REVISED TEMPLATES AND PROTOCOLS FOR MONITORING, REPORTING AND COMMUNICATION WITHIN THE DIRECTORATE OF STANDARDS AND CURRICULUM

Strengthening Educational Performance-Up (STEP-Up) Zambia Project

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1.0 Introduction

Building on past USAID/Zambia efforts to strengthen the Ministry of Education, Science, Technology & Vocational Training's (MESVTEE's) management systems, Task 4 was critical to STEP-Up Zambia's focus on strengthening the functions of operational units at all levels of the educational system with the learner at the center of education management reform. Specifically, Task 4 aimed to support the Directorate of Standards and Curriculum to improve its effectiveness in managing learner performance through its' authorized administrators, executing decentralized mandates at provincial and district level.

2.0 Context and Challenges

In order to devise appropriate interventions for strengthening the functions of the national level, provincial and district operational units responsible for the management and delivery of education, the Project through Task 4 assisted the Directorate of Standards & Curriculum to identify capacity constraints which were barriers to the effective implementation of the mandate and functions of the Directorate.

The experiential diagnostic visits to provinces, districts and schools in the first year of the Project ("ground-truthing" visits and subsequent report, *"Understanding the System"*) and the strategic plan development process for the Directorate of Standards & Curriculum helped identify a number of capacity constraints. Specifically in the area of reporting and communication, the capacity constraints and challenges identified were as follows:

I. Monitoring practices heavily skewed to compliance monitoring in comparison to performance monitoring;
II. Monitoring tools/instruments/policies weak in terms of clarity, content, depth and focus;
III. Numerous monitoring forms (institutional, teacher and head-teacher monitoring instruments), but the data collected usually of little value in terms of understanding the bottlenecks with regard to learner performance and improved service delivery;
IV. A large percentage of data collected focused on outputs e.g. number of teachers monitored, number of schools visited;
V. Forms and data often overlapped each other creating a thick web of information that was not only easily accessible but also inadequate for decision making purposes around effectiveness and quality;
VI. There was no clear mechanism for monitoring and reporting on learner performance improvement strategic plan implementation.

3.0 Key Activities and Outputs

Task 4 provided a series of technical assistance to ministry staff at all levels, using an appreciative enquiry approach to go through documents such as the departmental work-plans and budget, quarterly, bi-annual and annual reports submitted by districts to the province and the province to national headquarters, the standards monitoring manual and other ad hoc reports generated by the directorate. An appreciative enquiry approach was used to ensure that the ministry staff were part of the problem identification and problem solving process. To respond to the identified challenges in the various reporting, monitoring and communication forms/instruments and accompanying protocols, the following were developed and are annexes to this document:

- Annex 1: Tool for benchmarking the quality of learner performance improvement strategic plans;
- Annex 2: Performance Management and Accountability Mechanism for the Directorate of Standards and Curriculum comprising a suite of performance monitoring templates as follows:
    - Goal and Target setting tool;
    - Abbreviated work plan/Operational Plan; there
    - Provincial education Office and District Education Office Performance Management Plan;
    - Provincial Education Office and District Education Office Work Plan; and
    - Reporting Guidelines for quarterly/bi-annual and annual reports.
- Annex 3: Tool/Rubric for monitoring the implementation of learner performance improvement strategic plans.

4.0 Main Accomplishments and Impact

Finalized tools were submitted to the Directorate for dissemination and further use. A survey conducted in early October 2015[1] showed that the tool for monitoring the implementation of learner performance improvement plans was used to a large extent by all respondents while the tool for benchmarking the quality of strategic plans was used to a moderate extent by the majority of respondents. The performance management and accountability mechanism was used to a limited extent by the respondents.

[1] Survey questionnaire for Task 4 End of Activity Report distributed to all the 10 provincial education offices and 20 selected district education offices aimed to assess the extent to which the strategic plans were being used in the provinces and districts or being referred to in the delivery of education. The survey was meant to evaluate the attitude towards, knowledge and practice of the Learner Performance Improvement Strategies. A copy of the questionnaire, the "Tool for monitoring the implementation of learner

performance improvement strategic plans" is located in Annex 3.

Annex 1: Tool for Benchmarking the Quality of Learner Performance Improvement Strategic Plans

STRATEGIC PLAN ASSESSMENT				
		ANSWER Yes—completely Moderate—good No—Below Standard	**COMMENTS** (Compulsory if the answer is not " Yes – completely")	**REVIEW AND VERIFICATION COMMENTS**
Specify name(s) of the Strategic Plan(s):		Click here to enter name(s) of the Strategic Plan(s).		
1. Baseline Information on reading levels for grades 1–4				
1	Plan does not have any baseline information on reading levels.	N/A	Please Provide a Comment.	Please Provide a Comment.
	Information is either dated and scanty or current but not for all grades	No—Below Standard.	Please Provide a Comment.	Please Provide a Comment.
2	Baseline information is current for grades 1–4	N/A	Please Provide a Comment.	Please Provide a Comment.
3	Baseline information on reading levels for grades 1–4 is current, disaggregated by gender, a level of analysis has been done to give further insights on the reading data. Attempts made to also include grade 1 enrolment data and projections over the strategic plan period.	N/A	Please Provide a Comment.	Please Provide a Comment.
2. Reading assessment methodologies used				
4	Plan does not provide any information on the reading assessment methodologies used to collect the reading baseline data	N/A	Please Provide a Comment.	Please Provide a Comment.
5	Plan makes reference to the use of the EGRA tool only	N/A	Please Provide a Comment.	Please Provide a Comment.

		ANSWER Yes—completely Moderate—good No—Below Standard	COMMENTS (Compulsory if the answer is not " Yes – completely")	REVIEW AND VERIFICATION COMMENTS
6	Plan makes reference reading assessment methodologies other than those defined in the official curriculum	N/A	Please Provide a Comment.	Please Provide a Comment.
7	Plan makes reference to reading assessment methodologies officially recognized in the Zambian reading and literacy curriculum and primary reading program	N/A	Please Provide a Comment.	Please Provide a Comment.
3. Clear reading targets				
III.1. Selection and Definitions				
8	There are no reading targets in the strategic plan for grades 1–4	N/A	Please Provide a Comment.	Please Provide a Comment.
9	The basis for the reading targets for grades 1–4 is not clear	N/A	Please Provide a Comment.	Please Provide a Comment.
10	Reading targets are based on the targets defined in the workshop only	N/A	Please Provide a Comment.	Please Provide a Comment.
11	Reading targets are derived from the reading baseline figures for grades 1–4 as well as grade 1 enrolment figures and projections in the strategic plan	N/A	Please Provide a Comment.	Please Provide a Comment.

STRATEGIC PLAN ASSESSMENT				
		ANSWER Yes—completely Moderate—good No—Below Standard	**COMMENTS** (Compulsory if the answer is not " Yes – completely")	**REVIEW AND VERIFICATION COMMENTS**
4. Plan/Strategy to track reading and report				
12	The strategic plan has not defined the plan/strategy that the Province/District will use to track the progress on reading and report on the same	N/A	Please Provide a Comment.	Please Provide a Comment.
13	The strategic plan has scanty information on the strategy/plan for tracking reading and reporting on the same during the strategic plan period	N/A	Please Provide a Comment.	Please Provide a Comment.
14	The strategic plan has some level of detail which still quite sufficient but not complete	N/A	Please Provide a Comment.	Please Provide a Comment.
15	The plan/strategy for tracking reading is clear with information on the frequency with which tracking and reporting shall be done, where the responsibility will fall and what methodologies will be used to assess reading	N/A	Please Provide a Comment.	Please Provide a Comment.
5. PPP strategy				
16	There is no clear sense of how the Province/District will seek PPP support to implement the strategic plan	N/A	Please Provide a Comment.	Please Provide a Comment.
17	There is reference to an intention to seek PPP support but not no reference to any strategy that will be employed to make this materialize	N/A	Please Provide a Comment.	Please Provide a Comment.

STRATEGIC PLAN ASSESSMENT				
		ANSWER Yes—completely Moderate—good No—Below Standard	**COMMENTS** (Compulsory if the answer is not " Yes – completely")	**REVIEW AND VERIFICATION COMMENTS**
18	There is reference to a PPP strategy, but the strategy is not feasible and realistic	N/A	Please Provide a Comment.	Please Provide a Comment.
19	There is clarity on a feasible and realistic strategy or strategies that will be employed to seek PPP support	N/A	Please Provide a Comment.	Please Provide a Comment.
6. External Communication Strategy				
20	There is no indication of a strategy or plan to communicate the LPIS plan to external stakeholders	N/A	Please Provide a Comment.	Please Provide a Comment.
21	There is mention of an intention to communicate plan to external stakeholders but no mention of the strategy/strategies that will be employed	N/A	Please Provide a Comment.	Please Provide a Comment.
22	There is a strategy/strategies but not clear, requiring explanations	N/A	Please Provide a Comment.	Please Provide a Comment.
23	Clear strategy/strategies/plan for external communication at least making reference to some structures (especially existing ones) that shall be used and how	N/A	Please Provide a Comment.	Please Provide a Comment.
7. Clear reading improvement strategy				
24	There is no reference to any specific reading improvement strategy/strategies in the LPIS Plan	N/A	Please Provide a Comment.	Please Provide a Comment.

STRATEGIC PLAN ASSESSMENT				
		ANSWER Yes—completely Moderate—good No—Below Standard	**COMMENTS** (Compulsory if the answer is not " Yes – completely")	**REVIEW AND VERIFICATION COMMENTS**
25	There is reference to improve reading but no mention of any specific/particular strategy/strategies that shall be employed	N/A	Please Provide a Comment.	Please Provide a Comment.
26	There is reference to a reading improvement strategy/strategies but no sufficient description/detail	N/A	Please Provide a Comment.	Please Provide a Comment.
27	There is detailed reference to specific reading improvement strategies that the Province/District envisages to employ to improve reading	N/A	Please Provide a Comment.	Please Provide a Comment.
8. Statement on local policies around reading				
28	There is no reference to any local policies around reading	N/A	Please Provide a Comment.	Please Provide a Comment.
29	There is reference to an intention to develop local policies around reading, but no example (s) of any targets or baseline	N/A	Please Provide a Comment.	Please Provide a Comment.
30	The LPIS plan contains some level of detail on planned local policies around reading	N/A	Please Provide a Comment.	Please Provide a Comment.
31	The LPIS plan has made reference to at least a specific local policy around reading which is clear and has a link to the situational analysis, reading baseline data and reading targets	N/A	Please Provide a Comment.	Please Provide a Comment.

STRATEGIC PLAN ASSESSMENT				
		ANSWER Yes—completely Moderate—good No—Below Standard	**COMMENTS** (Compulsory if the answer is not " Yes – completely")	**REVIEW AND VERIFICATION COMMENTS**
9. Role of Resource Centers in reading data collection and communication				
32	There is no reference to the role and place of resource centers in the plans to improve learner performance in the Province/District	N/A	Please Provide a Comment.	Please Provide a Comment.
33	There is reference to an intention to make use of Resource Centers, but no sufficient details on how the Resource centers will be used , or what role they will play	N/A	Please Provide a Comment.	Please Provide a Comment.
34	There is mention of the role the resource centers will play, but they are not clear, specific and do not sufficiently relate to the whole sphere of improving reading	N/A	Please Provide a Comment.	Please Provide a Comment.
35	The roles for resource centers are clear and very specific particularly in the area of improving reading	N/A	Please Provide a Comment.	Please Provide a Comment.
10. Plan Dissemination and Transparency				
	The LPIS has not been printed, or circulated/communicated to key internal staff at the province/district level or other stakeholders, and the province/district has not developed monitoring tools that are aligned with LPIS	N/A	Please Provide a Comment.	Please Provide a Comment.
	The LPIS has been printed, but not circulated to key internal staff at the province/district levels or other stakeholders. Monitoring tools aligned with the LPIS have been developed but are not being produced, disseminated or completed	N/A	Please Provide a Comment.	Please Provide a Comment.

STRATEGIC PLAN ASSESSMENT				
		ANSWER Yes—completely Moderate—good No—Below Standard	**COMMENTS** (Compulsory if the answer is not " Yes – completely")	**REVIEW AND VERIFICATION COMMENTS**
	The LPIS has been printed and circulated to key internal staff at the province/district levels or other stakeholders. Monitoring tools aligned with the LPIS have been developed and are being produced, disseminated and completed	N/A	Please Provide a Comment.	Please Provide a Comment.
11. Budget				
	The LPIS has not been budgeted out to address the necessary budget impact of the plan	N/A	Please Provide a Comment.	Please Provide a Comment.
	There has been an attempt to cost the planned activities for the LPIS plan and/or there is reference to the fact that annual work plans and budgets shall be based on priorities in the LPIS plan.	N/A	Please Provide a Comment.	Please Provide a Comment.
	Please specify percentage(s):	Click here to enter percentage(s).		

Annex 2: Performance Management and Accountability Mechanism for the Directorate of Standards and Curriculum

MESVTEE

Strengthening Educational Performance-Up in Zambia

PERFORMANCE MANAGEMENT & ACCOUNTABILITY MECHANISM FOR THE DIRECTORATE OF STANDARDS & CURRICULUM

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING & EARLY EDUCATION

Friday, November 01, 2013

Acronyms

DSC	Directorate of Standards and Curriculum
DEB	District Education Board
DRCC	District Resource Centre Coordinator
EO-TED	Education Officer-Teacher Education
PEO	Provincial Education Office
TESS	Teacher Education and Specialized Services
ZATAC	Zambia Teachers Education Course

Rationale for Proposed Directorate of Standards and Curriculum Accountability Mechanism

While the reasons for performance management were clear to the Directorate of Curriculum and Standards staff, what to track and who should take the lead was less clear. This point is even more so underscored by the volume of documents produced at the district level. The list of data reporting forms starts from inspectorate forms that include institutional, teacher and head teacher observation forms and end with various student performance reporting forms. Despite the numerous forms, the data collected was in some cases of little value in terms of understanding what the bottlenecks for learner performance and improved educational service delivery. A large percentage (almost 90%) of data collected focused on outputs such as the number of teachers trained and students enrolled. Secondly, forms and data often overlapped each other creating a thick web of information that was not easily accessible but also inadequate for decision-making purposes around effectiveness and quality.

Accountability Mechanism Strengths and Challenges

The current accountability mechanism is based on a system of forms which serve more or less as checklists for stock-taking. The excerpt from the National Strategic Plan sums up the strengths and challenges of the accountability mechanism:

STRENGTHS	WEAKNESSES
- Clear Mandate in the Education Act and Education Policy Document (Educating Our Future 1996); - Availability of a dedicated cadre of standards officers; - Structure and representation of Standards Section up to District level; - Written guide-lines on Standards and Evaluation are available; - Some decentralized levels are innovative and have developed local tools for standards monitoring.	- Limited frequency of monitoring visits by Standards Officers due to limited resources, schools with huge establishments, therefore only sample monitoring is usually carried out; - No formal orientation program for standards officers, they learn on the job; - Weak administrative structures at school level that are not effectively used to promote internal monitoring; - Monitoring practice is heavily skewed to compliance monitoring in comparison to performance monitoring; - Weak internal coordination with other directorates on issues raised in monitoring reports that affect different directorates (especially between TESS and Standards); - Responsibility over the monitoring of pupils reading levels falls more within TESS (DRCC and EO-TED). Coordination with Standards on this aspect is weak; - Follow-up process after standards monitoring is weak i.e. no feedback or support packages developed to close gaps; - Once appointed, Head-Teachers rarely get training to sharpen their leadership and school management skills; - Weak monitoring practice at school level where mandatory documents such as

	Academic reports and Professional Reports are not regularly produced by school leadership; - Policies/instruments to facilitate monitoring of standards and implementation of curriculum are not always available to end users; - Monitoring tools/ instruments/policies are weak e.g. in terms of clarity, content and depth, focus of the monitoring; - Focus on traditional monitoring approaches i.e. always going into an institution with a "monitoring instrument" which is more of a checklist; - Generally weak/poor monitoring practice e.g. late feedback and follow-up, absence of sanctions for non-attendance to recommendations made in monitoring reports; - Data and evidence is not often used to make decisions to improve the practice; - Poor target setting practices at all levels;
OPPORTUNITIES - Education Leadership Management Program available under the Ministry; - New Curriculum; - Participatory Structures in the form of Children's Councils in some schools; - Learner performance improvement strategic plans being developed and implemented at Provincial, District and school level; - The National Implementation Framework (NIF III) for the Sixth National Development Plan which has a focus on quality; - Conducive working environment	**THREATS** - Financial constraints and low levels of funding to the Directorate; - The one year ZATAC training program that compromised the quality of teachers - Limited mandate to take certain actions

Structuring the Process

The issue of weak monitoring is attributable to two main factors, the volume of monitoring forms that need to be completed and logistic/operational challenges regarding cost, transportation and work load. To overcome these challenges, the proposed process will need to be streamlined within the Directorate of Standards and Curriculum, and will need to reflect quality benchmarks that will not only describe progress but also highlight problem areas within the implementation process. The process starts with:

Directorate of Standards and Curriculum Level

Education Sector National Implementation Framework and the Directorate of Standards and Curriculum Strategic Plan as key reference documents to be used for goal and target setting. The Directorate of Standards and Curriculum will create a Goal and Target

Reference document which it will share along with its Strategic Plan with the Provincial and District offices. This Goal and Target Reference document prioritizes what is critical information for decision-making at the Directorate level and for making for meaningful inputs within the system.

Provincial Education Office Level

These two documents (Strategic Plan and Goal and Target Reference) along with the National Implementation Framework will be the guiding documents for the Provincial Education Offices to develop their Annual Work Plans laying out the activities that will help them achieve the goals, objectives and targets set forth by the Directorate of Standards and Curriculum. The Annual Work Plan document is a detailed guide describing activities under each objective; the timeline for implementation; responsible staff, key performance indicators and deliverables.

The PEOs will need to create an abbreviated Annual Work Plan which includes the cost of proposed activities and references the objectives, indicators and targets drawn down from the DCS Strategic Plan and Goal and Target Reference. The Abbreviated Annual Work Plan is the operational plan that gets submitted to the Directorate of Standards and Curriculum for their own reference on the Provincial Education office performance expectations for the year.

The critical piece for monitoring implementation progress is the Performance Management Plan (PMP) to be used at the PEO and District level to track implementation progress against the objectives, targets and indicators they have identified and agreed to deliver on. This will require PEO and District level consultations to allocate targets based on context, capacity and available resources.

Lastly, Quarterly and Annual Reports have the same template and focus strictly on the thematic areas detailed in the strategic plans. Reports are intended to be analytical and not just descriptive. They should help the DCS staff at the national level to understand the implementation progress of each province.

Structuring the results from the implementation progress reports ensures that there is a strong interface across the districts, provinces and national level offices in terms of data accessibility and use. This approach builds on a performance support knowledge base in terms of knowing and understanding prioritized activities, expected targets and deliverables against which performance can be measured.

The proposed approach should foster a culture of accountability that goes beyond describing outputs and emphasizes critical inquiry about system challenges and failures that will hopefully lead to targeted allocation of resources.

Suite of Performance Monitoring Templates for Use

1. Goal and Target Setting Tool
2. Abbreviated Work Plan (Operational Plan)
3. Provincial Education Office and District Education Office Performance Management Plan
4. Provincial Education Office and District Education Office Work Plan
5. Reporting Guidelines

1. Directorate of Standards & Curriculum Goal and Target Setting Tool

Strategic Goal	Objective	Target	Strategy	Performance Indicator	Responsibility	Deliverables
Improve Literacy for Learners	Increase reading performance of students to proficient level.	- 10% change (i.e. improvement) in students' reading scores	- Time on task with teacher. - Remediation - Sensitize and encourage parents to support education.	Percentage change in students reading below proficiency level – moving to proficiency level.	Provincial and District Offices, schools	Improved student performance on learning.
Strengthen Policy Setting and Guidance	Use data to drive policy and vice versa.	- All policy-makers know how to interpret basic key demographic and performance indicators	- Train policy-makers on data use for decision-making.	Number of policies that are based on hard data and evidence.	Provincial and District Offices, schools	Stronger education delivery environment.

2. THE DIRECTORATE OF STANDARDS AND CURRICULUM: ABBREVIATED WORK PLAN FOR PROVINCES

Province X - ANNUAL WORK PLAN NARRATIVE

1.0 Introduction (Key Demographic Indicators)

Key Demographic Indicators	Data
No. of Schools	
No. of Teachers	
Teacher- Pupil Ratio	
Classroom – Student Ratio	
Annual Requested Budget	
Annual Disbursed Budget	

1.0 Key Activities for Previous Year

2.0 Situation Analysis in terms of implementation progress for previous year against thematic areas.

3.0 Priorities for Current Year

3. Provincial and District Performance Management Plan

1. Introduction

This Performance Management Plan[2] (PMP) details how the Provincial Education Office expects to monitor, evaluate, and report progress towards its intended objectives. This PMP is a working document that will continue to be reviewed and updated as the program's implementation context evolves. This PMP presents the expected results of the province in improved educational service delivery and for each result; it outlines the indicators and precise definition of each indicator, unit of measurement, level of disaggregation of the units, baseline values and targeted values where possible, data sources, methods of collection, frequency of collection and the persons responsible for collection.

This PMP is based on the 2013-15 Strategic Plan for the Directorate of Standards and Curriculum. Data for the PMP will be collected during monitoring visits, simple activity evaluation exercises and through the narrative summaries in the district-level quarterly reports.

This performance monitoring plan intends to measure progress and expected results of the POE's supporting the MESVTEE's Directorate of Standards and Curriculum's learner performance initiative. Specifically, the PMP was designed to meet the following objectives;

I. To continuously monitor and assess progress in implementing the learner performance improvement strategies
II. To continuously identify and resolve any roadblocks to achieving the results that arise during the course of implementation of the program
III. To continuously track the trends in the progress indicators
IV. To track expected outputs of the program
V. To evaluate outcome of program activities.
VI. To provide data to meet reporting and decision-making requirements

The following sections comprise this PMP: (i) Overview of the DCS's strategic vision (ii) Results Framework; (iii) PMP Matrix; (iv) Reporting and Sharing Performance Data (v) Data Quality Management (vi) Measuring Institutional Capacity Development Changes (vii) Evaluation (viii) Updating, Reviewing and Revising the PMP.

2. Overview of Directorate of Standards and Curriculum Strategic Plan

This Strategic Plan for the Directorate of Standards and Curriculum emanates from a strong desire to set clear goals for the period 2013 to 2015. It is based on refining the work plans during the stated time so that every action and indeed financial expenditure matches the preset activities in the Directorate. The Directorate of Standards and Curriculum has identified six (6) strategic themes which shall be the main areas of focus in driving the work of the Directorate over the Strategic Plan period. It is assumed that if deliberate efforts are made to concentrate on implementing the strategic themes, the goal of improving learner performance will be achieved. The strategic themes are as follows:

[2] Performance management is a systematic process of monitoring the achievements of program operations; collecting and analyzing performance information to track progress towards planned results; using performance information and evaluations to influence Assistance Objective decision-making and resource allocation; and communicating results achieved, or not attained, to advance organizational learning and tell the agency's story[2]. The PMP is an important tool for managing and documenting project performance. It enables timely and consistent collection of comparable performance data, which allows management to make informed decisions

I. Policy setting and Guidance
II. Strengthening the Monitoring Process and Practice; III. Standards and Assessment;
III. IV. Inter and Intra communication and Collaboration;
IV. V. Teacher Preparedness; and
V. VI. Management and Supervision

3. The Result Framework

A result framework (RF) is a planning, communications and a strategic management tool that conveys the development hypothesis implicit in the Assistance Objective, illustrating the cause- and –effect linkages between outputs, Intermediate Results (IR), and the final result or outcome to be achieved with assistance provided. A result framework includes IRs necessary to achieve outcomes. An IR is an important result that is seen as an essential step to achieving a higher level result or outcome. Intermediate results are measurable results that may capture a number of discrete and more specific lower level results.

The overall objective of the learner performance initiative is to improve student performance by holding the provinces accountable for their management of resources and decision-making that ensures the delivery of quality education services. Six thematic areas that can also be described as intermediate results (IRs) have been identified. These IRs are;

IR 1: Strengthened Policy setting and Guidance
IR 2: Strengthened the Monitoring Process and Practice
IR 3: Strengthened Standards and Assessment Practice
IR 4: Strengthened Inter and Intra communication and Collaboration
IR 5: Strengthened Teacher Preparedness
IR 6: Strengthened Management and Supervision

All the above Intermediate Results contribute to a more inclusive objective of strengthened capacity to deliver basic education services. A set of related program activities (yet to be determined) contribute to a given intermediate result, which in turn contribute to the overall reform objective. The Result Framework illustrated in Figure 1 shows a direct linkage between program activities and the intermediate results, between intermediate results and the overall objective.

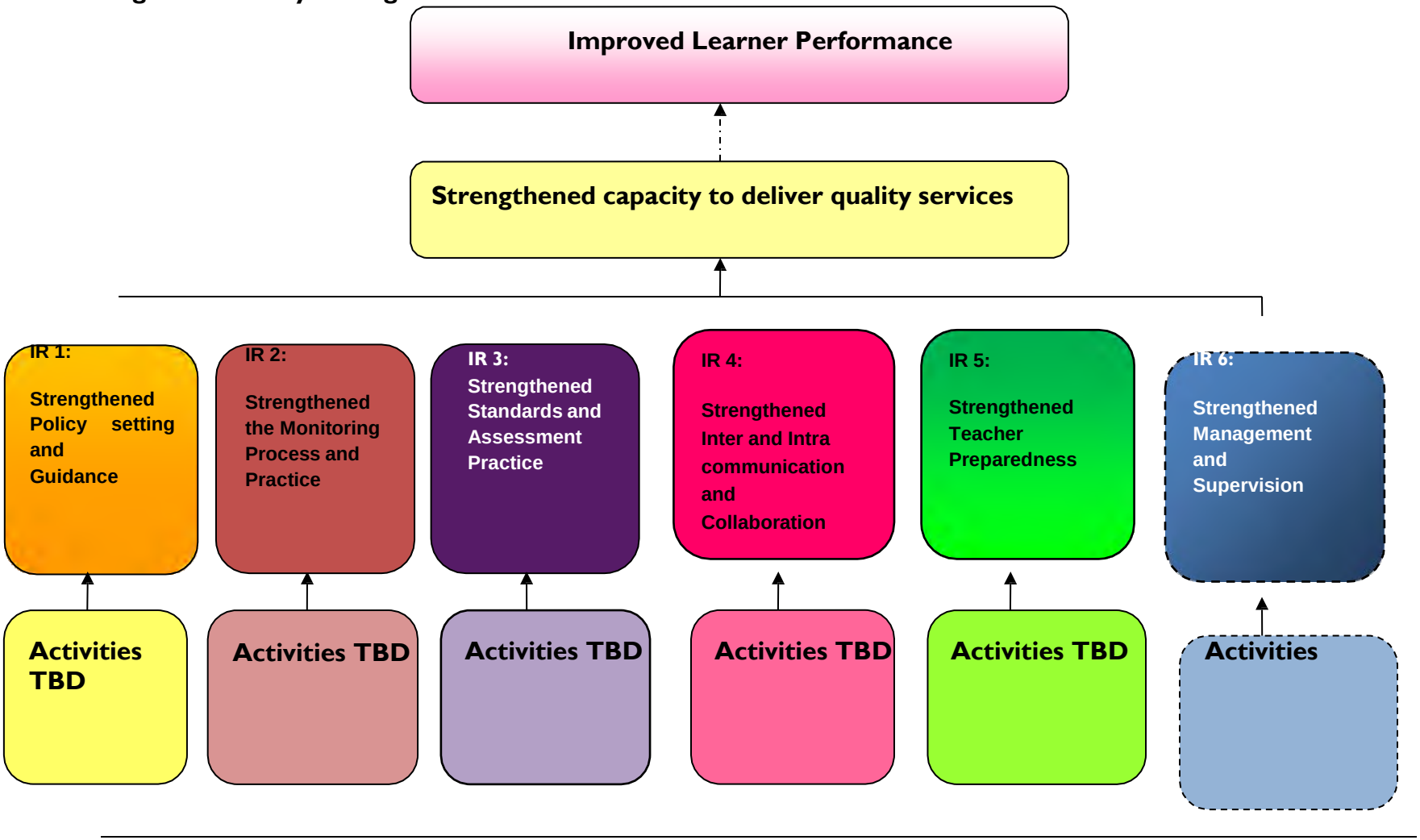
The Strategic Objective development hypothesis is that the six Intermediate

Results above are all paramount to strengthening the education system and support quality education services.

The results framework is summarized in the figure1 below.

FIGURE 1: Learner Performance Framework

IR 1: Strengthened Policy setting and Guidance



4. Indicators

A performance indicator is a characteristic or dimension to measure intended changes defined by a Result Framework. Performance indicators are used to observe progress and to measure actual results compared to expected results. Indicators merely "indicate" how the program is progressing towards its intended objectives and do not necessarily tell the full story.

These indicators are vital to measuring progress of an institutional development program where results are only evident in the long term. They will provide performance data more readily.

Intermediate results Indicators measure the degree to which program activities produce the desired effect toward meeting program objective. When selecting the PMP performance indicators, consider the following two questions for each result:

I. What will be different as a result of the articulated activities?
II. How will PEOs be able to recognize the desired differences?

Objective: Indicators should be unambiguous about what is being measured. They should be one- dimensional (measure one aspect at a time) and precisely defined in the PMP.

Practical: Select indicators for which data can be obtained at a reasonable cost and time.

Useful for management*:* Performance indicators selected for inclusion in the PMP should be useful for the relevant level of decision making.

Direct: Indicators should closely track the results they are intended to measure. Alternatively, proxy indicators (an indirect measure of the results related by one or more assumptions) may be used to measure results.

Attributable: Indicators selected for inclusion in the PMP should measure changes that are clearly and reasonably attributable to the programs efforts (activities and outputs).

Timely: Indicators should yield timely data. Experience suggests that the information needed for managing activities and projects (tracking inputs & outputs) should be available quarterly.

Adequate: Select a minimum number of indicators necessary to demonstrate the truth about the results achieved. Too many indicators may be worse than too few due to resource implications.

FIGURE 2: Performance Management Plan Matrix

Performance Indicator	Definition, Unit Of Measure And Data Disaggregation	Data Source	Baseline	Target	Data Collection		
					Method of data collection	Frequency/ timing of data acquisition	Person (s) responsible
Objective: Improved Learner Performance							
Number of learners that perform well in English and Math.	**Definition:** Number of learners that meet the completion requirements of the structured training program as defined by the program offered. **Unit of Measure:** Number **Disaggregated by:** Gender and focus area	Exam results		**2014**	Records of student examination records	Annual	School Level
IR 1: Strengthened Policy Setting and Guidance							
# of Provinces with completed operational work plans	**Definition:** The indicator counts POEs that have developed operational work plans with STEP-UP support and are in line with the DSC Strategic Plan. **Unit of Measure:** Number **Disaggregated by:** None	Annual plan documents	0	10	Direct count of PEOs with operational/ annual plans completed	Quarterly	PEO
IR 2: Strengthened Monitoring Process and Practice							

Performance Indicator	Definition, Unit Of Measure And Data Disaggregation	Data Source	Baseline	Target	Data Collection		
					Method of data collection	Frequency/ timing of data acquisition	Person (s) responsible
IR 3: Improved Inter and Intra Communication and Collaboration							
IR 4: Strengthened Standards and Assessment Practice							
IR 5: Improved Teacher Preparedness							
IR 6: Strengthened Management and Supervision Practice							

5. Evaluation

Simple evaluative exercises

PEOs will be oriented to reflect on their implementation progress in terms of the effect it has had on the capacity of educational staff and systems. Effects are more immediate tangible and observable changes, in relation to the initial situation and established objectives, which it is felt, have been brought about as a direct result of interventions[3].

UPDATING, REVIEWING AND REVISING THE PMP

This PMP serves as a document to guide performance management. One of the key principles of effective performance management is the use of performance information to assess progress in achieving results and to make management decisions on improving performance. As such, the PMP will be updated on a quarterly basis with new performance information as implementation goes on.

The PMP will be reviewed and revised at least annually (during the annual project review/planning meetings) and as necessary. This will involve a critical assessment of performance indicators and data sources to make sure that indicators are still measuring what they were intended to measure and that the right information is being collected.

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[3] **Outcomes and Impact:** *Evaluating Change in Social Development* by Peter Oakley, Brian Pratt and Andrew
Clayton. INTRAC NGO Management and Policy Series No.6, pg .35

4. Reporting Guidelines

Reporting for the DCS will be based on regular data collection from the DEB but must also promote knowledge sharing and learning to create a strong community of practice around the learner performance. The PMP is a key document in preparing progress reports since it contains information on all performance indicators. One of the key principles of performance management is sharing of performance data across all stakeholders. Aside from the written reports that will be submitted from the DEBs and PEOs the DCS can promote knowledge sharing by hosting an annual provincial planning and performance review meeting that brings together the provincial education officers (PEOs) to determine whether the program is "on track" or if new actions are needed to improve the chances of achieving results. These meetings will also be used to promote shared learning through dissemination of lessons learnt for improvement of the reform effort.

Data quality management

Poor quality data is not useful (1) it prevents accurate decision making by management; and (2)it skews information used for reporting purposes. In order to measure and attribute results accurately for both reporting and management needs, DCS can ensure that performance data (both qualitative and quantitative) meet the following five data quality standards:

Validity: Data should clearly and adequately represent the intended result that they intend to measure. While proxy data may be used; the program must consider how well the data measure intended results.

Integrity: Data that are collected, analyzed, and reported should have established mechanisms in place to reduce possibility that they are intentionally manipulated for political or personal reasons.

Precision: Data should be sufficiently precise to present a fair picture of performance and enable management-decisions at the appropriate levels.

Reliability: Data should reflect stable and consistent data collection processes and analysis methods over time.

Timeliness: Data should be timely enough to influence management decision-making at the appropriate level. Through regular reports, the program will ensure that data are available frequently enough to influence the appropriate level of management decision and data are current enough when they become available.

As much as possible, data quality assessments should be incorporated into on-going activities like site visits. This will minimize the costs associated with structured data quality assessment.

Annual/Quarterly Report Format

Reports should be summative and not a compilation of all the four quarter reports. Each PEO should provide critical analyses and value judgments on the achievements and challenges experienced during implementation.

1.0 Key Activities for the Year

2.0 Report on implementation of thematic areas.

3.0 PMP

4.0 Recommendations

5.0 Summary and Critical Insights (For Annual Reporting Only)

Performance Indicator	Definition, Unit of Measure And Data Disaggregation	Baseline Collection	Target	Q1	Q2	Q3	Q4	Method of data collection	Frequency/timing of data acquisition
Number of learners that perform according to grade level proficiency in literacy	Number of learners that meet the completion requirements of the structured training program as defined by the program offered. **Unit of Measure:** Number **Disaggregated by:** Gender and focus area		1,000,019					Records of student examination records	Annually
# of Provinces with completed operational work plans	Number of POEs that have developed operational work plans with STEP-UP support and are in line with DSC Strategic Plan.	0	10					Direct count of PEOs with operational/ annual plans completed	Quarterly
IR 1: Strengthened Policy Setting and Guidance									
IR 2: Strengthened Monitoring Process and Practice									
IR 3: Improved Inter and Intra Communication and Collaboration									
IR 4: Strengthened Standards and Assessment Practice									
IR 5: Improved Teacher Preparedness									
IR 6: Strengthened Management and Supervision Practice									

Annex 3: Tool/Rubric for Monitoring the Implementation of Learner Performance Improvement Strategic Plans

Ministry of Education, Science, Vocational Training and Early Education

Tool for Monitoring the Implementation Trajectory of Learner Performance Improvement Strategies

The Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) is committed to putting in place an effective and efficient education delivery system that is premised on a decentralized mode of service delivery that makes use of the resources and skills at the lower levels in a manner that is inclusive and consultative.

One of the key strategies that the Ministry has adopted to improve the efficiency and effectiveness of the education delivery system is the development of Learner Performance Improvement Strategies (LPIS's) as one of the tools to be used by education managers and provincial and district level to improve leaner performance.

This tool has therefore been designed by the Ministry with the support of the USAID funded Strengthening Educational Performance Up (STEP-Up Zambia) to help the Ministry monitor the implementation of the LPIS's and generate information to facilitate evidence based decision making. The tool can also be used for the self-assessment of management and leadership practices at provincial, district as well as school level.

Provinces and Districts are therefore encouraged to use the tool and adapt it when need be.

In this tool, three attributes, namely change in **KNOWLEDGE**, change in **ATTITUDE** and change in **PRACTICE** are under scrutiny. Each attribute has been defined and a number of indicators developed against each of them. The five point scale from 0 to4 expresses the degree to which a particular indicator is manifesting. The scoring on the scale will help education leaders and managers know their strengths and weaknesses from a management and leadership practice point of view, hence providing an opportunity for the development and implementation of strategies to mitigate against weakness and leverage on the strengths.

Directorate of Standards & Curriculum

Ministry of Education, Science, Vocational

Training &: Early Education

Name of District/Province: _____

_____

Ministry of Education, Science, Vocational Training and Early Education

Tool for Monitoring the Implementation Trajectory of Learner Performance Improvement Strategies

1. ATTITUDE: Change in attitude makes reference to issues such as the importance attached to completion of tasks, time on task, communication with and inclusion of a key stakeholder constellation and extent to which LPIS is used as a reference document for planning, prioritization of activities and reporting.

A. TURN AROUND TIME FOR COMPLETION OF LPIS

	Indicator		Comment	TOTAL SCORE
TIME FOR THE DEVELOPMENT AND COMPLETION OF LPIS (1 Year score of 1 for least desirable, 6–12 months a score of 2 for moderate, 3–6 months a score of 3 for good and 1–3 months a score of 4 for most desirable)	1. More than a year	1		
	2. Between 6 months and a year	2		
	3. Between 3–6 months	3		
	4. 1 to 3 months	4		

Key: 0 = Not at all, 1 = To a very little extent, 2 = To a medium extent, 3 = To a large extent and 4 = To a very large extent

B. COMMUNICATION

COMMUNICATION OF THE LPIS TO INTERNAL AND EXTERNAL STAKEHOLDERS	1. LPIS document has been printed	0 1	**Yes = 1 & No = 0**	
	2. LPIS has been disseminated to key internal staff at the province/district education office.	0 1 2 3 4		
	3. LPIS has been disseminated to other government ministries and departments in the Province/District	0 1 2 3 4		
	4. LPIS has been disseminated to stakeholders such as cooperating partners and projects that support the education sector.	0 1 2 3 4		
	5. LPIS has been disseminated to stakeholders such as the private sector entities.	0 1 2 3 4		
	6. LPIS has been communicated to parents, parent advocates, and relevant representatives from civil society.	0 1 2 3 4		

C. REFERENCING AND PRIORITIZATION

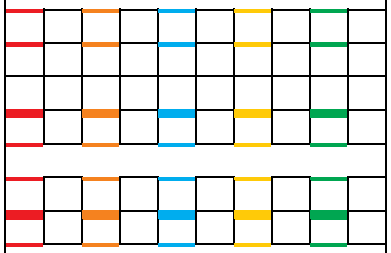
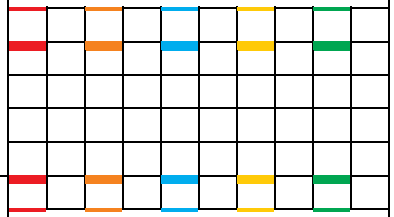
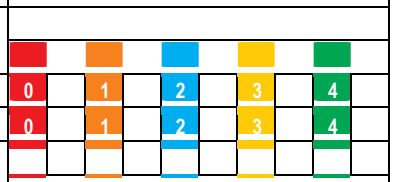
REFERENCING AND PRIORITIZATION	1. LPIS is used as a reference point in e.g. internal management meetings, quarterly meetings, semi-annual and annual meetings.	0 1 2 3 4		
	2. LPIS is used to inform work planning and budgeting for the subsequent financial year	0 1 2 3 4		
	3. The province/district align their performance improvement activities with LPIS	0 1 2 3 4		
	4. The province/district base their performance reports on LPIS	0 1 2 3 4		
	5. The province/district use the LPIS as a reference point when they participate in provincial/district development coordination meetings.	0 1 2 3 4		

2. KNOWLEDGE: Change in knowledge makes reference to issues relating to what the service delivery level is aware of, what kind of information is readily available and what is done with the information.

A. INFORMATION ABOUT READING LEVELS

	1. The base year for the reading targets has been established.	0 1 2 3 4		

A. INFORMATION ABOUT READING LEVELS				
	2. Reading levels for baseline for grades 1–4 have been			
	• Established	0 1 2 3 4		
	• Clear	0 1 2 3 4		
	3. Reading targets are:			
	• Clear	0 1 2 3 4		
	• Incremental over the plan period	0 1 2 3 4		
	• Disaggregated by grades 1–4	0 1 2 3 4		
	• Communicated to schools	0 1 2 3 4		
	4. The Province and/or the District Office have information on reading levels that is:			
	• Readily available	0 1 2 3 4		
	• Current	0 1 2 3 4		
	5. The Province/District has information on progress towards the reading targets defined in the strategic plan that is:			
	• Readily available	0 1 2 3 4		
	• Current	0 1 2 3 4		
	6. The province/district has information on learner performance data for grades 1–4 that is readily available	0 1 2 3 4		
	7. The province/district has information on learner performance data for grades 5–7 that is readily available in the following subjects:			
	• mathematics	0 1 2 3 4		
	• science	0 1 2 3 4		
3. PRACTICE: This makes reference to changes in operational practice at service delivery levels, leadership, management and oversight proficiency				
A. POLICIES AND STRATEGIES				
	1. The province/district work plan:			
	• Is aligned with LPIS	0 1 2 3 4		
	• Is translated into logical steps and activities to improve reading literacy	0 1 2 3 4		
B. LEADERSHIP				
	1. Provincial/district leadership is providing:			
	• Reporting guidelines with respect to using data to improve learner performance, especially in reading	0 1 2 3 4		
	• Timely feedback to ensure that existing practices are aligned with LPIS,	0 1 2 3 4		
	• Follow through up on needed corrections during implementation.	0 1 2 3 4		
	2. The province/district has provided guidelines and support to schools to develop LPIP's	0 1 2 3 4		
	3. The province/district has copies of LPIP's for the majority of schools in its possession	0 1 2 3 4		
C. MONITORING AND REPORTING				
	1. The province/district develops monitoring tools that are aligned with LPIS.	0 1 2 3 4		
	2. The province/district has used the LPIS as a basis for developing local policies and guidelines	0 1 2 3 4		
	3. In addition to compliance monitoring, Provincial/district standards monitoring practices also strongly focus on monitoring reading levels in relation to targets set for schools/districts/and province.	0 1 2 3 4		

C. MONITORING AND REPORTING				
	4. Monitoring reports: • Are being Produced • Inform decision making about reading improvement at service delivery points • Provide evidence that guides the focus of Continuous professional development (CPD) • The Province/District has developed a reading tracking tool and/or a learner performance tracking tool; • The tool referenced to in the question above has been disseminated to zones/schools; • The tool is being used by the majority of schools to collect and submit learner performance data			
D. READING REFORM SUPPORT STRUCTURE				
	1. Data Management Committee has been constituted			
	2. The members of the Data Management Committee: • Meet regularly. • Engage in joint problem-solving. • Share information relevant to their responsibilities. • Use data to inform their analysis of reading challenges and opportunities. • Make recommendations relevant to provincial and district needs.			
	3. Resource Center Coordinators (RCCs) have a clear work plan for supporting reading improvement			
	4. The RCCs work plan is based on best practices in reading improvement as defined by the national curriculum.			
	5. There is a report of the types of support provided by RCCs to schools	0 1 2 3 4		
	6. RCCs participate in events to share best practices in improving reading proficiency	0 1 2 3 4		
	7. RCCs encourage their representatives at the zone and school level to reach out to parents and community members to support reading.			
TOTAL SCORE				

DETAILS OF OFFICIALS

Full Name of Assessor: _____

Designation: _____

Email address: _____

Date of Assessment: _____

Signature: _____

Full name of Respondent: _____

Designation: _____

Date of Assessment: _____

Signature: _____

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