



Sindh Basic Education Program (SBEP)
Education and Literacy Department
Government of Sindh

Monitoring and Evaluation Manual
May 2013

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ACRONYMS

ADB	Asian Development Bank
ADP	Annual Development Program
APRs	Annual Progress Reports
ASP	Assessment and Strengthening Program
CBO	Community Based Organization
DO Team	Development Objectives Team
DEO	District Education Office
EMIS	Education Management Information System
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
FPDD	Federal Planning & Development Division
GOP	Government of Pakistan
GoS	Government of Sindh
GPI	Gender Parity Index
GIS	Geographic Information System
IQRA	Improving the Quality of Reading Activity
IMMAP	Information Management and Mine Action Program
JDs	Job Descriptions
M&E	Monitoring and Evaluation
MEC	Monitoring & Evaluation Cell
MEP	Monitoring and Evaluation Program
MSI	Management Systems International, Inc.
MTDF	Medium Term Development Framework
P&DD	Planning and Development Department
PD	Program Director
DPD	Deputy Program Director
PDWP	Provincial Developmental Working Party
PIRLS	Progress in International Reading Literacy Study
PLD	Provincial Line Department
PM&E	Program Monitoring & Evaluation
PMIU	Program Management and Implementation Unit
PMP	Performance Management Plan
PMP	Performance Management Plan
PPDB	Provincial Planning & Development Board
PPDD	Provincial Planning & Development Department

PMES	Program Monitoring and Evaluation System
PPO	Provincial Program Office
PSC	Program Steering Committee
PSDP	Public Sector Development Program
PTA	Parent-Teacher Association
PW	Program Wing
QPR	Quarterly Program Review
RO	Regional Office
RBM	Results Based Monitoring
RSPN	Rural Support Programs Network
SBEP	Sindh Basic Education Program
SEMIS	Sindh Education Management Information System
SERP	Sindh Education Reforms Program
SMC	School Management Committee
SOPs	Standard Operating Procedures
SOW	Statement of Work
TA	Technical Assistance
TBD	To Be Determined
TLM	Teaching and Learning Materials
TOP	Terms of Partnership
TOR	Terms of Reference
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID/PAK	United States Agency for International Development
USG	United States Government

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Chapter 1 Introduction

1.1 Background

United States Agency for International Development (USAID/PAK) and Government of Sindh signed an Activity Agreement on September 21, 2011 to implement the Sindh Basic Education Program (SBEP). The Program intends to focus on increasing and sustaining student enrolment in primary, middle and secondary schools in eight¹ districts of Sindh including some towns of Karachi, by developing a school environment conducive to teaching and learning. This transformation is to be achieved through the following components viz².

- (1) Construction of schools affected by 2010 floods;
- (2) Support to Government of Sindh (GoS) policy reforms to merge, consolidate and upgrade schools through construction of schools;
- (3) Improvement in early grade reading in primary schools;
- (4) Community mobilization, with a focus on increasing girls' enrolment and improving the nutritional status of children;
- (5) Technical assistance to the Department of Education; 6) Monitoring and Evaluation
- 7) Office of Infrastructure & Engineering (OIE) Construction Design and Supervision

Out of the above components, components at serial numbers 01 and 02 are to be executed by the GoS and components at serial numbers 03 to 07 to be directly implemented by the USAID/Pak³. In order to implement the above components the Government of Sindh and USAID/Pakistan have mutually agreed to focus the interventions of the Program to the following districts.

- a) Dadu
- b) Jacobabad
- c) Kambar-Shahdadkot
- d) Karachi (selective towns)
- e) Kashmore-Kandhkot
- f) Larkana
- g) Sukkur
- h) Khairpur

These districts were selected on the basis of education, social and other indicators and criterion of successful implementation of education reforms in the past. Total cost of the Program is USD \$165.0 million including US\$155.0 million grant and US\$10.0million GoS counterpart funding⁴ over a five year period (February, 2012 to June, 2017)⁵. As per the Activity Agreement financing of Program to be managed by results tied to the achievement of milestones and indicators⁶.

Education and Literacy Department of Government of Sindh is the Apex body to execute and implement SBEP such as the Program Management Implementation Unit (PMIU) of SBEP and Program Steering Committee (PSC) are responsible for the smooth implementation of

¹ SBEP-PC-1, Section-2, page no.2

² SBEP-PC1 , Section-5, page no.4

³ SBEP-PC1, Section 3, page no.3

⁴ SBEP-PC-1, section7, page no.20

⁵ Dates stipulated in the PC-1, page no.24.The SBEP PMP from USAID/PAK shows targets for Sept-2011 through Sept-2016

⁶ Activity Agreement, Section 1.03, page no. 2

the Program. The Program is to be made a part of the current provincial Annual Development Program (ADP) through the approval of the competent authority i.e. the Chief Minister, Sindh.

The Program has delineated following outcomes to achieve its goal.

Outcome 01:	Improved Educational Facilities
Outcome 02:	Improved Reading and Numeracy for Children in Primary Grades
Outcome 03:	Increased Girls Enrollment
Outcome 04:	Improved Health Status of Children
Outcome 05:	Effective Civil Society for Oversight, Engagement and Advocacy
Outcome 06:	Improved Management Capacity at Provincial and District Levels within the Department of Education

1.2 Purpose of Manual

The purpose of this Manual is to describe the Monitoring and Evaluation (M&E) Framework, policies and procedures for the use by SBEP M&E staff to track progress at the outcome, output and activity level. The Manual provides all policies and procedures of M&E system implementation including data gathering, data management, data analysis and information reporting to Government and USAID/Pak.

The basis of the M&E Manual is on the Results Framework developed by USAID/PAK with the support of Management Systems International (MSI) and describes the logical relationship between the goal, outcomes, outputs and indicators to measure the progress at each level of the result.

The Manual provides guidance to the M&E staff in developing new performance indicators (if required) or setting up targets, identifying different data sources besides data collection methods and establishing baseline for subsequent comparison of Program progress against the intended targets. The Manual also provides a tentative schedule for all monitoring and evaluation activities with roles, responsibilities and timelines to ensure compliance. critical reflection of events and reporting, methodologies in monitoring and methodologies in evaluation have been described in detail to cover the maximum knowledge management at the Program level.

1.3 Program Goal

The Goal of the Sindh Basic Education Program is “to increase and sustain student enrolment in primary, middle and secondary schools in targeted geographic locations in Sindh by developing a school environment conducive to teaching and learning”

1.4 Objectives & Targets

Following are the main objectives of the Program with targets as per approved PC-1

- Construction of 75 primary, middle, elementary and secondary/higher secondary schools which had been completely damaged during the 2010 floods in targeted districts.
- Merge /consolidate 45 primary, middle, secondary and higher secondary schools having dangerous building and meeting the criteria for merge, consolidate or up-grade with adjacent schools in targeted districts.

- 700,000 children will have an opportunity to receive higher quality education and better reading every year.

1.5 Description of Major Activities

Following major activities have been outlined in the PC-1 of Program

a) Construction of Schools Affected by floods

Under the program, primary, middle, elementary and secondary/higher secondary schools which had been completely damaged during the 2010 floods in targeted districts to be selected. Subject to the availability of funds, it is estimated that USAID/PAK support to be included the construction of 75 schools in the targeted districts. The USAID/PAK-supported construction is to ensure that all newly constructed flood-affected schools are equipped with furniture, are child friendly and meet minimum education and construction standards

b) Support to GOS policy reforms to merge, consolidate and upgrade schools through construction of schools

The first policy reform is to consolidate several small schools that exist in a village or neighborhood into a single, properly managed facility. The second policy reform is to support the merging of several schools that are operating in a single location into a single school operating under a streamlined administrative structure. The third policy initiative is to upgrade primary schools to include facilities and teachers for middle and high school-age students. The fourth policy reform is to hire additional female teachers based on merit and qualifications. The fifth policy reform is the adoption of school-specific budgets and the placement of school-specific teachers, which will provide resources for maintenance and supplies and reduce teacher absenteeism.

USAID/Pakistan assistance is to support these important policy initiatives by constructing, furnishing and equipping approximately 45 schools in carefully selected locations in the seven focus districts in Northern Sindh and selected towns in Karachi. This is to be accomplished in consultation with the Education and Literacy Department.

c) Improve Early Grade Reading in Primary Schools

The program is to improve reading and numeracy skills among students in early grades. The activity is to be directly implemented by USAID/Pakistan in consultation and collaboration with GOS institutions. The activity is envisioned to maximize participation of parents, caregivers and the larger community in improving the quality of education in schools.

d) Community Mobilization

Community engagement and mobilization will form a cornerstone of the Sindh Basic Education Program and it is to focus on three key areas including “Community involvement for school construction, Community involvement to increase girls’ education and Community involvement to improve the nutrition status of students”. The Program will work to engage parents and help to provide solutions to problems that prevent sending girls to school. Part of the program is to allow communities that do not benefit from newly built Sindh Basic Education Program schools to apply for small grants, linking with the school development plan. These funds may be used by School Management Committees (SMCs) or the local civil society organizations for the construction of latrines, provision of clean water, child friendly furniture, temporary teachers, school supplies, and minor school repairs.

This component of the program attempts to address some of these issues from the school perspective, but is need to be linked with interventions in other areas. The following are key broad areas that this program is to address;

- Education of families on nutritional needs of young children
- Ensuring the availability of clean drinking water, and adequate sanitation facilities both at school and home
- Increasing the availability of micronutrients such as iodine, iron, vitamin A for children (in collaboration with the USAID/PAK Health & Nutrition Office)
- Increasing the availability of adequate health care facilities for children (in collaboration with the Basic Health Units (BHUs))

e) Technical Assistance to the Department of Education (DOE)

The Sindh Basic Education Program will provide technical assistance in three broad areas: financial, procurement and administrative management, engineering oversight and design, and education administration.

- **Financial, Procurement and Administrative Management:** Through the Assessment and Strengthening Program (ASP), USAID/Pakistan is to strengthen the procurement system in the Education Department and mitigate other agreed-upon institutional weaknesses identified through the pre-award assessment of the Department of Education and recorded on the risk mitigation framework.
- **Construction Management/Capacity Building:** Through a USAID/PAK turnkey design/construct contract, a local firm(s) to provide engineering design and construction supervision to provide quality control on the building of schools as well as construction services through subcontracts with local firms. This firm has to work in collaboration with the Government of Sindh, and build their capacity to monitor construction programs.

f) Education Reform and Administration:

The Sindh Basic Education Program is to support the Department of Education to continue with the education reforms started under World Bank and European Union funding. The key areas of these reforms are given as under:

- Consulting to assist with the coordination and synchronization of reform implementation
- Developing District Education Plans
- Establishing the Teacher Licensing and Certification System
- Strengthening the Provincial Education Assessment System
- Strengthening the Education Management Information System including GIS
- Strengthening education budgeting systems at the provincial and district level
- Strengthening school management and administration
- Capacity building of PMIU

g) Monitoring and Evaluation(M&E)

The program will incorporate a strong Monitoring and Evaluation (M&E) component to ensure the rapid and efficient implementation of activities as outlined in the Program description. The program's M&E team with M&E Specialist as the Team Lead will be responsible for the implementation of M&E activities. In addition, a third-party contractor/s

and/or organization will be hired to monitor Program activities in the field and submit reports to both GOS and USAID/PAK.

h) Office of Infrastructure and Engineering (OIE)

USAID/Pakistan's OIE will provide engineering design and construction supervision and management services.

1.6 Review and Approval of M&E Manual

The Manual will be approved by the Program Steering Committee (PSC) to implement in letter and spirit by the M&E technical staff of the Program. During the implementation of Program, there can be revisions of plans due to the changes in program priorities or budgetary decisions made by the GoS and USAID/Pak. The problems arising from time to time will be noted by the M&E Specialist and the revision required will be communicated to the Program Director SBEP. Such revision in the Manual as when required will be initiated by M&E Specialist and got cleared/approved by PSC.

Chapter 2 : Context

Monitoring and Evaluation Manual is intended to guide the Program Team of Sindh Basic Education Program in understanding and implementing the M&E System under the Program. This manual has been developed to facilitate the M&E Section staff carrying out the required policies and procedures. The contents and the material used have been developed based on systems and methods used in Public Sector Organizations and acceptable to donors. The Manual is in line and conformity with the approved PC- 1 document of the Education and Literacy Department, Government of Sindh, Activity Agreement between the Govt. of Sindh and USAID/Pak and the Performance Management Plan developed by Management Systems International and approved by USAID/Pak.

2.1 Risk Management Framework

The Risk and Mitigation framework of Sindh Basic Education Program proposed by USAID/PAK Pakistan identifies some risk areas related to M&E. The risk mentions that “M&E function is not independent, inadequate staff strength and capacity, lack of standard M&E procedures and systems and non conformance with Planning Commission guidelines on Program monitoring and evaluation”⁷

In order to mitigate the above risk, one of the main actions to be taken is to develop the M&E System at SBEP and developing M&E Manual⁸.

Table#01 M&E related Risk areas identified

Sr #	Risk Areas Identified in the Pre Award Assessment or Any other Assessment	Mitigation Measures	Page reference
01	Inadequate M&E Function M&E function is not independent, inadequate staff strength and capacity, lack of standard M&E procedures and systems and non conformance with Planning Commission guidelines on Program monitoring and evaluation	1. Short-term M&E support at PMIU via ASP 2. Strengthen M&E MIS 3. Hire M&E Staff 4. Training of M&E staff.	15

(Risk and Mitigation Framework is described Chapter-03, Section 3.15)

2.2 Monitoring and Evaluation Guidelines of USAID/PAK

As per activity agreement, the Program has to incorporate a strong Monitoring and Evaluation (M&E) component to ensure the rapid and efficient implementation of activities as outlined in the Program description. According to which 3rd third party/organization is to be hired for monitoring activities in the field and submit reports to both the GoS and USAID/PAK⁹. The M&E system will maximize community participation through capacity

⁷ SBEP Capacity Building Plan, page no. 15

⁸ SBEP Capacity Building Plan, page no. 15

⁹ Activity Agreement, page no.15

building of communities in monitoring and reporting. It is expected that valuable lessons from the Sindh Basic Education Program will be derived through M&E component and that the potential impact of different variables on Program success will be tracked.

2.3 Monitoring and Evaluation Guidelines of the PC or the Provincial P&D Departments

The Planning Commission (denoted as PC), is a financial and public policy development institution of the Government of Pakistan. The Planning Commission undertakes research studies and state policy development initiatives for the growth of national economy and the expansion of the public and state infrastructure of the country, in tandem with the Ministry of Finance.

As per the Program Management Policy of Planning Commission, “Objective of development planning is to have Programs implemented for the benefit and social uplift of the society. One of the main functions of the PC as indicated in Schedule II of the Rules of Business 1973 under the heading of Planning and Development Division is “Monitoring and evaluating implementation of major development Programs and programs

The “Guidelines for Program Management” prepared by the Programs Wing of Planning Commission, contains a wealth of information on major stages of development Programs starting from conceptualization and identification to the preparation of documents, approval, execution, implementation, monitoring and post-completion evaluation.

As per guidelines there are two kinds of monitoring i.e. Internal Monitoring and external monitoring. Internal monitoring is the responsibility of those sponsoring Ministries/Divisions and executing agencies who are directly involved in Program formulation, appraisal/approval and implementation. A close collaboration and understanding between the Program management and the monitoring unit is very important. External Monitoring is always undertaken by an outside agency like the Provincial Planning & Development Departments, Programs Wing of the Planning and Development Division and foreign donors. This is done to watch the progress of development Programs to gain insights for the Program benefits from the macro-planning point of view and that of the sponsoring agency for strategic feedback on the progress of implementation and its sectoral impact. The internal monitoring unit has to feed the external monitoring unit with necessary information.

The methods or techniques adopted for Program monitoring should effectively measure the progress of a Program, in comparison to its approved cost, scope, time schedule and objectives and be capable of producing the information, according to the requirement of all concerned. Recently, a new concept of Result Based Monitoring (RBM) has been introduced by the Programs Wing. This exercise focuses on the achievement of results i.e. input, output and outcome during the currency of implementation of Programs.

The Program Management Cycle has been envisioned in the Program Management Guidelines of PC that it has five distinct phases¹⁰: (1) Identification & Formulation; (2) Appraisal & Approval; (3) Implementation; (4) Completion/Closure; and (5) Ex-post Evaluation.

¹⁰ Guidelines for Program Management (Planning Commission of Pakistan)

Program identification and its formulation is the most important segment in a Program cycle in which the sectoral priorities must be followed. Programs in various sectors are proposed and prepared by concerned ministries/departments.

Development Programs are prepared on the approved format i.e. PC-I Performa. Planning Commission has devised three Performa in 2005, one each for Infrastructure Sector, Production Sector and Social Sector.

The PC-I form comprises four parts. **Part 'A' is the "Program Digest"**, containing eight questions which are more or less common to all sectoral PC-Is forms. These require mainly information on: (I) name of Program, (ii) authorities responsible for sponsoring and executing of the Program, (iii) completion period, (IV) a summary of cost in detail and (v) objectives of the Program. **Part 'B' entitled "Program Description and Financing"**, forms the core of the PC-I. The precise nature and form of the questions varies from sector to sector. The principal information asked for includes: (I) location, (ii) market analysis, (iii) general description and justification, (iv) operating or recurrent cost estimates, (v) technical description, (vi) capital cost estimates, (vii) unit costs, sectoral benefits, cash flow, financing arrangements, foreign exchange component, risk analysis, beneficiaries participation etc. **Part 'C' deals with "Program Requirements"**. The information sought in this part includes: (I) manpower requirements during implementation, (ii) physical and other facilities required and (iii) materials, supplies and equipment. **Part 'D' deals with environmental aspects**. It includes information required in respect of (I) impact assessment undertaken separately in case of water, sewerage and solid waste and (ii) recommendations along with the measures to be taken to control environmental pollution.

(PC-1 and PC-II Performa are attached as Annex. I)

PC-III

PC-III form is designed to furnish information on the progress of on-going Programs on monthly/quarterly basis and is required to be submitted by the executing agencies/departments by 5th day of each month This form gives financial as well as physical progress of the schemes with information on any bottlenecks experienced during the execution of a Program. PC-III Performa has two forms. Form gives information about the physical progress of the Program while Form "b" gives information about the physical progress and any bottlenecks experienced during Program execution. Program Director should send Program implementation status to Programs Wing on specified Performa and updated monthly progress reports on specified PC-III (B) Performa on 5th of each month on regular basis and indicate problems faced in Program implementation. Program progress should be monitored on the basis of Program implementation schedule/approved work plan

(PC-III Performa is attached as Annex-II)

PC-IV and V

The Program is considered to be completed / closed when all the funds have been utilized and objectives achieved, or abandoned due to various reasons. At this stage the Program has to be closed formally, and reports to be prepared on its overall level of success, on a Performa PC-IV (Program Completion). After closure of the Program, annual operation reports have to be submitted to the Planning & Development Division over a period of five years on PC-V Performa (Program Evaluation)

(PC-IV and V Performa are attached as Annex-III.)

The same planning process of Planning Commission of Pakistan is also followed in the Sindh Basic Education Program.

SBEP`PC-1

PC-1 is already developed and approved by the Education and Literacy Department Government of Sindh. It has covered the program objectives, link to sectoral objectives, Provincial and Federal Education policy, description of components and activities, governance issues, Program analysis, administrative arrangements including Program management, finance, procurement, HR arrangements and monitoring and evaluation requirements. As per PC-1 Quarterly Progress Report (QPR) will be prepared using the PC-III Performa. It will include both program (physical) and financial progress indicators. However, the indicators included in the PC-III will also conform to the Performance Management Plan guidelines of the USAID/PAK.

Program completion report of the program will be administered by the PMIU through in accordance with the PC-IV format. Baseline survey of the Program will be administered by the PMIU through a consultant in line with the USAID/PAK and Planning Commission's guidelines for evaluation of Programs and programs. End-line evaluation (PC-V) survey will also be conducted.

PC-1 of the Program articulates that "M&E staff will prepare Annual/Quarterly Work Plans and Quarterly Cash Plans as per the PMES guidelines and website provided by the P&D Department"¹¹. (PMES) is software developed with the assistance of Asian Development Bank (ADB) is a result oriented database with appropriate M&E modules incorporated. It is designed to augment the existing flow of information to the Programs Wing (PW) of Federal Planning & Development Division (FPDD), Provincial Planning & Development Departments and Board (PPDD/PPDB), line Ministries and other stakeholders. It includes management of Program profile, work plan, cash plan and progress data against a particular Program, reporting, security, online availability of data and user's management. The system has developed a regular follow-up mechanism for providing accurate and timely information on Program implementation and related issues for decision makers. It is further geared to providing a more robust central controlling and strategy formulation regime.

Planning and Development Department, government of Sindh has established a Monitoring and Evaluation Cell which is using the PMES software to generate the following reports.

- No. of ADP schemes district wise in Sindh
- Original/Revised allocations of ADP against each scheme for capital and revenue component.
- So far released by P&D/ District against each scheme and utilization(Monthly and overall)

¹¹ <http://pmes.mecsindh.gov.pk/>

Major Components of PMES

- Program Basic Information (Physical & Financial)
- Work Plan & Cash Plan
- Allocations
- Progress (Financial & Physical)
- Reports
 - Program Profile Report (Basic information on Program implementation)
 - Professional Reports (Selected segmental report)
 - Custom Report (Need-to-know basis report)
 - Executive Reports(Summary Report, Analytical/Graphical Report)

(PMES formats are attached as Annex-IV)

Chapter 03 Monitoring and Evaluation System

3.1 Purpose and scope of the M&E System

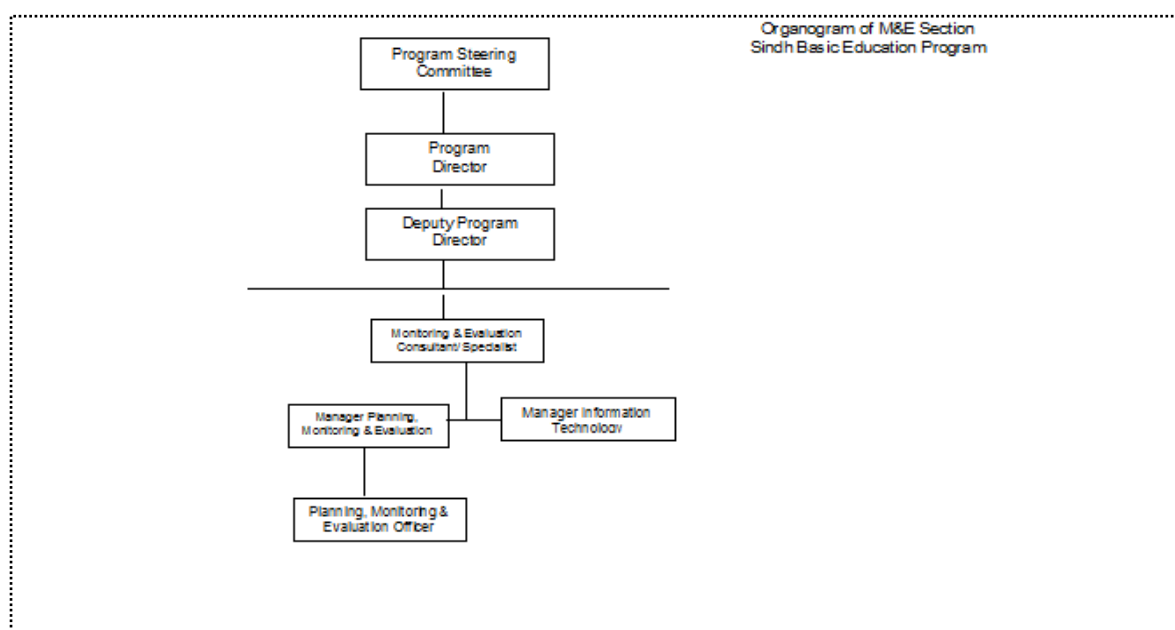
The M&E system is a set of planning, information gathering and synthesis, reflection and reporting along with the necessary supporting conditions and a valuable contribution to decision making and learning. This Chapter focuses on setting up of a functional M&E system for SBEP. Other important aspects of SBEP M&E system such as M&E structure of SBEP and practices of M&E at the provincial P&D and Education & Literacy Department Government of Sindh, Performance Management Plan ,Performance indicators, review of indicators, data collection tools & methods, stakeholders information needs, stakeholders complaints and feedback mechanism, data management, M&E activities table, use of performance indicators, as laid in the Performance Management Plan and roles and responsibilities of various stakeholders in the M&E system are discussed in subsequent chapters

3.2 Description of M&E Structure

The Program Organogram has been approved as part of the approved SBEP’s PC-I. Accordingly the M&E unit shall be housed in the PMIU with its ancillary M&E staff in the field offices at Larkana and Sukkur. As per the Organogram, M&E staff including the M&E Consultant/Specialist is supported by the Manager, Planning Monitoring and Evaluation and Manager Information Technology. Manager Planning Monitoring & Evaluation will have the support of Planning Monitoring and Evaluation Officers. The Monitoring & Evaluation Officers have to report administratively to the Director Regional Office Larkana or Sukkur and technically to the M&E Specialist in PMIU.

The M&E Section is primarily responsible to provide technical support to the management i.e. the Program Director and Deputy Program Director. Thus the reporting will facilitate management decisions and follow up action with regards to process and progress monitoring and making timely decisions. The M&E Section will have an overarching role of covering all the aspects of the program implemented under the umbrella of the PMIU.

Figure 01: Organogram of M&E Section-SBEP



M&E at the P&D Department Level

The planning process and cycle in Planning and Development Department Government of Sindh is same as provided in the Planning Commission of Pakistan Guidelines. All the basic documents including PC-1, PC-II, PC-III, PC-IV and PC-V are used to prepare Programs, conduct feasibility of Programs, monitoring of Programs, Program completion report and annual performance report after completion of Program. For monitoring, PC-III forms of “A” and “B” are used to track the progress of Programs. (Refer to Annexure –II)

At P&D Department, there is separate cell for M&E. The Monitoring Officers of MEC collects data about the progress against each ADP scheme from field and later the data is entered in the PMES software to generate the above reports.

MEC Regional office Sukkur collects the data of all ADP schemes implemented in the northern districts and Regional Office Hyderabad collects ADP data from the Southern Sindh districts.

3.3 Resources for implementing M&E

M&E is one of the most important components of Program which will be conducted as per agreed procedures. The approved PC-1 has allocated funds for conducting rigorous monitoring and evaluation. Rs 52.4 million (US\$ 0.6 million)¹² will be spent by PMIU, through GoS counterpart funding, on engagement of staff and support of expertise to Program on emerging needs.

Following key M&E staff has been approved as per Activity Agreement and PC-1.

1. One position Consultant/M&E Specialist
2. One position of Manager, Planning Monitoring and Evaluation.
3. One Manager IT
4. Two M&E Officers.

USAID will also engage independent consultants to undertake monitoring and evaluation activities under the Program. These consultants will largely assist and supplement the work of the M&E Section. Primary responsibility for monitoring and evaluation will rest with the M&E Section, PMIU, Education and Literacy Department.

(Job Descriptions of Key M&E staff are attached as Annex-V)

3.4 Results Framework

The USAID/PAK-funded Monitoring and Evaluation Program (MEP), implemented by Management Systems International (MSI) developed the Performance Management Plan in consultation with the USAID/Pakistan Mission. MEP primarily used existing documentation, including the PC-1, its annexes, the Activity Agreement with the GoS and the RFA for the Improving the Quality of Reading Activity (IQRA) to understand the program and modify the PMP to ensure that it is relevant for managing for results and meets the criteria established by USAID/PAK. MEP selected provisional indicators for measuring results based upon the documentation provided. These indicators are to be used to establish the baseline for the

¹² PC-1, page 30, Section # 6

program, and at the outcome level, help set the stage for a final outcome or impact evaluation.(See diagram given below)

Table-02. Results framework

Indicator Name, Disaggregates	Definition, Unit of Measure	Data Source	Data Collection Method	Data Collection Frequency	Data Collection Responsibility	Rationale
Goal Indicators						
Outcome level Indicators						
Outputs Level Indicators						

3.4.1 Main Components of the PMP

3.4.1 Program Logic model

SBEP Logic model has been given in the PMP that shows how Program intends to use its resources (“inputs,” including staff, funds, etc.) to achieve Outputs (direct results of activities), which lead to outcomes (higher-level results) to the long-term Program Goal. This helps to understand the logical relations between all the Program components. (Refer PMP, page # 10)

3.4.2 Outcomes of the Programs

Outcome 01: Improved Educational Facilities

This is the foremost Outcome and will be achieved through the construction of schools and implementation of policy reforms recommended in PC-1. The improvement of educational facilities is solely not dependant on the construction of schools but in the long run they should meet the criteria of safer schools. Facilities such as staff areas, class environment and research space are important factors. If the USG supports and they meet safe school criteria¹³, then they are considered to be improved.

Under the program, primary, middle, elementary and secondary/higher secondary schools which have been completely damaged during the 2010 floods in targeted districts to be selected. Total 75¹⁴ schools are to be constructed. The number of schools/classrooms is tentative. The final numbers will be based on the school design and costing to be approved by GOS and USAID/PAK-Pak. The concerned District Administration(s) will ensure and certify that these schools are meeting the criteria for merging, consolidating or up-gradation as a cluster in the districts. USAID/Pak assistance will support these important policy

¹³ PMP developed by MSI and approved by USAID/PAK

¹⁴ Activity Agreement-PC-1 of SBEP

initiatives by constructing, furnishing and equipping approximately 45 schools in carefully selected locations in the seven approved districts in Northern Sindh and selected towns in Karachi. This will be accomplished in consultation with the Department of Education through a process that identifies dangerous school buildings which need to be demolished.

This outcome has the following Outputs

- Schools constructed
- Classrooms built or repaired

Outcome 02: Improved Reading and Numeracy for Children in Primary Grades

The ability to read with understanding is one of the most fundamental skills a child can learn. Research evidence indicates that learning to read both early and at a sufficient rate are essential for learning to read well. Acquiring literacy becomes more difficult as students grow older. Children who do not learn to read in the first few grades are more likely to repeat grades and eventually drop out, and the gap between early readers and nonreaders increases over time.

This outcome will be measured to see the proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs.

The achievement of this outcome will be gauged through seeing the proportion of students, who demonstrate that they can read and understand the meaning of grade level text, demonstrate understanding of numeracy as defined by a standard curriculum used in the schools

This outcome has following sub-outcomes/outputs

- Improved Student Access to Supplementary Reading Material
- Improved Teacher Competencies
- Improved Early Grade Reading and Math Assessment
- Enhanced Participation of Parents and Communities in Support of Promoting Reading and Numeracy among School Children

Outcome 03: Increased Girls Enrollment

The proper functioning of schools and educational activities are related to the active support provided by the community and their involvement. The outcome will be gauged with the level/extent of community responses to send their girls to schools and their involvement. Under the outcome, school improvement plans will also be developed and the results of this outcome will also be helpful to know the level/extent of implementation of such plans at the community level

This outcome has the following sub-outcomes/outputs

- Increased Community Engagement and Mobilization

Outcome 04: Improved Health Status of Children

The aforementioned outcome is the direct measurement of improvements of health in the children at all the SBEP funded schools. Community will be mobilized to know the growing needs of children in nutrition especially in the post flood situations of 2010 where the children and mothers are suffering severe malnutrition. Various studies and reports have linked the high level of malnutrition with the high incidence of poverty, low levels of education (especially of mothers), poor access to health services, poor hygiene practices, and the non-availability of clean drinking water.

This outcome has the following Outputs.

- People trained in child health and nutrition
- Children in targeted districts reached by health programs
- Children in targeted districts who received micronutrients
- Improved health and hygiene practices in targeted communities
- Links created to local basic health units
-

Outcome 5: Effective Civil Society for Oversight, Engagement and Advocacy

The effectiveness of the SBE Program will also be gauged by the effective roles of community based groups including the SMCs, Civil Society organization and other groups which own the Program activities and effectively engaged in the promotion of learning and educational environment at the village level.

It will be quite necessary to oversee the satisfaction of the community on school system at the village level and the extent of their confidence.

Outcome 6: Improved Management Capacity at Provincial and District Levels within the Department of Education.

Through the Assessment and Strengthening Program (ASP), USAID/Pak is to strengthen the procurement system of PMIU to mitigate institutional weaknesses identified through the pre-award assessment of the Department of Education and recorded on the Risk Mitigation Framework.

This outcome has the following Outputs

- Administrators and officials successfully trained with USAID/PAK support
- Laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access

(PMP of the Program is attached as Annex- VI)

3.5 Baseline Survey and Indicators

Performance Management Plan (PMP) of the SBEP encompasses the relevant Performance Indicators at the Goal and Outcomes level in addition to the Output level Indicators. These are helpful to quantify the short-term, mid-term and long-term impact of the program interventions in the targeted districts of Sindh. A baseline survey is mandatory as per PC-1 of the Program that to be administrated by the PMIU. Baseline survey is to be conducted before the start of program activities such that the community's perception and data relating to improvement in the municipal services is easily compared and evaluated on a periodic basis.

The baseline survey of Sindh Basic Education Program is to contribute to know the existing situation/snapshot of targeted results /objectives planned for the Program. Total 6 outcomes /results have been recommended by the PMP with the performance indicators given against each outcome. So this will also determine current indicator levels before intervention and to evaluate the progress/accomplishment of these indicators. It will also help to establish the targets of the Program against the chosen performance indicators.

The baseline of SBEP will gather information on:

- The existing situation of schools in the targeted districts after 2010 floods
- The current educational activities i.e. enrollment of students sex wise, availability of SMC and its status, dropout rates, level of community mobilization, teachers availability
- Existing situation of schools which need to be merged/consolidated.
- Current operational arrangements of the targeted schools verses requirement.
- Class wise enrollment in the targeted districts and the targeted schools.
- Current curriculum comprehensions of boys, girls at the targeted schools.
- Existing knowledge of students about reading, numeracy class wise
- Existing knowledge/skills of teachers and use of supplementary reading practices and habits
- Existing teaching techniques and use of such techniques class wise.
- Any use of EGRA and/or EGMA.
- Availability of School management committees/ Parent Teacher Associations
- Level of participation of parents in the SMCs/PTAs
- Arrangements of any other groups involved in the educational development in the area.
- Frequency of SMC meetings, availability of record, habits of maintaining SMC record etc
- Availability of any existing plans, prepared for the school development
- Arrangements for the girl's education.
- People's perception about the girl's education.
- Needs of social mobilization at the community level related to the girls education
- Current practices of using health guidelines for children

- Existing knowledge of community for following the child health guidelines.
- Any linkage of school with the health units' i.e. basic health units etc for child vaccination, or any other health related visit.
- Level of confidence at the community level about the performance of school.
- Existing laws /policies available to strengthen the procurement, financial, administrations practices at the Education and literacy department

The baseline information gathering is to be outsourced and would be conducted by the PMIU of SBEP, under the supervision of Program Director and Manager M&E. The questionnaires will be developed and the data will be collected on the certain questions. The detailed report of the baseline survey would be compiled at PMIU. Once the baseline is established, regular data update and M&E functions will be initiated against the baseline.

The data sources for baseline are:

- Baseline report,
- Sindh Education Management Information systems (SEMIS) data
- Research reports on Status of Education in Sindh
- Website of Education and literacy department, Government of Sindh

Table # 3 Schedule of Baseline Survey

Activity	Commissioned by	Indicators developed by	Approval of Indicators	Time Period for Survey
Baseline Survey	PMIU	Consultant	SBEP, Education and Literacy Department	2011-2012

Table-04: Baseline Table

S.N	Indicator	Baseline Year	Baseline Value

3.6 Performance Indicators

Indicators	Definition
Outcome 1: Improved Educational Facilities	
1. Number and proportion of USG supported schools or learning spaces meeting criteria for safe schools programs, disaggregated by rural/urban, school type (boys, girls, mixed), district	Safe school criteria include: Schools or learning spaces are secure environments for children/learners; provide a stimulating and supportive environment for children; are built on existing structures and capacities within a community; use a fully participatory approach for the design and implementation; provide or support integrated services and programs; are inclusive and non-discriminatory. Proportion of schools will be calculated against the total targeted number of schools Proportions will range from 0 to 100%.
2 .Number of schools consolidated, disaggregated by (boys, girls, mixed) rural/urban, school level and district	SBEP GOS intends to promote a policy reform “to consolidate several small schools that exist in a village or neighborhood into a single facility under a single cadre of administrative personnel.
3. Percent change in funding for school operational and maintenance costs in SBEP-assisted districts, disaggregated by type (boys, girls, mixed) and rural/urban	The amount of funding for school operational and maintenance costs in the current year’s budget minus the amount of funding for the same costs in last year’s budget, divided by the amount of funding for these costs in last year’s budget. To count, operational and maintenance costs must have their own line item(s) in budgets for the SBEP-targeted schools.
4. Percent change in pupil – teacher ratio, disaggregated by rural/urban, school level (primary, elementary, secondary), and district	The pupil-teacher ratio is the measure of the average number of pupils per teacher in a given school year.
5. Teacher absenteeism rate, disaggregated by rural/urban, district, school level, sex	The percent of teachers absent from SBEP-targeted schools. “Percent of teachers absent” is measured by dividing the number of teachers absent in SBEP-supported schools by the total number of teachers listed on the payroll for those schools.
Outcome 2: Improved Reading and Numeracy for Children in Primary Grades	

<p>1. Proportion of students who, by the end of two grades of primary school, demonstrate that they can read and understand the meaning of grade level text., disaggregated by sex, rural/urban, school type (boys, girls, mixed), province</p>	<p>Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included. Measures of the indicator will be determined in consultation with the GoS and informed by national (or provincial, if applicable) curriculum standards, and by international experience and by standards set out in “read to learn”. e.g. demonstrating satisfactory levels of comprehension as measured by comprehension questions on grade 2 texts, or reading a country-determined number of words correct per minute.</p>
<p>2. Proportion and number of students who by the end of primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards or national experts, disaggregated by sex, rural/urban, school type (boys, girls, mixed), province</p>	<p>Proportion of students and learners who attain a country-defined threshold indicative of reading comprehension at the end of the primary cycle, as defined through the (national or sub-national) curriculum. Students and learners in formal and non-formal education programs focusing on reading should be included. The language of assessment will be determined by country policies and curriculum.</p>
<p>3. Proportion and number of students who by the end of primary cycle, are able to use numbers and demonstrate understanding of numeracy as defined by a country curriculum, standards or national experts, disaggregated by sex, rural/urban, school type (boys, girls, mixed), province</p>	<p>Proportion of students and learners who attain a country-defined threshold indicative of numeracy proficiency at the end of the primary cycle, as defined through the (national or sub-national) curriculum. Students and learners in formal and non-formal education programs focusing on numeracy should be included. The language of assessment will be determined by country policies and curriculum. Proportion is obtained by dividing the number of students and learners with numeracy proficiency at the end of the primary cycle (or non-formal equivalent) by the total number of students and learners at the end of the primary cycle (or non-formal equivalent).</p>
<p>Outcome 2.1: Improved Student Access to Supplementary Reading Material</p>	
<p>1. Percent of teachers correctly using SBEP-provided supplementary reading materials disaggregated by sex, rural/urban, school type (boys, girls, mixed), district</p>	<p>The number of teachers trained who use their SBEP-provided reading material and/or use their newly acquired skills to develop their own supplementary materials divided by the total number of teachers trained in these areas under SBEP.</p>
<p>Outcome 2.2: Improved Teacher Competencies</p>	
<p>1. Percent of USAID/PAK-trained teachers observed to be employing improved teaching techniques, disaggregated by sex, rural/urban, district</p>	<p>Of the total number of teachers trained by SBEP in improved techniques for teaching reading and math skills, the percent of teachers observed to be using those techniques in the classroom. Specifically, teachers will develop an extensive repertoire of student-centered learning pedagogies, amending classroom instruction based on classroom</p>

	populations and student learning styles.
Outcome 2.2.1: Skills Strengthened Among Teachers / Educators / Teaching Assistants	
1. Percent of teachers/educators/teaching assistants with increased skills, disaggregated by sex, rural/urban, school type (boys, girls, mixed), district	The number of teachers/educators/teaching assistants trained who score higher on post-training tests than they did on pre-training tests, divided by the total number of teachers/educators/teaching assistants trained by SBEP.
Outcome 2.3: Improved Early Grade Reading and Math Assessment	
1. Percent of targeted districts implementing the EGRA and/or EGMA, disaggregated by urban/rural	Of the districts in which Sindh Reading Program introduces the EGRA and/or EGMA, the percent of districts that are actually implementing the test(s) on an annual basis.
Outcome 2.4: Enhanced Participation of Parents and Communities in Support of Promoting Reading and Numeracy Among School Children	
1. Number of parents participating in SMCs and/or other community group, disaggregated by sex, rural/urban, school type (boys, girls, mixed), district	The number of parents of children in Sindh Reading Program-assisted schools who actively participate in SMCs and/or other community group. “Active participation” to be defined by Sindh Reading Program implementing partner, in consultation with USAID/PAK.
2. Number of functioning Executive Committees through interventions of community Kachehries	Kachehries are groups of male and female community members who engaged in fortnightly reading activities. Functioning is defined as those groups meeting on a regular basis during the previous quarter.
Outcome 3: Increased Girls Enrollment	
1. Gender Parity Index, disaggregated by district, rural/urban	Ratio of female to male gross enrollment ratios. The “gross enrollment rate” is defined as a nation’s total enrollment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.
Outcome 3.1-5.1: Increased Community Engagement and Mobilization	
1. Percent of school management committees (SMCs), CSOs or other committees that are implementing school development plans (or achieving TBD) disaggregated by rural/urban, school type (boys, girls, mixed), and district	TBD: Community Mobilization
Outcome 4: Improved Health Status of Children	

1. Global Acute Malnutrition rate in children aged 6 - 108 months in targeted districts, disaggregated by sex, rural/urban, school level, district, school type (boys, girls, mixed)	TBD: Community Mobilization
Outcome 4.1: Improved Health and Hygiene Practices in Targeted Communities	
1. Percent of households in target areas following child health guidelines for their children, disaggregated by rural/urban	TBD: Community Mobilization
Outcome 4.1.1: Increased Community Knowledge of Child Health And Nutrition	
1. Percent of trained community members that demonstrate increased knowledge of child health and nutrition, by rural/urban and district	TBD: Community Mobilization
Outcome 4.1.2: Increased Child Access to Health Services	
1. Number of targeted schools that receive visits from local basic health units, disaggregated by rural/urban, school type (boys, girls, mixed), and district	TBD: Community Mobilization
Outcome 5: Effective Civil Society for Oversight, Engagement and Advocacy	
1. Percent of parents who express confidence in the school system, disaggregated by sex and district	Number of parents who report being “confident or very confident” when asked “How confident are you in the school system where your child is being education?” divided by the total number of respondents.
2. Number of USAID/PAK-assisted CSOs demonstrating improvement on advocacy index, disaggregated by district	TBD: Community Mobilization
Outcome 6: Improved Management Capacity at Provincial and District Levels within the Department of Education	
1. Number of institutional weaknesses	The number of weaknesses during the current assessment minus the number of weaknesses identified in the baseline assessment. “Institutional weaknesses” are agreed-upon institutional weaknesses identified through the pre-award assessment of the PMIU and recorded on the risk mitigation framework.
2. Active use of GIS by the GoS	The number of times the GoS uses or updates the GIS system transferred from IMMAP and paid for with USG funds. Active Use is defined as the entry of geo-coded data, the printing of maps or other visual data or queries at least once a quarter

Outcome 6.1: Improved Financial and Procurement Management in PMIU	
1. Percent of school construction contracts procured competitively	The number of contracts for school construction in SBEP-assisted areas of Sindh that meet standard competitive procurement requirements divided by the total number of contracts for school construction in SBEP-assisted areas of Sindh.
2. Percent change in audit observations as compared to last year	Difference of current and last year’s financial management (FM) related internal audit observations divided by number of FM related audit observations of the last year.
Outcome 6.2: Improved Education Administration	
1. Percent of education administrators and officials trained who are using the training in their work, disaggregated by sex, level of government	Number of education officials (public or private) or administrators of education programs, funds or institutions trained by SBEP in areas such as management and quality assurance for improving reading skills at the primary level, or supporting the re-integration of conflict-affected youth into the formal or non-formal education systems, who confirm that they are using the training in their work 6 and 12 months following their training; divided by the total number of SBEP-trained administrators and officials.
2. Number of District Education Plans developed and approved through USG assistance, disaggregated by district	District Education Plan —planning that contains data about the educational needs of schools that is objective and uniform and where an agreement is reached on the priorities for future possible funding. The contractor provides technical assistance to local government officials to synthesize existing educational data and then facilitate with appropriate stakeholders to develop district-level strategic plans for the education sector and identify gaps in educational performance and prioritize programs for future funding. The proposed plan promotes good governance and management in education.
3. Number of school-specific teachers placed, disaggregated by sex, rural/urban, district, school type (boys, girls, mixed)	“School-specific” means that a teacher is assigned to a specific school when hired, rather than to a school district or other organization. The name or other identification of the school to which a teacher is assigned must appear in the teacher’s contract or other hiring papers. “Placed” means “assigned.” If such papers do not exist, the teacher’s name and assigned school must be documented somehow, perhaps in a school report or district education office report.
Outputs	
1. Number of schools constructed, disaggregated by type (boys, girls, mixed), rural/urban, district, rationale (flood/merger/consolidation/upgrading)	The number of schools constructed, furnished, and equipped by SBEP in target districts in Northern Sindh and towns in Karachi. To count against this indicator, a school must be completely built, though does not need to contain furniture.

<p>2. Number of classrooms built or repaired with USG assistance, disaggregated by rural/urban, district, school level (primary, elementary, secondary), school type (boys, girls, mixed)</p>	<p>Classrooms are safe and secure spaces in which organized group learning takes place. Classrooms range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. Individual classrooms should be counted if a whole classroom block is built or repaired. This indicator does not include temporary classrooms (such as tents, open spaces set aside for instruction). This indicator measures only the classrooms constructed and/or renovated by USAID/PAK implementing partners in target districts or flood-affected areas. A classroom should be counted only once during the life of the Program.</p>
<p>3. Number of textbooks and other teaching and learning materials provided with USG assistance, disaggregated by rural/urban, province, direct/indirect beneficiaries, school type (boys, girls, mixed)</p>	<p>The number of textbooks and other teaching and learning materials (hereafter, TLM) provided with USAID/PAK assistance. Some materials are designed, printed and published. Other materials are purchased and distributed. For the purposes of this indicator, the same material should be counted only once, in its final stage of USAID/PAK support. Teaching and learning materials may include textbooks, student workbooks, supplementary reading books, educational tapes and CDs, library books, reference material in hard or electronic copies, and support material for educational radio and TV broadcasts. Small materials and supplies (e.g. pencils, small materials produced as hand-outs in training etc.), should not be counted.</p>
<p>4. Total number of teachers/educators/ teaching assistants who successfully completed training or received intensive coaching or mentoring with USG support, disaggregated by sex, rural/urban, school type (boys, girls, mixed), district</p>	<p>Number of person hours of teachers/educators/teaching assistants who have successfully completed a in or pre-service in-country training program to teach in schools or equivalent non-school based settings, with USAID/PAK support (e.g. scholarships or a training program funded in whole or in part by USAID/PAK). Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. To be counted here, trainees must receive be at least 2 days (or 16 hours) total in training time. Training hours for people trained as teaching assistants or coaches should be counted here.</p>
<p>5. Number of standardized learning assessments supported by USAID/PAK</p>	<p>This indicator includes standardized learning assessments that can be used to measure learning in specific subject areas that can be measured against international standards (assessments such as PISA and PIRLS), as well as national and regional assessments (such as national achievement tests, regional tests such as SACMEQ, and tests of reading skills EGRA or ASER) that measure specific learning outcomes within a country. These tests are designed to be valid and to represent a reliable measure of change in learning levels over time, at the national level and often at the sub-national level.</p>

<p>6. Number of learners receiving reading interventions at the primary level, disaggregated by sex, school type (boys, girls, mixed), district</p>	<p>This indicator is designed to measure the number of primary-level students and learners exposed to interventions designed to improve reading skills at the primary level. Interventions may include a wide range of activities and approaches, including: remedial instruction, tracking and teaching students by ability groups, providing increased time on task, and other interventions. A reading intervention may include a component of pedagogy, materials, teacher coaching, mentoring or training, and improved accountability or reporting, perhaps to parent or community groups. Students and learners in both the formal and non-formal education systems should be counted here.</p>
<p>7. Number of PTAs or similar 'school' governance structures supported, disaggregated by rural/urban, district</p>	<p>Involvement may be through PTAs, School Management Committees (SMC), or other similar governance bodies for an individual school (or equivalent non-school setting) supported by USAID/PAK (direct) or plausibly attributable to USAID/PAK interventions (indirect) to organize, meet regularly, participate more fully in education activities, contribute to monitoring school quality or school governance, or in any other way be more supportive of the school or non-school equivalent education setting. USAID/PAK support includes, but is not limited to, direct financial support (grants) and training in skills related to serving on a PTA, SMC, or equivalent governance body.</p>
<p>8. Number of people trained in child health and nutrition through USAID/PAK-supported programs, disaggregated by sex, rural/urban, and district</p>	<p>Number of people (health professionals, primary health care workers, community health workers, volunteers, non-health personnel) trained in child health care and child nutrition</p>
<p>9. Number of children in targeted districts reached by USAID/PAK-supported nutrition programs, disaggregated by sex, rural/urban, district</p>	<p>Number of children under the age of 8 in SBEP-supported districts reached during the reporting year by SBEP Programs with nutrition objectives, which could include behavior change communication activities, home or community gardens, micronutrient fortification or supplementation, anemia reduction packages, growth monitoring and promotion and management of acute malnutrition. Count each child once, even if reached by multiple nutrition-related interventions.</p>
<p>10. Number of links created to local basic health units, disaggregated by rural/urban, district, school type (boys, girls, mixed)</p>	<p>The number of links which community mobilizers create between schools and local basic health units. Community mobilizers are supported by SBEP through training and/or compensation. "Linked to a local basic health unit" means that health education and services (e.g., immunizations) are provided to children through the schools.</p>

<p>11. Number of administrators and officials successfully trained with USG support, disaggregated by sex, rural/urban, level of schooling (basic, elementary, secondary), school type (boys, girls, mixed), district</p>	<p>Number of education officials (public or private) or administrators of education programs, funds or institutions receiving training in aspects of their current positions, including areas such as management and quality assurance for improving reading skills at the primary level, or supporting the re-integration of conflict-affected youth into the formal or non-formal education systems. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours)</p>
<p>12. Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access, disaggregated by type of institution, district</p>	<p>This indicator captures information on quantifiable systems and policy level activities. Examples of actions that may be counted include the development or modification of laws, policies, regulations or guidelines in areas such as school finance, assessment, teacher recruitment and selection, etc. To be counted, actions must have, as their ultimate purpose, improving equitable access to education, or the quality of education services.</p>

3.7 M&E Activities Calendar

S.N	Activity	Timeline(Frequency)	Responsibility
1	Baseline Survey	Start of Program	IMMAP
2	Formation of Program Steering Committee and Notification	Start of Program	SBEP, Education and Literacy Department Govt. of Sindh
03	Hiring of M&E Staff	Start of Program	PD/DPD
04	Development of PMP	1 st year	USAID/PAK
05	Development of M&E Manual	1 st Year	M&E Consultant
06	Development of Tools and data collection strategy	1 st year	M&E Consultant
07	Training of M&E Staff	1 st year	M&E Specialist
08	Development of 5 years Work Plan	1 st year	M&E Specialist
09	Development of Annual Work Plan	Every year in the month of January	M&E Manager
10	Development of Quarterly Work Plan – PMIU	start of every quarter	M&E Section with approval of PD
11	Development of Quarterly Work Plan – Regions	At the end of last week of every quarter	SBEP-Regions, PMIU
12	Development Monthly Work plan	In the start of every month	Program Team
13	Development of Output tracking sheet-Quarter	Throughout the quarter	M&E Manager
14	Development of Output tracking sheet-Annual	Throughout the year	M&E- PMIU M&E Manager
15	Output Indicator Tracking sheet	Update every month	M&E Manager
16	Outcome-Indicator Sheet	Bi-annually	M&E Specialist
17	Release of Quarterly M&E Report	At the end of every quarter	PD-PMIU
18	Release Annual M&E Report	At the end of every year	PD -PMIU
19	M&E visits by PD/DPD/PSC	Every month , need	PMIU

		based	
20	M&E visits by M&E Section	As planned	M&E Specialist, M&E Manger and M&E Officers
21	PSC Meetings	Annual/Quarterly	PD
22	Monthly meetings	1 st week of every month	PMIU, Regions
23	Quarterly Program Review meetings	1 st week of every quarter	PMIUPD/DPD
24	Annual Review Meetings	At the end of every year	PMIUPD/DPD
25	Mid Term Evaluation	2014-2015	Consultant

3.8 Data Collection & Management

The PMP table has provided the detailed key M&E requirements for each indicator and assumption. It has summarized key indicator (measurement) information in a single table: a detailed definition of the data, its sources, the methods and timing of its collection, the people responsible and the intended audience and use of the data.

3.8.1 Data collection tools

Before any information can be managed it must be first collected. The methods of collecting data must be determined after having decided upon indicators. It involves decision on the type of data that best relates to the indicators, the frequency of collection and the way it will be collected. Data for monitoring (inputs and outputs) is basically collected as part of everyday activities where the choices are limited. But for evaluation the choice is more complex and may range from structured (formal) to less structured (informal) data collection techniques.

The approved PMP suggests the following data collection methods/tools with the responsibility of collecting data.

Baseline survey: Monitoring and Evaluation Program (MEP) of USAID/PAK to collect data for the baseline and GOS to collect data thereafter. SEMIS generated reports or record review - Partners will collect data on this using EMIS/electronic information system data for public sector schools. A third party contractor may assist in data collection. Baseline was targeted for the end of 2011/12 school year using a sample population.

Field visits: Field visits by the relevant Section Managers will be conducted to check the program efficiency and efficacy at the ground level. To check the school construction, monitoring the trainings of teachers, School management Committees, development and implementation of school improvement plans etc will be the main areas to be covered during the field visits.

Third party field visits: A third party hired by the Program or donor will be conducting the visits to see the efficiency, effectiveness and relevance of Program. There can be some contractors who conduct data collection exercise at the ground level or to check the level of participation of community in the Program.

Checklists: In order to review the construction of school, verification of school consolidation, observing the teachers delivery in the class etc, various checklist to be developed to see the performance of the deliverable and collect the data against targets over the time.

Review of documents: Some basic information related to the performance of SMC, visits of health officials to the schools, status of consolidation reform at Education and Literacy Department level, documents are reviewed to collect the data to meet the basic needs of indicators.

Reading comprehension assessments: Reading comprehension assessments carried out at the end of primary school, except in cases of very low performance where oral assessment may be needed. The sampling approach must generate data representative of the SBEP specific districts.

Review/Reference of Sindh Reading Program data: Sindh Reading Program of USAID/PAK will be targeting the some components of Program. Data will be collected from Sindh Reading Program through the review/reference of the record.

Review/Reference of Sindh Reading Program data: Data will be referred from the Sindh Education Management Information System (SEMIS)

Sample Surveys: Sample surveys have been recommended by PMP. They will be conducted with a sample population to collect the data against the indicators.

Observation: Observation technique will be used to collect data on the behavior, responses of individuals etc.

Interviews: Interview is also one of the useful techniques where the teachers, students, health officials etc will be interviewed to collect the data.

Pre/Post training tests: Pre/Post tests will be conducted at the start and end of every event. This helps to understand the change in the knowledge level to see the difference.

Meeting: A meeting is conducted to collect the data at the ground level.

GIS survey: GIS survey of all the targeted schools under the Program will be conducted. Education and Literacy Department has already the Reforms Support unit which collects the GIS Coordinates of the schools throughout the Sindh.

Review SEMIS database: SEMIS database will be seen on daily bases. This helps to understand the percentage change in the enrolment, dropout etc. There is separate department at the Education and Literacy Department which conducts the Annual census of schools which is entered in the SEMIS to generate the periodical reports

In addition following formats will also be taken care of:

PC-III Performa:

PC-III (a) Performa will be used for developing Annual Work plan/targets. This will be helpful in monitoring progress on monthly basis.

PC-III Performa (b) will be used to report progress on monthly basis. . This will be helpful to review the physical and financial progress of the Program. However the reporting to the donor will be on quarterly basis.

3.8.2 Level of Data Collection

Data is collected at various levels to give valuable information;

- **School level**

School is the center place of all activities to be implemented by the Program. This includes the progress about the construction of schools, availability of learning material, attendance record, drop-out rate, problems with the school administration, teachers competency tests, learning assessments , EGRA assessments etc.

- **School Management Committee/Parent Teacher Association level**

The strengthening and functioning of School Management Committee is vital to the success of the all components of SBEP. It is representative body of school and community which to be very helpful to achieve the progress against different components. For example:

- ✓ Feedback on the school construction (Physical progress including the quality)
- ✓ Performance of the teachers
- ✓ Increasing community confidence
- ✓ Overseeing the school performance at teacher, student and community levels.
- ✓ Mobilization of community for child health and nutrition.

- **District Education Office level**

District Education Office will also be an important level where the data will be collected mainly;

- ✓ Record keeping of school construction/consolidation
- ✓ Physical and financial progress information
- ✓ District Education Plans
- ✓ Update on Sindh Basic Education Program i.e. Component-01 and 02

- **Provincial level**

The reports from the Provincial Education and Literacy Department will also be very helpful to track the progress of the Program. This information may include;

- ✓ The overall SBEP Program portfolio at department
- ✓ Progress on the policy level reforms
- ✓ Annual Census reports of schools from the SEMIS to track the annual enrollment in terms of dropout , class wise enrollment, teachers appointments etc
- ✓ Strengths and weakness of SBEP during the implementation.

The provincial level data to be mainly based on reports received from Program specified districts besides Sindh Education Management Information System (SEMIS)

- **Program Management Implementation Unit (PMIU)**

PMIU will have all the data against all the indicators under related outcomes and components. PMIU M&E staff through the Regional based M&E staff is to maintain a Program log. The PMIU level MIS is to be helpful in providing the progress on all components and indicators. The PMP recommended tracking sheet is to indicate the progress at outcome and output level

- **USAID/PAK Components level**

Out of Seven components, five components will be directly executed by the USAID/PAK¹⁵ including Sindh Reading Program and Mobilization Program. The progress on such some indicators will be directly collected as per responsibility fixed in the PMP table.

3.8.3 Data Management

The data needs to be synthesized and analyzed to provide it with meaning so that it becomes information. This then becomes knowledge when it is related to a Program. This M&E manual is designed to provide information for intended users for proper understanding of data management. Part of that understanding relates to communication of the information – to whom does it go, in what form, at what time etc.

The information needs of the various stakeholders of Program, and the use to which they put the information, is related to the roles that they have in the Program.

3.8.4 Data Format

The Program implementation will result the flow of various data which is required to be properly stored and managed at the PMIU and Regional level. Data will be generated through the implementation of activities and collected through the appropriate method.

The PMP has included the following data which is required to be collected with its schedule.

- Physical progress reports on the construction of reports
- Progress reports on the consolidation of schools
- Students' enrolment sex wise/class wise/school wise/district wise.
- Dropout rates sex wise/class wise/district wise
- Number of SMC meetings
- Progress reports on the improvement of reading and numeracy at the class level in students.
- Use of supplementary material by the teachers.
- Used of skills/techniques by teachers gained through the capacity building trainings.
- Progress on the Implementation level of Early Grade Reading Assessments and Early Grade Maths Assessments.
- Meetings of SMCs at the school level.
- Progress on development and implementation of Education plans at the district level
- Progress on development and implementation of School improvement plans.

After understanding the nature of data the Program team should understand that the data will be either in the quantitative or in the qualitative form. The Program can hire the third party contractor to check/assess the Data Quality Assessment (DQA)

¹⁵ PC-1, page no.3

3.8.5 Data Quality Assessment:

To ensure that the data is of good quality, the data quality assessment will be carried out to assess the quality of progress/performance data reported to the stakeholders.

Accuracy:

- The effort should be made to be specific with the regard to information needed and processes acquiring of it.
- Simplify information needs and systems for its collection and analysis;
- Be selective with regard to information collected, samples, methods, etc.
- Triangulate information sources and methods of collection where possible (i.e. use more than one method/source for the same data item)

Relevance

- Gain the perspective of Program target populations by engaging their participation in information collection and analysis
- Be selective and priorities information needs; know in advance who needs what information, and how it will be used.
- Ensure the Program can analyze information; and present results in an accessible form for the various users/audiences

Timeliness

- Use simple tools for collection and analysis
- Plan in advance: consult information providers; seek commitment from partners/counterparts/communities
- Create a schedule with deadlines; delegate and share responsibilities related to information collection, analysis and presentation;

Credibility

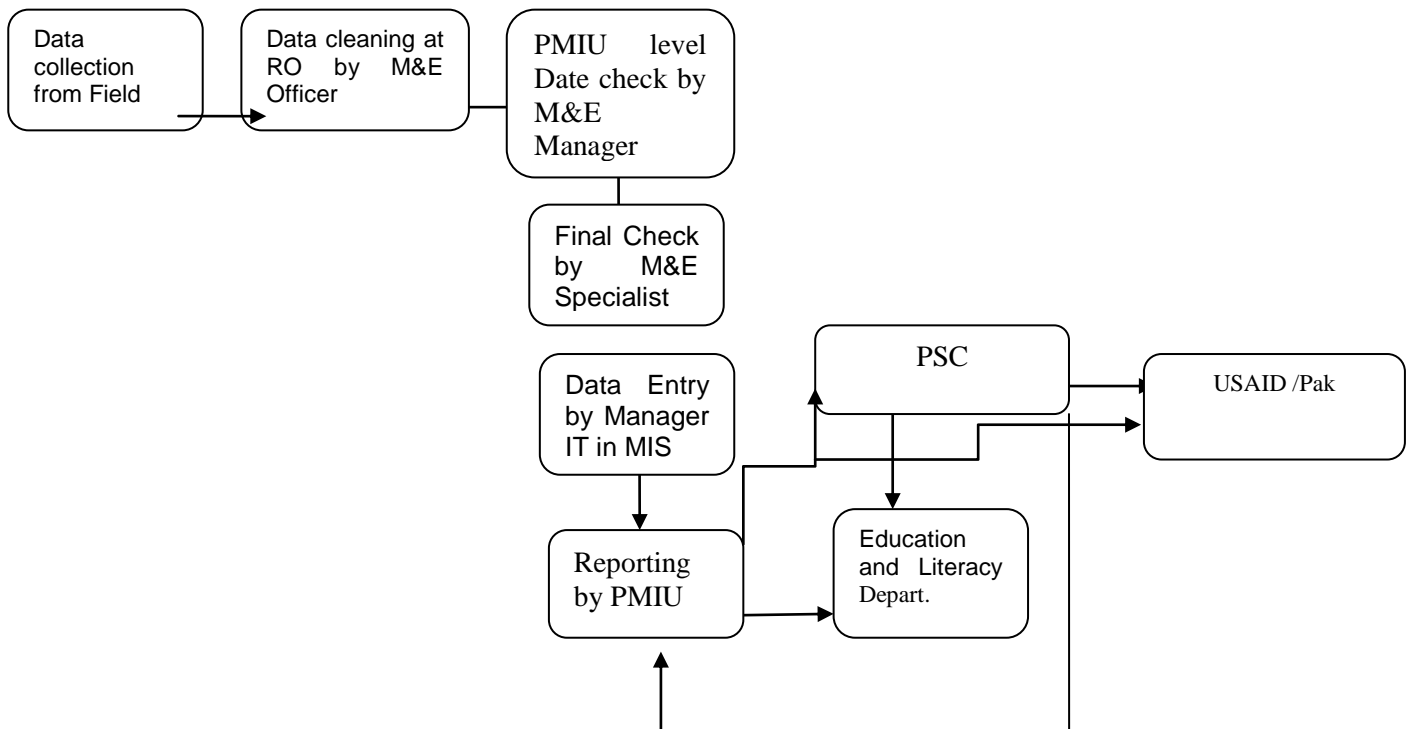
- Design information gathering methods carefully; be consistent (by using repeatable methods which can show trends); be objective when gathering, analyzing and interpreting information
- Be transparent about processes used; explain methods used to obtain data and draw conclusions (including assumptions, statistical links between sources; methods of collection, analysis and results)
- Address and discuss attribution issues (whether results can be claimed by the Program)
- Maintain your personal and organizational reputation

3.8.6 Data flow:

Data flow describes how information moves within the Program; it also depends upon the frequency of the data to be collected with the responsibility to collect it. For the SBEP, following arrangements have been identified.

- The organogram has been given which clearly describes the reporting mechanism of all hierarchies.
- With the support of recommended tools /methods of data collection, the data will be collected from the field against the activity completed on the standard formats describing in the next chapters.
- The data to be reviewed as per the quality assurance guidelines.
- Data to be entered after checking its quality and standard by Manager IT
- Data is entered in the system, analyzed and reported.

Figure -02: SBEP Data flow diagram



3.8.7 Data storage

Proper storage of generated data involves a comprehensive and interactive database and this becomes primary repository of all Program records. This allows information to be collated and stored so that it is not only readily retrievable but also can be sorted and presented in a number of formats and incorporated into regular reports. The M&E system data itself can thus be incorporated into the database system as one of its components.

An MIS will be developed for the SBEP for tracking the Program inputs and outputs and generating reports on time. This will be developed by the M&E Section in the start of the Program and will be updated by the Manager-IT with the approval of PD. The MIS should be flexible to include milestones which are determined at the time of the preparation of the Annual Work Plan and budget and included in the database at that time.

MIS will be handled by Manager-IT with the approval of the PD. It should be ensured that it would focus and allow for:

1. Easy reporting (monthly, quarterly, annual and specific reporting)
2. GIS linked to MIS to facilitates the assessment of social, demographic and other indicators related to the overall goal of Program
3. A Relational Database Management System avoiding data redundancy
4. Management in tracking operations and identifying bottlenecks
5. Management of financial resources which involves multiple currencies and allows for comparison between allocations, commitments and disbursement with budgets
6. Usage to forecast financial requirements
7. Monitoring the processes of civil works tendering, procurement, monitoring and reporting on type of procurements.
8. Maintaining a database of contractors, suppliers and consultants

M&E Section may also develop linkage with Sindh Education Management Information System (SEMIS) for accessing periodical data

3.9 Data Sources

Data sources are places, people, documents, etc. from where information on the status of various indicators can be obtained.

Data sources can provide following two types of data:

- i) Primary
- ii) Secondary

Data that has been collected from first-hand-experience is known primary data. Primary data has not been published yet and is more reliable, authentic and objective. Primary data has not been changed or altered by human beings; therefore its validity is greater than secondary data.

Data collected from a source that has already been published in any form is called as secondary data. The review of literature in nay research is based on secondary data. Mostly from books, journals and periodicals.

SBEP has the following data sources¹⁶.

1. GOS, PMIU, District education offices/ Engineering records.
2. Schools budget record from the districts
3. Sindh Reading Program record, Early Grade Reading Assessment record
4. SBEP-trained teachers by Sindh Reading Program (To Be Determined)
5. Training Reports
6. SMCs and/or community groups/minutes of the meetings of SMCs
7. Village Level Committees
8. Record of local health centers/units
9. Parents involved in SBEP-supported school districts.
10. PMIU Internal Audit Reports.
11. Trained Education officials
12. District Education Office.
13. SBEP reporting data
14. MIS data of SBEP

3.10. Schedule of Data Collection (frequency)

The data collection strategy against the indicators has to be time bound and it should clearly articulate to collect the data with schedule. Some data are collected monthly, some quarterly and some annually. This will however vary from indicator to indicator and activities of the Program. During the implementation the M&E staff based at the Regional Offices to collect the progress made during the month or quarter has to be properly documented and shared with the M&E Manager and M&E specialist.

The frequency of data collection is linked with the progress of the Program where the PMIU is responsible to report on indicators. SBEP data collection has the following frequency:

1. **Quarterly:** Implementation on direct operations with the responsibility to collect data is reported quarterly. M&E Officers with the help of Regional Directors to submit the progress mainly against the output indicators. M&E Manager to process the data and track the progress on quarterly basis
2. **Bi-annual:** Data against some indicators will be collected on half yearly basis.
3. **Twice a year:** The delivery of some outputs will be planned on monthly and quarterly basis. Such as calculating the dropouts or counting the headcounts from the record of Schools
4. **Annually:** The progress against the outcomes is to be collected annually. This means that only once in a year, the progress measured to see the changes being made against these indicators.

Careful attention will be required for the field teams to collect the data against the indicators as reporting to the donor will be gauged continuously and performance of the Program will be measured on indicator's achievement. The detailed strategy has been highlighted at Annexure VII and VIII.

3.11 Responsibility

There are Seven components in the SBEP Program, amongst which two components will be directly implemented by the Government of Sindh and the rest be directly executed by the USAID/Pak.

The PMP lays down the following responsibilities for data collection..

¹⁶ PMP table approved by USAID/PAK

1. Monitoring and Evaluation Program (MEP) funded by USAID/PAK
2. Sindh Reading Program,
3. Community Mobilization (To Be Determined)
4. Sindh Basic Education Program
5. Education and Literacy Department, Govt.of Sindh
6. Program Management Implementation Unit (PMIU)
7. Regional Offices of Sukkur and Larkana
8. District Education Offices

3.12 Program Tracking

Tracking the progress at all M&E levels is an important data management tool for recording and monitoring. SBEP M&E section can track the progress related to:

- Indicators tracking sheet at Outcomes and outputs level.
- Outcomes/Outputs deliverables tracking sheet.

The formats for the above tracking are attached as the annexes (Annex-VI)

3.13 Risk log

The approved PMP of the Program has identified the following risk/assumptions.

- Funds are sufficient and their release is on time
- There are no overwhelming capacity issues in the Government of Sindh
- Child-friendly school premises motivate parents to send children to school
- Construction of schools promotes education policy reforms
- Political will to undertake reforms
- No major setbacks with devolution of education services
- Provincial ministries will develop improved learning assessment systems
- Security challenges will not greatly affect accessibility for implementation and supervision
- Weak public sector capacity at all levels for planning, financial management, and governance
- There is no litigation by stakeholders
- Stability of Pakistan
- Continuing US Government partnership and assistance to education in Pakistan
- Active participation of local and provincial government officials and communities

The description of the above risks, level of risks and mitigation strategy is described below.

Table-05 Risk and Mitigation Framework

S.N	Potential Risk area:	Risk description	Impact	Risk Level (Low-Medium-High)	Risk management strategy / How will it be institutionalized?	Responsibility	Date
1	Partners	Funds are sufficient and their release is on time	Delay in delivery	H	Program focused systems and procedures (Manual/guidelines documented)	PD, DPD and Team	
2	Capacity building	There are no overwhelming capacity issues in the Government of Sindh	Delay in the delivery of Program	H	Program has planned capacity building trainings to increase the skills of education officials	PD, DPD and Team	
3	Community	Child-friendly school premises motivate parents to send children to school	Low confidence of parents to send their children to school	M	SBEP schools have been linked with the community based interventions where the SMC, CSOs and other groups will be mobilized to understand the importance of education and sending their children to school.	PD, DPD and Team	

4	Partners	Construction of schools promotes education policy reforms	Reforms will be halted	H	Construction of school is one of the major deliverable of the Program. The Program envisions involving all the main stakeholders to continuously monitor the activities including the construction of schools as well. The major policy reform is to construct, merge and upgrade the school.	PD, DPD and Team	
5	Partners	Political will to undertake reforms	Reforms will be halted	M	The Program Steering Committee will approve the reforms and will recommend to the Education and Literacy Department. As the PSC will be chaired by the Secretary Education and Literacy Department, So it will be helpful to streamline the Program focused reforms win the political will	PD, DPD and Team	

6	Partners	No major setbacks with devolution of education services	There is major setback within Sindh due the different political will at province and federal	M	The Program Steering Committee will approve the reforms and will recommend to the Education and Literacy Department. As the PSC will be chaired by the Secretary Education and Literacy Department, So it will be helpful to streamline the Program focused reforms win the political will	PD, DPD and Team	
7	Capacity building	Provincial ministries will develop improved learning assessment systems	There is week capacity of Govt officials to own and stabilize such systems which are innovative	H	Program has planned capacity building trainings to increase the skills of education officials	PD, DPD and Team	
8	Partners	Security challenges will not greatly affect accessibility for implementation and supervision	Security at some areas of Sindh are always threatening and can affect the delay in the delivery	H	Community based interventions of SBEP, through mobilization, construction of schools; health and nutrition Program etc will win the community and facilitate the teams to visit the areas frequently. Security plans will also be developed and get approved. Local security agencies will be shared the movements	PD, DPD and Team	

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					plans and if possible security will be asked from the concerned departments.		
9	Capacity building	Weak public sector capacity at all levels for planning, financial management, and governance	Delay in the delivery in the Program	L	The weak areas will be identified through the baseline and other studies and technical support will be forwarded through the ASP	PD, DPD and Team	
10	Partners	There is no litigation by stakeholders	Delay in the delivery of Program	L	Community based redressal system can be established to listen the grievances of people at their village level and avoid the court and other litigations	PD, DPD and Team	
11	Partners	Stability of Pakistan	Delay in the delivery of Program	M-H	New elections have been held recently and new governments at all the provinces and federal level have been formed.	PD, DPD and Team	

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12	Partners	Continuing Government partnership and assistance to education in Pakistan	US and community will suffer	Program will be disturbed and will suffer	H	Transparency and Program progress as per plan will ensure the long term partnership with USAID/PAK	PD, DPD and Team	
13	Partners	Active participation of local and provincial government officials and communities		Delay in the delivery of Program	H	PSC., District education plan, school improvement plans, assessments and capacity building Program of SBEP will involve the government and community at all levels	PD, DPD and Team	

Chapter 4 Program Evaluations

Conceptual understanding of Evaluation has already been covered in Manual as Annexure and here this section covers the major areas to be seen while designing internal and external evaluation of Sindh Basic Education Program.

SBEP Evaluation will have the following aims

- To what degree has the objective been attained over time?
- Is the Program cost-effective?
- What impact/effect does the Program have upon the targeted beneficiaries?
- What decisions should be taken on the Program level to correct the measures?

4.1 Internal and External Evaluation

All the processes have to be evaluated to see whether the various implementation arrangements are contributing to achieve goal or not. External evaluation will be carried out by the third party and internal evaluation by a team from Program.

SBEP evaluation Questions:

- Whether the constructed schools are as per design.
- The schools meet the safer schools criteria or not
- Consolidation of schools as notified has been implemented in selected districts.
- Funding for the school's operations available.
- After 2nd grades of primary class, the students demonstrate that they can read and understand the meaning of grade level text.
- By the end of primary cycle, the students can read and numerate the basic concepts.
- The teachers use the supplementary material in required method.
- The trained teachers use the improved techniques.
- EGRA and/or EGMA implemented at the SBEP targeted schools
- Participation level of SMCs and other groups in meetings and decisions
- Whether there are improvements in schools as per School improvement plan developed the SMC and School.
- Child health guidelines implemented at the community level.
- Trained SMC and community members utilized the skills to mobilize the community in health and nutrition
- Basic health units/ centers paying visits as regular plan of visits to schools.
- Level of confidence increased/decreased at the community level
- Institutional weakness identified and the improvements at the procurement and financial level gained.
- The trained educational officers of the targeted districts are utilizing their skills
- The approved Education Plans of District Administrations are operational.
- Education and literacy Departments has taken the action on policy reforms as recommended in the Program.

4.2 Mid-term Evaluation

The Mid-Term Evaluation (MTE) is to be done through the 3rd party and planned in the mid of the program (2014-2015). The data analyzed and used during the MTE will originate from the routine financial/ physical effects and assumptions on monitoring activities. This information will be referred from the data collected by the Program team and physical verification from the field.

Criteria to assess Program performance during MTR

- The Organogram of SBEP and different HR arrangements to achieve the progress.
- Capacity building initiatives of Program and its expected impacts on the target.
- Program design and its strategies
- Linkages developed by SBEP and collaboration with other institutions and programs.
- Procurement arrangements under SBEP.
- Physical and financial progress.
- Response towards the Program effects in SBEP supported schools.
- Planned activities and their outputs
- Analysis of SBEP risks and assumptions

4.3 Final Evaluation/Program Completion

Final Evaluation of Sindh Basic Education Program will be conducted at the end of Program and mainly conducted through the external sources. This exercise is to draw upon the experiences of the Program in order to improve the design of the future or running Program. Same parameters of Mid Term Review will be used in the final evaluation.

Cost benefit analysis, before and after situation, comparisons will be very helpful to conduct the final evaluation. The results of the evaluation will be reported in the Final Program Evaluation Report in PC-IV.

4.4 Evaluation Criteria

Following criteria should have to be followed while evaluating the SBEP objectives.

4.4.1 Relevance:

In order to see relevancy at SBEP, the following will be made the part of Evaluation design

- The construction of 75 new schools and merging of 45 schools will be sufficient enough to meet the needs of community.
- Will the merging of schools as a new policy decision could be helpful to mobilize additional government resources.
- SBEP-provided supplementary reading materials are relevant with the needs of students at the targeted schools
- Teaching requirements fulfill the needs of students as per their assessment and capacities.
- The extent the new skills given to the teacher were relevant and adoptable at the school level.
- School Development plans are relevant as per the requirements of schools
- District Education Plans are relevant as per the requirement of District Education Administration.
- The skills gained in health and nutrition will be relevant with the community and child health needs etc

4.4.2 Efficiency

It is a criterion to measure how economically the resources are used to produce results. It is to tell us how effectively the resources at Sindh Basic Education Program are used to achieve the Program goals. It also creates a linkage between the inputs and the results achieved so as to see efficiency of SBEP. Following will be core items to monitor

- Flow of funds to undertake the Program activities on time.
- Establishment of PMIU, RO, hiring of staff, purchase of equipments etc on time as per plan.
- Frequency of PSC meetings for timely policy decisions.
- Physical progress of the schools construction on time and as per plan.
- Cost effective plans followed and contractors handed over the constructed schools on time.
- Policy decision regarding consolidation of school initiated.
- Required materials supplied to the schools as per their demand.
- Proper training arrangements for the school teachers and SMCs/other groups.
- Regularity of SMC meetings and participation of SMC members in such meetings
- School Development Plans developed through participation of community.

4.4.3 Effectiveness

The extent to which the Program's objectives are expected to be achieved, taking into account their relative importance.

4.5 Arrangements for Evaluation

As per approved PC-1, End-line evaluation survey will also be conducted through a consultant. The end-line survey will follow up with the same households as in the baseline survey. Monitoring & evaluation budget will be included as a separate sub-head in the Annual Work Plan and Budget of the PMIU

4.6 Annual review

The Annual Review to be an internal evaluation and done by the Program management team. It will be a form of on-going evaluation and will be held at the end of every year which includes;

- Over all achievement of Program deliverables against the Annual Work Plan of the Program.
- Over all review of all sections of the Program i.e. progress on all seven components of the Program.
- Financial progress review
- Physical progress review
- Review and discussion on the assumptions and revisit the risks linked with the Program.
- Review the indicators, progress against the indicators and recommend any change based on the findings.

Annual Review of the Program has to be held at the end of year or in the first week prior to the preparation of Annual Work Plan of the Program. This will be an internal review of Program where all Sections will share the successes and lessons learnt.

Chapter 5: Plan for Data Analysis

Once the data have been collected, they have to be turned into usable information. This requires a process of analysis: sorting and collating the data and reducing them to manageable proportions. The data flow diagram of the Program shows the data analysis as the important step in the data management. All the data collected at the initial stage in raw form to be processed after removing errors. This must be done with care so as not to distort or bias the results. Analysis to be carried out by an individual or by a group of M&E staff. As it has been described that the data will be either in the quantitative or in the qualitative form so two types of analysis are mandatory for the Program.

- Qualitative Analysis.
- Quantitative Analysis

5.1 Qualitative Analysis

The data collection through the observations, review of documents, interviews, meetings with community and others after collection need to be properly analyzed and documented. These tools consist of the descriptive questions which will require the proper careful steps to analyze. While during analyzing the following steps would be helpful.

Writing:	Writing involves writing about the data and what the Program teams find there
Coding or labeling the information:	The labeling or coding to the data
Interpreting:	Interpreting the labeled data
Organizing:	Organizing the interpreted data in sequence and readable format.

5.2 Quantitative Analysis

The Program has a number of activities which will produce the quantitative data for recording and processing. M&E Section after collecting data through the tools will remove the anomalies to enter the data into the designated MIS for the Program. The system should be comprehensive enough to produce the relevant information required to the Program stakeholders. Mainly the following analysis reports to be generated through the analysis.

- Monthly/quarterly/Annual progress against the units planned.
- District /Tehsil/ UC level schools constructed.
- District /Tehsil/ UC level schools consolidated.
- No. of supplementary material distributed District /Tehsil/ UC/School level with sex disaggregated wise
- Class wise enrollment in the targeted districts/schools/classes/Sex wise
- No. of District Education Plans developed district/school type/sex wise
- No. of SMC meetings.
- No. of visits by the health departments to school wise/type/sex/district wise.
- No. of trainings organized district wise/tehsil wise/

PMES software, recommended MIS will be used to analyze the quantitative data to produce the above reports.

5.3 Data Analysis Plan

After the finalization of the data type, sources, data collection tools/methods, an analysis plan is to be prepared to analyze the data. It is a plan to describe the important aspects of the M&E requirement of stakeholders with the analysis methods, frequency and responsibility.

Table:-06 Data Analysis Plan

Activity	Actual data collection instruments/ forms	Software (where applicable)	Report formats	Mandatory/ optional	Responsibility
Output Tracking Sheets	Regional Reports, school construction reports, Consolidation of schools reports.	MIS, SEMIS, PMES, Excel	Program activity tracking reports to be generated by the software with planned and actual	Mandatory	PMIU, Regions
Financial tracking	Monthly, Quarterly cash flows, expenditures reports.	As per approval of USAID/PAK		Mandatory Monthly basis (Internal), Quarterly basis (USAID/PAK)	PMIU, Regions
Results tracking outcome monitoring	Surveys, midterm and end of Program evaluations	No	No specific	Mandatory	PMIU
Issues and Risks logs	Quarterly and Annual Progress formats	No	Standard report to be updated on quarterly and yearly basis	Mandatory	PMIU

5.4 Responsibility for Data analysis

As per organogram, a full time Manger IT and Manager M&E, 2 Monitoring Officers will be available to support the M&E specialist to analyze the data. M&E Officers will be collecting and reviewing the data at the field level before entering into the MIS.

M&E Manger and Manager IT will review the data entered by the M&E Officers and later its analyzes will be carried out.

Section 6: Reporting M&E Information

The M&E reporting system is concerned with the collection, analysis and storage of data. Communicating information on the other hand concerns the findings of the M&E process and is for action and accountability. SBEP M&E system emphasizes reporting on quarterly basis or on completion of milestones which is considered adequate for the monitoring of actual activities versus planned activities. Monitoring report preparation is an essential component of SBEP implementation activities. To this end, all the stakeholders especially the USAID/PAK, Education and Literacy Department, Government of Sindh, PSC should be well informed of the progress and constraints to Program implementation. Monitoring report is also imperative in that it allows for periodic stakeholders' review of Program performance as well as to identify constraints and recommend strategic options for improvement. Following reports and forums are mandatory in the Program.

6.1 Meetings/Forums

6.1.1 Monthly Program Review Meeting (PMIU and Regional activity)

The main aim of the Monthly Progress Review Meeting is to allow in-depth engagement between Program team and partners for course correction within monthly/quarterly plan and for continuous strategic alignment and refreshment.

- ✓ At PMIU, M&E Specialist will hold periodic reviews on the agreed date and availability of all staff as per advice by Director who will chair the meeting and attended by the staff based at PMIU. The same at Regional Office will be chaired by the Regional Director and attended by the RO staff.
- ✓ The main agenda of monthly progress is to review the progress of program and timelines.
- ✓ Minutes of the meeting will be prepared by the Manager M&E at the PMIU level and M&E Officer at the Regional Office level.

In order to maintain gender equality, equal participation of women would be ensured and their view-point/perception duly recorded. Minutes of the meeting would be prepared, maintained and shared with all the stakeholders

6.1.2 Quarterly Program Review (QPR) Meetings

The main aim of the Quarterly Program Review (QPR) is to finalize the regular quarterly report and plan. The secondary objective is to allow an opportunity for output-oriented and broad-based discussion on the progress of the Program. The third objective is to allow cross regional sharing of both the Regions (Sukkur/Larkana) for greater transparency, participation, and team-building.

- ✓ This review is PMIU based and it will be convened by the M&E Specialist as per the advice of Program Director.
- ✓ QPR need to be convened at the end of each quarter viz before the quarterly report is due.
- ✓ QPR meeting should be attended by the all Program Managers and Regional Directors.
- ✓ Each Regional Office to prepare and present its review and plan on the SBEP reporting format.

- ✓ Key documents, including quarterly review and next quarter’s plan to be circulated at least three days in advance to all members of the QPR forum.

In order to maintain gender equality, equal participation of women would be ensured and their view-point/perception duly recorded. Minutes of the meeting would be prepared, maintained and shared with all the stakeholders

6.1.3 Program Steering Committee Meetings

As per the terms of reference, the primary function of the Program Steering Committee (PSC) is to take responsibility for the achievement of program outcomes, overall coordination, guidance and approval of major decisions. The PSC to grant formal acceptance of Program deliverables as reported through various progress reports and also clearance to the Sub-Program PC-Is for placing before PDWP (Provincial Departmental Working Party) for formal approval.

PSC meetings will be held on quarterly basis with the following objectives.

1) The Program Steering Committee is responsible for:

- Monitoring and review of the Program status, as well as providing oversight of the Program deliverables rollout.
- Controlling Program scope in the changing circumstances, ensuring that scope aligns with the agreed outcome requirements as approved by GOS and USAID/PAK.
- Scope management will be particularly important in pre-budget meetings and at the time of Mid-Term Review of the program.
- Resolving Program conflicts and disputes, reconciling differences of opinion and approach.
- Granting formal acceptance of Program deliverables as reported through various progress reports/formats.
- Championing and building support for the program.

2) The Program Steering Committee is also responsible for approval of the following;

- Prioritization of Program objectives and outcomes as identified in the Program Results Framework.
- Deliverables and schedules as identified in the Program work plans and budgets (quarterly, annual, overall).
- Program budget to ensure that effort, expenditures and changes are compatible with stakeholder expectations.
- Strategic risk management framework to ensure that strategies addressing potential threats to the Program’s success have been identified.
- Quality assurance plan to ensure that Program deliverables meet the expectations of all the stakeholders.
- PSC to meet within a month of the end of a quarter or as required.
- Minutes of the Meetings to be shared with the Chief Minister Secretariat, members of the Committee, all Program Staff and general public through program website.

(PSC Notification is attached as Annex- VII)

(Working Paper for PSC meetings attached as Annex VIII)

6.1.4 Annual Review meetings

The main purpose of annual review is to see effectiveness and adequacy of the Program setup and management arrangements and contextual changes relevant to program interventions at the end of each year. PMIU, Regional Offices will attend the annual reviews , prepare the next year’s plan, develop annual report and share with donor by M&E Specialist through Program Director.

(For frequency and schedule of these meetings, see M&E Calendar Chapter -03, Section 3.8)

6.2 Program Work Plans & Reports

The following Work Plans and reports are to be developed by the Program Team. Some plans/reports will be generated for the internal use and feedback such as some reports to be developed to share with the other stakeholders.

S.N	Activity	Frequency	Use
1	Development of 5 years Work Plan	In the start	USAID/PAK, PSC, Education Dept, SBEP
2	Development of Annual Work Plan	Annually ,in the start of a year	USAID/PAK, PSC, Education Dept, SBEP
3	Development of Quarterly Work Plans	Quarterly	USAID/PAK, PSC, Education Dept, SBEP
4	Development of Output tracking sheet-Quarter	Monthly/Quarterly	Internal, PSC
5	Development of Output tracking sheet-Annual	Annual, update on daily basis	Internal, PSC
6	Output Indicator Tracking sheet	In routine	Internal
7	Outcome-Indicator Sheet	Annually	USAID/PAK, PSC, Education Dept, SBEP
8	Quarterly M&E report	Quarterly	Internal
9	Annual M&E Report	Annually	Internal
10	M&E visit report	As per visit	Internal
11	Monthly Program Report	Monthly	Internal
12	Quarterly Program Report on PC-III	Quarterly	USAID/PAK, PSC, Education Dept, SBEP
13	Annual Program Report	Annual	USAID/PAK, PSC, Education Dept, SBEP
14	Program completion Report(PC-IV)	At the end of Program	USAID/PAK, PSC, Education Dept, SBEP

6.2.1 M&E visit report

At the completion of each visit, an M&E report for each will be submitted to the Program Director/Deputy Program Director at PMIU or the Regional Directors at Sukkur/Larkana

outlining the observations and recommendations. This report should include sections on (1) dates of visits, locations and staff present (2) activities observed (3) findings from meeting/interview with beneficiaries (4) findings from outcome and impact monitoring (if applicable) (5) findings from follow-up with staff (6) areas of good practice (7) areas needing improvement (8) recommendations.

(Field Visit Format is attached as Annex- IX)

6.2.2 The Annual Work Plan and Budgets

It will be prepared at the start of Financial Year which shall be based on funds earmarked for the Program in the Provincial ADP for the Financial Year. Prior to start of Financial Year, the Revised Budget Estimates for preceding year and Budget Estimates for upcoming year are sought. The Budget Estimates shall be prepared based on the Physical/Financial phasing.

6.2.3 Operational Plans

It shall be prepared by the PMIU at the start of every Financial Year in consultation with the concerned program sections; describing the specific outputs/accomplishment to be achieved at the specific time as per the agreed Results Framework. It shall also include timings of disbursements and the respective roles of stakeholders.

It shall be based on detailed activities/Sub-activities under the relevant Program/Sub-Program. The Annual Implementation Plan to be prepared in the form of Bar Chart/Gantt Chart. All the Program Operational Plans will be compiled on annually, quarterly and monthly basis. The monthly Operational Plans shall be reviewed in the 1st week of the next month at the PMIU level. The bottlenecks encountered during the review month shall be recorded and corrective measures taken to avoid occurrence of such impediments.

(Program/Annual/ Quarterly Work plans formats are attached as Annex-X, XI and XII)

6.2.4 Progress Report

In accordance with the standing instructions of the Government, progress report on a development Program is to be furnished by every Program Director on a prescribed PC-III Performa by 5th day of next month.

The Reports will be prepared by the M&E-Specialist with the assistance of Manager M&E using the PC-III (a) and (b) Proformae of Planning Commission of Pakistan. The Reports will include both the Physical and Financial Progress indicators. The PC-III (a) Proforma contains the columns for Annual Work Plan including achievements up to the end of last Financial Year and targets for the reporting Year. It also includes Quarterly Work Plan based on Annual Work Plan as well the Quarterly Cash Plan. The physical targets to be given in the PC-III (a) Proforma would be determined on the basis of Activity Chart/Work Plan which forms the part of the Proforma. The Activity Chart further sub-divides the main Activities and the quarters are further divided in to the months. The indicators included in the PC-III (a) will also conform to the Performance Management Plan guidelines of the USAID/PAK (if required).

The Reports would also contain narrative review of overall strategic progress on key findings of process monitoring. It shall also highlight issues requiring actions and Work/Cash Plan for the next quarter. The process indicators as mentioned above would focus on validation

aspect in terms of quality and quantity. The process indicators could be developed in consultation with stakeholders in a series of workshop where participation of women would be ensured.

Instructions to fill-in PC-III (a) Proforma

1. Name of the Project:

Indicate name of the project.

2. Approved capital cost:

Provide approved capital cost by the competent forum.

3. Expenditure upto the end of last financial year:

Provide the actual and accrued expenditure upto end of last financial year.

4. PSDP allocations for the current year:

Provide allocations for the project as shown in the PSDP/ADP.

5. Annual Work Plan:

- Provide scope of work as indicated in the PC-I by major items of work.
- Actual physical achievements upto the end of last financial year against the scope of work indicated in PC-I.
- Physical targets for the year be determined on the basis of activity chart/work plan to be prepared each year on the basis of PSDP allocations. (Blank Activity chart/work plan for major items of works enclosed).

6. Quarterly Work Plan:

The quarterly work plan be prepared on the basis of annual work plan.

7. Cash Plan:

Indicate the finances required to achieve the quarterly work plan targets as indicated at 6 above.

8. Output indicators:

A number of projects start yielding results during its implementation. In such projects the recurring cost is capitalized and the project start yielding results during its implementation. Indicate quantifiable outcome of the projects for the current year.

Instructions to fill-in PC-III (B) Proforma

1. Name of the Project:

Indicate name of the project.

2. Financial status:

- Indicate PSDP allocations for the current year and quarter.
- According to latest instructions of ministry of finance, AGPR has been directed to release PSDP allocations in the 1st week of each quarter. However in practice, variations in releases are expected. The executing agency may therefore provide released amount during the month under report.
- Provide actual expenditure incurred on the project during the month under report.

3. Physical status:

- Provide actual physical achievements during the month against targets for the quarter.

4. Output indicators:

- Provide the output of the project during the month under report against the output targets.

5. Issues/Bottlenecks:

- Indicate the major issues responsible for delay in implementation of Project at policy and operational level.

6.2.5 Program Completion Report

The Program completion report on PC-IV form is to be furnished by Program Director after Program is adjudged to be complete and the filled-in PC-V form is to be furnished on an annual basis for a period of five years. As far as possible, the completion report should be ready at the time the Program is completed or very soon thereafter. The PC-IV and PC-V proformae are also intended to be used for post-completion evaluation purposes. The Program Director is responsible to develop the Completion Report with the help of PMU staff. The report would be ideally completed within three months after the completion of activities. The Program Steering committee and Education and Literacy Department would be responsible to review and approve the report of the Program

6.2.6 Monthly Progress Report (MPR)

Monthly Progress Reports will be prepared on proforma PC-III (b) by 5th day of each Month. The Monthly Progress Report would be prepared on the PC-III (b) Proforma prescribed by the Planning Commission of Pakistan. It entails information pertaining to financial status, physical status, and output indicators as well as problems/bottlenecks encountered during the implementation of the Program/sub-Program for the reporting month. Physical and financial monitoring and progress monitoring would act as tools for the MPR.

Chapter 07

Annexure

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Annex-II	PC-III Performa
Annex-III	PC-IV and V Performa
Annex-IV	PMES Software formats
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Annex-VI	PMP of the Program
Annex-VII	Checklist
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Annex-XX	Glossary of Terms used in the Manual