

**REPORT
ON
DEVELOPING RESULT BASED MONITORING
INDICATORS AND FORMATS FOR CAMPAIGN
FOR POPULAR EDUCATION - CAMPE**

Study Team

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1. BACKGROUND

Over the years in the development sector, Monitoring and Evaluation, or commonly known as M & E, has been much discussed at all levels; policy, practitioner, implementer, development academicians, researchers and so on to name only a few of them. This is partly due to the fact that both the aid agencies and the project and program evaluators thought that an effective monitoring can prevent a project or program from failures. The main purpose of monitoring is to keep the management informed and keep a careful track of what is happening, and especially to check the progress is being made towards the achievement of the objectives.

However, with the advent of globalization, there are growing pressures on the governments and organizations around the world to be more responsive to the demands of the internal and external stakeholders for good governance, accountability and transparency, greater development effectiveness, and delivery of tangible results. As a result, governments, parliaments, citizens, civil society, NGOs, international organizations, and donors are among the stakeholders who are interested in better performance.

Therefore, M & E has become a powerful management tool that can be used to improve the way organizations achieve results. As an evolutionary result in the field of M & E, it has shifted from a traditional implementation based approach towards new results based approach.

Keeping in view of the new and effective Result Based Monitoring and Evaluation, the consultants reviewed the CAMPE's M & E system to develop it into a Results Based Monitoring (RBM) system as the Evaluation part of CAMPE's activities are done in the middle and at end of the project period as per agreement with its donors; viz. The Embassy of the Kingdom of the Netherlands, the Swiss Development Cooperation, and Oxfam-Novib of the Netherlands.

This report can be used as a guideline for all the 4 Units (department) of CAMPE to construct their RBM system and report the results. A crucial aspect of this system is to provide feedbacks to the decision makers so that further inputs or changes in strategies for the results can be discussed by the management and the policy makers, and decide upon the actions necessary for attaining the results.

2. INTRODUCTION

Around the time of World Conference on Education for All (EFA) in March 1990, the need for an umbrella organization for NGOs working in education in Bangladesh was identified by a small group of literary activists, and a year later Campaign for Popular Education (CAMPE) was born. At the start, CAMPE had 15 major NGOs as its founder members and gradually over the years it developed into a networking organization with 153 affiliated member organizations representing a coalition of more than 700 NGOs working in the area of basic education in Bangladesh.

For CAMPE, this networking plays an important role in advancing and promoting literacy issues in Bangladesh. It brought together small and medium sized NGOs, along with larger ones, to introduce and develop a common understanding on concepts and issues on education. As a key stakeholder in the education sector, CAMPE combines and strengthens the education initiatives by the various civil society actors. CAMPE also endeavors to work closely with the government as well as the popular forces in order to achieve effective participation of the people in EFA movement. The NGOs that CAMPE represents work as a catalyst in education policy dialogues with the Government of Bangladesh as well as with donors and able to advance EFA and MDG goals in Bangladesh. CAMPE also provides support for capacity development of the NGOs on planning and monitoring of education programs for both higher and mid management staff. CAMPE is mobilizing civil society groups including local journalist forums to work to generate demand for quality education at the local levels. CAMPE is a recognized key actor to represent the collective voice and interest of the member NGOs and other stakeholders working in the education sector. Another key role of CAMPE is to supplement and complement government's efforts towards attaining the MDG and EFA goals. The major objectives of CAMPE are to:

- Increase awareness of people about the importance of popular education in terms of literacy, democracy, human rights, gender, and environment.
- Establish and promote a nation-wide network and coalition of NGOs and civil society to achieve Education for All (EFA) goals.
- Promote and support education programs focusing on early childhood care and development, formal and non-formal primary education, adolescent education, adult literacy, continuing education and inclusive education.
- Strengthen, supplement and complement the primary and mass education programs (both formal and non-formal) of the Government by networking, liaison, coordinating and facilitating services and providing technical assistance.
- Strengthen capacity of partner NGOs through providing technical assistance and other support services.
- Advocate and lobby to enhance NGO participation in educational policy- making and other national and international educational activities/ issues.
- Play a crucial role to coordinate, assist, and support different agencies working in the education sector.

In the “Quality Education for All” project, donors are working with CAMPE to assist relevant actors in the education sector to promote and deliver effective services so that access to Quality Education for All is ensured in Bangladesh. The Swiss Development Cooperation (SDC) and the Dutch Embassy in Bangladesh along with OXFAM-Novib (Dutch Development Organization) have been working with CAMPE since 1991.

Activities of CAMPE

The activities of CAMPE can be best described through the activities of its Units, namely:

Policy Advocacy and Mass Communication (PAMC) Unit: CAMPE acts as a forum where different actors involved in education programme exchange ideas and experience, debate issues and disseminate information on issues of mutual interests. It organizes dialogues, seminars, and workshops on different levels of important policy issues related to literacy and education. It also organizes journalists and cultural groups to form forums at the district level to undertake different activities including cultural show, rally and literacy fair. As part of its mass communication activities, CAMPE also produces communication materials in the form of posters, TV films, cinema slide and video documentation.

EFA Partnership and Institutional Development (EFAPID) Unit: CAMPE takes initiative for developing the institutional capacity of NGOs through training and workshops. It also explores cost-effective techniques of developing educational and supplementary reading materials. It provides technical assistance to the network organization on EFA activities.

Research, Monitoring, Evaluation and Documentation (RMED) Unit: CAMPE undertakes research activities, collects information, data and materials relating to literacy and education, and maintains a documentation and resource centre for the use of researchers, literacy personals, policy makers and people interested in education and literacy. It also conducts monitoring and evaluation of the CAMPE supported literacy projects.

Management Unit: The overall responsibility for managing of CAMPE activities including coordinating, facilitating, and providing all logistical support in general and to the units specifically lies within the purview of this Unit.

3. OBJECTIVES OF THE EXERCISE

The key objective of this exercise was to develop monitoring indicators and relevant formats based on the result based monitoring framework, through a participatory process.

The specific objectives of the exercise were to:

- Review the existing monitoring formats and indicators.
- Come up with relevant monitoring formats and associated indicators to facilitate the decision making process of the Management Team.
- Suggest frequency and sources of data for the newly devised formats.
- Suggest specific utility/purpose of the suggested/devise formats.

Therefore, to provide an outline for periodic (half-yearly basis) *Plan of Operation* showing status of achievement of periodical targets of the organization considering the utilization of the financial and non-financial resources efficiently and to assist CAMPE to explore the better performance in terms of sharing knowledge through ICT to enhance its collaboration and networking with the stakeholders and partners.

The team reviewed the existing monitoring system and suggests specific means and ways to strengthen/upgrade it according to the TOR (Annex). The exercise was done in a participatory way where key members of all the 4 units were actively involved.

4. METHODOLOGY

To assess the existing monitoring system and the ongoing program, we have employed both the quantitative and qualitative techniques. Before using the techniques, however, relevant literature on education, documents of CAMPE, and previous study reports were consulted prior to this assignment. Also, in this assignment, a multi method and interactive approach was adopted to make the assessment effective. Starting with SOW, the study-team reviewed all the secondary information and different documents on project including the project proposal and the LFA.

Quantitative and Qualitative Survey

In line with the objectives of the assignment, both quantitative and qualitative methods have been followed. The target groups of the study were:

- CAMPE senior level program and management staff
- Midlevel and front line project staff of CAMPE.

A statistically valid sampling approach has been adopted in selecting a representative sample of respondents for the study. Interviews were intentionally conducted in conversational manner. Consultants themselves conducted interviews, FGDs and KIIs.

Qualitative data collection instruments were used to obtain clear insights into staff's perceptions and deeper understanding of program contexts, understanding about methods and process. Qualitative techniques have been used primarily to collect in-depth information on selected issues related to the objective of the study.

Focus group discussions (FGD) have been conducted. For the FGDs, a checklist was designed by creating category system, coding each comment into a particular category. Facilitators were provided a guide with key issues and indicators to steer the discussion and probe into issues so as to arrive at conclusions. Summary statements about the comments were prepared.

In order to better understand "who are doing what" to address the issues pertaining to the activities of the senior level staff involved in education support program, selected key informant interviews were carried out with the senior level staff. A total of 6 FGDs and 6 KIIs and 3 workshops were conducted in the study. A 3- member team has constituted to accomplish the assignment. A work plan was developed by the team and approved by the CAMPE management. The team carried out intensive visits of all four units of CAMPE.

5. UNDERSTANDING THE KEY CONCEPTS: IMPLEMENTATION MONITORING VS. RESULTS-BASED MONITORING (RBM)

Broadly, monitoring can be distinguished as a more thorough examination, at specified points of time, of organizations, programs or projects, usually with emphasis on impacts and additionally commonly on efficiency, effectiveness, relevance, sustainability and/or replicability.

The main objectives of monitoring are to:

- Establish a result based monitoring system
- Strengthen skills in information system
- Set up useful technical resources for planning projects and activities

The OECD (2002a) defines monitoring as follows:

Monitoring is a continuous function that uses the systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.

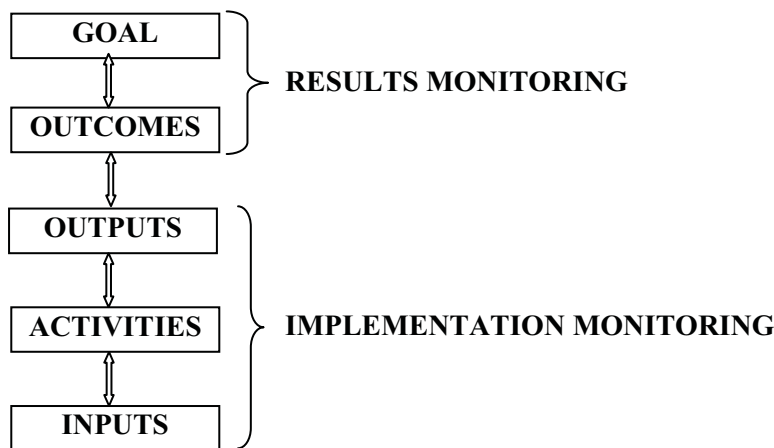
Monitoring gives information on where a policy, program, or project is at any given time (and over time) relative to respective targets and outcomes. It is descriptive in intent. Traditional implementation-focused monitoring systems are designed to address compliance -- the “did they do it” question. This approach focuses on monitoring how well a project, program, or policy is being executed, and it often links the implementation to a particular unit of responsibility. However, this approach does not provide policy makers, managers, and stakeholders with an understanding of the success or failure of the project, program, or policy.

The Result-Based Monitoring (RBM) [including Evaluation] systems are designed to address a key question in a project, program, or policy, the “**so what**” question. For example, **so what** about the fact that outputs have been generated; **so what** that the activities of a project or a program have taken place; **so what** that the outputs from these activities have been counted? RBM provides feed-back on the actual outcomes and the goals of the actions or activities and helps to answer 3 basic questions of any development effort. They are:

- *What are the goals of the organization?*
- *Are they being achieved?*
- *How can achievement be proven?*

The difference and the link between implementation and result-based monitoring can be best described by an illustrative logic model as shown below:

Figure 1: Illustrative Logic Model of Implementation and Results Monitoring



Therefore, RBM is a continuous process of collecting and analyzing information to compare how well a project, program, or policy is being implemented against expected results.

There are many applications of RBM (also evaluation). As the needs for accountability and demonstrable results have grown, so have the uses and applications and RBM & E. It is being successfully designed and used at all levels --- project, program, and policy. Information and data are collected and analyzed at any and all levels to provide feedback at many points in the time. In this way, the information can be used to better inform key decision-makers, the general public, and other stakeholders.

Monitoring, and also evaluation, should be evident throughout the lifecycle of a project, program, or policy, as well as after completion. M & E --- with its continuing streams of data and feedback--- has added value at every stage from design through implementation and impact. *“The specific information will also be different at each level, the complexity of collecting data will be different, the (political) sensitivity on collecting data may change, and the use of information may change from one level to another.” (Kusek & Rist, 2004)*

Given the importance and usefulness of RBM, especially for tracking the results and providing feedback to the management, the primary, and supportive stakeholders, the team was assigned to work and develop a RBM system for CAMPE through a participatory process. The team met with all the relevant staff of CAMPE and individual units for the purpose of introducing the concept of RBM and received feed-back. The team also met to receive information on various monitoring mechanism that CAMPE is currently utilizing and other issues that are relevant for this purpose.

6. REVIEWING THE EXISTING MONITORING OF CAMPE

The current monitoring of CAMPE is based on the implementation monitoring as described in the illustrative logic model in page 4 of this report where the components like inputs, activities and the outputs are generally being monitored by the respective Units. Monitoring these components are based on the Yearly or Annual Plan which is submitted to CAMPE Council for approval prior to start of the next year activities. After receiving the approval, each Unit of CAMPE meets formally to schedule their activities on monthly/quarterly/half-yearly/yearly basis, depending on the activities, and assign responsibilities to the staff.

The components are monitored through different mechanisms that have been developed and or adopted over a period of CAMPEs work over the years according to their experience, its usefulness and convenience of CAMPE and the respective units. Thus, generally the activities are carried out according to the schedule and generally these activities are monitored by the assigned staff and reported to the supervisor during and after the completion. All the activities are reported and scrutinized in the internal or the respective unit's meetings. CAMPE reports its activities and achievements to the COUNCIL and at the end of a 6-month period, CAMPE also reports all the activities to the donors.

To streamline the monitoring effort, CAMPE took initiative during 2006, to develop its monitoring mechanism and developed a common format for monitoring its activities and outputs, excluding the input monitoring, which was used in addition to the existing monitoring mechanisms to verify the newly developed format's effectiveness. However, it was soon found that the new format was not useful to cover the wide and diverse range of CAMPE's implementation components' monitoring and also could not report the results and achievements to the stakeholders.

Thus, these shortcomings and a need to provide evidence from the field of the state of education in Bangladesh to its stakeholders as well as of the effectiveness of its own activities, the Phase End Evaluation Team in 2006 recommended that monitoring should be done rigorously and a Result Based Monitoring should be developed with indicators, in a participatory process, to meet the internal reporting, and stakeholder requirements.

7. TOOLS FOR RBM

7.1. Developing Indicators

An important aspect of RBM is to have well developed indicators that can be used to monitor results effectively. Generally speaking, indicators are variables that reflect effective and efficient program results. In order to monitor results, the team reviewed the Logical Framework LFA to identify the specific results that CAMPE wants to achieve during this Phase (IV) of the project. Therefore, the first priority for the team was to analyze the 'Outcome' statements from the LFA in order to find out whether the indicators support the outcome statements in order to develop the RBM monitoring forms. This was also done in a participatory way so that both the team and CAMPE members/staff have a common understanding about the newly developed indicators for the RBM.

The team developed new indicators for each outcome statement based on each of the 4 units of CAMPE and after elaborate discussions with each unit members of CAMPE. These indicators are as follows:

CAMPE: PAMC

| Sl. # | Outcome | RBM Monitoring Indicators |
|-------|---|--|
| 1. | Advocacy issues addressed and reflected in policy documents of CAMPE and its stakeholders | - Policy documents of CAMPE reflecting EFA and MDG goals - Policy documents of stakeholders reflecting EFA and MDG goals |
| 2. | Retention and completion rate in primary and secondary education for the girls increased as per target of PEDP-II, PEDP-III and other projects | Ratio of girls and boys in different grades of: -primary education - secondary education |
| 3. | Peoples involvement, commitment, and accountability for successful implementation of EFA and MDGs raised | <u>Peoples' participation in the implementation in the MDG and EFA.</u> For successful implementation of EFA and MDG: - # of people involved - # of people committed - # of people accountable |
| 4. | CAMPE's voice strengthened through wider participation of CAMPE partners and its stakeholders <i>(Both PAMC & EFAPID)</i> | <u>Participation of CAMPE partners and stakeholders.</u> - # of CAMPE partners participating - # of CAMPE stakeholders participating |

CAMPE : RMED

| Sl. # | Outcome | RBM Monitoring Indicators |
|-------|--|--|
| 1. | A constructive debate created among the stakeholders to improve the quality of education (QE) | <u>Debates by/ among the stakeholders on quality education.</u> No. of constructive debates among stakeholders on QE by: - Subjects/areas/issues - Participants |
| 2. | Efficient operations management (OM) and faster decision making (FDM) process within the organization insured | <u>Operations management and decision making process.</u> - Efficient MIS introduced - Effective RBM introduced - Mid-term and Phase end Evaluations complete |
| 3. | More functional and transparent organizational governance facilitated | <u>Functional and transparent organizational governance.</u> - # of Council/Governing Body (GB) meetings - Frequency of C/GB meetings with CAMPE - Effective communication of C/GB decisions/directions |

CAMPE: EFAPID

| Sl. # | Outcome | RBM Monitoring Indicators |
|-------|--|---|
| 1. | Level of awareness on human rights (HR) issues, literacy, gender, environment education (EE), ECCD, and CE raised | <u>Awareness on HR, literacy, gender, environment education, ECCD, & CE.</u> Awareness increase by % in: - HR - Literacy - EE - ECCD - CE |
| 2. | Efficient and effective education management system of 33 NGOs established | <u>Efficient and effective education management system of 33 NGOs.</u> No. of PNGOs trained on : - M & E - TOT - Education Management system No. of PNGOs having effective & efficient M & E and Education Management systems and using the TOT skills |
| 3. | New concepts like good governance (GG), peace and valued education introduced and practiced by NGOs and the community | <u>Good governance, peace and value education of the NGOs and communities.</u> No. of NGOs and Communities introduced to and practicing: - GG - Peace and Value education |
| 4. | Knowledge and livelihood of the neo-literates and literacy skill sustained | <u>Knowledge, livelihood, and literacy skills of the neo-literates.</u> No. of neo-literates sustaining their skills on: - Knowledge and livelihood - Literacy |
| 5. | Further opportunity created for disadvantaged groups and NFE graduates to continue higher education and thereby have better access to job markets | <u>Higher education and access to job markets of the disadvantaged groups and NFE graduates.</u> NFE and Disadvantaged groups: - Opportunities created for continuing education - Better access to job markets |
| 6. | CAMPE's voice strengthened through wider participation of CAMPE partners and its stakeholders <i>(Both PAMC & EFAPID)</i> | <u>Participation of CAMPE partners and stakeholders.</u> - # of CAMPE partners participating - # of CAMPE stakeholders participating |

CAMPE: MGT

| Sl. # | Outcome | RBM Monitoring Indicators |
|-------|--|---|
| 1. | Effective and efficient management system in place | - Effective and efficient management system of CAMPE |
| 2. | Better and more efficient Human Resources in place | - Human resources of CAMPE |
| 3. | Effective, efficient, and gender sensitive administrative system in place | - Effective, efficient, and gender sensitive administrative system of CAMPE |

7.2. Forms for Monitoring Outcomes

The team suggests 2 types of form for monitoring based on the activities of CAMPE and monitoring for results viz., one form for the entire implementation monitoring as all the units have implementation activities and the other for results monitoring. The results monitoring form have been developed to suit each individual unit based on the indicators relevant of the unit.

The followings are the suggested forms for monitoring implementation and results;

CAMPE

Implementation Monitoring Form

_____ Unit Form # _____

Monitoring Officer: _____

This RBM Form Covers for the month(s) of: _____ Year(s): _____

| INPUT/ACTIVITIES/ OUTPUTS | PHYSICAL/FINANCIAL | | | | REMARK/s (if any) |
|------------------------------|--------------------|--------|--------|------------|----------------------|
| | Unit | Target | Actual | % Achieved | |
| | | | | | |

CAMPE RBM Forms for Results Monitoring

Unit: PAMC

OUTCOME – 1: Advocacy issues addressed and reflected in policy documents of CAMPE and its stakeholders

Assigned monitoring officer/staff:

Name of the stakeholder being assessed: _____

A

Policy documents reflecting **all** EFA Goals: Yes No [Tick only one]
Policy documents reflecting **all** MDG Goals: Yes No [Tick only one]

B

Policy documents reflecting **partial** EFA Goals: Goals #: 1 2 3 4 5 6

Policy documents reflecting **partial** MDG Goals: Goals #: 1 2

[Please tick according to the EFA/MDG goal/s reflected in the policy document of the stakeholder]

Comments and action/s recommended by the assessor/evaluator:

CAMPE RBM Forms for Results Monitoring

Unit: PAMC

OUTCOME- 2: Retention and completion rate in primary and secondary education for the girls increased as per target of PEDP-II, PEDP-III, and other projects

Assigned monitoring officer/staff:

Target assessed of: PEDP – II PEDP – III OTHER PROJECT

[Tick only 1]

Name of the OTHER PROJECT being assessed:

DATA COLLECTED ON GIRLS:

RETENTION

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|---|---|---|---|---|---|---|---|---|----|
| Target | | | | | | | | | | |
| Achieved | | | | | | | | | | |

COMPLETION

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|---|---|---|---|---|---|---|---|---|----|
| Target | | | | | | | | | | |
| Achieved | | | | | | | | | | |

Comments and action/s recommended by the assessor/evaluator:

CAMPE RBM Forms for Results Monitoring

Unit: PAMC

OUTCOME - 3: People's involvement, commitment, and accountability for successful implementation of EFA and MDGs raised

Assigned monitoring officer/staff:

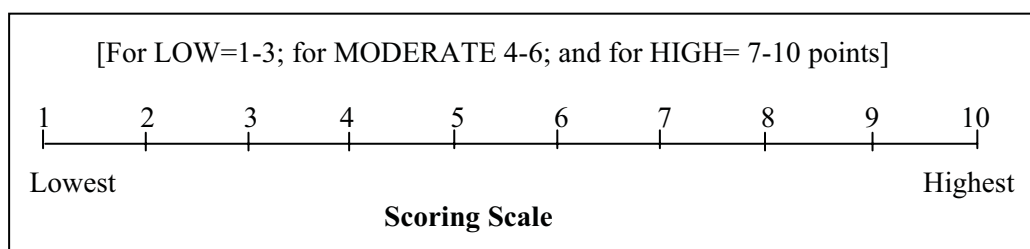
Name of the target population interviewed or assessed: LOCAL GOVT. COMMUNITY

IN EFA:

1. Level of involvement: LOW () MODERATE () HIGH ()
2. Level of commitment: LOW () MODERATE () HIGH ()
3. Level of accountability: LOW () MODERATE () HIGH ()

IN MDG:

1. Level of involvement: LOW () MODERATE () HIGH ()
2. Level of commitment: LOW () MODERATE () HIGH ()
3. Level of accountability: LOW () MODERATE () HIGH ()



CAMPE RBM Forms for Results Monitoring

Unit: PAMC

OUTCOME – 4: CAMPE’s voice strengthened through wider participation of CAMPE partners and its stakeholders

Assigned monitoring officer/staff:

CAMPE Event:

Topic/Issue of the Event:

Date:

List of CAMPE Partners participating in the event:

List of CAMPE Stakeholders participating in the event:

Number of participants in the event: _____

Comments by the assessor and action/s:

Evaluator’s comments & recommendation/s:

CAMPE RBM Forms for Results Monitoring

Unit: RMED

OUTCOME – 1: A constructive debate created among the stakeholders to improve the quality of education (QE)

Assigned monitoring officer/staff:

Debate/Discussion on Quality Education:

1. Date: _____

2. Subject/topic/issue: _____

3. Stakeholders participating in the debate/discussion: _____

(by organization) _____

[use the attendance sheet] _____

4. Total no. of other participants: _____

[use the attendance sheet]

5. List the new/constructive ideas that came into the debate /discussion on QE:

6. Comments and actions recommended by the evaluator/monitoring officer:

CAMPE RBM Forms for Results Monitoring

Unit: RMED

OUTCOME - 2: Efficient operations management and faster decision making process within the organization insured

Assigned monitoring officer/staff:

1. Efficient MIS introduced: Yes date: _____
 No date expected: _____

2. Effective RBM introduced: Yes date: _____
 No date expected: _____

3. Date of MTR:

4. Date of MTR Report to be received: Received on time: Yes No

5. Date of Phase-end Evaluation:

6. Date of Phase-end Evaluation to be received: Received on time: Yes No

[If evaluations are not fielded and reports not received on time, please use the space below to state reasons and actions needs to be taken.]

7. Evaluator/assigned monitoring staff comments or actions recommended:

CAMPE RBM Forms for Results Monitoring

Unit: RMED

OUTCOME - 3: More functional and transparent organizational governance facilitated

Assigned monitoring officer/staff:

Date of Council Meeting: _____

Date of Council Meeting with CAMPE: _____

Council decisions to be implemented by CAMPE:

- 1.
- 2.
- 3.
- 4.

Date of Directive/Decision received from Council: _____

Directive/Decision received from the Council: _____

- 1.
- 2.
- 3.
- 4.

Implementing Unit for Council directive:

- | | |
|----------|-------------------------|
| 1. _____ | Date Implemented: _____ |
| 2. _____ | Date Implemented: _____ |
| 3. _____ | Date Implemented: _____ |
| 4. _____ | Date Implemented: _____ |

Comments of the monitoring officer and action/s recommended:

CAMPE RBM Forms for Results Monitoring

Unit: EFAPID

OUTCOME – 1: Level of awareness on human rights issues, literacy, gender and environment education, ECD, and continuing education raised

Assigned monitoring officer/staff:

Issue: human rights/ literacy/ gender/ environment education/ ECCD/ continuing education

Topic: _____

Pre activity level of awareness on the topic (in %): _____

Post activity level of awareness on the topic (in %): _____

Calculate the difference in % on the level of awareness =

[If change is negative, recommend actions necessary to get positive results)

CAMPE RBM Forms for Results Monitoring

Unit: EFAPID

OUTCOME – 2: Efficient and effective education management system (EMS) of 33 NGOs established

Assigned monitoring officer/staff:

Name of the PNGO being assessed: _____

Training completed on: M & E TOT EMS

No. of participants trained: _____

Post Training Evaluation:

a) M & E

a.1 PNGO Monitoring activities regularly: YES NO

a.2 PNGO Evaluating outcomes: YES NO

b) TOT

PNGO Using TOT Skills: YES NO

c) EMS

PNGO introduced EMS: YES NO

[If the answer to 'a1' or 'a2' or 'b', or 'c' is 'NO', then recommend actions necessary for each]

CAMPE RBM Forms for Results Monitoring

Unit: EFAPID

OUTCOME – 3: New concepts like good governance (GG), peace and valued education introduced and practiced by NGOs and the community

Assigned monitoring officer/staff:

Name of the NGO/Community being **assessed**: _____

Participated Training/Workshop/Seminar on (topic and date): _____

Total no. of participants: _____

Practicing Good Governance: YES NO

Practicing Peace and Value Education: YES NO

(If the above answer is 'no', actions should be recommended)

CAMPE RBM Forms for Results Monitoring

Unit: EFAPID

OUTCOME – 4: Knowledge and livelihood skills of the neo-literates and literacy skills sustained

Assigned monitoring officer/staff:

1. Knowledge received by the neo-literate on (issues/areas/topics):

- | | | | |
|----|------------|------------------------------|-----------------------------|
| a) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

2. Livelihood skills training received on:

- | | | | |
|----|------------|------------------------------|-----------------------------|
| a) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

3. Literacy received by the neo-literate on (subjects):

- | | | | |
|----|------------|------------------------------|-----------------------------|
| a) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d) | Sustained: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

(If “No” for any of the above, then recommend actions necessary for relevant area)

CAMPE RBM Forms for Results Monitoring

Unit: EFAPID

OUTCOME - 5: Further opportunity created for disadvantaged groups and NFE graduates to continue higher education and thereby have a better access to job markets

Assigned monitoring officer/staff:

Name of NFE graduate/disadvantaged group: _____

Continuing higher education: _____ Yes Which grade/class _____

_____ No Reason _____

(Recommend actions necessary based on the findings)

CAMPE RBM Forms for Results Monitoring

Unit: EFAPID

OUTCOME - 6: CAMPE's voice strengthened through wider participation of CAMPE partners and its stakeholders

Assigned monitoring officer/staff:

CAMPE Event:

Topic/Issue of the Event:

Date:

List of CAMPE Partners participating in the event:

List of CAMPE Stakeholders participating in the event:

Number of participants in the event: _____

Comments by the assessor and action/s:

Evaluator's comments and recommendation/s:

CAMPE RBM Forms for Results Monitoring

Unit: Management

OUTCOMES - 1 & 3: Effective and efficient, and gender sensitive management/
administrative system in place

Assigned monitoring officer/staff:

This Form should be based on each activity if the unit

1. Is the request/order implemented on time: _____ Yes _____ No?

2. Is the activity in the unit done in a cost effective way: _____ Yes _____ No?

3. Is the gender sensitive system in practice: _____ Yes _____ No?

For 1, 2, & 3:

If 'Yes', then give reasons (except # 3): _____

If 'No', please recommend what action/s were taken: _____

CAMPE RBM Forms for Results Monitoring

Unit: Management

OUTCOME - 2: Better and more efficient human resources in place

Assigned monitoring officer/staff:

1. Are the recruitments for the period done on time: Yes No?
2. Were the recruitments done according to the CAMPE Policy guidelines: YES No?
3. Are all the orientation for the new staff and all trainings for the period complete: Yes No?
4. Were the placements done according to the Unit's requirements: Yes No?
5. Are all the promotions and increments of the staff done on time: Yes No?
6. Is there an effective incentive system in place: Yes No?

7.3. Monitoring Guidelines

Based on reviewing CAMPE documents and its activities, the team devised monitoring guideline for RBM. The guideline is based on the Outcome statements in CAMPE LFA and Monitoring Indicators that were developed by the team. The guidelines will help the monitoring staff or the evaluator on the management to identify the sources of information or data collection, for the forms, and the eventual distribution of the results.

An important aspect of the monitoring is the frequency of collecting data or information for the newly devised formats i.e., the Implementation and RBM forms. The frequency of data collection will depend upon the planned activities for each unit for RBM however, for Implementation Monitoring; the ideal frequency for information collection would be monthly.

After reviewing CAMPE documents and discussions with CAMPE staff, the team decided that the most practical frequency of collecting RBM forms would depend upon the frequency of each activities based on the yearly plan of activities. Therefore, after subsequent approval of the Yearly Plan for CAMPE Council, each unit should determine the frequency of data collection for RBM based on the frequency of activities.

Any staff may be assigned to monitor the activity and filled out the respective form. The assigned staff or monitoring officer should submit his/her form to the supervisor for analysis in attaining the outcome of the respective unit. All the Implementation and RBM monitoring forms should be first discussed in the monthly Unit meeting and submit to the Director, CAMPE for his/her comments on it. All Unit's performance, thus should be discussed in CAMPE Management Meeting.

The followings are the results monitoring guidelines for each unit:

Result Based Monitoring (RBM): Guidelines for CAMPE

UNIT: RMED

| Outcome | Indicator/s | Rationale | Sources of information/data | Methods | Distribution |
|--|--|---|--|---|---|
| 1. A constructive debate among the stakeholders to improve the quality of education (QE) | No. of constructive debates among stakeholders on QE by: - Subjects; areas; issues - Participants | Evaluate if: - EW recommendations reflected in GOB, DPs and NGOs - Availability of credible information / data - Research based policy options are available for the stakeholders - Identify emerging education needs | - Workshop/Debate proceedings and records - Attendance sheets | - Analyze reports - Record attendances | Partner/member NGOs; Govt. Donors |
| 2. Efficient operations management (OM) and faster decision making (FDM) process within the organization insured | - Efficient MIS introduced - Effective RBM introduced - Mid-term and Phase-end Evaluations complete | Introduce effective MIS, result based monitoring system, revisit strategic plan, activities evaluated by independent expert | CAMPE Units' records, reports, meeting minutes | Review records and docs. | - Internal circulation - CAMPE Council |
| 3. More functional and transparent organizational governance facilitated | -# of Council (C) or meetings -Frequency of C meetings with CAMPE -Effective communication of C decisions and directions | Increase effective communication between the Council and CAMPE Units to facilitate and implement the decisions by the Council and also increase the transparency | Meeting memos, minutes | Review memos and minutes | Donors, PNGOs, relevant stakeholders |

Result Based Monitoring (RBM): Guidelines for CAMPE

UNIT: EFAPID

| Outcome | Indicator/s | Rationale | Sources of information/data | Methods | Distribution |
|--|--|--|--|--|--------------------------------------|
| 1. Level of awareness on human rights (HR) issues, literacy, gender, environment education (EE), ECCD, and CE raised | Awareness increase by % in: - HR - Literacy - EE - ECCD - CE | Programs on these issues taken up and prioritized by PNGOs, government and DPs. | Policy docs. of CAMPE and the relevant stakeholders | Review policy docs. | Partner/member NGOs; Govt. Donors |
| 2. Level of awareness on human rights (HR) issues, literacy, gender, environment education (EE), ECCD, and CE raised | No. of PNGOs trained on : - M & E - TOT - Education Management system No. of PNGOs having effective & efficient M & E and Education Management systems and using | - PNGOs review existing management and service delivery system -Teaching learning system improved and competency level increased -Improved quality controls - PNGOs mainstream Good Governance and Gender | -National, networking, partner/member NGO records -School records -MOE/DPE records | Appraise published and institutional records | Donors, PNGOs, relevant stakeholders |

| | | | | | |
|--|---|---|--|--|--------------------------------------|
| | the TOT skills | | | | |
| 3 New concepts like good governance (GG), peace and value education introduced and practiced by NGOs and the community | No. of NGOs and Communities introduced to and practicing: - GG -Peace and Value education | - PNGOs and relevant civil society groups' activities reflect spirit of Peace and Value Education - PNGOs improve their transparency, accountability, and legitimacy | -NGO and local Govt. records - Community members/elites | -Evaluate docs. -Interviews -KII | Partner/member/networking NGOs |
| 4. Knowledge and livelihood of the neo-literates and literacy skill sustained | No. of neo-literates sustaining their skills on: - Knowledge and livelihood - Literacy | Overall achievement of the learners improved as indicated in materials | CAMPE meeting, workshop, seminar, RTC meeting attendances and minutes | Review internal docs./records | Partner/member/networking NGOs |
| 5. Further opportunity created for disadvantaged groups and NFE graduates to continue higher education and thereby have better access to job markets | NFE and Disadvantaged groups: - Opportunities created for continuing education - Better access to job markets | Graduates from this program get access to the job market JSE course mainstreamed in distance learning education system | Partner/member/networking NGOs records Higher education institutes NFE graduates | Evaluate records Interviews | Donors, PNGOs, relevant stakeholders |
| 6. CAMPE's voice strengthened through wider participation of CAMPE partners and its stakeholders | - # of CAMPE partners participating - # of CAMPE stakeholders participating | To strengthen CAMPE's voice and increase stakeholders' participation for achieving EFA goals <i>(Mechanism of a continuous information-flow channelized and the lessons learnt through learning linkage adapted and applied to the country situation for fulfillment of EFA goals)</i> | CAMPE meeting, workshop, seminar, RTC meeting attendances and minutes | Review internal docs./records | Partner/member/networking NGOs |

Result Based Monitoring (RBM): Guidelines for CAMPE

UNIT: PAMC

| Outcome | Indicator/s | Rationale | Sources of information/data | Methods | Distribution |
|--|--|--|--|---|--------------------------------------|
| 1. Advocacy issues addressed and reflected in the policy documents of CAMPE and its stakeholders | -Policy documents of CAMPE -Policy documents of stakeholders | Assess the trend: Does the policy docs. reflect EFA and or MDG goals? | Policy docs. of CAMPE and the relevant stakeholders | Evaluate policy docs. | Partner/member NGOs; Govt. Donors |
| 2. Retention and completion rate in primary and secondary education for the girls increased as per target PEDP-II, III, and other projects | <u>Ratio of girls and boys in different grades of:</u> -Primary; and -Secondary education | To ascertain the increase in female education as per EFA/MDG goals | -National, networking, partner/member NGO records -School records -MOE/DPE records | Review published and institutional records | Donors, PNGOs, relevant stakeholders |
| 3. People's involvement, commitment, and accountability for successful implementation of EFA and MDGs raised | For successful implementation of EFA and MDG goals, # of people: - involved -committed -accountable | Appraise peoples' participation in EFA and MDG programs/projects | -NGO and local Govt. records - Community members/elites | -Analyze docs. -Interviews -KII | Partner/member/networking NGOs |
| 4. CAMPE's voice strengthened through wider participation of CAMPE partners and its stakeholders | -# of CAMPE partners participating - # of CAMPE stakeholders participating | To strengthen CAMPE's voice and increase stakeholders' participation for achieving EFA goals | CAMPE meeting, workshop, seminar, RTC meeting attendances and minutes | Review internal docs./records | Partner/member/networking NGOs |

Result Based Monitoring (RBM): Guidelines for CAMPE

UNIT: Management

| Outcome | Indicator/s | Rationale | Sources of information/data | Methods | Distribution |
|--|---|---|---|---|--------------|
| 1. Effective and efficient management system of CAMPE | Effective & Efficient management system | To have an effective internal control system, produce periodic financial analysis and relevant reports | -MIS -Management activity reports of Units | Analyze MIS and Unit's management reports | Internal |
| 2. Better and more efficient HR in place | Level of CAMPE HR | Project activities are achieved effectively and efficiently | Unit's activity reports | Examine internal reports | Internal |
| 3. Effective, efficient, and gender sensitive administrative system in place | Level of: -Effectiveness -Efficiency -Gender sensitiveness | -Smooth functioning of office activities -Logistic and administrative support provided in time -Functional policy and strategy followed | -Management activity reports of Units - Management Unit's internal docs./memos | Review docs. | Internal |

7.4. Approaches Towards Monitoring

Implementation Monitoring

Implementation monitoring has to be rigorously done at all the unit level not only to monitor the implementing activities but, as a continuum for the next level results, especially outcomes that have to be reflected in the reports to CAMPE stakeholders. This implementation monitoring should be done regularly with each activity, whether it relates to inputs, activities, or outputs. Therefore, a simple form is suggested for the purpose so that the Units can monitor the activities and report the results at the next level.

Results Monitoring

One of the key aspects of the exercise is to monitor for results, or in other words, RBM. The important question here is to monitor if the results have been achieved or not and what actions that have to be taken to correct the action. A crucial point here is to provide feedbacks to the decision makers so that further inputs or change in strategies for the results can be discussed and decided upon. Organization like CAPME, which has to rely heavily upon these feedbacks, it is imperative that it gets these critical information required on results to successfully campaign at the policy level.

The 2 main approaches for operational monitoring for the RBM are:

- a) **Periodic Monitoring:** Periodic monitoring involves making comparisons between outcome achievements and program targets and between financial expenditure and budgets at the end of specified time periods, for example, monthly, three-monthly or longer intervals; and
- b) **Continuous Monitoring:** Continuous monitoring is applied frequently to specified key indicators which enable information on plan implementation to be collected often.

For an effective RBM, the following important aspects should be in place:

Responsibility: The information generated by a monitoring system/ team should be reported regularly to the Unit Head (Program Manager) which should be discussed in the unit's internal management meetings. After finalization of the results, it should be submitted to the Executive Director of CAMPE and discussed at CAMPE management meeting. Reporting should be both written and oral in order to specific problems, achievements, or any other aspects of management that needs to be discussed and any necessary action/s required so that it can be taken quickly

Frequency: The frequency of monitoring (including reporting) should be related to the type of the indicators being monitored and or reported on and should be determined by each unit

on the RBM indicator and should be based on the frequency of the planned activities for the respective RBM outputs.

7.5. Needs of Every Result-Based Monitoring

Every monitoring system needs 4 basic elements: ownership, management, maintenance, and credibility.

Ownership

Ownership can be thought of as the demand part of the equation. Ownership has to come from those at every level who uses the system, and demand for performance information at each level needs to be identified. Stakeholder ownership of data at every level --- national, regional, and local --- is critical. If there are levels where people do not see the need for, or have a use for, the data collected, there will be problems for the quality control and ownership. The feedback loop will be disrupted. Without ownership, stakeholders will not be willing to invest time and resource in the system, the system will ultimately degenerate, and the quality of data will decline.

Management

Who, how, and where the system will be managed is critical to its sustainability. Data collection can also be hampered by overlap of data coming from the different sources; duplication of data; time lags in receiving data, that is, data that are received too late to have an impact on the decision making process; and people not knowing what data are available.

Maintenance

Maintenance of Monitoring system is essential, to prevent the system from collapsing. It is important to know who will collect what kind of information and when, and to insure that information is flowing horizontally and vertically in the organization. Monitoring systems, like other information systems (such as auditing and budgeting) must be continually managed.

Management and maintenance of M & E systems require creating the right incentives and provide sufficient financial, human, and technical resources for organizations, managers, and staff to carry out monitoring tasks. Clear relationships need to be established between actions and results. Individuals and organizations need to understand how the specific tasks contribute to the bigger picture.

Credibility

Credibility is also essential to any monitoring system. Valid and reliable data help ensure the credibility of the system. To be credible, monitoring systems must report all data---both good

and bad. If bad news, or information demonstrating failure to meet desired outcomes or targets, is deliberately not reported, the system will not be credible.

8. REPORTING RESULTS TO THE STAKEHOLDERS

Reporting results to donors, Council and supportive/partner/member of CAMPE has been the key question in the Phase-end Evaluation of CAMPE Phase III. Therefore, it is important that CAMPE reports its results to the stakeholders to justify its activities.

Implementation Reporting

The implementation activities reporting should be done to the unit head for analysis of the progress of the planned inputs, activities, and outputs. It is important that all the planned activities for the month is monitored and reported so that the management can keep track of the progress towards the results i.e. outcomes.

Results Reporting

Though initially the results reporting are to the head of the unit, ultimately this should be discussed in CAMPE Management meeting and discussed in details. The initial decision for results to be reflected in reports or in any other form, the Management should decide the media that is required for effective communication of CAMPE success. However, it is imperative that all results achieved or are in the process, should be reflected in the 6 monthly reports to the donors and also to the Council members who will provide their feedback to the Director for their action.

Annex-1

Terms of Reference (ToR)

To develop Result Based Monitoring Indicators and formats for CAMPE

1. Background

Campaign for Popular Education (CAMPE) is a national coalition of NGOs with education program. Just after the **Jomtien Conference on *Education For All (EFA)*** CAMPE was born as an organization having 15 major NGOs as its founding members. Over the years, it has grown significantly now operates as a coalition of more than 1000 education NGOs. Since its inception CAMPE has been trying to work in close interaction with the Government as well as other popular forces to ensure effective participation of the people in the EFA movement.

CAMPE has come a long way since its inception in 1990 and is now entered into its Phase IV. Prior to entering this phase, the strategic planning exercise emphasised on result based monitoring and the strategic planning document stated that the follow-up and monitoring is considered as one of the important strategic issues of CAMPE. The monitoring mechanism will be strengthened for making the on going performance information timely available to the concerned authority. During the project proposal development, specific results and outputs will be spelled out in order to track and evaluate the performance objectively.

Later on the the phase end evaluation (phase III) team suggested that the monitoring function needs to be strengthened through the development of results based indicators which would be used for all reporting. A results based framework with indicators should be developed through a participatory process facilitated by a specialist in the field.

2. Objectives

The key objective of the exercise would be to develop monitoring indicators and relevant formats based on the result based monitoring framework, through participatory process. The specific objectives of the exercise would be to:

- Review the existing monitoring formats and indicators
- Come up with relevant monitoring formats and associated indicators
- Suggest frequency and sources of data for the newly devised formats
- Suggest specific utility/purpose of the suggested/devise formats

Therefore, to provide an outline for periodic (half-yearly basis) *Plan of Operation* showing status of achievement of periodical targets of the organization considering the

utilization of the financial and non-financial resources efficiently and to assist CAMPE to explore the better performance in terms of sharing knowledge through ICT to enhance its collaboration and networking with the stakeholders and partners.

The team would review the existing monitoring system and suggest specific means and ways to strengthen/upgrade it according to the need of CAMPE. The exercise would be done in participatory way.

3. Utility of the output

The monitoring system will be linked with MIS that would help to track in progress of activities performed periodically. In addition to monitoring by supervisor a team of people will monitor the overall performance of the organization on a regular basis. There should be a mechanism for sharing of monitoring report with the concerned unit/people so that the plan of activities can be revised quickly to achieve the organization goal.

In order to manage a project and ensure information flow among all the concerned staff members, a comprehensive Management Information System (MIS) structure will be developed afterwards, using the outcome of the exercise of this consultancy work.

CAMPE aims to disseminate its activities performed periodically as a form of annual report/progress report/monthly report to meet the requirements of development partners, stakeholders as well as documentation of activities of CAMPE. Within the project period CAMPE will publish annual reports and make annual reports available to the concerned stakeholders soon after the completion of the financial years on a regular basis. Monthly Reports and Half Yearly Reports will also be prepared for internal monitoring of CAMPE activities.

4. Methodology

The consultant will propose and develop a methodology based on the original project's proposal, strategic plan, phase end evaluation report and other relevant project documents. This methodology will be discussed and approved by CAMPE and the donors at the outset of the consultancy.

5. Work Plan and Schedule

The Consultancy will take place between and2007 and will be for a period of ... days in Bangladesh for the full team plus an additional ...days for the Team Leader during which s/he will finalise the report.

The team will have an initial briefing with CAMPE and donors to ensure common understanding of the ToR. Following this the team can meet individually or collectively with CAMPE and donors as required. The team will have full access to project reports and other documentation (e.g. research reports) among which the main items are:

- CAMPE project proposal (April 2007 to March 2012)
- Phase End Evaluation of CAMPE (dated 24 November 2006)
- CAMPE Strategic Plan (March 2006)
- Progress and Financial Reports of Phase III
- Report Mid Term Review (dated 30 September 2004)
- Existing other reporting formats
- Records of meetings, etc.

6. Reporting

Reporting will be in two stages:

- Presentation to CAMPE and submission of a Draft Report not more than four days after the presentation meeting. CAMPE and the donors will then have three days in which to make their comments on the draft and to interact with team members as required.
- Submission of the Final Report (5 copies) incorporating the comments made by CAMPE and the donors. This report, like the Draft Report, should be prepared in MS Word. An electronic copy of the Final Report should also be made available.
- The entire assignment must be completed on or before 15 December 2007.

7. Team Composition

The team will comprise of ...consultants which, for preference, will include at least one female consultant. All consultants/associates must display the following competencies:

- Strong analytical skills
- Relevant experience in non-formal education and education quality assessment
- Experience with advocacy and networking activities in the field of education
- Fluency in English (writing, speaking, communication) and Bangla.

CAMPE will appoint a Team Leader after review of the selected consultants. S/he will have overall responsibility for allocating the tasks to individual team members, liaising with CAMPE and the donors and ensuring that the final report meets the requirements of the ToR and is completed on time.

8. Property Rights

All reports and documents prepared during the assignment will be treated as the property of CAMPE. The reports and or documents or any part, therefore, cannot be sold, used /shared and reproduced in any manner without prior approval of CAMPE.

9. Administration and Coordination

CAMPE will assist the consultant in:

- Briefing, planning and debriefing discussions and developing plans for field trips and review activities
- Providing relevant written materials/documents/reports
- Providing necessary logistic supports, if required.
- Making necessary contacts with stakeholders.
- Arrange necessary meetings.

10. Fees

- CAMPE shall pay the consultant maximum amount of Tk. 500, 000 (Taka five hundred thousand only) including the AIT and VAT in two instalments as follows:

1st installment 40% of the agreed amount on signing the agreement

2nd and final installment, remaining 60% after submission of Draft Report and accepted by CAMPE management.

- 10% advance income tax and 4.5% VAT for the consultants will be deducted at source by CAMPE. However, the consultant will be responsible for deducting and depositing income tax relating to individuals involved in the assignment.