



User Manual

Accelerated Education Programme Monitoring & Evaluation Toolkit

February 2020

A Resource for Programme Learning and
Accountability





Dedication

This Accelerated Education Programme (AEP) Monitoring and Evaluation (M&E) Toolkit is dedicated to the loving memory of Sulaiman Bah, an M&E Officer from Sierra Leone who worked for Save the Children. Sulaiman contributed to the development and testing of many of the tools in this toolkit. His tireless commitment to improving the lives of out-of-school children in his country is an inspiration to us all.

Acknowledgments

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The Accelerated Education Working Group is made up of the following members:

- UNHCR
- UNICEF
- UNESCO
- United States Agency for International Development (USAID)
- Education Development Center (EDC)
- Norwegian Refugee Council (NRC)
- Plan International
- International Rescue Committee (IRC)
- Save the Children
- War Child Holland

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The AEWG is a working group made up of education partners working in Accelerated Education. The AEWG brings agencies together to share experiences and expertise in Accelerated Education and provides an opportunity for dialogue around a more harmonised, standardised approach. Based on the aim for a more standardised approach the AEWG has developed guidance materials based on international standards and sound practice.

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¹ In Uganda: AVSI Foundation, Community Development Initiative (CDI), Forum for African Women Educationists (FAWE), Finn Church Aid, Luigi Giussani Institute of Higher Education (LGIHE), Oxfam, Save the Children, Uganda National Teachers' Union (UNATU), UNICEF, Windle International, and World Vision. In South Sudan: AVSI Foundation and Oxfam.

² Luminos / Speed School Fund Liberia, Ethiopia; Plan Pass+ Niger, Burkina Faso, and Mali; Norwegian Refugee Council (NRC) Cameroon; NRC Ethiopia; NRC Kenya-Kakuma; Save the Children International Uganda; UNICEF Headquarters; UNICEF Madagascar; UNICEF Pakistan; War Child Canada; War Child UK DRC; and War Child UK Iraq.



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Introduction

The Accelerated Education Programme (AEP) Monitoring & Evaluation (M&E) Toolkit was created by the AEWG³ for AEP implementers, evaluators and agencies. **The purpose of this toolkit is to support the design and implementation of M&E Frameworks for specific accelerated education programmes in order to support learning and accountability.**

How was the Toolkit Developed?

The Toolkit was developed via an extensive, iterative process of collaboration and consultation, which included M&E specialists, local and international NGOs, and bi-lateral and multi-lateral agencies.

- The Toolkit was drafted between October 2018 and March 2019 after a thorough review of existing indicators required by donors and policymakers (including but not limited to: USAID, DfID, EU, ECHO, and national guidelines, requirements, and strategies), as well as of Theories of Change, indicators, and M&E Plans of AEWG member organizations.
- Between March and July 2019, the first draft of the Toolkit underwent an internal review by the AEWG and was revised following recommendations in preparation for field testing.
- Between September and November 2019, the AEWG piloted the Toolkit via two mechanisms: (1) remote consultations with 12 sites (7 organizations operating AEPs in 12 countries, plus two headquarters offices)—including a webinar, feedback form, and follow-up calls with 4 of those organizations; and (2) field testing in Uganda with the Building Resilience in Crises through Education (BRICE) Consortium, as well as other implementing partners. The field testing consisted of a one-day workshop with 16 people from 8 organizations in Kampala, participation in two days of a four-day workshop to roll out the BRICE MEAL Plan, and follow-up interviews with 6 participants.
- Following field testing, the Toolkit was finalized in December 2019.

³ The AEWG is made up of education partners working to strengthen the quality of programming through developing guidance to promote a more harmonised approach to accelerated education. The AEWG is currently led by UNHCR with representation from UNICEF, UNESCO, USAID, NRC, Plan, IRC, Save the Children, Education Development Center (EDC) and War Child Holland.

Overview of the Toolkit

The M&E Toolkit is aligned with the AEWG’s 10 Principles for effective practice. The 10 Principles aim to clarify the essential components of an AEP. The Principles are accompanied by Action Points which suggest key actions to guide AEPs in setting strategic priorities. The M&E Toolkit is intended to be used alongside the AEWG’s *Guide to the Accelerated Education Principles*,⁴ the *AEP Checklist*, and other guidance materials. The AEWG recommends that users of the toolkit review the AEWG Principles before developing their M&E Framework.

The toolkit consists of five tools in a single editable Excel document, which can be accessed here in Annex 4 and on the [INEE site](#), **each tool is editable so you can modify it for your programme but it must be contextualised and adapted to meet the needs of your context and your AEP:**

- AEP Theory of Change (TOC)
- Objectives and Indicator Menu
- Sample Logical Framework (LogFrame)
- Sample M&E Plan
- Sample Indicator Monitoring Table

The toolkit also comes with four Annexes, which can also be accessed here and on the INEE site, to support the development of a programme’s M&E Framework:

- Adaptable PowerPoint TOC
- Suggested Specifications for Recommended Indicators
- Template for an M&E Plan Narrative

These tools are meant to be used to develop a programme’s entire M&E Framework, following the steps outlined below:

Steps to Developing an AEP M&E Framework



⁴ AEWG (2017). *Guide to the Accelerated Education Principles*. Geneva: UNHCR.

Overview of the User Manual

This document describes each of the tools of the M&E Toolkit and gives suggestions for adapting the tools for your AEP. The tools have been developed to represent the major elements of most AEPs. It is aligned with the AEWG's Accelerated Education Principles. However, **just as programmes must contextualise the Principles, so, too, must they contextualise and adapt the M&E tools.**

The spirit of this toolkit is monitoring and evaluation for both **learning and programme improvement, as well as accountability to beneficiaries.** The tools are intended to encourage learning and adaptation as programmes evolve under changing circumstances, and facilitate dialogue and with the communities AEPs serve. Many AEPs are implemented in dynamic contexts where predicting and planning for cause-and-effect relationships between programme activities, outcomes and impact is challenging. Programmes should use these tools to build a culture of ongoing analysis, data collection, reflection and adaptation in partnership with learners, their families and their communities.

The M&E Framework should be developed **in collaboration with funders, partners and beneficiaries.** Each stage of development process calls for a certain type of collaborator. For example, in the initial stages when contextual factors are being reviewed and roles of diverse actors are being considered, the participation of a range of stakeholders is appropriate—from ministry-level officials to implementing partners, community leaders and prospective AE learners. Steps that require a high level of technical knowledge—for example, the development of indicators and targets—will likely require the participation of both programme specialists and M&E specialists.

The M&E Toolkit directly supports the AEWG's Learning Agenda, which has two broad objectives:

1. To further assess the efficacy of AE programming using the Principles in terms of outcomes: access and equity, equity of learning outcomes that meet set standards, completion, and transition to multiple pathways: further formal or non-formal education (including vocational training), and supporting the creation of livelihood opportunities.
2. To evaluate the contribution and cost-effectiveness of AEPs to national and global provision of equitable access to quality basic education, particularly for fragile, insecure and underfinanced environments.

Regardless of the final form that your AEP's M&E Framework takes, the AEWG believes that *if* more AEPs can identify and use common M&E tools and terms, build evidence and learn from one another, *then* AEPs globally will have a greater chance at meeting their shared goal of supporting over-age, out-of-school children and youth complete basic education and have greater opportunities for further education or livelihoods.

TOOL 1.

Theory of Change

The first tool in the toolkit is the **Theory of Change (TOC)**. An essential first step of developing an M&E Framework is articulating the programme’s TOC—in visual and/or narrative form. **All programme’s should develop a TOC, since the programme’s M&E Framework comes directly from the TOC—the M&E Framework essentially tests if the activities, outputs and outcomes illustrated in the TOC are happening as expected, why or why not, and how to adapt programming to achieve the programme’s objectives.**

To use this tool, AEPs should adapt the diagram to reflect their programme’s theory of how the desired outcomes will be achieved.

Collaboratively develop Theory of Change



What is a Theory of Change?

A theory of change (TOC) is a visual representation of the expected if-then relationships between a programme’s inputs and activities, intended outcomes, and overarching goal. A TOC is a working document—it represents an AEP’s “best guess” about what will happen in a programme and why, and as such should be continuously reflected upon and adapted.

Why use it? TOCs are used for three purposes:

- **Testing hypotheses.** Implementers gather data to determine the extent to which specific inputs and activities contribute to desired outcomes.
- **Accountability to funders.** TOCs serve as a reference for funders and implementers to know if programme activities are on track and are achieving their intended outcomes.
- **Learning.** TOCs inform ongoing data collection and reflection, focusing on programme progress and contextual factors, in order to review and adapt programme design.⁵

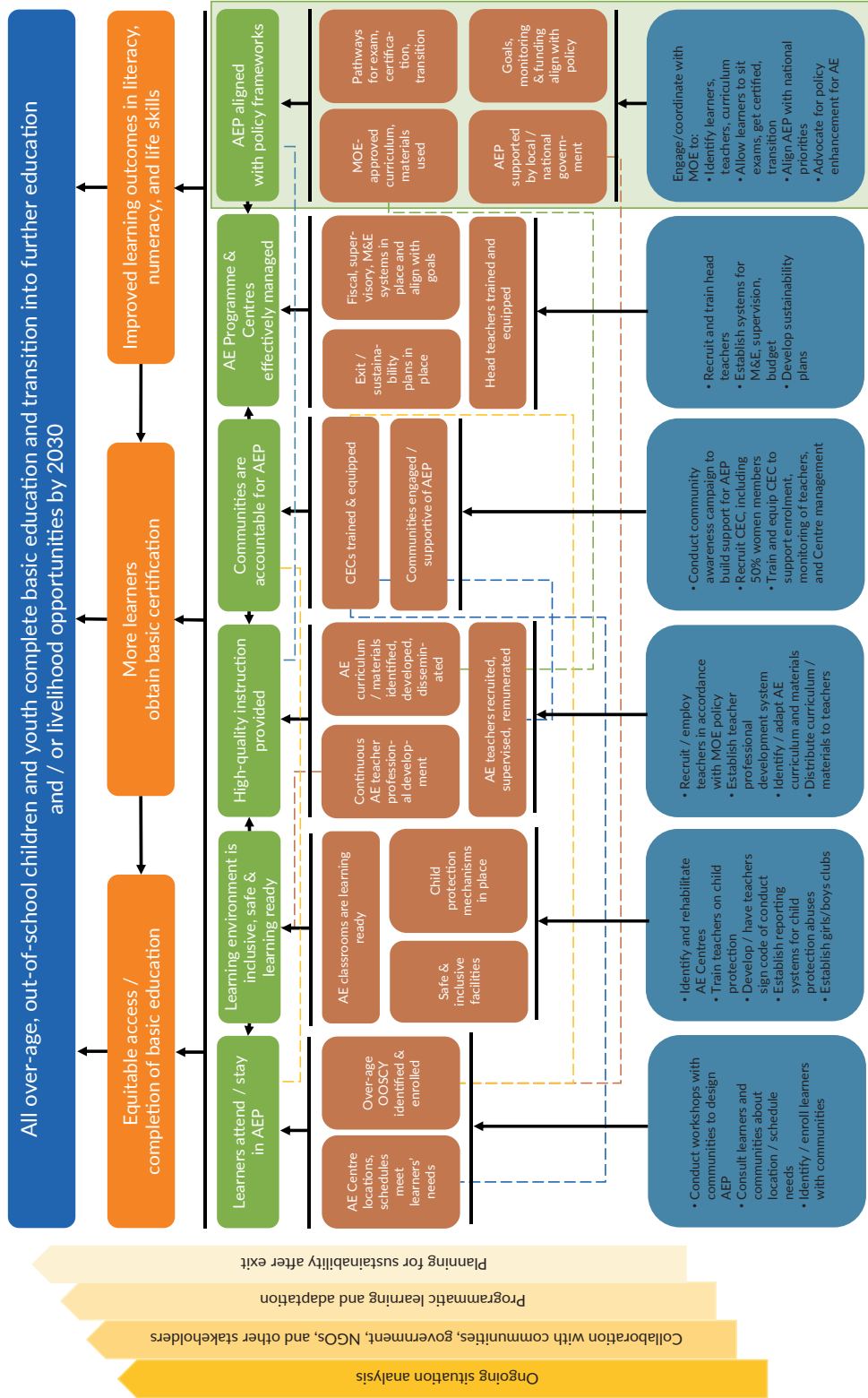
A generic TOC for AEPs is shown in Figure 1. The TOC includes the overarching goal, higher- and mid-level outcomes, and lower-level outputs that many AEPs include in their design and implementation. A PowerPoint version of the TOC can also be found in Annex 1.

AEPs should adapt the TOC, or they can use the TOC as inspiration in order to create their own. The TOC should be developed after conducting a thorough **needs assessment, situation analysis, conflict and context analysis, or other preliminary assessment**. Such initial assessment should examine the needs, opportunities, challenges, existing interventions and resources in the current educational environment.

When developing a TOC, AEPs should convene a range of stakeholders and ensure a variety of perspectives are represented. Keep in mind various stakeholders’ goals, priorities, roles and resources available. At a minimum, involve **funders, local and national governments, local communities (including community leaders, learners and families), local formal schools and other local organizations**. It may be useful to involve multiple stakeholders to develop the TOC together; however, at minimum, be sure to understand these stakeholders needs and priorities during the needs assessment phase.

⁵ Stein, Danielle, and Craig Valters (2012). Understanding Theory of Change in International Development. JSRP Paper 1, London: JSRP and The Asia Foundation.

AEP Name Theory of Change



Assumptions: Communities are supportive of AEP and encourage learners to enroll / attend; safety / security does not impede learners from attending; teachers are available, permitted to work; physical spaces are available to host AEP; donors / funding will allow for modifications to programme design if need / context changes; MOE, NGOs, cluster partners are willing to engage, coordinate; policies exist / can be developed that allow target learners to participate in AEP, that validate AEP as a legitimate education option

Figure 1. Accelerated Education Programme Theory of Change

Developing a TOC is an iterative process. The TOC should represent the “best guess” or hypothesis—based on an in-depth analysis of the context, review of existing evidence, and reflection on the collective experience of the group—about what will happen in the AEP and what outcomes it will lead to. Remember, a TOC is not a formula or a prescription for what a programme must do. Rather, it is a *theory*, that should be regularly tested, reflected upon and adapted as necessary, given new learnings and changing contexts.

Theory of Change Narrative

Once programmes develop a graphic representation of the TOC, they should develop an accompanying narrative that explains the TOC. The narrative may be a series of if-then statements describing the relationships between the various components of the TOC.

Below is the narrative describing the provided TOC.

Goal:

The over-arching goal of the programme is that all over-age, out-of-school children and youth complete basic education and transition into further education and/or livelihood opportunities by 2030.



As with most goals, this statement is aspirational. No single programme is likely to reach it alone. Rather, it is intended to provide broad guidance so that by 2030 all AEPs and related programmes can contribute to its achievement. With an achievement date of 2030, it is also in line with the [Sustainable Development Goal Number 4: Quality Education](#).

Based on this goal, the TOC can be read by starting at the bottom moving upward. The bottom boxes represent the outputs which result from the inputs and activities of the AEP, and higher levels represent outcomes which are expected to occur if the outputs are achieved. It is thought that the outcomes will contribute to the long-term goal.

Programme Outputs, Outcomes and Impact:

- **If** (a) over-age, out-of-school children and youth are identified and enrolled; (b) AE centre locations and schedules meet learners' needs; and
- **If** (a) school facilities are safe and inclusive; (b) child protection mechanisms are in place; and AE classrooms are learning ready; **then** learning environments are inclusive, safe and learning ready; **and then** AE learners will attend and stay in the AEP.
- **If** (a) high-quality, accelerated curriculum and materials which use appropriate language of instruction are identified or developed and disseminated; (b) teachers are recruited, supervised and remunerated; and (c) teachers receive continuous professional development on pedagogy and content, PSS / SEL, and child protection; **then** AE teachers will facilitate the provision of high-quality instruction.
- **If** (a) communities are engaged and supportive of AEP; and (b) community education committees are trained and equipped to support AEP; **then** communities will be accountable for AEP.
- **If** (a) exit and sustainability plans are in place; (b) fiscal, supervisory and M&E systems are in place at programme and centre levels and align with goals; and (c) head teachers are trained and equipped; **then** the AE programme and centres will be effectively managed.
- **If** (a) the AEP is actively supported by local and national government; (b) pathways for examination, certification and transition are established; (c) the AEP uses MOE-approved curriculum and materials; and (d) the AEP goals, monitoring and funding align with policy, **then** the AEP will be aligned with policy frameworks.



And:

- **If** (a) AE learners attend and stay in school; (b) learning environments are inclusive, safe and learning ready; (c) AE teachers provide high-quality instruction; (d) communities are accountable for AEP; (e) the AE programme and centres are effectively managed; and (d) the AEP is aligned with policy frameworks, **then** (a) equitable access to and completion of the basic education will be achieved; (b) the number of learners obtaining basic certification will be increased; and (c) learning outcomes in literacy, numeracy and life skills will be improved.

The arrows on the left in the TOC represent the ongoing processes of **context analysis, collaboration with stakeholders, programmatic learning and adaptation, and planning for sustainability**. The programme also hypothesises that:

Ongoing learning and adaptation:

If the AEP (a) conducts ongoing analysis of context and conflict; (b) collaborates with relevant stakeholders for design, implementation and adaptation; (c) continuously reflects on and adapts programming to meet emerging needs and take advantage of emerging opportunities; and (d) plans for sustainability since the beginning of the programme; **then** the AEP will better meet the needs of over-age, out-of-school children and youth.



Programmes may also choose to elaborate programme inputs and activities and assumptions that will affect the relationships between the various elements of the TOC in the visual and narrative.



Tips for Developing a TOC

- **Select an appropriate TOC scope and format.** [Many types of TOCs exist](#). Some represent entire organisations, while others focus on single programmes. For AEPs, the most effective TOCs present all AEP-related elements in a stand-alone format, independent of larger organisations. For example, an organisation may implement many programmes, one of which is AEP. An effective AEP TOC would focus primarily on the AEP component, with secondary references to other components as necessary.
- **Develop useful outcomes.** Each activity or output at the lower levels of the TOC should lead to one or several outcomes that are feasible and measurable. TOCs should contain *key* outcomes, not every possible outcome. The outcomes should be organised hierarchically to respect the if-then logic of the TOC. Make sure the link to other outcomes is clear; if it is not, consider revising the outcome.
- **Keep it simple.** The best TOC is one that staff use regularly. Implementers hang them on their walls and refer to it regularly to guide their work. Managers refer to them when reviewing programme progress and adapting programme design. Funders use them to understand the programme elements and logic. To be used regularly, TOCs must be simple and easy to read. Limit content to key actions and outcomes, group related outcomes together and keep titles brief. It can be helpful to include other information such as contextual analysis and assumptions on a separate page.

TOOL 2.

Objectives and Indicator Menu

Once an AEP has collaboratively developed their TOC and written their accompanying TOC narrative, they should **select or adapt a set of objectives and indicators** that represent the most important elements of the TOC which they will measure for the purposes of **accountability and learning**. The second tool of the M&E Framework Excel database is an Objectives and Indicator Menu.

Collaboratively
develop Theory
of Change

Select or adapt
appropriate
objectives &
indicators



What are objectives?

Objectives are results that an AEP aims to achieve on its way towards meeting its overarching goals. Objectives are specific, measurable, attainable, relevant, and timebound (S.M.A.R.T.). They may include statements of impact, outcomes or outputs.

What are indicators? Indicators are measures of how well a programme is meeting its objectives. Indicators are usually expressed as a percentage, such as the “percent of AE completers who transition to formal school”, or as a number when sufficient data is not available to calculate a percentage. Indicators can also be qualitative and use language instead of numbers to describe change, such as “communities’ perceptions about AEP”.

Several types of indicators can be included in an M&E framework:

- **Output indicators** measure the specific deliverables of a programme that are within the control of the project—e.g., *the number of teachers trained*.
- **Outcome indicators** measure the longer-term changes that programmes are designed to effect—e.g., *the percentage of teachers using new teaching strategies in the classroom, or the percentage of learners able to read at grade level*.
- **Impact indicators** measure progress towards the broader goals of the programme—e.g., *the percentage of learners who transition to formal education after completing AEP*.

Why use them? Objectives and indicators guide data collection so that a programme can measure progress and achievements, test hypotheses, support learning and ensure accountability to stakeholders.⁶ Based on the TOC, objectives and indicators form the foundation on which other parts of an M&E framework are built. When well-written, they strengthen the M&E plan by improving learning and increasing programme success.

Figure 2 is a snapshot of the Objectives and Indicator Menu. The objectives and indicators are aligned with the different elements of the TOC, and are directly linked to the AEWG’s Learning Agenda, which emphasises the need for increasing the base of evidence for the effectiveness of AEPs.

⁶ UNDP. 2009. Handbook on Planning, Monitoring and Evaluating for Development Results. New York: UNDP.



Objectives & Indicator Menu

Instructions: Once an AEP has collaboratively developed their TOC, they should select appropriate objectives and indicators:

1. Identify the objectives that correspond with the elements of your TOC that you wish to measure.
2. Select indicators that can be used to measure progress against your objectives. Several options for indicators can be found in the menu, and you may adopt or develop your own, as well.
3. Clearly and concisely define each indicator and key concepts. For example, what is meant by "regular attendance"? When is a learner considered "dropped out"? Many programmes do not precisely define key concepts, which can contribute to confusion and inappropriate use of M&E data and results.
4. Clearly and accurately state how each indicator is calculated. For example, what is the numerator and denominator used to calculate the completion rate? Who is the reference group we are comparing completers to? All learners enrolled, or just the cohort? Many programmes fail to clearly state how to calculate the indicator, which produces poor-quality data and problems with interpreting the results.

N.B.: Some of the indicators provided in the menu are recommended indicators (identified with an asterisk *). The AEWG recommends that all AEPs collect data on all recommended indicators because they are fundamental to AEPs and will contribute to future meta-analyses to assess and compare effectiveness of AEPs globally.

N.B.: Not all programmes choose to measure progress on longer-term impacts outside of their control, for example, transition to further education or livelihoods. However, programmes should consider collecting data on these outcomes, if feasible, to understand the impact of AEP on higher-level goals.

N.B.: Additional guidance on recommended indicators can be found in Annex 2.

#	Objective	Type	#	Indicator	Indicator Definition	Calculation	Notes
0.1	Long-term impact	All over-age, out-of-school children and youth complete basic education and transition into further education, and/or livelihood opportunities by 2030	0.1a	% of AEP completers who transition to formal education, other education, or livelihoods*	This indicator captures the rate of transition into the expected level of schooling in formal education or other education, or to an appropriate livelihoods activity, after completing AEP. "Expected" level refers to, for example, if a learner completes the final level of the AEP which covers up through grade 6, they are "expected" to transition into mainstream grade 7. "Completion" often differs by program, but may mean completing the final level of AEP, sitting the national primary or basic education exam, or passing the exam. "Formal education" refers to education within the formal schooling system, and may include the final grade of primary schooling, the first grade of junior secondary schooling, or the first grade of senior secondary schooling. For secondary AEPs, formal schooling may include tertiary education. "Other education" refers to technical or vocational training, teachers' college, tertiary education, other skills training programmes, etc. "Livelihoods" refers to income-generating employment, entrepreneurship, agricultural work, or another activity to support oneself and/or one's family. "Transition" refers to if an AEP learner enrolls in formal education, other education, or livelihoods by a certain date. "Other education" refers to technical or vocational training, teachers' college, tertiary education, other skills training programmes, etc. "Livelihoods" refers to income-generating employment, entrepreneurship, agricultural work, or another activity to support oneself and/or one's family.	Numerator: # of AEP completers who transition to formal education, other education, livelihoods within the specified time period Denominator: total # of AEP completers E.g., 700 completers who transition / 1,000 total completers x 100 = 70%	Can adopt end-goal, e.g., if all learners are intended to transition into last level of primary or into lower secondary. Programmes must define transition and how they measure it—transition into what, when? Measure by asking completers if they enrolled? Checking enrolment registers of the local/formal school? Programmes may also collect data separately for the types of programmes learners transition to, i.e., what % transition into formal education, what % transition into tech/voc, and what % transition into livelihoods. This indicator may be considered beyond the scope of the AEP for some programmes; however, as possible, programmes should consider conducting tracer studies or impact assessments to understand the long-term effects of their program on the quality of education in the areas they work. Programmes with greater capacity for tracer studies may also choose to measure attendance and learning outcomes after transitioning to the formal schools.
			0.1a.1	Equity indicator: Gap in transition rate to formal education, other education, or livelihoods by gender, disability, displacement status, etc.	This indicator tracks the gap in rate of transition to formal education, other education, or livelihoods by axes of marginalization, e.g., gender, disability, and displacement status. Gaps further from zero indicate greater inequality between groups; gaps closer to zero indicate greater equality between groups.	% of X group who transition - % of Y group who transition	Programmes should identify most marginalized groups and develop equity indicators to measure progress towards equity.

Figure 2. Snapshot of Objectives and Indicator Menu

The menu includes a list of objectives and corresponding indicators that AEPs can select from or adapt to measure progress against their TOC. Indicators for higher-level objectives include suggested definitions that describe important elements of the indicator, as well as suggested methods of calculating the indicators. Definitions and methods of calculation for lower-level outcomes and outputs should be written by AEPs because they are quite specific to programmes. Finally, the Objectives and Indicator Menu also includes notes that can support AEPs to contextualise the indicators or develop tools for data collection.

Steps for Selecting Indicators

1. After developing the TOC, draw from the Objectives and Indicator Menu to **identify the objectives that correspond with the elements of your TOC** that you wish to measure. Review the objectives in the menu and select, adapt, or develop those that are most relevant for your programme.
2. Next, **select indicators that can be used to measure progress against your objectives**. Several options for indicators can be found in the menu, and you may adapt or develop your own, as well. You may choose not to select indicators for every single objective—that is okay! Select the most important.
3. Then, **clearly and concisely define each indicator and key concepts**. Some indicators or key concepts require specific definitions so that project and M&E staff, funders, and other stakeholders can understand exactly what the indicator is measuring. **Many programmes do not precisely define key concepts, which can contribute to confusion and inappropriate use of M&E data and results**. You can define key concepts by examining national standards, consulting international guidelines, etc.


Examples

- **Defining “regular attendance”**. To measure the percentage of learners who are regularly attending AEP, the concept of “regular attendance” must be defined. What does it mean to “regularly attend”? How frequently? Does a learner “regularly attend” if they attend 4 out of 5 days per week every week? 60% of days per quarter? 80% of days per semester?
- **Defining “dropout”**. When is a learner considered to have “dropped out” of the programme? Is it after the learner has missed every day in the past term? Is this calculated at the end of the academic year or termly?



4. Next, **clearly and accurately state how each indicator is calculated**. Specifically stating the calculation method (i.e., how to count the numerator and the denominator) is absolutely essential. It ensures that the indicator is calculated the exact same way at every data collection point, that anyone who reads the M&E Plan can understand how the indicator is calculated and could do it themselves, and that anyone who reviews the results understands what the indicator means. **Many programmes fail to clearly state how to calculate the indicator, which produces poor-quality data and problems with interpreting the results**. Which numerator and which denominator are used will dramatically affect the result, and these decisions should be closely tied to the definitions of key concepts (discussed above.)

Examples

- 
- **Calculating transition rates.** To calculate the rate of transition, programmes must first specify the numerator (the top portion of the equation, or the # of learners who have “transitioned”) and the denominator (the bottom part of the equation, or the reference group to which the # who have transitioned is being compared). Is the # who transitioned (numerator) referring to those who say they have enrolled in a formal school? Whose names are in the formal school enrolment register? Who are attending the formal school on the day of a visit? And is the reference group (denominator) all AE learners who ever enrolled in AEP? Or just those who ever completed AEP?
 - **Calculating AE completion rates.** Is the # who completed (numerator) all those who finished the final level of the AEP? Or just those who passed the primary leaving examination and received a certificate? And is the reference group (denominator) all those who entered the AEP at the same time, in the same cohort? Or just those who completed the programme at the same time and sat for the examination?

Some of the indicators provided in the menu are recommended indicators (identified with an asterisk “*”). **The AEWG recommends that all AEPs collect data on recommended indicators** because they are fundamental to AEPs and will contribute to future meta-analyses to assess and compare effectiveness of AEPs globally. Additional guidance on recommended indicators can be found in Annex 2. Programmes should adapt and contextualise the indicators as needed, keeping in mind that using recommended indicators (with an *) as they are written is useful for comparison across programmes.

Not all programmes choose to measure progress on longer-term impacts outside of their control, for example, transition to further education or livelihoods. Still, understanding the longer-term impact of an AEP is important and some programmes that have the capacity can collect important data on impact that can contribute to building the evidence base for AEP. This could be done, for example, through a Tracer Study. Ideally, an AEP will include in its budget funds to cover the expenses for carrying out a Tracer Study.

For learning outcomes, two types of indicator are provided as options: (1) % who meet minimum proficiency in a target area; and (2) % of learners who have improved in a target area. Programmes should consider the pros and cons of both indicator types in order to select which indicator to use, and some programmes may choose to use both indicators. For example, the percentage meeting minimum proficiency shows how many are “on target” for what they should be able to do, and programmes could see over time if more learners are meeting that standard. It puts the emphasis on ensuring a minimum level of skill, but does not show “learning” in terms of improvement over time for individual learners. On the other hand, percentage of learners demonstrating improvement shows how many have actually “learned”, but does not show if they are meeting a minimum required standard. Improvement may be captured, but learners may “improve” while still being well below the target level of proficiency. The table below elaborates these pros and cons further:

Indicator Type for Reading Outcomes	Benefits	Challenges	Considerations
<i>% of AE learners attaining minimum grade-level proficiency in reading</i>	<ul style="list-style-type: none"> Aligns to transitioning to formal education system Likely closely linked/similar to donor-required indicators Shows how many learners are “on target”/ have grade-level skills 	<ul style="list-style-type: none"> Does not measure learning/ improvement over time; learning should occur for all learners Could incentivize programmes to focus more on learners who are closer to reaching proficiency than those who struggling 	<ul style="list-style-type: none"> Guidance needed on setting proficiency levels Should consider a range around the minimum level (e.g., perhaps within 20%)
<i>% of AE learners with improved proficiency in reading</i>	<ul style="list-style-type: none"> Measures learning over time (even high performers should demonstrate higher proficiency even if already meeting minimum standards) 	<ul style="list-style-type: none"> Does not capture scale of improvement (e.g., 1% improvement vs. 25% improvement); risk that negligible improvement suggests higher proficiency Does not capture achieving a minimum threshold of skill, so learners who have “improved” may still be well below grade level or target skill level 	<ul style="list-style-type: none"> Guidance on equivalent assessments needed How is “improved” proficiency defined? (Is it a certain minimum percentage increase in score?)

Finally, **some programmes may choose to use equity indicators.** Equity indicators are those that not only disaggregate data by group, but also track progress towards equity on important indicators. For example, a traditional indicator may be the AE completion rate, disaggregated for girls and boys, expressed as percentage of the group, e.g., 60% of girls completed the AEP and 80% of boys completed the AEP. An equity indicator would look specifically at the gap in completion rate between girls and boys, e.g., there is a 20% gap in completion rate between boys and girls. **Equity indicators draw attention to closing gaps between groups and increasing equity, an explicit focus of AEPs.**



Tips for Selecting Indicators

- **Create quality objectives and indicators.** Literature abounds on how to create quality objectives and indicators. Two tools that are particularly useful are the [SMART \(specific, measurable, attainable, relevant and time-bound\) framework and indicator criteria checklists](#). When developing objectives and indicators, implementers are encouraged to collaborate with relevant stakeholders to consider relevant definitions, locally respectful means of data collection and effective ways to share results with different populations. As with the TOC, indicators should be reviewed regularly to ensure relevance and usefulness.
- **Do not overdo it.** Keep the number of indicators to a minimum. While there is no magic number, more than ten indicators can become cumbersome for many AEPs to track. Not every outcome requires an indicator; lower-level outcomes and actions can be monitored through forms like attendance sheets or delivery rosters. Additionally, fidelity of implementation—measuring the extent to which the programme is implemented as designed—can also be used to monitor outputs and lower-level outcomes.



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TOOL 3.

Sample Logical Framework

The third tool in the M&E Framework is a sample **Logical Framework (Logframe)**. The sample LogFrame illustrates what a programme’s LogFrame may look like. It is not a prescriptive tool, but rather an example of how you may create your own LogFrame. AEPs can adapt the sample LogFrame based on the objectives and indicators they select or simply incorporate these within the existing programme LogFrame.



What is a LogFrame?

A LogFrame organises the TOC in the form of a matrix—objectives correspond with TOC elements and describe the achievement of outputs, outcomes and impacts. LogFrames can be simple or complex. For example, simpler TOCs may include only three components: objectives, indicators, and assumptions. More complex TOCs may require a narrative description of each component—inputs, activities, outputs, outcomes and impact—along with their associated indicators, assumptions, data sources, means of verification, baseline values and targets for midline and end-of-project.

Why use it? LogFrames facilitate dialogue between stakeholders—implementers, partners, beneficiaries, education officials, community members and funders—because they summarise key programme expectations, explain how each will be measured and discuss inherent assumptions or risks. LogFrames also enhance learning by revealing aspects of programme design that require ongoing thought and planning.

Figure 3 provides a snapshot of the Sample LogFrame tab of the M&E Framework Excel database. The LogFrame includes the following components:

- **Objectives.** This column lists the outputs, outcomes or impact and is directly linked to the TOC diagram.
- **Indicators.** Indicators are listed to measure progress towards intended outputs, outcomes or impact. These are selected or adapted from the Indicator Menu. Remember, some programmes may not need an indicator for each objective.
- **Means of Verification.** This column lists the data source or tool from which data will be collected. These are highly dependent on programme structures, but may include learning assessments, programme records, national exams, observation checklists, documentation review, or interviews and focus groups. The AEWG is developing an AEP monitoring tools repository. To access these tools, contact your organisation’s AEWG representative.
- **Assumptions.** The assumption column describes the conditions that the programme expects must be in place for the objective to be achieved. These include assumptions about programme activities, as well as environmental, cultural and human factors that affect the attainment of the outcome.



AEP Name Logical Framework (LogFrame)

Instructions: This tool is a SAMPLE LogFrame. It shows HOW the LogFrame may look once completed. Programmes should replace the information currently provided in this SAMPLE LogFrame with their own objectives and indicators. Then, programmes should identify how they will collect data against the indicators (Means of Verification) and articulate the assumptions that need to be true for the objective to be achieved.

#	Objective Type	#	Indicator (*recommended indicators)	Means of Verification	Assumptions (which affect achieving the objective)
0,1	Long-term Impact	0.1a	% of AE completers who transition to formal education, other education, or livelihoods*	Programme records / Tracer study	Transition pathways to further education and livelihoods are established; AE learners are able to access transition supports, e.g., counselling and guidance, work readiness training, cash to start a small business, entrepreneurship; education / labour systems have space for AE learners; for refugees, AE learners are permitted to work or attend schools in host country <i>TBC</i>
		##	Add other indicators here	<i>TBC</i>	
1,1	Outcome	1.1a	% of over-age, out-of-school children and youth in catchment area who enrol in AEP*	Programme records Camp records Population census Out-of-school assessment report Household survey data End-of-level exam results / grades, programme records	OOSCY will be aware of and motivated to enrol in AEPs; AEP location / schedule will meet learners' needs; AEPs goals will align with learners' stated needs OOSCY are motivated to attend AE classes through to completion; AEP location / schedule will meet learners' needs; AE learners' basic needs are met; AEPs goals will align with learners' stated needs; Learners are safe to attend school <i>TBC</i>
		1.1b	% of AE learners who complete the last level of AEP*		
		##	Add other indicators here	<i>TBC</i>	
1,2	Outcome	1.2a	% of AE learners who pass primary / basic leaving exam upon completion of AEP*	Student records, examination results records	National exam is in place and AE learners are allowed to sit that exam; learners are able to access (transportation, schedule, location) exam <i>TBC</i>
		##	Add other indicators here	<i>TBC</i>	

Figure 3. Snapshot of LogFrame

After programmes have selected their objectives and indicators, they should delete the sample text in the sample LogFrame. This text is only illustrative of what you may include in a LogFrame.

Then, programmes should list the objectives and indicators they have selected or developed. Then, AEPs should **identify how they will collect data against the indicators** (Means of Verification). There are many types of assessments, observation tools, and records that can provide the data necessary for each indicator. For example, to measure literacy, AEPs may use the EGRA, ASER, UWEZO, or other national or international reading assessments. The sample LogFrame provides examples of assessments, observation checklists, or records that programmes can use. AEPs should select, identify, or develop the most relevant and useful data collection tool for their programme.

Finally, **AEPs should reflect on the assumptions they make in their TOC.** Ask yourself: “What must be true for this objective to be achieved?” AEPs should think not only about the programme elements that must be in place, but also the environmental and cultural conditions. Consider risks (e.g., conflict or environmental disaster), structural factors (e.g., existence of policies or infrastructure), and human factors (e.g., awareness and acceptance of the programme, other basic needs impede achieving outcomes). Some programmes may also include assumptions related to collecting data (e.g., appropriate data collection, management, and analysis tools are developed).

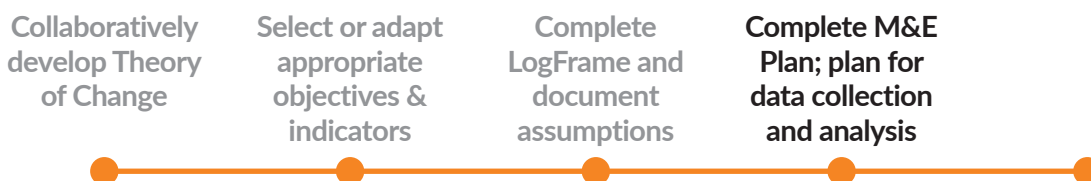
Tips for Developing the LogFrame

- **Make it useful.** The choice of objectives and indicators should be made in consultation with the AEP’s funders and with key stakeholders. The LogFrame provided, for example, does not include outputs; yet some funders may require that outputs be included in the LogFrame. Others may ask for only outcomes. The LogFrame should reflect who needs to know what for what purpose.
- **Keep it simple.** As with TOC development, the most important consideration when developing a LogFrame is to keep it simple by focusing on key outcomes and indicators and identifying the most feasible data collection approaches possible. Programmes should consider available financial and time resources, data needs, and technical capacity. The LogFrame should represent the minimum amount of data that needs to be collected to meet those needs, otherwise users of the LogFrame may feel there is too much data to collect.

TOOL 4.

Sample M&E Plan

The fourth tool of the M&E Framework Excel database is a sample **M&E Plan**. The sample M&E Plan illustrates what a programme’s M&E Plan should look like, in order to outline the details of data collection, analysis, dissemination and use. It is not prescriptive, but rather illustrative. AEPs should adapt the sample M&E Plan to align with their LogFrame, and it should reflect the data needs, available resources and technical capacity of the AEP to carry out the plan.



What is an M&E Plan?

An M&E Plan is a document or spreadsheet which provides detailed guidance on how to collect, analyse and report data based on the LogFrame.

Why use it? The M&E Plan is an essential management tool for the M&E team. Using the M&E Plan, the team can plan for the development of tools as well as for the timing and location of data collection. The plan also helps AEPs understand how to analyse data and compare findings to targets. The plan informs AEPs about the form and frequency of reports they must produce and helps them plan for dissemination and use of the findings.

A snapshot of the M&E Plan is provided in Figure 4. The M&E Plan tab summarizes all of the elements of the M&E Framework, and includes:

- **Indicators and Calculation.** These columns list the selected indicators and describe the data required in the numerator and denominator to calculate a percent. For frequency counts, it gives the parameters of what is counted.
- **Baseline & Target.** These columns include the baseline measure of the indicator and desired percentage or number that will be achieved by the end of a specified time period, e.g., the end of the project. For example, a programme may aim for 80 percent of OOSCY in the catchment area to complete basic education. Note that not all indicators require a baseline. For example, % of learners who improved in a target area will not have a baseline score, because you cannot have a level of “improvement” at the beginning of the project—you calculate improvement only at follow-up, after seeing if learners have improved their scores over time, based on a test administered during baseline and follow-up.
- **Disaggregation.** This identifies the groups or categories for which data will be collected and analysed for comparison to ensure equity.
- **Data Collection Plan.** This lists the means of verification (data collection tool), frequency of data collection, and who is responsible for organizing data collection, e.g., the M&E Officer.
- **Data Analysis and Use Plan.** This section describes the plan for analysis (e.g., descriptive statistics, correlational analyses), reporting (e.g., quarterly / annual reports), and dissemination and use (e.g., reporting meetings, community dialogues).



As discussed above, AEPs should carefully consider how to calculate indicators, since different calculations provide different information that is useful for different purposes.

Two examples illustrate:

- An AEP may measure completion rates by dividing the number of AE completers by the number of OOSCY who enrolled in the AEP (e.g., 900 learners complete / 1,000 enrolled = .90 rate of completion). This provides important insight into the AEP's efficiency to support learners to complete the AEP without dropping out.
- Another AEP may choose to measure completion rates by dividing the number of AEP completers by the total number of over-age OOSCY in the catchment area (e.g., 900 completers / 2,000 OOSCY in catchment area = .45 rate of completion). This would yield useful information about the impact of the programme—the extent to which the programme is contributing to equitable completion of basic education in the catchment area served.

At a minimum, data should be disaggregated by gender. As well, AEPs may find it useful to disaggregate by location (e.g., AE centre, district, or, for multi-country programmes, by country), disability, displacement status, wealth quintile or ethnic / religious group. For example, an AEP that serves both host community and refugee learners may disaggregate data between the two groups. Other programmes may disaggregate data on internally displaced persons (IDP) or stateless persons. If AEPs do not disaggregate by centre location, they may choose to disaggregate by urban / rural location instead. In some locations, it may be very important to disaggregate ethnic or religious minorities in cases where those minorities are underserved by formal education.

Frequency and method of data collection, analysis and dissemination should directly reflect the learning and accountability purpose of the M&E Plan. An AEP will likely need quarterly and annual reports for accountability to funders. Effective AEP management will also hold community meetings with beneficiaries, community members and others to reflect on the findings (clearly and simply presented), consider proposals, and adapt the programme to improve performance.



AEP Name M&E Plan

Instructions: This tool is a SAMPLE M&E Plan. It shows how to replace the information currently provided in this SAMPLE M&E Plan with their own objectives and indicators. Then, programmes should identify how they will collect, analyse, and use data, including baseline and target values, how data will be disaggregated, who is responsible for each step. Some programme narratives may also briefly describe in this tab (or by adding an additional tab to the M&E Framework Excel doc) the programme's specific plans for monitoring and evaluation, as well as approaches to learning and accountability.

A.B.: Programmes should add, delete, or modify columns; Plan shows some of the most common required elements.

A.L.B.: This M&E Plan can be accompanied by an M&E plan in Annex 3. Not all programmes will require a full M&E plan narrative, but they can be useful to further articulate the processes relating to monitoring and evaluation for accountability and learning purposes.

#	Indicator (*recommended/indicators)	Data Collection				Data Analysis & Use			
		Target	Means of Verification	Frequency	Responsible	Analysis Plan	Reporting	Responsible	Notes
	What is the goal statistic at the end of the project?	How frequently will information be collected?	Who is responsible for overseeing data collection?	How will this information be analysed? What statistics will be provided and what analyses will be performed? (e.g., descriptive statistics, correlational analyses, etc.)	How will this information be reported back to donors?	Who is responsible for overseeing analysis and use of this data?	Provide any other information here required by users of the M&E Plan to be able to carryout the plan.		
0.1a	% of A.E. c. completers who transition to formal education, other education, or livelihoods*	TBC	Programme records / Tracer study	Yearly, End of Project, 3+ months post-project completion	TBC	TBC	TBC		
##	Add other indicators here	TBC	TBC	TBC	TBC	TBC	TBC		
1.1a	% of over-age, out-of-school children and youth in catchment area who enrol in AEP*	TBC	Programme records Camp records Population census Out-of-school assessment report Household survey data	Yearly, End of Project	TBC	TBC	TBC		
1.1b	% of A.E. learners who complete the last level of AEP*	TBC	End-of-level exam results / grades, programme records	Yearly, End of Project	TBC	TBC	TBC		
1.2a	% of A.E. learners who pass primary / basic leaving exam upon completion of AEP*	TBC	Student records, examination results records	Yearly, End of Project	TBC	TBC	TBC		

Figure 4. Snapshot of M&E Plan



M&E Plan Narrative

For smaller AEPs, the M&E Plan tab may be sufficient to summarize the programme's M&E framework. However, for larger programmes or those with more detailed M&E requirements, AEPs may also use the **template for a M&E Plan Narrative** (Annex 3).

A M&E Plan Narrative is a narrative version of the M&E Plan tab. Like the M&E Plan tab, it brings together all elements of the M&E Framework—the TOC, LogFrame with selected indicators, and Indicator Monitoring Table. Further, it describes in a more specific and detailed way the processes for data collection, analysis and use that make up the AEP's entire M&E approach. Some AEPs may use this tool if they need a longer, narrative description of the M&E Plan, and they can fill in and adapt the template to meet their specific M&E needs and those of their donor.

The sections of a M&E Plan Narrative include:

- **An overview** of the programme and **introduction** to the M&E Plan Narrative
- **The AEP's TOC**, provided in graphic and narrative form
- **The LogFrame**, listing the objectives, means of verification and assumptions
- **Monitoring and Evaluation Approaches**, which include research questions; processes for data collection, management, analysis, and reporting; and limitations
- **Learning and Accountability Approaches**, which describe how M&E data will be used from programmatic learning and adaptation and for accountability to learners, families, and communities
- Sections on **Ethics, Quality Assurance, and Roles and Responsibilities**

The template provides language that programmes can adapt for use in proposals or their own M&E Plan Narratives. M&E Plan Narratives may vary widely in complexity, level of technical detail and length. Some AEPs may hire external consultants or firms to develop full M&E Plan Narratives. However, those programmes that are tasked with writing their own narratives can adapt the tool provided.

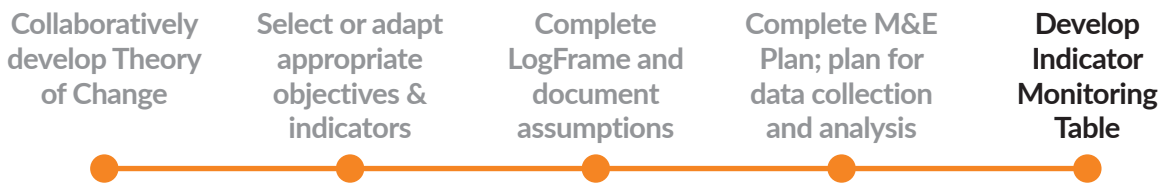
Tips for Developing the M&E Plan

- **The M&E Plan is highly programme specific.** Each programme should consider the important questions they want to answer with their M&E Plan. When developing the M&E Plan, programmes should consider “*who* needs to know and *what* for *what* purpose?” This prompt can help programmes to think about the audience, what they need to know, and what they will do with that information.
- **Ask answerable questions, considering the tools and resources available.** M&E Plans should be based on research questions that AEPs can answer. Questions that are answerable are specific, timely, and require measurable data. Questions are also answerable if a programme has the financial, material and human resources to answer them. Avoid asking research questions that you do not have the capacity to investigate. Programmes should collect the minimal amount of data to provide the information needed to those who need it to make decisions.
- **Conduct useful analyses.** Instead of conducting complicated statistical analyses, AEPs may wish to use more accessible approaches to analysing information gathered from the programme, such as simple counts, averages and percentages. Such descriptive analyses, if well planned and well carried out, can generate useful insights that can be interpreted and used by a wide range of stakeholders, fostering deeper engagement from, for example, local officials, community members or beneficiaries. The ability to generate useful findings for collaborative learning and adaptation is the main goal of the M&E Framework.
- **Consider the important issues of equity.** Programmes should consider relevant equity dimensions in their operating context—for example, are there particularly disadvantaged groups that need extra attention? Disaggregating data or using equity indicators allows programmes to better understand their contribution to increasing equitable access to and completion of basic education.
- **Keep it as brief as possible.** Follow any funder requirements, but keep the M&E plan as clear and concise as possible. Include only what is necessary to carry out or understand the M&E plan. As needed, refer the reader to relevant documents such as the programme proposal, concept notes and related research. Some programmes may choose to collapse the LogFrame, M&E Plan, and Indicator Monitoring Table into one tab. Programmes that do not use a full M&E Plan Narrative may choose to briefly describe the programme’s plans for monitoring and evaluation, as well as approaches to learning and accountability, as separate tabs in the M&E Plan.

TOOL 5.

Sample Indicator Monitoring Table

The last tool of the M&E Framework Excel database is a sample **Indicator Monitoring Table**. The sample Indicator Monitoring Table illustrates what a programme’s monitoring table may look like once it is completed. AEPs should adapt the table in accordance to the programme structure, disaggregation plan, and data collection and reporting timelines.



What is an Indicator Monitoring Table?

An Indicator Monitoring Table is a matrix for compiling data to monitor progress towards objectives. The table states specific targets and stores disaggregated data for various AE levels and locations at specified time points.

Why use it? The Indicator Monitoring Table brings together data to facilitate the processes of analysis and dissemination for accountability and learning. It allows programme stakeholders to see all of the data collected in one location in exactly the right format. The data in the Indicator Monitoring Table can also be used to create graphs, charts, or dashboards to more visually share the information with key stakeholders.

The sample Indicator Monitoring Table is shown in Figure 5. The table includes the following elements: objectives, indicators, disaggregation, targets, and columns for inputting data at the specified points in time, for various AE Centres or locations, and for the various levels.

After AEPs have developed the M&E Plan, they should adapt this table to their specific programme. **The exact structure of the Indicator Monitoring Table should be reflect the data collection, disaggregation and analysis specifications in the M&E Plan.**

Some programmes separate monitoring and evaluation indicator tables. Programmes can create one spreadsheet to answer evaluation questions about longer-term outcomes and impact and another spreadsheet to answer monitoring questions about programme inputs, activities, outputs, and shorter-term outcomes.



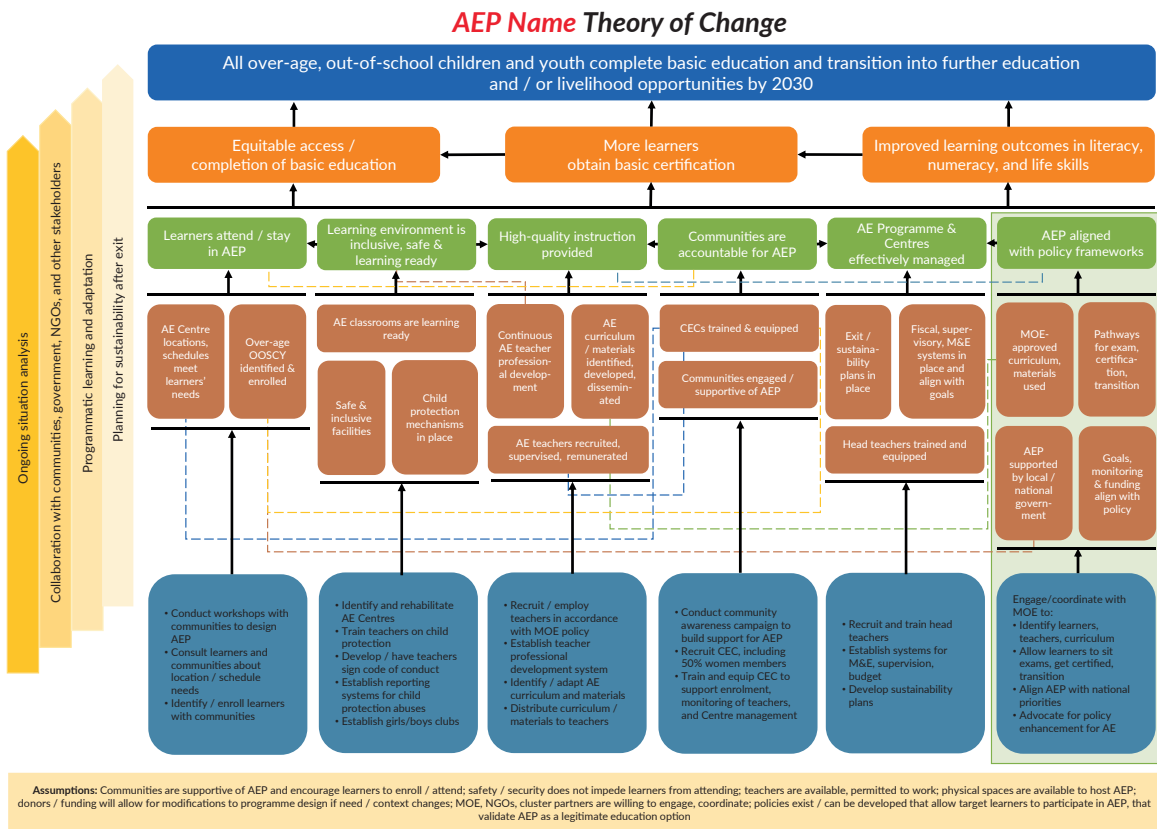
Tips for Developing the Indicator Monitoring Table

- **Don't forget the baseline.** A commonly overlooked step for many programmes is the baseline—an initial measure of the indicators at the beginning of the project. Without a baseline, a good measure of conditions before the intervention begins has been lost. Whenever possible, AEPs should ensure that a baseline assessment is conducted in order to have a reference against which progress can be measured.
- **Establish measurement targets.** To assess if the AEP is making adequate progress, AEPs should identify targets to be met throughout the programme. Targets are goals for each indicator, such as “80% of learners achieve minimum grade-level proficiency on end-of-year exams”. Targets should be realistic and not aspirational, and the Indicator Monitoring Table should document progress towards the target.

ANNEX 1.

AEP Theory of Change

Please find attached, as shown below, the editable ToC in Annex 1.



ANNEX 2.

Suggested Specifications for Recommended AE Indicators

Indicator	0.1a: % of AE completers who transition to formal education, other education, or livelihoods
Definition	<p>This indicator captures the rate of transition into the expected level of schooling in formal education or other education, or to an appropriate livelihoods activity, after completing AEP. “Expected” level refers to, for example, if a learner completes the final level of the AEP which covers up through grade 6, they are “expected” to transition into mainstream grade 7.</p> <p>“Formal education” refers to education within the formal schooling system, and may include the final grade of primary schooling, the first grade of junior secondary schooling, or the first grade of senior secondary schooling. For secondary AEPs, formal schooling may include tertiary education.</p> <p>“Other education” refers to technical or vocational training, teachers’ college, tertiary education, other skills training programmes, etc.</p> <p>“Livelihoods” refers to income-generating employment, entrepreneurship, agricultural work, or another activity to support oneself and / or one’s family.</p> <p>“Transitioning” refers to if an AE learner enrolls in an education or training programme, or engages in livelihoods activities, within a specified time frame set by the program, e.g., within six months after completion of the AEP.</p> <p><i>Note: Can adapt end-goal, e.g., if all learners are intended to transition into last level of primary or into lower secondary.</i></p> <p><i>Programmes must define transition and how they measure it-- transition into what, when? Measure by asking completers if they enrolled? Checking enrolment registers of the local/link formal school? Programmes may also collect data separately for the types of programmes learners transition to, i.e., what % transition into formal education, what % transition into tech/voc, and what % transition into livelihoods.</i></p> <p><i>This indicator may be considered beyond the scope of the AEP for some programs; however, as possible, programmes should consider conducting tracer studies or impact assessments to understand the long-term effects of their program on the quality of education in the areas they work. Programmes with greater capacity for tracer studies may also choose to measure attendance and learning outcomes after transitioning to the formal schools.</i></p>
Calculation	<p>Numerator: # of AE completers who transition to formal education, other education, livelihoods within the specified time period</p> <p>Denominator: total # of AE completers</p> <p>E.g., 700 completers who transition / 1,000 total completers x 100 = 70%</p>



Indicator	0.1a: % of AE completers who transition to formal education, other education, or livelihoods
Linkage to outcome / impact	This indicator measures progress towards the long-term goal: that all over-age, out-of-school children and youth complete basic education and transition into further education and/or livelihood opportunities by 2030.
Indicator Type	Long-term Impact
Frequency	Yearly, End of Project, 3+ months post-project completion
Means of Verification	Programme records / Tracer study
Disaggregate(s)	Location Gender Displacement status Other: Disability, Ethnic / Religious Minority

Indicator	1.1a: % of over-age, out-of-school children and youth in catchment area who enrol in AEP
Definition	<p>This indicator captures the number of enrolled over-age, out-of-school children and youth as a percentage of the total number of over-age, out-of-school children and youth in the catchment area. Over-age, out-of-school children and youth include those who never enrolled in or dropped out before completing primary / basic education. Over-age should be locally defined but may be at least 2-3 years older than the official age for the grade they would be in if they were to return to school.</p> <p><i>Note: While difficult to capture, understanding the percent of those enrolling in the AEP is an important measure to understand the overall impact of the AEP and its contribution towards equitable access to education for all. Programmes can use population censuses, camp records, or other sources of data to estimate the number of over-age, out-of-school children and youth in the catchment area.</i></p>
Calculation	<p>Numerator: # of over-age, out-of-school children and youth enrolled in the AEP Denominator: # of over-age, out-of-school children and youth in catchment area</p> <p>E.g., 350 over-age, out-of-school children and youth enrol in AEP / 670 over-age, out-of-school children and youth in catchment area x 100 = 52% of over-age, out-of-school children and youth in catchment area enrolled in AEP</p>
Linkage to outcome / impact	<p>This indicator measures progress towards the outcome: Increase equitable access to and completion of basic education</p>
Indicator Type	<p>Outcome</p>
Frequency	<p>Yearly, End of Project</p>
Means of Verification	<p>Programme records Camp records Population census Out-of-school assessment report Household survey data</p>
Disaggregate(s)	<p>Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority</p>

Indicator	1.1b: % of AE learners who complete the last level of AEP
Definition	<p>This indicator demonstrates the “survival rate” of AE learners; i.e., those who began the AEP and remained in the AEP through finish, regardless of repetition of levels or entry point.</p> <p><i>Note: Some programmes may focus on passing that relevant primary or basic education certification exam, instead of simply completion of the programme, depending on the programme’s goals for learners.</i></p>
Calculation	<p>Numerator: # of AE learners (in the cohort which is expected to complete) who complete the final AE level</p> <p>Denominator: # of AE learners in the cohort who are expected to complete</p> <p>E.g., 250 who actually completed / 300 who were in the cohort that was expected to complete x 100 = 83.3%</p>
Linkage to outcome / impact	This indicator measures progress towards the outcome: Increase equitable access to and completion of basic education
Indicator Type	Outcome
Frequency	Yearly, End of Project
Means of Verification	End-of-level exam results / grades, programme records
Disaggregate(s)	Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority

Indicator	1.1c: % of AE learners who drop out of AEP
Definition	<p>The proportion of those who enrol in the AEP but drop out. This may be measured on a quarterly, yearly, or longer basis and should be understood as the percentage of those who were enrolled in a given time period who dropped out.</p> <p><i>Note: Programmes must define “dropout” and how to measure it. For example, establishing that a learner has dropped out may mean that s/he has not attended at all in the past semester, term, or academic year. Determining what constitutes dropout and how to measure it should be contextually relevant.</i></p>
Calculation	<p>Numerator: # of AE learners who have dropped out of AEP over the full time period of an academic year.</p> <p>Denominator: # of AE learners who were enrolled at the beginning of the period</p> <p>E.g., 68 AE learners did not return in 2018-19 / 720 AE learners were originally enrolled in beginning of 2017-18 year x 100 = 9.4% drop out rate for the 2017-18 academic year</p>
Linkage to outcome / impact	This indicator measures progress towards the outcome: Increase equitable access to and completion of basic education
Indicator Type	Outcome
Frequency	Quarterly, Yearly, End of Project
Means of Verification	Programme attendance records
Disaggregate(s)	Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority

Indicator	1.2a: % of AE learners who pass primary / basic leaving exam upon completion of AEP
Definition	<p>This indicator shows how many learners passed the primary / basic leaving exam (or another relevant exam administered at the end of the program which leads to certification) as a percentage of the number of learners who were either eligible to sit the exam or who actually sat the exam.</p> <p><i>Note: Programmes must identify the “relevant national exam”, e.g., national primary leaving exam, national basic education certificate exam, etc. As well, programmes must specify who the appropriate reference group is, e.g., only those who actually sat the exam, in the case that it isn’t relevant for all learners to sit the exam upon completion of the AEP, or all those who complete the AEP and are eligible to sit the exam.</i></p>
Calculation	<p>Numerator: # of AE learners who pass the national exam Denominator: # of AE learners who completed the AEP and were eligible to sit the exam</p> <p>E.g., 300 learners passed the exam / 500 were eligible to sit the exam x 100 = 60% exam pass rate</p> <p>Option: e.g., 300 learners passed the exam / 450 sat the exam (50 were eligible but did not sit exam) x 100 = 66.7% pass rate</p>
Linkage to outcome / impact	This indicator measures progress towards the outcome: More learners obtain basic certification
Indicator Type	Outcome
Frequency	Yearly, End of Project
Means of Verification	Student records, examination results record
Disaggregate(s)	Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority

Indicator	1.3a: % of AE learners attaining minimum grade-level proficiency in reading
Definition	<p>This indicator demonstrates the proportion of AE learners who achieve the minimum threshold for reading as set by programmatic, national or international standards for reading. This indicator is useful to provide a snapshot of how many learners are meeting a minimum threshold of skill that is determined to be appropriate for the given AE level.</p> <p><i>Note: Programmes must set a minimum standard, such as grade-level proficiency, using programmatic, national or international standards. Programmes should consider a range around the minimum proficiency level, e.g., +/- 10% of the minimum threshold.</i></p> <p><i>Pros: Can align with transitioning to the formal education system; may be similar to donor-required indicators. Shows how many learners are “on track” / have grade-level skills. Can track improvement at the programmatic level over time towards ensuring that all learners achieve a minimum level of skill. For example, upon entering AE level 1 (or at baseline) 30% of learners were meeting minimum Grade 2 proficiency, and upon completing AE level 1 (or at follow-up / end line) 80% of learners met minimum Grade 2 proficiency.</i></p> <p><i>Cons: Cannot track individual “learning” (improvement of skills). Must ensure that using this indicator does not incentivize focusing on learners who are closer to meeting the minimum proficiency level while ignoring those who are less advanced and need more support.</i></p>
Calculation	<p>Numerator: # of AE learners who attain grade-level proficiency Denominator: total # of AE learners</p> <p>E.g., 70 learners attain grade-level proficiency / 100 total learners x 100 = 70% attained grade level proficiency</p>
Linkage to outcome / impact	<p>This indicator measures progress towards the outcome: Learners meet a minimum standard in literacy, numeracy, and life skills</p>
Indicator Type	<p>Outcome</p>
Frequency	<p>Half-yearly (end of equivalent of one grade level), Yearly, End of Project</p>
Means of Verification	<p>Reading assessments (e.g., EGRA, ASER, UWEZO, national exams)</p>
Disaggregate(s)	<p>Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority</p>

Indicator	1.3b: % of AE learners achieving minimum grade-level proficiency in math
Definition	<p>This indicator demonstrates the proportion of AE learners who achieve the minimum threshold for math as set by programmatic, national or international standards for math. This indicator is useful to provide a snapshot of how many learners are meeting a minimum threshold of skill that is determined to be appropriate for the given AE level.</p> <p><i>Note: [See 1.3a above.]</i></p>
Calculation	<p>Numerator: # of AE learners who attain grade-level proficiency Denominator: total # of AE learners</p> <p>E.g., 70 learners attain grade-level proficiency / 100 total learners x 100 = 70% attained grade level proficiency</p>
Linkage to outcome / impact	This indicator measures progress towards the outcome: Learners meet a minimum standard in literacy, numeracy, and life skills
Indicator Type	Outcome
Frequency	Half-yearly (end of equivalent of one grade level), Yearly, End of Project
Means of Verification	Mathematics assessments (e.g., EGMA, TIMSS, UWEZO, national exam)
Disaggregate(s)	Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority

Indicator	1.3c: % of AE learners who attest to an understanding of life skills (social skills, higher order thinking skills, self-control, positive self-concept, communication skills)*
Definition	<p>This indicator shows the proportion of AE learners who state that they have a certain level of understanding of the specific life skills targeted by the program. This indicator can be useful in showing a snapshot of how many learners are meeting a minimum level of self-rated understanding of life skills. Programmes would hope to see an increase in the number of learners attesting to this understanding over time.</p> <p><i>Note: Programmes can use a Likert scale to measure learners' own perceptions of their understanding of life skills. Programmes with more resources can adapt this indicator to “% of AE learners who demonstrate behavioural change in life skills...” by using self-report measures of behavioural change or observation of behaviours.</i></p> <p><i>Programmes will need to identify or adapt relevant assessment tools. Guidance on including life skills in the curriculum can be found in INEE's Minimum Standards, Domain 3: Teaching and Learning: https://inee.org/resources/inee-minimum-standards</i></p> <p><i>Programmes should refine the indicator and definition to align to the specific life skills they are measuring. Programmes with a focus on life skills may choose to further break down the concept of life skills into multiple indicators, while other programs may prioritize scholastic skills without collecting data on life skills.</i></p>
Calculation	<p>Numerator: # of AE learners with improved life skills Denominator: total # of AE learners</p> <p>E.g., 2300 AE learners with improved life skills / 2500 total AE learners x 100 = 92% with improved life skills</p>
Linkage to outcome / impact	This indicator measures progress towards the outcome: Learners meet a minimum standard in literacy, numeracy, and life skills
Indicator Type	Outcome
Frequency	Half-yearly (end of equivalent of one grade level), Yearly, End of Project
Means of Verification	LSE assessment (e.g., California Healthy Kids Survey / Social and Emotional Health Module, Chinese Positive Youth Development Scale, SENNA 1.0 / 2.0, Child and Adolescent Wellness Scale, The Big Five Inventory)
Disaggregate(s)	Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority

Indicator	1.3d: % of AE learners with improved proficiency in reading
Definition	<p>This indicator demonstrates the proportion of learners who show improvement in reading proficiency over time. This indicator requires a pre- and post-reading score and shows individual improvement over time by noting what proportion of learners have achieved a specified level of improvement (e.g., 10% improvement in score).</p> <p><i>Note: Programmes must establish how much change (e.g., a 10% increase in score) is required to be considered “improvement”. Programmes should also consider equivalency of different assessments.</i></p> <p><i>Pros: Measures individual AE learners’ learning (improvement in skills) over time; even learners with high scores should improve in skills.</i></p> <p><i>Cons: Does not capture the scale of improvement (e.g., 1% change or 25% change in score); does not capture how “on target” learners are-- have they improved from a 10% score to a 25% score, or an 85% score to a 95% score?</i></p>
Calculation	<p>Numerator: # of AE learners whose reading scores have improved (by X %)</p> <p>Denominator: total # of AE learners</p> <p>E.g., 335 learners reading scores improved by 10% or more / 400 total learners x 100 = 83.8%</p>
Linkage to outcome / impact	<p>This indicator measures progress towards the outcome: Learners have improved learning outcomes in literacy, numeracy, and life skills</p>
Indicator Type	<p>Outcome</p>
Frequency	<p>Half-yearly (end of equivalent of one grade level), Yearly, End of Project</p>
Means of Verification	<p>Reading assessments (e.g., EGRA, ASER, UWEZO, national exams)</p>
Disaggregate(s)	<p>Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority</p>

Indicator	1.3e: % of AE learners with improved proficiency in math
Definition	<p>This indicator demonstrates the proportion of learners who show improvement in math proficiency over time. This indicator requires a pre- and post-reading score and shows individual improvement over time by noting what proportion of learners have achieved a specified level of improvement (e.g., 10% improvement in score).</p> <p><i>Note: [See 1.3c above.]</i></p>
Calculation	<p>Numerator: # of AE learners whose math scores have improved (by X %)</p> <p>Denominator: total # of AE learners</p> <p>E.g., 370 learners' math scores improved by 10% or more / 400 total learners x 100 = 92.5%</p>
Linkage to outcome / impact	This indicator measures progress towards the outcome: Learners have improved learning outcomes in literacy, numeracy, and life skills
Indicator Type	Outcome
Frequency	Half-yearly (end of equivalent of one grade level), Yearly, End of Project
Means of Verification	Mathematics assessments (e.g., EGMA, TIMSS, UWEZO, national exam)
Disaggregate(s)	Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority

Indicator	1.3f: % of AE learners with improved life skills (social skills, higher order thinking skills, self-control, positive self-concept, communication skills)
Definition	<p>Proportion of AE learners demonstrating improvement in life skills, as elaborated by the program and specific to context. Life skills fall into three categories: cognitive, personal / emotional, and interpersonal / social. They can include such skills as analysing and using information, communicating, and interacting effectively with others, and they may include specific content such as risk reduction, environmental protection, health promotion, HIV prevention, violence prevention, and peacebuilding.</p> <p><i>Note: Programmes must define “improvement”, such as a percentage increase in score on an assessment or observation checklist. Programmes will need to identify or adapt relevant assessment tools. Guidance on including life skills in the curriculum can be found in INEE’s Minimum Standards, Domain 3: Teaching and Learning: https://inee.org/resources/inee-minimum-standards</i></p> <p><i>Programmes should refine the indicator and definition to align to the specific life skills they are measuring. Programmes with a focus on life skills may choose to further break down the concept of life skills into multiple indicators, while other programs may prioritize scholastic skills without collecting data on life skills.</i></p>
Calculation	<p>Numerator: # of AE learners with improved life skills Denominator: total # of AE learners</p> <p>E.g., 2300 AE learners with improved life skills / 2500 total AE learners x 100 = 92% with improved life skills</p>
Linkage to outcome / impact	This indicator measures progress towards the outcome: Learners have improved learning outcomes in literacy, numeracy, and life skills
Indicator Type	Outcome
Frequency	Half-yearly (end of equivalent of one grade level), Yearly, End of Project
Means of Verification	LSE assessment (e.g., California Healthy Kids Survey / Social and Emotional Health Module, Chinese Positive Youth Development Scale, SENNA 1.0 / 2.0, Child and Adolescent Wellness Scale, The Big Five Inventory)
Disaggregate(s)	<p>Location</p> <p>Gender</p> <p>AE level</p> <p>Displacement status</p> <p>Other: Disability, Ethnic / Religious Minority</p>

Indicator	1.3g: % of AE learners with improved social-emotional skills (self-awareness, social awareness, responsible decision making, self-management, relationship skills)
Definition	<p>Proportion of AE learners demonstrating with improved social-emotional skills, as elaborated by the programme and specific to context. Social-emotional skills can include skills such as: self-awareness, social awareness, responsible decision making, self-management, and relationship skills.</p> <p><i>Note: In addition to life skills, some programmes may also choose to measure SEL, resilience and psychosocial well-being. This indicator is an example of an SEL indicator that may be used in addition to a life skills indicator.</i></p> <p><i>Programmes must define “improvement”, such as a percentage increase in score on an assessment or observation checklist. Programmes will need to identify or adapt relevant assessment tools. Useful information on SEL can be found in: INEE (2016). Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings at http://s3.amazonaws.com/inee-assets/resources/161114_PSS_SEL_Background_Paper_Final.pdf</i></p> <p><i>Programmes should refine the indicator and definition to align to the specific social-emotional skills they are measuring. Programmes with a focus on social-emotional learning may choose to further break down the concept of SEL into multiple indicators, while other programs may prioritize scholastic skills without collecting data on SEL.</i></p>
Calculation	<p>Numerator: # of AE learners with improved social-emotional skills Denominator: total # of AE learners</p> <p>E.g., 2300 AE learners with improved social-emotional skills / 2500 total AE learners x 100 = 92% with improved social-emotional skills</p>
Linkage to outcome / impact	This indicator measures progress towards the outcome: Learners have improved learning outcomes in literacy, numeracy, and life skills
Indicator Type	Outcome
Frequency	Half-yearly (end of equivalent of one grade level), Yearly, End of Project
Means of Verification	SEL / Psycho-social well-being assessment (e.g., Social-Emotional Assets and Resilience Scale, Devereux Student Strengths Assessment, Behavioural and Emotional Rating Scale, Stirling Children’s Wellbeing Scale, Short Warwick-Edinburgh Mental Wellbeing Scale, Children’s Health Scale)
Disaggregate(s)	Location Gender AE level Displacement status Other: Disability, Ethnic / Religious Minority

ANNEX 3.

Template for an M&E Plan Narrative

Please find attached, as shown below, the editable template for the M&E plan narrative in Annex 3.



Annex 3. Template for an M&E Plan Narrative

[Logo]

[Organization Name]

[Insert programme name]

M&E Plan Narrative

[Date]

[Instructions: Instructions are shown in red, italics and brackets. Delete all instructions before submission of M&E Plan.]


Items to be completed are in yellow highlight. Delete all highlights before submission of the M&E Plan.]

ANNEX 4.

AE M&E Toolkit

Please find attached, as shown below, the editable excel sheet with all five tools from the M&E toolkit in Annex 4.

- ToC
- Objectives and Indicator Menu
- Sample Logframe
- Sample M&E Plan
- Sample Monitoring Table



AEP Name M&E Plan

Instructions: This tool is a SAMPLE M&E Plan. It shows how to replace the information currently provided in this SAMPLE M&E Plan with their own objectives and indicators. Then, programmes should identify how they will collect, analyse, and use data, including baseline and target values, how data will be disaggregated, who is responsible for each step. Some narrative, may also briefly describe in this tab (or by adding an additional tab to the M&E Framework Excel doc) the programme's specific plans for monitoring and evaluation, as well as approaches to learning and accountability.

N.B.: Programmes should add, delete, or modify columns. Plan shows some of the most common required elements.

N.B.: This M&E Plan can be accompanied by an M&E Plan of Annex 3. Not all programmes will require a full M&E Plan narrative, but they can be useful to further articulate the processes relating to monitoring and evaluation for accountability and learning purposes.

Indicator (Recommended indicators)	Target	Disaggregation	Means of Verification	Data Collection		Data Analysis & Use			Notes
				Frequency	Responsible	Analysis Plan	Reporting	Responsible	
	What is the goal statistic at the end of the project?		How will this information be verified? What is the source of this information?	How frequently is this information collected?	Who is responsible for overseeing data collection?	How will this information be analysed? What statistics will be provided and what analyses will be performed? E.g., descriptive statistics, correlational analyses, etc.	How will this information be reported back to donors?	Who is responsible for overseeing analysis and use of this data?	Provide any other information here required by users of the M&E Plan to be able to carry out the plan.
0.1a % of AE completers who transition to formal education, other education, or livelihoods*	TBC	Location Gender Displacement status	Programme records / Tracer study	Yearly, End of Project, 3+ months post-project completion	TBC	TBC	TBC	TBC	TBC
## Add other indicators here	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
1.1a % of over-age, out-of-school children and youth in catchment area who enrol in AEP*	TBC	Location Gender AE level Displacement status	Programme records Camp records Population census Out-of-school assessment report Household survey data	Yearly, End of Project	TBC	TBC	TBC	TBC	TBC
1.1b % of AE learners who complete the last level of AEP*	TBC	Location Gender AE level Displacement status	End-of-level exam results / grades, programme records	Yearly, End of Project	TBC	TBC	TBC	TBC	TBC
1.2a % of AE learners who pass primary / basic leaving exam upon completion of AEP*	TBC	Location Gender AE level Displacement status	Student records, examination results records	Yearly, End of Project	TBC	TBC	TBC	TBC	TBC

