Assessing effectiveness in education

The Bond Effectiveness Programme

The Bond Effectiveness Programme aims to support UK NGOs in improving how they assess, learn from and demonstrate their effectiveness this involves:

1. Developing agreement and supporting implementation of:
   - Sector wide **framework of indicators, data collection tools and assessment methods** to improve the consistency of how NGOs measure, learn from and report results (Improve It Framework)
   - **Online organisational health-check tool and resource portal** that enables benchmarking with peers, sign posts to existing tools, and supports improvements in effectiveness systems and capacities

2. Building **knowledge and skills** to support members in measuring and managing effectiveness through training, peer learning and support, piloting, and resource development

3. Creating an **enabling environment** that encourages and supports organisations to deliver improvements in their effectiveness through engagement with donors, NGO leaders and promoting greater transparency about performance

The Effectiveness programme is supported financially by a number of organisations: ActionAid UK, Cafod, Care International UK, Christian Aid, Comic Relief, Department for International Development, Everychild, Islamic Relief, Mercy Corp, Oxfam GB, Plan UK, Practical Action, Save the Children UK, Sightsavers, Tearfund, VSO, WaterAid, World Vision and WWF.

Table of contents

1. Background to the Improve It Framework

1.1. What is it?

Since 2008, the Bond Effectiveness Programme has been working to support UK NGOs[1] working in international development to strengthen the rigour and consistency with which they assess and demonstrate their effectiveness. The drivers for this work are twofold. First, to enable organisations to better understand what works within their own contexts. Second, to enable organisations to tell a more robust story of how aid make a difference to the lives of poor and marginalised people – both as individual NGOs and collectively as a sector.

A key part of the Effectiveness Programme is the Improve It Framework. Once completed, the framework will guide organisations in identifying **what to assess, how to assess and what to communicate.** It will provide the UK NGO sector with a platform for **systematic learning and sharing** on measuring effectiveness; and a **shared framework** reflecting current sector best practice that can be used both by individual organisations and collectively by the sector to tell a more robust story of how aid funds make a difference to the lives of poor and marginalised people.

---
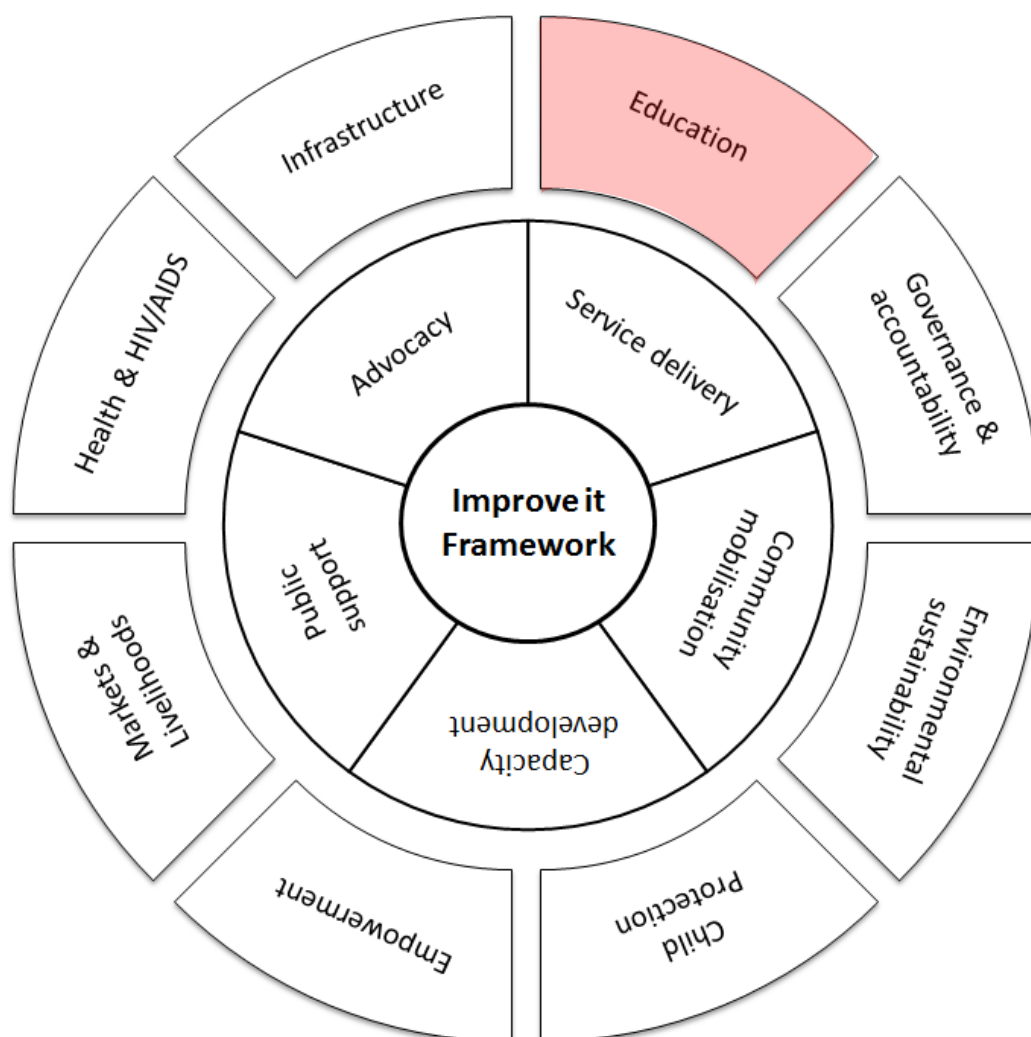
[1] This includes members of Bond, Nidos (Network for International Development Organisations in Scotland) and CADA (Coalition of Aid and Development Agencies within Northern Ireland.)

The Framework has three interlinked components (see Diagram above):

- **Thematic areas**: these are the long term changes in the lives of poor and marginalised people in the South that UK NGOs seek to contribute to
- **Ways of working**: these are the distinctive strategies and approaches adopted by UK NGOs to contribute to and create an enabling environment for social change in the South
- **Core principles of assessing effectiveness**: these are the key considerations that need to be reflected in any NGO assessment of effectiveness to ensure it supports the development process, generates data that is sufficiently robust and credible, and leads to learning and improvement.

1.2. Why are we developing it?

Improving how NGOs measure and learn from their effectiveness is a sector wide challenge and one that will benefit from greater sector wide coordination and collaboration. The Improve It Framework is an effort to pool the sectors' collective resources and experiences, develop shared approaches and encourage greater consistency in how NGOs evidence change.

The Improve It Framework: myth busting	
What the Improve It Framework IS going to do	**What the Improve It Framework IS NOT going to do**
Provide a **collective resource** that UK NGOs can draw on when developing their own context specific monitoring and evaluation frameworks	Create a single way of assessing effectiveness. It is about encouraging **greater harmonisation and consistency** where appropriate
Promote **shared approaches** to assessing effectiveness where appropriate	Offer an 'off the shelf' answer to measuring effectiveness. It will provide a **common starting point** for all UK NGOs. Individual agencies will need to make it relevant to their context
Provide UK NGOs with practical **tools to be able to tell a more robust story** of how they are contributing to social change	Produce an encyclopaedia of indicators and tools. There will be an element of **prioritisation** in what is presented in the final framework
Continue to evolve even once it is complete in autumn 2012. The Framework will be updated as NGOs pilot it and as practice and experience with the sector on how best to assess effectiveness develops	Provide a framework that a NGO will see a 100% of what they do in. It is not an organisation specific tool, but rather a sector wide framework. It has to be general. If an NGO can see **60%** of itself in the Framework that is '**good enough**'

1.3. What is the role of this paper in the Improve It Framework?

The development of the Improve It Framework is being taken forward in consultation with over 200 people from more than 100 UK based NGOs. Bond, NIDOS and CADA members and Comic Relief grantees are engaging through workshops and interviews. This paper presents a mapping and synthesis of how the UK NGOs currently create and assess change in one of the thematic areas: education.

The paper is not meant to offer a definitive position on how to assess education programmes or provide an "off the shelf" planning document. **Its purpose is to identify the commonalities in NGO approaches education and offer suggestions and examples of what organisations should be assessing and how.** If an organisation is planning to use the paper in its current form we offer a few words of advice: each NGO will have its own understanding of how change happens in relation to supporting children to access high quality and relevant education. Their strategies will reflect this

understanding and take into account the organisation's own vision, mission, mandate and capacity. This paper should be used to support and inform planning, monitoring and evaluation strategies that are suitable for the organisation's programmes and context.

Similar papers have also been written for each of the other seven thematic areas of the Improve It Framework: Governance and Accountability, Children's Protection and Care, Health and HIV, Empowerment and Rights, Markets and Livelihoods, Environmental Sustainability and Infrastructure. Alongside these papers work is also being conducted in collaboration with UK NGOs on developing each of the Improve It Framework's five ways of working and the key principles for assessing effectiveness.

1.4. How has the paper been developed?

The paper is designed to reflect current practice in the sector. Between July and December 2011 Bond staff and consultants from INTRAC, working in close collaboration with task group members, reviewed hundreds of documents submitted by Bond and NIDOS members and Comic Relief grantees detailing organisational approaches, frameworks and indicators and tools used to understand and communicate change. Commonalities were identified in how UK NGOs understand effectiveness in each of the themes, the types of changes they worked towards and the supporting outcomes. These were presented as 'Domains of Change Frameworks' (See the Education Framework on page 8). The indicators and data collection tools sent in by members were then filtered and mapped onto the outcomes and domains that had been identified for each of the themes (See the indicator tables on page 11).

2. Effective education programmes: an emerging common framework

2.1. Introduction to the Domains of Change framework for Education

The Domains of Change Framework for Education, illustrated on page 8, provides a synthesis of thinking and practice from UK NGOs around how NGOs can make effective contributions to supporting all children to access useful learning opportunities in the countries and contexts where they work.

- The **Central Domain (Domain 1)** reflects the top level change to which all programmes in this thematic area should contribute.
- The **Outer Domains (Domains 2- 6)** describe key results which – together - would support the achievement of the higher level changes described in Domain 1.
- For each of the Outer Domains, there is a **menu of outcomes** that would contribute to achieving positive changes in each domain. (Section 3, identifies indicators and tools to collect relevant data for each of these outcomes.)

It is important to note that **these Domains are inter-related and interdependent**. While no one NGO is expected to contribute to changes in all Domains, significant improvements in education are only likely to be achieved if positive changes are achieved across all of these areas.

In addition, **the Domains of Change Framework is not meant to be normative and is not attempting to present a single theory of change**. There are countless pathways to achieving the changes reflected in the diagram and these will be informed by an organisation's mission, values, niche and the context in which they are working.

Some of the main points to note:

In the Education sector, there is broad agreement across NGOs as to what changes need to take place in order for education goals to be realised. Different agencies stress the following points:

- The goal for education programmes should include the concepts of **quality** education and **useful/relevant** learning. Quality education is education that is **safe** and where **all children** are able to **learn** the skills and knowledge that are **relevant** to leading a safe, healthy, productive and fulfilled life within a changing society.
- A vital aspect of quality education is that it is inclusive of all children. In order to monitor inclusivity and equality, there is a need for rigorous disaggregation of data in relation to marginalised or excluded groups (girls, children with disabilities, children living with HIV/AIDS, children from particular ethnic or religious minority groups etc)
- The term "**education**" is used (rather than "school") in order to ensure consideration of both the formal and non-formal sectors. Many children and young people may have missed out on some or all of their education. Education programmes need to be designed to respond to their needs and can include pre-primary, primary, secondary, vocational and tertiary education.

Domains of Change Framework for Education

Outcomes

a) Laws, policies and practices are in place that support quality education that is accessible for all children	b) Adequate resources are allocated and adequate teachers recruited and trained for the provision of quality education for all	c) Performance in education is monitored at a national and local level

Outcomes

a) Parents and caregivers support all their children to access education

b) Communities actively support and participate in children's education

c) CSOs support and advocate for improved education for all

Outcomes

a) School management committees exist and manage schools effectively

b) School managers access, manage, and deploy resources in an effective and transparent way

c) Infrastructure, teachers and resources are in place to support education

d) Schools are safe, healthy and child-friendly environments for all children

② Governments and other mandated bodies* ensure all children access quality education

⑥ Communities actively support the education of all children

③ Schools are well managed, safe and well resourced

1) Barriers to education are removed and all children access quality education where they learn useful knowledge and skills

⑤ Children participate in shaping their education and school life

④ All children receive their full allocation of high quality teaching

Outcomes

a) Children participate in a meaningful way in decisions that affect their education

b) Children participate in their own and others' learning

Outcomes

a) Teaching is high quality, child-centred and child-friendly

b) Teachers deliver a full allocation of lessons

c) Teachers are trained and motivated to deliver high quality teaching

d) The curriculum is relevant, appropriate and empowering

* Other mandated bodies could include UN agencies, INGOs and civil society organisations

8

3. Assessing and communicating effectiveness: indicators and data collection tools for education programmes

3.1. Assessing effectiveness in education: key considerations

The indicators in the tables in this paper are designed to be used as **outcome** indicators – that is they provide evidence of change at outcome level. Sometimes that may be obvious (such as changes in the levels of learning or the rate that children drop out of school). At other times the distinction is less clear. For example, if an organisation is running or directly funding a school then the ratio of teachers to children is a simple output indicator. However, if an organisation has helped influence local educational authority policy to increase its recruitment of teachers then the ratio of children to teachers becomes an outcome indicator. Context is key!

Three of the most important areas for monitoring progress in education relate to: a) learning outcomes; b) the quality and attendance of teachers; and c) enrolment, attendance and drop out. The attendance of students and teachers, along with the quality of teaching, are necessary for learning to take place, but not sufficient in themselves.

There are many examples of indicators used to assess enrolment, attendance and drop out. However, good examples of simple, affordable indicators for learning outcomes and teacher quality and attendance are less evident. A series of new tools for assessing early learner literacy (e.g. FLAT) have been developed, and these can generate useful indicators. With a little effort and adaptation it is also possible, when using these methods, to generate indicators that can provide some summarisation of progress across different projects, programmes and even countries. In other areas there are standardised school leaving tests or examinations that can be used to assess the outcomes of an education project. Sometimes however, assessments of learning have to be reliant on informal and internal assessments, which can be subject to bias.

The quality of teaching is also hard to assess, and is often reliant on expert observation, which is expensive to administer and relies on having a cadre of experienced observers. Another challenge is the tendency of behaviour to change when people are being observed. Indicators that rely on observation of teachers or students behaviour, for example, may be misleading if target groups realise they are being observed. An extreme example is attempting to observe how teachers discipline children, as many teachers will avoid using corporal punishment if they know they are being watched. This supports the view that observation, as a methodology, needs to be triangulated with other methodologies. It is important to assess the attendance of teachers alongside the quality of teaching, although this is also often difficult.

Behind these three areas lies a series of more intangible outcomes (such as safety of students, management of schools, relevance of curricula, child participation and parent/community support for schools, to name but a few). Indicators in these areas are often reliant on qualitative assessment based on tools such as interviews or focus group discussions, or on surveys that enable the quantification of qualitative information. These indicators tend to be more subjective.

Apart from the difficulties in assessing learner outcomes and the quality of teaching, time is probably the most significant challenge. For example, many programmes like to use indicators such as the proportion of students entering grade 1 that reach the final year of primary or secondary education. However, this can take several years, and shorter or less widespread projects often have to rely on annual dropout rates. Equally, early indications of children recognising letters or learning to read simple sentences may not translate into eventual learning that equips them for life. But, again, by

the time this information is known many projects have long since been completed. This enforces reliance on using short-term proxy indicators that can show progress that is necessary, but not sufficient, for ultimate goals to be reached.

There are also many indicators that people like to produce because they are easy to measure (e.g. pupil:teacher ratios, number of books per pupil, number of teachers trained etc.). These can be used as evidence of change, but only when a programme is supporting change within other agencies, such as governments or district authorities. Otherwise, these indicators are simple output indicators, and need to be recognised as such.

The central domain suggests some simple indicators for tracing the benefits of improved learning into employment. However, no tools or indicators were submitted to allow the benefits of improved education to be traced forward into improved health, empowerment or livelihoods. This may be outside the scope of this paper, although it is a fertile ground for research.

Using comparison groups
When measuring outcomes in education it is useful to compare outcomes for the intervention group with a comparison group (e.g. whose performance is measured by national statistics/ performance of other schools in the district etc.). When data for intervention group shows positive change but there is no comparison group there is no way of knowing that the intervention brought about the change. When data for intervention shows positive change but comparison group (e.g. whose performance is measured by national statistics/performance of other schools in the district etc.) shows no change over the same timeframe there is some evidence of attribution. The intervention probably contributed to the change, but it is possible the change was due to some special factor that was more prevalent in the project schools than in other schools in the area and it is useful to check this.

The importance of disaggregation
Indicators, especially quantitative ones, should always be **disaggregated** where relevant. This means ensuring that information can be separated out to show difference in changes between target groups. Common target groups for disaggregation in education include gender, disability, ethnic groups, caste, and children living with HIV, etc. The indicator itself should be defined so as to show the disaggregation clearly (e.g. # of children, disaggregated by gender, disability). The barriers for access to education and the provisions made to address this may be different for different genders, and for children with disabilities or other specific needs.

3.2. Table of indicators and tools for Domain of Change Framework

Domain 1: Barriers to education are removed and all children access quality education where they learn useful knowledge and skills	
Indicators	**Tools**
When using access and learning indicators it is very important to disaggregate all indicators to look at access and learning of boys, girls, children with disabilities and other marginalised groups. **Barriers to access to education are decreased** • Reasons given for not enrolling in school • # and % of children that cite a particular reason as a contributory factor in non-enrolment • # and % of caregivers that cite a particular reason as a contributory factor in non-enrolment **Reasons given for dropout from education** • # and % of children or caregivers that cite a particular reason as a contributory factor for dropout from education • # and % of caregivers that cite a particular reason as a contributory factor for dropout from education **Physical barriers to education are decreased** • # and % of children who live further than 5km from school • # and % of children who spend more than an hour travelling to school • Parents or children's perception of the safety of school route **Economic barriers to education are decreased** • Cost of tuition fees for primary/secondary education • Average direct and indirect costs of education for children and households (OR descriptions of direct and indirect costs): eg. costs of textbooks, teaching materials, uniforms, compulsory parental contributions (in money or by providing services), other payments necessary to effectively access education (eg. payment for water) • # and % of children/caregivers citing official/unofficial fees acting as a barrier to access • # of fee waiver/ cash transfer/ scholarships accessed by children from low-income groups • # and % children not at school who spend more than x hours doing [type of labour] per week	 Surveys and focus groups with children and caregivers. Surveys and focus groups with children. Surveys and focus groups with caregivers. Surveys and focus groups with children and caregivers. Surveys and focus groups with children. Surveys and focus groups with caregivers. Survey of children and caregivers. The indicators and form for ActionAid/Right to Education indicators and form for *section 3: right to adequate infrastructure* covers distances and time taken to travel to school. Surveys and focus groups with children and caregivers. The ActionAid/Right to Education indicators and form for *section 1: right to free and compulsory education* covers direct and indirect costs of school Surveys and focus groups with children/caregivers Records of scholarships and criteria for receiving scholarships UNICEF MICS 4 household survey Child Labour section and ILO SIMPOC Questionnaire on Child Labour

Legal barriers to education are decreased • # and % of children who do not have a birth certificate and are therefore unable to enrol in school • # and % of children who do not have a birth certificate and are therefore unable to take public examinations	Local government records, school records, survey of children and whether they have birth certificates Local government records, school records, survey of children and whether they have birth certificates
Social barriers to education are decreased • Local laws, customs or stigma exist that prevent some children attending school (eg. children of lower caste, albino children, pregnant girls, mothers)	Description of local laws, customs and stigma and how they have changed. Focus groups and interviews with children, teachers and community members.
Health barriers to education are decreased *For indicators on child health and nutrition see paper on Health and HIV*	
More children access different levels of education • Net enrolment rate in primary or secondary education (national level indicator) • Gross enrolment rate in primary or secondary education (national level indicator)	Net Enrolment Rate (NER) in primary education is the proportion of children of primary school-going age who are enrolled in primary school. This number can be hard to find if there are inadequate population records. The Gross Enrolment Rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. These are measured by UNESCO at a national level.
• # of children enrolled in school • # of children not enrolled in school • # and % of children enrolled in [primary/secondary] school who are of [primary/secondary] school age • # and/or % of children in target populations that are/are not enrolled in primary schools	UNICEF MICS 4 household survey education section on children's attendance at school. The ActionAid/Right to Education indicators and form for *section 1: right to free and compulsory education* covers numbers of children in and out of education (disaggregated by gender, age, and group).
• % of students present in school on a given number of days during the year • Ratio of boys to girls enrolled in primary / secondary education • Ratio of boys to girls attending primary / secondary education on a given number of days during the year	Save the Children uses a system of spot checks to capture attendance rates, which are notoriously difficult to assess. Disaggregated enrolment rates Disaggregated attendance rates
• Stakeholders' descriptions of changes in the enrolment rates over the programme period	Focus groups with teachers, parents, children. Children in Crisis school supplementary questions on school enrolment and out of school children.
More children are staying longer in and completing education • # and % of pupils starting grade 1 who reach last grade of primary school • # and % of children transiting from primary institutions to secondary institutions • # and % of children completing a year of lower secondary education	UNICEF MICS 4 household survey education section on highest level of education reached. The ActionAid/Right to Education indicators and form for *section 10: right to quality learning* covers transition from primary to secondary school. ChildInfo.org offers a good basic guide to calculating some of the indicators in this area used by the UN agencies. Indicators on retention

• # and % of pupils starting grade 1 that finish secondary school • # and % of children that drop out each year by grade	and drop out are only useful when an education programme is undertaken over a long period, as otherwise it is unreasonable to argue that a programme influenced students to stay on and complete primary or secondary education. Drop out is not a simple indicator to collect as there are different definitions, and attendance is often subject to seasonal variations. It is often important to identify clear rules for what is meant by a 'dropped out' student.
Children learn useful knowledge and skills	The ActionAid/Right to Education indicators and form for *section 10: right to quality learning* covers children's performance in exams, transition from primary to secondary school.
• # and % of children who enrol in grade 1 who pass their primary school leaving exam	Historical enrolment rates (normally from six years ago), exam pass rates
• # and % of children who take the exam passing primary school leaving exam	Exam pass rates
• # and % of children obtaining a minimum secondary school qualification	Exam pass rates
• Ratio of boys to girls who pass examinations	Disaggregated exam pass rates
• # and % of children passing exams per grade in supported schools	School's internal data on exam pas rate. UNICEF MICS 4 household survey education section looks at children's grades in each school year.
• # and % of children that have to repeat a year per grade in supported schools	School data on repetition rate
• # and % of students in the target schools who have passed / performed at or above locally acceptable standard on a standardised or national or regional test of language/literacy and/or numeracy/maths	Test pass rates. Save the Children and World Vision are currently piloting tools (FLAT and EGRA) that provide some consistent measure of learning that can be summarised or compared across different schools, regions, countries etc. However, the tests themselves need to be adapted according to local context
• # and % of children in programme areas who can read with comprehension at functional levels by the age when children are expected to have completed a basic education programme	FLAT test
• # and % of children who, by the end of Grade 2, can read with comprehension and speeds of 45 words per minute in language of school instruction	FLAT test
• # and % of children in grade X able to name 4 or more letters correctly	FLAT test
• # and % of children in grade X able to read/decode 4 out of 5 words correctly	FLAT test
• % of 15-24 year-olds, women and men that are literate (or numerate)	This is an MDG indicator. It relies on a standard definition of what constitutes literacy or numeracy.
• % of children in programme impact areas who are developmentally on track in areas such as physical perceptions, coordination, communication, critical thinking and emotional management life skills by age X	World Vision FELSA tool
Increased satisfaction levels with learning outcomes	
• # and % of children that are 'very satisfied' or 'satisfied' with learning outcomes	Focus groups and surveys with children.

• # and % of parents/caregivers that are 'very satisfied' or 'satisfied' with learning outcomes	Focus groups and surveys with parents/caregivers.

Domain 2: Governments and other mandated bodies ensure all children access quality education	
Outcome 2a: Laws, policies and practices are in place that support quality education that is accessible for all children	
Indicators	Tools

Legislation and/or policy to improve access to or quality of education are in place
• # and/or description of policy changes made and implemented at local, national and international level which improve access to or quality of education with a verifiable contribution from [*organisation x*]
   ○ *Eg. New policies and guidelines developed to abolish corporal punishment in schools*
   ○ *Eg. New policy developed promoting the abolition of school user fees*
   ○ *Eg. Increased budget allocation to education*
   ○ *Eg. New policy developed promoting more flexible delivery of the curricula*
	Government and treaty records can be used to show if policy change has taken place. Policy development and policy implementation should be tracked at the local/national/international level depending on the policy. Tools used to show an organisation's contribution to policy change: WaterAid's Advocacy Scrapbook, Crisis Action's Evidence of Change Journal, Progressio Portfolio of Evidence, Save the Children's advocacy measurement tool. Tools used to show and measure the changes that lead to policy change and implementation: VSO advocacy success scale, the Transparency International policy scale, and WWF's Commitment and Action tool. The Policy Analysis tool template in the UNICEF Formal Care Indicators Manual offers a framework for analysing the quality of a law/policy/practice.

• # of countries where policy or legislative change to improve access to or quality of education have taken place in the past twelve months with the support of [*organisation x*]	List of countries and policies that have been changed
Legislation and/or policy to improve access and quality to education is being monitored and implemented • Monitoring procedures are in place for [*policy x*] • Penalties are enforced for non-compliance with [*policy x*] • # people/schools penalised for non-compliance with [*policy x*] *See the paper on Assessing Effectiveness in Influencing Decision makers for more indicators and tools on measuring the outcomes and impact of advocacy work*	Description of monitoring procedures Examples of penalties enforced for non-compliance Government/judicial records of penalties enforced for non-compliance
Outcome 2b: Adequate resources are allocated for the provision of quality education for all	
Indicators	Tools
Level of resources provided for education increases • Amount and % of total national/local government spending on education as a percentage of total national/local government spending disaggregated by levels of education	Budget tracking. CAFOD/Christian Aid/ Trocaire toolkit on 'Monitoring Government Policies': p46, tool 14 on assessing budget priority, p62

Indicators	Tools
Level of resources provided for specific aspects of education increases • Amount and % educational expenditure allocated to: teachers' salary, other school staff, infrastructure, teaching materials, transportation, meals, health care, other **Timely disbursement of funds/other material resources** • # and % of schools where the allocated budget/material resources arrives at the school • # and % of schools where the allocated budget/material resources arrives in a timely manner	Budget tracking. CAFOD/Christian Aid/ Trocaire toolkit on 'Monitoring Government Policies': p46, tool 14 on assessing budget priority, p62 Survey of schools Survey of schools, VSO quality scale for education management, section on material resources. The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the arrival and timeliness of school budgets.

Outcome 2c: Performance in education is monitored at a national and local level	
Indicators	**Tools**
• # and frequency of school monitoring visits by *[authority x]* • # and % of schools where performance data has been collected • # of countries/regions/localities where management information system is in place for collecting and analysing school data • Department of Education staff are able to collect and analyse Education management information system data and use it to analyse which schools are underperforming and other trends across the district **We are looking for other indicators around the quality of school inspection and monitoring**	Records of monitoring visits List of schools where data has been collected Description of management information system The VSO quality scale for education services quality area on education management includes a scale on Education Management Information System data collection.

Domain 3: Schools are well managed, safe and well resourced	
Outcome 3a: School management committees exist and manage schools effectively	
Indicators	**Tools**
School committees exist and function • # and % of schools with a Parent Teacher Association (PTA) • # and % of schools with a Parent Teacher Associations that is active and fully functioning • # and % of schools with a School management committee (SMC)	The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the existence and functioning of the PTA. Meeting minutes of the PTA, evidence of activities. The ActionAid/Right to Education indicators and form for *section 9: right to transparent and*

• # and % of School Management Commitees that are active and fully functioning	*accountable schools* covers the existence and functioning of the SMC. Meeting minutes of the SMC, evidence of activities.
• # and % of schools where the roles and responsibilities of school committees are clearly defined	The Plan UK school equality scorecard *Section 1: School management*
• # and % of schools where school management have played their roles and fulfilled their tasks effectively	The Plan UK school equality scorecard *Section 1: School management*
• # and % of schools where PTA/SMC is meaningfully changing the policies and practice of the school	Evidence of changes that have occurred as a result of the PTA/SMC activities.
• # and % of schools where physical improvements to school infrastructure have been undertaken as a direct result of school committee led activities	Evidence that improvements to school infrastructure have been undertaken by school committees
• PTA (parents and teachers) perceiving PTA as functioning and feel they have ability to influence the school	Interviews and focus groups with parents and teachers
School management is representative of communities	
• % of members of the Parent Teacher Association (PTA) from marginalised groups (including women)	The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the representativeness of the PTA.
• % of members of the School management committee (SMC) from marginalised groups (including women)	The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the representativeness of the SMC.
• Improvement in level of teacher participation and voice in school management	VSO Quality Scale for education services: scale on teacher participation and voice
• Representatives from minority/marginalised groups feel heard and able to influence school management and policies	VSO Quality Scale for education: scale on representation and inclusion in PTAs/SMCs and participation and voice in education management
School development plans are developed and used	
• # and % of School Development Plans developed	Copies of school development plans
• # and % of School Development Plans in use	Records of meetings and activities which refer to and reflect plan. Interviews with those implementing plan.
• # and % of School Development Plans that have achieved x% of their targets	Evidence that targets have been achieved
Increased capacity of education managers	
• Improved capacity of head teachers and other education managers to supervise and support teachers	The VSO quality scale for education services quality area on education management: scale on adequate supervision/support for teachers.
School records are kept	
• # and % of schools with student attendant lists	Copies of student attendant lists that reflect reality seen in school inspections
• # and % of schools with adequate/used follow-up records on student performance	Copies of follow-up records on student performance
Outcome 3b: School managers access, manage, and deploy resources in an effective and transparent way	

Indicators	Tools
Timely disbursement of funds/other material resources • # and % of schools where the allocated budget/material resources arrives at the school • # and % of schools where the allocated budget/material resources arrives in a timely manner	Survey of schools Survey of schools, VSO quality scale for education management, section on material resources , The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the arrival and timeliness of school budgets.
Communities monitor school budgets/resources • # and % of schools which make school budgets publically available for community monitoring • # and % of schools where support is available to illiterate parents so that they can participate in holding the school accountable and descriptions of this support • Evidence of active involvement of parents and community groups in school budget tracking • Evidence that school budget tracking has had a positive effect on the way school resources are utilised	The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the transparency of school budgets. List of schools where support is available, and description of ways that support is available to illiterate parents. Records of meetings and activities for school budget tracking. Attendance lists at meetings. Case studies of how school budget tracking has had an effect on the way school resources are utilised
School managers have the capacity to manage school budgets/resources • # and % of schools demonstrating improvements in financial management • # and % of schools meeting minimum financial management requirements	MANGO's Financial Management Health Check In order to measure this indicator a specific threshold needs to be set of what is an acceptable level of practice in financial management. Schools then need to provide a self-assessment against these standards providing evidence of compliance.
Outcome 3c: Infrastructure, teachers and resources are in place to support education	
Indicators	Tools
The indicators in this section can only be considered as outcome indicators when active work has gone into supporting or persuading schools or other authorities to implement changes or provide resources. If organisations are running their own schools or directly providing infrastructure support, these would count as output indicators • # and % of schools meeting minimum quality standards for school infrastructure and resources	Assessment against a defined set of agreed minimum quality standards
Improvements in quality of school infrastructure • # and % of schools with a demonstrable improvement in their infrastructure *(improved infrastructure may include improvements to classrooms, classroom equipment such as blackboards, desks, and chairs, sanitation facilities for girls and boys, access to clean drinking water, electricity, ventilation and light, fire exits and first aid kit, access for children with disabilities, medical assistance, canteens, recreational facilities, sufficient*	A number of checklist tools can be used to assess this indicator, including: The ActionAid/Right to Education indicators and form for *section 3: Right to adequate infrastructure*, Save the Children's Guiding Principles for Quality Learning Environment's *Guiding Principle 2: Children's physical wellbeing,* Children in Crisis school profiling form. School visits and school inspection records.

Indicators	Tools
recreation ground etc. This list can vary depending on the local context).	
• # and % of schools with a safe play area	School visits and school inspection records.
• # and % of schools with library, computer facilities or information technology	School visits and school inspection records.
• # and % of schools meeting nationally defined standards for infrastructure provision	School visits and school inspection records.
Improved availability of classrooms for learning	
• # and % of classrooms in good condition (clean and stable, with light and ventilation)	School visits and school inspection records, interviews with teachers.
• Average ratio of students to classrooms	School visits and school inspection records, interviews with teachers.
• # and % of schools with a double-shift system	School visits and school inspection records, interviews with teachers.
• Average hours per week that children learn in the classroom	School visits and school inspection records, interviews with teachers.
Improved quantity of teachers and teaching resources	The ActionAid/Right to Education indicators and form for *section 4: Right to quality trained teachers*
• Ratio of students to teachers	School visits and school inspection records, interviews with teachers. List of students and teachers.
• Ratio of students to trained teachers	School visits and school inspection records, interviews with teachers. Teacher training records.
• Ratio of textbooks to children in key subject areas	School visits and school inspection records, interviews with teachers.
• # and % of teacher places that are unfilled (or have been unfilled over the past x months)	School visits and school inspection records, interviews with teachers/headteachers.
• % of teachers that are female	List of teachers that identifies female teachers
Support is provided for children with disabilities and other special needs	
• # and % of schools that have appropriate access and facilities for children with disabilities and description of facilities	School visits and school inspection records.
• # and % of schools providing teaching support or resources to allow teachers to help children with disabilities to integrate into classes	List of schools, description of support provided, inspection records, interviews with teachers and children
• # and % schools providing individualised support to children with learning, behavioural or social difficulties	List of schools, description of support provided, inspection records, interviews with teachers and children
<mark>We are looking for further indicators on integrating children with disabilities and other special needs into education</mark>	
Children have improved perception of school resources	
• # and % of children stating schools are adequately equipped	Interviews and focus groups with children, Children in Crisis focus group with children guide
Outcome 3d: Schools are safe, healthy and child-friendly environments for all children	
Indicators	Tools

• # and % of schools meeting minimum quality standards for safe and child-friendly schools	Assessment against a defined set of agreed minimum quality standards
Level of violence/abuse against children in schools decreases • # and description of incidents of violence/abuse in schools reported in supported schools. This includes instances of physical violence, sexual abuse, harassment, bullying, corporal punishment, public humiliation, and other.	The ActionAid/Right to Education indicators and form for *section 5: Right to a safe and non-violent environment* looks at the number of incidents of different types of violence/abuse, where they take place, teacher training, monitoring mechanisms, actions and campaigns in place to reduce and prevent violence/abuse. Records from mechanisms for reporting violence/abuse. Interviews with children and teachers.
• # and % of surveyed children reporting reduced incidences of violence in or around schools, including physical violence, sexual abuse, harassment, bullying, corporal punishment, public humiliation, and other.	
• # and % of children who did not go to school because they were afraid/ felt unsafe due to violence in the past x months	UNICEF manual for the Measurement of Indicators of violence against Children, indicator 11: children who skipped school due to violence. Interviews, focus groups and discussions with children.
Actions are taken to protect children from abuse	In Save the Children's Guiding Principles for Quality Learning Environments *Guiding Principle 1: Emotional and Psychological needs of learners* covers ensuring learning environments are free from abuse and the training of teachers to support children in cases of abuse.
• # and % of schools meeting locally agreed criteria for safe learning environment free of violence and exploitation	List of locally agreed criteria and checklist of how school is meeting/not meeting the critiria
• # (and description) of measures taken to ensure children (especially girls) have safe access to school (including the route to school)	List and description of actions taken
• # and % of schools with protective school policies in place (with descriptions of policies)	UNICEF's manual for the Measurement of Indicators of violence against Children guidance and tools for indicator 12: school violence policy. List of schools and copies of school violence policies.
• # and % of schools where system is in place where learners are able to report abuse	List of schools and description of systems for reporting violence.
• # and % of children who know what to do in a case of victimisation at school	UNICEF's manual for the Measurement of Indicators of violence against Children guidance and tools for indicator 2: proportion of children who know what to do in a case of victimisation at home/school. Survey and focus groups with children.
• # and % of children who feel that protection reporting mechanisms and support are safe and satisfactory	Survey and focus groups with children.
• # and % of schools where system is in place to monitor abuse	List of schools and descriptions of systems for monitoring abuse.
• # and % teachers trained to detect abuse and support students in cases of abuse	Records of trainings and attendance list, surveys and interviews with teachers.
• # and descriptions of actions taken on reported abuse in and around schools	Description of actions taken.

• # and description of campaigns to combat abuse in and around schools	Description of campaigns.
See thematic paper on Child Protection, outcome 3c) Services and organisations working with children have policies and practices to keep children safe for more in depth indicators and tools on safeguarding children.	
Discrimination in schools decreases • # and description of cases where disabled children suffer discrimination from other children/teachers • # and description of cases where lower caste children/albino children/children from other stigmatised groups suffer discrimination from other children/teachers	Description of instances of discrimination. The ActionAid/Right to Education indicators and form for *section 2: right to non-discrimination* covers access to school and discrimination against lower caste and disabled children.
Improved access to sanitation, water, food and health care at school	Save the Children *Guiding Principle 2: Children's physical wellbeing* covers adequate sanitation facilities and participation in health promotion programmes.
• # and % of schools where drinking water is available for learners and staff	School visits and school inspection records
• # and % of schools with adequate sanitation facilities for girls and boys	School visits and school inspection records
• # and % of schools where free meals are provided	School visits and school inspection records, records of meals provided
• # and % of schools where free health care services are provided	School visits, health service records, school inspection records, records of health care services provided
• # and % of children participating in health promotion programmes, such as deworming, nutritional supplements, growth monitoring and health education	School visits, health service records, school inspection records, records of health care services provided
For more indicators on children's health see paper on Health and HIV/AIDS	
Children have time and space for recreation • # of hours children have for breaks/play each day • # and % of schools with a safe play area	School visits and school inspection records. School visits and school inspection records.
Schools are girl and boy friendly • # and % schools making improvements on criteria set by girls/boys on child-friendly schools	Plan UK girl and boy friendly schools monitoring tool: scorecards to measure whether schools are child-friendly, using criteria developed by boys and girls.
• # and % of schools with a children's council	List of schools with children's councils, description of children's councils meetings and activities.
• # and % of schools which has at least equal numbers of boy and girl representatives in the children's council	Plan UK school equality scorecard *section 3: Promotion of gender equality and girls' roles.* List of children's council representatives. Focus groups and interviews with girls, boys and teachers.
• # and % of schools where equal numbers of girls and boys hold positions of responsibility	Lists of children hold positions of responsibility with child's gender indicated
• # and % of schools where girls and boys are given equal rights and opportunities to participate in every activity	Plan UK school equality scorecard *section 3: Promotion of gender equality and girls' roles.* Focus groups and interviews with girls, boys and teachers.

• # and % of schools where girls and boys are equally encouraged to participate in sports and arts activities	Plan UK school equality scorecard *section 3: Promotion of gender equality and girls' roles*
• # and % of schools where girls and boys are equally encouraged to express and share their ideas and opinions	Plan UK school equality scorecard *section 3: Promotion of gender equality and girls' roles*. Classroom observations.
• # (and description) of incidents of gender-based violence / abuse	Log with description of incidents
• # and % pregnant girls expelled from school	Example cases where pregnant girls are expelled, school rules that stipulate expulsion of pregnant girls. Description of programmes.
• Description of programmes to help girls to continue their education during and after pregnancy	
• % of teachers that are female	List of teachers with female teachers identified.
Children have improved perceptions of school environment • # and % of children reporting improved school environment	Focus groups and interviews with children. Children in Crisis focus group with children guide

Domain 4: All children receive their full allocation of high quality teaching

Outcome 4a: Teaching is high quality, child friendly and child-centred

Indicators	Tools
Increased use of child-friendly and participative teaching methods	Save the Children Quality Learning Environments *Guiding Principle 3: Child centred teaching and improved learning outcomes*. Children in Crisis classroom observation form. VSO quality scale for education services quality areas on teaching and learning.
• # and % of trained teachers using child friendly, inclusive teaching methods	Classroom observation. Focus groups with children
• Examples of teachers using and applying training around child participation in classrooms	Classroom observation. Focus groups with children
• # and % teachers using visual aids and other teaching materials	Classroom observation. Focus groups with children
• # and % teachers asking individual questions and interacting with the children	Classroom observation. Focus groups with children
• # and % teachers who address children by name	Classroom observation. Focus groups with children
• # and % teachers who develop and follow lesson plans	Classroom observation. Focus groups with children
• # and % teachers who treat girls and boys in the same way	Classroom observation. Focus groups with children
• # and % teachers who adapt lessons to the needs and abilities of learners in their classes (eg. learners with disabilities, language minorities, and traditionally excluded groups)	Classroom observation. Focus groups with children
• # and % of classrooms that are decorated with students' portfolios	Classroom observation. Focus groups with children
• # and % of teachers who use positive discipline techniques	Interviews and focus groups with head teachers, teachers and children, classroom observation.
• # and % of teachers who use violence as a means of discipline	Interviews and focus groups with head teachers, teachers and children, classroom

	observation.
Children's views of and behaviours in education are improved	
• Descriptions of how children are observed to participate actively in the learning process	Classroom observation
• Children's level of confidence for speaking up and participating	Classroom observation
• Changes reported in children's behaviour in classrooms taught by teachers trained through [a programme]	Interviews and focus groups with teachers and children, classroom observation.
• Children's views about changes in classroom methods and learning content in classrooms with trained teachers	Interviews and focus groups with children. Children in Crisis focus group with children guide.
• Children's perception of their teachers' abilities to engage them in classroom activities	Interviews and focus groups with children

Outcome 4b: Teachers deliver a full allocation of lessons	
Indicators	Tools
Indicators on teachers should be disaggregated by different types of teachers: eg. Teachers paid by the state, teachers paid by the community, qualified teachers, non-qualified teachers	
Teachers attend school, arrive on time, and stay in post	
• # and % of teachers that are present on a given day	School visits and spot checks, school records of teacher absenteeism, surveys with teachers and head teachers.
• # and % of teachers that arrive on time on a given day	School visits and spot checks, school records of teacher punctuality, surveys with teachers and head teachers.
• % of annual staff turnover in schools	Year on year staff lists
• Average teaching-post duration	Year on year staff lists
• Reasons given by teachers for teacher absenteeism or attrition: these could include material conditions, administrative breakdowns (eg. no salary), health (including care for family members in the absence of any other social care structure), other	Interviews and focus groups with teachers.

Outcome 4c: Teachers are trained and motivated to deliver high quality teaching	
Indicators	Tools
Level of teacher training is improved	
• # and % of teachers that are trained/educated to a specific standard	The ActionAid/Right to Education indicators and form for *section 4: Right to quality trained teachers.* School records on level of teacher qualifications.
• Ratio of trained to untrained teachers	School records on level of teacher qualifications.
• Average length of training received by teachers	Description of teacher training system, survey of teachers
Content of teacher training is improved	

• Teacher training includes: pedagogical skills, ability to resolve conflicts, respect for the child's dignity, human rights education, gender equality, working with disabled children, other	Description of teacher training curriculum, interviews and focus groups with teachers and teacher trainees
• # and % teachers having a good command of the language in which they teach	Interviews and focus groups with teachers and head teachers
Improved access to in-service teacher training	The VSO quality scale for education services quality areas on teaching and learning includes a scale on in-service teacher training and continuing professional development.
• # and % of teachers accessing continual professional development throughout their career	Survey and focus groups with teachers and head teachers. Description of in-service training activities, attendance lists from in-service trainings.
• # days per year that in-service training takes place disaggregated by types of training: these could include conferences, peer to peer training, training by external trainers	Description of in-service training activities
• # and % teachers whose teaching is monitored by the head teacher at least once a month	Teacher observation records
• # of teachers who are providing peer to peer training to other teachers	List of teachers providing peer to peer training and description and records of training
• Average cost of training for teachers (including indirect costs such as transport)	Interviews and focus groups with teachers
Training is high quality and meets the needs of teachers	
• # and % of teachers stating that training session has satisfied their needs	Post training feedback
<mark>We are looking for further indicators on teacher training and teacher training colleges</mark>	
Teaching conditions support teachers' rights and motivation	The ActionAid/Right to Education indicators and form for *section 4: Right to quality trained teachers* covers number of teachers, level of qualification and experience of teachers, teacher payment and hiring practices, and teachers' rights and incentives. The VSO quality scale for education services quality areas on teaching and learning includes a scale on teacher motivation.
• # and % of teachers earning the agreed minimum salary set by the government	Interviews with teachers and head teachers, teacher payment records
• Average # of hours/week worked by teachers	Interviews with teachers and head teachers, school observations and spot checks
• Average length of teacher contracts	Interviews with teachers and head teachers
• # and % of teachers with good health	Interviews with teachers and head teachers
• # and % of teachers with access to affordable healthcare, including essential drugs	Interviews with teachers
• # and % of teachers that are members of trade unions	Interviews with teachers
• # and % teachers hired through a transparent and professional process	Interviews with teachers and head teachers, interview and selection policies
• # and description of reporting mechanisms for teachers to report harassment/violence	Description of mechanisms
• # and description of mechanisms/practices in place to support female teachers: this could include equal pay, support for child care, protection from discrimination, protection from sexual violence	Description of mechanisms and practices. Examples of mechanisms/practices being used/not used.
Outcome 4d: The curriculum is relevant, appropriate and empowering	

Indicators	Tools
Teaching of life skills is in place in schools	
• # and % of schools incorporating relevant life skills [or any other defined categorisation] in primary education curricula. Life skills can include: skills for local livelihoods; awareness of key health issues; awareness of sexual and reproductive rights; tolerance and respect for other racial, ethnic and religious groups; critical thinking and problem solving.	The ActionAid/Right to Education indicators and form for *section 6: Right to relevant education.* Survey of schools. Description of lesson content that includes life skills.
• # and % of children surveyed in supported schools having basic knowledge of appropriate life skills	Surveys of children. The World Vision Youth Healthy Behaviour Survey on HIV/AIDS asks a range of questions designed to test children's knowledge, attitudes and behaviour around HIV/AIDS. Children's views about appropriateness, relevance and adequacy of life skills training
Children are aware of their rights	
• # and % of schools where children's rights are taught	The ActionAid/Right to Education indicators and form for *section 7: right to know your rights* covers whether human/children's rights are taught in school whether children know their rights. Description of lesson content that includes human rights.
• # and % of children who can name three basic rights by the end of primary school	Survey of children
Local content is used by teachers	
• # and % of teachers that demonstrate use of local content in their lessons	Descriptions of local content in lessons
Teaching is in appropriate languages	
• # and % of children at entry who speak the language of instruction in primary schools	Surveys and focus groups with children and teachers.
• # and % of teachers who speak the local language/mother tongue of the students	Surveys of teachers.
• # and % primary schools where children are taught in both the official language(s) and local/minority languages	Survey of primary schools.
• # and % primary schools where children are taught only in the local/minority languages	Survey of primary schools.
Children participate in extra-curricular activities	
• # and % of schools incorporating extra-curricular activities into the school timetable	Survey of primary schools, description of extra-curricular activities included in the timetable.
• # and % of schools with active children's clubs	Description of activities of children's clubs.
• # and % of schools with active children's councils	Description of activities of children's councils.
• # and % of schools participating in inter-school activities and competitions	Description of participation in inter-school activities
Children and parents are satisfied with what is taught at school	
• # and % of parents/caregivers that are satisfied with what is taught in school	The ActionAid/Right to Education indicators and form for *section 10: right to quality learning*, focus groups and surveys with parents/caregivers
• # and % of children that are satisfied with what is taught in school	The ActionAid/Right to Education indicators and form for *section 10: right to quality learning*, focus groups and surveys with children

24

Domain 5: Children participate in shaping their education and in school life	
Outcome 5a: Children participate meaningfully in decisions that affect their education	
Indicators	**Tools**
Mechanisms and spaces for children's participation in shaping their education exist and function • # and % of schools with active children's clubs • # and % of schools with active children's councils • # and % of schools with effective mechanisms for children to participate in school governance and decision making • # and % schools incorporating children's views in their planning and decision making • # and % of children believing that their concerns are acted upon by school management **Children are involved in advocacy** • Level of children's participation in all stages of advocacy for better education	The ActionAid/Right to Education indicators and form for *section 8: right to participate.* Description of activities of children's clubs. Description of activities of children's councils. Descriptions of mechanisms. Verifiable examples of ideas proposed by children being accepted and implemented in practice Surveys and focus groups with children. The UNICEF toolkit on monitoring and evaluating advocacy, section 8: working with children and young people in advocacy, tool 23 on assessing the involvement of children in all stages of advocacy.
Outcome 5b: Children participate in their own and others' learning	
Indicators	**Tools**
Children participate in peer support activities • # and % of schools with peer support networks • # and % of children who use or participate in peer support networks • # and description of activities of peer support networks **Children participate in mentoring activities** • # of schools where older children act as 'young facilitators/mentors to younger children • # older children acting as 'young facilitators/mentors' to younger children • # younger children mentored by older children • # activities facilitated by peer educators/mentors • # 'Young facilitators/mentors' gain confidence and self-esteem <mark>Are there other indicators and tools to measure this area</mark>	List of schools with peer support networks Peer support network meeting/activity records, surveys and interviews with children Peer support network meeting/activity records, surveys and interviews with children List of schools with mentoring systems in place List of children participating in mentoring scheme List of children participating in mentoring scheme List and description of activities, surveys and interviews with children Interviews and focus groups with children.

Domain 6: Communities actively support the education of all children	
Outcome 6a: Parents and caregivers support all their children to access education	
Indicators	**Tools**
Parents/Caregivers monitor and support their children's education	
• # and % of parents/caregivers who monitor and support children's learning at home	The ActionAid/Right to Education indicators and form for *section 10: right to quality learning,* surveys and focus groups with parents/caregivers and children. Children in Crisis focus group with parents.
• # and % of parents/caregivers that are aware of children's learning outcomes	The ActionAid/Right to Education indicators and form for *section 10: right to quality learning,* surveys and focus groups with parents/caregivers and children
• # and % of parents/caregivers who support children's development at home	The Save the Children Guiding Principles for Home Environments tool, guiding principle 3: *Caregivers encourage and support all aspects of children's development through a variety of techniques.* Home visits and observations, interviews with children and caregivers.
• # and % of parents/caregivers who report that all the school aged children in the household were provided with the school requirements or learning materials needed during the last year, through their own means and without external assistance	Household survey with parents/caregivers
• Average # of times parents and teachers meet each year	School records of parent-teacher meetings. Interviews and focus groups with parents and teachers.
Parents/caregivers support children's right to education	
• # and % of parents/caregivers who agree that child's right to education has to be fulfilled	Surveys and focus groups with parents/caregivers. Children in Crisis community meeting observation includes questions on whether girls should remain in school, and if not why not.
• # and % of parents/caregivers who agree that girls and boys have an equal right to education/lower secondary education has to be fulfilled	Surveys and focus groups with parents/caregivers.
• Parents/caregivers demonstrate a more positive attitude towards the benefits of education for girls and boys	Focus groups and interviews with parents/caregivers. Children in Crisis focus group with parents.
• # and % of parents/caregivers who actively set aside equal time for girls and boys to do homework	The ActionAid/Right to Education indicators and form for *section 10: right to quality learning,* surveys and focus groups with parents/caregivers and children
Parental and community attitudes towards the value of education are improved	
• Improvement in parental and community attitudes on the value of education for all children, including girls, boys, children with disabilities, and other stigmatised or disadvantaged children	The VSO quality scale for education services quality area on community engagement includes a scale on parental and community sensitisation on the value of education.
• # of local community leaders promoting awareness raising messages about the value of education for girls and boys	Reports and records of action taken by community leaders
<mark>Are other indicators and tools used by organisations to capture parents' support for</mark>	

education, for instance around:
- ==Children's views on parents' support to equal education and learning==
- ==Parental literacy rates==
- ==Parental views on disabled/albino children==
- ==Mothers' involvement in supporting education==

For more indicators on parent/caregiver ability to afford to educate their children see paper on markets and livelihoods

Outcome 6b: Communities actively support and participate in children's education	
Indicators	Tools
Children have safe access to school • # and % of children who have a safe journey to school • # and % of children who did not go to school because they were afraid/ felt unsafe due to violence in the past x months ==We are looking for further indicators on safe routes to school and community participation in ensuring safe routes to school==	Surveys and focus groups with children and parents/caregivers Surveys and focus groups with children and parents/caregivers, UNICEF's manual for the Measurement of Indicators of violence against Children guidance and tools for indicator 11
Parents and communities support and participate in school development • # and % of community members making contributions towards the development of the school, disaggregated by type of support (could include financial contributions, attending PTA meetings, providing teaching support etc.) • # and % of parents, teachers and head-teachers report improved interaction and support between school and community • # and description of school events and decision making activities with parent and community involvement • # of community based organisations taking action on school related issues and description of actions	Surveys and focus groups with parents, teachers and school managers. Evidence and descriptions of the support community members have provided to the school. Save the Children learning environments guiding principle 4: parents and communities are actively involved in education. Surveys, interviews and focus groups with teachers, head teachers, and parents. List and description of events with parent and community involvement Children in Crisis community meeting form asks what school matters are discussed in community meetings and the level of community engagement in these issues. Focus group discussions and interviews with members of community based organisations.
School committees exist and function • # and % of schools with a Parent Teacher Association (PTA) • # and % of Parent Teacher Associations that are active and fully functioning • # and % of schools with a School management committee (SMC) • # and % of School Management committees that are active and fully functioning	The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the existence and functioning of the PTA. Meeting minutes of the PTA, evidence of activities. The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the existence and functioning of the SMC. Meeting minutes of the SMC, evidence of activities.

• # and % of schools where the roles and responsibilities of school committees are clearly defined	The Plan UK school equality scorecard *Section 1: School management*
• # and % of schools where school management have played their roles and fulfilled their tasks effectively	The Plan UK school equality scorecard *Section 1: School management*
• # and % of schools where PTA/SMC is meaningfully changing the policies and practice of the school	Evidence of changes that have occurred as a result of the PTA/SMC activities.
• # and % of schools where physical improvements to school infrastructure have been undertaken as a direct result of school committee led activities	Evidence that improvements to school infrastructure have been undertaken by school committees
• PTA (parents and teachers) perceiving PTA as functioning and feel they have ability to influence the school	Interviews and focus groups with parents and teachers
School committees are representative of communities	
• % of members of the Parent Teacher Association (PTA) from marginalised groups (including women)	The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the representativeness of the PTA.
• % of members of the School management committee (SMC) from marginalised groups (including women)	The ActionAid/Right to Education indicators and form for *section 9: right to transparent and accountable schools* covers the representativeness of the SMC.
• Improvement in level of teacher participation and voice in school management	VSO Quality Scale for education services: scale on teacher participation and voice
• Representatives from minority/marginalised groups feel heard and able to influence school management and policies	VSO Quality Scale for education: scale on representation and inclusion in PTAs/SMCs and participation and voice in education management

Outcome 6c: CSOs support and advocate for improved education for all	
Indicators	Tools
For indicators and tools on the capacity, activities and performance of supported CSOs see the paper on *Assessing Effectiveness in the Capacity Development of Organisations and Institutions,* and the paper on *Assessing Effectiveness in Governance and Accountability,* domain of change 4 on 'Civil Society Organisations are Strong, Accountable and Effective'	For indicators and tools on the capacity, activities and performance of supported CSOs see the paper on *Assessing Effectiveness in the Capacity Development of Organisations and Institutions,* and the paper on *Assessing Effectiveness in Governance and Accountability,* domain of change 4 on 'Civil Society Organisations are Strong, Accountable and Effective'

3.3. Guide to Using Specific Tools

Tool	What does it cover	What kind of tool is it	Which Improve It outcomes can it measure
CAFOD/Chiristian Aid/Trocaire toolkit on Monitoring Government policies: tool 14 on assessing budget priority, p 62	A tool for assessing how government allocation to or spending on a particular policy or programme is prioritised against other functions	A basic template and process guide for assessing how government allocation to or spending on a particular policy or programme is prioritised against other functions and mapping this information into a graph	2b: Adequate resources are allocated for the provision of quality education for all
Childinfo.org guide to methodology for calculating education indicators	Dropout, enrolment, attendance, survival rates, school life expectancy, school completion rates, grade repetition rates, intake rates, gender parity, student teacher ratios.	A very basic guide to methodology used by the UN for calculating a range of education indicators	1: All children access quality education where they learn useful knowledge and skills
Children in Crisis classroom observation form	Lesson planning and content, use of teaching techniques, quality of classroom environment, student participation and comprehension.	An observer observes a lesson and fills out the form, scoring the teacher at a level across 13 different indicators. There are short descriptions of each level.	4a: Teaching is high quality, child friendly and child-centred;
Children in Crisis community meeting form	Level of involvement of community members in school related issues, attitudes of community members towards girls' access to school and discipline in school.	A questionnaire with some open and some multiple choice questions to be used at a community meeting.	6a: Mothers, fathers and other caregivers support all their children to access education; 6b: Communities actively support and participate in children's education
Children in Crisis focus group with children questions	One guide looks at what children think is good and bad about their school environment, what they would like changed, what makes children happy and unhappy, what their typical day is like. One guide looks at children's homelife, why children are not in school, and child friendly teaching and school environments.	A short list of sample questions and activities for focus groups with school children	Outcome 3c: Infrastructure, teachers and resources are in place to support education; 3d: Schools are safe, healthy and accessible environments for all children
Children in Crisis focus group with parents questions	Socio-economic situation of households, why parents think education is important, whether they support their children to study at home, whether they are satisfied with their children's learning.	A list of questions for focus groups with parents.	6a: Mothers, fathers and other caregivers support all their children to access education;

Children in Crisis school profiling form	School structure, facilities, quality of classroom environment, accessibility, and presence of girls' clubs and training PTA.	One side checklist.	3d: Schools are safe, healthy and accessible environments for all children
Children in Crisis supplementary questions on school enrolment and children out of school	Changes in school enrolment and numbers of out of school children, and reasons for difference.	A set of open ended questions that can be asked to headteachers, teachers, community members and children	1: All children access quality education where they learn useful knowledge and skills
Crisis Action Evidence of Change Journal	Used to log results that occur as a result of campaigns, what campaign outputs and outcomes they are linked to, and what the organisation's contribution was to the change.	For each result the linked activities, outputs, outcomes and the organisation's contribution to change are logged in a table.	2a: Laws, policies and practices are in place that support quality education that is accessible for all children
Early Grade Reading Assessment tool	This is a quick and simple tool to measure whether children can read with comprehension at 45 words per minute. For more information see *"A Compendium of Indicators for Measuring Child Well-being Outcomes"*, published by World Vision, April 2011.	It is designed for use with children who have had two years of schooling (for example; late in Grade 2 or early Grade 3). It is designed for use with children who are in school and learning. The reading passage needs to be developed in each country in collaboration with an education expert and/or Ministry of Education, to ensure the passage is appropriate for the context and contains the key words children should have learned by the end of Grade 2. They provide some consistent measure of learning that can be summarised or compared across different schools, regions, countries etc.	1: All children access quality education where they learn useful knowledge and skills
Functional Literacy Assessment Tool (FLAT)	A Functional Literacy Assessment Tool (FLAT) is a simple and cost-effective tool designed to measure foundational reading skills. The original example is the Pratham-Aser tool developed in India.	Each child does a short series of increasingly difficult reading tests (starting with letters, and moving up onto words and sentences). The tests have to be adapted for local languages and contexts, and have been used by World Vision and Save the Children UK. They provide some consistent measure of learning that can be summarised or compared across different schools,	1: All children access quality education where they learn useful knowledge and skills

			regions, countries etc.	
International Labour Organisation SIMPOC questionnaire	Type and extent of child labour undertaken by children in the household and their reasons for learning, alongside economic status of household, level of education of household members, and reasons for exiting education.	A household survey with sets of questions for caregivers and children	1: All children access quality education where they learn useful knowledge and skills
MANGO's Financial Management Health check	Assesses financial management across six sections: planning and budgeting; basic accounting systems; financial reporting; internal controls; grant management; and staffing. For each section there are about ten indicators.	For each indicator organisations score themselves as 0 (This is not in place, or is not true or does not happen), 1(Close to 0, but not that poor), 4 (Close to 5 but not quite there), or 5 (Our practice is totally in accordance in with the statement).	Outcome 3b: School managers access, manage, and deploy resources in an effective and transparent way
Plan UK School Equality Scorecard (still in pilot)	Seven key areas which make a school child-friendly: school management; quality of education; promotion of gender equality and girls' roles; counselling and other services; mainstreaming of key messages in schools; sanitation, health and decoration; child rights, safety and violence.	Tool is still being piloted. It rates several indicators from 1 (poor) to 5 (very good) in each of the key areas.	3a: School management committees exist and manage schools effectively; 3d: Schools are safe and healthy environments for girls and boys; 4e: Teaching supports equality and empowerment; Outcome 5b: Children participate in their own and others' learning
Plan UK's Girl and Boy friendly schools monitoring tool	Whether schools meet criteria for being child-friendly, using criteria identified by boys and girls.	Scorecards with criteria developed by boys and girls (working separately) and scored on a scale of 1-5 by boys, girls, parents, teachers and community groups.	3d: Schools are safe and child-friendly environments for all children
Progressio Portfolio of evidence	Presents a summary of evidence coming from outside the organisation that advocacy objectives have been achieved and that Progressio and the partner have played a demonstrable role. The portfolio should include a mix of verbal material, written material, legal or treaty material, budgetary material, and media.	Should be used together with the Participatory and Transparency tool to provide evidence to back up the stated changes. A maximum of ten pieces of evidence should be used demonstrate each of the following: outputs, short and medium term outcomes, and long term outcomes and impact.	2a: Laws, policies and practices are in place that support quality education that is accessible for all children
Save the children advocacy measurement tool	A record of advocacy activities including level at which advocacy took place (eg. national/local),	A spreadsheet where information on each question can be stored by	2a: Laws, policies and practices are in place that support quality education

	what it was advocating for (eg. change in policy, change in budget), level of Save the Children involvement, how advocacy was carried out, results and challenges, and funding and timeframe.	programme staff.	that is accessible for all children
Save the Children Quality Learning Environments tool	An assessment tool scoring schools from 1-4 across a range of indicators divided into four guiding principles: Meeting the emotional and psychological needs of learners; Protecting children's physical well-being; Encouraging and supporting active engagement for learners, child centred teaching and improved learning outcomes of all learners; Parents and local communities are actively involved in planning, decision-making and action to improve education.	Schools are scored from 1 (indicator is not at all achieved) to 4 (indicator is exceeded) for several indicators in each guiding principle.	3c: Teachers, resources, and infrastructure are in place to support education; 3d: Schools are safe and healthy environments for girls and boys; 4a: Teaching is high quality, child friendly and child-centred; 4b: Teachers deliver a full allocation of lessons; Outcome 5a: Children participate meaningfully in decisions that affect their education; 6b: Communities actively support and participate in children's education
Save the Children's Guiding Principles for Home Environments	An assessment tool rating parents from 1-4 on the way they support and protect children across three areas: physical wellbeing; emotional and psychological needs and child development. A fourth area can be added and adapted as necessary.	Households are scored from 1 (indicator is not at all achieved) to 4 (indicator is exceeded) for several indicators in each guiding principle.	6: Communities actively support the education of all children
Transparency International – Policy scale	Identifies seven stages of policy changes (no change, change in discourse, policy development, policy adoptions, implementation, enforcement, change in culture), and the indicators that provide evidence of policy change at each level.	Used to rate the stage of policy or practice change currently occurring.	2a: Laws, policies and practices are in place that support quality education that is accessible for all children
ActionAid/Right to Education indicators and questions	Produced by the ActionAid/Right to Education campaign in partnership with ActionAid, these are a set of forms and questionnaires that can be used to monitor the ten rights identified in the charter on promoting rights in schools: The right to free and compulsory education, to non-discrimination, to adequate infrastructure, to	A set of ten surveys to be filled in in participative community meetings	1: All children access quality education where they learn useful knowledge and skills; 3: Schools are well managed, safe and well resourced; 4: All children receive their full allocation of high quality teaching; 5: All children participate in their education and in

	quality trained teachers, to a safe and non-violent environment, to relevant education, to know your rights, to participate, to transparent and accountable schools, and to quality learning.		school life; 6: Communities actively support the education of all children
UNESCO: calculating and using net enrolment rate as an indicator	Guidance from UNESCO on calculating net enrolment rate, and the limitations of the indicator.	Not a data collection tool, but guidance on collecting and calculating data for a key indicator.	1: All children access quality education where they learn useful knowledge and skills;
UNESCO: calculating and using primary completion rate as an indicator	Guidance from UNESCO on calculating primary completion rate, and the limitations of the indicator.	Not a data collection tool, but guidance on collecting and calculating data for a key indicator.	1: All children access quality education where they learn useful knowledge and skills;
UNICEF advocacy toolkit, section 8: working with children and young people in advocacy, tool 23 on the involvement of children in all stages of advocacy (p108)	Assesses the involvement of children in advocacy in the four stages of the programme cycle: planning, implementation, monitoring, and evaluation.	For each stage children's level of involvement is identified as one of five progressive levels: children are informed; children are consulted; children provide inputs; children are equal partners; children play a leading role. There is a description of what children's involvement looks like at each level.	5a: Children participate meaningfully in decisions that affect their education
UNICEF formal care indicators manual: policy analysis tools	A set of policy tools for looking at the quality of policy and law on mechanisms in formal care systems, including: prevention of separation of children and families; preference for placement of children in family-based care; use of institutionalisation as a last resort; child and youth involvement in placement decisions; existence of complaints mechanisms; existence and quality of registration and inspection mechanisms.	The policy analysis tools breaks down the key elements of mechanisms that should exist in a formal care system, and whether they exist in law and/or in policy.	2a: Laws, policies and practices are in place that support quality education that is accessible for all children
UNICEF manual for the Measurement of Indicators of violence against Children	Includes guidance and tools for measuring two key indicators on education: Indicator 11: Proportion of children who skipped school because they were afraid/felt unsafe to go to school due to violence in the last 12 months and Indicator 12: Percentage of schools with	Not a data collection tool, but guidance on collecting and calculating data for two key indicators.	3d: Schools are safe and healthy environments for girls and boys; 6b: Communities actively support and participate in children's education

	protective school policies in place		
[UNICEF Multiple Indicator Cluster Survey 4 household survey](#)- **Child labour section**	Type of labour, including paid work, unpaid work and household chores done by children in the household, and length of time child spent doing each type of labour.	A household survey with a list of questions to be asked to an individual household representative. Can be used by organisations to collect their own data, or they can access the country level data collected by UNICEF.	1: All children access quality education where they learn useful knowledge and skills
[UNICEF Multiple Indicator Cluster Survey 4 household survey](#)- **Education section**	Children's attendance at school, highest level of education reached, grade achieved in the last school year.	A household survey with a list of questions to be asked to an individual household representative. Can be used by organisations to collect their own data, or they can access the country level data collected by UNICEF.	1: All children access quality education where they learn useful knowledge and skills
VSO quality scales for education services	Cover three areas of quality: education management; community engagement; and teaching and learning.	Education services, schools or CSOs can rate themselves on a scale of 1-4 for a number of indicators in each area of quality. The scales provide a description of what an education service should be doing to achieve each level.	2c: Performance in education is monitored at a national and local level; 3a: School management committees exist and manage schools effectively; 3b: School managers access, manage, and deploy resources in an effective and transparent way; 3c: Teachers, resources, and infrastructure are in place to support education; 4a: Teaching is high quality, child friendly and child-centred; 4b: Teachers deliver a full allocation of lessons; 4c: Teachers are trained and supported to deliver high quality teaching; 6a: Mothers, fathers and other caregivers support all their children to access education; 6b: Communities actively support and participate in children's education
VSO – Advocacy Success scale	Key inputs and outputs that can be measured at each of the different stages of advocacy work, through from planning to policy change.	The tool identifies eight stages of successful advocacy work and two or three key inputs and outputs that can be measured at each stage.	2a: Laws, policies and practices are in place that support quality education that is accessible for all children
WaterAid – The Advocacy Scrapbook	Used to log occurrences where an advocacy activity has had an impact and level of the	For each impact the activity that led to change, the change objective, desired	2a: Laws, policies and practices are in place that support quality education

	organisation's contribution.	outcome, level and justification of the organisation's contribution, potential counterfactuals, challenges, learning and source of information are logged in a table.	that is accessible for all children
World Vision Youth Healthy Behaviour Survey on HIV/AIDS	Young people's knowledge, attitudes and behaviour around HIV/AIDS.	A survey designed to be used with an individual young person from 12-18, which asks a range of questions on their knowledge, attitudes and behaviour around HIV/AIDS.	4d: The curriculum is relevant and appropriate
World Vision Foundation and Essential Life Skills Assessment (FELSA) tool	It is designed to look at life skills areas such as physical, social, cognitive, and emotional foundational life skill domains (younger children), and physical perceptions and coordination, communication, critical thinking and emotional management essential life skills (older children)	Developed by World Vision adapted from three frameworks for understanding the evolution of cognitive, physical, social and emotional development in childhood: sensory integration which represents brain maturity; Guilford's Structure of the Intellect; and psychomotor development – a combination of cognitive and emotional intelligence to use the body to express intention.	1: All children access quality education where they learn useful knowledge and skills