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Dedicated To Increasing Equitable Access To
Education In Areas Affected By Crisis And Conflict

June 2016

Analysis of Indicators Used in USAID Education Projects in Crisis and Conflict Environments



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Abbreviations and Acronyms

| | |
|---------|--|
| AEP | Alternative Education Program |
| ALP | Accelerated Learning Program |
| CAA | Community Asset Appraisal |
| CBO | Community-Based Organization |
| CC | Community Center |
| CESLY | Core Education Skills for Liberian Youth (Liberia) |
| CSO | Civil Society Organization |
| DEOs | District Education Officers |
| DRASATI | Developing Rehabilitation Assistance to Schools and Teacher Improvement Project (Lebanon) |
| DRC | Democratic Republic of the Congo |
| ECCN | Education in Crisis and Conflict Network |
| EiCC | Education in Crisis and Conflict |
| EDB | Education de Base (Senegal) |
| EMIS | Education Management Information Systems |
| EQUAL | Education Quality and Access in Liberia (Liberia) |
| EQALLS | Education Quality and Access for Learning and Livelihood Skills) Project 2 (Philippines) |
| GBV | Gender-Based Violence |
| HEAR | Health, Education, and Reconciliation Project (South Sudan) |
| ICT | Information and Communication Technologies |
| IDPs | Internally Displaced Persons |
| INEE | The Inter-Agency Network for Education in Emergencies |
| IP | Implementing Partner |
| IR | Intermediate Result |
| LCEP 2 | Learning for Community Empowerment Programme (Afghanistan) |
| LEER | Lifelong Learning Project (Guatemala) |
| LIPAD | Literacy for Peace and Development Project (Philippines) |
| M&E | Monitoring and Evaluation |
| NGO | Non-Governmental Organization |
| OPEQ | Opportunities for Equitable Access to Quality Basic Education (DRC) |
| PAJE | Projet d'Appui aux Jeunes Entrepreneurs (or Support to Youth Entrepreneurs Project) (Mali) |
| PAQUED | Projet d'Amélioration de la Qualité de l'Éducation (DRC) |
| PMEP | Performance Monitoring and Evaluation Plan |
| PTA | Parent Teacher Association |
| RtL | Room to Learn (South Sudan) |
| SBEP | Sindh Basic Education Program (Pakistan) |
| SMC | School Management Committee |
| SRGBV | School-Related Gender-Based Violence |
| SSI | Safer Schools Index |
| SSIRI | Southern Sudan Interactive Radio Instruction Program (South Sudan) |
| SSTEP | South Sudan Teacher Education Program (South Sudan) |
| USAID | United States Agency for International Development |
| USG | United States Government |



INTRODUCTION

Since 2011, the United States Agency for International Development (USAID) has been working with partners to increase equitable access to education for learners living in conflict and crisis-affected environments (USAID Education Strategy, February 2011 Goal 3). The following document provides an analysis of the indicators used in Performance Monitoring and Evaluation Plans (PMEPs) from 25 USAID Education projects¹ implemented in 16 countries between 2007 and 2018. The USAID Education in Crisis and Conflict Network (USAID ECCN) undertook this analysis to determine:

- 1. What indicators were being used to monitor education projects implemented in crisis and conflict environments slightly before and during the period of USAID's 2011–2015 Education Strategy.***
- 2. Whether and how these indicators measured progress related to the USAID Education Strategy themes of: access, retention, equity, safety, conflict sensitive education, education delivery, policy and systems, education demand, and education quality.***
- 3. What gaps existed in the monitoring efforts of these projects during this period.***

We believe that this analysis will provide USAID program designers and managers, as well as USAID project implementing partners, with a baseline snapshot of the state of project performance monitoring and evaluation (M&E) planning during a period in which USAID was increasingly formalizing its commitment to supporting education in crisis and conflict (EiCC) environments. A subsequent analysis, planned for 2019, will undertake a similar review in an effort to map the evolution of performance monitoring and evaluation planning, well into USAID's 2016–2020 Education Strategy. After an initial description of our analysis methodology, the paper presents analysis results (Which results are monitored where? Which essential EiCC concepts are being monitored how? Which concepts are well monitored?), followed by key findings and recommendations for USAID and the community of practice.

¹ We use the term project to refer to discrete USAID funding awards falling under Goal 3 of USAID's Education Strategy (2011–2015).

II. METHODS

The analysis was conducted by examining 370 indicators listed in 25 PMEPs of current or past USAID education projects designed to promote *Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015 (Goal 3)*.

PMEPs were obtained directly from implementing partners, as well as from the USAID Office of Education. PMEPs were collected based on a list of 66 projects related to EiCC environments generated by the USAID Office of Education. The 25 PMEPs represent the documents the researchers were able to obtain, and should not be considered either as the universe of all PMEPs for USAID projects focused on increasing equitable access to education, or as a representative sample of such projects.

Table 1 shows the list of PMEPs included in the analysis. Indicators were coded using nine foundational topics from the USAID Education Strategy 2011–2015 for Goal 3: Education in Conflict and Crisis, grouped into four essential concepts: (access, retention, equity, and school safety) and five categories of education activities (education delivery, education costs, safety, education quality, and policy and systems). Each of these essential concepts was used as a category in the analysis. Indicators relating solely to improved reading (Goal 1) and workforce development (Goal 2) were not included in the analysis. Indicators were coded using the following nine categories:

1. **Access:** Indicators measuring increase in access for out-of-school children and youth
2. **Retention:** Indicators measuring increase in retention of in-school children and youth
3. **Equity:** Indicators measuring increase in equitable access or participation in education
4. **School Safety:** Indicators measuring increase in safety in and around schools (i.e., community vigilance, schools as zones of peace, gender-based violence (GBV) protection)
5. **Conflict Sensitive Education:** Indicators measuring increasing conflict sensitivity of education materials and delivery
6. **Education Delivery:** Indicators measuring methods by which education is delivered (i.e., Accelerated Learning Program (ALPs) and Alternative Education Program (AEPs), community schools, technology-enabled learning)
7. **Policy and Systems:** Indicators measuring strengthening of relevant policies and systems (i.e., policies on equity and access, supporting Education Management Information Systems (EMIS) and payroll, sector planning, M&E efforts)
8. **Education Demand:** Indicators measuring increase in the demand for education (i.e., efforts to reduce school fees, conditional cost transfers, community mobilization)
9. **Education Quality:** Indicators measuring efforts to increase quality of education (i.e., training teachers and administrators, provision of materials, assessment and feedback)

Indicators related to more than one topic were coded more than once.

In addition to coding indicators, we also looked at the project description in each PMEP to deduce the project's theory of change. That is, we looked at the theory or theories—in some cases explicit and in others implicit—that link the project's goals, strategies, and anticipated outcomes. Once we deduced the theory of change, we coded this as well using the nine categories. This analysis allowed us to compare the categories that theories of change addressed with the categories measured by indicators.

Table 1. USAID-funded projects included in analysis

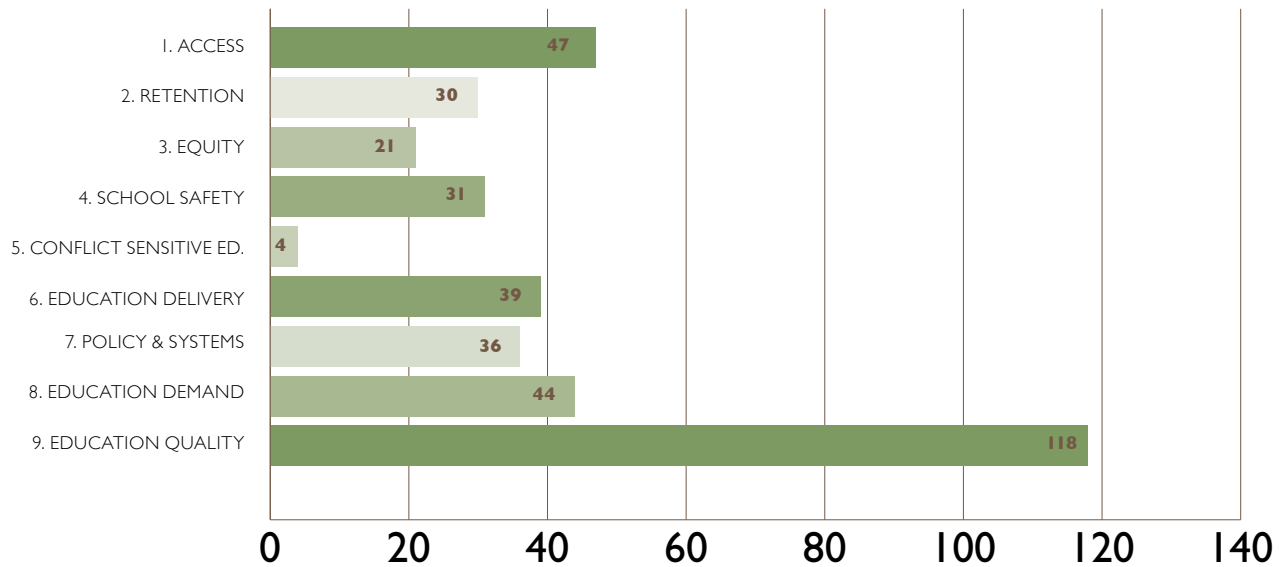
| PROGRAM NAME | COUNTRY |
|--|--|
| Learning for Community Empowerment Programme (LCEP 2) | Afghanistan |
| Opportunities for Equitable Access to Quality Basic Education (OPEQ) | Democratic Republic of the Congo (DRC) |
| Projet d'Amélioration de la Qualité de l'Éducation (PAQUED or Project for Improvement of Quality of Education) | DRC |
| Lifelong Learning Project (LEER) | Guatemala |
| Proyecto METAS | Honduras |
| Developing Rehabilitation Assistance to Schools and Teacher Improvement Project (DRASATI) I | Lebanon |
| Developing Rehabilitation Assistance to Schools and Teacher Improvement Project (DRASATI) II | Lebanon |
| Advancing Youth Project | Liberia |
| Core Education Skills for Liberian Youth (CESLY) | Liberia |
| Education Quality and Access in Liberia (EQUAL) | Liberia |
| Girls' Opportunities to Access Learning (Pilot) | Liberia |
| Projet d'Appui aux Jeunes Entrepreneurs (PAJE or Support to Youth Entrepreneurs Project) | Mali |
| Youth Project | Nicaragua |
| Education Crisis Response | Nigeria |
| Sindh Basic Education Program (SBEP) | Pakistan |
| Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Project 2 | Philippines |
| Literacy for Peace and Development (LIPAD) Project | Philippines |
| Education de Base (EDB) | Senegal |
| Somali Youth Learners Initiative | Somalia |
| Health, Education, and Reconciliation (HEAR) Project | South Sudan |
| Room to Learn (RtL) | South Sudan |
| South Sudan Teacher Education Program (SSTEP) | South Sudan |
| Southern Sudan Interactive Radio Instruction (SSIRI) Program | South Sudan |
| Model Schools Network Program | West Bank |
| Community Livelihood Project | Yemen |

III. FINDINGS

Overview

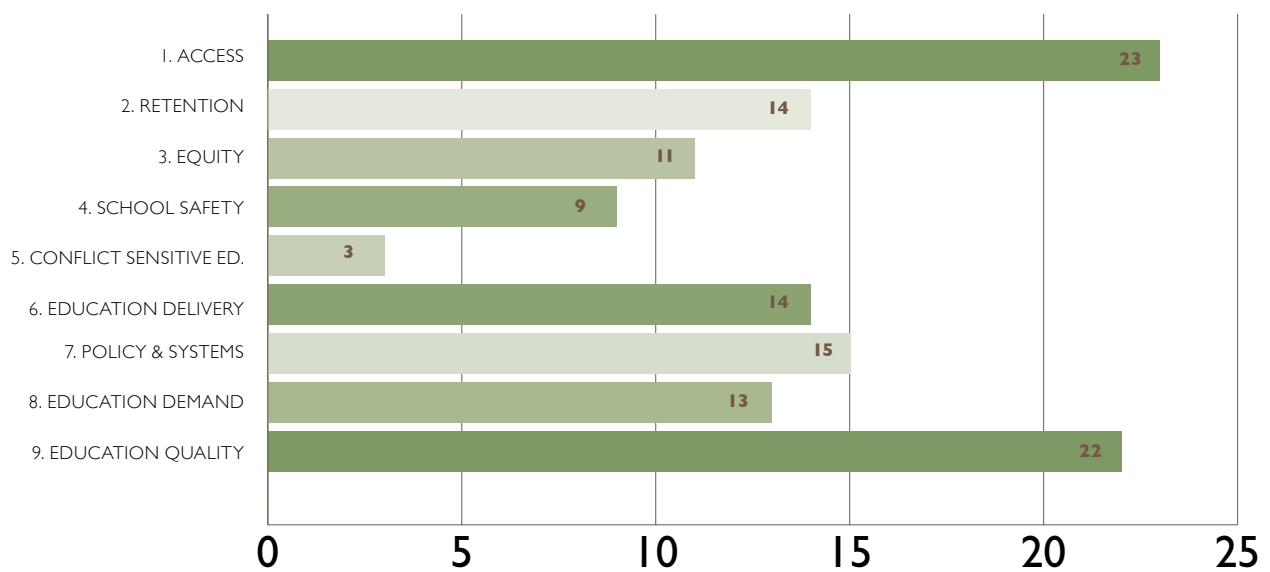
As Figure 1 shows, the plurality of indicators focused on improving education quality (32% of all indicators)—far more than any other category. In addition, there are various indicators measuring access (13% of all indicators), retention (8% of all indicators), school safety (8% of all indicators), and education demand (12% of all indicators). It is noteworthy that we found only four indicators (1% of all indicators) that focused on measuring increase in conflict sensitivity in education. A summary of the number of indicators in each category for each project is contained in the appendix.

Figure 1. Number of indicators per category²



It is interesting to note that the indicators by categories are not distributed equally among the 25 PMEPs. Figure 2 shows the number of projects that include at least one indicator per category.³ All but two PMEPs have at least one indicator relating to access. However, other critical elements of USAID education strategy in crisis and conflict environments—equity, safety and conflict prevention—are measured by less than half of the projects reviewed, based on the indicators included in their PMEPs. In the case of conflict prevention, only three projects include relevant indicators. Finally, the analysis shows that a majority of projects also measure other important elements of education in crisis and conflict environments, namely retention, education delivery, changes to policy and systems, education demand, and improvements in education quality. Almost all projects include indicators related to education quality; most of these focus specifically on teacher and/or administrator training.

Figure 2. Number of projects with at least one indicator per category



2 Number of indicators totals 381 even though only 370 indicators were analyzed because some indicators were coded more than once since they addressed more than one category.

3 The appendix includes a list of all 25 activities included in this analysis and the number of indicators included in their PMEPs per category.

In addition to considering which categories relevant to equitable access to education in crisis and conflict environments are measured by each project's selected indicators, we also looked at which of these nine categories are addressed by each project's implicit or explicit theory of change, as presented in their PMEP's project description. We then compared the categories covered by the indicators to those addressed by the theories of change. This comparison found that 267 indicators (72% of all indicators) coded were related to categories that were also addressed by the project's theory of change. The other 103 indicators (28% of all indicators) covered categories not addressed by theories of change. Of the 25 PMEPs analyzed, 19 of them had at least one indicator measuring a category not reflected in their theory of change (e.g., measuring progress towards equity even though the theory of change does not anticipate or show how the project will increase equity in education). Furthermore, 18 projects did not have any indicators measuring at least one category (e.g., theory of change speculates that the project will provide students with access to safe learning environments, but no indicator was included that measures increase in safety or increase in access to safe learning environments). This finding reflects the importance of ensuring that theories of change are clearly articulated and reflected in the projects' results frameworks, and that indicators selected measure all outcomes and outputs identified in the results frameworks. Additional information about the comparison between theories of change and indicators selected is provided in the sections below.

I. Access

Access or some measure related to measuring enrollment, appeared in all but two of the reviewed PMEPs. However, the interpretation of access and "increased access" was found to vary across projects. All 19 projects that addressed increasing access to education for out-of-school children and youth in their theory of change included at least one indicator measuring increase in access. Furthermore, four additional projects included indicators measuring increase in access, although increasing access to education was not addressed in their theories of change, based on their project descriptions. The table below provides some examples of the indicators related to access in the PMEPs that we have reviewed.

Table 2. Examples of indicators of increased access

| PROJECT NAME (COUNTRY) | INDICATOR |
|--------------------------------------|---|
| Advancing Youth Project (Liberia) | # of learners enrolled in primary schools or equivalent non-school-based settings with United States Government (USG) support |
| Community Livelihood Project (Yemen) | # of learners enrolled in primary schools and/or equivalent non-school based systems with USG support |
| GOAL (Liberia) | # of girls enrolled in USG-supported schools in targeted grades |
| PAJE (Mali) | # of learners enrolled in secondary schools or equivalent non-school-based settings with USG support (Basic Education) |
| Education de Base (Senegal) | # of middle secondary-level <i>Talibes</i> and other vulnerable children 13 to 18 years of age reached through USAID /Basic Education (BE) program to implement improved practices in Daaras and other educational structures (disaggregated by gender) |
| CLP (Yemen) | % of individuals in targeted areas with a positive perception regarding the Republic of Yemen Government's role in improving access to education |
| OPEQ (DRC) | # youth enrolled in learning opportunities related to OPEQ for out-of-school youth |
| OPEQ (DRC) | # of ALP students who receive school kits/fee coverage |
| SYLI (Somalia) | % increase in secondary enrolment in supported schools |

Some projects included indicators that measure the number of students who are already enrolled, but who benefit from the project. Meanwhile, other indicators only counted students who moved from out-of-school status to in-school status. With this, the challenge becomes not just whom to count, but also how to count them, given the different ways in which they are "accessing" education.

The following issues/questions arise in reviewing this limited set of indicators across these projects:

- What are the different ways in which projects are defining increased access?
 - > The number of first-time entrants into the education system?
 - > The percent change in gross enrollment in an institution from year to year?
 - > The percent of school-age children who are enrolled in school, from year to year (i.e., net enrollment)?
- How are projects consistently counting both direct and indirect beneficiaries—separately, as per USAID guidance?

2. Retention

Indicators for access are intended to count students who come from a state of “out-of-school” to a state of “in-school” (“school” includes non-formal and alternative education programs). Indicators for retention, on the other hand, seek to identify those who stay in school. Of the 25 projects included in the analysis, 14 projects included indicators related to retention. Interestingly, only two of these projects had retention addressed in their theory of change; the other 12 included indicators related to this topic even though their project description did not indicate that this was a desired outcome of the project. Furthermore, two additional projects did mention retention as an anticipated outcome in their project description, but did not include any indicators that measured retention.

The analysis of the 25 PMEPs identified 30 indicators for retention, with sub-categories including indicators for persistence, attendance, and completion. Over half of all indicators were for program or grade completion. Over a third of the indicators focused on continuous attendance. Lastly, two indicators focused on persistence in educational programs. Below is a selection of some typical indicators for retention, organized by sub-category:

Table 3. Examples of indicators of improved retention

| PROJECT NAME (COUNTRY) | SUB-CATEGORY | INDICATOR |
|-------------------------------------|--------------|---|
| Education de Base (Senegal) | Persistence | % of children persisting in USG-supported schools as a result of USAID/EDB dropout prevention program |
| GOAL (Liberia) | | # of scholarship awards in USG-supported schools |
| OPEQ (DRC) | Attendance | # youth regularly attending ALP classes |
| GOAL (Liberia) | | % of girl students in targeted grades attending schools (on days monitored) |
| Education Crisis Response (Nigeria) | Completion | # learners who complete the non-formal education and alternative education (NFE/AE) program who meet/surpass performance criteria |
| GOAL (Liberia) | | % of girls who complete all three years of the scholarship program |
| SYLI (Somalia) | | # of persons completing NFE training program |
| Education Crisis Response (Nigeria) | | # of learners transiting to formal school activities |

The following issues/questions arise in reviewing this limited set of indicators for access and retention:

- For the most part, it seems the indicators require the actual counting of enrolments from registers at the project/school level, placing the burden of this counting on project field staff. Are there opportunities for projects to be more efficient by utilizing EMIS or other national education data if/when going to scale?
- Like some access indicators, indicators on retention often do not clearly specify the characteristics of the populations served in relation to equity: e.g., marginalized and vulnerable children and youth. How can indicators for access and retention better reflect equity issues?
- Retention indicators (with one exception) do not seem to address issues of repetition and those who transfer in from other schools/projects. Note that in crisis and conflict environments there are many students that fall into this category due to Internally Displaced Persons (IDPs) and migration back to their home country. How can these students be accounted for in monitoring?

3. Equity

Indicators of equity are those that measure progress related to increasing access to education for marginalized populations — those who face disproportionate barriers to education. Eleven projects included indicators that either directly measure increase in equity (or decrease in barriers to equity), or indirectly measure progress to equity by focusing on specific groups. For example, the GOAL project in Liberia is focused particularly on girls who are given scholarships and other special support, although boys are still considered to benefit in the school-wide interventions. Of these 11 projects, three did not address the issue of equity in their project description. Furthermore, an additional five PMEPs did mention equity in their project description but did not include any indicators to measure progress towards equity. All five of these PMEPs stated that equity is a primary concern; some even devoted entire Intermediate Results (IRs) or Project Objectives to equity. However, there were no indicators related to equity in the PMEPs. These PMEPs include process-oriented indicators reflecting project activities but did not specify how increased equity will be captured.

Of the 21 indicators that were coded as being related to equity, 12 were specifically related to access, but were also categorized as equity-related indicators because they addressed access for marginalized populations. Additional indicators related to equity included those involving advocacy for girls' or disabled students' education; there were a handful of indicators related to specific activities directed at a marginalized group (in most cases, girls)—or example, a scholarship (OPEQ) or tutorial classes (GOAL). Below are some examples of indicators that we classify as related to equity.

Table 4. Examples of indicators relating to equity

| PROJECT NAME (COUNTRY) | SUB-CATEGORY | INDICATOR |
|-----------------------------|--------------|---|
| EQUAL (Liberia) | Access | Gender Parity Index for school enrolment |
| Room to Learn (South Sudan) | | # of new entrants in USG-supported primary school or equivalent-based settings who are disabled |
| Education de Base (Senegal) | | # of Talibes and other vulnerable children aged 06 to 12 years enrolled in USG-supported primary schools or equivalent non-school settings, disaggregated by gender and vulnerable status |
| SSTEP (South Sudan) | Systems | Developed gender affirmative action policy |
| DRASATI II (Lebanon) | Attitudes | Proportion of females who report increased self-efficacy at the conclusion of USG-supported training/ programming |
| GOAL (Liberia) | Advocacy | # of participants at town hall meetings on girls' education |

It is important to note that while only indicators that specifically addressed equity were counted in this category, many more indicators specified that the data for the particular indicator (which did not explicitly address equity) would be disaggregated in a way that could enable an assessment of equity. That is, indicators that disaggregate data by particular populations (e.g., gender, ethnicity, rural vs. urban) can provide information that is useful when considering equity, even if the general indicator doesn't specifically mention equity. The following list shows the percent of indicators that disaggregate data:

Table 5. Percent of indicators by disaggregation

| DISAGGREGATION CATEGORY | NUMBER OF INDICATORS (PERCENT) |
|---|--------------------------------|
| Within Country Region/Locality | 150 (41%) |
| Gender (student) | 84 (23%) |
| Gender (adult, e.g., teachers) | 73 (20%) |
| Age/Grade | 48 (13%) |
| Urban/Rural | 183 (50%) |
| Ethnicity | 110 (30%) |
| Other (e.g., type of organization, type of training, subject, etc.) | 135 (36%) |

4 Most indicators that indicated disaggregation included more than one dimension. Therefore, the percentages across topics do not add up to 100%.

In some of these cases, equity is implicitly measured through indicators that measure access, retention or other topics and are disaggregated by one or more dimensions of equity. However, this approach to measuring equity assumes that equity will be a natural result of the intervention, rather than an outcome of purposefully designed context-specific strategies. Custom indicators to measure progress of equity-related strategies would more explicitly measure progress towards addressing existing barriers to education equity. (See Findings section for further discussion of standard indicators.)

4. Safety

Overall, our analysis found 31 indicators measuring progress towards safe education across 10 different projects. Of these nine projects, seven described how their project aims to increase safety in their project description, while the other two projects measured safety without making any explicit mention of how the project addresses safety needs in their project description. Furthermore, two other projects mentioned the expectation that their project will increase access to safe learning environments, and yet did not include any indicators to measure this. This also means that a majority of projects—the remaining 14—did not address the issue of safety in their theory of change or measure it through their identified indicators. This could reflect the fact that these projects operate in specific contexts where violence is not a significant barrier to education. Alternatively, it could mean that violence was not appropriately identified as a barrier to education in the context analysis and/or in the project design.

We can break down the 31 school safety indicators into outcomes or process indicators and within that into their own respective subcategories. For outcomes: incidence of violence in the area around the school/in the community, incidence of school-related gender-based violence (SRGBV), levels of student wellbeing, attitudes to GBV, and health. For process: improving infrastructure/spaces, advocacy/training, systems strengthening (i.e., referral mechanisms in schools), and health. Some indicators are based on an index score that includes multiple components of safety; these we simply refer to as mixed. Below is a sample of these indicators for each sub-category:

Table 6. Examples of indicators relating to safety

| PROJECT NAME (COUNTRY) | SUB-CATEGORY | INDICATOR |
|-----------------------------|--------------------|---|
| Room to Learn (South Sudan) | Mixed | % of USG-supported schools or learning spaces increasing their Safer Schools Index (SSI) scores |
| SBEP (Pakistan) | Health | % of target schools implementing a range of improved best health practices |
| EQUAL (Liberia) | Advocacy/ Training | # of teachers in USG-supported programs trained on how to support learners' psychosocial wellbeing |
| Youth Project (Nicaragua) | Attitudes to GBV | % of target population that views GBV as less acceptable after participating in or being exposed to USG programming |
| EQUAL (Liberia) | Systems | % 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) |
| EQUAL (Liberia) | Incidence of SRGBV | % of pupils stating that they have been beaten ("flogged") in school in the previous two weeks |
| OPEQ (DRC) | Student Wellbeing | % improvement of student wellbeing |

It is important to note that each project has only one or two of the sub-categories represented in their indicators. SBEP has seven indicators related to health and one related to infrastructure (and no other safety-related indicators). OPEQ has one safety indicator, which is related to wellbeing. SYLI has indicators related to infrastructure. The only projects with indicators related to SRGBV are EQUAL and Room to Learn. Of course, the indicators that are used in a project are related to its strategies and goals. However, it can be argued that in most, if not all, projects operating in crisis and conflict environments, safety in education is an important consideration, and therefore safety-related indicators relevant to project objectives should be included.

It is notable that: (a) more than half of all PMEPs reviewed included no safety-related indicators (either output or outcome), and that (b) only four of the PMEPs reviewed included safety-related outcome indicators (vs. output indicators), when we consider the serious safety issues that students face in crisis and conflict environments both in the school environment and on the way to/from school and that safety are a key component of the Education Strategy:

“Education in conflict and crisis environments is a function of providing security, services, infrastructure, and stability where the absence of such fundamental requirements will prevent effective learning. It is, first and foremost, a question of assuring access to safe spaces, to physical infrastructure, and to basic education services, primarily to children and youth.”

More specifically, safety-related objectives in the strategy are:

- Provision of safe learning opportunities for all children and youth, girls and boys, including formal and non-formal programs that focus on literacy, numeracy, and basic skills, as well as teacher training where there are shortages
- Community-based efforts to restore access and to provide safety from violence, especially for marginalized groups
- Rehabilitation and construction of temporary, semi-permanent, permanent infrastructure that is accessible to all

The analysis of indicators suggests that implementing partners need guidance on to how to measure safety. One possible recommendation to address this issue is the development of a standard framework that could be developed based on the Inter-Agency Network for Education in Emergencies’ (INEE’s) and others’ work. Such a framework could then be used to inform a standardized measurement approach that would ensure comparability of results across partners.

5. Conflict Sensitive Education

Implementing education projects in areas of conflict and crisis requires an in-depth understanding of the context-specific dynamics—including political, psychosocial, and historical forces at play—that contribute towards societal divisions and violence. Because these conflict-related factors greatly influence student enrollment, successful education activities in these contexts employ strategies that mitigate the impact of conflict on school participation and learning. In our examination of the selected PMEPs, we found four indicators associated with conflict mitigation, employed by three out of the total 25 projects analyzed as part of their monitoring plans. Four other projects made reference to conflict sensitivity or related topics (peacebuilding, social cohesion, reconciliation, etc.) in their project descriptions, but did not include any indicators to measure this topic. Table 7 shows the four indicators we found among three of the 25 projects:

Table 7. Indicators relating to conflict sensitive education

| PROJECT NAME (COUNTRY) | INDICATOR |
|-------------------------------------|--|
| Education Crisis Response (Nigeria) | # of civil society organizations (CSOs), non-governmental organizations (NGOs), and community centers (CCs) that support and advocate for conflict sensitive education |
| Education Crisis Response (Nigeria) | Policy guidelines standards, transition plans etc. developed/modified to support conflict sensitive education |
| SYLI (Somalia) | # of people attending facilitated events that are geared toward strengthening understanding among conflict-affected groups that were supported with USG assistance |
| Room to Learn (South Sudan) | % of country teams using rolling assessment data to monitor conflict and natural disasters likelihood to impact on RtL program implementation |

These four indicators show four different areas where conflict sensitivity can be employed: advocacy, policy change, community-based peacebuilding, and preparedness. Including these performance indicators contributes to the overall goal of conflict mitigation by ensuring that the project is held accountable for implementing conflict sensitive strategies. It is of concern that only three out of 25 reviewed PMEPs contained indicators relating to conflict sensitivity of education. This finding could suggest that conflict sensitivity was not seen as a critical strategy for increasing enrollment, either in project design or in the project's theory of change. Alternatively, it could suggest that the PMEPs for the projects reviewed do not track changes in conflict sensitivity, even if it is in fact among the objectives of the intervention.

The following issues/questions arise in reviewing this set of indicators for conflict sensitivity:

- Does the lack of indicators on conflict sensitive education reflect a lack of understanding of conflict-related dynamics contributing to enrollment, and a lack of guidance on how to measure it?
- What conflict sensitivity strategies, if any, are being employed by projects, but not being measured through custom indicators? Why are they not being measured?
- How can projects measure the impact of conflict sensitivity strategies, beyond simply measuring the implementation of conflict sensitivity strategies?

6. Education Delivery

Indicators in this category are those that track the implementation of strategies related to education delivery. This includes the implementation of Alternative Learning Programs, establishment of new schools in communities, improving physical infrastructure of learning centers, and increasing capacity to deliver education through technological means, among others.

We found 39 indicators that fit this category in 14 PMEPs. Of these 14 PMEPs, six did not describe how education delivery fits into their theories of change. Moreover, an additional seven PMEPs that did not include any indicators related to education delivery, mentioned the importance of education delivery-related strategies in their project descriptions.

Most of the indicators in the reviewed PMEPs in this category specifically focused on measuring the improvement of physical infrastructure, either broadly for schools and classrooms, or for specific types of programs within a school, such as providing science labs or adding equipment to resource centers (e.g., “number of classrooms built or repaired with USG assistance”).

Other indicators in this category focused on improving school management and on the increase in use of information and communication technologies (ICT) for learning purposes. Within this subcategory there is room for standardizing indicators, as different types of indicators seemed to measure the same type of data. For example, three projects used the standard F-indicator “Number of classrooms repaired with USG assistance,” whereas three other projects used custom indicators such as “Number of other school rooms renovated.” Furthermore, some projects had different indicators for renovations vs. new construction, and other projects used the same indicators to measure both renovations and new constructions.

In addition to changes in infrastructure of schools, classrooms, and/or other learning environments, this category also included indicators that measured the addition or improvement of ICT to learning delivery—for example “number of schools using communication technology due to USG assistance.” Lastly, this category included indicators measuring various other approaches to improving the delivery of education, mainly through formal education. Example of these types of improvements to education delivery measured by indicators included measuring the application of new teaching methods, use of upgraded resources, use of data to improve quality of education, and the development and implementation of school improvement plans.

Table 8. Examples of indicators relating to education delivery

| PROJECT NAME (COUNTRY) | SUB-CATEGORY | INDICATOR |
|--|--------------------------|--|
| Advancing Youth Project (Yemen) | Infrastructure | # of classrooms built or repaired with USG assistance |
| Model Schools Network Program (West Bank and Gaza) | | # of teacher resource centers constructed and equipped by province |
| Room to Learn (S. Sudan) | | # of other school rooms renovated |
| Advancing Youth Project (Yemen) | Technology | # of schools using ICT due to USG support |
| CLP (Yemen) | | # of schools using communication technology due to USG |
| CLP (Yemen) | | # of computer labs renovated |
| Model Schools Network Program (West Bank and Gaza) | Other Education Delivery | % of public school teachers applying student-centered teaching methods in the classroom |
| Model Schools Network Program (West Bank and Gaza) | | % of teachers utilizing upgraded resources once per month per class |
| Room to Learn (S. Sudan) | | # of USG-supported school communities using school self-appraisal data, SSI and Community Asset Appraisal (CAA) to analyze supply and demand issues around access to quality education and school safety |
| SBEP (Pakistan) | | # of school improvement plans resulting from joint sessions between District Education Officers (DEOs) and School Management Committees (SMCs) |
| SBEP (Pakistan) | | # of legal contracts prepared and shared with the Government of Sindh for engaging the private sector to provide education management services to newly constructed SBEP schools under school consolidation and flood-affected schools categories. |
| SBEP (Pakistan) | | # of private sector organizations contracted to support government schools |

These indicators, for the most part, counted the application of improvements to education delivery, rather than measuring the impact that these improvements had on the delivery of education (i.e., increase in access to or quality of education attributed to improvement of education delivery). However, it is likely that the outcomes of improvements in education delivery will be reflected in data related to indicators that measure other EiCC concepts, such as increased net enrollment and improved school safety.

7. Policy and Systems

Education policy and system indicators are those that measure progress towards or the successful completion of efforts to add or change policies or strengthen national, regional, or local education systems. Examples of topics in this category include changing policies to increase equity, strengthening EMIS, addressing Teacher Management Information System (TMIS) and payroll, sector planning, and monitoring and evaluation. The standard indicator related to policy and systems is “Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access.” Out of the 25 PMEPs reviewed, 15 included a total of 36 indicators that fit this category. Of these, all but two included policy and/or systems change in their theories of change. An additional five PMEPs mentioned policy and/or systems change in their project description but did not include any indicators related to this category.

Within the policy and systems category, five indicators measured changes in policy or regulations regarding access to education/quality of education, while five measured teacher certification/professional development systems. Two other indicators measured changes in policy or regulations regarding student assessments and gender equity.

All five of the projects measuring changes in policy related to access to education and quality of education used the indicator “Number of laws, policies or guidelines developed or modified to improve primary grade reading programs or increase equitable access” or a variation of it. Unfortunately, this indicator does not allow distinguishing between policy changes that specifically address access to education vs. quality of education (or both). Furthermore, only one of these indicators (found in only one PMEP) specifically considers changes in policies that lead to increases in education equity.

An additional six indicators under the Policy and Systems category focused on building institutional or organizational capacity of entities involved in education. Among these indicators, there is a range in the types of organizations/agencies represented from national ministries of education to local NGOs/community-based organizations (CBOs). Other indicators in this category considered capacity-building changes related to information management, communications, and assessments. Below are some examples of indicators that fall under these five sub-categories:

Table 9. Examples of indicators relating to policy and systems

| PROJECT NAME (COUNTRY) | SUB-CATEGORY | INDICATOR |
|--|---|--|
| Advancing Youth Project (Liberia) | Changes to Policies, Laws or Regulations | # of laws, policies or guidelines developed or modified to improve primary grade reading programs or increase equitable access |
| EQUAL (Liberia) | | # of laws, policies, or procedures drafted, proposed or adopted to promote gender equality at the regional, national or local level |
| SSTEP (South Sudan) | | Developed National Teacher Professional Development Policy |
| Advancing Youth Project (Liberia) | Institutional/ Organizational Capacity Building | Increased institutional capacity of collaborating Ministry of Education units |
| Education de Base (Senegal) | | # of Senegalese NGOs/CBOs that have received training/assistance from USAID/BE to increase their institutional and technical capacity to work with vulnerable children |
| LIPAD (Philippines) | | Provincial office administration and operations fully functioning with 100%-time record submission |
| CESLY (Liberia) | Information Management | # of host country institutions with improved management information systems as a result of USG assistance |
| CESLY (Liberia) | | # of host country institutions that have used USG-assisted Management Information Systems (MIS) information to inform administrative and management decisions |
| EQUAL (Liberia) | | # of schools that manage the prescribed list of school-based records |
| Lifelong Learning Project (LEER) (Guatemala) | Assessment | # of standardized learning assessments supported by USG |
| CESLY (Liberia) | Communications | # of communications activities/pieces undertaken by Ministry of Education |

The following issues/questions arise in reviewing this set of indicators for policy and systems:

- Indicators should measure changes to policies that aim to increase access to education separately from those aiming to improve education quality.
- Outcomes of policy changes might take longer than project lifetime to become apparent; however, it is desirable to measure progress within policy implementation. A standard indicator to support this would be beneficial. (See Findings section for more on this topic.)
- Does the relatively low number of indicators measuring changes in policies related to increased access to education, especially the low number of those measuring policies aimed at increasing equitable access, reflect limited efforts to change policies, or time constraints of projects?

8. Education Demand

Indicators under this category included the ones that measure progress made and/or the successful completion of efforts to include the demand, desirability, and possibility to access education. For example, this category includes efforts to reduce school fees, supply conditional cost transfers or scholarships, and community mobilization in favor of supporting education projects. Thirteen of the 25 PMEPs considered in our analysis included indicators that measured efforts to increase education demand and address barriers to education access (44 indicators across all 13 PMEPs). Of the 13 PMEPs that included these types of indicators, seven included increasing education demand as an element in their theory of change. In addition, five more PMEPs mentioned increasing education demand in their project description but did not include any indicators in this category.

Most of the indicators in this category focused on mobilizing communities, parents, and/or teachers. Specifically, 10 of the education demand indicators measured efforts to mobilize the community to support education. For example, one indicator measured number of learning centers where the community has contributed funds, resources or support as a result of USG-supported community capacity building. Another indicator measured number of community members trained on how to implement social mobilization plans. Another 15 of the indicators measured establishment or support for Parent-Teacher Associations (PTAs), as another approach to mobilizing the community to support education efforts.

Another category of indicator of education demand relates to the provision of funding to individuals or to schools to support access or quality of education. Specifically, nine of the education demand indicators under this category related to funding. This type of indicator included those that measured number of students receiving scholarships, number of scholarship-funded students who complete education activities, and number of grants being provided to schools.

Other types of indicators related to education demand include media campaigns to promote community involvement, number of days that schools are open, and number of implemented strategies to increase access to education. The table below provides a sample of such indicators:

Table 10. Examples of indicators relating to education demand

| PROJECT NAME (COUNTRY) | SUB-CATEGORY | INDICATOR |
|---|------------------------|--|
| EQUAL (Liberia) | Community Mobilization | # of PTAs or similar school governance structures supported |
| SBEP (Pakistan) | | % SMCs, that are implementing school improvement plans. |
| Learning for Community Empowerment Programme (LCEP 2) (Afghanistan) | | # of communities with Community Literacy and Productive Skill Sustainability Plans |
| SBEP (Pakistan) | Funding | # of small grants provided to target schools via SMC |
| EQuALLS (Philippines) | | # of learners enrolled under the Scholarship Program |
| Learning for Community Empowerment Programme (LCEP 2) (Afghanistan) | Sustainability | % of villages that are actively implementing their Sustainability Plan |

The following issues/questions arise in reviewing this set of indicators for conflict sensitivity:

- Less than half of the projects are measuring (and perhaps implementing) strategies to increase education demand. This may hint at an overall emphasis on education supply, or less of a problem with demand.
- Could there be an indicator introduced to measure the impact of different efforts to increase education demand, and ultimately increase access to education? (e.g., Number of previously out-of-school students receiving scholarships as part of USAID program who enrolled in schools)?
- Can indicators be used to determine whether efforts to increase education demand specifically contribute towards increasing equitable education through concerted efforts to reach marginalized populations?

9. Education quality

This last category focuses on indicators that measure efforts to increase the capacity to provide quality education (rather than indicators that measure the quality of education). This category covers topics such as improving curricula or ensuring that the appropriate curriculum is used; teacher supply, quality, and supervision; appropriate learning environment, materials, and instruction; and assessment and feedback.

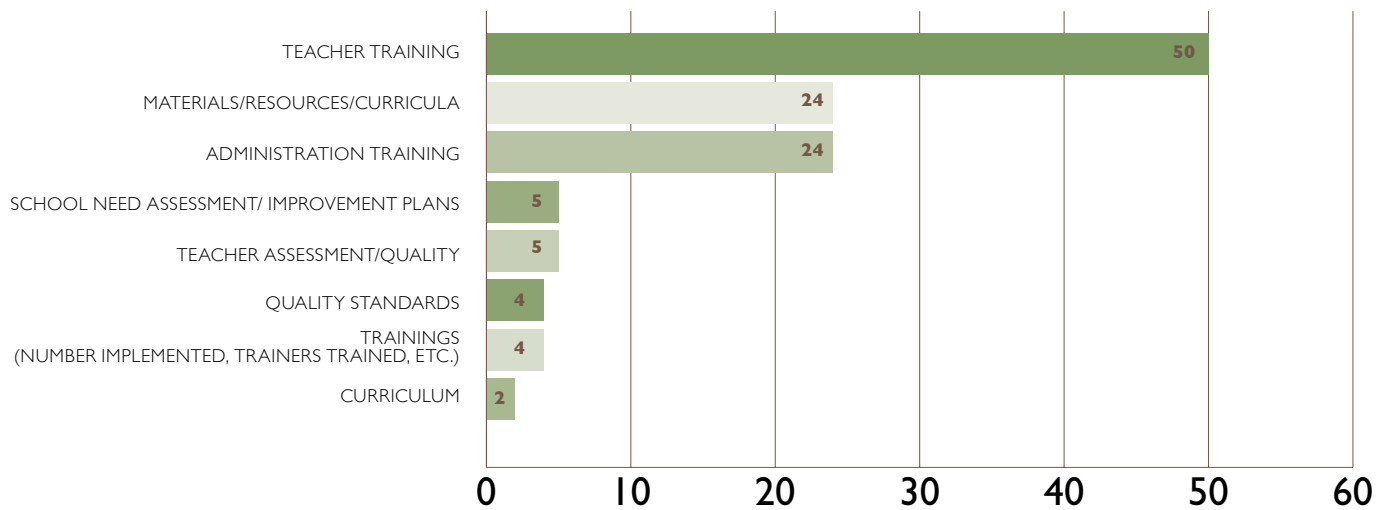
This category included, by far, the largest number of indicators we collected in the 25 PMEPs we analyzed. Specifically, we identified 118 indicators—32% of all indicators—across 22 of the 25 projects that measured various efforts to increase the quality of education. The majority of these PMEPs—17 of the 22, included improving education quality as an element in their theory of change. Interestingly, the remaining three PMEPs that did not include any indicators related to improving quality of education mention this topic in their project description.

Within this category we further organized indicators into one of eight sub-categories. Table 10 and Figure 3 show the breakdown of indicators in this category by sub-categories:

Table 11. Examples of indicators relating to education quality

| SUB-CATEGORY | NUMBER OF QUALITY INDICATORS (PERCENT) | INDICATOR |
|--|--|---|
| Teacher training | 50 (42%) | # of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Community Livelihood Project, Yemen) |
| Administration training | 24 (20%) | # of administrators and officials trained (e.g., school finance, management or governance) (EQuALLS 2, Philippines) |
| Materials/Resources/Curricula | 24 (20%) | # of books/resources purchased for schools (Model Schools Network Program, West Bank and Gaza) |
| Teacher assessment/quality | 5 (4%) | # of teachers observed during the progress scale classroom observations (DRASATI, Lebanon) |
| School need assessment/improvement Plans | 5 (4%) | # of School Improvement Plans developed (Model Schools Network Program, West Bank and Gaza) |
| Trainings (number implemented, trainers trained, etc.) | 4 (3%) | # of trainings and workshops supported by LCEP (LCEP 2, Afghanistan) |
| Quality standards | 4 (3%) | Quality standards developed for functional literacy and numeracy, life skills, workforce readiness, and civic engagement in livelihoods programs (Lifelong Learning Project, Guatemala) |
| Curriculum | 2 (2%) | Completed Unified Teacher Training Curriculum (SSTEP, South Sudan) |

Figure 3. Indicators measuring capacity building to improve education quality by sub-category



As illustrated above, the most common types of intervention being monitored by these PMEPs are teacher and administrator training (including indicators measuring the number of educators who attend conferences). Given the emphasis of USAID's Education Strategy (2011–2015) on increased access, this finding suggests the need to better articulate the link between improving teacher quality and increasing access to education. As mentioned in the previous section, one step to establishing this link is to determine how to measure the impact of these trainings, rather than simply counting the number of trainings that take place or the number of individuals trained. In addition, the professional development indicators (for both teachers and administrators) often measure the same type of data, yet have various types of indicators. For example, five projects use the following indicator: “number of teachers/educators trained with USG support.” Meanwhile, 11 projects use the following indicator: “number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support.”

There are also many indicators—44 of all indicators in this category—that focus on improving the quality of education through other forms. It is expected that if these indicators show that targets have been met, then the quality of education will rise. However, it is important for monitoring and evaluation plans to test these assumptions by including quality of education indicators such as student learning outcomes in order to show whether the quality of education is being positively affected by the project, as well as indicators that can test the link between increase in quality of education and increase in equitable access.

The following issues/questions arise in reviewing this set of indicators for education quality improvement:

- How are efforts at improving education quality related to increasing equitable access to education?
- How can capacity-building indicators be adjusted/added to ensure that we are measuring the impact that education quality improvement efforts have on the goal of increasing equitable access to education in crisis and conflict environments? (e.g., do teacher/administrator trainings lead to increased equitable enrollment, conflict mitigation, safer schools, etc.?)

IV. KEY FINDINGS

- **Indicators are clearly organized according to projects' results framework:** PMEPs follow a uniform format, beginning with coherent result frameworks that provide a lucid picture of how all indicators for each project connect to the project's outputs and outcomes. This format allows each indicator to be placed into the larger context of the project's goals. The clear link between outcomes/outputs and their indicators—a positive finding across all PMEPs—is an important first step towards ensuring effective monitoring of projects since it ensures that the data being collected is relevant to understanding the progress and impact that projects are making over time.
- **Most indicator frameworks focus on measuring outputs, without linking to outcomes.** Specifically, 207 indicators (56% of all indicators) measured outputs, compared to 163 indicators (44% of all indicators) that measured outcomes. However, the concern is not purely the number of indicators measuring outputs vs. outcomes, but rather the connection between the two—many of the outputs being measured are not connected back to any outcomes. For example, indicators measure the number of teachers trained, without additional indicators measuring whether teachers apply what they learned in classroom teaching. While it is essential for activities to track and report on their outputs, indicator frameworks should be designed to both monitor project activities and measure results of these activities, following causal pathways specified in their results framework. Outcome indicators should be designed to measure changes in the key areas identified in the USAID's Education Strategy (2011–2015).
- **Equity, conflict sensitive education, and school safety indicators are underrepresented.** The Education Strategy highlights these three areas as key ingredients to achieving the goal of increasing equitable access to education in crisis and conflict environments. Yet, measures to determine outcomes related to equity, conflict sensitive education, and school safety were found in few PMEPs (44%, 12%, and 36% of the 25 PMEPs analyzed, respectively). Few PMEPs measured progress in these areas despite the fact that many, in their introductions, mentioned challenges in their specific contexts related to inequalities (13 projects), violence (nine projects) and insecurity, and conflict drivers (seven projects). A likely explanation of why the sampled PMEPs do not track such challenges is that their associated program designs do not explicitly address them.
- **Few indicators are standardized.** While some outcomes are measured using standardized indicators (e.g., F-Indicators for counting number of new students and number of teachers trained), indicators related to retention, equity, school safety, and conflict sensitive education are not standardized. The lack of standardized indicators prevents USAID from aggregating or comparing data across projects. Customized indicators can be complemented with standardized indicators to allow for both the flexibility of customized indicators for the purposes of specific projects with the need for standardized data across projects.
- **There are gaps between theories of change/project descriptions and indicators measured:** While over 70% of indicators (267 indicators) considered in this study were linked to their projects' theory of change, almost 30% of them (103 indicators) measured topics not included in their projects' theories of change. These 30% were distributed among the majority of PMEPs. Furthermore, the majority of PMEPs included elements in their theory of change that were not measured by their indicators. This shows a pattern of inconsistency between theories of change and indicators identified.

V. RECOMMENDATIONS

I. Consistency of Education in Crisis Measures

A recurring theme throughout our analysis was the lack of consistent measures for similar concepts. For example, we found that indicators related to access and retention defined access in multiple ways, making the data across projects on these two topics inconsistent. There are several ways in which USAID and the community of practice can move towards more consistent measures. **First, a more balanced combination of both standard and customized indicators will provide flexibility to measure outputs and outcomes related to specific projects while still allowing USAID to aggregate information across projects.** The use of standard indicators will also allow for more consistent measures, when applicable, across projects. One step in this direction—that USAID is currently taking—is to add new standard indicators related specifically to education in crisis and conflict environments, such as equity, safety, and conflict sensitivity. These new indicators will allow these projects to track progress on the key topics in a more uniform way. The community of practice can also play its role by working together to identify strong and reliable monitoring indicators related to these indicators, and then using them to monitor future projects in these types of environments. ECCN is planning on facilitating this process by leading working groups within the community that will help identify these types of indicators.

Second, the community of practice can move towards more consistent measures by developing common definitions of key topics. When the use of standard indicators is not feasible, missions and implementing partners can develop custom indicators using common, agreed-upon definitions. One example of a topic that could benefit from a common definition is equity. There are various ways of defining equity and equitable access. Specifically, there are different dimensions of equity to consider (gender, religion, ethnicity, geography, socio-economic status, etc.), depending on the specific context in which the project is being implemented. A common definition of equity would provide a foundation for developing customized indicators related to specific projects and contexts. The community of practice can also develop a standard methodology for assessing inequality in various contexts, to determine which dimensions of equity are critical for different contexts.

While in many cases custom indicators are specific to context and approach, our analysis shows that some custom indicators are relevant and applicable for more than one project. **Therefore, a third recommendation is that as a community of practice, ECCN develop a mechanism to share strong indicators across the community so that we minimize, to the degree possible, the number of indicators used.** This will also help to improve the selection of quality indicators by having missions and implementing partners identify indicators from a pre-tested pool of context-relevant indicators. ECCN is currently developing such a database of indicators. Once the database is live, it is our hope that the community of practice, with USAID's guidance, will both contribute strong indicators and make use of the database to select indicators for future projects.

2. Equity, Safety and Conflict-Sensitivity Measures

The USAID Education Strategy 2011–2015 articulates the importance of the different challenges and barriers that must be addressed to increase equitable access to education in crisis and conflict environments. Three of those areas include equity, safety, and conflict sensitivity. Equity is of particular importance because it is a key element in the goal itself. This requires that education projects in these contexts explicitly consider local barriers to equity, including barriers related to conflict, and use approaches and strategies that address these barriers. Furthermore, progress towards improved equity should be tracked in order to determine the effectiveness of these interventions.

In areas of conflict and crisis, safety, in various domains, is another critical element for ensuring equitable access to education. Lack of safety to and from schools, and in schools and other places of learning, is often a major driver of keeping potential learners out of school. Lastly, using a conflict sensitive approach to education and increasing conflict sensitivity among local partners is another crucial element for ensuring that projects, first and foremost, do not contribute to the drivers of conflict

(e.g., increasing access to schools that promote conflict-related biases and beliefs), and second, contribute towards conflict mitigation and peace building. This, too, in the long run will help USAID reach its goal of increasing equitable access to education in crisis and conflict environments.

Given the importance of all three of these critical elements, we recommend that results frameworks for education projects in crisis and conflict environments include these three topics—equity, safety, and conflict sensitivity—and that standard indicators be developed to capture progress in these areas.

As mentioned above, the designers and implementers of projects in these contexts should consider how their projects can address barriers to equitable access to education. To support this recommendation, ECCN will be working on identifying, collecting, and sharing within the community of practice and beyond, guidance documents and resources to inform future projects on how they can best address these challenges. Along these lines, ECCN will also offer examples of indicators that track progress related to these three themes.

3. Monitoring towards Results

While measuring the impact of education projects in crisis and conflict environments requires robust evaluation plans that may be outside the scope of a PMEP, it is important to link monitoring indicators to intended outcomes. Our analysis found that often, indicators measured outputs that were not clearly linked to specific outcomes related to the goal of increasing equitable access to education in crisis and conflict environments. In particular, our analysis shows that many indicators are used to measure progress related to school improvement. However, the connection between school improvement efforts (and the indicators that track them) and this goal is not clearly specified. Our recommendation in this area is threefold. **First, projects should make their theory of change⁵ more explicit so that specific project activities can be linked to intended outcomes related to increasing equitable access to education in crisis and conflict. Second, theories of change should be tested using indicators that measure their different elements.** An example from our analysis of a project that effectively linked outputs with outcomes is the EQUAL project in Liberia. Their PMEP provided a theory of change using if/then statements, where if statements referred to outputs (e.g., “If targeted schools have teachers, community members, and PTAs that understand and adhere to the Teachers’ Code of Conduct and believe in gender equality”), and then statements referring to outcomes (e.g., “then violence and abuse will decrease and the safety of children will increase”). Their PMEP included indicators to measure progress related to both if and then statements. By testing causal pathways between the different elements in a theory of change, we will have a better understanding of what works in complex contexts such as crisis and conflict environments. **Third, we recommend that implementing partners developing PMEPs ensure that their indicators measure all elements included in their theories of change.** As mentioned in the findings section, the majority of PMEPs had at least one element of their theory of change (per our coding of project descriptions using the nine categories related to education in crisis and conflict) that was not measured by any indicators. This means that the theory of change is not being monitored through data collection to ensure that it holds (or changed if data shows that it does not hold).

4. Professional Development

To support the three prior recommendation, it is also important that those involved in projects aiming to increase equitable access to education in crisis and conflict—namely, USAID Education Officers and implementing partners—participate in professional development opportunities focused on improving project monitoring. ECCN is currently developing professional development opportunities that focus on increasing participants’ knowledge and skills related to utilizing theories of change to inform program design; selecting outputs and outcomes based on theories of change related to key Education in Conflict and Crisis themes such as equity, safety, and conflict sensitivity; and selecting appropriate indicators. Participation in these types of professional development opportunities will help USAID and the broader community of practice to improve the way we currently monitor progress towards USAID Education Strategy’s Goal 3.

5 ECCN is developing guidance, resources, and trainings related to the identification and use of theories of change in projects aiming to increase equitable access to education in crisis and conflict environments.

VI. Appendix: USAID Goal 3 Projects included in analysis, and number of indicators per category⁶

| COUNTRY | PROJECT NAME | ACCESS | RETENTION | EQUITY | SCHOOL SAFETY | CONFLICT SENSITIVE ED. | ED. DELIVERY | POLICY & SYSTEMS | ED. DEMAND | ED. QUALITY | TOTAL # INDICATOR | TOTAL # CATEGORIES |
|--------------|---------------------------|-----------|-----------|-----------|---------------|------------------------|--------------|------------------|------------|-------------|-------------------|--------------------|
| Afghanistan | LCEP 2 | 2 | 2 | | | | 2 | 4 | 6 | 8 | 24 | 6 |
| DRC | OPEQ | 5 | 3 | 4 | 1 | | 2 | | | 8 | 23 | 6 |
| DRC | PAQUED | 1 | | | | | | 2 | 1 | 2 | 6 | 4 |
| Guatemala | LEER | 1 | 2 | 2 | | | | 1 | 2 | 6 | 14 | 6 |
| Honduras | METAS | 4 | | | | | | 1 | | 1 | 6 | 3 |
| Lebanon | DRASATI I | | | | | | 6 | 4 | | 10 | 20 | 3 |
| Lebanon | DRASATI II | | | 1 | | | 5 | 1 | 1 | 3 | 11 | 5 |
| Liberia | Advancing Youth Project | 1 | 1 | | | | 2 | 4 | 1 | 5 | 14 | 6 |
| Liberia | CESLY | 4 | 3 | 1 | | | 1 | 4 | 3 | 7 | 23 | 7 |
| Liberia | EQUAL | 4 | 1 | 1 | 8 | | 1 | 4 | 2 | 4 | 25 | 8 |
| Liberia | GOAL (Pilot) | 1 | 3 | 4 | 1 | | 2 | 1 | | 1 | 13 | 7 |
| Mali | PAJE Out of School Youth | 1 | 1 | | | | | | | 1 | 3 | 3 |
| Nicaragua | Youth Project | 2 | 2 | | 4 | | | | 5 | 2 | 15 | 5 |
| Nigeria | Education Crisis Response | 1 | 2 | | 1 | 2 | | | | | 6 | 4 |
| Pakistan | SBEP | 1 | | 1 | 8 | | 4 | | 10 | 3 | 27 | 6 |
| Philippines | EQuALLS 2 | 2 | 2 | | | | 3 | | 4 | 5 | 16 | 5 |
| Philippines | LIPAD | 1 | 1 | | | | | 1 | | 2 | 5 | 4 |
| Senegal | Education de Base | 2 | 2 | | | | | 1 | | | 5 | 3 |
| Somalia | SYLI | 2 | 5 | | 2 | 1 | | 1 | | 3 | 14 | 6 |
| South Sudan | HEAR | 1 | | | 3 | | | | 3 | 9 | 16 | 4 |
| South Sudan | Room to Learn | 3 | | 3 | 3 | 1 | 3 | | | | 13 | 5 |
| South Sudan | SSTEP | 1 | | 1 | | | 1 | 6 | | 11 | 20 | 5 |
| South Sudan | SSIRI | 2 | | | | | | 1 | | 3 | 6 | 3 |
| West Bank | MSN Program | 1 | | 2 | | | 5 | | 3 | 11 | 22 | 5 |
| Yemen | CLP | 4 | | 1 | | | 2 | | 3 | 13 | 23 | 5 |
| TOTAL | | 47 | 30 | 21 | 31 | 4 | 39 | 36 | 44 | 118 | 370 | 124 |

⁶ Only indicators related to any of these categories are included in the analysis. Thus, projects may have more indicators in their PMEPs than represented here, which were not included because they are not directly related to increasing equitable access to education in crisis and conflict environments.