

## **Monitoring, Evaluation and Learning (MEL) Policy**

### **Educational Programs, Policies and Projects**

**Responsibility of:** Chuuk Department of Education (CDOE)

**Effective Date:** 31 July 2023

**Next Review Date:** 31 July 2025

**Target Audience:** CDOE officials, school principals, policy makers and managers

**Other related documents:** Data Management Policy, Data Protection and Privacy Collection Statement

#### **Policy Statement**

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The CDOE through its Information Systems and Data Management Unit (ISDMU) embarks on a systematic process of obtaining, processing and utilizing educational policies/programs/projects related information before, during and after implementation to assess how an intervention evolves over time, how effectively a program was implemented and whether there are gaps between the planned and achieved results and whether the changes in well-being are exclusively due to the intervention. Overall, the intention of this MEL policy is to fine tune educational policies/programs/projects outcomes to meet intended benefits for beneficiaries of these initiatives towards securing improved outcomes.

#### **Scope**

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The CDOE MEL policy shall apply to all educational policies, programs and projects and related initiatives. The ISDMU is tasked to give guidance on how to interpret the policy and its application to all the CDOE partners.

## **Theory of Change**

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This MEL policy alludes to the philosophical underpinnings of a theory of change which describes how an intervention strategy attempts to deliver the planned results. The CDOE ISDMU adheres to a causal/result chain (see Annex 1 for the Result chain or Logical framework) that outlines how the sequence of inputs, activities and outputs of an educational policy/program/project will attain specific outcomes (objectives) and gaps analysis. This in turn will contribute to the achievement of the overall aim. A causal chain maps: (i) inputs (financial, human and other resources); (ii) activities (actions or work performed to translate inputs into outputs); (iii) outputs (goods produced and services delivered); (iv) outcomes (use of outputs by the target groups); (v) impact (or final, long-term outcome of the intervention) and (vi) knowledge sharing and application of best practices.

## **Definitions of terms and concepts**

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**Monitoring** is to track performance on an ongoing basis. It is a continuous process of collecting and analyzing information about a program, and comparing actuals against planned results in order to judge how well the intervention is being implemented.

**Evaluation** is to assess the relevance, coherence, efficiency, effectiveness, sustainability and impact of CDOE programs, projects and policies. This involves a process that systematically and objectively assesses all the elements of a program (e.g. design, implementation and results achieved) to determine its overall worth or significance.

**Learning** refers to using both monitoring and evaluation data to inform strategy, practice, and delivery adaptation, either in formal or informal learning. Specifically, the learning component within the MEL instrument is to increase understanding about innovative and cross-cutting approaches to develop CDOE (ISDMU) capacity, with dissemination linked to the (FED)EMIS Communications Plan.

**Quantitative indicators** measure changes in a specific value (number, mean or median) and a percentage.

**Qualitative indicators** provide insights into changes in attitudes, beliefs, motives and behaviors of individuals. Although important, information on these indicators is

more time-consuming to collect, measure and analyze, especially in the early stages of program/project/policy implementation.

### **Performance Management Systems and Performance Measure**

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The setting up a performance monitoring system for the CDOE policies, programs and projects requires: clarifying program objectives; identifying performance indicators; setting the baseline and targets, monitoring results, and reporting.

### **Performance Indicators**

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The CDOE ISDMU will use current data baseline as the first measurement of a performance indicator. A performance baseline is information - quantitative and qualitative - that provides data on the outcome indicators directly affected by the policy, program and/or project at the beginning of the monitoring period.

### **Targets, Baseline and Data Sources**

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The outcomes of CDOE policies, programs and projects will be measured against targets (i.e. particular values specified for an indicator to be accomplished in a specific timeframe) or standards (values that define acceptable performance for a specific program, usually constructed on figures stemming from the implementation of prior programs). Baseline information will be collected and analyzed for each of the indicators selected. Primary data can be collected in a number of ways for instance, through focus group interviews, direct observation or through asoos - Chuukese (in)formal conversation space.

The CDOE recognizes that the common method is to conduct a specifically designed, one-to-one survey of the target group. If primary data is required to build the baseline, the steps to be followed include: (i) selection of the sampling strategy, (ii) design and pilot-testing of the questionnaire; and (iii) data collection and cleaning.

### **Measuring Results**

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The CDOE ISDMU would require six months to three years for a follow-up survey to indicate what works and areas of improvement on policies, programs and projects. The design and implementation of the follow-up survey follows the same steps of the collection of primary baseline data (selection of the sampling strategy, design and pilot-testing of the questionnaire; and data collection and cleaning).

## **Beyond Reporting - Towards Reflection, Learning and Adaptive Management**

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The CDOE views the use of the MEL tool through data collected to underpin reflection, learning and improvement based on the practice of adaptive management. The CDOE ISDMU will incorporate lessons into current and future practices, and to best integrate information into reports and to improve communications at State and at National level. Eventually, a new cloud-based MEL Tool will need to be developed and be piloted to promote innovation and improvements on the effective use of this MEL tool.

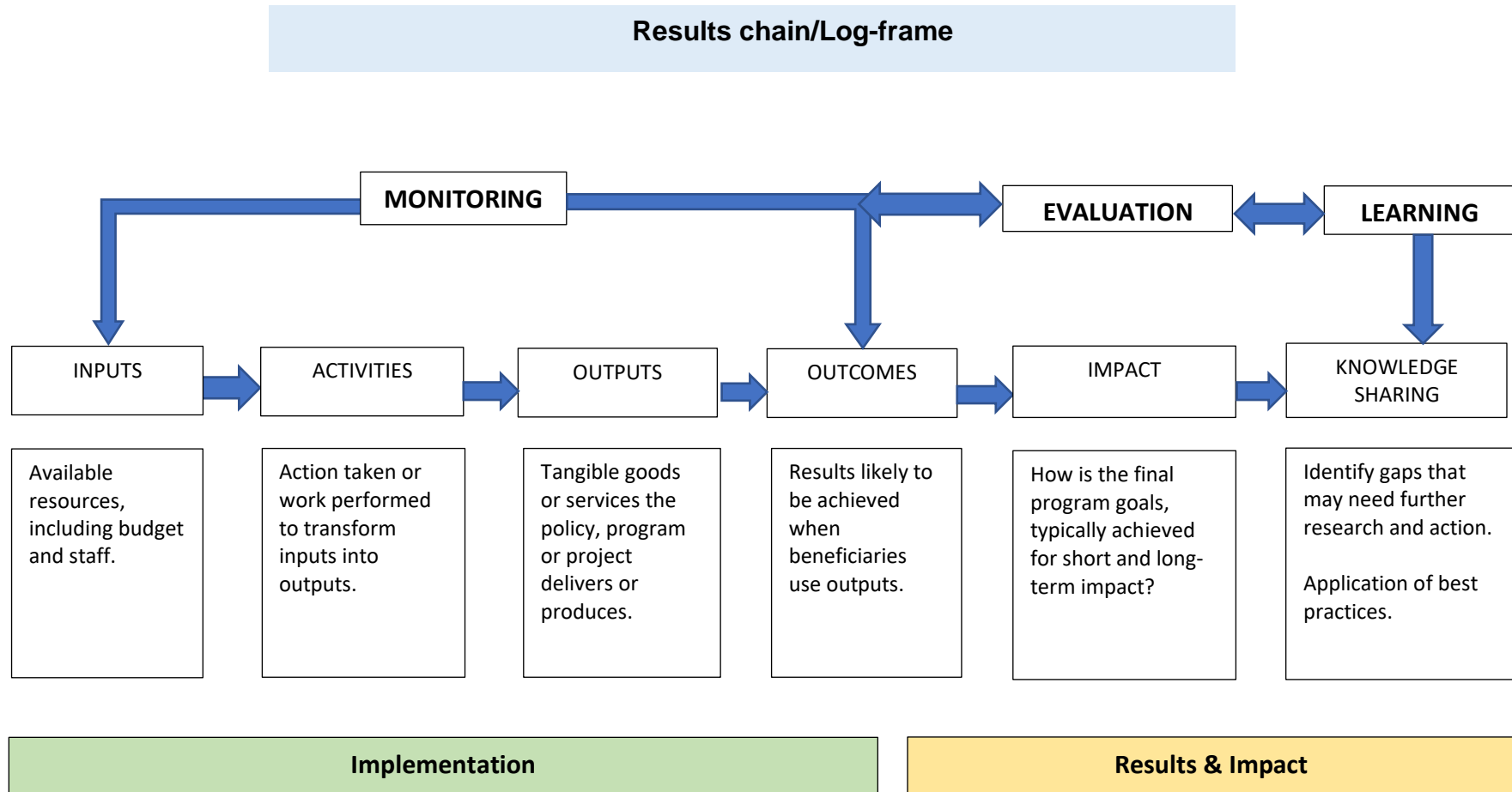
## **Risk Identification, Assessment and Management**

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In any project, all expected activities will involve risks that could compromise the achievement of the objectives and reduce impact, as the COVID-19 pandemic showed. A Risk management matrix identifies possible risks, its associated risk level and mitigating measures. A Risk Management matrix ought to be determined depending on the nature of a program, project and/or policy and should be, in this case, used as a basis upon which the CDOE and its partners will develop subsequent risk assessment and management tools.

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## ANNEX 1 Results Chain/Logical Framework



## ANNEX 3 Research-based Reporting Template for use at the CDOE Schools and Stakeholders

<b>Content</b>	<b>Description</b>
1. Cover page	<ul style="list-style-type: none"> <li>• CDOE/Schools/Stakeholders details</li> <li>• Project name</li> <li>• Project period</li> <li>• Names of key project staff</li> <li>• Name of funders</li> </ul>
2. Table of contents	The table of contents usually includes the titles or descriptions of chapter titles or section tiles.
3. Preface	A short preliminary statement that introduces the document. It explains its scope, intention, or background of the document.
4. Acknowledgements	A brief narrative where acknowledgement and/or credit is given to the individuals/group or institution who had contributed to the development of the document.
5. Introduction/Background	This section provides background information about the program/project, policy - goals and objectives and geographical areas of operation. A broad description of the importance of specific M&E roles and activities needs to be included. It also highlights development history that provides information about the motivations of the internal and external stakeholders and the extent of their interest, commitment, and participation.
6. Program/Sector components • Goals • Strategic objectives • Activities • Outputs • Expected outcomes and impacts	This section comprises of a descriptive framework for the program/project/policy. This is the basis of the MEL plan which should include the following: the program/project/policy goals and objectives, activities, outcomes and expected impacts.
7. MEL framework • Conceptual framework • Program theory of change • Logic model or Results framework • Learning framework	This section provides diagrammatic frameworks of the program, project and policy. The conceptual framework, which is a graphical depiction of the factors thought to influence the problem of interest and how these factors relate to each other. The logical framework or results framework that links the goal and objectives to the interventions. The learning framework captures and shares knowledge, gaps and best practices emerging as the result of the intervention.
8. Description of program Indicators	<p>This section list and define the program indicators. The description should include:</p> <ul style="list-style-type: none"> <li>• Definition of SMART indicators (clues, markers or signs)</li> <li>• Data sources</li> <li>• Units of measurement</li> <li>• Data disaggregation</li> <li>• Methods of analysis</li> <li>• Frequency of data collection</li> <li>• Frequency of reporting (*ensure consistency where possible)</li> <li>• Person responsible for data collection</li> </ul>

9.	<p>Data collection and management plan</p> <ul style="list-style-type: none"> <li>• Workplan for monitoring and evaluation</li> <li>• Plan for data management, analysis and reporting (refer to Data Management Policy and Data Protection and Privacy Policy)</li> </ul>	<p>The provision of additional information about the process of data collection. A diagrammatic view of the movement of data from one level to another, including feedback, is useful here. Describe monitoring activities that will be carried out. Describe evaluation activities:</p> <ul style="list-style-type: none"> <li>• How baseline data is going to be collected.</li> <li>• Follow-up evaluations (mid-term, end-term etc.)</li> <li>• Other special studies, including Operations research</li> <li>• List all the tools to be used for monitoring and evaluation of the program/project/policy.</li> </ul>
10.	<p>Utilization of MEL Information</p>	<p>An explanation of how data was collected in the different interventions. There are various ways, which are not mutually exclusive, including:</p> <ul style="list-style-type: none"> <li>• Record of meetings /agenda</li> <li>• Reports</li> <li>• Public disseminations</li> <li>• Program/project/policy advocacy</li> <li>• Communications and visibility measures - e.g. newspaper articles, magazines and newsletters, radio talks</li> <li>• Public education - brochures, flyers, posters, websites etc.</li> </ul> <p>The data-use plan will include:</p> <ul style="list-style-type: none"> <li>• The target audiences</li> <li>• Learning - the types of formats and dissemination strategies for knowledge sharing to different audiences (e.g. Executive summaries, success stories, gaps, best practices, etc.)</li> </ul>
11.	<p>Mechanism for updating the MEL plan</p>	<p>An important, often ignored, section is the plan for updating the MEL plan.</p> <p>Present a clear plan for 'monitoring the MEL tool':</p> <ul style="list-style-type: none"> <li>• When or how frequently is the plan going to be reviewed?</li> <li>• Who is going to be responsible for updating the plan?</li> <li>• Updating the plan may include revisions of elements including: <ul style="list-style-type: none"> <li>▪ Updating the targets achievements</li> <li>▪ Revising strategies for data collection (for MEL), analysis, presentation and use</li> <li>▪ Risk assessment, control/management and mitigation measures.</li> </ul> </li> </ul>
12.	<p>Appendices</p>	<p>List of data collection tools  List of people who contributed to development of document  References</p>

## ANNEX 4 Monitoring, Evaluation and Learning Policy in CSSS

### Policy Statement

[Name of school] expects all members of staff to engage in a professional dialogue that includes looking critically, but supportively, at our work and finding ways of improving it.

This monitoring and evaluation policy provide the guidance and overall structure to enable the CDOE ISDMU to check that our efforts are adding value to the education of our students.

### The Aims of the MEL policy in school

The aim of self-evaluation in our schools is to improve outcomes for students and staff by establishing a cycle of open self-analysis, improvement planning and action followed by evaluation of impact.

Essentially, the School MEL policy will depict an accurate picture of our strengths and areas for development, enabling us to disseminate best practice across the school and address areas for improvement. It will also ensure that agreed policies are implemented consistently and build up an extensive evidence base for external accountability such as accreditation.

### Procedure

#### *Guiding Principles*

The guiding principles behind this School MEL policy are that:

- self-evaluation will be carried out at our school in a spirit of openness and honesty
- self-evaluation is about professional dialogue and continuous professional development
- all staff members are expected to be professionally self-critical
- all aspects of school-related work contribute to the quality of education we provide and the outcomes for students hence self-evaluation requires a whole-school approach
- evaluations will be built into the School Improvement Plan (SIP) and identifying priorities at least on a three-year cycle
- the school draws upon the MEL evaluation schedule and inspection techniques for our own self-evaluation criteria and procedures
- our school welcomes external scrutiny and validation of our judgments
- our long-term aim is to achieve the CDOE vision and mission statement in general and our own School vision and mission statements, in particular.

#### *Student Performance*

A detailed analysis of student performance will be carried out each quarter to identify relative strengths and areas for improvement. This will be linked to the identification of priorities in our SIP.

Student progress will be monitored and evaluated using a range of methods, which include:

- scrutiny of students' work
- student tracking
- presentations and displays of work
- lesson observation
- discussions with students

Students will make a significant contribution to our self-evaluation and determining our priorities through discussion, samplings and surveys.



## **Roles and Responsibilities**

### *Chuuk Department of Education:*

- is responsible for ensuring the school meets all statutory requirements
- has overall responsibility for the quality of education provided by the school including the hiring of qualified and certified personnel
- holds the senior management team (SMT) and all staff to account by acting as a critical arm of management
- endorses the priorities in the SIP
- oversees the school's finances to ensure that sufficient resources are allocated for effective monitoring and evaluation
- monitors the implementation of the Strategic Development Plan (SDP) and evaluates impact through scheduled reports from the Principals and other school leaders
- carries out the performance management of the Head (via appointed personnel) and school staff members.

### *The School Principal:*

- implements and tracks the monitoring and evaluation cycle as stipulated in the CDOE SDP
- takes responsibility (via assigned members) to take the lead on monitoring, evaluating and determining key learning areas including assessing and managing risks articulated in the SDP
- implements the approved professional development program to improve competency skills for accurate staff self-evaluation
- gathers data and cross-references evidence from all aspects of the school's work including conducting and reporting on staff appraisals, teacher observations and evaluation.
- ensures accreditation compliance measures are in place and sustained
- prepares and submits scheduled reports to the CDOE through the relevant division(s).

### *The Lead Teachers have the following responsibilities:*

- monitor the progress of all students in their clusters
- complete a self-evaluation statement
- prepare scheduled reports to the School Principal.

### *Teaching staff:*

- reflect systematically on the effectiveness of lessons and approaches to teaching
- monitor and evaluate all aspects of children's development including spiritual/moral, cognitive, physical, language, social and emotional development.
- are responsible, supported by the school, for their own professional peer-led learning
- support the implementation of the school's priorities, including supporting other staff including beginning teachers where appropriate.

### *All staff:*

- are responsible for evaluating their specific contribution to the range of students' achievements as part of the school's appraisal policy
- contribute to evidence gathering as part of the monitoring and evaluation cycle.

## Success Criteria

*The long-term success criteria are that:*

- standards for students will be higher than in similar schools
- standards for students will improve consistent or higher than the national trend
- the school will be duly recognized for its efforts and maintaining at least a “good” standard in any inspection or accreditation procedures.

*The medium-term success criteria are that:*

- there is a clear and accurate understanding of strengths and areas for improvement in all aspects of the school program
- the priorities in the SIP are appropriate and signals challenges to be addressed
- policies are implemented, monitored and evaluated for impact consistently across the school.

*The ongoing (day-to-day) success criteria are that:*

- the monitoring and evaluation of the SIP is implemented as planned
- all staff take responsibility for improving their work through self-appraisal, appropriate professional learning and responding to advice and feedback from colleagues.

## Monitoring, evaluation and learning

*Monitoring and evaluation takes the form of:*

- analysis of data on all outcomes for students
- the monitoring and evaluation cycle
- evidence files
- the self-evaluation statement and/or portfolio
- external validation.

## Risk identification, assessment and management

- all staff to identify possible risks and associated levels
- all staff take responsibility for developing mitigation and/or control measures

## Policy Review

This policy will be reviewed on the date below by \_\_\_\_\_[insert name].

Signed \_\_\_\_\_ Date \_\_\_\_\_

Policy review date: