



Save the Children



The Open  
University

**Monitoring, Evaluation,  
Accountability and Learning (MEAL)**

# 15 Measuring Results in Education

Keywords: x Education, Education Global Initiative, Global Indicators,  
Education Breakthrough, Data, Reporting, Tools



## Introduction

Save the Children is the leading independent organisation working to improve the lives of children living in poverty throughout the world. The overall goal of our education policy, advocacy and country programmes is to ensure that all children and young people enjoy their right to a good quality education. In 2012, Save the Children provided more than US\$250 million in support of education programmes worldwide and reached more than 21 million children through the combined efforts of our member organisations. Although this is an important contribution, it is modest when compared to the global financing needed to achieve the goals of the Education for All (EFA) movement – a global commitment to provide quality basic education for all children, youth and adults.

Our Global Education Strategy for 2012–2015 proposes focusing on five strategic areas where we believe Save the Children can have the greatest impact: basic education, education in emergencies, early childhood care and development (ECCD), education for youth empowerment (EYE), and driving global and national policy change. Within these strategic areas, we will focus our efforts on achieving two key breakthrough priorities: access to quality education in emergencies and literacy for children.

Save the Children is committed to monitoring our impact through measurable and time-bound targets. Monitoring results in education will help us evaluate if our interventions have achieved the results we planned for and where we need to change strategy. In this way, we track how we achieve results, which in turn helps us improve the quality of our work and inform future planning. It also enables us to share learning across the organisation, continually improve the quality of our education programmes and communicate our results globally. By monitoring and evaluating our work we can be accountable to ourselves, the children we are helping, and our donors and partners.

By observing our progress in achieving the goals of our Global Education Strategy we can ensure we are delivering the best results for children. At the same time, monitoring our Global Education Strategy helps us identify how results contribute to Save the Children's organizational strategy and ensures that our work reflects our Theory of Change. The Education Global Initiative, in addition to data gathered through Save the Children's Total Reach and Advocacy Monitoring Tool, will track progress towards our objectives using three global indicators:

1. access
2. literacy and other learning outcomes
3. Quality Learning Environment (QLE)

Additional indicators around our breakthrough priorities – quality education in emergencies and literacy for children – are also under development.

In this session I will be looking at how we monitor progress towards the achievement of Save the Children's education goals. I will discuss our global strategy, the indicators that are used to track its progress and how you can collect data on your education projects towards its fulfilment. I will also look at some of the challenges faced in monitoring education programmes.

## Learning Outcomes for this Session

When you have studied this session, you should be able to:

1. Understand what the Education Global Outcome indicators are and how they help us monitor our Global Education Strategy and breakthroughs.
2. List the Education Global Outcome indicators that are used to measure education programmes.
3. Understand how to use monitoring data to improve the quality of education programmes.
4. Explain the definitions and methods for each of the Education Global Outcome indicators.
5. Identify available tools for data collection and reporting.
6. Understand when and how to collect monitoring data to report on the progress of your education programmes.

### **I Understand what the Education Global Outcome indicators are and how they help us monitor our Global Education Strategy and breakthroughs.**

#### **I.1 What is our Global Education Strategy and how do we work on education?**

Our vision: a world in which every child receives a good quality education and learns the skills and knowledge they need to thrive in the 21<sup>st</sup> century.

Our Global Education Strategy for 2012–2015 proposes five strategic objectives in areas we believe Save the Children can have the greatest impact:

1. All children have access to a good quality basic education – especially those who are excluded and marginalised or living in conflict-affected fragile states.
2. Children and youth at risk of, or affected by, emergencies have access to quality education as a fundamental part of all humanitarian responses.

3. An increased number of young children have access to quality early childhood care and development programmes that ensure their rights to survival, health and education.
4. To empower vulnerable youths in rural and urban areas, through education and training, to become active economic, social and political citizens.
5. To secure global and national policy change so that all children benefit from their right to a good quality education.

The Education Global Initiative (EGI) works to support Save the Children colleagues and partners in finding, developing and implementing effective and efficient support and programmes to educate children and youths. The key objectives of the Education Global Initiative are:

- Provide a strategic framework for education work across all members and country programmes.
- Support a professional network of Save the Children education experts.
- Support the development of a knowledge management system for learning and promoting innovation.
- Monitor progress against agreed targets.
- Support members' fundraising efforts where required.

You can learn more about these areas on the Education pages of OneNet and in Save the Children's Global Education Strategy:

<https://onenet.savethechildren.net/whatwedo/education/Pages/home.aspx>

### 1.2 What are the education breakthroughs focusing on?

A global breakthrough requires a sustainable change in the way the world treats the majority of children. Save the Children can only achieve this kind of change over several years, using our full Theory of Change and working in partnership with others. We use evidence from our country programmes in these areas to bring about change in global and national policies and practice.

We have one education breakthrough, with two key priorities, created to bring about dramatic changes in policy and practice that will protect and fulfill children's rights. These breakthrough priorities are:

1. All children caught up in humanitarian crises have access to a quality education.
2. All children can read by the time they leave primary school.

In addition, we will lead advocacy with governments, donors, policymakers and other key stakeholders to ensure an increase in support for these priorities. For example, we will work to secure commitments doubling education's share of humanitarian aid from all sources and ensure that education is recognised by all donor and multilateral agencies as an essential part of humanitarian responses.

For more information on the education breakthrough please have a look at Save the Children's Global Education Strategy for 2013–2015. For more information on these breakthrough priorities, please visit OneNet:

<https://onenet.savethechildren.net/whatwedo/education/Pages/Education-in-Emergencies-Breakthrough.aspx>

<https://onenet.savethechildren.net/whatwedo/education/Pages/Literacy-breakthrough.aspx>

## 2 List the global outcome indicators that are used to measure education programmes.

### 2.1 What are the global outcome indicators for education?

As you read in previous sessions, the global outcome indicators are the set of indicators which Save the Children has agreed to monitor globally each year. For education, three indicators have been developed to help us monitor how we are doing with the Global Education Strategy, complemented with data on Total Reach and the Advocacy Monitoring Tool:

1. access
2. literacy and other learning outcomes
3. Quality Learning Environment (QLE)

In addition, we will develop new methodologies to collect data and establish baselines on primary enrolment, early childhood care, youth education and education in emergencies over the next two years. More information on Save the Children's work in these key areas is available here:

<https://onenet.savethechildren.net/whatwedo/education/Pages/home.aspx>

## 2.2 How do the indicators link to the strategy?

To attain the ambitious agenda set forth for the current strategy period, our education programmes must:

- commit to being accountable and monitor progress against our strategic objectives
- articulate, demonstrate and clearly document the results we achieve to save and improve children's lives, especially those hardest-to-reach, and to help them thrive and become empowered citizens
- use Save the Children's global indicators to track progress and the achievements of our education programmes at global and regional levels
- commission independent evaluations that generate lessons and global knowledge from our programmes and experiences.

### Activity 1A (SAQ)

List the five strategic objectives of Save the Children's Global Education Strategy.

### Activity 1B (SAQ)

Which of the areas below is NOT an education breakthrough for Save the Children?

- A. Increasing education's share of humanitarian funding.
- B. Improving literacy for all adults, particularly carers of children we serve.
- C. Providing access to quality education in emergencies to at least 25% of all children affected by emergencies.
- D. Improving literacy for all children and young people.

## 2.3 Education Global Outcome indicators

The core process indicators for education will provide data on access to education, literacy levels and the quality of learning environments. As mentioned earlier, during 2012–2015, we will develop indicators on enrolment in education and education in emergencies, and we will pilot indicators for our youth and ECCD programmes. Key definitions are shown in Box 1.

### Box 1: Save the Children's Education Global Outcome indicators

1. **Access:** Difference from one year to the next in primary enrolment levels for both formal and non-formal Save the Children-supported education institutions.
2. **Quality of learning environments:** % of learning environments, at the early childhood and basic education levels, supported by Save the Children which achieve four guiding principles to quality education.
3. **Literacy:** Children's scores on the following assessment tasks: (a) reading single words; (b) fluency reading connected text/passages; and (c) reading comprehension.

## 3 Understand how to use monitoring data to improve the quality of education programmes

### 3.1 Why is this important and how can we use indicators to do this?

If we collect data about what is happening as a result of our programmes on a routine basis, we can make changes to our programmes more quickly/in real time if things are not going the way we expected. As you know from experience, external factors and other unexpected events can affect activities, and the reality on the ground may not end up reflecting exactly what is in your results framework. The monitoring process for the global indicators should provide us with information that allows us to make important changes to our programmes.

## 4 Explain the definitions and methods for each indicator

I am now going to look at the three global education outcome indicators in more detail. Each indicator has a definition as well as guidance on how the data should be collected and calculated.

### 4.1 Access

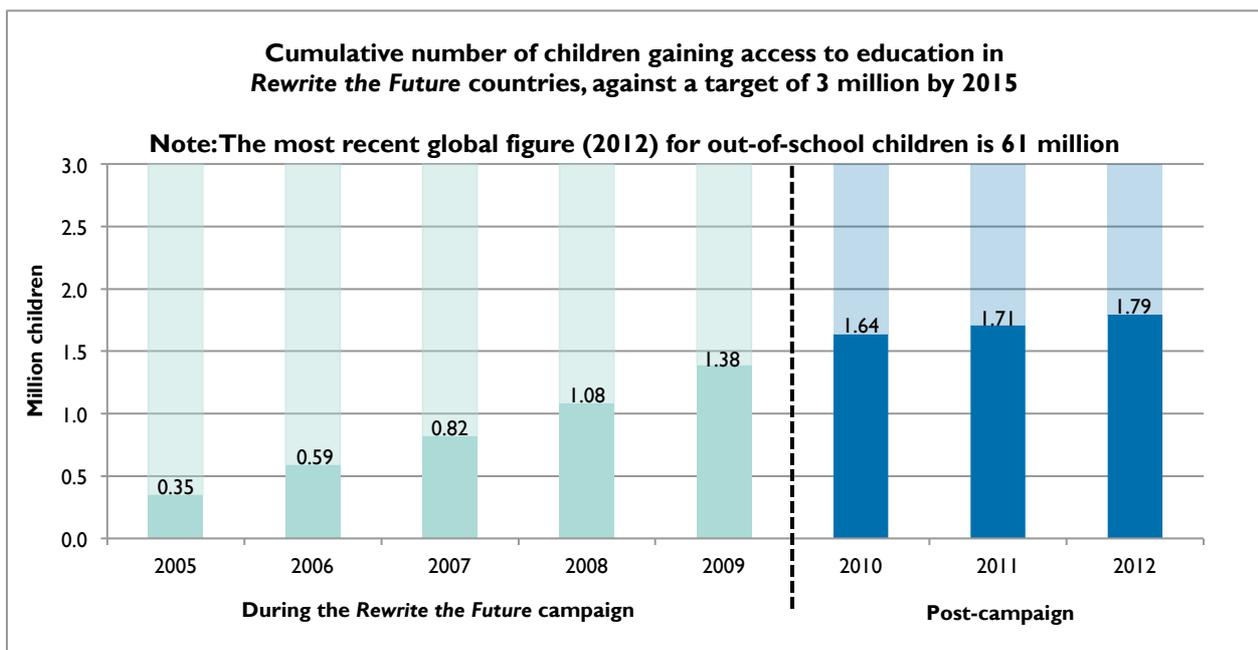
**Definition:** Difference from one year to the next in primary enrolment levels for both formal and non-formal Save the Children-supported education institutions.

**Why do we measure this?**

Save the Children monitors the increase in children’s access to the formal and non-formal education institutions we support. Children’s access to education opportunities reflects the extent to which their rights to education are upheld, as well as the availability of education services within a country. In 2010, Save the Children set a target of providing 2 million more children living in conflict-affected fragile states (CAFS) with access to a broad range of basic education opportunities (both formal and non-formal) by 2015. This figure builds on a target first set during the *Rewrite the Future* global campaign. Continuing to monitor children’s access to education until the end of 2015 will ensure Save the Children meets *Rewrite the Future’s* unfulfilled campaign commitments.

- During the 5 years of the campaign, 1.67 million of the hardest-to-reach children had been provided with access to basic education in conflict-affected and fragile states.
- 70,628 children and 85,618 children in 2011 and 2012 respectively were provided with access to Save the Children-supported formal and non-formal basic education opportunities.
- This brings the cumulative total to approximately 1.79 million.
- To achieve our target within the strategy period (assuming 3 additional years of monitoring data), we will need to provide access to approximately 402,540 children per year. Figure 1 presents this downward trend.

**Figure 1: Trends in access during and after the *Rewrite the Future* campaign.**



### How do we measure access currently?

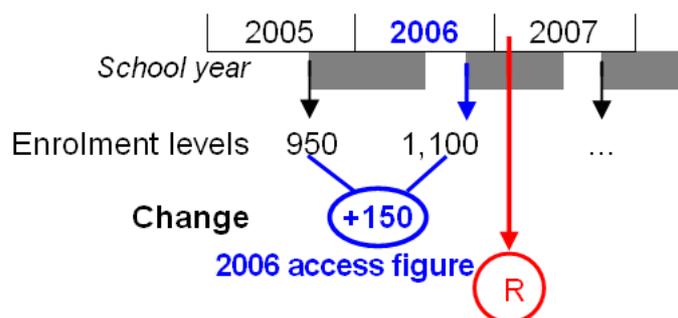
Access is defined as the increase in primary enrolment numbers – both in formal and non-formal education institutions. The access figure does not focus on individual children enrolling in primary school, but on the changes in these numbers from year to year. This information tells us about the improvements in the capacity of the formal and non-formal primary education system, to ensure that an increasing number of out-of-school children have the opportunity to receive primary education.

Access focuses solely on basic or primary education. ECCD and secondary education are not included in the access figure.

To estimate the access figure you will need data on primary enrolment levels for two consecutive years. The change in primary enrolment levels in Save the Children-supported education institutions, both formal and non-formal, is the access figure. The primary enrolment level is the number of children enrolled in primary education, both formal and non-formal, regardless of their age. Only non-formal primary education programmes recognised by local authorities count towards access.

The access figure is the difference in enrolment from one year to the next. Which year is used to calculate will be different for each country depending on the school year. So for instance, if the school year begins in September, the difference between the enrolment level in Save the Children-supported education institutions in September 2006 and the level in September 2005 is the 2006 access figure. This will be reported in February 2007 (indicated by the red circle R in Figure 2).

**Figure 2. Calculating the access indicator.**



School level data is required to estimate the access figure. Only schools supported by Save the Children (or a partner organisation) should be included in the calculation of the access figure.

Make sure to take enrolment data from the same list of schools for both school years. If, for some of the schools, you only have data for one school year, leave them out of the calculation.

**Activity 2 (SAQ)**

Let's take a country where the school year begins in September (as in Figure 2). It's February 2007 and we are reporting on the access figure for the 2005/06 school year. During this time, Save the Children supported five primary schools and the data for 2005 and 2006 can be seen in Table Y. Calculate the change in enrolment from 2005 to 2006 and note any problems.

**Table Y: Sample enrolment figures.**

Save the Children-supported primary schools	Total enrolment in September 2005	Total enrolment in September 2006
School #1	680	850
School #2	490	630
School #3	n/a	960
School #4	570	700
School #5	820	990
Aggregate Total	?	?
<b>Access for 2005-2006 = ?</b>		

**Challenges with this indicator.**

The Education Global Initiative will expand Save the Children's efforts to monitor access in countries that did not participate in *Rewrite the Future*. We will also explore alternative methodologies to monitor access in developing and humanitarian contexts and, at the early childhood and basic education levels, to unify our approach across Save the Children's education programmes. In 2013–2015, we will commission a desk review and pilot a test of alternative approaches (e.g. net enrolment rate) to determine the most robust and resource-efficient approach to monitoring access on a global scale.

**4.2 Quality of Learning Environments (QLE)**

Definition: Percentage (%) of learning environments, at the early childhood and basic education levels, supported by Save the Children that achieve our four Guiding Principles for quality education.

### *Why do we measure this?*

In the previous section we looked at measuring access to basic education services supported by Save the Children. The QLE indicator looks at measuring the quality of these services. While we want to improve access to education services, this alone may not benefit children unless those services are of a minimum quality standard. This indicator will help us to assess whether the education services that we support meet that standard and are therefore likely to benefit children. Combining the data reported in this indicator with the data reported for the access indicator, we will be able to identify the number and proportion of children and families who we support that are benefiting from quality education service provision. Save the Children has designed a similar indicator of Quality of Services for their child protection programmes, which you will learn about in Session 16: Measuring results in Child Protection.

The call for agency-wide Guiding Principles in implementing high quality education programmes first began in 2009, at a global education conference held in Cambodia, where more than 25 country offices and many members were represented. Since 2009, the QLE framework and data collection guidelines were developed over a three-year period in close consultation with education advisors and Monitoring and Evaluation specialists from many different country offices and members.

### *How do we measure this?*

#### **Activity 3 (exploratory)**

Children learn better in a “quality environment.” Make some notes on what you would expect a quality environment in a primary or ECCD environment to physically look like and who it involves.

#### **Answer**

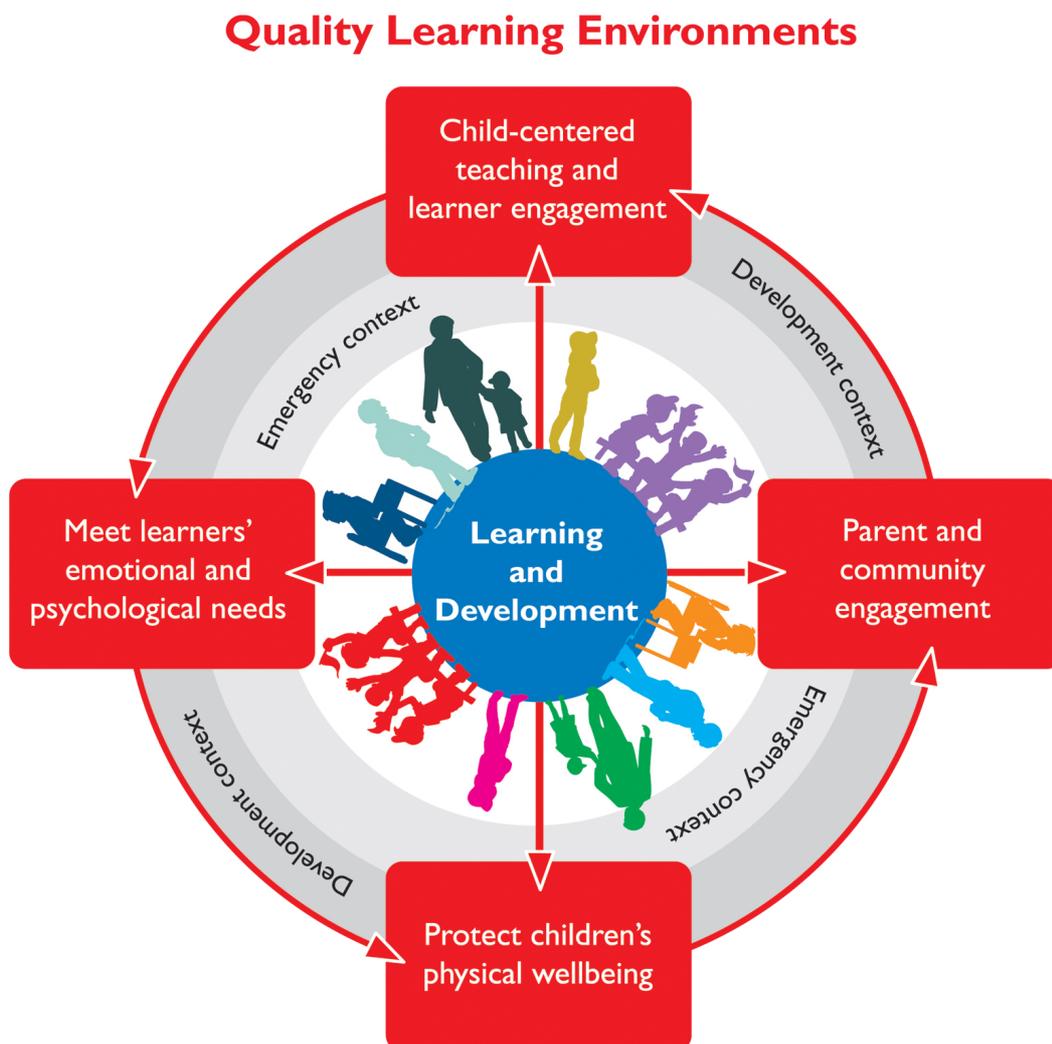
We have conducted this exercise in many countries and regional training programmes for country offices and there are no right or wrong answers. While interpretations and definitions of quality learning environments can and do vary across economic, cultural and social contexts, very often the drawings have key similarities.

For example, quality is often defined broadly by our staff and there is a critical focus on both infrastructure and materials, including walls and fences, guards, and separate latrines for girls and boys, indicating the protection of a child’s physical health. Quality can also be understood as the process of education itself, such as strong teacher-learner relationships, indicating child-centred teaching and learning strategies, and the presence of parents and community members in drawings to indicate their active involvement in a child’s learning.

Save the Children's Guiding Principles to Quality Education are grounded in these areas. The four Guiding Principles state that Save the Children-supported early childhood and basic education programmes will:

- meet the emotional and psychological needs of learners
- be protective of children's physical wellbeing
- encourage and support active engagement for learners, child-centred teaching, and improved learning outcomes of all learners
- actively involve parents and local communities in planning, decision-making and action to improve education.

Figure 3: Save the Children's Quality Learning Environment Framework.



As Figure 3 illustrates, the QLE is a programme design and monitoring framework that supports a holistic approach to delivering quality education. It aims to promote a high quality learning environment and, consequently, better learning outcomes for all children. The QLE framework also promotes inclusion of broader component programmes that contribute to achieving critical thinking, communication, creativity, citizenship and other life skills within education programmes. Finally, it acknowledges the importance of personal growth and informally taught skills, and “soft” or life skills, in addition to traditionally-taught cognitive skills. Currently, with the “I’m Learning!” programme, Save the Children Norway is pilot testing the use of QLE data to inform programming in order to improve children’s outcomes, including literacy, numeracy and life skills.

### Activity 4 (SAQ)

Brainstorm – Make some notes on your ideas of why it is important for Save the Children’s education programmes to monitor the quality of learning environments they support.

Collecting data for this indicator involves an assessment process carried out by the country office to determine the quality of early childhood and basic education services provided by Save the Children or our partners (both formal and non-formal).

Extensive guidance on the process is available on OneNet at:

<https://onenet.savethechildren.net/whatwedo/education/Pages/home.aspx>.

However, the key steps are laid out in Figure 4.

Step 1 is to identify which projects you want to assess. Within these projects, Step 2 is to construct a representative sample of schools or ECCD centres to monitor. These decisions should be discussed and finalised in each country office’s Country Annual Plans to ensure a sufficient budget for data collection, entry and analysis. If you have a relatively small country programme it may be possible to assess all the schools or ECCD centres that we support; if you are working with many different schools or ECCD centres through a large number of projects you may need to select just a sample. Detailed sampling guidance is available through the Education Global Initiative. After this you need to prepare staff or external data collectors to gather the data using the appropriate tools (see guidance manual).

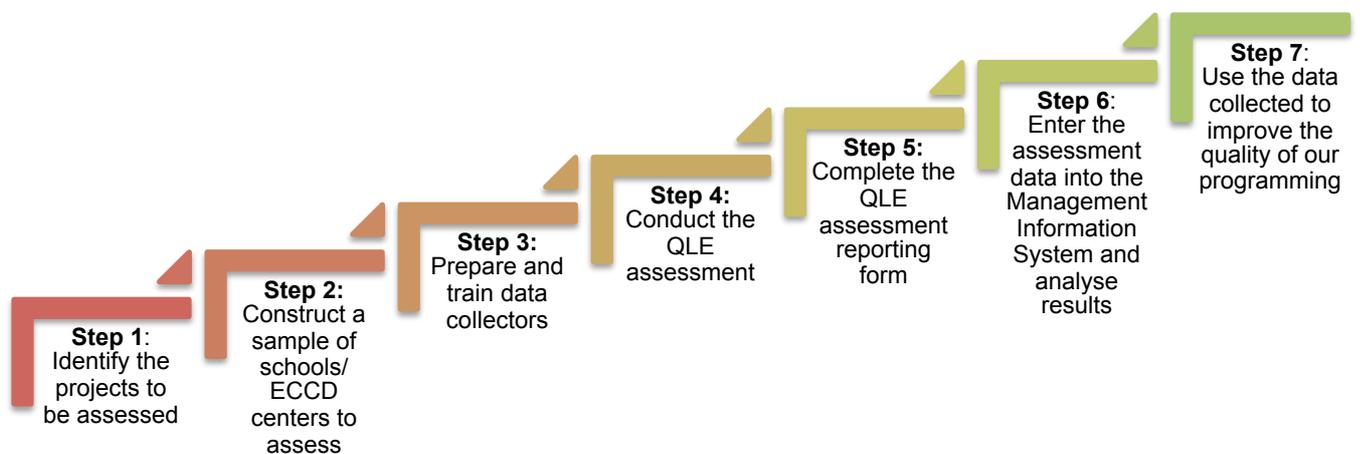
Step 3 is to identify who will be on your office’s QLE monitoring team, including who will collect, enter and analyse data. The QLE assessment involves interviews with school or ECCD centre staff, children and their caregivers, as well as observations of facilities and activities. Step 4 is to conduct training on the QLE framework and monitoring methods for internal staff, partners and external enumerators (if relevant). Training materials are available from the Education Global Initiative and are stored on OneNet:

<https://onenet.savethechildren.net/whatwedo/education/Pages/home.aspx>.

You may need to adapt (as necessary) and translate QLE tools, interview guides and manuals prior to training and data collection.

Steps 5 and 6 involve using the information from the assessment to score schools in different areas using the assessment form. This will help you calculate an overall score for each school. By entering this data into the standardised Management Information System for each school you will be able to analyse and compare results across your programme. Country offices will report on QLE data through the Country Annual Reporting process (February of each year). Step 7 involves then sharing the results with partners as well as ECCD centre and primary school staff, learners and their carers. It also entails developing a work plan in order to improve areas that need strengthening and to document and share what is already working well.

**Figure 4: Data Collection Process for the Quality Learning Environment global indicator.**



### *What exactly is the QLE data collection tool?*

There are two QLE data collection tools: one for Basic Education programmes supported by Save the Children (both formal and non-formal) and one for ECCD programmes supported by Save the Children (including programmes based on the centre, the workplace, and the community). A pilot test is also underway to adapt the QLE data collection tools for emergency contexts. The structure of both the Basic Education and ECCD tools is identical. They begin with a cover page that requires information about the type of intervention(s) implemented by Save the Children, the length of time we have supported the site, the date, time and activities observed by the data collector/ enumerator, and other basic topics. For both tools there is also a concluding page that provides space to describe any contextual/environmental information that may have impacted (either positively or negatively) the ratings provided by observers.

As mentioned earlier, there are 4 Guiding Principles in creating quality environments for each form. Underneath each guiding principle there are between 5–15 items for these Guiding Principles. These items represent both basic and advanced criteria or standards against which our education programmes may be measured. Each item may require direct observation and/or consultation with stakeholders (such as learners, school staff or parents) and/or document review. Interview/focus group discussion protocols are available for your office to adapt on OneNet at:

<https://onenet.savethechildren.net/whatwedo/education/Pages/mande.aspx>.

Below is a sample of the criteria for each of the four guiding principles within the Basic Education QLE data collection tool.

**Guiding Principle 1: Emotional and Psychological Protection.**

- Child Safeguarding Policy/Code of Conduct for learners and teachers ensuring their wellbeing is in place.
- Learning environments are free of discrimination, violence, intimidation, bullying and harassment.

**Guiding Principle 2: Physical Protection**

- An area or space for learning exists that is safe for all learners.
- A School Disaster Management Plan, addressing disasters with the strongest likelihood, is in place.

**Guiding Principle 3: Active and child-centered learning process**

- Teachers are present for their classes.
- Teachers ask individual questions and interact with the learners.
- Learners' participation is ensured during development and implementation of teaching and learning activities.

**Guiding Principle 4: Close collaboration between school & parents/community**

- School Management Committee or similar group exists and includes representatives from a cross-section of the community.
- Teachers and parents collaborate on key issues affecting the children's learning process.

***The QLE Scoring Scale***

A four-point scoring scale has been designed for each QLE data collection tool:

1. = Indicator is not at all achieved: There is no evidence that any efforts have been made to achieve the monitoring indicator.
2. = Indicator is partially achieved: Some efforts to achieve the monitoring indicator are observed, although they are inconsistent. Some additional work is required to ensure consistency.

3. = Indicator is achieved: There is consistent evidence that the monitoring indicator has been successfully reached in the learning environment.
4. = Indicator is exceeded: There is direct and consistent evidence that the indicator has been achieved. In addition, there is evidence that a variety of methods is used to go beyond the minimum expectation and ensure an exceptionally high/excellent level of quality during implementation.

Specific scoring criteria, determining whether an item is a 1, 2, 3 or 4, have also been developed for each item. An example for one item in the Basic Education QLE tool is below:

Score		1	2	3	4
<p><b>1.1 A Child Safeguarding Policy and/or Code of Conduct ensuring the safety and wellbeing of learners and teachers are in place.</b></p> <p><b>Item Score:</b> 1 2 3 4</p>	<p>Not Applicable to current scope of Save the Children projects/ programmes.</p>	<ul style="list-style-type: none"> <li>• Code of conduct does not exist.</li> <li>• OR code of conduct does not ensure wellbeing of learners nor does it encourage respectful relationships between teachers and learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Code of conduct exists but is not used at all or not used consistently.</li> <li>• OR code of conduct is being developed but not yet finalised.</li> <li>• Code of conduct focuses more on what teachers and learners cannot do (e.g. hit, yell or insult each other) instead of focusing on positive actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Code of conduct establishes positive actions teachers and learners can take to foster a safe and protective environment.</li> <li>• Teachers and learners report that they are aware of and use the code of conduct.</li> <li>• Code of conduct visible to learners and teachers (e.g. hanging on wall) and documented.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and learners are provided with regular training and guidance on the code of conduct.</li> <li>• Code of Conduct or policy is in place, staff comply, mechanism for regular monitoring of compliance is in place, policy is reviewed and adjusted as needed.</li> </ul>

As you can see, during the data collection process, you may also indicate when an item is “Not Applicable” – in this case, “Not Applicable” means that the item falls outside the current scope or objectives of Save the Children’s education projects or programmes. By circling “Not Applicable,” we are saying that we are not taking credit or holding ourselves accountable for the results. However, even though the work falls outside of the scope of your project, it is important to collect this information. This is because we want to build a comprehensive database of information on Save the Children-supported ECCD centres and primary schools, indicating factors that may contribute to children learning. Even if the work is not something we are focusing upon now, the data can inform future education programme proposals as well as our advocacy efforts.

Finally, in order to determine whether an ECCD centre or school has achieved each of the guiding principles, 50% of items within the Principle must receive a score of 3 or 4. Percentages of learning environments that achieve each Guiding Principle will be reported by country offices annually through the Country Annual Reports.

An advantage of the QLE data collection strategy is the combination of school and project level data that is gathered through comprehensive mixed method assessments. This includes focus groups with students, teachers and parents, school and classroom observations of teaching and learning practices, and review of school records. While many country offices have requested additional support and guidance on how to analyse the data to better inform their programming strategy, the vast majority of country offices in 2012 reported they plan to use QLE results to inform policy and planning efforts at the local or community levels. For example, in **Cambodia**, Save the Children held training sessions with representatives of the provincial and district education offices to review the QLE framework and tools (translated to Khmer) and to ensure their buy-in to, and understanding of, the planning and data collection process. The education team in Cambodia noted the QLE framework is now an integrated component of the formal school assessment system that informs all sector planning, a substantial accomplishment.

As the team noted in communication with the Education Global Initiative: *“This is still work in progress, but we can already see a significant effect of the actual data collection on children, parents, teachers and education officials (including the data collectors) in terms of building awareness of the different important elements for creating a good quality learning environment in which children can learn and develop. It has not only build awareness, but has also contributed to a new demand for change from all stakeholders in terms of improving the quality of the learning environment.”*

Additional examples of how some country programmes have begun to use QLE data to inform programmes and to shape advocacy dialogues with local and national policy makers are included in the Education Global Initiative Annual Monitoring and Evaluation Report for 2012, posted on OneNet:

<https://onenet.savethechildren.net/whatwedo/education/Pages/home.aspx>.

### **Data Collection and Analysis Resources for country offices**

Note that many resources are currently under development, including:

- a standardised database template
- a handbook on planning, organisation, and management of data collection and analysis process for country offices
- reporting templates that demonstrate how to present data analyses in clear and simple ways
- sampling frameworks with a particular focus on how to create both “good enough” and/or statistically representative samples
- an analysis handbook providing clear and simple directions for country offices to conduct descriptive and inferential analyses using QLE data.

Please contact the Education Global Initiative for these resources.

### Activity 5 (SAQ)

Four statements are provided below. State whether each item is True or False.

1. There are three Guiding Principles to quality education for Save the Children.
2. There are two data collection forms for QLE monitoring, one for early childhood education and one for secondary education.
3. The QLE global indicator is defined as the percentage of learning sites supported by Save the Children that achieve each of four Guiding Principles.
4. If an item within the QLE data collection tool falls outside the scope of the work that my project does at a school, I can circle “Not Applicable” and not score the item.

### 4.3 Improving learning outcomes with a focus on literacy

Literacy indicator definition: Children’s scores on the following assessment tasks: (a) reading single words; (b) fluency in reading connected text/passages; and (c) reading comprehension.

#### *Why do we measure this?*

Monitoring children’s learning outcomes will tell us if Save the Children programmes are effective and fulfill both children’s needs and their right to learn. The Education Global Initiative broadly defines learning to include literacy, numeracy, life skills and children’s awareness of their rights. Monitoring assessments for each of these key outcomes will be developed in 2012–2015.

We will measure our commitment through a combination of the indicators used in existing programmes, such as Literacy Boost, and validated assessment tools, such as the UWEZO assessment pilot tested by the Education Global Initiative, EGRA and national literacy assessment data.

Monitoring literacy, and indeed learning outcomes more broadly, will be linked with data gathered on access to education interventions and data gathered on the quality of Save the Children-supported learning environments. The evidence on how far our learning environments enhance children’s learning experiences will be invaluable for our national and international policy and advocacy work, and in demonstrating our impact to donors.

*How do we measure this?*

The Literacy Breakthrough Task Team is currently drafting the research questions that will guide the breakthrough. The team is also defining the indicators that country programmes participating in the breakthrough will use to measure their progress and achievements. However, there are two key commitments Save the Children has made regarding literacy for children and young people between 2012–2015:

1. Design and test literacy programmes that measurably improve children’s learning outcomes and implement them in at least 20 countries, reaching 600,000 children.
2. Assess the reading skills of 100,000 children.

Reflecting these two goals, a number of research questions are being considered to guide the breakthrough evaluation agenda:

- What types of education programmes and literacy/reading interventions are being implemented by Save the Children’s country offices?
- How many children are Save the Children reaching through education programmes, measuring reading skills and contributing toward the Literacy Breakthrough?
- Are Save the Children’s programmes improving children’s reading skills?
- What effect/impact do programme models have on children’s reading skills?
- What groups (girls, boys, poorest, lowest literate) are impacted by this programme?
- Who benefits most from this programme?

Several indicators will be required to provide thorough answers to these questions, and below are a few that we are considering:

- Beneficiaries Reached and Assessed
  - Number of children reached directly by the programme
  - Number of children assessed (in reading skills) in Save the Children-supported education programmes (and control schools if applicable)
- Single Word Reading (a proxy for basic reading skills, like identifying letters and decoding words)
- Reading fluency in connected text/passages (a proxy for more complex reading skills)
- Reading with comprehension.

Note that only country offices who are participating in the Literacy Breakthrough must monitor and report annually on the proposed literacy indicators. For more information on the literacy breakthrough, please visit:

<https://onenet.savethechildren.net/whatwedo/education/Pages/Literacy-breakthrough.aspx>

## 5 Identify available tools for data collection and reporting.

### 5.1 Global Indicator tools and resources

There are many tools available for collecting data to report on indicators. You may have come across things like questionnaire formats, observation checklists, focus group discussion guides or guidelines for conducting interviews. You may have also developed tools together with colleagues, partner organisations and project beneficiaries to have something appropriate for your particular context. These tools should be mentioned in your monitoring plan and you should have a good idea of how to use them.

#### Activity 6 (SAQ)

The most up to date materials and resources for Monitoring and Evaluation are available on the OneNet page. Have a look at the webpage and list the documents you found that may be helpful in collecting data to report on the global indicators for Education. The website address is:

<https://onenet.savethechildren.net/whatwedo/education/Pages/home.aspx>

List at least three documents which you think may be useful.

### 5.2 Other tools for measuring results in Education

The global indicators are not the only tool we have for monitoring education programmes, learning and documenting results. Save the Children's M&E system provides us with a range of tools.

#### *Total Reach*

As reviewed in Session 11: Total Reach, our reach methodology is not the most relevant monitoring instrument for education, as the number of people reached gives us little information on the real and long-term impact of our interventions. But, we still collect Total Reach data to give us important numerical information on the numbers of children reached by our interventions that we can then add to the overall picture. Save the Children provides education-specific guidance on the activities you can add to the count and how to calculate direct and indirect reach. This guidance is referred to in the session on Total Reach and is available on OneNet.

### *Humanitarian Output Tracker and Indicator Menu*

As mentioned earlier in this session, one of Save the Children's education breakthroughs focuses on providing access to quality education in emergencies to at least 25% of all children affected. We currently have two tools to assist in measuring our progress towards this goal, described in detail in Session 18: Measuring results in humanitarian work. The Output Tracker is a tool for collecting and managing quantitative data at output level. It is mandatory for all categories of emergency response. It is not a primary data collection tool, but instead uses data from other monitoring tools, including attendance sheets, distribution tracking sheets etc., to track both programme outputs and beneficiaries reached by our humanitarian programmes. Output level education indicators focus on school construction and refurbishment, provision of teaching and learning materials and recreational supplies. This ensures children's access to quality education and promotes parent participation and community engagement. A menu of additional optional output and outcome level indicators also exists that our education staff can select to measure the results of our education in emergency programmes. In 2013–2014, the Output Tracker will evolve into a Progress Tracker that helps us monitor results and outputs at both the strategic and programme/project level. It will help us reflect on and analyse progress against both sets of indicators in real-time, so that action learning can be reflected in ongoing implementation.

### *Advocacy Monitoring Tool*

Advocacy is a key component of our Education work. It is therefore vital to capture all our education results in the Advocacy Monitoring Tool (AMT). The AMT provides us with important historical information on what you did to achieve your results each year. The information collected in the AMT is a useful resource for internal learning. However, the same member of staff often does not report both on the AMT and the Global Indicators, which frequently causes a lack of coherence between the results reported in each tool.

### *Evaluations and Case Studies*

Evaluations and case studies are a great way to share learning across the organisation. You will learn more about how to plan for, manage and design an evaluation to suit your programme objectives and learning goals in Session 5: Baseline and evaluation design and management, and Session 18: Measuring results in humanitarian work. Both evaluations and case studies enable you to include more detailed information about what you did, how you did this, if and why you changed strategy, what you achieved and what lessons you learned. These can occur both in development settings and humanitarian responses (e.g. evaluations of humanitarian action).

## Summary of this session

Thank you for taking the time to work through this session on measuring results in education. You should now feel more comfortable with the basic concepts in monitoring, evaluation, accountability and learning for education. You should also feel able to use some of the tools to report on the global indicators.

Key points covered in this session include:

- Three global outcome indicators currently exist for Save the Children's education programmes: access, literacy and Quality Learning Environments (QLE).
- The access indicator is only required for countries that participated in the *Rewrite the Future* campaign; the methodology reviewed in this session will be replaced in 2014 with an approach appropriate for all country offices.
- The Quality Learning Environment indicator is required for all country offices with early childhood and/or basic education programmes. Many resources exist to support your data entry, analysis and reporting needs, as well as organization of the data collection process and sampling issues.
- Learning outcomes is defined broadly within Save the Children as literacy, numeracy, children's awareness of their rights and life skills. Our focus to date has been on literacy. Literacy is a required indicator for country offices participating in the Education Global Initiative breakthrough only.
- Additional indicators for our education in emergencies breakthrough, as well as our ECCD and education for youth empowerment work are under development.

Please contact the Monitoring and Evaluation focal point if you have any questions. You will also find the following resources useful:

## References and additional resources

- *Moving Ahead on Education: A Focused Strategy for Achieving our Education Goals (2012–2015)*
- *Education Training Slides 2013*
- *Quality of Learning Environment (QLE) Training materials and resources*

## Self-Assessment Questions (SAQ) answers

### Activity 1A

1. All children have **access to a good quality basic education** – especially those who are excluded and marginalised, or living in conflict-affected fragile states.
2. Children and youth at risk of, or affected by, emergencies have access to **quality education as a fundamental part of all humanitarian responses**.
3. An increased number of young children have **access to quality early childhood care and development programmes** that ensure their rights to survival, health and education.
4. To **empower vulnerable youth in rural and urban areas through education** and training to become active economic, social and political citizens.
5. To **secure global and national policy change** so that all children benefit from their right to a good quality education.

### Activity 1B

The answer is B: improving literacy for all adults, particularly carers of children we serve. Our breakthrough only focuses on improving literacy for children and young people.

### Activity 2

The change in enrolment from 2005 to 2006 is 610 learners. The total access figure for 2005 is 2,560 learners. The total access figure for 2006 is 3,170 learners. Note School #3 cannot be included in the Access calculation because you must take enrolment data for the same list of schools for two consecutive school years. Subtract 2,560 from 3,170 to obtain the change in enrolment from 2005 to 2006.

### Activity 4:

- Provides important information on why children are able to learn (or why they are not).
- Assesses value of what we are doing.
- Ensures our interventions are improving the quality of the education environments we create for children and that we adhere to our agency values of Accountability and Integrity.
- Provides us with a common language to speak about achievements and progress of our programmes, plus implementation challenges.
- Useful throughout programme cycle - Monitoring, Evaluation, Programme Planning and Design.



### Activity 5: True/False Items to Test Your Understanding

1. False – there are four Guiding Principles to quality education for Save the Children.
2. False – there are two data collection forms for QLE monitoring, but they are for early childhood education and for basic or primary education.
3. True – this data is further disaggregated by basic education and early childhood education. Within basic education, we disaggregate data by formal and non-formal programmes. Within early childhood education, we disaggregate data by programmes based on the centre, the workplace, and the community.
4. False – if an item within the QLE data collection tool falls outside the scope of the work of your project in a school, you can circle “Not Applicable” but you **MUST** still score the item. Why? We want to build a comprehensive database with important information on factors contributing to why children are or are not learning for the ECCD centres and schools that we support. Even if it is not something we are doing now, this data can inform future proposals for education programmes and our advocacy efforts.

### Activity 6

Many documents are provided. Here is a sample:

1. Quality Learning Environment (QLE) training manual
2. Quality Learning Environment (QLE) data collection tools for basic education and ECCD
3. UWEZO Assessment Tool for Measuring Literacy Outcomes
4. Save the Children Evaluation Handbook
5. Education Global Initiative 2012 Annual Monitoring and Evaluation Report

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