

Monitoring and Evaluation Plan

December 2018

Version control

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Table of Contents

Table of Contents.....	III
List of Figures and Tables.....	IV
Acronyms and Abbreviations.....	V
1. INTRODUCTION	6
1.1. Background to TASS.....	6
1.2. Background to the Monitoring and Evaluation Plan.....	7
1.3. Objectives of the M&E Plan	8
1.4. Ethics guiding TASS M&E.....	8
1.5. Guiding Principles	9
1.6. Overview of this document	9
2. TASS PROGRAM THEORY	10
2.1 TASS as a Facility	10
2.2 Program Logic Model.....	10
2.3 Narrative Explanation of the Program Logic Model	12
3. MONITORING PLAN	18
3.1 Results Framework.....	18
3.2 Contributing to the AIP and SIP	23
4. EVALUATION AND LEARNING.....	24
4.1 Purpose of evaluation	24
4.2 Evaluation approach	24
4.3 Mid-point and end-point evaluations.....	24
4.4 Learning Processes	25
5. DATA PLAN.....	27
5.1 Mix of methods	27
5.2 Data management	31
5.3 Approach to data analysis.....	31
6. INFORMATION DISSEMINATION AND UTILISATION	33
6.1 Communication and dissemination strategies.....	33
6.2 DFAT reporting requirements.....	33
6.3 Steering committee reporting requirements.....	33
7. ROLES, RESPONSIBILITIES AND RESOURCING.....	34
7.1 Roles and Responsibilities.....	34
7.2 Resourcing.....	35
8. WORK PLAN	37
Annex 1: TASS Strategy Mapping and Monitoring.....	38
Annex 2: TASS Screening Tool.....	43
Annex 3: TASS Activity Program Theory Prompt Sheet.....	46
Annex 4: Stakeholder mapping and analysis tool	49
Annex 5: Force-Field Analysis tool	52
Annex 6: Gender and Disability Checklist.....	53
Annex 7: Activity program logic template.....	54
Annex 8: Activity Monitoring Plan template	55
Annex 9: Reflection Log – M&E specialist.....	59
Annex 10: Activity Reflection.....	60

Annex 11:	Output Quality Rubric	62
Annex 12:	Knowledge-to-Policy and Thinking-and-Working Politically: Behaviours of TASS staff and STA.....	64
Annex 13:	Core team and STA Rating Scale.....	65
Annex 14:	TASS Value-for-Money.....	66

List of Figures and Tables

Figure 1:	TASS spheres of control, influence and concern.....	10
Figure 2:	TASS Program Logic Model (Revised August-September 2018).....	11
Figure 3:	TASS' strategic area of focus for systems strengthening	15
Table 1:	TASS M&E Plan Guiding Principles	9
Table 2:	TASS Results Framework.....	18
Table 3:	Key evaluation questions and lines of enquiry, and when evaluation will occur	24
Table 4:	Data collection methods with proposed sampling	27
Table 5:	Roles and Responsibilities for Operationalisation of TASS M&E Plan	34
Table 6:	Monitoring and Evaluation budget	36
Table 7:	M&E Work plan for TASS	37

Acronyms and Abbreviations

Acronym/ Abbreviation	Full title
AES	Australasian Evaluation Society
AIP	Australia Indonesia Partnership
Bappenas	National Development Planning Ministry
DFAT	Department of Foreign Affairs and Trade
EOFO	End of Facility Outcome
EP	Education Partnership
ESIP	Education Sector Investment Plan
FD	Facility Director
GoI	Government of Indonesia
INOVASI	Innovation for Indonesia's School Children
IO	Intermediate Outcome
K2P	Knowledge to Policy
M&E	Monitoring and Evaluation
MoEC	Ministry of Education and Culture
MoRA	Ministry of Religious Affairs
PAF	Performance Assessment Framework
QA	Quality Assurance
TA	Technical Assistance
STA	Short-term Technical Assistance
TASS	Technical Assistance for Education System Strengthening
TBD	To Be Determined
ToR	Terms of Reference
TWP	Thinking and Working Politically

1. Introduction

The Technical Assistance for Education System Strengthening program (TASS) is designed to improve the effectiveness of policy and practice in the education sector through a systems-strengthening Facility that operates on a response-to-demand basis.

This Monitoring and Evaluation (M&E) Plan for TASS draws on a number of key reference documents: the Service Order between Department of Foreign Affairs and Trade (DFAT), on behalf of the Commonwealth of Australia, and Palladium International, the Contracting Agency; the TASS Terms of Reference; the DFAT Education Sector Investment Plan (ESIP); DFAT's Indonesia Aid Investment Plan (AIP); and the related Performance Assessment Framework (PAF). This revision has been informed by the first Annual Monitoring Report 2017 and the mid-term evaluation report (August 2018). The M&E Plan has been developed in consultation with DFAT and will be presented and discussed with the TASS Government of Indonesia (GoI) counterpart following DFAT approval.

This M&E Plan was developed in four stages:

- i. An interim M&E Specialist worked in close collaboration with the TASS team to develop an initial plan. That plan was peer-reviewed, which provided a guide to how the plan could be further improved.
- ii. The TASS team revised key aspects of the plan, based on the feedback.
- iii. The long-term M&E Specialist, in consultation with the TASS team, further revised the plan, based on discussions with the TASS team, DFAT, the main GoI counterpart, and the earlier feedback.
- iv. A further revision following lessons identified in the 2017 Annual Monitoring Report and the Mid-Term Evaluation Report.

The TASS team intends for this M&E Plan to be a living document. It will be adapted to reflect the evolving nature of the Facility and the lessons learned through ongoing monitoring of activities and outcomes, and periodic reflection. Updates will be captured and submitted to DFAT each year with the Annual Work Plan.

1.1. Background to TASS

TASS is a demand driven, systems strengthening Facility that delivers high-quality short-term technical assistance (STA) to the Government of Indonesia (GoI) to improve the effectiveness of policy and practice in the education sector. TASS contributes to DFAT's ESIP outcome of **improved learning outcomes among Indonesian children, especially improved literacy and numeracy**¹ by providing "...short-term, targeted and high-quality technical assistance to address key constraints to education quality and is designed to strengthen and add value to the Indonesian Government's own systems, policies and programs"².

Working primarily at the national level and in-line with high level objectives of the ESIP, TASS focuses on supporting GoI efforts to address two key constraints³ – (i) poor quality of teaching and learning; and (ii) persistent disparities in education outcomes. TASS' GoI counterparts are the Ministry of Education and Culture (MoEC), Ministry of Religious Affairs (MoRA), and the National Development Planning Ministry (Bappenas).

¹ DFAT ESIP version October 2018. The ESIP is under revision and the M&E Plan will be updated when the ESIP is finalised.

² Ibid, page 10.

³ During the Facility's mobilisation phase, TASS identified four constraints in basic education: poor quality of teaching and learning; persistent regional disparities; local government management and capacity not well aligned with national policy

TASS also supports DFAT in the coordination, delivery and oversight of its overall education portfolio in Indonesia. This may take the form of contracting individual advisers to provide technical and strategic advice to DFAT; the organisation and management of seminars, workshops and conferences; and delivery of learning and knowledge events.

While a new Facility, TASS was not established in a vacuum. In part, it builds on work of the (now concluded) Education Partnership (EP), which comprised four components: (i) construction or expansion of schools; (ii) development of a continuing professional development system for principals, supervisors, and district office officials; (iii) support for madrasah accreditation; and (iv) an analytical and capacity development facility. The EP was implemented between 2011 and 2016.

In its first year, much of TASS' efforts were directed to a carryover of priorities from the EP plus a backlog of GoI requests to DFAT. While these were broadly focused on the above-mentioned key constraints, they were not subject to the more stringent, front-end investment activity decision-making described later in this Plan and, therefore, were not be as well-targeted as activities from Year 2.

1.2. Background to the Monitoring and Evaluation Plan

This document is intended to support TASS to achieve its Intermediate Outcomes (IO) and contribute to the End of Facility Outcomes (EOFO), as well as DFAT's and GoI's wider goals. It provides a detailed plan which outlines TASS' approach to monitoring, evaluation and learning. In addition, it provides practical details that guide the implementation of this plan. As the TASS M&E Plan has been developed with an operational focus, this is intended to serve as a reference document and basis of agreement regarding the measurement of TASS results.

The TASS M&E Plan is a dynamic document, evolving as the Facility evolves. Three earlier versions preceded this one. The first was developed during the mobilisation phase when the design of the Facility was still at an early stage. The second version followed soon after in response to feedback from DFAT and a peer reviewer. These early iterations of M&E Plan tended to be broad in focus and emphasised DFAT's earlier priorities of broadly responding to government's requests for support with policy-making and implementation. There was also a greater focus on inputs rather than outcomes and not enough emphasis on targeting investments. In 2017, DFAT changed its AIP outcome for education and has recently revised the SIP. These new policy document underline the requirement for a stronger emphasis on a more targeted approach to achieving outcomes.

Within this context, and with the Facility's first 18 month's experience to reflect upon, TASS has continued to further clarify the Facility's intent. This version attempts to make explicit the importance of TASS' underlying approaches – thinking-and-working politically and knowledge-to-policy. A new program theory has been developed and the approach to M&E adapted, based on lessons of the first 18 months.

and priorities; and weak and poorly integrated accountability and quality assurance mechanisms. These were identified with GoI counterparts and contextualised within the current political and institutional environment. Later, discussions with counterparts led to a decision to focus on the first two of these, with the other two seen as sub-sets of the others in that they contribute to the poor quality of teaching and learning and persistent disparities. In relation to 'persistent disparities', GoI requested that this be more general, not only 'regional', and be focused on disparity of outcomes (learning and participation).

1.3. Objectives of the M&E Plan

The objectives of the TASS M&E Plan are:

- To clarify what success looks like under the TASS investment and support the Facility, DFAT, and partners to understand how well TASS is progressing towards desired outcomes To support the program to adapt and reorient its approach according to lessons learnt.
- To establish clear roles, responsibilities and processes for M&E and guidance on reporting processes, including reporting on predefined annual targets, as well as the collation, documentation and dissemination of data.
- To promote learning on supporting education systems strengthening efforts at a national level, both within Indonesia and internationally.

1.4. Ethics guiding TASS M&E

TASS' M&E activities will be guided ethically by the Australasian Evaluation Society (AES) *Guidelines for the Ethical Conduct of Evaluations*⁴. This means that TASS M&E will be:

- Designed, conducted and reported in ways that respect people's rights, dignity and entitlements.
- Purposeful.
- Rigorous.
- Mutually beneficial for the provider and the receiver of the information.
- Open and transparent with participants about what information will be collected, what will happen with that information.
- Evidence-informed – conclusions will be based on sound judgements drawn from the evidence.
- Clearly, simply, fairly and accurately reported, with sources appropriately acknowledged.

The M&E Specialists will be guided by the *AES Code of Ethics*.⁵ This Code recognises that M&E practitioners have responsibilities to:

- The field of evaluation and the public; and
- The AES and to fellow members.

⁴ https://www.aes.asn.au/images/stories/files/membership/AES_Guidelines_web_v2.pdf

⁵ https://www.aes.asn.au/images/stories/files/membership/AES_Code_of_Ethics_web.pdf

1.5. Guiding Principles

The Guiding Principles outlined in the table below reflect the core aims of the TASS M&E Plan.

Table 1: TASS M&E Plan Guiding Principles

Principles	Implication for TASS Strategy
Accountable and Transparent	TASS M&E system ensures the program is accountable to DFAT, GOI and other education sector stakeholders in Indonesia.
Learning Focused	All elements of TASS M&E plan are learning-focused, meaning they were designed to meet the information needs of the intended user. All data generated by TASS will be credible, valid and reliable with the aim of improving the design and quality of future tasking notes through internal and external lesson learning.
Innovative and Participatory	TASS M&E system is flexible and open to new ways to provide meaningful information and to share information with as many stakeholders as possible.
Integrated and Collaborative	All team members have a role in gathering and analysing data and information. The M&E Plan is closely tied to program planning and technical delivery to ensure all activities are results focused and contribute to the achievement of the outcomes.
Proportional	M&E activities will be proportional to the size of the overall Facility investment and the specific activity that is to be assessed. M&E activities will be 'good-enough' to arrive at the necessary judgements.

1.6. Overview of this document

This document begins with a summary of the objectives and principles of the TASS M&E Plan, followed by an overview of the Facility's program theory. The next section describes the results framework to measure progress against the program theory and outlines the data sources and data collection tools that will be used for reporting. It then outlines TASS reporting requirements, roles, responsibilities and resources for implementing the M&E plan, before presenting an indicative work plan for M&E activities, and other supporting documentation.

2. TASS Program Theory

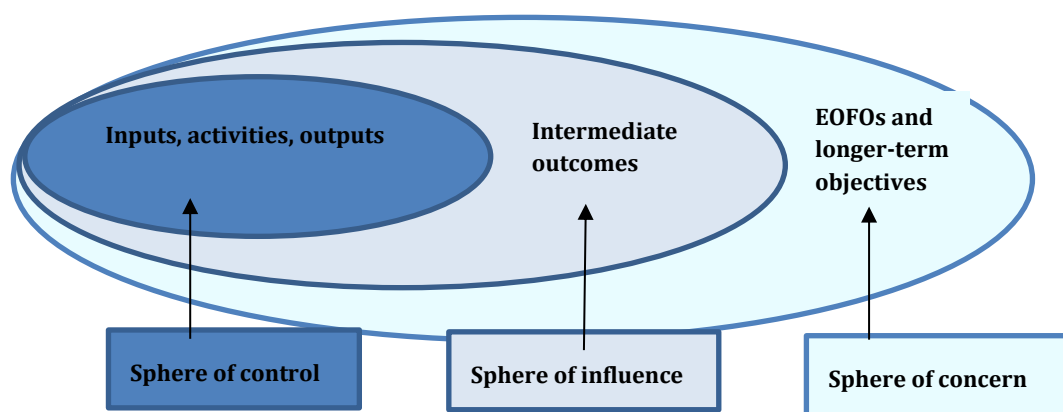
2.1 TASS as a Facility

TASS, as a Facility, does not have a set of comprehensive activities that are sufficient to achieve ‘end-of-facility outcomes’ (EOFOs).⁶ TASS activities are often disparate and too small in scale and scope to directly influence the EOFOs. Rather, they lead to necessary preconditions. The relationship is one of contribution.

The EOFOs provide direction for TASS and guide its decisions as to where it should focus its efforts. All TASS activities must have a ‘line-of-sight’ to one of the EOFOs. The revised program logic clarifies this relationship to the EOFO, defining TASS’ spheres of control, influence and concern, as illustrated in the following diagram.⁷

- The sphere of control is where TASS has control over the actions.
- The sphere of influence is where the immediate effects of TASS’ interventions can be seen.
- TASS can contribute to the sphere of concern (and it is TASS’ ‘line-of-sight’ for activities) but changes in this sphere are the result of multiple factors and interventions beyond the control of TASS.

Figure 1: TASS spheres of control, influence and concern



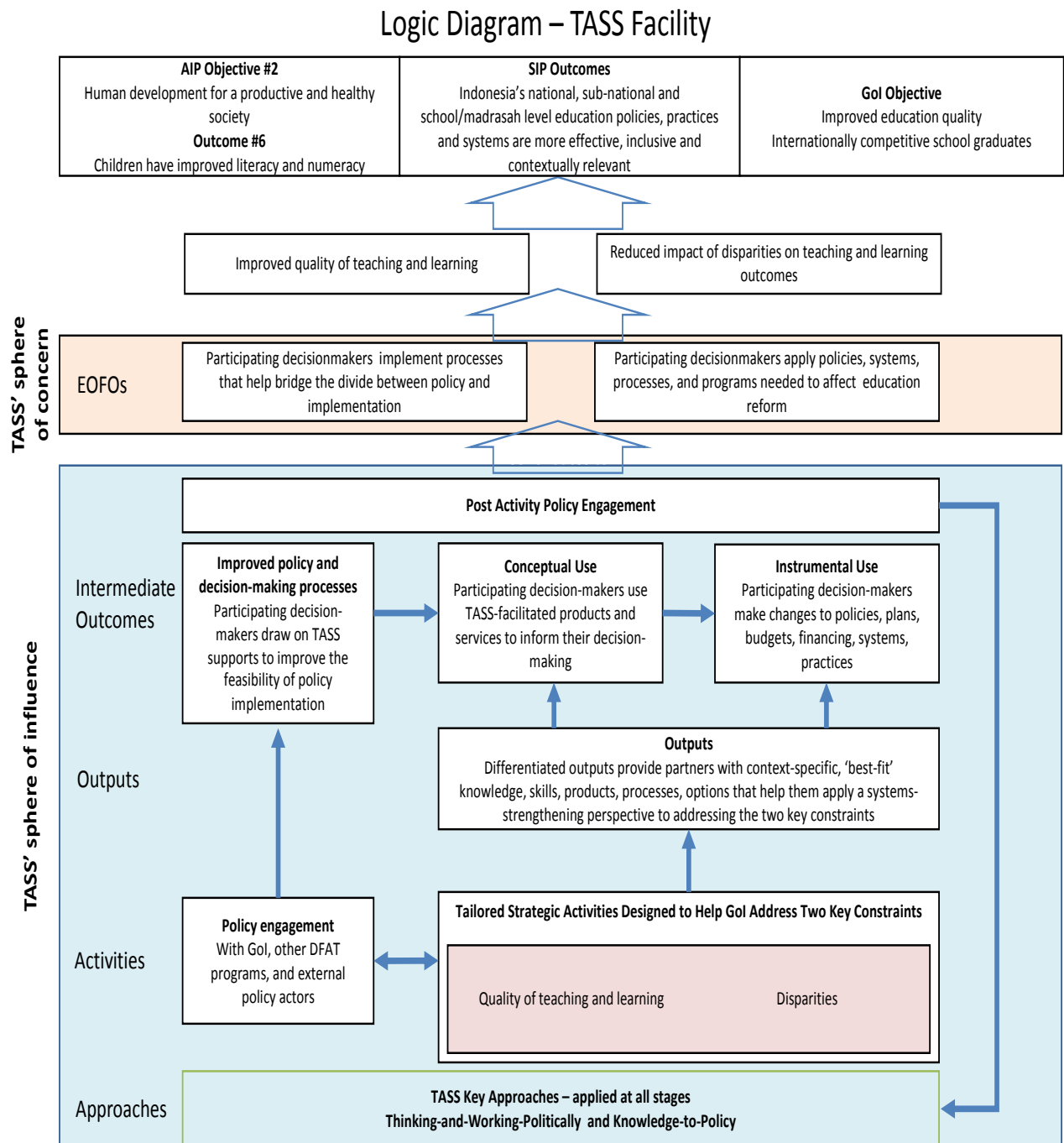
2.2 Program Logic Model

Below is a visual overview of the Facility’s revised program theory, developed in response to lessons of the 2017 Annual Monitoring Report and the Mid-Term Evaluation Report.

⁶ DFAT Indonesia. (2016) Practice Note 4: Program logic and M&E for facilities.

⁷ As a facility, TASS cannot directly influence the EOFO. Therefore, TASS draws upon the ‘three spheres of control and their relationship to policy influence’ in Tsui, J., Hearn, S. and Young, J. (2014). *Monitoring and evaluation of policy influence and advocacy*. ODI.

Figure 2: TASS Program Logic Model (Revised August-September 2018)



2.3 Narrative Explanation of the Program Logic Model

2.3.1 Summary theory of change statement

If TASS can work in a politically smart way with GoI partners to identify and respond to opportunities to provide targeted, short term technical assistance that provides GoI with locally-led, high-quality, policy relevant knowledge and evidence that leverage key aspects of government reform

then targeted stakeholders within MoEC, MoRA and Bappenas will be invested in using these outputs to inform their decision-making and make changes to policies, plans, budgets, financing, systems and practices

and if TASS supports GoI partners with ongoing policy engagement during and after activities to apply processes and practices that help to improve the feasibility of policy implementation

then the the changes will contribute to education reform and to help bridge the divide between policy and implementation

and, in turn, to improvements in the quality of teaching and learning and a reduction in the impact of disparities on learning outcomes.

2.3.2 Key Facility approaches

TASS' program theory is underpinned by two key approaches – 'Thinking-and-Working Politically' and 'Knowledge-to-Policy'. It is assumed that the application of these approaches will maximise the likelihood of TASS contributing to longer-term outcomes. These approaches are applied at all stages by the TASS core team and STA. They are critical to the policy engagement that occurs prior to, during, and after each activity.

Thinking and Working Politically (TWP): TWP acknowledges that development challenges are complex, involving many interacting factors and actors that make outcomes difficult to predict.⁸ TWP is about ways of operating that are both politically smart and politically informed. Rather than standard solutions, TWP promotes iterative and adaptive approaches⁹ through collaborative efforts of key stakeholders,¹⁰ alliances and coalitions.¹¹

Evidence-informed literature highlights the importance of remaining abreast of the socio-political context to: ensure a continued 'line of sight' between the evidence base and the policy goals;¹² help make sense of extraordinarily complex policy contexts,¹³ and help identify the windows of opportunity.¹⁵

We know from previous evaluations, that uptake and use of policy products and services are impacted by the socio-political context. Where regular consideration was given to the socio-political context, and adaptations made to Facility processes, better uptake and use was achieved.

⁸ Booth, D. (2015). Thinking and Working Politically. Professional Development Reading Pack, No. 13. GSDRC.

⁹ Annex 5, TASS Mobilisation Plan.

¹⁰ Laws, E. and Marquette, H. (2018). *Thinking and working politically: Reviewing the evidence on the integration of politics into development practice over the past decade*. TWP Community of Practice.

¹¹ Development Leadership Program. (2011). *Politics, Leadership and Coalitions in Development: Policy Implications of the DLP Research Evidence – Research and Policy Workshop, Frankfurt, Germany, 10-11 March 2011*. www.diprog.org

¹² Will, A., Tshangela, M., Shaxson, L., Datta, A., and Matomela, B. (2016). Guidelines and good practices for evidence-informed policy-making in a government department. ODI.

¹³ Shaxson, L., Datta, A., Tshangela, M., and Matomela, B. (2016). Understanding the organizational context for evidence-informed policy-making. ODI.

¹⁴ Davies, P. (2004). Is Evidence-Based Government Possible? Presented at the 4th Annual Campbell Collaboration Colloquium, Washington D.C., 19 Feb. 2004.

¹⁵ Sumner, A., Ishmael-Perkins, N., and Lindstrom, J. (2009). *Making Science of Influencing: Assessing the Impact of Development Research*. Institute of Development Studies.

As part of thinking and working politically, TASS will:

- Develop in-depth knowledge of the context;
- Identify entry points to support reform;
- Support counterparts to approach an issue from different perspectives;
- Support counterparts to work collaboratively with key stakeholders – building coalitions for policy change;
- Target TASS investments to high leverage activities that can add value to government's reform process;
- Support counterparts to make existing systems deliver and find the best-fit policy solutions; and
- Support counterparts to learn from the activities and adapt, as needed.

Knowledge-to-Policy (K2P): K2P is a relatively new concept to the development sector. Summarising a growing body of literature,¹⁶ TASS recognises K2P is "...about decision makers and their stakeholders:

- Having increased capacity to demand, access, appraise, and use various sources of knowledge;
- Being linked with diverse, credible evidence;
- Being involved in open and transparent policy processes; and
- Engaging in dialogue about the evidence and exchanging knowledge and ideas."

This summary acknowledges the broad definition of knowledge. It extends beyond formal research and includes diverse types of knowledge, both tacit and explicit. TASS will support government to access and navigate various credible knowledge to policy and practice.

Both of these key TASS approaches rely on building strong working relationships with counterparts and supporting them to build critical relationships. Recent literature¹⁷ emphasises the importance of a relationships-based methods when helping to navigate knowledge through the policy cycle. It is fundamental to effective K2P. Similarly, TWP emphasises the need to engage with a diverse range of relevant actors to develop in-depth knowledge of the local context and dynamics, develop shared outcomes, and seek local solutions.¹⁸ Helping counterparts to broker key relationships and work collaboratively in networks and coalitions is an important TWP and K2P factor.

TASS will seek to build trustful relationships with counterparts at various echelons through ongoing engagement. These relationships will help TASS to contextualise its efforts, and to facilitate sharing and learning. TASS will also build networked relationships that help connect counterparts with other policy actors and with various sources of relevant knowledge and skills.

2.3.3 TASS End-of-Facility Outcomes

End-of-Facility Outcomes (EOFOs) are in TASS' sphere of concern. TASS cannot directly influence these though over time, TASS should see some trend towards them. To maximise the likelihood of contribution, TASS applies a number of strategic tools at key phases of an activity. These are outlined in Annex 1. The EOFOs for TASS are (see overleaf):

¹⁶ A body of literature was summarised in Hind and Rahim (2017), Op. cit. The quote is from page vii.

¹⁷ Georgalakos, J., Jessani, N., Oranje, R., and Ramalingham, B. (2017). The Social Realities of Knowledge for Development. Impact Initiative.

¹⁸ Menocal, A., R. (2014). Getting real about politics: From thinking politically to working differently. ODI.

Bridging the divide between policy and implementation

Participating decision makers implement processes that help bridge the divide between policy and implementation

Assumption: A key barrier to achieving policy impact is the poor linkage between policymaker and policy implementers, which can result in poor policy and/or poor implementation

Applying policies, systems, processes and programs to affect policy reform

Participating decision makers apply policies, systems, processes, and programs needed to effect education reform

Assumption: The two key constraints will not be addressed unless decision makers take a systems-thinking approach to the policy issues, using the TASS-facilitated outputs and outcomes as only one ingredient to the reform

2.3.4 TASS Intermediate Outcomes

Intermediate Outcomes (IO) are in TASS' sphere of influence.

Improved policy processes

Decision makers draw on TASS supports to improve the feasibility of policy implementation

Assumption: Access and use of relevant evidence, transparent processes and input from all relevant interests, taking account Indonesia's decentralised mode of governance are needed to ensure that policy is feasible and able to be implemented

Conceptual use

Decision makers use TASS-facilitated products and services to inform their decision-making

Instrumental use

Decision makers make changes to policies, plans, budgets, financing, systems, practices

Assumption: If TASS has a comprehensive understanding of the socio-political context, remains abreast of changes, adapts appropriately in response to such changes, and undertakes ongoing policy engagement to help navigate needed products and services through the policy cycle, then it will increase the likelihood of TASS-facilitated products and services being taken-up and used to inform policy making and implementation.

2.3.5 TASS Outputs and Activities

While outcomes are prescribed, the Facility's activities and outputs **are necessarily emergent in nature**. While each counterpart will be working towards the general outcomes, they may choose different pathways. In some instances, counterparts might require limited assistance from TASS to progress a piece of reform work. In other instances, they might require more intensive assistance.

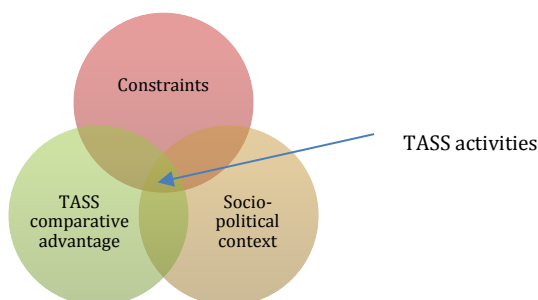
Outputs will be context-specific and aim to help the counterparts apply a systems-strengthening perspective to the constraint they are trying to address. They will be tailored to the situation and might be things such as: policy analysis and options; recommendations for changes to a delivery system following a trial; a blueprint for reform; set of regulations for approval.

Activities: Activities will be tailored to specific strategic needs and might be things such as: supporting the development and piloting of a Continuous Professional Development system for Madrasah teachers; supporting assessment reform; evaluating quality assurance systems, mapping databases to improve sharing and analysis across data-sets and work units; conducting analytical studies to support the Education Sector Review.

A Facility the size of TASS cannot support the government to improve all aspects of the education system. It must be discerning. TASS' program theory assumes that in the TASS context, **strengthening education systems** means:

- Supporting government to address two key constraints: (i) the poor quality of teaching and learning; and (ii) impact of disparities on learning outcomes; and
- Focusing on agreed priorities that fall at the intersection point: (a) constraints; (b) the current socio-political context; and (c) TASS' comparative advantages (refer to Figure 3).

Figure 3: TASS' strategic area of focus for systems strengthening



TASS uses a screening tool to help it target its investments to activities that will make a difference (Annex 2). In addition, it uses a program logic prompt sheet to help ensure that

Assumption: If TASS scopes tasking notes effectively and sources quality short-term advisors (STA) who apply the key Facility approaches, then counterparts will receive relevant, useful and timely outputs that help their decision-making.

Assumption: If TASS focuses its efforts on one or more agreed activities that are clearly part of a planned reform process, and there is a clear line-of-sight, then activities are more likely to result in IO and EOFO.

Assumption: If TASS takes a systems-strengthening approach within the given context, then it will better target its limited resources to supports that are more likely to make a difference.

the proposed activity aligns closely to the overall Facility program theory (Annex 3).

Ongoing policy engagement

TASS will undertake ongoing policy engagement prior to, during and after activities to help target investments and navigate credible evidence through the policy process. TASS will engage with GoI, other DFAT programs, and external policy actors. Such policy engagement will be undertaken by the TASS core team and STA.

A key tool for policy engagement will be the use of Stakeholder Analysis and Force-Field Analysis, provided in Annexes 4 and 5 respectively.

Assumption: If TASS undertakes ongoing policy engagement with all relevant policy actors its activities are more likely to be effective and contribute to education reform.

2.3.6 Integrating gender and disability inclusion¹⁹

TASS applies the twin track approaches promoted by DFAT's *Gender Equality and Women's Empowerment Strategy* ²⁰ and *Development for All 2015-2020* ²¹ strategy. Specifically:

- Track 1: TASS will advocate for and incorporate gender and disability issues into each activity.
- Track 2: TASS will deliver activities specifically designed to better understand and address gender inequalities and issues related to disability and education.

The TASS team will ensure that all of TASS' activities and outputs are implemented in accordance with its Gender and Disability Inclusion Plan. In practice, this means all initial requests from GOI and DFAT will be screened for alignment with DFAT's policy goals on gender and disability inclusiveness. If the request is found to not be aligned, TASS will make recommendations for how these goals can be incorporated into the request.

Assumption: If TASS supports building awareness and understanding of gender equality and disability inclusion-related issues in the education sector, then women and girls, (also men and boys, where relevant) and people and children with disabilities stand to benefit from any changes in policies, systems and practices resulting from TASS' outputs.

¹⁹ DFAT requested TASS to focus on gender and disability inclusion rather than social inclusion more broadly.

²⁰ DFAT (February 2016). *Gender and Women's Empowerment Strategy*. <http://dfat.gov.au/about-us/publications/Documents/gender-equality-and-womens-empowerment-strategy.pdf> Accessed 12 May 2017.

²¹ DFAT (May 2015). *Development for All 2015-2020*. <http://dfat.gov.au/about-us/publications/Pages/development-for-all-2015-2020.aspx> Accessed 12 May 2017.

TASS will review all outputs for gender and disability inclusion during the annual Gender and Disability Inclusion Checklist (Annex 6) as well as during Activity Reflections, undertaken at the completion of activities. This data will be used in reporting compliance with DFAT's Gender and Disability inclusion strategies.

3. Monitoring Plan

3.1 Results Framework

3.1.1 Results Framework at the Facility Level

Table 2 outlines the results framework at the Facility level. It seeks to assess the Facility's overall effect. It is interested in the aggregated effect of activities. The methods chosen to verify the results are outlined in more detail in 5.1.

As much as possible, TASS will estimate the counterfactual for each activity through a combination of the screening report and discussions with counterparts about the current condition and other actions (other than TASS) that might occur. These estimated counterfactuals will be used to help determine TASS' specific contribution and added-value.²²

Table 2: TASS Results Framework

Result	Indicator	Targets	Means of Verification	Use of indicator
EOFO:	Evidence of:	Trend	Impact logs and/or M&E Blog	These indicators will show if TASS is contributing to the longer-term outcomes that are outside TASS' sphere of influence
Participating decision makers apply policies, systems, processes, and programs needed to effect education reform	Decision makers take necessary actions to build on the suite of interventions needed to address the two key constraints	towards outcome demonstrated in a majority of activities	Annual semi-structured interviews of counterparts Annual reflective workshop with TASS core team	
Participating decision makers implement processes that help bridge the divide between policy and implementation	Decision makers map and understand the sub-systems and use this to inform interventions		Annual Gender and Disability Inclusion Health Check Mid-term evaluation	

²² Hind, J. (2010). "Additionality: a useful way to construct the counterfactual qualitatively?" *Evaluation Journal of Australasia*. 10 (1), 28-35;

Result	Indicator	Targets	Means of Verification	Use of indicator
Intermediate Outcomes Conceptual Use Participating decision makers use TASS-facilitated products and services to inform decision-making about changes needed to the education system	Increased knowledge, understanding and technical capacity in relation to policy issues	Majority of expected changes each year ²³ (70% or more)	Regular TASS updates to DFAT	These indicators will show the types and extent of change that can be attributed to TASS' efforts
	Changed views, attitudes, intentions to act on a policy issue New issues or concepts on the policy agenda; changes in language and rhetoric Changes to participation in policy dialogue – formats, stakeholders, spaces – and all these IO changes have included attention to gender equality and disability inclusion		Quarterly reports Monitoring at completion of activity using agreed tools Annual reflective workshop with TASS core team Annual semi-structured interviews with counterparts Annual Gender and Disability Inclusion Health Check Mid-term evaluation	
Instrumental Use Participating decision makers make changes to policies, plans, budgets, financing, systems, practices	Changes to (for example) Guidelines, manuals, programs, policies, regulations Budget allocations, transfers, budget expenditures Communications and information systems, M&E systems, assessment systems and practices, teaching practices, professional development systems; QA systems			

²³ Hind, J. and Rahim, D. (2017). *ACDP Outcomes Evaluation*. This evaluation found 70% of outputs were taken-up and used. TASS presumes that if it heeds the ACDP lessons and implements the TASS approaches effectively, then it should be able to match at least the level of success of ACDP.

Result	Indicator	Targets	Means of Verification	Use of indicator
Improved policy processes Participating decision makers draw on TASS supports to improve the feasibility of policy implementation	Evidence of: Policy deliberations incorporate the perspectives of all relevant stakeholders with interest and influence Decision makers and relevant stakeholders have access to, and consider, credible and reliable evidence Consideration is given to how policy issue will be affected by Indonesia's decentralised model of governance	Improvements demonstrated in a majority of activities	As above	These indicators will show the extent to which TASS is applying effective policy engagement using the key TASS approaches
	Evidence of TASS having supported GoI to improve the feasibility of policy implementation through: <ul style="list-style-type: none"> • access to, and used of, credible evidence and knowledge; • engagement with relevant key stakeholders; and • provision and/or discussion of 'next steps.' 	Evidence demonstrated in a majority of activities	Monitoring at completion of activity using agreed tools Annual reflective workshop with TASS core team Annual semi-structured interviews with counterparts	

Result	Indicator	Targets	Means of Verification	Use of indicator
Outputs: Counterparts are provided with context-specific products and services that help them apply a systems-strengthening perspective to address the two key constraints	Proportion ²⁴ of outputs that: align with partner needs; demonstrate a strategic choice; were timely and useful; were adaptive and responsive; were perceived as relevant by stakeholders; incorporated options that enhance gender and disability inclusion outcomes	Three-quarters of outputs rated at the mid-point and above across more than half of the rubric variables	Tailored rubric to gauge alignment, relevance, satisfaction, utility, responsiveness, gender and inclusion – completed with a vertical sample ²⁵ of relevant counterparts at completion of activity	These indicators will show how effective the outputs are in meeting needs, and therefore likely to lead to the outcomes
	Proportion of activities that report effective policy engagement of TASS core team and STA <ul style="list-style-type: none"> • level of practical experience • accessibility; • cultural competence; • communication and relationship skills; • stakeholder engagement; • identification of emerging issues and seizing opportunities; • ability to facilitate solutions; • K2P practices 	Majority of TASS core team and STA are assessed as high quality	Rated by the counterpart and activity manager during monitoring of activity	This indicator will show how well TASS is sourcing appropriate STA and if TASS core team and STA demonstrate effective policy engagement

²⁴ “Proportion” is used in preference to a nominated % figure because % is usually best when the item being measured in large in number (more than 100). TASS will have only 12 activities each year, so ‘proportion’ and then the use of a fraction or more generalized ‘majority’ will be more meaningful.

²⁵ A vertical sample is one where respondents are drawn from different echelon levels, that is, the rubric will be undertaken with all relevant counterpart staff at each echelon involved – the vertical sample will allow for different perspectives.

Result	Indicator	Targets	Means of Verification	Use of indicator
Activities: Provision of tailored, short-term activities focused on progressing an aspect of reform to address the two key constraints	Proportion of activities that are: demonstrate a strong line-of-sight to EOF0; contextually-informed; best-fit; support local problems and solutions; mobilised by committed local entrepreneurs; and have an appropriate methodology likely to enhance gender and disability inclusion outcomes	90% ²⁶ of the strategic activities	6-monthly analysis of Screening reports	This indicator will show how effectively TASS is targeting its investments
	Evidence that TASS applied effective policy engagement prior to and during the activity	A majority of identified key stakeholders engaged in a majority of activities	Comparison of activity stakeholder analysis with stakeholders engaged during activity	This indicator will show the extent TASS is applying policy engagement and the key approaches
Approaches TWP and K2P applied at all stages	Evidence that K2P and TWP are incorporated in everyday practice and are making a difference to uptake and use	Approaches demonstrated to make a difference in majority of activities	Monitoring at completion of activities Annual reflective workshop with TASS core team Annual semi-structured interviews with counterparts Mid-term evaluation	This indicator will show to what extent TASS is applying TWP and K2P and if it needs to adapt its processes to maximise uptake and use
	TASS demonstrates a culture of reflective learning and adaptation	Lessons are used to improve the Facility and to input to broader knowledge base	Annual reflective workshop with TASS core team Monitoring at completion of activities	This indicator will be used to show to what extent learning and adaptation is occurring and any difference it is making

²⁶ While the numbers will be low each year and so are not conducive to % (refer to footnote #19), at the activity level TASS wants to emphasise an expectation that it is reasonable for 90% (10 of the expected 11) of strategic activities to meet the criteria.

Result	Indicator	Targets	Means of Verification	Use of indicator
	Strong working relationships between TASS and counterparts	Relationships with each key counterpart reported as strong – and making a difference – by majority of respondents	As part of annual semi-structured interviews with counterparts TASS core team and STA rating	This indicator will be used to show if a relationships-based approach is being applied and its effect, if any changes need to be made

3.1.2 Results Framework at the Activity Level

In principle, all TASS activities will have separate program logics, based on the TASS program logic and be monitored against their own results framework.²⁷ The template for activity logics replicates TASS' with specific outcomes inserted relevant to the activity. Each activity is monitored according to its own plan, the template of which is provided in Annex 8. The monitoring results of each activity are aggregated to the Facility level.

3.2 Contributing to the AIP and SIP

DFAT is currently revising its AIP and SIP objectives, outcomes and measures. TASS will work with DFAT during the revision stage to identify how TASS can best contribute to the higher-level objectives and outcomes. The M&E Plan will then incorporate relevant measures and data methods. Based on DFAT's previous framework, TASS anticipates that it will provide data via Clear Horizon Spreadsheet and possible Significant Policy Change Case Studies.

²⁷ The exception will be those activities of very small value or that support broader ESIP priorities and are therefore not subject to TASS screening processes. These will not be formally monitored.

4. Evaluation and Learning

4.1 Purpose of evaluation

TASS will use evaluation to:

- Determine how well the Facility is meeting its outcomes
- Determine the value key stakeholders place on the Facility, its activities, and outcomes
- Identify enabling and constraining factors
- Determine TASS' contribution to reducing the two key constraints
- Identify how the Facility can be improved
- Identify broader lessons.

4.2 Evaluation approach

TASS views evaluation as a critical component of the Facility. It is not something that is done only once over the lifetime of the Facility. Rather, TASS will build an evaluative-thinking culture into the Facility using the following techniques:

- Critical, reflective use of program theory:
 - Displaying, sharing and discussing the TASS logic model with counterparts, STAs, DFAT, and other key stakeholders.
 - Annually reviewing the logic model, including assumptions and risks, to ensure it remains relevant for the context and takes account of lessons.
 - Developing simple logic models for activities and testing their fit with the Facility's theory of change. Using these to strengthen ToRs, monitoring, and discuss during periodic reviews.
- Periodic reviews:
 - The regular Reflective Workshop after the completion of activities will allow relevant stakeholders to reflect upon and learn from the experiences of each activity.
 - The M&E Specialists will facilitate annual Reflective Workshops that will allow key stakeholders to critically reflect upon and learn from the year's experiences.
- Mid-point and end-point evaluations.
- Sharing the learning that comes from the various M&E activities.

4.3 Mid-point and end-point evaluations

As well as the evaluative-thinking culture, TASS will conduct mid-point and end-point evaluations. These evaluations will be conducted by the International and National M&E Specialists. While the key evaluation questions and lines of enquiry have been proposed, these will be confirmed or adapted at the time in consultation with the TASS team, the key counterparts, and DFAT. A mix of data methods will be used, with methods and data sampling being determined each year according to the key questions and lines of enquiry. Evaluations will draw heavily on the monitoring data (as outlined in Tables 2 and 3).

Table 3: Key evaluation questions and lines of enquiry, and when evaluation will occur

Focus area	Key evaluation question	Lines of enquiry	When evaluated
Impact	To what extent did TASS contribute to the reduction of the two key constraints? Why or why not?	TASS' added-value Sustainability of the changes	End-point
Effectiveness	To what extent is TASS achieving the desired outcomes? Why or why not?	Presence of positive and/or negative outcomes Enabling and constraining factors Effect of TASS' key approaches on outcomes How gender equality and disability inclusion are being promoted	Mid-point and End-point
Relevance	How well are TASS activities and outputs meeting needs and priorities, and responding to changing circumstances?	Effect of TASS's 'Thinking and Working Politically' approach to continued relevance	Mid-point and End-point
Efficiency	To what extent is TASS targeting investments to activities that are likely to make the greatest impact?	The effect of the activity decision-making process on efficiently directing investments	Mid-point
Learning	What lessons can be drawn from the TASS experience?	How lessons are being used to improve the Facility and maximise the outcomes The lessons that are relevant to other facilities and programs	Mid-point and End-point

4.4 Learning Processes

Learning will be an ongoing, continuous process built into TASS' regular M&E, for example:

- **Monitoring:** Participatory learning approaches are a feature of the Activity Reflections.
- **Regular analyses:** The six-month and annual analytical sessions, as outlined in Section 5.3, will provide rich learning opportunities for TASS staff and STAs. As part of this process, the senior M&E person maintains a reflection log (Annex 9).
- **Annual Reflective Workshops:** These workshops will promote collaborative critical reflection and sense-making of experiences and the data.
- **Reporting:** There are strong links between the learning and reporting. Table 4 indicates how each method inputs to learning and to quarterly and annual reporting.

The knowledge gained the continuous learning processes will be used to inform adaptation of the Facility's activities and processes, and to discuss any implications there might be for the government's reforms.

5. Data Plan

5.1 Mix of methods

TASS will use a mix of data methods for both its monitoring and evaluation, as outlined in Table 4. Because there is no lineal cause and effect when working in the policy arena, a mix of methods will help to maximize triangulation of data.

Table 4: Data collection methods with proposed sampling

Method	Notes	Sample	Frequency	Use
Impact logs²⁸ and/or ME Blog	Feedback can be critical data if it is harvested and analysed. Impact logs are lists of informal feedback, comments, anecdotes, and media references. They capture qualitative feedback that would otherwise get lost.	Impact logs and/or ME Blogs will be maintained by: <ul style="list-style-type: none"> • TASS Director • TASS Manager • Nominated STAs 	Analysis of the logs/blog will occur 6-monthly as a joint exercise by the TASS Director, TASS Manager, and M&E Specialist	Inform: <ul style="list-style-type: none"> • analysis of uptake and use; • analysis of gender and disability inclusion; • identification of issues; • Informing adjustments; • Annual reports.
Document analyses	Documents can provide important records about the Facility, its operations, and what is being achieved.	All activity ToRs, work plans, and progress reports (where these are part of the activity)	6-monthly Analyses undertaken by M&E Specialists and Gender and Disability Inclusion Specialists	Assess how well TASS is: <ul style="list-style-type: none"> • targeting its investments • promoting gender and disability inclusion • identifying needed adjustments. Input to quarterly and annual reports.

²⁸ <http://www.researchtoaction.org/2012/05/impact-logs-a-basic-introduction/>

Method	Notes	Sample	Frequency	Use
Screening reports	TASS-specific Screening Reports provide comprehensive information about a proposed activity	All screening reports in the given period	Screening reports undertaken by Facility Director and Facility Manager for all requests M&E Specialists analyse the data 6-monthly	Inform extent activities are: well-aligned; contextually informed; best-fit; supporting local problems and solutions; have suitable champions; gender and disability inclusion. Input to discussions with counterparts and DFAT about needed adjustments, and Annual reports.
Activity Reflectiion Workshops	Reviewing an activity with relevant stakeholders soon after its completion can reap critical information while it is still fresh	Each completed activity – with relevant stakeholders Each review will be tailored to the situation and activity	At the completion of each activity – facilitated by the National M&E Specialist (using Annex 10). M&E Specialists analyse the data 6-monthly	Help assess: results of activities; alignment; extent of contextual relevance; usefulness and timeliness; gender and disability inclusion; issues; improvements. Inform quarterly and annual reports and identify where TASS needs to adjust its processes.

Method	Notes	Sample	Frequency	Use
Tailored rubric²⁹	<p>Rubrics provide a tailored set of assessment criteria that relevant stakeholders can understand. They can help make assessment efficient, consistent, objective, and quick.</p> <p>It can provide for different perspectives.</p>	Each completed activity – with a vertical sample of counterparts, activity manager and STA	<p>At the completion of an activity, the National M&E Specialist will use the rubric with one or more relevant stakeholders</p> <p>Annex 11</p>	<p>Help gauge: alignment; relevance; satisfaction; utility; responsiveness; gender and disability inclusion.</p> <p>Inform Annual reports</p>
Review of Stakeholder and Force Field Analyses	Stakeholder and force-field analyses provide valuable information about the relevant policy actors with whom TASS should engage on behalf of GoI.	Each completed activity – a comparison of the initial stakeholder and force-field analyses and the stakeholder engagement that actually occurred	At the completion of the activity, by the National M&E Specialist	Help assess: the extent and effectiveness of TASS' policy engagement prior to and during an activity.
Gender and Disability Inclusion Health Check	A TASS-specific Health Check. It will build capacity and internal accountability.	Each completed activity – data gathered by STAs	Annually – by International and National Gender and Disability Inclusion Specialists	The data will identify achievement in relation to gender and disability inclusion across the Facility. Data will be used for learning purposes and adaptation, and input to annual report.

²⁹ www.betterevaluation.org/en/resources/guides/rubric_revolution

Method	Notes	Sample	Frequency	Use
Semi-structured interviews	Interviews allow in-depth exploration of results and processes. A mix of individual and group semi-structured interviews will be conducted with a selection of counterparts	Two samples: i. A purposive sample for each activity – based on activity program logic ii. A purposive sample of key counterparts with focus on TASS key approaches, policy engagement and relationships	i. 6-monthly after completion of activities – facilitated by the National M&E Specialist ii. Annually with a purposive sample – facilitated by the International and National M&E Specialists	Data will provide greater specificity and richness. Inform assessment of results at output, IO and EOFO levels, and raise any issues. Inform the annual report and adjustments for the coming year.
Reflective Workshop	An interactive workshop with 3 or 4 tailored techniques specifically designed to draw out different aspects such as results, enabling and constraining factors, lessons.	TASS staff, selection of STAs, selection of key stakeholders	Annually – facilitated by International M&E Specialist Among other tools, this workshop includes reflection in relation to TWP and K2P – Annex 12	Inform: what was achieved/not; worked well/didn't; what could be improved. Inform results but mostly used for learning and adapting. Input to annual report.
TASS core team and STA Rating Scale	A rating scale provides a quick assessment of the quality of TASS staff and STA Annex 9	STA for each activity Core team	6-monthly after completion of activity – facilitate by National M&E Specialist Annex 13	Help assess the degree to which core team and STA are applying the key approaches.
Evaluation	Evaluation provides systematic and objective assessment of the Facility.	The focus is in Table 3. The sample will be determined according to the agreed key evaluation questions.	Mid-point and End-point – by International and National M&E Specialists. Among other tools, this includes an assessment of value-for money using Annex 14	Help determine TASS' performance, likely impacts, and necessary adjustments. Findings will input to annual reports (years 2 and 3).

5.2 Data management

Good data management is about data quality assurance and essential to successful M&E. TASS' data management processes will include:

- **Ensuring the validity of the data:** Through six-monthly analyses and sense-making sessions, the M&E Specialists will ensure that the data measure what is intended, revising data methods where needed.
- **Consistent collection and recording of data:** The M&E Specialists will:
 - develop simple but effective data collection and recording methods, ensuring that they are not onerous for those responsible to collect and record the data;
 - brief TASS staff and STAs on those data methods to which they will input to ensure they know (a) how to collect and record in a consistent manner and with sufficient detail, and (b) in ways that limit biases. The M&E Specialists will provide ongoing support, as needed;
 - periodically review the collection and recording methods to ensure consistency, precision and completeness, and address any issues that arise.
- **Secure storage of data:** Data storage will be managed according to the type and use of data. For example, some data will be stored in TASS SharePoint, some in dedicated Drop Box folders. Access to the various storages will be determined by the International M&E Specialist and the Facility Manager. Where data is initially recorded in hard copy formats, such as a notebook used to record a meeting or interview, or on paper and whiteboard used during a workshop, a soft copy will be made as soon as practicable and stored electronically.
- **Backing up data:** All those with responsibility for collection and recording data will be required to back-up in accordance with TASS' regular IT protocols. Where the data is first being recorded in hard copy versions, the person collecting and recording the data will take a photo of the data and upload the photos to the relevant storage.
- **Cleaning data:** TASS M&E will not be working with large datasets so will not use statistical programs to validate. Much of the data will be qualitative in nature. For TASS, cleaning of data will involve the M&E Specialists putting in place actions to identify missing data and minimise inaccuracies. For example:
 - Where two interviewers are used for semi-structured interviews, each will input to the recording of the data; and
 - Sharing the records of the After Activity Reflective Workshops with the participants for their feedback.
- **Modifying data:** Presenting the data in ways that make findings clear and substantiate conclusions.

5.3 Approach to data analysis

Analysis of the data will occur on a six-monthly basis, as follows:

At six months, the M&E Specialists will:

- Collate all data gathered in the period and undertake a preliminary analysis against:
 - the expected results, assumptions, and risks; and
 - emerging themes.
- Facilitate an analytical session with the TASS Director, TASS Manager, and key STAs to:

- update and discuss implications related to the contextual analysis;
- explore the implications of findings-to-date; and
- identify recommended adjustments, based on the findings and contextual analysis. The Facility Director will use this information as the basis of discussions with:
 - the Steering Committee and DFAT about facility level adjustments;
 - counterparts about adjustments to activities; and
 - TASS staff and STAs about process and practice adjustments.

On an annual basis, the M&E Specialists will:

- Collate monitoring and evaluation data, and undertake an in-depth analysis, structured against:
 - the expected outcomes and indicators;
 - the key evaluation questions; and
 - emerging themes.
- Facilitate an analytical session with the TASS Facility Director, TASS Facility Manager, and key STAs to:
 - update and discuss implications related to the contextual analysis;
 - conduct a contribution analysis;³⁰ and
 - consider TASS' added-value through applying the additionality lens (refer to footnote in Section 3.1).
- Collect and analyse additional evidence for results in which the contribution story is less credible, then revise the initial analysis.
- Facilitate an analytical session with TASS Facility Director, TASS Facility Manager, DFAT, and key counterpart partners to explore the implications of annual findings and discuss potential adjustments to GoI reform and TASS processes and activities.

³⁰ Contribution analysis – an approach for assessing inferring causality in situations in which lineal cause and effect is not possible. It helps to reduce uncertainty about contribution through a better understanding of why results have occurred (or not), the role TASS has played, and the other factors that might have contributed. It provides evidence and a line of reasoning that enables a plausible link to be made. Mayne, J. (2001). Addressing attribution through contribution analysis: Using performance measures sensibly. *The Canadian Journal of Program Evaluation*, 16 (1), 1-24.

6. Information dissemination and utilisation

6.1 Communication and dissemination strategies

TASS' communication and dissemination strategies are outlined in the *TASS Communications Plan*. In relation to the M&E Plan, key communications objectives are:

- To communicate results and outcomes of TASS activities to relevant audiences
- To highlight TASS' contribution to improving and strengthening Australia's policy dialogue with the GoI
- To deliver high quality communications products that decision maker can use to improve policies, systems and practices, and apply a systems-strengthening perspective to addressing teaching and learning outcome disparities.

A key lesson³¹ from a previous DFAT Facility was the need to use communication strategies to open-up policy dialogue, and not simply promote the program. Therefore, the M&E Specialist works closely with the TASS Facility Director and the Communications Specialist to identify effective ways of sharing the M&E learning that broaden and deepen the policy dialogue with partners, DFAT and other stakeholders. The specific communications activities are determined on a case-by-case basis.

6.2 DFAT reporting requirements

6.2.1 Quarterly Milestone Reports

TASS will provide updates to DFAT on a quarterly basis through Quarterly Milestone Reports in April, July and October. These reports focus on basic information in relation to the delivery of tasking notes and program management activities.

6.2.2 Annual Reports

The Annual Report, due in January each year, presents the evidence of TASS' results over the previous 12 months. The Annual Report will use data drawn from both monitoring and evaluation activities, and the annual analytical session, which is scheduled for November. The report will focus on TASS' results against the indicators outlined in the results measurement framework, including SIP and AIP indicators (when these have been revised and added to the Plan). The report will also examine any changes to the context, and how TASS is adapting.

6.2.3 Program Completion Report

The Program Completion Report, due not less than six months before the end of the TASS Services Order, will draw on the cumulative data and findings to: (a) outline the program's achievement against the EOPO and contribution to ESIP and AIP outcomes; and (b) summarise lessons learned.

6.3 Steering committee reporting requirements

TASS will provide verbal updates on progress against the EOFO and IO, and lessons emerging from the monitoring of activities and outputs.

³¹ Hind and Rahim (2017). Op. Cit.

7. Roles, Responsibilities and Resourcing

7.1 Roles and Responsibilities

All TASS staff have a responsibility for monitoring, evaluation and learning. The operationalisation of this Plan will be a joint responsibility of the Facility Manager and the International M&E Specialist. Any changes to proposed roles and responsibilities will be submitted with the 2018 Annual Work Plan.

Table 5: Roles and Responsibilities for Operationalisation of TASS M&E Plan

Type	Role	Responsibility
Short-Term	Monitoring and Evaluation Specialist (Julie Hind)	<p>Leads operationalisation of the M&E Plan.</p> <p>Directs National M&E Specialist.</p> <p>Facilitates clarification of Facility's program theory</p> <p>Directs data collection and analyses data as per the Monitoring Plan.</p> <p>Facilitates specific reviews and workshops as per the Monitoring Plan and the evaluative-thinking.</p> <p>Designs and facilitates annual evaluation.</p> <p>Inputs to Quarterly Milestone and Annual Reports.</p>
Short-term	National Monitoring and Evaluation Specialist (Dini Rahim)	<p>Undertakes specific data collection as per Monitoring Plan.</p> <p>Develops simple logic models for activities.</p> <p>Undertakes data analyses, including participating in six-monthly and annual analytical sessions.</p> <p>Helps design and facilitate annual evaluation.</p> <p>Inputs to Quarterly Milestone and Annual Reports.</p>
Long-Term	Facility Director (Joanne Dowling)	<p>Approves M&E Plan and any future revisions.</p> <p>Directs the International M&E Specialist.</p> <p>Oversights implementation of the M&E Plan.</p> <p>Maintains Impact Log and/or ME Blog.</p> <p>Participates in six-monthly and annual analytical sessions.</p> <p>Leads on Quarterly Milestone and Annual Reports.</p>

Type	Role	Responsibility
Long-term	Activity Managers (Ingga Vistara and various)	Supports clarification of outcomes for ToRs and program logics. Maintains Impact Log and/or ME Blog. Participates in six-monthly and annual analytical sessions.
Long-term	Planning and Quality Assurance Manager (Teagan Hood)	Provide high-level quality assurance reviews of TASS deliverables which will be used to monitor the overall quality of outputs produced through TASS. Provide data on the quality of outputs through completion of QA templates. Ensures findings and lessons from M&E is incorporated into processes, templates and tools.
Short-term	TASS National and International Education Specialists	Support clarification of outcomes for ToRs and program logics. Participate in six-month and annual analytical sessions, and Annual Reflective Workshop.
Short-term	Gender and Disability Specialists	Support measurement and reporting against Gender and Disability Inclusion indicators. Lead annual Gender and Disability Inclusion health check. Participate in six-month and annual analytical sessions, and Annual Reflective Workshop.

7.2 Resourcing

Typically, interventions invest between 3% -10% of total resources in monitoring and evaluation.^{32 33} This M&E Plan proposes a budget of 3.5% of the TASS program activity costs budget (NB. though less than 2% of the overall program value), with a view that this should be reviewed each year as the M&E Plan is reviewed, and adjusted to need.³⁴ Table 7, overleaf, presents a budget for implementation of the M&E Plan.³⁵

³² IFRC. (2011). *Project/programme monitoring and evaluation (M&E) guide*. International Federation of Red Cross Crescent Societies, Switzerland.

³³ Frankel, N., and Gage, A. (2016). *M&E Fundamentals: A Self-Guided Mini-Course*. Measure Evaluation, funded by USAID.

³⁴ The total budget available for M&E activities under the TASS Services Order is AUD 158,600. These funds were originally included in the Services Order for TASS (#70774/29) under Program Activity Costs as a sub-contracted Service Provider that would support both TASS and DFAT M&E needs. The value of the sub-contract encompassed fees, travel and other support costs. Subsequent to a decision in February 2017 that DFAT would no longer require the TASS subcontractor to support DFAT M&E needs, this funding was nominally shifted to Short Term Adviser costs. The initial M&E Plan, developed during the mobilisation phase of the Facility, used that budget. However, it has become apparent during the development of this current plan that the initial budget was insufficient. Additional resourcing for M&E has been proposed in the 2019 Annual Work Plan for TASS.

³⁵ Based on discussions with DFAT 5 October 2017.

Some M&E resources are built into the roles and responsibilities of positions. For example, the TASS Director and Manager will maintain impact logs and participate in analytical sessions and the annual Reflective Workshop as a regular part of their work. The QA checklists will be undertaken by the Planning and Quality Assurance Manager as part of their responsibilities. Similarly, the Gender and Inclusion Health Check will be undertaken by the Gender and Disability Specialists within their own work plans.

Table 6: Monitoring and Evaluation budget

Position	Item	Unit	Cost	Total
International Monitoring and Evaluation Specialist				
Julie Hind	Fees	120 days	\$812 ^[1]	\$97,440
	Advisor Support Costs ^[2]			\$58,832
			Sub-total	\$156,272
National Monitoring and Evaluation Specialist				
Dini Savitri Rahim	Fees	140 days	\$385 ^[3]	\$53,900
	Advisor Support Costs ^[4]			\$11,508
			Sub-total	\$65,408
			TOTAL	\$221,680^[5]

^[1] Based on ARF C3

^[2] Travel and accommodation

^[3] Based on ARF C2

^[4] Travel and accommodation

^[5] Within current budget allocation, this is the total allocated for M&E resources, though it is anticipated that additional resources will be required to complete program monitoring in Year 3 as proposed in the 2019 Annual Work Plan.

8. Work plan

An indicative work plan for the implementation of TASS' Monitoring and Evaluation Plan is presented in Table 7 below.

Table 7: M&E Work plan for TASS

[illegible]

Annex 1: TASS Strategy Mapping and Monitoring

As a Facility, there is no expectation that TASS' activities will be sufficient to achieve the 'end-of-facility' outcomes³⁶ because they are:

- too small in scale, scope and value;
- spread out across three agencies, each with its own separate policy reform priorities; and
- the goal they support is too broad to be achieved in the life of the Facility through small-scale activities.

Within this context, TASS's program theory assumes that TASS can maximise its contribution to GoI efforts by:

- putting in place simple but robust mechanisms to target its investments;
- implementing approaches that have been shown to improve the uptake and use of evidence in policy. For TASS, the two key approaches are 'knowledge-to-policy' (K2) and 'thinking and working politically' (TWP); and
- building in an iterative, adaptive approach.

Table 1: Activity Level Strategy Mapping and Monitoring Schedule

Phase	Person Responsible	Process	Available Tools ³⁷	Outputs	Use of output
Scoping	TASS Facility Director, Facility Manager, Planning & QA Manager, or Activity Manager (in consultation with Education Advisor, GESI Specialist, and Communications Manager)	Clarify problem, the activity, how it will contribute to the 2 key constraints, and the context Target the investment to maximise relevance and added-value	Program Logic Prompt Sheet 5 Whys Stakeholder Analysis Force Field Analysis GESI Prompt Sheet	Screening Tool Record of stakeholders and their influence and interest Record of Force Field Analysis	Scope of Works (SoW) Terms of Reference (ToR)
Scoping (cont.)	National M&E Specialist with support from International M&E Specialist (and consult with GESI Specialist and	Clarify the program logic of the activity and determine what will be monitored and how – this process will occur iteratively as the scoping	Use the outputs from the scoping phase and the SoW and ToR	Activity program logic diagram Preliminary Activity M&E Plan	Verify the preliminary Activity program logic with the relevant Manager – and update, if needed

³⁶ DFAT Indonesia. (2016). *Practice Note 4: Program logic and M&E for facilities*.

³⁷ Not all the tools need to be used – chose the ones appropriate to the situation and available experience

Table 1: Activity Level Strategy Mapping and Monitoring Schedule

Phase	Person Responsible	Process	Available Tools ³⁷	Outputs	Use of output
	Communication Specialist)	is being undertaken by the core team			
	Communications Specialist (with the TASS Team – and consultation with M&E and GESI specialists)	Identify the most relevant and appropriate messages, audiences, products and platforms	Strategic Planning Communications Planning template	Completed activity-level communications plan	Guide activity-specific communications
Mobilisation	TASS Facility Director, Facility Manager, Planning & QA Manager, or Activity Manager	Brief STA on TASS principles and approaches, the activity, expected outcomes, and what will be monitored	SoW ToR TASS program logic diagram Overview of TASS TWP and K2P Behaviours Activity program logic		
Inception	STA Team Leader (in consultation with Education Advisor and GESI Specialist where needed)	Further scope and plan the activity, making adjustments to the context, stakeholders, and outcomes. This will sharpen the focus of the activity and investment	Stakeholder Analysis Force Field Analysis GESI Prompt Sheet Activity program logic	Activity Plan Suggested changes to the activity program logic	To guide the implementation M&E Specialists consider the proposed changes to the program logic
Inception (cont.)	National M&E Specialist with support from International M&E Specialist (and GESI & Communications Specialists)	Update the program logic and monitoring plan for the activity	Use the outputs of the inception phase and the <i>Activity Plan</i> to refine the Activity M&E Plan	Final Activity program logic and M&E Plan	Confirm with relevant Activity Manager and STA Team Leader expectations around monitoring

Table 1: Activity Level Strategy Mapping and Monitoring Schedule

Phase	Person Responsible	Process	Available Tools ³⁷	Outputs	Use of output
Implementation	TASS Facility Director, Facility Manager, Planning & QA Manager, and Activity Manager	Monitor progress of activity through regular meetings – discussing any changes that need to be made to the activity's strategy and timeline	Activity Plan TWP & K2P monitoring questions GESI questions	Note agreed changes at regular team meeting Place items of interest on ME Blog	Track adaptations and reasons
	STA Team Leader	Implement the activity, with a regular eye on the changing context and any implications for the activity's strategy and timeline	Professional practices and judgements	Updated Activity Plan, if needed	Implement needed changes
				Record significant activity changes or items of interest on TASS-ME Blog	M&E Team collates for later analysis
	M&E team	Read regular TASS updates to DFAT distributed by Facility Director or Planning and QA Manager	Updates	Follow-up with activity managers, where needed	To keep M&E team advised of changes
Completion	STA Team Leader and team members	Identify 'next steps' to (i) inform future activities, (ii) help maximise uptake and use and (iii) guide GoI	5 Whys Stakeholder Analysis Force Field Analysis	'Next steps' document in format determined in consultation with TASS Facility Director	TASS Facility Director and Facility Manager will use this to inform ongoing discussions with GoI and future activities
Completion (cont.)	National M&E Specialist	Reflect on the activity's processes and results with team members and relevant TASS Activity Manager	Activity Reflection Output Quality Rubric Interview guide	Activity Reflection Record Completed Output Quality Rubric Interview notes	M&E Team collates for later analysis
	National M&E Specialist	Verify the activity's processes and results via interviews with GoI and	Stakeholder interviews Output Quality Rubric	Interview record Completed Rubrics	Collate for later analysis

Table 1: Activity Level Strategy Mapping and Monitoring Schedule

Phase	Person Responsible	Process	Available Tools ³⁷	Outputs	Use of output
	<i>NOTE: The M&E Team's inputs will be undertaken at set points throughout the year, not necessarily exactly as activities are completed</i>	with TASS and STA (where required)	STA Rating Scale		
	Communications Specialist (with M&E Specialists and Activity Manager)	Identify and document 'success' story – after each monitoring event and after the annual monitoring report	Success story template – or other communications template as determined by the Communications Specialist	Success stories or other agreed communications products	M&E Team collates for later analysis Communications Manager and TASS Facility Director use stories to report TASS progress and communicate results
	International and National M&E Specialists	Analyse performance and results for all activities (for the given period) – for accountability and learning	All activity data Contribution analysis Additionality analysis	Record of analyses Annual or bi-annual report	For reporting TASS progress and performance to Facility Director Discuss with Communications Manager re: tailored ways to communicate results

Table 2: Whole-of-Facility Level Strategy Mapping and Monitoring Schedule

Phase	Person Responsible	Process	Tools	Outputs	Use of output
Ongoing	TASS Facility Director, Facility Manager, Planning and QA Manager, Advisors, and STA	Identify and record significant events, changes, feedback	TASS team meetings TASS-ME Blog	Ongoing records on TASS-ME Blog or meeting minutes/updates	M&E Team will analyse for (i) achievements and (ii) issues, patterns, trends that have implications for TASS program theory and strategy
	International M&E Specialist in consultation with National M&E Specialist	Identify and record things that are working or not working in relation to M&E	M&E strategy mapping log	Running Log	Identify and make any required adjustments to M&E tools and processes
6-monthly	International M&E Specialist with support from National M&E Specialist	With TASS managers, staff, and advisors iteratively reflect and learn	TASS Reflective Workshop	Workshop record	M&E Team and TASS Director will identify lessons relevant to TASS program theory, structure, resourcing, and practices and make adjustments

Annex 2: TASS Screening Tool

Theme	Factor	Indicators of low viability	Rating			Indicators of high viability	Justification for rating
			Low	Med	High		
THE PROBLEM to be addressed	Alignment	<i>The thematic focus and/or requested activity/TA is outside the scope of TASS; the thematic focus and/or requested activity/TA is not in an area of DFAT/Australian comparative advantage³⁸; the requested activity/TA has weak line of sight to TASS outcomes and objective; other partners or programs are better placed to assist the requesting agency</i>				<i>Fully consistent with the focal areas (constraints) identified for TASS; the requested activity/TA allows DFAT to draw on and showcase DFAT and Australian experience and expertise; the requested activity/TA has strong line of sight to TASS outcomes and objective; the request is consistent with the competitive and comparative advantages of TASS vis-à-vis other programs and partners; enables consideration of gender and disability-inclusion issues.</i>	
	The focal problem	<i>The request lacks a clear problem focus; the problem analysis is shallow, e.g. it fails to uncover root causes or it mistakes symptoms for causes.</i>				<i>The problem is readily apparent and well-articulated; the problem is deconstructed to reveal its causes; the proposal does not conflate symptoms with root causes; the problem represents a performance shortcoming; the problem is penetrable, i.e. the nature of the problem allows real, sequenced, strategic responses by TASS and others - it can be broken down into manageable parts.</i>	
	Local ownership	<i>The problem has been identified by an outsider; the performance shortcoming is frequently denied or ignored by key local actors; the problem is routinely accepted as normal and unavoidable or too difficult or risky to address.</i>				<i>The problem has been identified and defined by local actors; there is a specific problem that has grabbed the attention of key policy-makers; the existence of the performance shortcoming is widely accepted by local actors; the resolution of the problem inspires and encourages vision and action.</i>	

³⁸ A request that falls outside DFAT/Australian comparative advantage will not be eliminated if it rates poorly against this factor.

Theme	Factor	Indicators of low viability	Rating			Indicators of high viability	Justification for rating
			Low	Med	High		
THE CONTEXT, i.e. the space for change	The political feasibility	No explicit consideration is given to the context within which the problem occurs; the extent to which the problem and its solution will have bearing on prevailing interests and incentives is overlooked; the problem feels too big and too thorny to make sense of; power structures (e.g. as manifested through resourcing decisions) are such that change will not occur.				Those who will be affected by reform or change accept the need for change and the implications of change; the problem matters to key change agents; there is robust evidence that they are actively searching for solutions; there is a clear sense of who cares about the problem AND who needs to care more AND how the activity will give the problem the attention it requires, paving the way for probable change.	
	The support base	Local actors show limited enthusiasm for the proposed activity; limited breadth of support; powerful agitators will probably disrupt to such an extent that progress will be stifled, with no feasible risk management/mitigation strategy open to TASS/Gol.				The network of stakeholders involved is well understood; the support base extends beyond the immediate proposer; coalitions of interested parties exist; the activity will engage with leaders and coalitions that have the interest, power and ability to influence change.	
THE TECHNICAL VIABILITY of the proposed activity/TA input	Quality of activity design	The request speaks to a solution, without paying adequate attention to the problem and its root causes; the proposed approach is inflexible, e.g. it does not easily permit timely withdrawal or scaling back if need arises; the request tackles symptoms or superficial causes, not root causes; more cost-effective measures exist.				The requested activity/TA offers a tailored response to a specific problem; the activity/TA represents one or more small experimental or incremental steps; the proposed approach is flexible, e.g. it easily permits timely withdrawal or scaling back if need arises, or modified, expanded or extended where there is merit; it is easy to routinely appraise progress and context; the proposed approach reflects the experience of positive deviants that are already working in the local environment.	

Theme	Factor	Indicators of low viability	Rating			Indicators of high viability	Justification for rating		
			Low	Med	High				
THE OUTLOOK, i.e. the prospects for change once the proposed activity/TA input is completed	Clarity of vision	No clear articulation of what will stem from the activity/TA (e.g. in terms of tangible behavioural change); the expected results are unrealistic, e.g. in terms of reach/scale, timeframe				Clear sense of the change that will occur because of the activity/TA and over an agreed timeframe, e.g. six months; the role of the activity/TA input within broader change processes is understood and is defensible, both technically and politically; the activity/TA input represents a progressive approach to tackling a performance problem; the expected results are realistic.			
	Dependency on other factors	Other activities must take place or changes must occur (e.g. to the regulatory environment) before the proposed activity is undertaken and for it to be successful.				There are no insurmountable ‘killer factors’ in the short- to medium-term that are needed to effect reform or policy change (legal, organisational...) and upon which the success of this activity/TA input is dependent; critical, practical building blocks and resources (e.g. time, money, skills) to deliver reform or change are present or in motion.			
Overall rating						Recommend for support	Reshape request and reconsider	Refer to other support mechanisms	Recommend reject

Annex 3: TASS Activity Program Theory Prompt Sheet

This prompt sheet is to be used during the scoping phase of an activity. It is not intended to replace your regular scoping processes. It is a prompt. Through your regular scoping process (including application of the screening tool), these questions are designed to help you gather the information required to understand the program logic of the activity and to help guide activity monitoring and evaluation of TASS.

1. Define the specific problem to be addressed

Explore the problem with relevant stakeholders, considering things such as:

- What is the problem?
- What are the causes of the problem? What are the causes of these causes?
- When and where does the problem occur?
- Who is impacted by this problem – and how?
- Who else is working on it and who cares if it is solved
- What would happen if the problem is not solved?
- What will happen when it is solved?
- What do we know about the problem from research, evidence and experience?

Write a short statement about the specific problem to be addressed. It should outline the issues and explain why these matter. It should be short and concise – and not suggest a solution.

2. Activity selection

When deciding upon the activity, consider:

- What part of the problem will this activity help address?
- Why this activity?
- What does research or experience tell us about how effective this activity is likely to be?
- How does this activity fit with other efforts to address the problem?
- What other activities will be needed to address the problem? Are these being undertaken by anyone else?
- Does this activity rely on other objectives being achieved? If so, what – and how will our activity link with those?

3. Activity contribution to EOFOs

- How will this activity contribute to the quality of teaching and learning outcomes, and reductions in the impact of disparities on learning outcomes? With this activity in mind, what changes might we see overtime? Be as precise as possible?
- What specific changes to the EOFOs (listed below) might the activity reasonably contribute to?
 - Participating decisionmakers bridge the divide between policy and implementation
 - Participating decisionmakers enact and implement policy reform
- Which decision-makers will make the changes?
- TASS-supported efforts will NOT be sufficient on their own to achieve these EOFOs. What previous work is this activity building on? What other activities are currently helping to achieve these EOFOs? Who is working on the other needed aspects? How is our activity linking with those?

4. Intermediate outcomes

Improved policy processes – Participating decisionmakers use the TASS-facilitated processes to improve policy processes

- Which of the indicators do you expect to see as a result of the activity (listed below)? Try to describe the change and the person(s) precisely.
 - Policy deliberations incorporate the perspectives of all relevant stakeholders with interest and influence
 - Improved capacity (individual, organisation, system) to identify and engage relevant policy actors
 - Changes in relationships and networks with relevant policy actors help support the delivery of change

Conceptual use

- Which of the indicators do you expect to see as a result of the activity (listed below)? Try to describe the change and the person(s) precisely.
 - What changes in knowledge, understanding and technical capacity?
 - What changes to how, or what, or where policy dialogue occurs?
 - What changes in attitudes – and whose attitudes?
 - What changes in intentions – and whose intentions?

Instrumental use

- Which of the indicators do you expect to see as a result of the activity (listed below)? Try to describe the change and the person(s) precisely.
 - policies and plans
 - budgets and financing
 - systems and practices

Think about all the changes:

- Will this activity be sufficient to achieve the policy reforms? If not, what else is needed? How, when and by whom will these others occur?
- What assumptions are we making about the link between the EOFO and the intermediate outcomes? Are these assumptions supported by research or experience?
- What risks are there that these intermediate outcomes will not be achieved? Why? What can we do about these?
- What unintended outcomes might be achieved (positive or negative)? Why?

5. Outputs

For each of the intermediate outcomes:

- What products or services need to be delivered to achieve the intermediate outcomes?
- What link is there between the outputs and the intermediate outcomes? Are these necessary to achieve the intermediate outcomes?
- Are these outputs sufficient or are other outputs needed? How, when and by whom will those outputs be achieved?
- What does research or experience tell us about how likely these outputs are to lead to the intermediate outcomes?
- What risks are there that the required products and services won't be delivered? What can we do about these?
- For each output, how will we know if we have been successful? What will be our indicators of success?

6. Methods or tasks

For each of the outputs:

- What do we need to do to achieve the desired outputs?
- Is what we are planning necessary AND sufficient to achieve the outputs?
- Why have we chosen these methods and tasks to achieve the outputs? What does research or experience tell us about the likelihood that these methods and tasks will result in the most effective output? What assumptions are we making about the methods and tasks we have chosen?
- Do we have the correct resources?
- How realistic are the timeframes and what can be achieved?

7. Testing the program logic

The M&E Specialist will use this information to draft a program logic and monitoring tools. The logic and tools will then be tested with you and refined if needed.

Annex 4: Stakeholder mapping and analysis tool

Stakeholder Mapping and Analysis Tools

Introduction

It is important to map which people, work units, and organisations that have an interest in the policy issue and your activity. Mapping these stakeholders and assessing their level of influence helps you to understand what drives their interest, influence, and actions. It helps to explain the links they might have. Mapping and analysing the stakeholders can help you understand the relationships between different people and groups and how they are likely to behave when faced with the possibility of change.

TASS uses a simple matrix of 'influence' and 'interest' to map stakeholders (Diagram 1) and a Stakeholder Table (Table 1).

When should the tools be used?

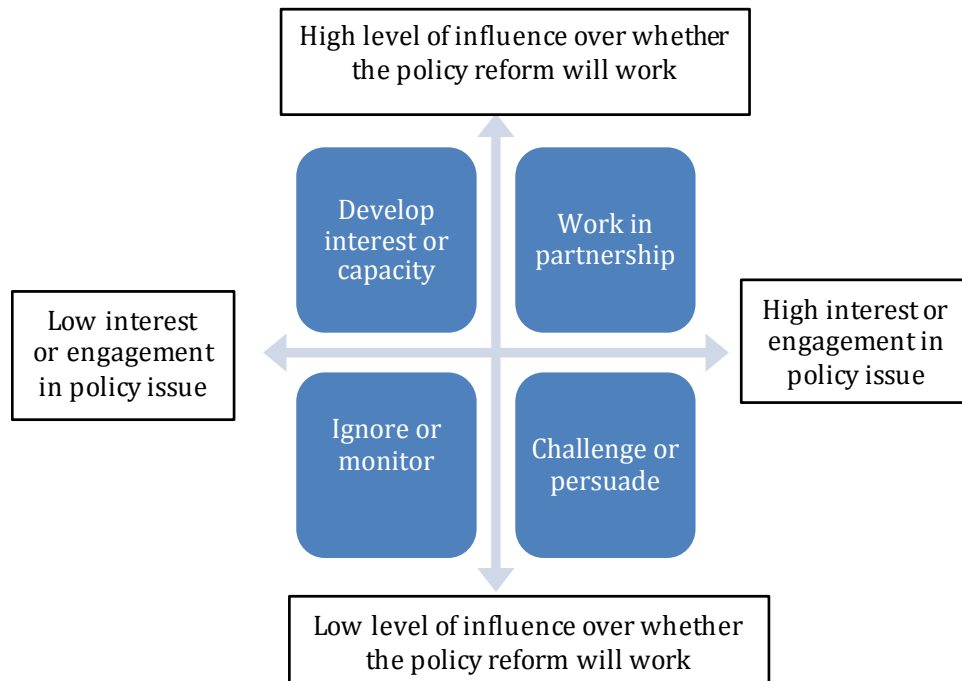
Stakeholder mapping and analysis should be undertaken at three stages:

- 1) By the Activity Manager when the activity is being developed with the counterpart. You might want to also involve the TASS Education Advisor.
- 2) By the Activity Team Leader (with other team members) during the inception stage. You might also want to include your immediate counterparts in the discussion.
- 3) By the Activity Team Leader (with other team members) at the completion of the activity as part of deciding the 'next steps'. You might also involve the TASS Activity Manager.

Using the tools

- 1) Fill-in Table 1, listing all the stakeholders you can think of – at this stage, fill-in all columns except the last one (engagement) – add as many rows as you need.
 - Remember to think about all the people who might have an interest or influence on the outcome, not just the stakeholders with whom you will directly work. Begin with your primary stakeholders then list and discuss the secondary stakeholders.
 - People in the same work unit or organisation can have different degrees of interest and influence. If this is the case, it is best to list each one separately.
- 2) Look for the relationships and connections between different stakeholders – 'group' these together by shading them in a common color.
- 3) Draw the axis of Diagram 1 on a large sheet of paper or a large whiteboard.
- 4) Write each of the stakeholders on a sticky note. Based on the information in your table, place each stakeholder in the most relevant quadrant.
- 5) In the 'engagement' column of your table, against each stakeholder note whether you need to 'develop', 'partner', 'challenge', or 'ignore'.
- 6) Decide on the specific engagement strategy for each stakeholder, noting it in the engagement column.

Diagram 1: Influence and Interest Stakeholder Matrix



Name and number of TASS Activity:

Table 1: Stakeholder analysis

Name of stakeholder, Post, and Organisation	Impact How much does the policy issue and the proposed changes impact on them?	Influence How much influence do they have over the policy issue and proposed changes?	Interest What is their interest in the policy and the proposed changes? How important is it to the stakeholder?	Contribution Is this stakeholder likely to support the change? Why? How?	Blocking Is this stakeholder likely to block the change? Why? How?	Engagement	Key Assumptions
						What is your strategy for engagement?	

Annex 5: Force-Field Analysis tool

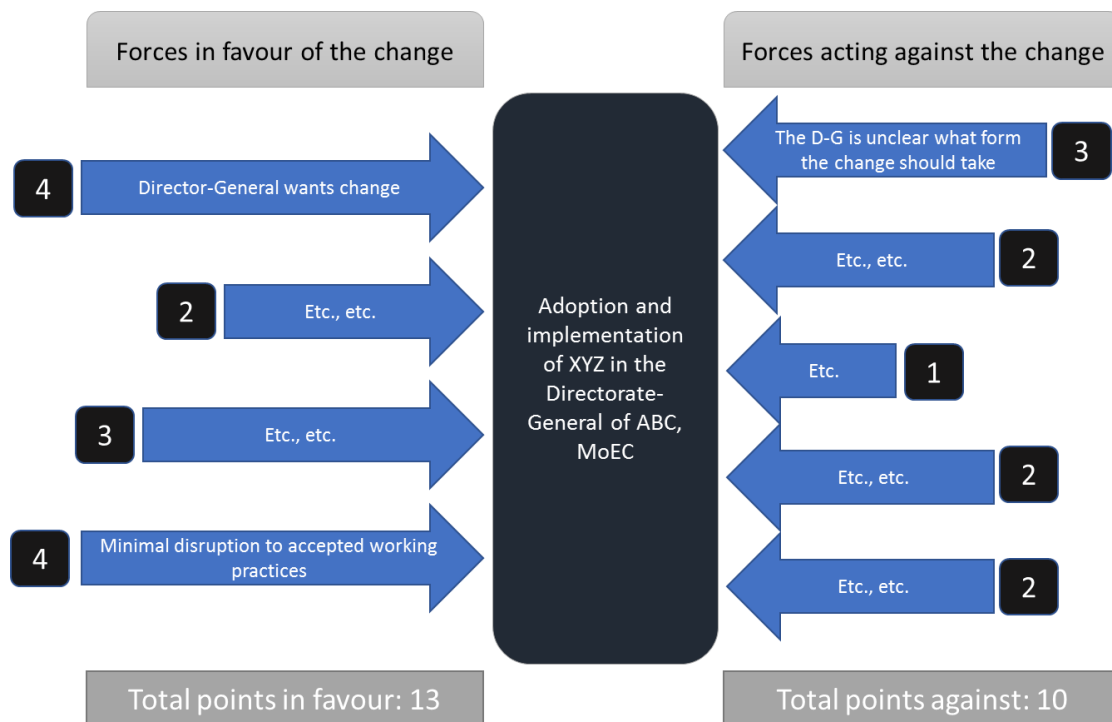
Thinking and working politically in TASS: operational guidance for consultants

Tool: Force Field Analysis

Overview

1. Force Field Analysis is a useful way of establishing the forces in support of a specific change and those forces that will likely hold it back. The exercise is often conducted with small groups of people, in part because the discussions are as enlightening as the content of the final illustration.
2. Each force (or “factor”) is scored so that its relative weighting can be estimated.
3. The exercise can be used to:
 - a. Critically appraise the merits of proceeding with a particular pathway, at least as currently conceived.
 - b. Identify measures that can strengthen the forces in support of change.
 - c. Identify measures that can be used to manage the forces against the change.

An example



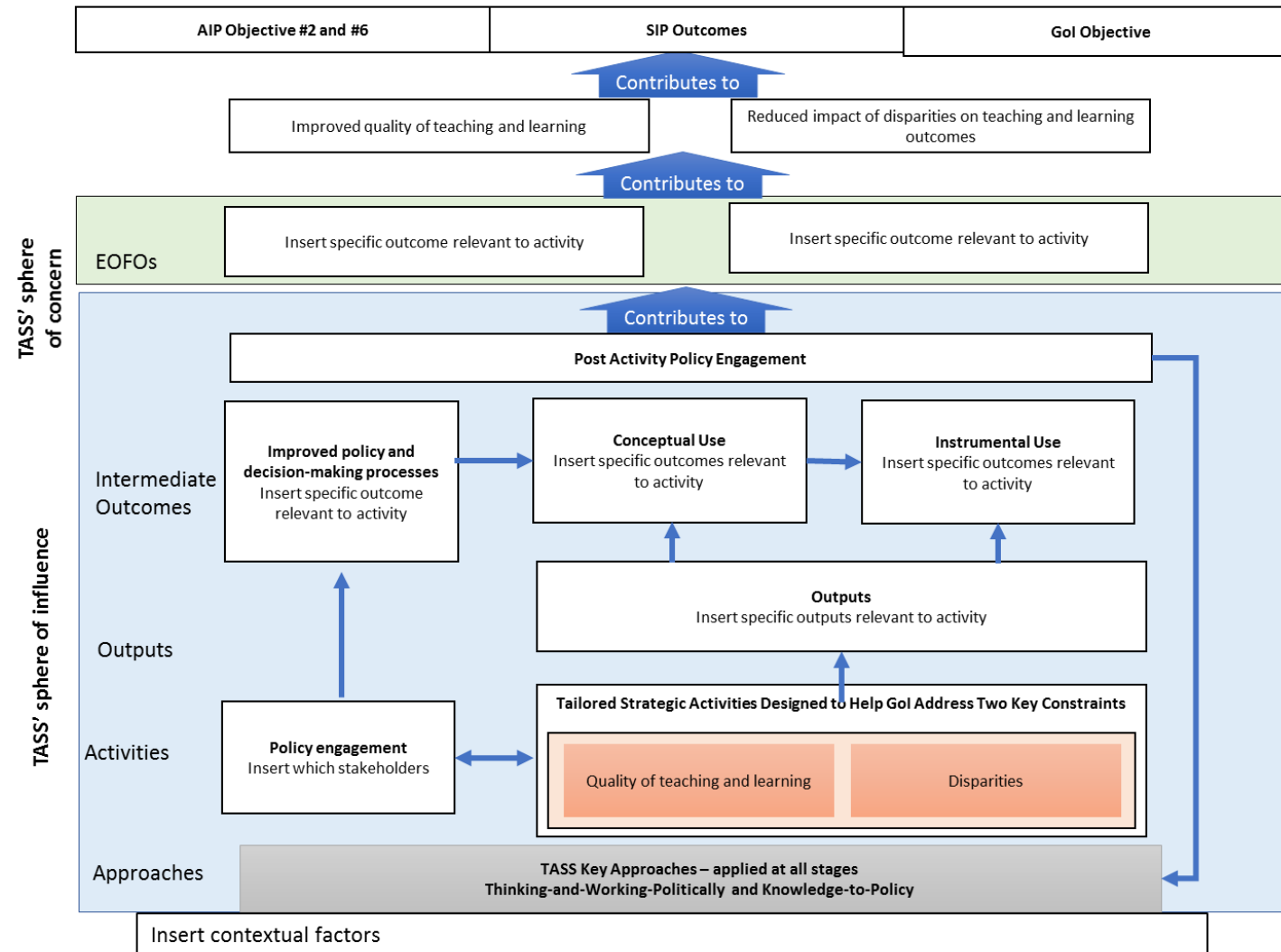
Annex 6: Gender and Disability Checklist

Activity Implementation Gender and Disability Checklist

	Questions	Yes	No	Partially	Comments
Task analysis/ justification	Does the task explicitly address gender and/or disability issue/s? <ul style="list-style-type: none"> If yes, has the task been reviewed by the Gender and Disability Advisors? 				
	Does the task include a focus on gender and/or disability? <ul style="list-style-type: none"> If yes, does the task need to be reviewed by the Gender and Disability Advisors? If no, provide reason for the exclusion of gender and disability focus 				
	Have relevant gender and disability issues been included in the task?				
Data and information	Will the task collect and/or use sex and disability disaggregated data including type of disability?				
Budget	Have adequate financial resources been allocated for any proposed gender and/or disability activities?				
Stakeholders and participation	Will the task include the multi sectors (government, Civil Society , private sector) and equal participation of men and women including participation of people with disabilities?				
Gender and disability capacities	Does the task consultant/TA have gender and/or disability knowledge or expertise? <ul style="list-style-type: none"> If not, is support required to ensure gender and/or disability issues are addressed adequately? 				
	Does the TA require training/briefing on gender and disability issues related to task?				
Management and implementation arrangements	Do the task implementation arrangements align with TASS' gender equality and disability inclusion principles as outlined in TASS' Gender and Inclusion Plan?				
Evaluation and reporting	Will the task output/outcome cover gender and disability issues and progress towards gender equality and disability inclusion?				

Annex 7: Activity program logic template

Logic Diagram – TASS Activity (insert number and name)



Annex 8: Activity Monitoring Plan template

NOTE: TASS only CONTRIBUTES to these EOFO – it is not solely accountable for them

TASS EOFO: Participating decision-makers (1) apply policies, systems, processes, and programs needed to affect education reform (2) bridge the divide between policy and implementation

Activity-specific EOFO: (1) Enter specific activity EOFO (2) Enter specific activity EOFO

Focus Area	Monitoring Question	Data Method	Comments/Analysis
Activity	To what extent did the activity meet the TASS targeting requirements?	Review of screening report, SoW, and ToR	
	To what extent did TASS apply effective policy engagement prior to and during the activity?	Interview: <ul style="list-style-type: none"> List respondents 	
Outputs	What is the quality of the outputs? <ul style="list-style-type: none"> List the specific activity outputs 	Output Quality Rubric with: <ul style="list-style-type: none"> List respondents 	
	How effectively did TASS & STA undertake policy engagement during activity – as determined by a rating of their skill: <ul style="list-style-type: none"> practical experience accessibility cultural competence communication and relationship skills stakeholder engagement 	TASS & STA quality rating – by: <ul style="list-style-type: none"> List respondents 	

Focus Area	Monitoring Question	Data Method	Comments/Analysis
	<ul style="list-style-type: none"> identification of emerging issues and seizing opportunities ability to facilitate solutions K2P practices 		
Outcomes	<p>(1) To what extent were the expected outcomes achieved?</p> <p>Conceptual:</p> <ul style="list-style-type: none"> Insert specific activity outcomes <p>Instrumental:</p> <ul style="list-style-type: none"> Insert specific activity outcomes <p>Improved processes:</p> <ul style="list-style-type: none"> Insert specific activity outcomes <p>(2) What unexpected outcomes were there?</p>	<p>Outcomes Record as part of Activity Reflection – with:</p> <ul style="list-style-type: none"> STA TASS 	
		<p>Stakeholder interview with:</p> <ul style="list-style-type: none"> List respondents 	
K2P	<p>To what extent did the activity help bridge the connection between policymakers and implementers,</p> <ul style="list-style-type: none"> Which stakeholders were engaged, why and how? What factors enabled or hindered their participation? 	<p>Outcomes Record as part of Activity Reflection (refer to note above)</p>	
		<p>Stakeholder interview with:</p>	

Focus Area	Monitoring Question	Data Method	Comments/Analysis
	<ul style="list-style-type: none"> How has their engagement affected the activity and product? How well have the barriers been addressed by their engagement? 	<ul style="list-style-type: none"> List respondents 	
		STA Quality Rating (refer to the tool in earlier section)	
TWP	What contextual issues impacted on or influenced the activity? How well were these addressed, by whom and how?	Activity Reflection with: <ul style="list-style-type: none"> TASS STA 	
		Comparison of the stakeholder analyses (inception and completion)	
		STA Quality Rating – as per earlier note	
		Interview with: <ul style="list-style-type: none"> List respondents 	
	How well has the activity supported the counterpart to take the next steps?	Activity Reflection with: <ul style="list-style-type: none"> STA TASS 	
		Stakeholder interview with:	

Focus Area	Monitoring Question	Data Method	Comments/Analysis
		<ul style="list-style-type: none"> List respondents 	
GESI	How well did the activity integrate GESI?	Activity Reflection with: <ul style="list-style-type: none"> TASS STA 	
		Stakeholder interview with: <ul style="list-style-type: none"> List respondents 	
Contribution	To what extent did the activity build on previous work? What is TASS' contribution and added-value relative to other inputs and supports? To what extent did TASS and [insert counterpart] input the agreed level of resources? Did the activity leverage anything not initially expected? To what extent did [insert counterpart] give strategic guidance and how did this affect the activity?	Stakeholder interview with: <ul style="list-style-type: none"> List respondents 	
		Activity reflection: <ul style="list-style-type: none"> TASS STA 	

Annex 9: Reflection Log – M&E specialist

Purpose: To capture achievements, decisions, changes, issues, and feedback that happen to the strategy and M&E over the course of TASS to assist in monitoring the implementation, context and effect of TASS

Name of Activity: M&E

Name of STA/TASS staff: Julie Hind

Date	News/Update	Type of news/update i.e., Achievement, Decision, Change, Issue, Feedback	Relevance	Follow up

Annex 10: Activity Reflection

Activity Reflection

Introduction

The Activity Reflection helps us to identify what the activity achieved, what worked well, what issues were faced and how they were addressed. By capturing this information, we will be able to report on the activity's achievements and use any lessons to adapt what we do.

Name and Number of TASS activity:

Date of reflection:

Names of the people helping to answer the questions:

1. Implementation of the activity

- What were the highlights and why?
- What worked well and why?
- What did not work well and why?
- How did the context change over time and how did you adapt the activity to reflect those changes? What else could you have done to adapt to the changing context?
- What challenges did you face and how did you overcome them?
- In what ways did your counterpart(s) use the activity to improve their policy processes? What else could they have done?
- How well were you able to integrate GESI into the activity? What could you have done differently?

2. Outcomes

Using the program logic diagram:

- To what extent was each outcome achieved?
- Did any of the outcomes progress more than you expected? How?
- If an outcome was not achieved, can you please discuss why?
- Were there any unintended results that surprised you? What were they?

3. Lessons

- Given what you know now, what could you have done differently?
- How could the inclusion of gender and disability have been done differently?
- Given what you know now, what would you recommend to TASS and/or GoI re: future activities?

4. The activity as a story

- If this activity was to be written as a story, how would you summarise it?

- Do you have a quote or photos that can be used to support the story about this activity?

Annex 11: Output Quality Rubric

Rubric to assess TASS outputs

Why?

The following rubric is designed to be used once an activity has been completed. It seeks to assess how well the output meets seven variables:

- 1) Alignment to need;
- 2) Strategic choice;
- 3) Timeliness;
- 4) Usefulness;
- 5) Adaptiveness and responsiveness;
- 6) Relevance; and
- 7) Gender and disability inclusion.

The data will help assess:

- i. The effectiveness of the activity; and
- ii. How likely the output will be taken-up and used.

What is the output?

The output is what your activity achieves in the short-term. Outputs can vary, depending on the activity's purpose. It is intended that TASS outputs will be taken up and used by the Government. They might be: a report; a situational analysis; a framework/blueprint/Road Map; Standard Operating Procedures; revision of standards; guidelines; the design of a system for things such as monitoring, assessment, integrated data, financing; the design and trial of a pilot; training events and workshops; strategic advice and recommendations, and so forth.

Your activity might have one main output or several, depending on the size of the activity. If you have more than one output, you may choose to conduct the rubric assessment on each of them.

When?

The tool will be completed at the completion of the activity by the TASS activity team. If possible, discuss and complete the tool together as a team – include the TASS Activity Manager. If the team cannot be brought together then it is OK for people to complete it separately.

Send the completed rubric to: dini.s.rahim@gmail.com

Name and number of TASS activity.....Description of output:

Rating	Alignment with partner's needs	Demonstration of strategic choice	Timeliness	Usefulness	Adaptive and Responsive	Relevance	Gender and disability inclusion
Excellent	Fills a reform gap related to the key constraints Fills an immediate need	Strong line-of-sight to TASS outcomes Widespread support base for the output Strong political will to use the output	Delivered in time for policy requirements Delivered while interest in using it is very high Socio-political context is very favourable to use of the output	Offers realistic response to the problem with a clear sense of incremental change, along with agreed timeframe High satisfaction with the output	Output fully reflects changing socio-political context Output has been shaped strongly through participation of relevant stakeholders	Output is widely accepted as being appropriate to the issue Output inspires and encourages vision and action Output is a key part of the reform plan	Gender and disability inclusion are mainstreamed in the output The options provided will strongly advance gender and/or disability inclusion
Good	Fills a reform gap but not an immediate need	Good, but not strong line-of-sight to TASS outcomes While not widespread support for the output, confident output will be used	Context not as favourable as expected but windows of opportunity exist, with clear expressions of intent	Output provides sufficient options and detail for partner to know how to proceed Sufficient level of satisfaction	Output has taken account of some of the changing context Output reflects input from most, but not all key stakeholders	Output is accepted by most but not all key stakeholders Output seen as probably likely to progress reform plan	Output proposes ways to improve integration of gender and disability inclusion issues Options are considered by stakeholders as appropriate and feasible
Fair	Fills an immediate need but not a clear link to a reform gap	Weak line-of-sight to TASS outcomes Some, but limited enthusiasm for the output	Policy/political requirements have moved on but some interest in using the output remains	Output provides some, but not sufficient guidance Some degree of satisfaction	Output has acknowledged some of the changing context, but limited Output reflects some stakeholder input, but limited	Output has some level of acceptance but not widely Output seen as indefinite to progress of reform plan	Some attention to gender and disability inclusion but not strong focus Options have some acceptance but limited
Poor	Does not fill an identified reform gap related to the key constraints Does not meet an immediate need	No line-of-sight to TASS outcomes Strong opposition to the output	Delivered too late to be useful for the required policy/political purpose Output is now redundant	Output focuses on superficial matters, not root causes Unrealistic options Little or no guidance on how to proceed Not at all satisfied	Output has ignored the changing socio-political context Output has ignored or not been informed by relevant stakeholders	Output is not accepted Output is considered as too difficult or risky Output would have minimal impact on the reform plan	Output has ignored how to improve gender and disability inclusion or provided options that are inappropriate

Annex 12: Knowledge-to-Policy and Thinking-and-Working Politically: Behaviours of TASS staff and STA

Policymaking

- Understands how policymaking occurs generally and more specifically within the context of the activity

Activity strategy

- Understands the outcomes the activity is trying to achieve and how they will contribute to the longer-term outcomes
- Understands how this activity builds on what has gone before, other activities that are occurring simultaneously, and what might come later
- Promotes localised solutions that are the 'best-fit', not the 'best-practice' solution
- Regularly reflects on the activity strategy
- Makes necessary changes in response to information/evidence/feedback/changing situation

Stakeholder engagement

- Identifies who has interest, power, influence, and has strategy in place for engaging with each to help maximise uptake and use of the TASS outputs
- Engages stakeholders early in process – and regularly throughout
- Makes personal connections and builds positive relationships with key stakeholders
- Brings in the different perspectives that are needed to increase chance of uptake and use (and bridge policy and implementation)
- Supports counterparts to connect with and build coalitions with stakeholders needed to increase chance of effective solution and to bridge policy and implementation
- Identifies the enabling and constraining factors and has strategies in place to maximise/reduce

Knowledge sharing

- Communicates often and in ways that help the intended users to build understanding about the data/information/evidence/output and how to use it
- Makes the information/data/evidence accessible and usable

Context

- Stays abreast of contextual changes
- Takes advantage of windows of opportunities
- Steps back when it is appropriate
- Is aware of other actors in the policy space, what they are doing and how this might affect this activity

Sustainability

- Provides counterpart with practical next steps to help uptake and use
- Helps counterpart understand which part of the system this activity contributed to and what other activities might need to occur for the desired longer-term outcomes to be achieved

Helps counterpart identify and make enduring connections with the right stakeholders

Annex 13: Core team and STA Rating Scale

Please rate the quality of the short-term advisors.

1 = very poor level of performance

5 = very high level of performance

Not applicable = this behaviour not expected or relevant

1 2 3 4 5 Not applicable

Name of advisor:

Dimension	Rating
Level of practical experience and technical capacity	
Was accessible and available when needed	
Worked within the local culture	
Listened to and communicated with stakeholders	
Built trust with key stakeholders	
Networked with stakeholders who might influence the policy	
Identified emerging issues	
Seized opportunities when they arose and stepped back when time was not right	
Helped find relevant and appropriate solutions	
Helped to strengthen knowledge and skills of GoI staff	
Linked stakeholders to needed resources, ideas, people, knowledge	
Overall rating	

Annex 14: TASS Value-for-Money

Value-for-money (VfM) is about finding the right balance between economy, efficiency, effectiveness, and equity. In the TASS context, a judgement of VfM will be made after assessing each of these. Based on valid evidence obtained through regular monitoring and evaluation (M&E), the TASS M&E Team will assess each of economy, efficiency, effectiveness and equity using the following rubrics. The overall judgement will not be simple average of scores. Rather, the effectiveness components (outcomes) would generally receive more weight than economy (the inputs) and efficiency (the outputs).

Economy standards

Performance	Criteria
Excellent	<p>Unit costs for core staff plus national and international consultants, and associated expenses are consistently below agreed benchmarks.</p> <p>TASS has, consistently, invested in personnel with the right skills and experience.</p> <p>Meets all criteria under 'good' performance.</p>
Good	<p>Unit costs for core staff plus national and international consultants, and associated expenses are generally at or below agreed benchmarks.</p> <p>TASS has, generally, invested in personnel with the right skills and experience.</p> <p>TASS demonstrates good cost management, e.g., counterpart contributions, shared costs with other DFAT programs, and savings through contract management.</p> <p>Meets all criteria under 'adequate' performance.</p>
Adequate	<p>Unit costs for core staff plus national and international consultants, and associated expenses are generally at or near agreed benchmarks.</p> <p>TASS has, sometimes, invested in personnel with the right skills and experience.</p> <p>Overheads as a % of total costs generally at or below agreed benchmark.</p> <p>TASS demonstrates it follows good practices to manage the key economy drivers of: consultant selection, recruitment, and fee setting; procurement and benchmarking; administration and overheads management; fiduciary risk management; and economies of scale.</p>
Poor	Any of the 'adequate' requirements not met.

Efficiency standards

Performance	Criteria
Excellent	<p>The quality of outputs exceeds expectations.</p> <p>90% or more of TASS activities demonstrate a strong plausible link to the EOFOs.</p> <p>Outputs were consistently delivered within agreed timeframes and budget.</p>
Good	<p>The quality of outputs meets expectations, namely 75% of outputs rated at mid-point or above across half of the measured variables.</p> <p>90% of TASS activities demonstrate a strong plausible link to the EOFOs.</p> <p>Outputs were predominantly delivered within agreed timeframes and budget.</p>
Adequate	<p>The quality of outputs was below expectations but still adequate for a majority, namely between 50-75% of outputs rated at mid-point or above across half of the measured variables.</p> <p>50% or more of TASS activities demonstrate a strong plausible link to the EOFOs.</p> <p>Outputs were generally but not always delivered within agreed timeframes and budget.</p>
Poor	Any of the 'adequate' requirements not met.

Effectiveness standards – activity outcomes

Performance	Criteria
Excellent	TASS is achieving more than 75% of its expected intermediate outcomes
Good	TASS is achieving between 51-75% of its expected intermediate outcomes
Adequate	TASS is achieving half of its expected intermediate outcomes
Poor	TASS is achieving less than half of its expected intermediate outcomes

Effectiveness standard – TASS approaches

Performance	Criteria
Excellent	<p>In more than 75% of activities, TASS:</p> <ul style="list-style-type: none"> demonstrates that it is actively and purposefully helping GoI to take steps that will help maximise the chances of policy decisions being implemented.³⁹ follows-through ‘next steps’ with GoI and helps navigate the outputs to maximise uptake and use.
Good	<p>Between 51%-75% of activities, TASS:</p> <ul style="list-style-type: none"> demonstrates that it is actively and purposefully helping GoI to take steps that will help maximise the chances of policy decisions being implemented. follows-through ‘next steps’ with GoI and helps navigate the outputs to maximise uptake and use.
Adequate	<p>In 50% of activities, TASS:</p> <ul style="list-style-type: none"> demonstrates that it is actively and purposefully helping GoI to take steps that will help maximise the chances of policy decisions being implemented. follows-through ‘next steps’ with GoI and helps navigate the outputs to maximise uptake and use.
Poor	TASS demonstrates these approaches in fewer than 50% of activities

Equity

Performance	Criteria
Excellent	Exceeded expectations for activities, outputs and outcomes.
Good	<p>90% of activities had a methodology likely to enhance gender and disability inclusion outcomes.</p> <p>75% of outputs incorporated options that enhance gender and disability inclusion outcomes.</p> <p>A majority of expected outcomes included attention to gender and disability inclusion.</p>
Adequate	A majority (but fewer than expected) of TASS activities, outputs and outcomes incorporated gender and disability inclusion.
Poor	Less than half of TASS activities, outputs, and outcomes incorporated gender and disability inclusion.

³⁹ For types of actions, refer to TASS M&E Plan.