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#275 - Technology Framework in Developing Monitoring and Evaluation Tools in Teach for the Philippines

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Objectives/aims

1. Explore the implementation of data systems projects by TFP in relation to program monitoring and evaluation (M&E).
2. Identify the issues and challenges faced by TFP in the design and implementation of M&E tools.
3. Leverage TFP's experience to enhance existing practices and share learnings with the wider education community and NGOs in the Philippines by developing a technology framework for M&E tool development.

Methods
The study aimed to gather diverse perspectives and insights to inform the development of TFP's M&E technology framework. This study employed the People, Process, Technology, and Data (PPTD) framework as a comprehensive guide. This framework builds upon the widely utilized People, Process, Technology (PPT) framework, which has been a staple in information systems since the 1960s. By incorporating data as a key component, the PPTD framework underscores the significance of the outcomes derived from the interplay of these three essential factors (refer to Figure 4.1).

By employing the PPTD framework, this study aims to provide a holistic understanding of the complex interrelationships between people, processes, technology, and data in the context of monitoring and evaluation tools in Teach for the Philippines.
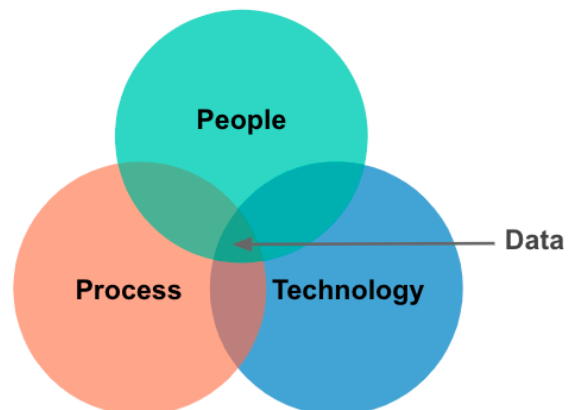

Figure 1 Illustrates the People, Process, Technology, Data Framework, which will serve as the foundation for this study.

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To establish a robust technology framework for guiding Teach for the Philippines (TFP) in developing monitoring and evaluation tools, this study employed various data collection methods. These included conducting desk reviews, interviews with TFP employees, and engaging with experts in the field.

Main findings

The investigation had shed light on Teach for the Philippines' challenges and learnings in setting up its and developing its monitoring and evaluation tool and system.

Challenges	Learnings
Varying levels of technology adoption across the organization. *Program owners and implementers must balance the time spent implementing the program and learn and religiously use M&E tools.*	• An increase in capacity building should go beyond onboarding people on using the tools. It is also about building the data culture, which pertains to following best practices in structuring and handling data. • Continue using information system technology (i.e., Google Sheets) that works for everyone at a program level while introducing incremental innovation (i.e., building a Central Database) at an operations level. • Close coordination and effective onboarding with the program team would minimize the risk of tools not being used or helpful in their context.
M&E development seems to be an afterthought whenever there are program pivots or adjustments to the program framework.	• M&E tools should be framed according to the M&E plan that emanates from the program framework.
Lack of a centralized data system resulted in creating different monitoring and	• TFP recognized that it has to delineate the data system it builds as (1) Centralized; and (2) Localized.

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evaluation tools that do not talk to each other.	• Central data system applies to operations and programs that everyone in the organization has visibility on (in TFP's case, these are their core programs). On the other hand, M&E tools at a community and student programs level can be kept siloed, but where applicable, it should be able to pull data from the central data system through some form of integration.

Based on existing literatures, stakeholder input, and expert interviews, a technology framework has been developed to guide TFP in collecting and utilizing data effectively.

The technology framework consists of three layers, represented by an inverted pyramid. The first layer focuses on broad and shareable data, including typical financial and non-financial measures applicable to any organization. It suggests the use of an information system that consolidates data collection efforts across various operational functions. The second and third layers pertain to program-level data, requiring flexibility and customization due to potential program design changes. Layer 2 involves TFP's core programs and utilizes a combination of centralized and localized information systems. Layer 3 involves data collected from the schools where TFP teachers are placed, with customized systems aligned with program design.

Figure 6.4. Technology Framework in Developing TFP's M&E Tool

Information Technology Considerations

-Centralized/ One-source of Truth
-Well-defined structure and processes

-Localized information system within function team (using Google Sheets) that pulls from the central database
-Structure and process are defined
-Prone to changes depending on program (re)design

-Localized information system at function team and school and teacher level (using Google Sheets) that pulls from the central database and core program data
-Structure and process are somewhat defined but are more likely to change

Layer 1: Operations Data
(Finance, Human Resources Records, Government Relations)

Layer 2: Core Program Data
Fellowship/PSTP/Ambassadorship

Layer 3: Community Program Data
Student, COMET

FEEDBACK

Organizational Measurement

Finance
o   Fundraising
o   Budget Utilization

Program Monitoring and Evaluation
o   Implementation Monitoring
o   Program Evaluation

General Operations