

# **Assessing effectiveness in education**

**Thematic paper – draft for consultation**

**March 2012**

# 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 and World Vision

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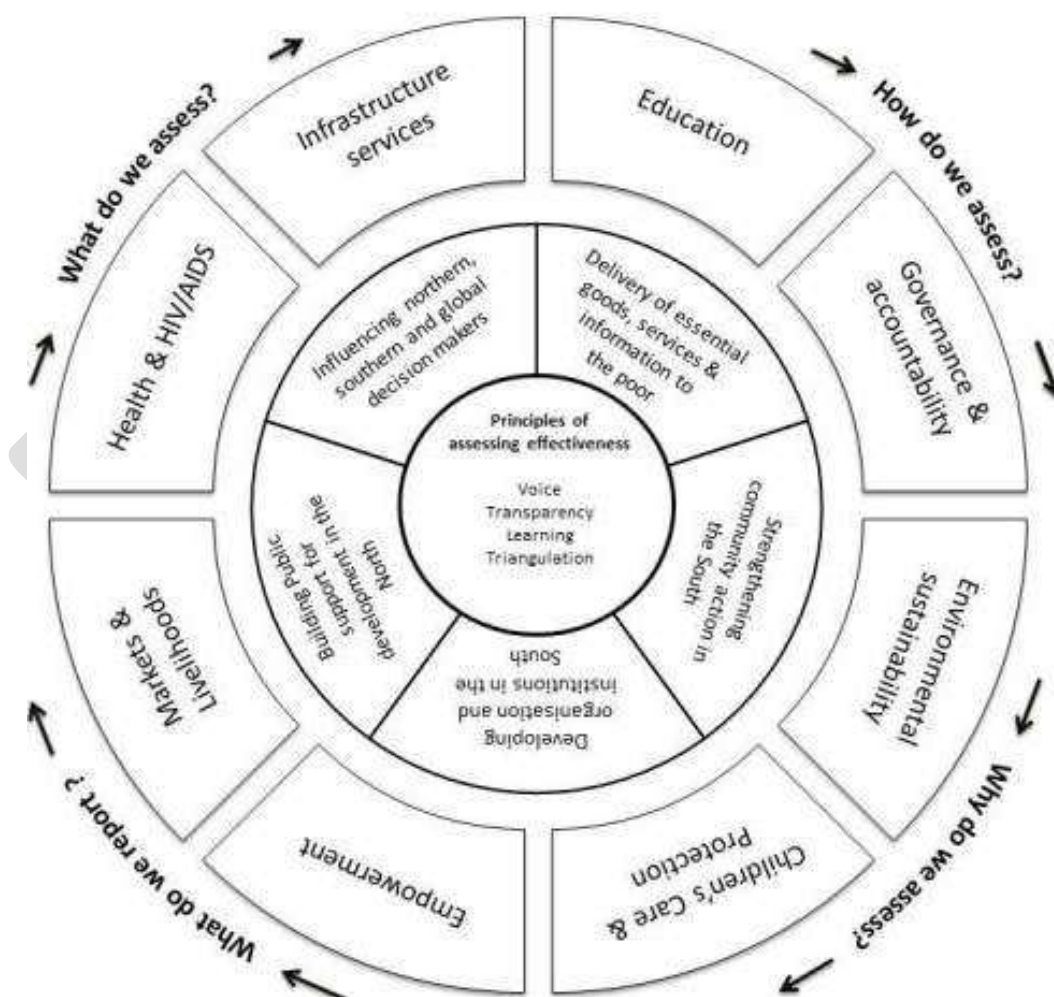
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# 1. Background to the Improve It Framework

## 1.1. What is it?

Since 2008, the Bond Effectiveness Programme has been working to support UK NGOs<sup>1</sup> 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.



<sup>1</sup> 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.**

While individual organisations need to be able to tell a robust story of their contribution to change, the same robust and consistent narrative needs to be built at sector level. **We need to be able to talk about the collective contributions of UK NGOs as well as our individual contributions.** Identifying common areas of change, encouraging greater convergence of data collection methods, and identifying indicators that while flexible give clarity around what should be measured, will support greater harmonisation in how the sector communicates its added value and evidences its effectiveness.

<b>The Improve It Framework: myth busting</b>	
<b>What the Improve It Framework IS going to do</b>	<b>What the Improve It Framework IS NOT going to do</b>
Provide a <b>collective resource</b> 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 <b>greater harmonisation and consistency</b> where appropriate
Promote <b>shared approaches</b> to assessing effectiveness where appropriate	Offer an 'off the shelf' answer to measuring effectiveness. It will provide a <b>common starting point</b> for all UK NGOs. Individual agencies will need to make it relevant to their context
Provide UK NGOs with practical <b>tools to be able to tell a more robust story</b> of how they are contributing to social change	Produce an encyclopaedia of indicators and tools. There will be an element of <b>prioritisation</b> in what is presented in the final framework
Continue to evolve even once it is complete in April 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 <b>60%</b> of itself in the Framework that is ' <b>good enough</b> '

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

The development of the Improve It Framework is currently being taken forward by over 155 people from more than 70 UK NGOs. Bond, NIDOS and Cada members and UK based Comic Relief grantees are engaging through eight thematic task groups. Work started in Jan 2011 and will continue until July 2012. This paper is an important contribution to the process presenting a **mapping and**

**synthesis** of how the UK NGOs currently understand change and their approaches to evidencing it in one of the thematic areas: education.

The paper is not meant to offer a definitive position. **Its purpose is rather to surface the commonalities in NGO approaches to education programmes 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 a few words of advice: each NGO will have its own understanding of how change happens in relation to supporting children to access and learn through education. Their strategies will reflect this understanding and take into account the organisation's own vision, mission, mandate and capacity. In this respect, this paper is not meant to be normative or provide an "off the shelf" planning document for education programmes; it should be used to **support and inform** organisation planning and monitoring and evaluation strategies in countries of operation and as **component parts** of the larger organisation learning and accountability processes.

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?**

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 from page 11).

The draft Domains of Change Frameworks and common indicators were discussed, improved and validated at a consultation workshop in September 2011 with over 70 members from the eight task groups, through written feedback, and at smaller workshops in December 2011. Based on this feedback, further iterations of the Framework were made.

#### **1.5. How will the process be moving forward?**

- **Jan– May 2012:** thematic task groups work with Bond to revise and finalise the background papers, agree the Domains of Change Frameworks and identify the indicator and data collection methods to be included in the final Improve It Framework
- **Jan – May 2012:** Consultation with UK NGOs on each of the five ways of working and the development of background papers on assessing effectiveness in each area
- **February 2012:** Publication of the eight draft papers for the thematic areas
- **April** – Development of the first complete version of the Improve It Framework that brings together the five ways of working and eight thematic areas
- **July** – Launch of the Improve It Framework as an online tool

## 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 children's protection and care 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 organisations mission, values, niche and the context in which they are working.

Some of the main points to note:

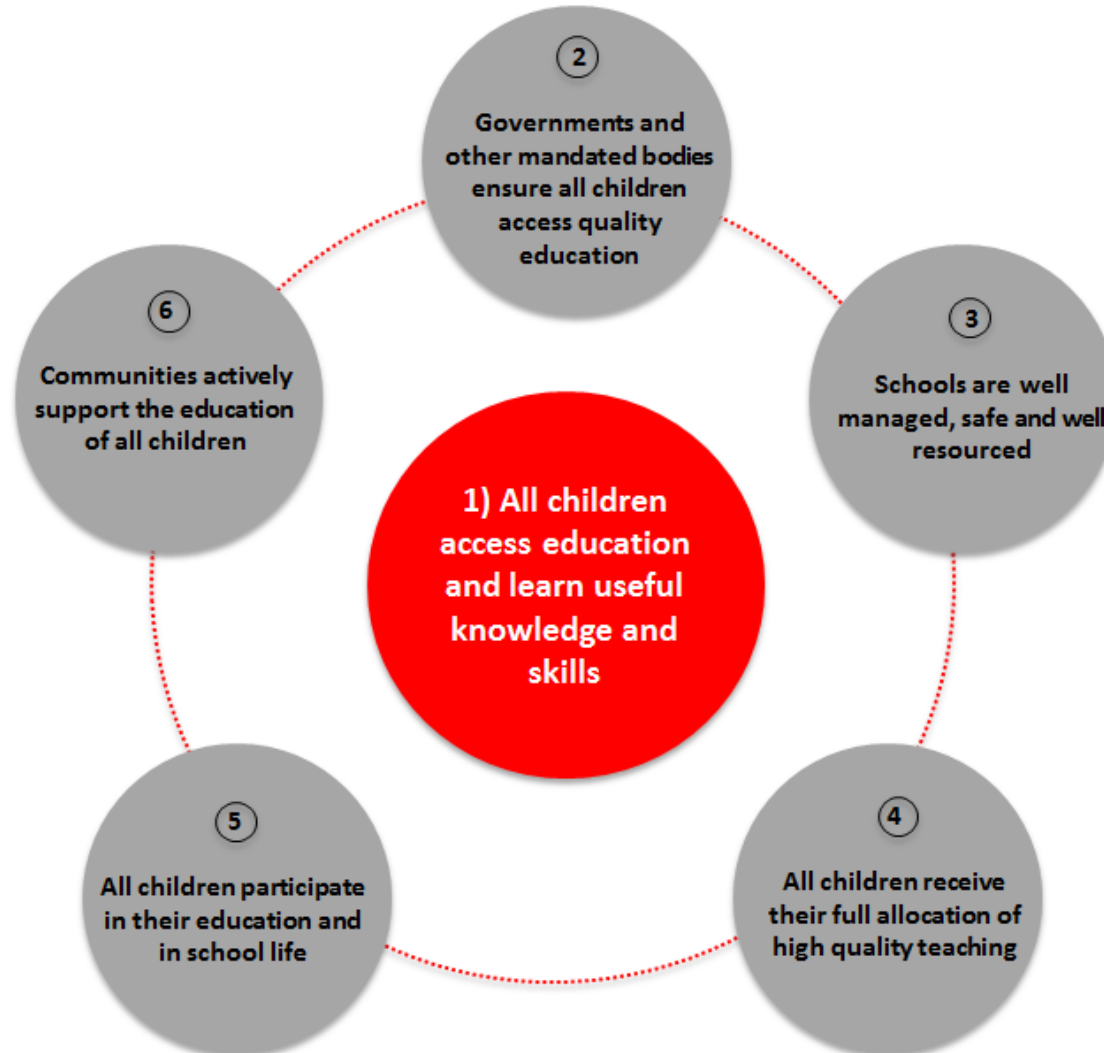
In the Education sector, there is broad agreement across NGOs as to what changes need to take place in order for education goals to be realised. Different agencies stress the following points:

- 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, special needs, PLWA, 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 primary education. Education programmes need to be designed to respond to their needs

## Domains of Change Framework for Education

Outcomes		
a) Laws, policies and practices are in place that support quality education that is affordable and 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 regional level

Outcomes
a) Mothers, fathers and other 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
b) School managers access, manage, and deploy resources in an effective and transparent way
c) Teachers, resources and infrastructure are in place to support education
d) Schools are safe and healthy environments for girls and boys

Outcomes
a) Children participate in decisions that affect their education
b) Children participate in their own and others' learning
c) Children have a positive attitude towards education

Outcomes
a) Teaching is high quality, child-centred and child-friendly
b) Teachers deliver a full allocation of lessons
c) Teachers are trained to deliver high quality teaching
d) The curriculum is relevant and appropriate
e) Teaching supports equality and empowerment



### 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 perhaps the change was due to some special factor that was more prevalent in the project schools than in other schools in the area: eg. perhaps the NGO only worked with schools that self selected to work with them and more open to change.

### **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, marginalised groups, and people living with HIV&AIDS, 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: All children access education and learn useful knowledge and skills	
Indicators	Tools
<p>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.</p> <p><b>Barriers to access</b></p> <ul style="list-style-type: none"> <li>• Reasons given for not enrolling in school</li> <li>• # and % of children or caregivers that cite a particular reason as a contributory factor in non-enrolment</li> <li>• Reasons given for dropout from education</li> <li>• # and % of children or caregivers that cite a particular reason as a contributory factor for dropout from education</li> </ul> <p><b>Physical barriers</b></p> <ul style="list-style-type: none"> <li>• Average distance (km) to primary or secondary school</li> <li>• Average time spent on travelling to and from schools</li> </ul> <p><b>Economic barriers</b></p> <ul style="list-style-type: none"> <li>• Cost of tuition fees for primary/secondary education</li> <li>• 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)</li> <li>• % Household expenditure on primary/secondary education</li> <li>• # (and description) of reports by children/parents of official/unofficial fees acting as a barrier to access</li> <li>• # of fee waiver/ cash transfer/ scholarships accessed by children from low-income groups</li> </ul> <p><b>Legal barriers</b></p> <ul style="list-style-type: none"> <li>• Do children have to present a birth certificate to enrol in schools?</li> </ul>	<p>The Right to Education indicators and form for <i>section 1: right to free and compulsory education</i> covers costs of school and numbers of children out of education (disaggregated by gender, age, and group). The indicators and form for <i>section 2: right to non-discrimination</i> covers access to school and discrimination against lower caste and disabled children. The indicators and form for <i>section 3: right to adequate infrastructure</i> covers distances and time taken to travel to school.</p>

<p><b>Number of children accessing different levels of education</b></p> <ul style="list-style-type: none"> <li>• Net enrolment rate in primary or secondary education</li> <li>• Gross enrolment rate in primary or secondary education</li> <li>• % of students present in school on a given number of days during the year</li> <li>• # and/or % of children in target populations that are (or are not) enrolled in primary schools</li> <li>• Ratio of boys to girls in primary / secondary education</li> </ul> <p><b>Completion/dropout rates</b></p> <ul style="list-style-type: none"> <li>• # and % of pupils starting grade 1 who reach last grade of primary school</li> <li>• # and % of children transiting from primary institutions to secondary institutions</li> <li>• # and % of children completing a year of lower secondary education</li> <li>• # and % of pupils starting grade 1 that finish secondary school</li> <li>• # and % of children that drop out each year by grade</li> </ul> <p><b>Children learn useful knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• % of children who enrol in grade 1 who pass their primary school leaving exam</li> <li>• # and % of children who take the exam passing primary school leaving exam</li> <li>• # and % of children obtaining a minimum secondary school qualification</li> <li>• Ratio of boys to girls who pass examinations</li> <li>• Pass rate per grade in supported schools (or % of children passing exams per grade)</li> <li>• Repetition rates by grade in supported schools (or % of children that have to repeat a year per grade)</li> <li>• # 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</li> <li>• % 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</li> <li>• % 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</li> <li>• # and % of children in grade X able to name 4 or more letters correctly</li> <li>• # and % of children in grade X able to read/decode 4 out of 5 words correctly</li> <li>• % of 15-24 year-olds, women and men that are literate (or numerate)</li> </ul>	<p>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. Save the Children uses a system of spot checks to capture attendance rates, which are notoriously difficult to assess.</p> <p>Indicators on retention 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</p> <p>The Right to Education indicators and form for <i>section 10: right to quality learning</i> covers children's performance in exams, transition from primary to secondary school, parents support for children's school work, and time spent in school and recreation.</p> <p>Save the Children and World Vision are currently piloting tools (FLAT and EGRA – see below) 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</p> <p>This is an MDG indicator. It relies on a standard definition of what constitutes literacy or numeracy.</p>
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<ul style="list-style-type: none"> <li>• % 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</li> <li>• % of parents/caregivers that are 'very satisfied' or 'satisfied' with learning outcomes</li> </ul> <p><b>Utility of skills in employment</b></p> <ul style="list-style-type: none"> <li>• # and % of students using learning in employment / other x years after finishing education</li> <li>• # and % of students who transition from education into employment</li> <li>• Perceptions of relevance of education to requirements in the formal or informal employment sector</li> </ul>	<p>FELSA tool</p> <p>Tracer or tracker studies are conducted some time after education is completed, and allow for an assessment of how learning is being used after education has been completed.</p>
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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 affordable and accessible for all children	
Indicators	Tools
<p>Improve and refine these indicators to reflect the key policies a government should have in place on education:</p> <ul style="list-style-type: none"> <li>• Free education (at least at primary level)</li> <li>• No violence/abuse in or on the way to school</li> <li>• All children at school</li> <li>• Special provision to ensure that marginalised children are at school</li> <li>• Appropriate curriculum</li> <li>• Payment and motivation for teachers</li> </ul> <ul style="list-style-type: none"> <li>• # and description of policy changes addressing violence in schools and child protection</li> <li>• # of new policies and guidelines developed to abolish corporal punishment in schools</li> <li>• # of new policies developed promoting the abolition of school user fees</li> <li>• # of new policies developed promoting increased financing of education</li> <li>• # of new policies developed promoting more flexible delivery of the curricula</li> </ul>	<p>For a list of normative international frameworks on the right to education see <a href="http://www.right-to-education.org/node/966">http://www.right-to-education.org/node/966</a></p> <p><b>Advocacy tools- see influencing decision makers paper</b></p>

<ul style="list-style-type: none"> <li># of education policies, new or revised, at international, national and local level, that are more gender-responsive and/or aim to reduce violence against girls in school</li> </ul>	
<b>Outcome 2b: Adequate resources are allocated for the provision of quality education for all</b>	
Indicators	Tools
<p><b>Level of resources provided for education</b></p> <ul style="list-style-type: none"> <li>% of total government spending on education as a percentage of total government spending disaggregated by levels of education</li> <li>Public current expenditure on primary education per pupil, as a percentage of total public expenditure on education</li> </ul> <p><b>Disaggregation of spending on education</b></p> <ul style="list-style-type: none"> <li>% Educational expenditure allocated to: teachers' salary, other school staff, infrastructure, teaching materials, transportation, meals, health care, other</li> <li>% of national and regional funding specifically allocated to improve marginalised children's access to basic education</li> </ul> <p><b>Timely disbursement of funds</b></p> <ul style="list-style-type: none"> <li>% of schools where the allocated budget arrives at the school</li> <li>% of schools where the allocated budget arrives in a timely manner</li> </ul> <p>Try and include an indicator here on teachers recruited and trained?</p>	
<b>Outcome 2c: Performance in education is monitored at a national and regional level</b>	
Indicators	Tools
<ul style="list-style-type: none"> <li>Evidence that 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</li> </ul> <p>Are there other indicators around education monitoring and inspection?</p>	<p>The VSO quality scale for education services quality area on education management includes a scale on Education Management Information System data collection.</p>

**Domain 3: Schools are well managed, safe and well resourced**

**Outcome 3a: School management committees exist and manage schools**

Indicators	Tools
<p><b>School committees exist and function</b></p> <ul style="list-style-type: none"> <li>• # and % of schools with a Parent Teacher Association (PTA)</li> <li>• Level of activity of the Parent Teacher Association (PTA)</li> <li>• # and % of schools with a School management committee (SMC)</li> <li>• Level of activity of the School management committee (SMC)</li> <li>• # and % of schools where the roles and responsibilities of school committees are clearly defined</li> <li>• # and % of schools where school management have played their roles and fulfilled their tasks effectively</li> <li>• Evidence that the participation of parents in the PTA/SMC is meaningfully changing the policies and practice of the school</li> </ul> <p><b>School management is representative</b></p> <ul style="list-style-type: none"> <li>• # and % of schools with women in the composition of school management (principal and/or deputy principal)</li> <li>• Improvement in teacher participation and voice in school management</li> <li>• % of members of the Parent Teacher Association (PTA) from marginalised groups (including women)</li> <li>• % of members of the School management committee (SMC) from marginalised groups (including women)</li> </ul> <p><b>Use of School Development Plans</b></p> <ul style="list-style-type: none"> <li>• # and % of School Development Plans developed</li> <li>• # and % of School Development Plans in use</li> <li>• # and % of School Development Plans that have achieved x% of their targets</li> </ul> <p><b>Capacity of education managers</b></p> <ul style="list-style-type: none"> <li>• Improved capacity of head teachers and other education managers to supervise and support teachers</li> </ul> <p><b>School records are kept</b></p> <ul style="list-style-type: none"> <li>• # and % of schools with student attendant lists</li> <li>• # and % of schools with follow-up records on student performance</li> </ul>	<p>The Right to Education indicators and form for <i>section 9: right to transparent and accountable schools</i> covers the functioning and representativeness of the PTA, the functioning and representativeness of the SMC, the monitoring of the school budget and the inspections and review of the school's performance.</p> <p>The Plan UK child friendly tool <i>Section 1: School management</i></p> <p>The VSO quality scale for education services quality areas on education management and community engagement includes scales on: teacher participation and voice; gender equality in education management; school improvement plans; collaboration with education authorities and other education bodies; representation and inclusion in PTAs/SMCs; and participation and voice in education management.</p> <p>The VSO quality scale for education services quality area on education management: scale on adequate supervision/support for teachers.</p>
Indicators	Tools

**Outcome 3b: School managers access, manage, and deploy resources in an effective and transparent way**

<p><b>Access to budgets</b></p> <ul style="list-style-type: none"> <li>• % of schools where the allocated budget arrives at the school</li> <li>• % of schools where the allocated budget arrives in a timely manner</li> </ul> <p><b>Access to material resources</b></p> <ul style="list-style-type: none"> <li>• Improvement in timely access to relevant material resources</li> </ul> <p><b>Community monitoring and participation</b></p> <ul style="list-style-type: none"> <li>• # and % of schools which make school budgets publically available for community monitoring</li> <li>• # 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</li> <li>• Evidence of active involvement of parents and community groups in school budget tracking</li> </ul>	<p>The Right to Education indicators and form for <i>section 9: right to transparent and accountable schools</i> covers the functioning and representativeness of the PTA, the functioning and representativeness of the SMC, the monitoring of the school budget and the inspections and review of the school’s performance.</p> <p>The VSO quality scale for education services quality areas on education management includes a scale on: access to material resources</p>
<p><b>Outcome 3c: Teachers, resources, and infrastructure are in place to support education</b></p>	
<p>Indicators</p>	<p>Tools</p>
<p><i>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, these would count as output indicators</i></p> <p><b>Physical infrastructure</b></p> <ul style="list-style-type: none"> <li>• # and % of schools with buildings reported in good shape, including: an adequate number of well-appointed classrooms (sufficient blackboard, tables, desks, chairs and space per class), an adequate number of sanitation facilities for boys and girls, access to adequate clean drinking water, electricity, ventilation and light, fire exits and first aid kit, medical assistance, canteens, recreational facilities, sufficient recreation ground, other</li> <li>• # and % of schools that have access and facilities for children with disabilities and description of facilities</li> <li>• # and % of schools with library, computer facilities and information technology</li> <li>• # and % of schools meeting nationally defined standards for infrastructure provision</li> </ul> <p><b>Availability of classrooms</b></p> <ul style="list-style-type: none"> <li>• Average ratio of students to classrooms</li> </ul>	<p>The Right to Education indicators and form for <i>section 3: Right to adequate infrastructure</i> covers availability and condition of classrooms, facilities in classrooms, sanitation facilities, and infrastructure for children with disabilities. The indicators and form for <i>section 4: Right to quality trained teachers</i> covers number of teachers, level of qualification and experience of teachers, teacher payment and hiring practices, and teachers’ rights and incentives.</p> <p>Save the Children’s Guiding Principles for Quality Learning Environment’s <i>Guiding Principle 2: Children’s physical wellbeing</i> covers safe space for learning and playing, adequate sanitation facilities, locality of schools, and participation in health promotion programmes.</p> <p>The VSO quality scale for education services quality areas on education management includes scales on: access to material resources and human resource allocation.</p>



<ul style="list-style-type: none"> <li>• # and % of schools with different grades in one classroom</li> <li>• # and % of schools with a double-shift system</li> <li>• Average hours per week that children learn in the classroom</li> </ul> <p><b>Teachers and teaching resources</b></p> <ul style="list-style-type: none"> <li>• Ratio of students to teachers</li> <li>• Ratio of students to trained teachers</li> <li>• Ratio of textbooks to children in key subject areas</li> <li>• # and % of teacher places that are unfilled (or have been unfilled over the past x months)</li> <li>• % Schools providing individual support to children with (learning, behavioural or social) difficulties</li> <li>• % of teachers that are female</li> </ul> <p><b>Food and health care</b></p> <ul style="list-style-type: none"> <li>• % of primary/secondary schools where free meals are provided</li> <li>• % of primary/secondary schools where free health care services are provided</li> </ul>	
<b>Outcome 3d: Schools are safe and healthy environments for girls and boys</b>	
<b>Indicators</b>	<b>Tools</b>
<p><b>Violations of child rights</b></p> <ul style="list-style-type: none"> <li>• # and frequency of child rights violations in schools reported in supported schools. This includes instances of physical violence, sexual abuse, harassment, bullying, corporal punishment, public humiliation, and other.</li> <li>• % 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.</li> <li>• # and % of children who did not go to school because they were afraid/ felt unsafe due to violence in the past x months</li> </ul> <p><b>Child-friendly schools</b></p> <ul style="list-style-type: none"> <li>• # and % of schools with protective school policies in place</li> <li>• # and % of schools meeting locally agreed criteria for safe learning environment free of violence and exploitation</li> <li>• # of hours children have for breaks/play each day</li> <li>• # and % of children participating in health promotion programmes, such as deworming, nutritional supplements, growth monitoring and health education</li> <li>• # and % of children who know what to do in a case of victimization at school</li> </ul>	<p>The Right to Education indicators and form for <i>section 5: Right to a safe and non-violent environment</i> 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.</p> <p>In Save the Children’s Guiding Principles for Quality Learning Environments <i>Guiding Principle 1: Emotional and Psychological needs of learners</i> covers ensuring learning environments are free from violence and abuse and the training of teachers to support children in cases of violence and abuse. <i>Guiding Principle 2: Children’s physical wellbeing</i> covers safe space for learning and playing, adequate sanitation facilities, locality of schools, and participation in health promotion programmes. <i>Guiding Principle 3: Child centred teaching and improved learning outcomes</i> covers teacher training on child rights and protection, children’s participation in the learning process and in school activities and governance, teacher attendance, use of teaching materials, use of language, interaction with students (including marginalised students), development of lesson plans, and ongoing teacher training.</p> <p>UNICEF’s manual for the Measurement of Indicators of violence against Children guidance and tools for indicator 11: Children who skipped school due to violence,</p>

<p><b>“Girl-friendly schools”</b></p> <ul style="list-style-type: none"> <li>• # and % of schools reaching set criteria for “girl-friendly” schools</li> <li>• # and % of schools which has at least 50% of girl representatives in the children’s council</li> <li>• # and % of schools where boys and girls are given equal rights and opportunities to participate in every activity</li> <li>• # and % of schools where girls are encouraged to participate in sports and arts activities</li> <li>• # and % of schools where girls are encouraged to express and share their ideas and opinions</li> <li>• # and % of schools defined as “girl-friendly” by adolescent girl pupils</li> <li>• # and % of girls who perceive that violence has reduced in schools</li> <li>• # (and description) of incidents of gender-based violence / abuse</li> <li>• % pregnant girls expelled from school</li> <li>• Description of programmes to help girls to continue their education after pregnancy</li> <li>• % of teachers that are female</li> </ul> <p><b>Action taken to protect children</b></p> <ul style="list-style-type: none"> <li>• # (and description) of measures taken to ensure children (especially girls) have safe access to school (including the route to school)</li> <li>• % of schools with protective school policies in place (with descriptions of policies)</li> <li>• # and description of policy changes addressing violence in schools and child protection</li> <li>• # and description of mechanisms used to monitor and report abuse and violence in and around schools</li> <li>• # and % teachers trained to detect abuse and support students in cases of abuse</li> <li>• # and descriptions of actions taken on reported violence in and around schools</li> <li>• # and description of campaigns to combat abuse and violence in and around schools</li> </ul> <p>Indicators on safe routes to school and disaster reduction in schools?</p>	<p>indicator 12: school violence policy, and indicator 2: proportion of children who know what to do in a case of victimisation at home/school</p> <p>Plan UK’s child friendly school monitoring tool <i>section 3: Promotion of gender equality and girls’ roles</i></p> <p>Plan UK has used scorecards to measure whether schools are child-friendly, using criteria developed by boys and girls (working separately) and scored on a scale of 1-5 by boys, girls, parents, teachers and community groups.</p>
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**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
<p><b>Use of teaching methods</b></p> <ul style="list-style-type: none"> <li>• % of teachers using at least x different teaching methods in classes</li> <li>• % of trained teachers using child friendly, inclusive teaching methods when observed in the classroom</li> <li>• Examples of teachers using and applying training around child participation in classrooms</li> <li>• % teachers using visual aids and other teaching materials</li> <li>• % teachers asking individual questions and interacting with the children</li> <li>• % teachers who address children by name</li> <li>• % teachers who develop and follow lesson plans</li> <li>• % teachers who adapt lessons to the needs and abilities of learners in their classes (eg. learners with disabilities, language minorities, and traditionally excluded groups)</li> <li>• # and % of classrooms that are decorated with students' portfolios</li> </ul> <p><b>Teachers' attitudes to child-friendly teaching methods</b></p> <ul style="list-style-type: none"> <li>• # and % of teachers who accept violence against children as a means of discipline</li> </ul> <p><b>Children's views and behaviours</b></p> <ul style="list-style-type: none"> <li>• Children's views about changes in classroom methods and learning content in classrooms with trained teachers</li> <li>• Changes reported in children's behaviour in classrooms taught by teachers trained through [a programme]</li> <li>• Descriptions of how children are observed to participate actively in the learning process</li> </ul> <p><b>Support for integrating children with disabilities</b></p> <ul style="list-style-type: none"> <li>• Types of teaching support available to allow teachers to help children with disabilities to integrate into classes</li> </ul>	<p>In Save the Children's Guiding Principles for Quality Learning Environments <i>Guiding Principle 1: Emotional and Psychological needs of learners</i> covers ensuring learning environments are free from violence and abuse and the training of teachers to support children in cases of violence and abuse. <i>Guiding Principle 3: Child centred teaching and improved learning outcomes</i> covers teacher training on child rights and protection, children's participation in the learning process and in school activities and governance, teacher attendance, use of teaching materials, use of language, interaction with students (including marginalised students), development of lesson plans, and ongoing teacher training.</p> <p>The VSO quality scale for education services quality areas on teaching and learning includes scales on: inclusive practices/child-centred methodology; appropriate professional behaviour/appropriate forms of discipline; teacher motivation; in-service teacher training and continuing professional development.</p>

**Outcome 4b: Teachers deliver a full allocation of lessons**

Indicators	Tools
<p><b>Teacher attendance</b></p>	<p>The Right to Education indicators and form for <i>section 4: Right to quality trained</i></p>

<ul style="list-style-type: none"> <li>• % of teachers that are present on a given day</li> <li>• % Teachers' attrition</li> <li>• Reasons given 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</li> </ul> <p><b>Teacher rights and motivation</b></p> <ul style="list-style-type: none"> <li>• % of teachers earning the agreed minimum salary set by the government</li> <li>• Average length of teacher contracts</li> <li>• % Teachers with good health</li> <li>• % Teachers with access to affordable healthcare, including essential drugs</li> <li>• % Teachers members of trade unions</li> <li>• % non-professional teachers that are member of trade unions</li> <li>• % teachers hired through a transparent and professional process</li> </ul>	<p><i>teachers</i> covers number of teachers, level of qualification and experience of teachers, teacher payment and hiring practices, and teachers' rights and incentives.</p> <p>In Save the Children's Guiding Principles for Quality Learning Environments <i>Guiding Principle 3: Child centred teaching and improved learning outcomes</i> covers teacher training on child rights and protection, children's participation in the learning process and in school activities and governance, teacher attendance, use of teaching materials, use of language, interaction with students (including marginalised students), development of lesson plans, and ongoing teacher training.</p> <p>The VSO quality scale for education services quality areas on teaching and learning includes a scale on teacher motivation.</p>
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**Outcome 4c: Teachers are trained to deliver high quality teaching**

Indicators	Tools
<p><b>Level of teacher training</b></p> <ul style="list-style-type: none"> <li>• Ratio of trained to untrained teachers</li> <li>• % of teachers that are trained/educated to a specific standard</li> <li>• Average length of training received by teachers</li> </ul> <p><b>Content of teacher training</b></p> <ul style="list-style-type: none"> <li>• Does teacher training include: pedagogical skills, ability to resolve conflicts, respect for the child's dignity, human rights education, gender equality, other?</li> <li>• % teachers having a good command of the language in which they teach</li> </ul> <p><b>In service training</b></p> <ul style="list-style-type: none"> <li>• # and % of teachers accessing continual professional development throughout their career</li> <li>• Is training compulsory and free?</li> <li>• Description of training (eg. does training take place through: training groups, conferences, other?)</li> <li>• # many days per year that in-service training takes place</li> </ul>	<p>The Right to Education indicators and form for <i>section 4: Right to quality trained teachers</i> covers number of teachers, level of qualification and experience of teachers, teacher payment and hiring practices, and teachers' rights and incentives.</p> <p>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.</p>

Other indicators on teacher training and teacher training colleges	
Outcome 4d: The curriculum is relevant and appropriate	
Indicators	Tools
<p><b>Teaching of life skills</b></p> <ul style="list-style-type: none"> <li>• % 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.</li> <li>• % of children surveyed in supported schools having basic knowledge of appropriate life skills</li> </ul> <p><b>Using local content</b></p> <ul style="list-style-type: none"> <li>• # and % of teachers that can demonstrate local content in their lessons</li> <li>• Descriptions of local content in lessons</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• % of children at entry who speak the language of instruction in primary schools</li> <li>• % of teachers who speak the local language/mother tongue of the students</li> <li>• % primary schools where children are taught in both the official language(s) and local/minority languages</li> <li>• % primary schools where children are taught only in the local/minority languages</li> </ul>	<p>Life skills would need to be carefully defined. In principal this could include areas such as knowledge of hygiene, knowledge of ways HIV is transmitted, understanding of basic rights etc. SC uses a system of surveys, based on standardised indicators and tests to gauge the extent to which children have appropriate life skills.</p> <p>The Right to Education indicators and form for <i>section 6: Right to relevant education</i> looks at language of instruction, use of locally produced and relevant material, teaching of life skills, and contribution of the community to the curriculum.</p> <p>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.</p>
Outcome 4e: Teaching supports equality and empowerment	
Indicators	Tools
<p><b>Children are aware of their rights</b></p> <ul style="list-style-type: none"> <li>• # and % of schools where human rights are taught</li> <li>• % of children who can name three basic rights by the end of primary school</li> <li>• % of schools where incidence of violence has been reported by children during the school year</li> </ul> <p><b>Discrimination in schools</b></p> <ul style="list-style-type: none"> <li>• # of schools where disabled children suffer discrimination from other children/teachers</li> </ul>	<p>The Right to Education indicators and form for <i>section 7: right to know your rights</i> covers whether human/children’s rights are taught in school whether children know their rights. The Right to Education indicators and form for <i>section 2: right to non-discrimination</i> covers access to school and discrimination against lower caste and disabled children.</p>

<p><b>Equal participation for girls and boys (crossover with girl friendly schools)</b></p> <ul style="list-style-type: none"> <li>• # and % of schools where girls are given equal rights and opportunities to participate in every activity</li> <li>• # and % of schools where girls are encouraged to participate in sports and arts activities</li> <li>• # and % and description of schools where girls are encouraged to express and share their ideas and opinions</li> </ul>	<p>Plan UK's child friendly school monitoring tool <i>section 3: Promotion of gender equality and girls' roles</i></p>
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<p style="text-align: center;"><b>Domain 5: All children participate in their education and in school life</b></p>	
<p style="text-align: center;"><b>Outcome 5a: Children participate in decisions that affect their education</b></p>	
<p style="text-align: center;">Indicators</p>	<p style="text-align: center;">Tools</p>
<p><b>Mechanisms and spaces exist for children's participation in education</b></p> <ul style="list-style-type: none"> <li>• # and % of schools with active children's clubs</li> <li>• # and % of schools with active children's councils</li> <li>• # and % of schools with mechanisms for children to participate in school governance and decisions, and descriptions of these mechanisms.</li> </ul> <p><b>Impact of children's participation on policy and practice in education</b></p> <ul style="list-style-type: none"> <li>• Verifiable examples of ideas proposed by children involved in school/ community networks being accepted and implemented in practice</li> <li>• # and % schools incorporating children's views in their school development plans</li> <li>• # and % of children believing that their concerns are acted upon by school management</li> </ul> <p><b>Children are involved in advocacy</b></p> <ul style="list-style-type: none"> <li>• Level of children's participation in all stages of advocacy</li> </ul>	<p>The Right to Education indicators and form for <i>section 8: right to participate</i> covers children's participation in clubs and school governance, the involvement of SMCs/PTAs in tracking children's involvement and education, and the training of teachers to encourage children's participation.</p> <p>In Save the Children's Guiding Principles for Quality Learning Environments <i>Guiding Principle 3: Child centred teaching and improved learning outcomes</i> covers teacher training on child rights and protection, children's participation in the learning process and in school activities and governance, teacher attendance, use of teaching materials, use of language, interaction with students (including marginalised students), development of lesson plans, and ongoing teacher training.</p> <p>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.</p>
<p style="text-align: center;"><b>Outcome 5b: Children participate in their own and others' learning</b></p>	
<p style="text-align: center;">Indicators</p>	<p style="text-align: center;">Tools</p>
<ul style="list-style-type: none"> <li>• # and % of schools where students of both sexes help each other</li> <li>• # and % of schools where there is participation from school girls in providing</li> </ul>	<p>Plan UK's child friendly school monitoring tool <i>section 4: Counselling and other services, section 5: mainstreaming of key messages in schools</i></p>

<ul style="list-style-type: none"> <li>counselling services to school girls (in such areas as health, study and family)</li> <li># and % of schools where peer educators are allowed by school to meet together, or disseminate key messages to students in school on monthly and annually basis</li> </ul> <p style="background-color: #FF00FF; display: inline-block; padding: 2px;">Are there other indicators and tools to measure this</p>	
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Domain 6: Communities actively support the education of all children	
Outcome 6a: Mothers, fathers and other caregivers support all their children to access education	
Indicators	Tools
<p><b>Caregivers monitor and support their children’s education</b></p> <ul style="list-style-type: none"> <li>% of caregivers who monitor and support children’s learning at home</li> <li>% of caregivers who support children’s development at home</li> <li>% of 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</li> <li>Average # of times parents and teachers meet each year</li> </ul> <p><b>Parents accept girl’s right to education</b></p> <ul style="list-style-type: none"> <li># and % of caregivers who agree that girls’ right to education/lower secondary education has to be fulfilled</li> </ul> <p><b>Parental and community attitudes towards the value of education</b></p> <ul style="list-style-type: none"> <li>Improvement in parental and community attitudes on the value of education, including for girls and children with disabilities</li> </ul>	<p>The Save the Children Guiding Principles for Home Environments tool looks at the way caregivers 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.</p> <p>The Right to Education indicators and form for <i>section 10: right to quality learning</i> covers children’s performance in exams, transition from primary to secondary school, parents support for children’s school work, and time spent in school and recreation.</p> <p>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.</p>
Outcome 6b: Communities actively support and participate in children’s education	
Indicators	Tools
<p><b>Children have safe access to school</b></p> <ul style="list-style-type: none"> <li># of children who have a safe journey to school</li> <li># and % of children who did not go to school because they were afraid/ felt unsafe due to violence in the past x months</li> </ul> <p><b>Parental and community support for and participation in school development</b></p>	<p>UNICEF’s manual for the Measurement of Indicators of violence against Children guidance and tools for indicator 11 (Children who skipped school because they were afraid/felt unsafe due to violence).</p> <p>‘Contributions’ is another intangible word that would need to be defined. If broken down into more tangible areas such as providing financial support, attending PTA</p>

<ul style="list-style-type: none"> <li>• # and % of parents making contributions towards the development of the school</li> <li>• Evidence of parents and community members participating in decision making activities and school events, either individually or through the PTA/SMC</li> </ul> <p><b>School committees exist and function</b></p> <ul style="list-style-type: none"> <li>• # and % of schools with a Parent Teacher Association (PTA)</li> <li>• Level of activity of the Parent Teacher Association (PTA)</li> <li>• # and % of schools with a School management committee (SMC)</li> <li>• Level of activity of the School management committee (SMC)</li> <li>• Evidence that the participation of parents in the PTA/SMC is meaningfully changing the policies and practice of the school</li> </ul> <p><b>School committees are representative</b></p> <ul style="list-style-type: none"> <li>• % of members of the Parent Teacher Association (PTA) from marginalised groups (including women)</li> <li>• % of members of the School management committee (SMC) from marginalised groups (including women)</li> </ul>	<p>meetings, helping out with teaching, etc. then the indicator could be made more specific</p> <p>The Right to Education indicators and form for <i>section 8: right to participate</i> covers children’s participation in clubs and school governance, the involvement of SMCs/PTAs in tracking children’s involvement and education, and the training of teachers to encourage children’s participation. The indicators and form for <i>section 9: right to transparent and accountable schools</i> covers the functioning and representativeness of the PTA, the functioning and representativeness of the SMC, the monitoring of the school budget and the inspections and review of the school’s performance.</p> <p>In Save the Children’s Guiding Principles for Quality Learning Environments <i>Guiding Principle 4</i> covers collaboration between teachers and parents, capacity building of parents and communities to support education, existence, representativeness and functioning of the PTA/SMC, and the safety of students on the journey to school.</p> <p>The Plan UK child friendly tool <i>Section 1: School management</i></p> <p>The VSO quality scale for education services quality area on community engagement includes scales on: parental and community sensitisation on the value of education; collaboration with education authorities and other education bodies; representation and inclusion in PTAs/SMCs; participation and voice in education management.</p>
<b>Outcome 6c: CSOs support and advocate for improved education for all</b>	
Indicators	Tools
<p><b>Indicators on Civil Society needed</b></p> <ul style="list-style-type: none"> <li>• Improved partner organizations’ performance in the promotion or facilitation of effective and inclusive state-civil society dialogue on policy issues relating to basic and non-formal education. (VSO)</li> </ul>	



### 3.3. Guide to Using Specific Tools

- **EGRA tool:** Early Grade Reading Assessment. This is a quick and simple tool to measure whether children can read with comprehension at 45 words per minute. 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.

For more information see *“A Compendium of Indicators for Measuring Child Well-being Outcomes”*, published by World Vision, April 2011.

- **FLAT tool:** Functional Literacy Assessment Tool (FLAT) - a set of reading assessment tools for children who have or would be expected to have completed a basic education. The Functional Literacy and Assessment (FLAT) tool is a simple and cost-effective tool, originally developed and tested by Pratham, a local NGO in India. The Pratham-Aser tool is designed to measure foundational reading skills for children aged 6-15. The tool has been adapted by WV to include a test for measuring functional literacy levels of children that have completed a basic education.” This tool has also been piloted by Save the Children UK and others
- **FELSA tool:** Foundational and Life Skills Assessment: Also developed by World Vision, this tool is more 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)
- [The Right to Education indicators and questions](#), produced by the Right to Education campaign in partnership with ActionAid, 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 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.
- **Save the Children Quality Learning Environments tool** is 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.
- **Save the Children’s Guiding Principles for Home Environments** is 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.
- The **Plan UK** tool for assessing their **child friendly school programme** is still being piloted. It rates several indicators from 1 (poor) to 5 (very good) in each of seven main 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.

- The **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.
- The [UNICEF advocacy toolkit](#), section 8: **working with children and young people in advocacy**, tool 23 on assessing the involvement of children in all stages of advocacy (page 108).
- The **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
  - Indicator 12: Percentage of schools with protective school policies in place
- 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.
- Link to UN calculations for measuring indicators:  
[http://www.un.org/esa/sustdev/natinfo/indicators/methodology\\_sheets/education/](http://www.un.org/esa/sustdev/natinfo/indicators/methodology_sheets/education/)