ability to apply adults facilitation methods • Ability to carry out effective assessment • Ability to support learners in learning	• More opportunities to quality and relevant post primary education • Increased Employability • Improved live standard of the people • Reduced crimes • Reduced poverty

Awareness creation and mobilization	• Expertise • Financial support • Logistics • Education practitioners	• Seminars and presentation of the rationale of the programme	50 potential learners recruited, educational stakeholders participated	• Learners, community familiarization of the intention of IPPE programme	• Increased awareness of IPPE

5.0 Overview of Methods of Data Collection

The following table provides an overview of major methods collecting data during the Feasibility study

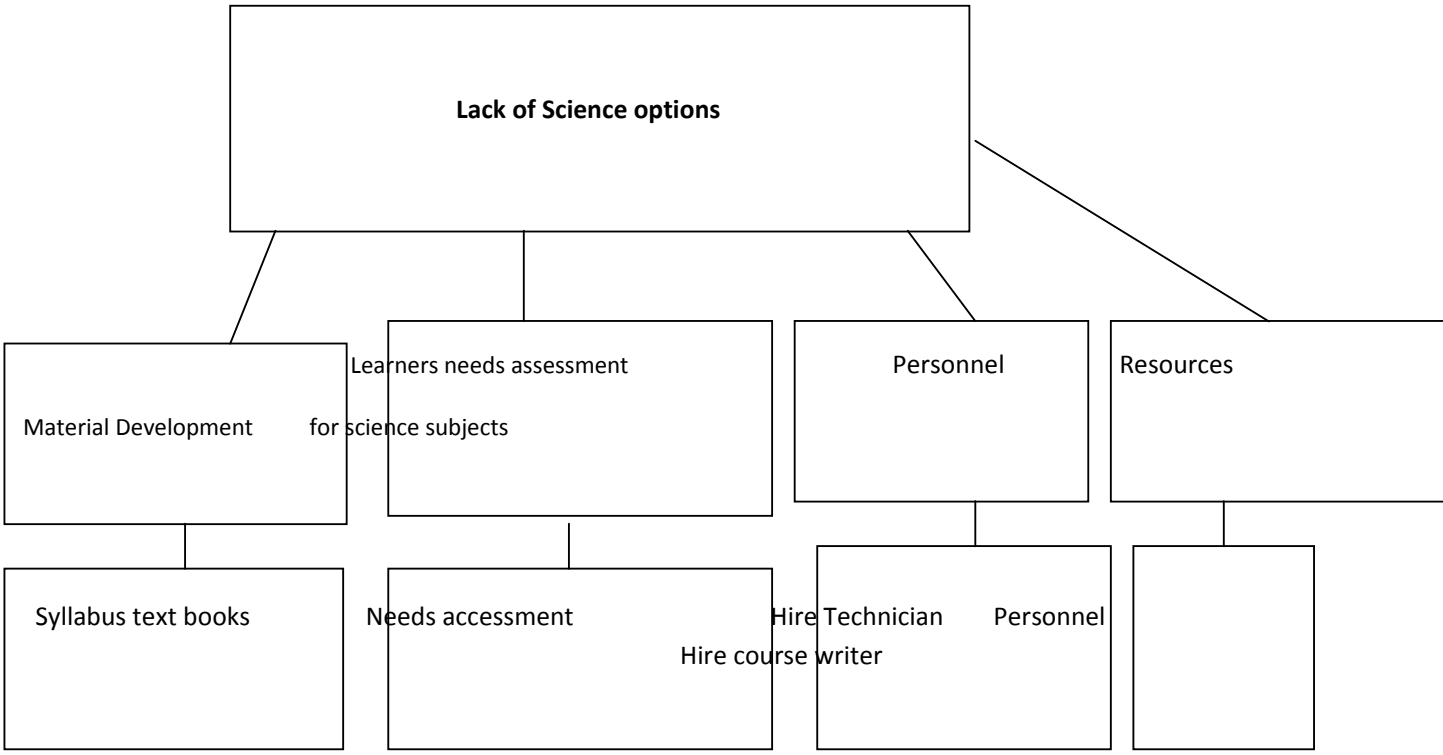
Method	People involved	Overall Purpose
Questionnaires	Heads of Schools, Ward Education Coordinators, District Planning Officers, Municipal Planning Officers,	-To gauge the readiness of the officers to support the programme - Identify learners needs that informants has identified in their districts
Interviews	District Commissioner, District Executive Directors, College Principlals	-Acquire experience and strategy on how to facilitate vocational skills
Focus group discussion	Graduates of primary education, secondary drop out, parents, business persons	- identify learners' needs - modality how to implement the programme - Familiarization of the programme

Swaziland Example

Glen Mazibuko

Programme/project/organization M&E Framework

Area	Description
Vision	To be a leading ODL provider in the country
Mission	Emlalatini Development Centre is an institution committed to providing access to quality and affordable education to the youth and adults in Swaziland through distance learning.
Goal	To provide science options to enable the students to pursue science courses at Tertiary level.
Aims	• To hire relevant personnel i.e. course writers, content editor, laboratory technician. • To provide training on materials development for distance learners for all persons involved in course development • To develop science course materials. • To refurbish the science laboratory. • To produce the science materials.
Objectives	



Methodology

- Programmed contracts sessions
- Modules
- Training for course development and tutor

Sakeholder Analysis

Stakeholder Groups	Interest(s) *at Stake* in Relation to Program	Effect of Program on Interest(s) + 0 -	Importance of Stakeholder for Success of Project U – Unknown 1 – Little/No Importance 2 – Some Importance 3 – Moderate Importance 4 – Very Important 5 – Crucial Player	Degree of Influence of Stakeholder over Program U – Unknown 1 – Little/No Influence 2 – Some Influence 3 – Moderate Influence 4 – Significant Influence 5 – Crucial Player
Learners	**Recipient**	+	3	1
Government (Ministry of Education & Training)	**funder**	+	5	5
Course developer	**Write the material**	+	5	3

facilitator	**To train course writers, content editors and lab. technician**	+	5	5
Content editor	**To edit content**	+	5	4
Graphic designer	**To insert relevant graphics**	0	3	3

STAGE IN PROJECT PROCESS	TYPE OF PARTICIPATION				
	Stakeholder	**Communication (one-way flow)**	**Consultation (two-way flow)**	**Type of communication (Reports, emails, verbal, workshops etc)**	**Date and person responsible (Exact dates, and should also be in work plan)**
Initial Assessment	Learners		❖	Enrolment forms Tutorial letters	Only once at beginning - Principal
Design	Govt. (MOE) Facilitator		❖	Verbal Report Telephone, emails,verbal,report	4 X a year Principal Weekly – vice-principal
Implementation	Course developers & content editors, workbook editor graphic designers				
Monitoring & Evaluation	Course developers Workshop facilitator		❖	questionnaire	Daily – attendance register

					At end of workshop – Questionnaire/ Workshop facilitator

Logframe

Area of project/ strategy item	Inputs	Activities/ process	Output	Outcome	Impact
From vision, mission, objectives etc	*Resources, financial, environmental, human etc*	*Describe activities (will be the same as work plan but as a description)*	*QUANTITY not quality*	*Effects of the programme – what you believe will change*	*Long term effects (3-5 years), large scale, often country wide*
Science material Development	2x course writers 2x content editors 1 Lab Technician 1X Graphic designer Facilitator Financial budget Relevant document	Engage facilitator Workshop solicit funds Identity and train writers & editors Workshop logistrar Developing materials	2 trained writers 2 trained editors 1 writers/ editors workshop. 4 drafts & final modules	Quality modules in place Science modules available Increase enrolment	More students in Science at Tertiary institutions in the country.

Seychelles Example

Rosianna Jules and Sandra Nizeyimana

Reaching Out To In-Service Teachers through the D2DE Course

Brief Introduction

The D2DE Course is a two –year Diploma in Primary Teacher Education Course offered through Distance Education. The course targets in-service primary teachers holding a Diploma Part I Certificate as well as those holding a Trained Teacher Certificate of at least two years and having more that ten years of teaching experience.

This D2DE course aims to equip the in-service primary classroom teachers with new competencies so that they will be able to adopt a more reflective and team-based approach to enhanced students' learning. The course is delivered through self-contained print-based materials developed by different teams of qualified subject tutors. The print-based materials have been pedagogically designed for self-learning and easy comprehension.

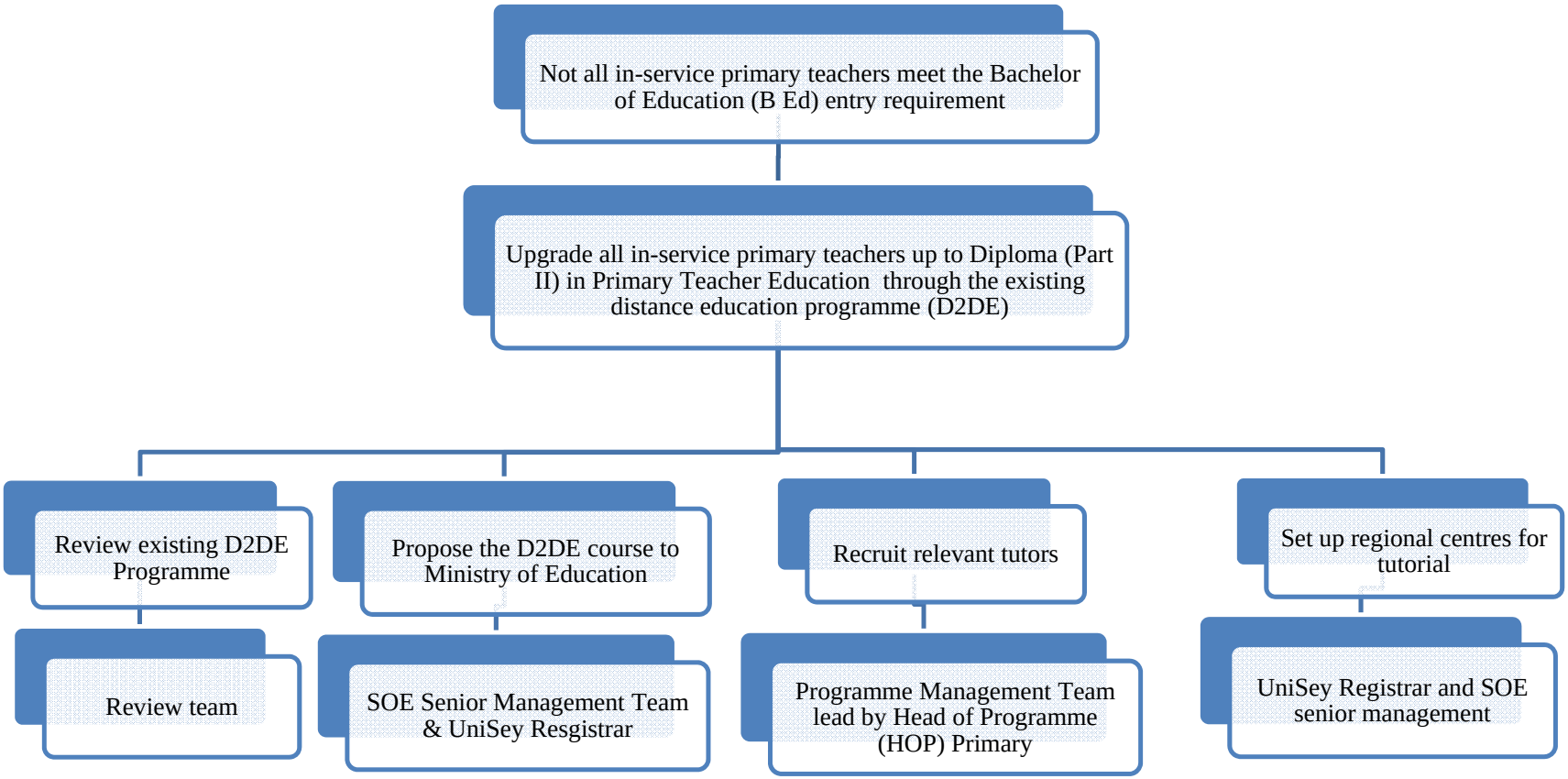
One successful completion of the Course the candidates will:

- be better qualified for their chosen profession;
- get a raise in salary as per the Teachers Scheme of Service;
- be illegible to be considered on the Teacher Specialist Cadre Scheme;
- be able to apply for Bachelor in Primary Education Degree Course.

The D2DE course was offered by the National Institute of Education (NIE) under the auspice of the Ministry of Education (MOE). A group of in-service primary teachers completed the course in 2009. Because of the phasing out the NIE in December 2009, some teachers who could not enrol at that time have not been upgraded to Diploma part II.

Now that the school of Education (SOE) in the University of Seychelles (UniSey) has taken over the mandate of teacher education and training, the SOE is now proposing that the D2DE course is offered to the remaining in-service primary teachers. It should be noted that the NIE Diploma (Diploma part II) is the main entry requirement for the two- year Bachelor of Education (B Ed) degrees offered by SOE (UniSey) in partnership with the Edith Cowan University (ECU) in Australia.

CONCEPTUAL FRAMEWORK



LOGFRAME

Area of project/ strategy item	**Inputs**	**Activities/ process**	**Output**	**Outcome**	**Impact**
From vision, mission, objectives etc.	*Resources, financial, environmental, human etc*	*Describe activities (will be the same as work plan but as a description)*	*QUANTITY not quality*	*Effects of the programme – what you believe will change*	*Long term effects (3-5 years), large scale, often country wide*
Review the existing D2DE programme	Review team (9 members - 1 person per subject) Budget (printing, photocopying, Existing D2DE programme documents Allocate time for review	Make available the existing D2DE programme document for the review team Review team to review course documents within 5 months (Oct. 2010-Feb. 2011)	1st Progress Report mid Nov. 2010. 2nd Progress Report by 10 Jan. 2011 First draft by Feb. 2011 Final Draft of reviewed programme by the end of March 2011	A more effective programme Better qualified and motivated teachers Increased students' performance Increased professional capacity	Strengthened educational system and improved quality of education Improved holistic development of the society (e.g. intellectually, economically, socially and politically)
Propose the D2DE course to Ministry of Education	MOE officials UniSey Registrar and SOE senior management	Consultation with MOE officials Writing of letters and other official	MOE accepts the proposed course MOE provides in-service primary	In-service primary teachers are qualified with a Diploma part II making them eligible for entry on	Strengthened educational system and improved quality of education

	The reviewed course	requirements	teachers for the course In-service primary teachers needing upgrading are enrolled on the course	the B Ed programme	Improved holistic development of the society (e.g. intellectually, economically, socially and politically)
Recruitment of relevant tutors	SOE Management team Budget (printing, remuneration of tutors, etc) Relevant tutors Tutoring guidelines	Set up criteria for selection of tutors (with reference to teaching load, expertise and experiences) Advertise vacancy Selection and interviews tutors Induction of tutors	5 relevant tutors per subject (1 tutor per region) Pool of tutors	Relevant tutors tutoring In-service primary teachers are attending tutorial sessions	Strengthened educational system and improved quality of education Improved holistic development of the society (e.g. intellectually, economically, socially and politically)
Set-up regional centres	UniSey Registrar and SOE senior management Existing infrastructures (primary school) Relevant Tutors (1 tutor per region) Transportation to and from	Consultation with MOE officials and school management regarding venue for regional centre. Consultation with tutors and the participants regarding	5 Regional centres have been set-up Tutorials effectively taking place at the regional centres as per schedule	Candidates are successfully completing the different modules	Strengthened educational system and improved quality of education Improved holistic development of the society (e.g. intellectually, economically,

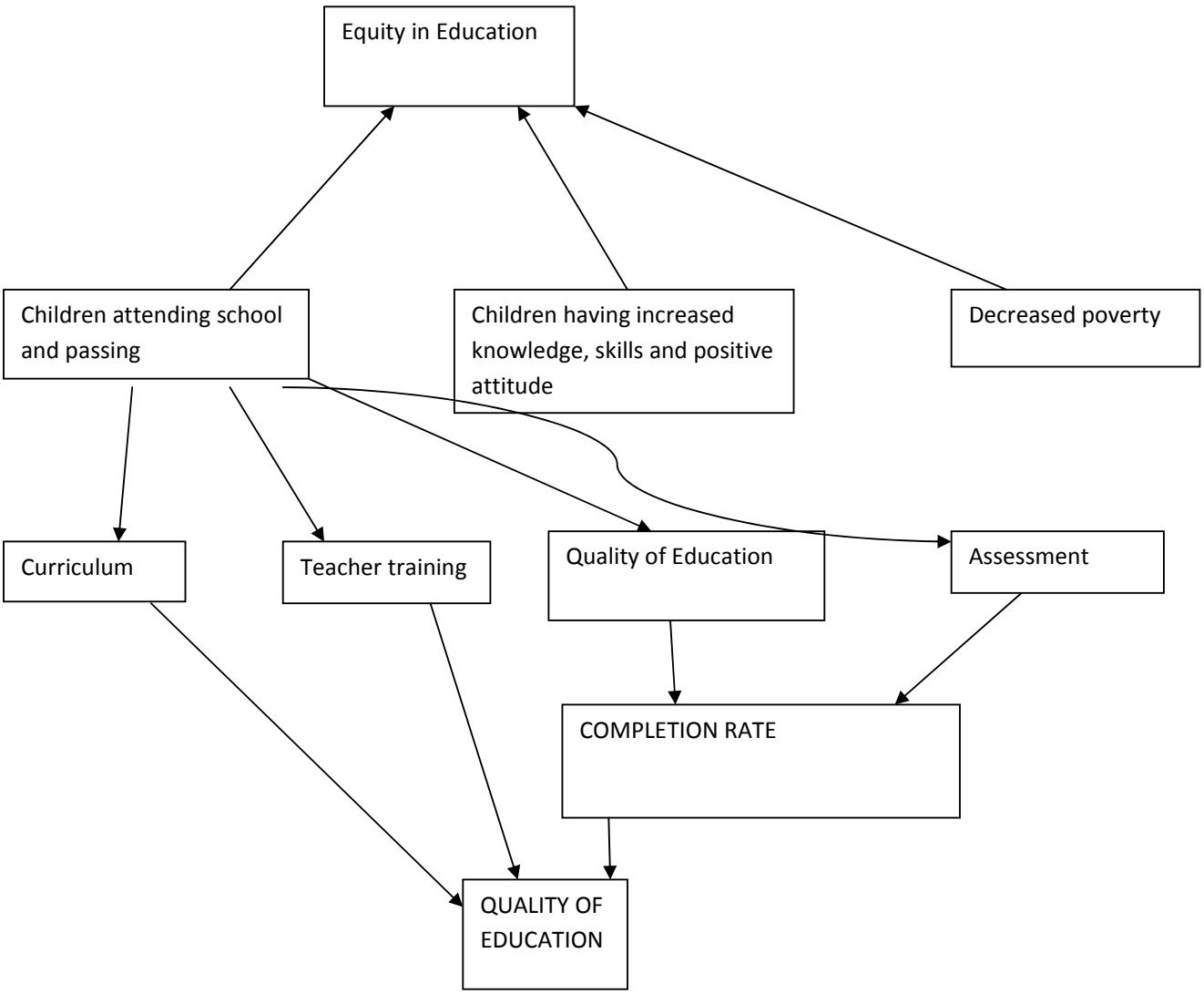
	Regional centres Relevant equipment/resources (LCD, laptop, etc.) Budget to remunerate tutors and for transportation Time for tutorials	time and duration of tutorial Devise a schedule for regional tutorial sessions			socially and politically)
Indicators • In-service primary teachers needing upgrading are enrolled on the course from September 2011 to July 2013 • Relevant tutors effectively tutoring at the regional centres as per schedule as from September 2011 to June 2013					
Data Sources					

STAKEHOLDER ANALYSIS

Stakeholder Groups	**Interest(s) *at Stake* in Relation to Program**	**Effect of Program on Interest(s)** **+ 0 -**	**Importance of Stakeholder for Success of Project** U – Unknown 1 – Little/No Importance 2 – Some Importance 3 – Moderate Importance 4 – Very Important 5 – Crucial Player	**Degree of Influence of Stakeholder over Program** U – Unknown 1 – Little/No Influence 2 – Some Influence 3 – Moderate Influence 4 – Significant Influence 5 – Crucial Player
Ministry of Education, Employment and Human Resources	Quality teachers	+	5	5
	Holistic development of learners	+		
	Provide scholarship	+ / -		
In -service primary teachers	Improved qualification	+	5	4
	Increased salary	+		
	Eligibility for entry on B Ed programme	+		
University of Seychelles-School of Education (SOE)	Professional development for lecturers involved with the course	+	5	5
	Monetary benefits from scholarship	+		
	Increased popularity	+		

Botswana Example

1. CONCEPTUAL FRAMEWORK FOR THE DEPARTMENT OF EDUCATION AT THE BOTSWANA COLLEGE OF OPEN AND DISTANCE LEARNING (BOCODOL)- INTEGRATED EARLY CHILDHOOD DEVELOPMENT PROGRAM (IECD)



STAKEHOLDER ANALYSIS FOR IECD PROGRAMME

Stakeholder Groups	Interest(s) *at Stake* in Relation to Program	Effect of Program on Interest(s) + 0 -	Importance of Stakeholder for Success of Project U – Unknown 1 – Little/No Importance 2 – Some Importance 3 – Moderate Importance 4 – Very Important 5 – Crucial Player	Degree of Influence of Stakeholder over Program U – Unknown 1 – Little/No Influence 2 – Some Influence 3 – Moderate Influence 4 – Significant Influence 5 – Crucial Player
Management	**planners**	+	5	5
Academics (Tutors, writers, examiners)	**beneficiary**	+	5	4
	developers	+		
Funders		+	5	5
Learners	**beneficiary**	0	1	1
Competitors	**comparison**	+, -	3	4
Developers	**Developing**	+	5	5

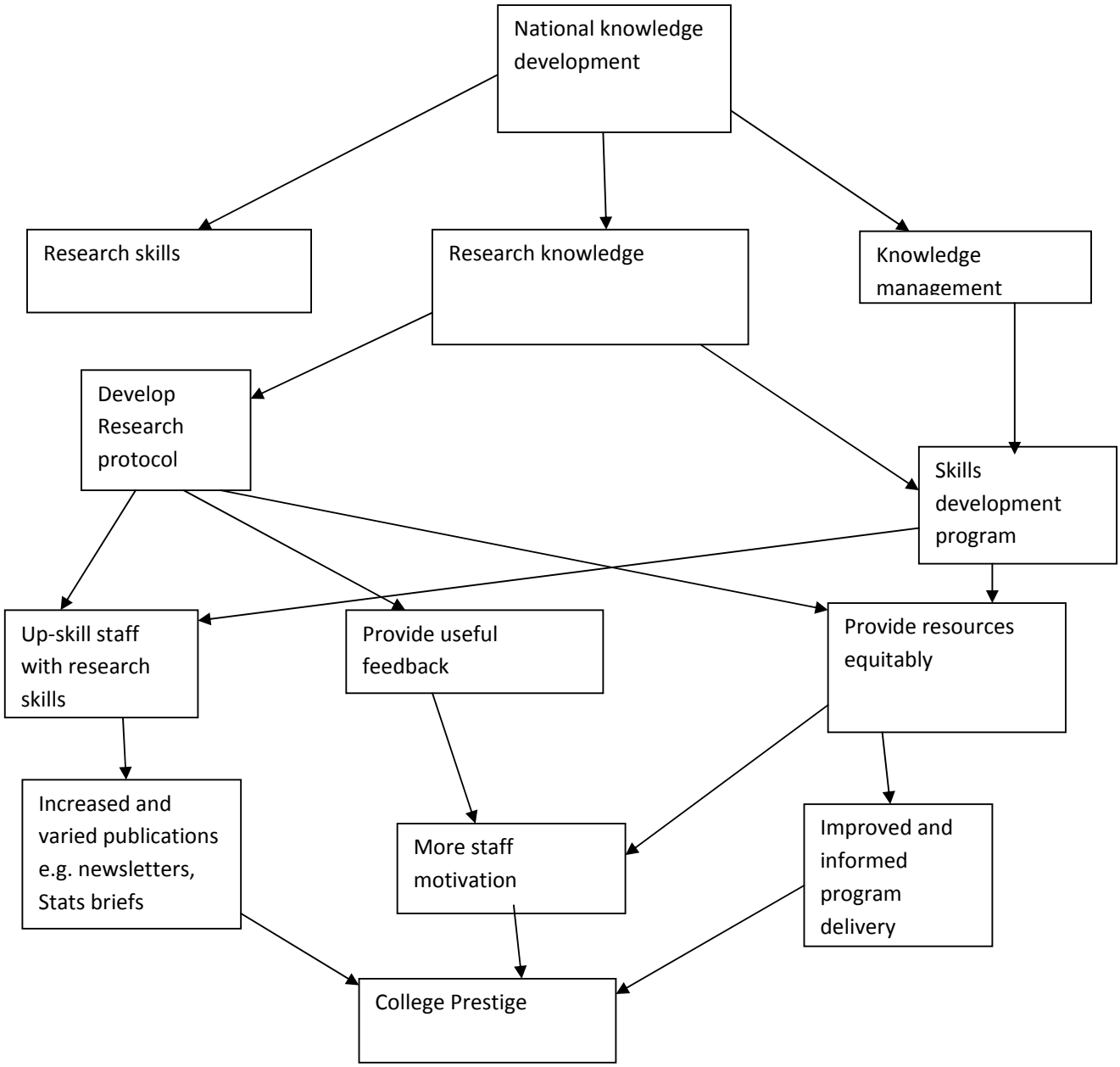
STAGE IN PROJECT PROCESS	TYPE OF PARTICIPATION				
	Stakeholder	**Communication (one-way flow)**	**Consultation (two-way flow)**	**Type of communication (Reports, emails, verbal, workshops etc)**	**Date and person responsible (Exact dates, and should also be in work plan)**
Initial Assessment	√	√	√	√	Monthly with the Executive Management
Design	√	√	√	Once off	Meetings with developers
Implementation	√	√	√	√	Meetings with developers and implementers
Monitoring & Evaluation	√	√	√	√	As often a possible with management and the funder

LOGFRAME

Area of project/ strategy item	Inputs	Activities/ process	Output	Outcome	Impact
From vision, mission, objectives etc	*Resources, financial, environmental, human etc*	*Describe activities (will be the same as work plan but as a description)*	*QUANTITY not quality*	*Effects of the programme – what you believe will change*	*Long term effects (3-5 years), large scale, often country wide*
Running skills training of tutors	-budget -facilitators	2 weeks	Number of tutors trained	-Ability to tutor the programme	Institution of repute

	-materials -logistics -participants			-program delivery on schedule	
Application and registration of learners	Logistics -illegibility -induction -materials	2 weeks	-number of deviations from the set standard -number of learners attending the induction		Institution of repute
Materials development and production	-writers -graphic designers -logistics -supervisors -resources	4 weeks	Number of study materials produced	-materials readily available and in different format -user friendly study materials	Institution of repute
Indicators: -Percentage of learners admitted by January 2011. -Number of study materials produced by January 2011. -Number of tutors trained for the course by January, 2011.					
Data Sources: Enrolment forms, attendance registers, study materials					

2. CONCEPTUAL FRAMEWORK FOR THE RESEARCH DEPARTMENT AT THE BOTSWANA COLLEGE OF OPEN AND DISTANCE LEARNING (BOCODOL)



STAKEHOLDER ANALYSIS FOR Research Protocol

Stakeholder Groups	Interest(s) *at Stake* in Relation to Program	Effect of Program on Interest(s) + 0 - -	Importance of Stakeholder for Success of Project U – Unknown 1 – Little/No Importance 2 – Some Importance 3 – Moderate Importance 4 – Very Important 5 – Crucial Player	Degree of Influence of Stakeholder over Program U – Unknown 1 – Little/No Influence 2 – Some Influence 3 – Moderate Influence 4 – Significant Influence 5 – Crucial Player
Management	**planners**	+	5	5
Academics (Tutors, writers, examiners)	**beneficiary**	+	5	4
	developers	+		
Funders		+	5	5
Learners	**beneficiary**	0	1	1
Competitors	**comparison**	+, -	3	4

STAGE IN PROJECT PROCESS	TYPE OF PARTICIPATION				
	Stakeholder	**Communication** (one-way flow)	**Consultation** (two-way flow)	**Type of communication** (Reports, emails, verbal, workshops etc)	**Date and person responsible** (Exact dates, and should also be in work plan)

Initial Assessment	√	√	√	√	Monthly with the Executive Management
Design	√	√	√	Once off	Meetings with developers
Implementation	√	√	√	√	Meetings with developers and implementers
Monitoring & Evaluation	√	√	√	√	As often as possible with management and the funder

LOGFRAME

Area of project/ strategy item	**Inputs**	**Activities/ process**	**Output**	**Outcome**	**Impact**
From vision, mission, objectives etc	*Resources, financial, environmental, human etc*	*Describe activities (will be the same as work plan but as a description)*	*QUANTITY not quality*	*Effects of the programme – what you believe will change*	*Long term effects (3-5 years), large scale, often country wide*
Running skills training workshop	-Logistics on dates and venues - participants -facilitators -resources budget	Monthly training	Number of workshops held - number of staff trained	-Ability to produce a proposal -Publishing papers	-Running a Consultancy for the institution - becoming a research institution -Institution of high status and influence locally and internationally

Indicators: Percentage of publications in renowned ODL journals by December 2011. Number of consultancies conducted by the staff locally and internationally by December 2012. Number of other publication in the College by January, 2012.
Data Sources: Journals, logbook registers, attendance registers

Zambia Example

Rhoda and Enid Habweza

Zambia College of Distance Education

Below is an organization M&E framework for ZACODE, in the area of learner support.

Area	Learner Support
Vision	To empower every Zambian with quality academic and lifelong education through development, production and distribution of interactive educational materials.
Mission	To increase access to education by providing quality interactive materials that should contribute to improve quality of life for Zambians.
Goal	Contributing to the enhancing and achieving of the millennium goals in regard to education.
Aims	To empower every Zambian with quality academic and lifelong education through development, production and distribution of interactive education materials and to increased access to education by providing interactive materials that should contribute to improve quality of life for Zambians
Objectives	-provide education materials to learners both at junior and senior levels. -have an educated citizenry -providing education to people who cannot access it through the conventional method. -Providing education to those who are working but would want to upgrade their secondary education.

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Learner Support

Stakeholder Analysis

Stakeholder Groups	Interest(s) *at Stake* in Relation to Program	Effect of Program on Interest(s) + 0 -	Importance of Stakeholder for Success of Project U – Unknown 1 – Little/No Importance 2 – Some Importance 3 – Moderate Importance 4 – Very Important 5 – Crucial Player	Degree of Influence of Stakeholder over Program U – Unknown 1 – Little/No Influence 2 – Some Influence 3 – Moderate Influence 4 – Significant Influence 5 – Crucial Player
Government	**Have a literate citizenry**	positive	Very important	Significant influence
Learners	**Succeed/complete their studies**	positive	Very important	Crucial player
Tutors	**Provide quality learning materials that will benefit the learner**	positive	Very important	Crucial player

	TYPE OF PARTICIPATION				
	Stakeholder	**Communication (one-way flow)**	**Consultation (two-way flow)**	**Type of communication (Reports, emails, verbal, workshops etc)**	**Date and person responsible (Exact dates, and should also be in work plan)**
	Government		✓	Reports	Quarterly
	Tutor		✓	Workshops/reports	Quarterly
	Learner		✓	Verbal/reports/E-mail	When appropriate

Logframe

Area of project/ strategy item	**Inputs**	**Activities/ process**	**Output**	**Outcome**	**Impact**
From vision, mission, objectives etc	*Resources, financial, environmental, human etc*	*Describe activities (will be the same as work plan but as a description)*	*QUANTITY not quality*	*Effects of the progrzaqamme – what you believe will change*	*Long term effects (3-5 years), large scale, often country wide*
System to create tracer for Grade 12 after examinatio n	-budget -staff - communicatio n system	-improve tracking system by staff (on-going) -create communicatio	-# tracking systems - #communicatio n system	Checking if materials being used enable learners to find places at universities, employment	-Having an educated citizenry -Reduced poverty and unemployme nt

		n system with former learners (on-going)		etc.	
System to get help from tutors	-budget -tutors -modules	-creating centres -putting tutors in place Writing modules (on-going)	# centres created #tutors stationed strategically at centres #written modules	Having higher grades after final examinations	Having an educated citizenry
System to make a follow up on learners dropping out	-budget -staff - communicatio n system	- improve tracking system - communicatin g with learners (on-going)	# tracking system #communicatio n systems	-Helping learners to continue with education	-Having a literate citizenry -Reduced unemployme nt
Indicators					
# centres created in order to get learner supports	# written modules in order for learners to get support from learners	#Tutors stationed strategically at centres	# tracking systems	# communicatio n systems	
Data Sources					
Review of pre-existing	Semi or unstructured	Observation and partner			

data	interviews	testimony			