Conflict Sensitive Education Series

Measuring Progress Appropriately: Indicators for Safe Learning Environments, Conflict Sensitivity, Access and Retention, and Program Adaptation

CIES 2018: Thursday March 29
SAFER LEARNING ENVIRONMENTS INDICATORS
Analysis of Indicators Used in USAID Education Projects in Crisis and Conflict Environments

- 25 PMEPs of current or past USAID (Goal 3) education projects
- 370 indicators listed
School Safety: 31 total indicators across 9 projects

<table>
<thead>
<tr>
<th>PROJECT NAME (COUNTRY)</th>
<th>SUB-CATEGORY</th>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room to Learn (South Sudan)</td>
<td>Mixed</td>
<td>% of USG-supported schools or learning spaces increasing their Safer Schools Index (SSI) scores</td>
</tr>
<tr>
<td>SBEP (Pakistan)</td>
<td>Health</td>
<td>% of target schools implementing a range of improved best health practices</td>
</tr>
<tr>
<td>EQUAL (Liberia)</td>
<td>Advocacy/ Training</td>
<td># of teachers in USG-supported programs trained on how to support learners’ psychosocial wellbeing</td>
</tr>
<tr>
<td>Youth Project (Nicaragua)</td>
<td>Attitudes to GBV</td>
<td>% of target population that views GBV as less acceptable after participating in or being exposed to USG programming</td>
</tr>
<tr>
<td>EQUAL (Liberia)</td>
<td>Systems</td>
<td>% of cases of physical and sexual abuse reported at school level that are effectively referred to appropriate agency on the referral pathway (in pilot schools)</td>
</tr>
<tr>
<td>EQUAL (Liberia)</td>
<td>Incidence of SRGBV</td>
<td>% of pupils stating that they have been beaten (“flogged”) in school in the previous two weeks</td>
</tr>
<tr>
<td>OPEQ (DRC)</td>
<td>Student Wellbeing</td>
<td>% improvement of student wellbeing</td>
</tr>
</tbody>
</table>
PROCESS

Long list (200+)

Shorter list (50) on outcomes: ECCN SLE WG

Vetting with experts (survey)

Most useful (to experts)

Revise language to "good"

Prepare PIRS with SLE WG experts
WHICH OUTCOME TO CHOOSE?

Response mechanism is established

% students knowledgeable of established response procedures

[Indicators 1 and 2 only]
% students willing to utilize reporting mechanism

[Indicators 1 and 2 only]
% of reports that are responded to with established procedure

% students harmed by threat to safety
WHICH OUTCOME TO CHOOSE?

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% students knowledgeable of established response procedures

[Indicators 1 and 2 only]
% students willing to utilize reporting mechanism

[Indicators 1 and 2 only]
% of reports that are responded to with established procedure

% students harmed by threat to safety
“ESTABLISHED RESPONSE PROCEDURE”

- Existence of a written document listing procedure
- Annual training for ALL students on the procedures
- Annual training for ALL school staff on the procedures
- Annual parental meeting with the orientation to the procedures.
RECOMMENDED INDICATORS

SRGBV (Internal)

% students knowledgeable of established response procedures to report SRGBV incidents
RECOMMENDED INDICATORS

Gang Activity (Internal)

% students knowledgeable of established response procedure for reporting observed gang activity occurring within the school
RECOMMENDED INDICATORS

Attack from criminal and armed groups (External)

% of students knowledgeable of established response procedures during external attack by criminal and armed groups occurring within the school area
RECOMMENDED INDICATORS

Natural Hazard (Environmental)

% of students who are knowledgeable of established response procedure during event of natural hazard / disaster while in school
RECOMMENDED INDICATORS

Health Emergency (Environmental)

% of students knowledgeable of minimum best health practices
### Indicator SLE-1: Internal SRGBV Risk

**Name of Indicator:** % students knowledgeable of established response procedures to report SRGBV incidents

**Is this a Performance Plan and Report Indicator?**

**DESCRIPTION**

**Precise Definition(s):**
SRGBV is defined by USAID as: “acts or threats of physical, sexual or psychological violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality or gender identities. School-related gender-based violence reinforces gender roles and perpetuates gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and other forms of non-sexual intimidation or abuse such as verbal harassment or exploitative labor in schools. Unequal power relations between adults and children and males and females contribute to this violence, which can take place in formal and nonformal schools, on school grounds, going to and from school, in school dormitories, in cyberspace or through cell phone technology. SRGBV may be perpetrated by teachers, students, or community members. Both girls and boys can be victims, as well as perpetrators.”

“Established response procedure” is defined by the school/program having the following:
- Existence of a written document listing procedure
- Annual training for ALL students on the procedures
- Annual training for ALL school staff on the procedures
- Annual parental meeting with the orientation to the procedures.

“Knowledgeable” means that there is considered to be sufficient basic knowledge (locally defined on the topic (e.g. score of 7/10).

**Unit of Measure:** % of students (minimum 0%; maximum 100%)

**Data Type:** Percentage (Numerator: number of students with sufficient basic knowledge; Denominator: total number of students in project schools)

**Disaggregated by:** Gender; Disability Status

**Rationale for Indicator (optional):**

**PLAN FOR DATA COLLECTION**

**Data Source:** A representative quantitative survey of the students.

**Method of Data Collection and Construction:** A series of questions relating to relevant activities (e.g. school codes of conduct, procedures for reporting to teachers anonymously or in person, what constitutes ‘SRGBV’, responsibility to report) should be asked to determine knowledge of correct process (depending on one’s role in the process). Measure of knowledge is binary (yes/no with sufficient knowledge), but it will also be meaningful to calculate the mean score that is compared across groups and over time, and also look at percentage correct for individual questions.
HOW TO ACCESS

https://eccnetwork.net/resources/recommended-indicators/

Welcome to ECCN's Online Resource of Recommended Custom Indicators for EiCC projects.

This resource contains lists indicators useful for monitoring and evaluating EiCC projects. Complete Performance Indicator Reference Sheets (PIRS) are provided for indicators that have been selected through expert reviews. As we complete further review and piloting processes, we will continue to update the lists throughout 2018.

This resource has been developed in response to the significant gaps exposed by ECCN’s 2015–16 analysis of indicators used in USAID EiCC projects, as well as to demand from the EiCC Community of Practice. We have prioritized the development of outcome indicators in four domains that are central to EiCC. Use the links below to access the indicators and resources relevant to each domain:

Safer Learning Environments
PMEP ANALYSIS

1. ACCESS
2. RETENTION
3. EQUITY
4. SCHOOL SAFETY
5. CONFLICT SENSITIVE ED.
6. EDUCATION DELIVERY
7. POLICY & SYSTEMS
8. EDUCATION DEMAND
9. EDUCATION QUALITY

0 5 10 15 20 25

23 14 11 9 3 14 15 13 22
### PMEP analysis: Conflict Sensitive Education Indicators

<table>
<thead>
<tr>
<th>PROJECT NAME (COUNTRY)</th>
<th>INDICATOR</th>
</tr>
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<tbody>
<tr>
<td>Education Crisis Response (Nigeria)</td>
<td># of civil society organizations (CSOs), non-governmental organizations (NGOs), and community centers (CCs) that support and advocate for conflict sensitive education</td>
</tr>
<tr>
<td>Education Crisis Response (Nigeria)</td>
<td>Policy guidelines standards, transition plans etc. developed/modified to support conflict sensitive education</td>
</tr>
<tr>
<td>SYLI (Somalia)</td>
<td># of people attending facilitated events that are geared toward strengthening understanding among conflict-affected groups that were supported with USG assistance</td>
</tr>
<tr>
<td>Room to Learn (South Sudan)</td>
<td>% of country teams using rolling assessment data to monitor conflict and natural disasters likelihood to impact on RtL program implementation</td>
</tr>
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INEE GUIDING PRINCIPLES ON INTEGRATING CONFLICT SENSITIVITY IN EDUCATION POLICY AND PROGRAMMING IN CONFLICT-AFFECTED AND FRAGILE CONTEXTS

1. **ASSESS**
   - Conduct an education and conflict analysis or assessment to review:
     - The broad conflict status or risk of conflict and the historical links between education and conflict.
     - How conflict affects education.
     - How education might contribute to conflict.
     - How education can mitigate the conflict dynamics.
     - Debate matters: what, why, who, by whom, when, where, and how.

2. **DO NO HARM**
   - Education interventions in conflict-affected and fragile contexts are not neutral; they may reduce or increase the risk of conflict. Ensure that:
     - Policy priorities, plans, and programmes are based on a comprehensive conflict analysis.
     - All education providers apply conflict sensitive programming.
     - Programmes do not intentionally favour one group over another.
     - Education is not manipulated to promote exclusion and hate.

3. **PRIORITISE PREVENTION**
   - Protect teachers and students from attacks and recruitment into armed forces.
   - Protect learning environments from attacks.
   - Focus on safety for students and teachers.
   - Support policies to protect girls and boys, young women and men from abuse and exploitation.
   - Provide alternative education for youth, including life and employability skills.
   - Educate on risks such as landmines and unexploded ordnance.
   - Build emergency preparedness and readiness through Conflict and Disaster Risk Reduction.

4. **PROMOTE EQUITY AND THE HOLISTIC DEVELOPMENT OF THE CHILD AS A CITIZEN**
   - Promote equitable distribution of services across different groups (ethnic, religious, geographic, gender).
   - Avoid pockets of exclusion and marginalisation.

5. **STABILISE, REBUILD OR BUILD THE EDUCATION SYSTEM**
   - Strengthen institutional systems: staffing, capacity and competencies.
   - Strengthen the process of supplying and training teachers (and teacher trainers).
   - Strengthen the education management information systems.
   - Ensure adequate number of trained teachers who reflect the diversity of their societies (different ethnic and religious groups, and gender).
   - Provide safe, relevant, appropriate, continuous education to children and youth in accordance with the INEE Minimum Standards and aligned with national priorities.
   - Favour fairness, transparency and accountability.

6. **DEVELOPMENT PARTNERS SHOULD ACT FAST, RESPOND TO CHANGE, AND STAY ENGAGED BEYOND SHORT-TERM SUPPORT**
   - Develop flexible education financing mechanisms to adjust to contingencies.
   - Be ready to adjust assistance programmes to eliminate negative impacts on the context and to improve contributions to peace.
   - Respond to changing conditions on the ground such as displacement or attacks.
   - Coordinate with existing education coordination structures (e.g., the Education Cluster and/or Local Education Group).
   - Respond to national priorities and jointly prepare exit strategies for handing over of emergency education interventions to longer-term education systems development.
   - Ensure that existing commitments are respected.
   - Recognise the links between education, development objectives, state-building and security.

INEE | An international network for education in emergencies
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>WHAT IS YOUR RESPONSE TO THE QUESTION? (yes/partially/no) Please give more detail to your answers when available and appropriate.</th>
<th>WHAT FOLLOW UP ACTION, IF ANY, WILL BE TAKEN? WHO WILL BE RESPONSIBLE? (For further guidance please refer to the following domains in the INEE Minimum Standards and the INEE Guidance Note on Conflict Sensitive Education, as well as the List of Additional Resources.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PROJECT CYCLE: ASSESSMENT PHASE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. ASSESSMENT AND CONFLICT ANALYSIS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1 Have education stakeholders analysed the conflict context and how the proposed education programme and conflict may interact?</strong> (e.g. stakeholders could include: parent teacher association, government officials, youth, women, men, girls, boys, different ethnic, religious or social groups, etc.)</td>
<td></td>
<td>Foundational Standards Domain Community Participation Standard 1: Participation Community Participation Standard 2: Resources Analysis Standard 1: Assessment Analysis Standard 3: Monitoring</td>
</tr>
<tr>
<td><strong>1.2 Does the analysis include different perspectives of stakeholders within the education community?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.3 Does the analysis include an understanding of how different stakeholders are both affected by and also drive conflict?</strong></td>
<td></td>
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INEE Guidance

3 Parts to Conflict Sensitive M&E

- How conflict sensitive was regular M&E?
- How has the conflict context evolved?
- How conflict sensitive was the program?
## Sample indicators

<table>
<thead>
<tr>
<th>Monitoring the conflict</th>
<th>Indicators</th>
<th>Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the level of tension between refugee and host community over education services?</strong></td>
<td># of incidents of violence between host and refugee communities % who report tension with other group in target area</td>
<td>Survey / Interview Survey</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Interaction: Conflict &amp; Program</th>
<th>Indicators</th>
<th>Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is school construction favouring one group over another?</strong></td>
<td>% of host and refugee communities perceiving the school construction as benefiting both communities</td>
<td>Survey</td>
</tr>
<tr>
<td><strong>Are project staff able to travel to all program areas?</strong></td>
<td># days staff have been unable to travel to (each) program area due to security concerns</td>
<td>Security records of project office</td>
</tr>
</tbody>
</table>
USAID Conflict Sensitivity Checklist

The Checklist is divided into 7 categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>What it Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment and accountability</td>
<td>Whether and how the organization and key stakeholders maintain up-to-date knowledge about conflict dynamics.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Whether the education strategy demonstrates an understanding of the conflict context and its interaction with the education domain.</td>
</tr>
<tr>
<td></td>
<td>Whether contracts and grants include requirements to apply tools and processes that routinely analyze and assess the interaction between conflict and the education domain.</td>
</tr>
<tr>
<td>Equitable access</td>
<td>Whether and how the education program is designed and carried out based on equity and inclusion, and whether it systematically ensures safety and protection.</td>
</tr>
<tr>
<td>Curricula, teaching and learning</td>
<td>Whether learning materials are vetted for inclusion of content on safety and protection, crisis prevention, peace building and social cohesion; whether methods promote inclusion; and whether language of instruction is unifying rather than divisive.</td>
</tr>
</tbody>
</table>
## USAID CSE Checklist

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity building</td>
<td>Whether management decisions regarding education personnel including recruitment, placement, qualifications, and compensation are sensitive to sex, race, ethnicity, and power dynamics.</td>
</tr>
<tr>
<td>Community engagement</td>
<td>Whether the approach to community engagement aims to rebuild social cohesion, mitigate conflict, and promote peace and stability.</td>
</tr>
<tr>
<td>Monitoring and evaluation</td>
<td>Whether indicators that measure the relationship between conflict mitigation and peace-building are identified and measured.</td>
</tr>
<tr>
<td></td>
<td>Whether data that identifies who is and is not accessing education is collected and analyzed based on age, ethnicity, sex, location, religion, etc.</td>
</tr>
<tr>
<td></td>
<td>Whether Education Management Information System (EMIS) and Human Resource Management Information System (HRMIS) collect data on students and teachers based on inclusion and equity; and whether decisions are made based on analysis of this data.</td>
</tr>
</tbody>
</table>
PROCESS

Initial list

Expanded based on guidance concepts, categories

Vetting with experts (survey)

Selection of most useful by experts (survey)

Prepare PIRS with experts
CSE INDICATOR SPEAD SHEET FOR EXPERT REVIEW