

## **UNESCO GUIDELINES FOR THE MONITORING AND EVALUATION OF THE IMPLEMENTATION OF EFA GOALS IN AFRICA**

### **OUTLINE AND STRUCTURE**

This document provides an outline and structure of the *Guidelines for the Monitoring and Evaluation of the Implementation of EFA Goals in Africa*, as per the Terms of Reference provided to the HSRC by UNESCO.

The approach to the development of the *Guidelines* is based on the following assumptions:

- that the African continent reflects widely differing contexts with respect to political stability, resources and capacity;
- that the *Guidelines* will serve to kick-start the development of country-specific EFA M & E Manuals in Africa.

In addition, the *Guidelines* will be based on the following principles:

- that they facilitate ownership of the monitoring and evaluation process,
- that they promote the implementation of relevant policy and practice to improve the national education system;
- that they be formulated in a manner that builds on, and facilitates integration with existing national M & E systems, resources and capacity;
- that they incorporate a strong element of capacity building in the processes of development, and incorporate local and regional expertise.

The HSRC proposes that the term ‘Guidelines’, rather than ‘Manual’ be used to describe the M & E document, as the approach adopted in its conceptualisation includes a recognition of the diversity of the context of the African continent, as well as strong elements of capacity building.

The key components of the *Guidelines* are based on the UNESCO Terms of Reference, and attempt to encapsulate the significant ideas reflected therein.

**PART 1: INTRODUCTION (10 pages)**

- 1.1 Background to the Education for All initiative.
  - 1.1.1. EFA goals
  - 1.1.2. EFA benchmarks for 2015
  - 1.1.3. Relationship of EFA with other UNESCO initiatives
- 1.2 The need for the monitoring and evaluation of the implementation of the goals of Education for All.
- 1.3 The special nature of the African monitoring and evaluation perspective and framework.
- 1.4 The significance of the *Guidelines* for the monitoring and evaluation of the implementation of EFA goals
  - 1.4.1. Rationale for the development of the *Guidelines*
  - 1.4.2. Purpose of the *Guidelines*
  - 1.4.3. Approach to the development of the *Guidelines*
  - 1.4.4. Processes involved in developing the *Guidelines*
  - 1.4.5. Integration of the *Guidelines* with existing institutional processes, structures and systems
  - 1.4.6. Use of the *Guidelines*

**PART 2: MONITORING AND EVALUATION FRAMEWORK (15 pages)**

- 2.1 Definitions of monitoring and evaluation
- 2.2 Conceptual framework
  - 2.2.1. Approach to M & E in Africa
  - 2.2.2. Principles of the M & E Framework
  - 2.2.3. Theoretical approach
  - 2.2.4. Criteria for M & E
  - 2.2.5. Objectives of the EFA M & E Framework
- 2.3 Designing of the M & E Framework
- 2.4 Feedback and dissemination
- 2.5 Managing the monitoring and evaluation programme

2.6 Roles and responsibilities

**PART 3: BENCHMARKS AND INDICATORS (10 pages)**

- 3.1 An indicator framework for the monitoring and evaluation of the implementation of EFA goals
- 3.2 Setting performance targets
- 3.3 Core indicators for reporting on the implementation of EFA goals
- 3.4 Expanded indicators for reporting on the implementation of EFA goals

**PART 4: RELEVANT INFORMATION AND DATA REQUIREMENTS (10 pages)**

- 4.1 Core information and data requirements
- 4.2 Expanded information and data requirements
- 4.3 Sources of information

**PART 5: TOOLS AND TECHNIQUES (8 pages)**

- 5.1 Design of the monitoring and evaluation system
- 5.2 Methods and techniques of data collection
- 5.3 Exemplars of data collection tools
- 5.4 Methods and techniques for data capturing and cleaning
- 5.5 Data analysis and interpretation
- 5.6 Report writing – tools and techniques

**PART 6: BUILDING CAPACITY<sup>1</sup> (15 pages)**

- 6.1 An overview of existing country-capacity in the monitoring and evaluation of education systems.
- 6.2 The implications of country-specific contextual factors in implementing an effective monitoring and evaluation programme for EFA goals
- 6.3 Outline of an agreed upon capacity building programme

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<sup>1</sup> The inputs and outcomes of the Africa forum meeting envisaged for mid – 2006 will lay the basis for this Part of the Guidelines.

#### 6.4 Generic guidelines on establishing an M & E system

### **ANNEXURES**

1. Expanded set of indicators
2. Set of five relevant articles
3. Bibliography of relevant texts
4. Draft instruments in preparation for the forum meeting to be held in mid-2006

In line with the above, and in recognizing the need to ensure buy-in, it is proposed that a draft version of the *Guidelines* be presented at a forum a few African countries in mid-2006. It is envisaged that the forum/meeting will lay the basis for the finalisation of the *Guidelines*, as well as provide an opportunity for countries to share information regarding the status, nature and form of their existing education M & E systems. It is acknowledged that this route is more time-consuming and difficult to follow, however, we believe that such a process will promote the longer-term success of the project in Africa.

Each part of the Guidelines will incorporate the following issues:

#### **1. Introduction**

The introduction will explain the need for an Africa-specific set of guidelines on the monitoring and evaluation of EFA goals. It will clarify further the need for the Guidelines, the participatory approach adopted in developing the Guidelines and their applicability in existing M & E systems.

#### **2. Monitoring and Evaluation Framework**

The conceptual thrust of the M & E Framework will be based on the twin axes of the six EFA goals and the context, input, process, outputs, outcomes and impact of government interventions. Indicators will thus be developed within the frame of these two axes. A systems approach will be adopted in the development of the framework. In addition, the approach to, and principles underpinning the framework will be clarified.

### **3. Benchmarks and indicators**

Core indicators based on the six EFA goals and developed against inputs, processes, outputs and outcomes will be proposed. Each of the indicators will be defined clearly. Their use, value and applicability for planning, improvement and accountability purposes will be highlighted. In addition, an annexure will include an expanded set of indicators that specify which sources they are derived from (eg. OECD).

### **4. Information and data requirements**

This section will include tables of data and information that will be required to make possible the implementation of the M & E framework. The information required will be divided into two parts: core information and additional information. This divide will be based on the separation between core and additional indicators. It hopes to promote flexibility, and take into account differences in capacity in countries.

### **5. Tools and techniques**

This section deals with methods that can be used to collect data, and link these to objectives. It will provide exemplars of basic school surveys and questionnaires, as well as qualitative interview schedules.

### **6. Building capacity**

Capacity building is the cornerstone of the Guidelines. The approach adopted in this instance is that the process of developing the Guidelines in itself constitutes an opportunity for building capacity and promoting sustainability. Hence the section includes elements that emerge from the envisaged meeting for mid-2006. Country preparations for the envisaged meeting too, provide an opportunity for countries to reflect on their existing M & E systems. A country questionnaire (provided as an annexure) will form the basis of country reports on the information they currently have access to, and gaps in information required for monitoring and evaluating the implementation of EFA goals.