



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

INEE Good Practice Guide: Monitoring Systems for Emergency Education

As a road map for project implementation, a program proposal should include specific plans for measuring the implementation of a program. This process of monitoring and evaluation, (M&E) is driven by well thought-out program design that establishes how the activities lead to achievement of the program goal, and what is to be measured and the methodology to be used (e.g. focus groups, surveys, monthly reports, and field visits). To guide this process, the program objectives, activities and indicators should be SMART (Specific, Measurable, Attainable, Relevant and Time Bound).

Strategies

- **Emphasize monitoring by community**

During program implementation, field staff should build the capacity of local communities to continuously assess whether the program is meeting its goals. This is a process, and communities must be supported to not only collect information, but also interpret it and take action. Ideally, communities should monitor school attendance of all students broken down by gender and ethnicity. When a drop occurs, they should investigate why and should try to address the issue. For example, the numbers of young children and girls may be dropping as a result of lack of security in the area, or because of food unavailability or simply because of lack of school fees. Where possible, the community should try to address these issues, and where they can't, the issue should be referred to the supporting NGO or government.

- **Use both qualitative and quantitative indicators**

Quantitative information (such as the number of books distributed, the number of students attending school, and the number of teachers trained) only tells part of a program's impact. The other part of the program's impact is assessed by qualitative information focusing on how the materials, education and training were valued on various levels. For example,

- Did education assist in integrating different groups in the community?
- Did the education programs have a psychosocial impact?
- Do people feel more hopeful now than they did before?
- What changes has the community observed in the students' attitude and behavior? Can these be attributed to the education program?

- **Monitor continuously and broadly**

In order to adapt to the changing needs of those in crisis, emergency education programs should be monitored continuously and where necessary, changes should be made to the implementation plans. Changes in weather, access to food, and security all can significantly change what people need to know. Although, it is not normally required for donors, it is important to monitor the broader impact political, social and economic impact of the programs.

Checklists

What to Evaluate

- Is there a mid-term and final evaluation plan?
- Who will be involved in the evaluation? An outside evaluator? Local and international staff? Government officials? What is the reasoning behind their involvement?
- Once completed were copies of the evaluation given to the local and international staff? Was the evaluation used as a stimulus for staff and community discussion of program?
- If modifications were suggested in the program, was there a timetable given for their implementation?
- Were those most in need assisted?
- What are the objectives of the program evaluation? What is being monitored (speed, quality, number of people reached and for whom (donors, community)?
- Are the larger social, economic and political implications of the assistance also taken in account? Does what is being taught contribute to or mitigate the conflict? Does the education program affect the local economy positively or negatively? Are disparities of quality and access causing those affected to migrate seeking services?

Monitoring

- How often does the monitoring occur?
- Is it paper monitoring i.e. monitoring of monthly written reports? Or field visits? How regular are they?
- Were basic indicators established at the beginning of the program (e.g. the number of children per classroom, number of latrines per school), and were they being met?
- How is the community involved in monitoring the program? Are they familiar with the project proposal and its activities?
- How is the community supported to undertake its monitoring activities? Do they have any resources to address identified issues?
- How is the quality of the program being monitored? I.e. students' mastery of knowledge and skills, students' ability to find employment, teacher use of new techniques, self-initiative from community?

Resources

- *Manual for the Evaluation of Humanitarian Aid European Community Humanitarian Office, 1999*
- *Guidance for Evaluating Humanitarian Assistance in Complex Emergencies, Organisation for Economic Co-operation and Development (OECD), 1999*

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