**Program Performance Monitoring & Evaluation Plan**

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**Overview**

Monitoring, Evaluation and Learning (ME&L) represent an integral component of today’s development industry. Through its programmatic activities in numerous developing countries, Dubai Cares has paid specific attention to ensuring ME&L is conducted and integrated in program implementation, program design and re-design.

This document is aimed at providing the necessary guidelines for the creation of a Performance Monitoring & Evaluation Plan. Planning the process of Monitoring and Evaluation is necessary and should start in the initial stages of program design. This will prevent missing any learning opportunities that can be useful for Dubai Cares’ future programs, as well as ensure the effective use of the resources allocated to ME&L.

Please follow the guidance in each section and answer the questions accordingly.

1. **Results Framework**

Answering the following questions will help determine the program’s hypothesis and theories of change. Through that, a framework that measures the progress of the program activities, and informs us whether or not they support the hypothesis and underlying assumptions.

* 1. **What are the underlying assumptions?**

The primary underlying assumption guiding this project is premised on the fact that most children never reach their potential in cognitive development because of poverty, poor health, lack of appropriate stimulation, malnutrition and deficient care.

UNICEF’s Early Childhood Development (ECD) encompasses the holistic development of children aged 0 to 8 years including the period of pregnancy. The project therefore assumes that for children to fully develop and be maximally ready for school their nurturing care must be supported comprehensively during the ECD period. For this to happen, parents must be ready and prepared both physiologically and psychologically for parenthood. The parenting education programme will enable parent to understand their bodies and the bodily needs during pregnancy and lactation. Furthermore, the parenting education will also enable parents to provide for the needs of children to enhance cognitive, physical, socio-emotional and linguistic development of children. For these developmental goals to be attained the project assumes that parents must acquire the knowledge, attitude and skills about children’s right to health, nutrition, protection and a stimulating environment for early learning, and that parents will put to practice these knowledge and skills.

The project assumes that early childhood experiences have the potential to make children fully develop their brains during the first two years of life, and improve their chances to succeed in later life. The project assumes that monies spent on ECD should be regarded as long-term investment that will yield returns in highly productive individuals and society at large.

Finally, the project assumes that targeted communities will benefit from the project interventions directly through improved development in the early years (improved health, nutrition, cognition, etc.), increased pre-school enrolment in formal early learning opportunities (i.e. ECD centres at the community-level), increased number of children healthy and ready for primary school and in the long-term increase in primary school completion and improved learning and overall holistic development outcomes.

In summary, the following are the underlying assumptions of the project:

* Early Childhood Development (0 – 8 years) is a period of fundamental and transformative development in cognitive, physical, socio-emotional and linguistic development of children that set the pathway for productive individuals and societal development.
* Parenting education promotes the right knowledge, attitudes and skills for enhancing children’s right to a healthy, nutritive, protective and a stimulating environment for early learning.
* That investments in ECD will result in very high returns for the individuals and society at large.
  1. **What are the theories of change?**

UNICEF believes that parents/caregivers are important positive agents of change in early childhood development. Promoting and supporting parents with the right information, attitude and skills coupled with outdoor play facilities are thus necessary conditions to ensure optimal child development and productive life in adulthood.

In other words, parents of children 0-6 years need to be supported to understand the relationship between the domains of nurturing care (i.e. provision of stimulation and early learning opportunities, responsive caregiving, health, nutrition, and safety/protection.

In order to effect change it is therefore vital that we engage with key stakeholders in early childhood development such as community field workers, teachers, social-health workers and other relevant institutions to provide and facilitate actions that will help parents understand the importance of, promote, and monitor their children’s development.

We will use windows of opportunity such as growth monitoring, immunization, child welfare clinics and child registration to reach parents.

* 1. **How will this PMP measure results? (i.e. Qualitative data (baseline survey data, regular community interviews, community mapping exercises, stand-alone surveys of community households) and/or Quantitative data)**

The PMP will measure results using the following methodologies:

* Baseline data collection: During the first year of project implementation a baseline data was collected by the implementing partner. While preliminary data is available, the analysis and report is being finalized by the international office of the Implementing Partner. During data collection communities were mobilized to participate in group parenting sessions. Part of the mobilization activities included focus group discussions with caregivers to establish the level of parental knowledge, attitudes and key behavioural practices that they follow during their current nurturing care of children. The data also identified and mapped the number of children 0-6 years in communities, those who attend ECD centres currently, and what ECD play facilities are available for children. The purpose of this baseline is to help estimate the contributions of the project to children and parents in the respective communities. A forthcoming knowledge, attitudes and practices (KAP) household survey may also be used.
* Regular monitoring: UNICEF and implementing partner staff will be conducting at least once a quarter monitoring of project interventions to ensure progress is being made and implementation is on track. These visits will provide technical support to field workers and beneficiaries.
* End of Year 1 reporting: At the end of year one reviews will be held with participants in the project as part of the reporting process. This process will document progress, challenges and recommendation for any change that might be necessary.
* End of project evaluation: The project will be evaluated externally to study the value of investment against the results. An evaluator will be contracted.
  1. **What are the partnerships that will be utilized in order to measure results? State how.**

UNICEF will recruit an implementation partner for this project as UNICEF does not do direct implementation. In addition, strategic partnerships with be created with Ministries and CSOs to enhance sharing of information and effective coordination of the project, as well as ensuring integration with broader regional and national programmes on Education and Early Childhood Development.

*Use the template below to formulate the logic:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Theory of Change:** | | | |
| **Activity** | **Output** | **Outcome** | **Underlying Assumptions** |
| 1. Develop and print training modules on child rights and parenting education 2. Train 60 trainers from among community field workers on the use of the child rights and parenting education training manual 3. Training of 1,200 young parents on child rights and parenting education modules | Output 1: 1,200 young parents acquired awareness and applied knowledge of children’s rights and parenting skills | An inclusive education system is equipped to provide comprehensive early childhood education to all children, in conjunction with health, nutrition and protection interventions, and to ensure the rights of all children to an appropriate quality education. | 1. Community field workers (e.g. teachers, nurses, social workers, etc.) respond to the leadership challenges of implementing the parental education of ECD service for adequate service delivery 2. Efficiency in coordination of activities by different sectors, leading to increased focus on the common goal 3. Partner made timely submission of project cooperation agreement (PCA) documents and financial liquidation reports 4. Government staff retention rates improved 5. Perception among government staff that the project is complementary to their regular work, leading to high levels of commitment 6. Young couples respond to calls as role model on parental education and child rights in the communities. 7. Mothers’ Clubs, community and religious leaders selected are motivated to carry out their duties without pay. |
| 1. Conduct awareness campaigns using multiple media approaches 2. Develop and print visibility materials for Social Behaviour Change Communication (SBCC) on child rights and parenting education 3. Quarterly assessment and feedback meetings with young couples and community field workers | Outcome 2: 30 communities demonstrate acceptance of improved child care, development and nurturing practices through social and behaviour change communication |
| 1. Designing of the community or school-based ECD outdoor playgrounds 2. Construction of 30 outdoor ECD playgrounds and procurement of required materials 3. Training of 30 centre attendants of ECD playgrounds | Outcome 3: 30 communities acquired and utilized improved ECD outdoor playground equipment and facilities |

* 1. **How were the indicators chosen/developed? What is the rationale?**

The rationale for developing the indicators was based on capturing the following information which are essential to the performance results of the project:

To measure changes over time

For constant measurement of project progress throughout project execution

To evaluate the efficiency of project activities and management

For correction, reorientation, and improvement of activities or outputs that are not achieving expected results

Hence based the theory of change and expected outcomes performance indicators were developed with support of our M&E and programme staff.

* 1. **When and what definitions and qualifying criteria will be developed for each indicator?**

*Utilize the template below to identify indicators:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Verifiable Indicator** | **Baseline\*** | **Target\*\*** | **Underlying Assumptions** |
| Outcome 1: 1,200 young parents acquired awareness and applied knowledge of children’s rights and parenting skills | * 1,200 young parents trained on positive parenting practices | 0 | 1,200 | * Community field workers do not respond to the leadership challenges of implementing the parental education of ECD service for adequate service delivery (Implementation risk). * Inefficiency in coordination of activities by different sectors, leading to loss of focus on the common goal * Partner delays in submission of project cooperation agreement (PCA) documents and financial liquidation reports * Government staff transferred or leaving their job * Perception among government staff that the project is not part of their regular work, leading to low levels of commitment * Young couples do not respond to calls as role model on parental education and child rights in the communities. * Mothers’ Clubs, community and religious leaders selected are not motivated to carry out their duties without pay. (Sustainability risk) |
| * Percentage of pre-school aged children in target communities enrolled in early learning programme | 43% | 60% of all 4-6-year-old |
| * Percentage of children less than 5 years in targeted communities with birth certificate | 80% | 100% of all have birth certificates |
| Outcome 2: 30 communities[[1]](#footnote-2) demonstrate acceptance of improved child care, development and nurturing practices through social and behaviour change communication | * Percentage of parents who report beating their children as a form of discipline | 33% | 10% |
| * Percentage of parents who report washing their hands with soap after using the toilet | 21% | 70% |
| * Percentage of parents who reported interacting with their children through   a) Playing with toys and  b) telling stories | 48%  29% | 60%  50% |
| Outcome 3: 30 communities acquired and utilized improved ECD outdoor playground equipment and facilities | * Number of Community Management Structures established for the monitoring of the playgrounds | 0 | * 30 Community management structures |
| * Number of ECD Centre attendants trained on playground management | 0 | 30 |
| * Number of pre-school children who are accessing the play ground | 0 | 1500 |
| * Extent to which parents and teachers report increase in children’s confidence and creativity skills as a result of using the playgrounds |  | * Medium to high   (to be assessed during a focused group discussion) |

\*Available baseline data for each indicator

\*\*Anticipated target/goal to be achieved for each indicator

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RESULTS and PERFORMANCE FRAMEWORK** | | | | | | | | | | | | | | | |
| **Parenting Practices for Early Childhood Development (ECD)** | | | | | | | | | | | | | | | |
| **Project Country: The GAMBIA** | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **OUTCOMES** | **Activities** | **RESULTS and OUTPUTS** | **PERFORMANCE INDICATORS** | **Baseline value** | **Performance Targets** | | | | | | | | **Endline Target value** | **Data Sources** | **Assessment methods and approach** |
| **Q1** | **Q2** | **Q3** | **Q4** | **Q5** | **Q6** | **Q7** | **Q8** |  | (Means of Verification) |  |
| **Outcome 1.1200 young parents acquired awareness and applied knowledge of children’s rights and parenting skills** | 1.1 Develop and print training modules on child rights and parenting education | **1.1.1**: ECD Parenting Curricular Materials for group and home- based parenting sessions developed and printed. | Finalized training manual ready for use in the training of young parents | No |  |  |  | **Yes** |  |  |  |  | Yes | Training Manual copy |  |
| 1.2 Train 60 trainers from among community field workers on the use of the child rights and parenting education training manual | **1.2.1**: 15 Master trainers trained on group and home based parenting using the curricular materials | 15 master trainers trained to conduct training of community field workers | 0 |  |  |  | 15 |  |  |  |  | 15 | Training Registers and reports |  |
| **1.2.2**: 60 Facilitators trained on group and home based parenting using curricular materials | 60 trained facilitators trained to conduct training of 1,200 young parents and provide home-based support.  60 trained facilitators (community field workers) receive quarterly mentoring/reflective supervision | 0 |  |  |  | 40 |  | 20 |  |  | 60 | Training Registers and reports |  |
| 1.3 Training of 1,200 young parents on child rights and parenting education modules | **1.3.1**: 1, 200 Parents trained on home- and group-based ECD parenting curricular materials inclusive of child rights | 1,200 young parents trained on positive parenting | 0 |  |  |  | 1,200 |  |  |  |  | 1200 | Community Facilitator training registers  Monthly reflective supervision tools (ChildFund/Government tool and Community tool) |  |
| **1.3.2**: Parents uptake of ECD services | * Percentage of pre-school aged children in target communities enrolled in early learning programme * Percentage of children less than 5 years in targeted communities with birth certificate | 43%  80% |  |  |  |  |  |  |  |  | 60% of all 4-6-year-old  100% of all have birth certificates | Baseline and endline KAP assessments  Monthly reflective supervision tools (ChildFund/Government tool and Community tool) | A key Practices assessment tool will be developed to apply for KAP assessment of parents. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome 2. 30 communities demonstrate acceptance of improved childcare, development and nurturing practices through social and behavior change communication** | 2.1 Conduct awareness campaigns using multiple media approaches | **2.1.1:** Communities reached with Social Behaviour Change Communication (SBCC) and demonstrate increased utilization of ECD services | Improved KAP assessment results of communities from baseline to end-line. | No |  |  |  | Yes |  |  |  | 90% | 90% |  |  |
| 2.2 Develop and print visibility materials for Social Behaviour Change Communication (SBCC) on child rights and parenting education | **2.2.1**: Develop and print visibility materials for Social Behaviour Change Communication (SBCC) on child rights and parenting education | Visibility message and materials developed and distributed | No |  |  |  | Yes |  |  |  |  | Yes |  |  |
| **2.2.2**: Conduct awareness campaigns using multiple media approaches | Number of Communities reached with SBCC campaign content; type of media approaches used per community | 0 |  |  |  | 30 |  |  |  |  | 30 |  |  |
| 2.3 Quarterly assessment and feedback meetings with young couples and community field workers | **2.3.1**: Quarterly assessment and feedback meetings held with young couples and community field workers | Number of quarterly Community feedback and reflection meetings held | 0 |  |  | 3 | 3 | 3 | 3 | 3 | 3 | 18 | Triangulate community assessment data with Baseline KAP assessments to identify uptake of KAP |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome 3. Communities acquired and utilized improved ECD outdoor playground equipment and facilities** | 3.1. Designing of the community or school-based ECD outdoor play grounds | **3.**1.1: Community or school-based ECD outdoor playgrounds designs completed | Outdoor playground designs available and suitable for different community setups. | No |  |  |  | Yes |  |  |  |  | Yes |  |  |
| 3.2 Construction of 30 outdoor ECD playgrounds and procurement of required materials | **3.2.1:** 30 outdoor ECD playgrounds constructed and equipped | Number of outdoor playgrounds constructed and equipped | 0 |  |  |  | 7 |  | 23 |  |  | 30 |  |  |
| **3.2.2**: Management structure established for each playground | Number of Community Management Structure established for the monitoring of the playgrounds | 0 |  |  |  |  |  | 10 |  |  | 30 |  |  |
| 3.3 Training of 30 centre attendants of ECD playgrounds | **3.3.1**: 30 centre attendants of ECD playgrounds trained | Number of ECD Centre attendants trained on playground management | 0 |  |  |  |  |  | 10 |  |  | 30 |  |  |
| **3.3.2**: Equipped outdoor play facilities accessed and utilized by children in target communities | Number of pre-school children who are accessing the playground | 0 |  |  |  |  |  |  |  |  | 1,500 |  |  |

1. **Data Collection & Analysis**

To ensure the efficiency and efficacy of the data collection process, as well as the validity of the data, all components and stages must be defined at the outset. The success of the data analysis and the program as a whole is largely dependent on data gathering. The following questions can be used to guide you in the process of defining all elements pertaining to data collection.

* 1. **Define the data sources for the monitoring of progress and evaluation of the impacts of the project.**

The following data sources will be used for monitoring progress:

* Pre- and post-test results of training
* Results of end training evaluation by participants
* Field monitoring reports giving number of beneficiaries reached and their assessment of the quality of services received;
* Field monitoring report to provide number of play centres constructed and being functional
* Annual review meetings to gather beneficiary satisfaction or otherwise;
* Education Management Information System (EMIS) to provide the ECD enrolment rates in the targeted communities.
* KAP results – baseline and end-line
  1. **Define possible externalities that could potentially affect data and data collection and propose how they will be tackled.**

The following externalities could possibly affect data collection. Also included against each is the proposed action to tackle it:

Parents refusing to be part of the project or providing information about their children- sensitisation, ensuring them that information provided is kept strictly confidential, seeking support of community leaders

Data collectors not administering data collection tool correctly – training and re-training of data collectors, and creating demonstration-return demonstration on how to collect data

Loss of data stored on computer or external drivers- data saved up in a cloud and password protected on the L-drive

Loss of parent-child pair to follow up - effective and joint monitoring involving community leaders

Communities refusing the setting up of ECD playground – community sensitisation, and education on the importance of early stimulation and play.

* 1. **How will administrative data be collected?**

The Ministry of Basic and Secondary Education collects comprehensive yearly education statistics and these are published every May. The administrative data will be collected from EMIS as secondary data source. Furthermore, field monitoring visit will also be used to collect administrative data.

* 1. **How will impact data be collected?**

This will be collected through end of project evaluation. However, annual review will also be used to look for early sign of the impact of the project. Dubai cares will engage the services of an external consultant to evaluate the impact of the project.

* 1. **Define the timeline for collection of data, sources of data, level of disaggregation and frequency of data collection, and responsibility for data collection.**

The most critical point for data collection will be semi-annual and annual points. However, field monitoring will also be used to collect routine data which will be consolidated and validated during semi-annual and annual review and reporting processes. All data will be collected and analysed in a disaggregated manner.

* 1. **Define the process for the development and testing of all instruments necessary for collection of data to monitor the various activities implemented.**

Tools to be used for data collection will be jointly developed by UNICEF, representatives from the Ministry of Education, PTA, and ECD practitioners and experts. The completed tool will then be pre-tested in similar community as that proposed for this project for adequacies and gaps. Then the tool will be revised based on feedbacks about gaps, weakness, accuracy, and appropriateness. If we use questionnaires they will be subjected to test of internal consistency using relevant Statistical Packages and methodologies.

* 1. **What measures will be taken to detect and minimize errors?**

The review session will be used to validate any data. The project will ensure that data sources are quality assured to minimize errors.

The process of analysing the data requires skilled and experienced personnel, as well as the necessary tools. The analysis of the data will assist in either supporting or rejecting the hypothesis of the programme, and is therefore essential to the accomplishment of the MEL component of the programme, as well as the achievement of the overall programmatic activities, and altering them whenever and wherever necessary.

* 1. **Define the process and timeline of cleaning and analysing the data.**

The baseline data and end of project line data will be collected, cleaned and analysed using KAP tools. Running simple frequency count will help detect any error which will then be clean as required. Afterwards semi-annual and annual data will be collected and analysed.

* 1. **Identify the responsibility for the process of data analysis. What are the profiles and experience of the individuals who will conduct this exercise?**

The main responsibilities of the person processing data would be to ensure that the data entry platform is appropriate and adequately secured with access rights. The person will also be responsible for generating reports from the data set. The profile will be a person with at least 5 years of experience in dealing with data of similar volume and complexity.

* 1. **What software will you use to store, manage and analyse the data?**

Data will be managed using Microsoft excel for preliminary entry and cleaning and then entered and analysed using Statistical Package for Social Science (SPSS)

* 1. **Describe the measures that will be taken to ensure the safeguard of data storage.**

UNICEF will ensure that all data sets are backed up with UNICEF to ensure data safety. Furthermore, the implementing partner would be required to ensure that data is stored in a hard drive which is kept in a safe location outside its office.

*Utilize the template in the next page to summarize the data collection and validation process. Please submit the data analysis in the form of a narrative report.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theory of Change** | | | | | | |
|  | | | | | | |
| **Outcome 1:** 1,200 young parents acquired awareness and applied knowledge of children’s rights and parenting skills | | | | | | |
| **Verifiable Indicator** | **Data Source** | **Data Collection** | | | **Data Validation** | |
|  |  | **Method** | **Frequency** | **Responsible Entity** | **Method** | **Responsible Entity** |
| * Finalized training manual ready for use in the training of young parents * 15 master trainers trained to conduct training of community field workers * 60 trained facilitators trained to conduct training of 1,200 young parents and provide home-based support. * 60 trained facilitators (community field workers) receive quarterly mentoring/reflective supervision * 1,200 young parents trained (By gender, age, location and status) * 60% pre-school aged children enrolled in early learning programme * 100% of children less than 5 years in targeted communities with birth certificate   100% of targeted mothers meet minimum requirement for maternal health visits, and child/infant health visits | 1. Enrolment Register of ECD centres in target communities 2. Pre- and post-natal health card of mothers 3. Household survey data (e.g. MICS) to provide birth registration rates. 4. Pre- and post-training tests 5. Knowledge Attitudes and Practices (KAP) studies | 1. Field monitoring reports giving number of beneficiaries reached; 2. Field monitoring report to provide number of play centres constructed and being functional | Semi-annual | Implementing partner (CSO) | 1. Annual review 2. Field supervision | 1. Implementing partner (CSO) 2. UNICEF |
| **Outcome 2:** 30 communities demonstrate acceptance of improved child care, development and nurturing practices through social and behaviour change communication | | | | | | |
| **Verifiable Indicator** | **Data Source** | **Data Collection** | | | **Data Validation** | |
|  |  | **Method** | **Frequency** | **Responsible Entity** | **Method** | **Responsible Entity** |
| 1. Improved KAP assessment results of communities from baseline to end-line. 2. Visibility message and materials developed and distributed 3. Number of Communities reached with SBCC campaign content; type of media approaches used per community 4. Number of quarterly Community feedback and reflection meetings held | 1. Field monitoring reports 2. Annual review report 3. Pre- and post-training tests 4. Knowledge Attitudes and Practices (KAP) studies | 1. Field monitoring reports giving number of beneficiaries reached; 2. Annual review meetings to gather beneficiary satisfaction or otherwise; | Semi-annual and annual | Implementing partner (CSO) | 1. Annual review 2. Field supervision | 1. Implementing partner (CSO) 2. UNICEF |
| **Outcome 3:**  30 communities acquired and utilized improved ECD outdoor playground equipment and facilities | | | | | | |
| **Verifiable Indicator** | **Data Source** | **Data Collection** | | | **Data Validation** | |
|  |  | **Method** | **Frequency** | **Responsible Entity** | **Method** | **Responsible Entity** |
| * Outdoor playground designs available and suitable for different community setups. * Number of outdoor playgrounds constructed and equipped * Number community management structures established for the playgrounds * Number ECD Centre attendants trained * Number of children accessing and utilizing equipped outdoor play grounds by age and community | 1. Field monitoring reports 2. Education Management Information System (EMIS) to provide the ECD enrolment rates in the targeted communities. 3. User attendance register kept at each centre | 1. Field monitoring report to provide number of play centres constructed and being functional | Semi-annual | Implementing partner (CSO) | 1. Annual review 2. Field supervision | 1. Implementing partner (CSO) 2. UNICEF |

1. **Reporting Requirements**

Similar to narrative progress reports required by Dubai Cares, the PMP will include regular tracking and reporting of progress on the agreed upon performance indicators. Semi-annual submissions detailing results against targets are understood to be standalone documents included as annexes to the semi-annual and annual reports.

The structure of the report will include a narrative summary as well as specific achievements and shortcomings on the key areas such as data collection and analysis. Use the template below to summarize the information to be reported.

1. This project will be implemented through the existing education cluster system in 30 targeted Clusters from the three regions, and for the purpose of this project, the Cluster will be synonymous to community. This is intended to reduce the complication of counting several very small settlements/villages of 2 – 3 families (page 14 of Project documents). [↑](#footnote-ref-2)