Introduction to the Accelerated Education Working Group’s Monitoring and Evaluation Toolkit for AEPs

July 20, 2021

Inter-agency Network for Education in Emergencies
Webinar Housekeeping

Participant audio and video are disabled.

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This session is being recorded.

Closed captioning available in En.

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Improving Accelerated Education Programme (AEP) Quality

- AEPs included by more governments in national education plans and policies
- AEPs better resourced by all key stakeholders for scale and quality
- Quality of AEPs improved
- AE Evidence Base strengthened
- COVID-19 Response
AE Evidence Base Strengthened

Research Questions in priority areas

Organize and disseminate existing knowledge & data, generate new evidence

- M&E Toolkit
- Mapping AEP’s
- ACCESS research project
- Learning Agenda
Activities of the AEWG
AEWG Five Areas of Focus 2021

Improving Accelerated Education Programme (AEP) Quality

- AEPs included by more governments in national education plans and policies
- AEPs better resourced by all key stakeholders for scale and quality
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- COVID-19 Response
ACCELERATED EDUCATION PROGRAMMES

- Over-age out-of-school children and youth
- Out of school for 2+ years
- Complete the primary curriculum
- Transition into the next education level

CATCH-UP PROGRAMMES

- Learners who were previously attending an education programme
- Out of school for 3 to 12 months
- Recover lost learning and gain skills they missed
- Return to the same education programme
Priority Area: Evidence Base Strengthened

- Research Questions in priority areas
- Organize and disseminate existing knowledge & data, generate new evidence
- M&E Toolkit
- Mapping AEP’s
- ACCESS research project
- Learning Agenda
THE M&E TOOLKIT FOR AEPs
Objectives & Overview

- Understand why we need a toolkit—what is different about M&E for AEPs?
- Know how the M&E toolkit was developed (and especially that there was substantial feedback and consultation to develop it)
- Understand who should use the M&E toolkit and what they should use it for
- Know where and how to access the M&E toolkit
- Know how to use it for main purposes:
  - As a reference or source of inspiration/ideas as you build your own M&E framework
  - To refine or improve your M&E framework
  - To take the toolkit and adapt it for your own purposes
Why an M&E Toolkit for AEPs?

A puzzle: The EXCEL AEP

- **2,000** = the number of out-of-school children identified in the catchment area
- **1,500** = the number of learners enrolled in the programme
- **1,300** = the number of learners who complete the last AE level
- **1,200** = the number of learners who transition to the local secondary school

Question: If the EXCEL programme has an indicator and target that “75% of out-of-school children complete AEP and transition into secondary school”, what is the transition rate? Did they achieve their target?
Why an M&E Toolkit for AEPs?

- **Wide variation** in monitoring and evaluating AEPs
- **Need to capture and document what works**, for whom, in what contexts, to contribute to better outcomes for AE learners
- **Common goals amongst AEPs** towards equity, access, learning outcomes, completion, certification, and transition
- **Importance of programmatic learning** in complex, conflict-affected contexts
- **Importance of equity** in AEPs
Who should use the M&E Toolkit and for what?

• The Toolkit:
  • Is a set of tools / guidance for AE designers, implementers, evaluators for developing an M&E Framework
  • Aligns with the AEWG Learning Agenda for building evidence base for AE

AEPs should be able to use the Toolkit to create or improve their own M&E Framework or M&E Plan!
How can I access the M&E Toolkit?

Accelerated Education Programme Monitoring & Evaluation Toolkit

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.

The toolkit consists of a user manual plus five tools in a single Excel document (Annex 4) which are all editable. Each tool should be edited and adapted to meet the needs of your context and programme:

1. Accelerated Education Programme Theory of Change (TOC)
2. Objectives and Indicator Menu
3. Sample Logical Framework (LogFrame)
4. Sample M&E Plan
5. Sample Indicator Monitoring Table

The toolkit also comes with three additional Annexes, to support the development of a programme's M&E Framework:

1. Theory of Change
2. Suggested Specifications for Recommended Indicators
3. Template for an M&E Plan Narrative

Resource Info

Published
1 February 2020

Published by
Accelerated Education Working Group (AEWG)

Topic(s)
Accelerated Education Program (AEP), Monitoring, Evaluation

Resources

Accelerated Education Programme Monitoring & Evaluation Toolkit (21.23 MB)
What is included in the M&E Toolkit?

- Theory of Change
- Objectives & Indicator Menu
- LogFrame
- Indicator Monitoring Table
- M&E Plan
Five Steps for Developing an M&E Framework for AEPs

1. Collaboratively develop Theory of Change
2. Select or adapt appropriate objectives & indicators
3. Complete LogFrame and document assumptions
4. Complete M&E Plan; plan for data collection and analysis
5. Develop Indicator Monitoring Table
Step 1: Collaboratively Develop a TOC
Step 2: Select or Adapt Objectives & Indicators

**Objective:** Increase equitable access to and completion of basic education

**Indicator:** % of over-age, out-of-school children and youth in catchment area who enrol in AEP*

**Definition:** 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 (the target area for the project). 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 typical age of the grade they would be in if they’d enrolled in school at the official age of enrollment.

**Calculation:**
- **Numerator:** Enrolled over-age, out-of-school children and youth enrolled in the AEP
- **Denominator:** Total over-age, out-of-school children and youth in the catchment area

**Equity Indicator:** Gap in enrollment rate in catchment area by gender, disability, displacement status, etc.

**Indicator:** % of over-age, out-of-school children and youth who completed the last level of AEP*

**Definition:** 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. Complete may be defined as finishing the last level of the AEP, sitting the primary or basic education exam, or passing the exam.

**Calculation:**
- **Numerator:** Over-age, out-of-school children and youth who completed the last level of the AEP
- **Denominator:** Over-age, out-of-school children and youth who began the AEP
### Step 3: Complete LogFrame and Document Assumptions

#### AEP Name: Logical Framework (LogFrame)

<table>
<thead>
<tr>
<th>Objective Type</th>
<th>Objective</th>
<th>Indicator (<em>Recommended Indicators</em>)</th>
<th>Means of Verification</th>
<th>Assumptions (which affect achieving the objective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Outcome</td>
<td>Increase equitable access to and completion of basic education</td>
<td>1.1a % of over-age, out-of-school children and youth in catchment area who enrol in AEP*</td>
<td>Programme records, Camp records, Population census, Out-of-school assessment report, Household survey data</td>
<td>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</td>
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<td>1.1b % of AE learners who complete the last level of AEP*</td>
<td>End-of-level exam results / grades, programme records</td>
<td>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</td>
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<td><strong>Add other indicators here</strong></td>
<td>TBC</td>
<td>TBC</td>
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<tr>
<td>1.2 Outcome</td>
<td>More learners obtain basic certification</td>
<td>1.2a % of AE learners who pass primary / basic leaving exam upon completion of AEP*</td>
<td>Student records, examination result records</td>
<td>National exam is in place and AE learners are allowed to sit that exam; learners are able to access (transportation, schedule, location) exam</td>
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<td><strong>Add other indicators here</strong></td>
<td>TBC</td>
<td>TBC</td>
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<td>1.3 Outcome</td>
<td>Learners meet a minimum standard in literacy, numeracy</td>
<td>1.3a % of AE learners attaining minimum grade-level proficiency in reading*</td>
<td>Reading assessments (e.g., EGRA, ASER, UWEZO, national exams)</td>
<td>AE learners non-academic needs are met (e.g., trauma is addressed, basic needs are met); AE learners are able to attend classes; teachers attend classes and teach specified curriculum using appropriate pedagogy; AE curriculum and assessments are aligned; no significant disruptions to learning time due to conflict, disaster, etc.</td>
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<td>1.3b % of AE learners achieving minimum</td>
<td>Mathematics assessments (e.g.,</td>
<td>AE learners non-academic needs are met (e.g., trauma is presented)</td>
</tr>
</tbody>
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*Note: TBC stands for To Be Confirmed.*
### Step 4: Complete M&E Plan

#### Annex 3. Template for an M&E Plan Narrative

**Insert programme name**

**M&E Plan Narrative**

*Instructions: Instructions are shown in red, italic and brackets. Delete all instructions before submission of the M&E Plan. Items to be completed are in *italics* (bold). Delete all highlights before submission of the M&E Plan.*
## Step 5: Develop an Indicator Monitoring Table

<table>
<thead>
<tr>
<th>#</th>
<th>Objective</th>
<th>Objective Description</th>
<th>Indicator/Recommended Indicator</th>
<th>Dissemination</th>
<th>Annual</th>
<th>Target</th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
<th>Location 5</th>
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</thead>
<tbody>
<tr>
<td>0.1</td>
<td>Long-Term Impact</td>
<td>All average, out-of-school children and youth complete basic education and transition into further education and/or livelihood opportunities by 2030</td>
<td>% of All completers who transition to formal education, other education, or livelihoods*</td>
<td>Refugee girls</td>
<td>n/o</td>
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What’s next?

• How will you use the AEWG M&E Toolkit?

• https://inee.org/resources/accelerated-education-programme-monitoring-evaluation-toolkit
QUESTIONS? THANK YOU!

For more information:
Kayla Boisvert (kayla@d3forchange.com)
Martha Hewison (hewison@unhcr.org)