

WORK PLEDGE



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We, the above signed, have developed and reviewed this report and we attest that it is our best work.

SAVE THE CHILDREN NORWAY

**IMPROVING LEARNING ENVIRONMENTS
TOGETHER IN EMERGENCIES (ILET)**

PROGRAM EVALUATION DESIGN

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INTRODUCTION

This evaluation design was created as a course deliverable for the Spring 2020 *Program Evaluation Seminar* at the Middlebury Institute of International Studies at Monterey. The report includes background information about Save the Children Norway's *Improving Learning Environments Together* program (ILET), details on the evaluation approach and methodology, and final recommendations. This deliverable was created through conversations with key contacts at Save the Children Norway and with guidance from Dr. Beryl Levinger, who taught the course.

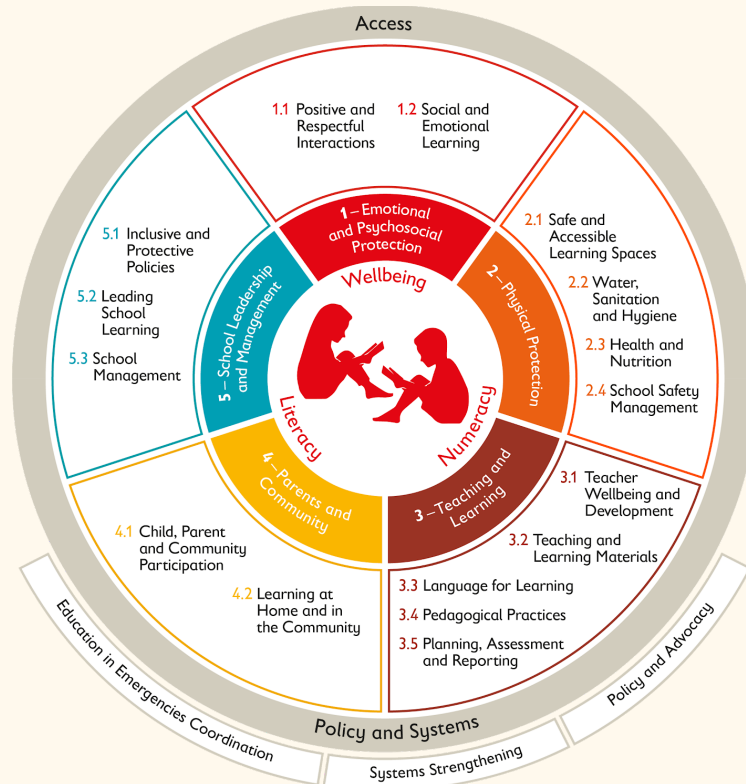
Part I: Background

Project Description

In 2009, Save the Children created the concept of the Quality Learning Environment (QLE) to identify key features of quality education programming for development contexts. The QLE has since transformed into the Quality Learning Framework (QLF), which outlines the necessary components of a basic education that promotes wellbeing and learning for all children. The QLF addresses three outcomes: well-being, literacy, and numeracy and five foundations: emotional and psychosocial protection; physical protection; teaching and learning; parents and community; school leadership management. After the development of the QLE and QLF, Save the Children identified a need for a similar concept that could apply to Education in Emergencies (EiE).

EiE is defined as the provision of uninterrupted, high-quality learning opportunities for children affected by humanitarian crises. According to Save the Children, EiE is about making sure children can learn regardless of who they are, where they live, or what is happening around them; and ensuring that they are safe while learning. Today, it is estimated that 65 million children are affected by emergencies and protracted crises in 35 countries, and that approximately 37 million primary and lower secondary age children are out of school in crisis-affected countries. While the number of out-of-school children has fallen by almost half since the turn of the millennium, the number of out-of-school children in emergencies is increasing both in total and relative

numbers, and is predicted to continue to rise in the future due to large-scale protracted crises.



Quality Learning Framework (QLF)

In 2016, the Improving Learning Environments Together (ILET) project was developed by Save the Children Norway and started with funds from ECHO and the Norwegian Ministry of Foreign Affairs to gain a better understanding of what works in EiE programming. The final ILET package was launched in June 2019. Building upon the QLF and Save the Children's leadership role in the humanitarian sector, ILET was developed to address the problem that children living in humanitarian crises have significant unmet educational needs. ILET is a multi-faceted package that uses assessments to improve learning environments in humanitarian contexts through community participation. The main objective of the ILET package is to help the local community participants - children, parents, and teachers - to identify gaps, needs, and strengths of their learning environment through a participatory, five-step process.

Through participation in ILET, the objective is to increase child and parent participation in school improvement and for community stakeholders to design and implement a School Improvement Plan (SIP). ILET is *not* designed to help build education programs from scratch; instead, ILET is designed to guide participatory improvement processes in places where learning environments already exist, whether they be in the form of schools or informal learning spaces.

Save the Children Norway ran a beta pilot of ILET in Greece and two full pilots in Syria and Uganda in 2017. Early results were encouraging and lessons learned from the pilots guided additional package adaptations as the program was expanded to new countries and emergency contexts. Today, ILET is used in thirteen countries worldwide across a diverse range of EiE learning environments, where projects can be found in a variety of stages. For example, in Syria, ILET has been continuously implemented since 2017 in a protracted conflict setting. Meanwhile, ILET is being used in Colombia in a post-conflict context and remains in the early stages of execution.

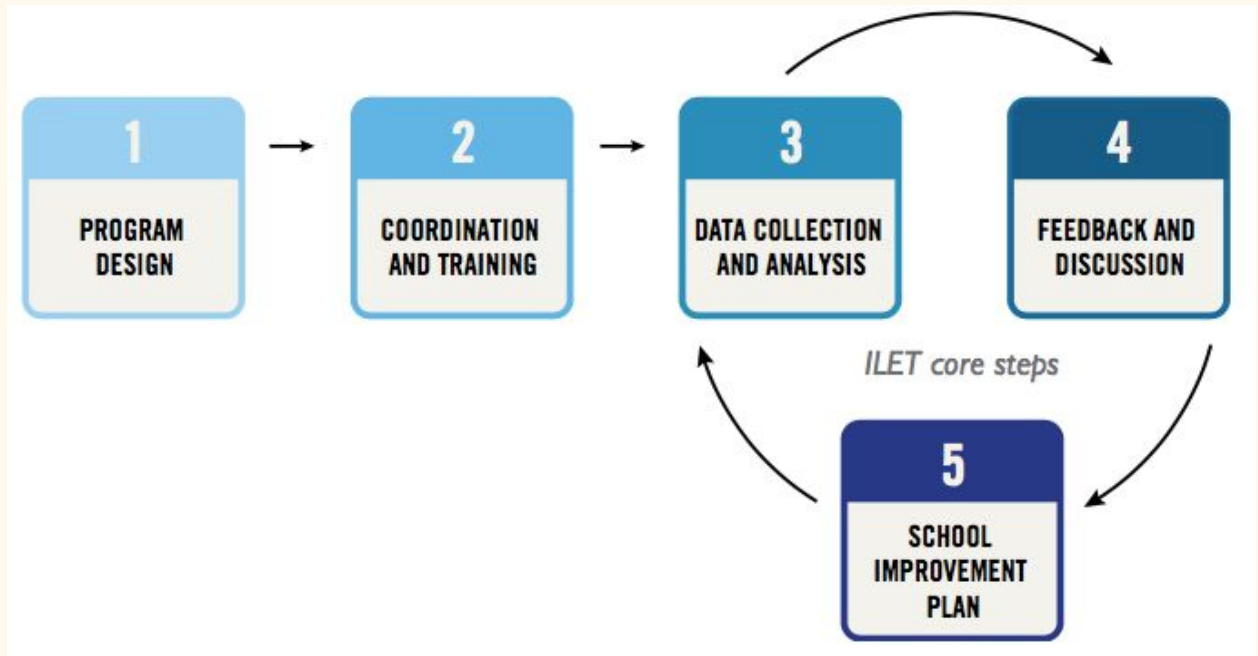
Project Stages & Activities

As briefly introduced above, current ILET project stages vary depending on the context of the specific ILET learning environment. Regardless of the humanitarian context in which it is implemented, the ILET package has five required steps:

1. **Program Design:** The first step is program design where the program staff work with the local community stakeholders to help them understand how the ILET package is appropriate and relevant for their context, and which model of operation will suit their context.
2. **Coordination and Training:** The second step has the program staff coordinating with EiE stakeholders, training staff on the package, and developing a project work-plan.
3. **Data Collection & Analysis:** The third step is about coordinating with schools to collect and analyze the data.
4. **Feedback & Discussion:** The fourth step is feedback and discussion where the local community stakeholders are provided with the data analysis results and opportunities to discuss the results.

5. School Improvement Plan (SIP): The fifth step involves the formation and development of the SIP itself.

Once all five steps of ILET are completed, participants are encouraged to cycle through subsequent rounds for continuous adaptation and improvement.



Summary of project activities

The ILET package comprises a set of tools that are intended to help guide the ILET team through the participatory methodology by providing specific guidance on what to do and when. The main tools included in the package are summarized below.

Overview Document: provides background, summary, and purpose of the package

Step-by-Step Guide: intended for program staff facilitating the ILET process to support learning environments and communities in assessing the learning environment, developing a School Improvement Plan (SIP), and managing/monitoring those plans

Training Manual: includes a Facilitator's Handbook and a Training Session Guide that are used to plan and conduct training for staff that will be supporting the community throughout the ILET process

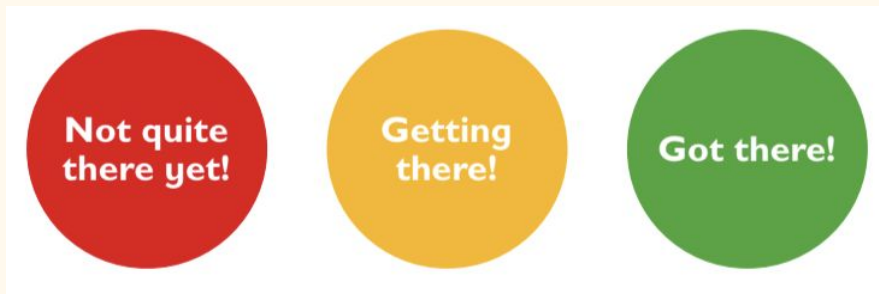
Data Management Platform: a web-based platform used for real-time data collection, processing, and storage. Included in the Data Management Platform are data collection

tools such as questionnaires and classroom observation checklists; and ‘Findings Cards’, which visualize the collected data

Data Management Handbook: is used for staff involved with data collection, entry, and interpretation and accompanies Step 3 from the Step-by-Step Guide. It gives tips on effectively facilitating data collection, processing, and analysis

Findings Card Templates: the cards present the findings in a visual, color-coded format that shows the key findings in a way that is easy to interpret, analyze and use for planning

Each result or item on the card is visualized with a color: **Red:** not quite there yet!
Yellow: getting there! **Green:** got there!



SIP Template: outlines the school improvement activities to be undertaken, who is responsible for the task and when, against a calendar to help check the progress of its implementation.

Logic Model

The logic model details different components of the ILET package and represents a conceptualization of the intended relationship between inputs, activities, outputs, outcomes, and goals/impacts. The logic model is not intended to be read chronologically from top to bottom and should be read beginning with inputs and moving to the right. Because ILET is implemented in humanitarian contexts where the action is driven by people’s needs during emergency contexts, the goals/impacts will be different from a program in a development context. The second and third goals/impacts in this section are based on feedback from our client, who emphasized that ILET was being implemented in humanitarian contexts and not development contexts.

Inputs	Activities	Outputs	Outcomes	Goals/Impacts
Material capital: schools, supplies (e.g. textbooks), Quality Learning Framework (QLF)	Train program staff on how to implement ILET	Participatory developed School Improvement Plans (SIP)	Improved psycho/social wellbeing for students	Children thrive in their respective EiE learning environments
Data Management: Data Management Platform, Data Management Handbook and Data Collection Tools	Apply ILET framework to assess needs in local schools through surveys, interviews, questionnaires	Feedback to the school community of the findings from the data collection and analysis	Parents more engaged in children's education and creating a quality learning environment	Improved access to and experiences of quality learning opportunities for students in humanitarian contexts
Program Templates: Finding Card Templates & School Improvement Plan (SIP) Templates	Share visualized findings in school community discussions	Availability of reliable school-level data for analysis and planning purposes	Increased capacity at the school/learning space level to improve the quality of the education environment.	Learning generated through the ILET informs lessons learned for the entire sector, and shapes or contributes to the conversation around EiE approaches to school improvement planning
Guidance Documents: Overview document & Step-by-Step Guide and training manual to support the implementation of ILET	Support and facilitate the development of localized SIPs		Increased capacity of agencies and partners (including the Ministry of Education) to provide quality, timely support to EiE.	
Human capital: Partnerships, country offices, teachers, students, school administrators, education experts, MEAL experts	Implement SIPs and follow up with MEAL for ongoing monitoring and evaluation	Scalable ILET model	Increased community engagement in improving the learning environment	
Finance: Money, grants				

Evaluation and Intended Use

This evaluation was designed with the intention of strengthening SCN's understanding of how ILET is being implemented across diverse EiE contexts to improve learning environments in humanitarian crises. As a leader in the humanitarian sector and EiE more specifically, SCN is in a position to contribute to sectoral advances that affect the lives of displaced people around the world. Given that opportunity and responsibility, it is incumbent upon SCN to more deeply evaluate ILET's effectiveness as an intervention strategy as it strives to expand its reach into new countries and learning environments. The inherent complexity of the humanitarian contexts where ILET is implemented poses serious challenges to the prospect of conducting any type of impact evaluation. Existing ILET monitoring practices focus on improvements to learning environments and are insufficient to draw conclusions about ILET impact on student learning outcomes. For these reasons, we have chosen a performance evaluation model that intends to serve the dual purpose of generating new knowledge and actionable results while also encouraging community participation in the process. This evaluation is a performance evaluation and designed to inform future decisions about how to improve ILET as a program, particularly as it expands into new EiE contexts. The expected evaluation users are SCN staff including award managers and education officers, as well as regional directors and country program leadership. In the interest of transparency

and maintaining community trust, community stakeholders that participate in the evaluation process either by collecting data or sharing their perspectives will also have the opportunity to see evaluation findings. Additional attention is paid to this consideration in later sections of the deliverable.

Questions around ILET's effectiveness and scalability, as well as the nature of community participation in the program, have shaped our approach to the evaluation design. By focusing on the issues of adaptation, participation, and community perception of ILET's effectiveness, we believe the evaluation will uncover valuable qualitative information that has never been systematically collected across ILET programs. This information will help to strengthen SCN's understanding of existing programs and provide a foundation for future ILET improvements.

Assumptions

The following are assumptions about the nature, uses, and challenges of this evaluation. If assumptions are proven false, it is possible that redesigning the evaluation would be necessary.

- The evaluation assumes that SCN is open to changing ILET based on evaluation results.
- The evaluation assumes that stakeholder participation has been incorporated into all ILET steps prior to evaluation and that they remain involved in the current project stage.
- The evaluation assumes that ILET projects are only being applied to pre-existing EiE learning environments.
- The evaluation assumes that no new emergencies or natural disasters affect the implementation of the evaluation.
- The evaluation assumes continued physical access to ILET learning environments, either by SC country staff or implementing partners.
- The evaluation assumes that each country program has sufficient time, human resources, materials, and infrastructure to implement the evaluation.
- The evaluation assumes there is an interest among community stakeholders in ensuring equitable gender representation of students and staff members in their respective learning environments.
- The evaluation assumes that learning environments are safe spaces to the extent that an evaluation can be conducted safely.
- The evaluation assumes that sufficient training will be provided for individuals carrying out the evaluation.

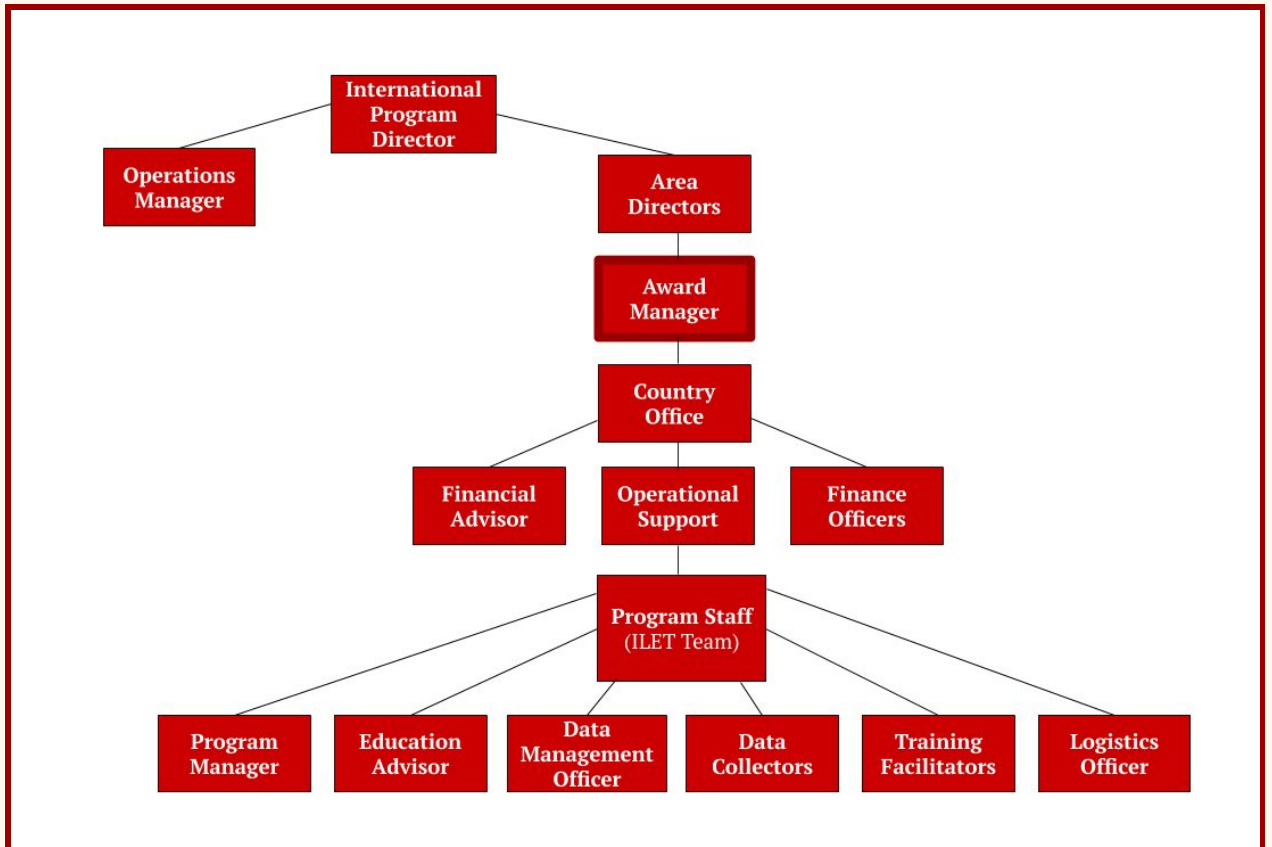
Key Stakeholders

Approaching and designing this evaluation involved multiple client conversations with two key persons from SCN, a Senior Advisor / Proposal Writer and an Education Advisor. These two contacts served as communication liaisons between the evaluation team and SCN staff members experienced in ILET to provide insight into the ILET package that influenced the identified need and utility of the evaluation. SCN staff members, specifically the ILET team are the main stakeholders whom this evaluation is intended for.

Key evaluation stakeholders from SCN include the International Program Director, Operations Manager, Area Directors, Award Managers, and Country offices, which consist of a Financial Advisor, Operational Support, and Financial Officers. Furthermore, Program Staff are key evaluation stakeholders who are crucial in the implementation of the evaluation because they have more direct influence in the learning environments. Each country's Program Staff consists of a Program Manager, an Education Advisor, Data Collection Manager, Data Collectors, Training Facilitators, and Logistics Officers. The Program Staff, otherwise known as the ILET Team is responsible for ensuring the implementation of ILET in the respective learning environment.

SCN Partners include: ECHO, Norwegian Ministry of Foreign Affairs, local NGOs, national and local/regional governments (in the countries where ILET is implemented), Ministries of Education, and security/police forces. All of these stakeholders serve as support to the ILET Team and to SCN in implementing the ILET Package effectively in learning environments.

An outline of SCN key stakeholders roles is outlined below.



Part II: Evaluation Approach

Meta-Questions

1. How are country programs adapting ILET to existing learning environments in their respective emergency contexts?
2. In what ways do children, parents, teachers, and school management participate in the ILET Core Steps? (3-5)
3. To what extent do community stakeholders feel that the use of ILET contributes to improved learning environments?

Levinger Evaluation Matrix

The following matrices and accompanying narrative sections provide a detailed description of data collection methods, indicators, and considerations for each meta-question.

Meta-Question 1

META-QUESTION #1	TERMS TO BE OPERATIONALLY DEFINED	KEY MEASURABLE INDICATORS	DATA COLLECTION INSTRUMENTS
How are country programs adapting ILET to existing learning environments in their respective emergency contexts?	<p><u>ILET</u>: Improving Learning Environments Together is a package using assessment for improving learning environments in humanitarian contexts through community participation</p> <p><u>Country Programs</u>: SC staff or in-country partners responsible for implementing ILET</p> <p><u>Adapting</u>: customizing ILET to better serve unique learning environment in relation to language, culture, and type of emergency</p> <p><u>Existing learning environments</u>: in-country programs providing Education in Emergencies (EiE)</p>	<p>(Indicator not applicable)</p> <p><i>Typology of Adaptations:</i></p> <ul style="list-style-type: none"> - Language - Culture - Content - Resources 	Questionnaire with unique set of questions related to adaptations

DATA COLLECTION DETAILS	DATA ANALYSIS APPROACH	UTILIZATION OF FINDINGS	OTHER
<p>Data source: LE administrators, LE management, program staff</p> <p>Data Collectors: Core team, including; Education/EiE Professional, Child Protection Professional, and MEAL Professional, relevant advisors</p> <p>Frequency & Timing: After completion of step 2, then again after completion of step 5</p>	<p>Disaggregated by type of emergency:</p> <ul style="list-style-type: none"> - Rapid onset vs slow onset; - man made or natural disaster; - rapid onset or slow and ongoing; - long/short-term - prognosis for when the situation is likely to be resolved? 	<p>Shared with: Country staff, Save the Children Norway, and education cluster/education working group</p> <p>Used to guide future versions of ILET with considerations for country specific adaptations</p>	<p>Efforts made by data collectors to ensure questionnaire is distributed equally among genders</p> <p>Efforts made by data collectors to ensure equal participation among genders in questionnaire</p>

This meta-question focuses on uncovering the nature of ILET adaptations that occur within the unique contexts of ILET countries and specific learning environments. While the ILET package includes highly detailed guidance and already incorporates a high degree of flexibility in different program steps, we know that adaptations are still made at the level of country offices and specific ILET programs. Because of the qualitative nature of the meta-question, we have chosen not to use an indicator for measurement and instead propose typologies in order to meaningfully analyze collected data. The first typology includes *types* of adaptations that were made, while the second focused on the *reasons* for those adaptations.

We believe that questions focused on ILET adaptation will be best answered by people close to the learning environments that are also highly familiar with the ILET package in its unadapted form. For that reason, data collection on this question will focus on learning environment administrators and managers, and program staff. Data collection will rely on a questionnaire that will be administered at two points in time--first, after the completion of ILET steps one and two, and then again after the completion of steps three, four and five (*ILET Core Steps*). Each questionnaire will ask participants to specify the types of adaptations that were made, along with the reasons behind those changes, during the implementation of specific ILET steps. Both questionnaires will also include a question on the type of emergency context in which the program is implemented, allowing for data disaggregation that strengthens SCN's understanding of the relationship between adaptation patterns and environmental conditions. In the interest of promoting transparency, all data findings will be shared with the LE education working group/cluster in addition to SC country staff and SCN.

Meta-Question 2

META-QUESTION #2	TERMS TO BE OPERATIONALLY DEFINED	KEY MEASURABLE INDICATORS	DATA COLLECTION INSTRUMENTS
In what ways do children, parents, teachers, and school management participate in the ILET <i>Core Steps</i> ? (3-5)	<p><u>Participate</u>: parents, children, and school management are respectfully listened to and demonstrably exert influence on issues that are relevant and important in their lives*</p> <p>*For more complete definition and guiding principles of <i>child participation</i>, see this document</p> <p><u>ILET Core Steps</u>: Step 3, Data Collection and Analysis, Step 4 Feedback and Discussion, Step 5 School Improvement Plan from the step-by-step guide (Data Collection & Analysis, Feedback & Discussion of Findings, and the SIP)</p>	<p>(Indicator not applicable)</p> <p>Typology of Participation:</p> <p>ILET <i>Core Steps</i></p> <ul style="list-style-type: none"> -Step 3 participation -Step 4 participation -Step 5 participation 	<p>Interview for parents and children assessing different manifestations of participation</p> <p>A written survey for school administrators and teachers that collects new data points not already known by SCN</p> <p>Different <u>interview schedule</u> for each group- Children Parents</p>

DATA COLLECTION DETAILS	DATA ANALYSIS APPROACH	UTILIZATION OF FINDINGS	OTHER
<p>Questionnaire participants: teachers, and school management</p> <p>Interview participants: students and parents</p> <p>Should include random sampling of students, teachers, and parents to avoid biased results from people who are highly involved</p> <p>Data collectors/facilitators: SIP team</p> <p>At the end of initial SIP implementation</p>	<p>Descriptive analysis</p> <ul style="list-style-type: none"> - disaggregated by ILET Core Steps (3, 4 and 5) <p>Use <i>Hart Ladder of Participation</i> and related SCN tools to judge to what extent stakeholders are participating meaningfully in each <i>Core Step</i></p>	<p>Shared with: Country staff, Save the Children Norway, and education cluster/education working group</p> <p>Used to guide future versions of ILET with regards to participation</p>	<p>Efforts made by data collectors to ensure questionnaire is distributed equally among genders</p> <p>Efforts made by data collectors to ensure equal participation among genders in questionnaire and focus groups</p>


Meta-question 2 is designed to reveal data on participatory processes that SCN may not capture within the existing ILET framework. Although the ILET program includes robust participatory mechanisms and, through Step 4, collects and discusses feedback, this evaluation will seek to uncover findings not already known through ILET processes. These findings will serve as an in depth evaluation of participatory factors, so that SCN staff can assess whether or not ILET is truly driven by community participation as intended. This question specifically seeks to determine whether students, parents, teachers, and school management participated in the Core Steps of ILET (Steps 3-5) and, if so, in what ways. The Core Steps were chosen because they are most conducive to participation from community stakeholders. Steps 1 and 2, Program Design and Coordination and Training, are designed to include participation primarily from school management and SCN staff.

Because the meta-question solicits open ended responses in many cases, no indicator will be used to analyze data. Instead, responses will be typefied according to which ILET step and level of participation they correspond to. For students and parents, an interview will be administered to determine which Core ILET Steps (3-5) they participated in, and in what ways they participated. These interviews will solicit open-ended responses so that participation includes, but is not limited to, the “Level of Involvement” guidelines. For teachers and school management, a questionnaire will be administered to determine level of participation in each Core Step. The questionnaire

will be based on SCN's "Level of Involvement" guidelines, but also includes a free response question. Responses will be disaggregated by Core Step in order to examine the depth of community participation in different stages of the ILET process. Evaluation findings will be shared among SCN staff as well as the community education cluster or working group.

Meta-Question 3

META-QUESTION #3	TERMS TO BE OPERATIONALLY DEFINED	KEY MEASURABLE INDICATORS	DATA COLLECTION INSTRUMENTS
To what extent do community stakeholders feel that the use of ILET contributes to improved learning environments?	<u>Community stakeholders:</u> students, teachers, parents, school management, working group partners and the local government <u>Feel that the use of ILET contributes to improved learning environments:</u> report feeling that ILET is associated with improvements in the learning environment	<i>For EiE programs having completed all five ILET steps, % of community stakeholders reporting that ILET contributed to improvements in the learning environment</i>	Questionnaire focused on feelings of ILET's contribution to learning environments, including in relation to the five QLF foundations Additionally, look for intended and unintended outcomes from ILET on learning environments.

DATA COLLECTION DETAILS	DATA ANALYSIS APPROACH	UTILIZATION OF FINDINGS	OTHER
Questionnaire participants:  community stakeholders (students, parents, teachers, school management) Data collectors/facilitators: SIP team and student groups* *Coincide data collection with monthly LE meetings	Descriptive statistics disaggregated by <ul style="list-style-type: none"> - stakeholder group (i.e. students/parents/teachers /etc.) - the five QLF foundations 	Shared with: Country staff, Save the Children Norway, and education cluster/education working group	Efforts made by data collectors to ensure equitable participation among genders in questionnaire and interviews

Meta-question 3 is designed to solicit information from community stakeholders about their perceptions of ILET's contribution to their learning environment. While the existing ILET data management platform already captures information about learning environment improvements, this meta-question seeks to use participatory methods to

engage community members in evaluating ILET's impact. The data collected will complement existing information and can be used to compare community perceptions with changes being tracked through the data management platform.

Data collection will be led by the School Improvement Planning Team and student Council (or other student leadership body), who will conduct interviews and administer a questionnaire. Students and parents will share their perceptions through interviews, while the questionnaire is intended for teachers, school management, working group partners and local government authorities. Data collection should take place no earlier than the completion of ILET step 5, given that learning environment improvements will be made during the conclusion of that step. Both the questionnaire and interview are structured around the five QLF domains, while also giving participants the option to share examples of improvements that fall outside of those domains. In order to minimize the burden of data collection activities, we recommend that data collection coincide with regular, existing meetings at the learning environment level.

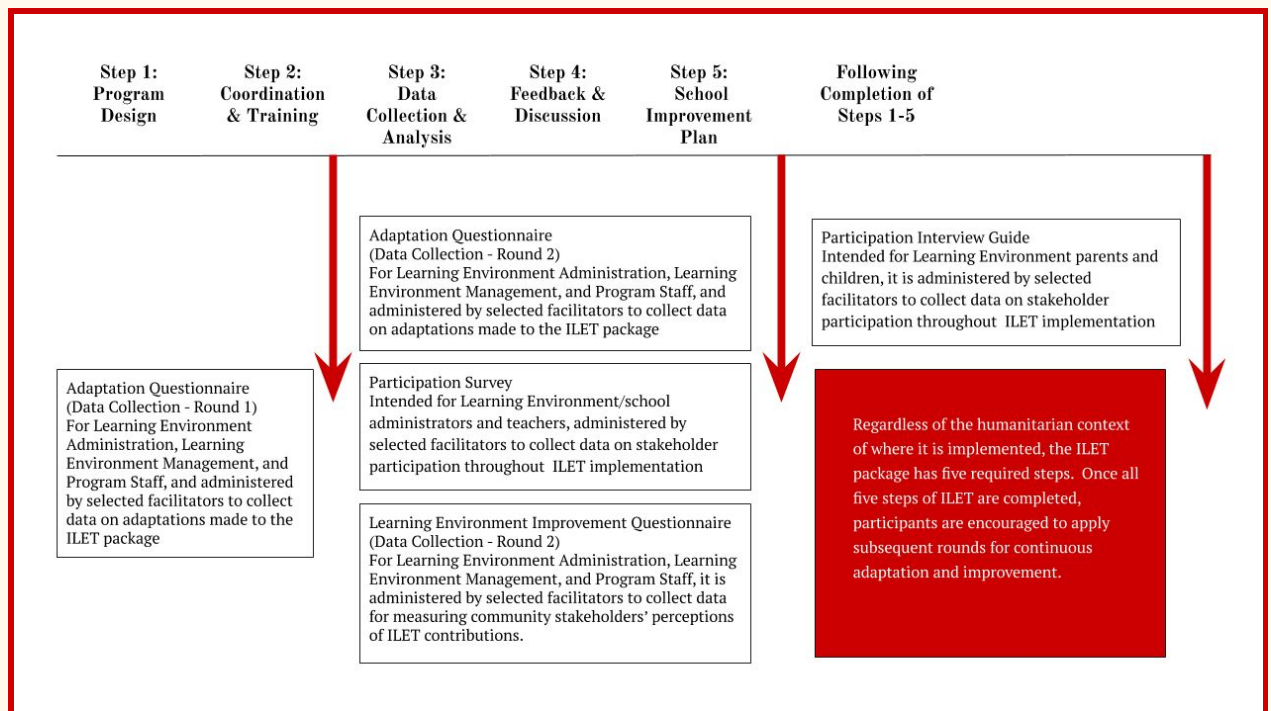
Following data collection, analysis will focus on disaggregation by stakeholder group and QLF foundation, examining the link between particular groups and their perceptions of ILET impacts. Once results are available, that information should be shared back with the community education cluster or working group, in addition to SCN staff.

Limitations of the Evaluation

Below is a list of evaluation limitations that may present challenges to the evaluation implementation.

- Limited or restricted physical access to learning environments can impede the ability to evaluate.
- Project stages vary across programs so the evaluation cannot be conducted for all programs simultaneously.
- The ability to produce generalizable findings depends on breadth of the evaluation.
- Learning environments are operating in emergency contexts and protracted crises, which may result in unstable conditions.
- Program staff may have to balance evaluation activities while managing existing duties and responsibilities.
- Power dynamics may result in an imbalance and unwillingness to be forthright with responses.

Timeline



Instrumentation Prototypes

In addition to our protocols listed in [Annex 1](#) The ILET Data Management Handbook clearly outlines several protocols. The intent is to implement our instruments in a manner that can be integrated into the existing data collection process.

For the purposes of this evaluation, several questionnaires, a survey, and an interview will be used to solicit data:

- 1) [Instrument #1: Adaptation Questionnaire](#) to correspond with Meta Question 1 (Steps 1 & 2 of ILET) *intended for Learning Environment Administrators, Learning Environment Management, and Program Staff*
- 2) [Instrument #2: Adaptation Questionnaire](#) to correspond with Meta Question 1 (Steps 3 & 4 of ILET) *intended for Learning Environment Administrators, Learning Environment Management, and Program Staff*
- 3) [Instrument #3: Interview Guide](#) to correspond with Meta Question 2 (Steps 3-5 of ILET) *intended for students and parents*
- 4) [Instrument #4: Survey](#) to correspond with Meta Question 2 (Steps 3-5 of ILET) *intended for teachers and school management*

- 5) [Instrument #5: Questionnaire](#) to correspond with Meta Question 3 (Steps 3-5 of ILET) *intended for Learning Environment/school administrators and teachers*

Stakeholder Engagement

In order to effectively evaluate, trust must be built with stakeholders to promote participation. Failure to engage local community members could lead to failure of the evaluation in part or whole. Measures for stakeholder engagement in the evaluation design operate with the understanding that the ILET package is meant to increase community participation through the SIP. The participatory nature of ILET is meant to engage stakeholders throughout all five steps of the project and includes students, parents, caretakers, teachers, and learning environment staff. The decision to rely upon the SIP team to engage community stakeholders is based on the assumption that they have already established relationships with local community stakeholders throughout Step 5 of the ILET package. Trust established through stakeholder engagement will contribute towards planning and carrying out an effective evaluation.

Engagement of Project Participants

Throughout the evaluation, project participants including students, parents, teachers, and school management will be actively engaged. Students will be interviewed to ascertain their perceptions of ILET, and will also be highly involved in data collection and analysis. SIP Teams and Student Councils will be trained on how to collect and analyze evaluation data. Evaluation results will also be disseminated throughout the student body.

Parents and Parent Teacher Associations will similarly be interviewed during the data collection process, and results from the evaluation will be shared directly with these groups. Teachers and school management will provide their input through the questionnaire process, and will receive evaluation results and suggestions for improving ILET which are based on their own feedback.

Save the Children Norway staff and in-country partners will provide feedback to ensure that the evaluation design captures the needs of ILET and is delivering helpful information. These stakeholders will receive the evaluation results and make changes to the ILET program accordingly.

MEAL officers will assist with data collection and evaluation, and ensure that existing data tools are properly utilized for the purposes of this evaluation.

Engendering Evaluation

ILET pays close attention to ensuring an inclusive approach to the assessment process itself, and also to school improvement planning. This means that special attention is paid to ensuring equitable gender participation among both children and adults in the interviews. The [SC Gender Toolkit](#) outlines thorough tools and factors that go into creating gender equality as well as steps for incorporating them into program activities. Though gender norms are commonly built around four traditional gender categories – girls, boys, women, and men – SC, and this evaluation design recognizes that there are many different gender identities which do not fit into these categories and which are experienced by adults and children around the world. Gender identities refer to each person’s deeply felt internal and individual experience of gender, which may or may not correspond with their sex assigned at birth.

Additionally, inclusion is an important theme examined throughout all of assessment questionnaires. For example, the questionnaires explore the percentage of children with disabilities enrolled in the learning space. The questionnaires also examine the ways in which learning is made accessible to children with disabilities (students with hearing, visual impairments, students who cannot read and write, children with mobility difficulties). It also examines if the school/learning space – and also learning experiences in school – are made accessible and enjoyed by students of different race, religion or ethnic backgrounds. ILET explores the barriers affecting access to the school or learning space including whether all boys and girls and all sub-groups of children enjoy inclusive access. It examines whether the learning environment is safe for all learners and whether all students can enjoy learning in a safe and secure environment. The questions explore whether access routes to and from the school are safe and also whether teaching and learning is respectful at all times for all students.

Evaluation Quality Standards

1. Utility

This evaluation aims to ensure quality attention to stakeholders with the following:

- Engage evaluators who are appropriately responsive to stakeholders, particularly in issues of gender, socioeconomic status, race, and language and cultural differences because ILET is implemented in such a wide range of contexts.
- Engage evaluators whom the stakeholders trust by building relationships and establishing psychological safety with participants so there is a strong foundation and capacity for honest responses.
- Interview stakeholders to determine their different perspectives. As the evaluation seeks to assess accountability in stakeholder participation, it is necessary to solicit feedback from stakeholders about their participation with ILET.
- Involving stakeholders throughout the entire evaluation will also contribute to stakeholder participation and incorporate their influence within all five steps of ILET.
- The report has been developed to match the language of the evaluation stakeholders and include familiar terms and verbiage for ease in understanding the evaluation and recommendations and to provide a meaningful product.
- Considering the concern for consequences for stakeholders and their potential influence, the performance-based evaluation is intended to be used in the development of future versions of ILET, and addresses potential use of findings to show stakeholders how they might be used in their work.

2. Feasibility

To ensure this evaluation involves practical procedures, the following will be done:

- ILET works to maintain effective communication with stakeholders, particularly by following up with stakeholders after data collection and analysis by furthering stakeholder feedback and discussion.
- Practical procedures will maintain feasibility by developing staff competency through ILET training of staff and the multiple training guides and handbooks that accompany tools within the ILET package.
- The evaluation timeline has been designed to coincide with the ILET step-by-step guide, which ensures that the evaluation can be incorporated as a routine event.
- Instrumentation was designed to engage local stakeholders and methods were selected according to the different types of stakeholders to maximize data collection. Instructions for instruments are simple, and detailed. Trained staff will have the capacity to carry them out with stakeholders.

3. Propriety

To ensure that the evaluation is conducted with clarity and fairness the following measures will be put in place:

- Mechanisms in the evaluation are meant to report on the intended and unintended outcomes of ILET.
- The evaluation has been drafted and reviewed by a mentor and peers to improve the quality of the report and evolve the initial draft after feedback.
- All findings have been disclosed in writing to adhere to transparency standards.
- The evaluation will assess strengths, weaknesses, and limitations of the ILET.

4. Accuracy

To ensure valid information is gathered throughout the evaluation design and implementation, the following measures will be taken:

- Each evaluation matrix responds to the initial meta-questions outlined within the evaluation.
- Conclusions made are justified by addressing the primary evaluation questions.
- Data collectors must be carefully selected and trained to ensure that the information gathered during evaluation is valid.
- Data collection and analysis must involve rigid documentation to ensure consistency in how information from each procedure is scored, analyzed, and interpreted.
- Meaningful categories have been established by identifying regular themes, such as the types of emergencies program countries may face, which supports qualitative analysis.
- Instrumentation from the evaluation employs surveying and questionnaires since this method has been effective in data collection with past implementations of ILET.

5. Accountability

The following measures for internal and external meta-evaluation enhance the accountability of the evaluation:

- The evaluation design was presented to a multi-person audience for meta-evaluation, which involved analyzing the design against evaluation quality standards, ethics and assurance for engendered evaluation.
- All data must be fully recorded during the evaluation implementation to ensure that information is fairly collected and all stakeholder input is documented.
- SCN should report all findings to any community stakeholders that participated in the evaluation
- The budget allocated for meta-evaluation should be appropriate and sufficient for conducting the evaluation and sharing findings

Ethical Considerations & Challenges

Given that the evaluation design relies on participation from community stakeholders in emergency contexts, there are key ethical concerns regarding how to appropriately and respectfully engage them in the evaluation process. In order to avoid extractive methods of data collection that erode trust between ILET staff and community stakeholders, the evaluation has been designed with significant community leadership at its core. It is crucial that the confidentiality of all participants be protected and that they share their perspectives voluntarily, rather than being obligated to participate. Evaluators for certain meta-questions will include members of the community SIP teams, who should be trained in the evaluation methodology and prepared to engage with stakeholders while respecting their right to privacy. Finally, it is important that evaluators follow up with evaluation community stakeholders to share evaluation findings, providing the opportunity for feedback and discussion.

Utilization of Findings

In our initial client conversations, our clients expressed an interest in evaluating the impact of ILET on student learning outcomes in EiE contexts. They explained that while they have strong reasons to believe that improved learning environments result in improved learning outcomes, there are no existing data that conclusively demonstrate that causal relationship. As a group, we were concerned by their apparent interest in an evaluation that confirmed what they already believed to be true. As our group considered potential meta-questions to guide the evaluation, we focused on the question of feasibility and determined that evaluating for impact on learning outcomes was highly unfeasible for a number of reasons. The extreme complexity of EiE environments, combined with the obstacles faced in data collection, led us to consider

alternative questions that fell within the reasonable capacity of SCN and country program staff, as well as community stakeholders. We, eventually, were successful in negotiating meta-questions with our clients that struck a balance between their desire to produce actionable results and the considerable limitations that they will surely face in conducting the evaluation.

To share and disseminate findings from the evaluation with the stakeholders, SCN should consider creating a report that can be shared with the SIP team. The report should be reviewed with the SIP team to allow time for discussion as well as questions and answers regarding the appropriate use of the ILET package for their specific EiE context. Then the SIP team can hold a town hall/presentation to share the findings with the community stakeholders focusing on the information that impacts the participants the most. They could also provide a handout that summarizes the most pertinent information.

Part III: Recommendations

Recommendation 1: Developing an M & E plan

Since ILET first began in 2016, implementation of the package has expanded to 13 countries and an increasingly diverse mix of EiE contexts. In order to develop evidence that community participation in the improvement of EiE learning environments contributes to improved *learning outcomes*, more systematic monitoring and evaluation will be required. Before continued expansion of ILET into new countries and EiE contexts, we recommend that SCN, along with key partners, develop a detailed M & E plan focused on tracking learning outcomes among ILET student participants. We concur with the standard outlined in the [Save the Children Evaluation Handbook](#) that no less than 3-4% of ILET total program budget be reserved for these activities. By exploring the relationship between participatory improvements and changes to student numeracy, literacy, and well-being (as defined in the QLF), SCN will position itself to expand and deepen its impact as an EiE leader.

Recommendation 2: Exploring Outcome Sustainability

In discussions with ILET staff, ongoing crises have been identified as longer-lasting and more frequent. A stated goal is to expand the ILET package to new countries in crisis. We, therefore, recommend that SCN consider exploring the sustainability of learning

environment improvements to ensure that the benefits of the ILET package last beyond SCN's involvement. In order to accomplish this, SCN should consider outlining outcome sustainability strategies to develop country programs' capacity to maintain and strengthen quality learning environments that support learning outcomes. In the near term, this would require few resources. Reallocation of SC resources could begin development of sustainability protocols. In the long term, it may require more resources to identify and research LEs that were once in crisis, have since transitioned out of crisis, and are no longer implementing ILET with the support of SC. The research could focus on the aftermath and lessons learned to guide sustainability plans with empirical data.

Recommendation 3: Creating Tailored ILET Packages

The ILET package is implemented in a range of learning environments which vary linguistically and culturally, as well as in terms of emergency context and resource availability. Using evaluation results regarding ILET adaptations across diverse programs, we recommend that SCN consider creating tailored ILET packages to better address the needs of unique learning communities. This could begin with a pilot program to test the effectiveness of ILET packages that have been modified to respond to the constraints of different emergency types: rapid onset disaster; slow onset disaster; long-term crisis; short-term crisis, etc. Deployment of tailored ILET packages could reduce the need for significant adaptation at the level of programs and learning environments, allowing ILET staff and community members to focus on school improvements. This will involve a commitment of human and financial capital and requires that SCN first draw conclusions on the nature of existing ILET adaptations and the reasons behind them.

Annex 1: Instrument Protocol & Terms and Definitions

Instrument Protocol

The following protocol should guide the decision making for who participates, when, where, and how.

Power Considerations:

Selecting the interviewer should be attentive to power dynamics, as choosing SCN staff, government officials, or higher educational authorities may result in an imbalance and unwillingness to be forthright with responses.

Interview Planning:

Location, time, convenience and privacy should all be considered to enable participants to complete the instruments free of undue disruption or distraction.

Child Interviewing Considerations:

The proposed questions capture the information to be obtained, but would need to be tailored to age-appropriate activities based on interactive child interviewing techniques in accordance with SC practices.

Participant Biographical Data Collected:

Ensure the following information, at a minimum, is collected from each member surveyed or interviewed: 1) participant type (i.e. student, teacher, parent, admin); 2) grade, if applicable (both students and teachers); 3) participant gender.

Gender:

Data collectors should ensure there is equal participation among genders in questionnaires, interviews, and surveys.

Instrument Terms & Definitions

The following terms and definitions are intended to accompany instruments for data collection in a Participatory Evaluation of ILET.

Degrees of involvement:

Informing: Children are informed about plans, provided with information about implementation and advocacy, and the findings of the evaluation

Consulting: Children's views are incorporated, consulted, asked for opinions during the process, and after.

Collaboration: Children help collect information, take part in implementation, monitoring, and final effectiveness evaluation.

Joint decision-making: Children have a significant influence on decisions at planning, implementation, monitoring, and evaluation. (ex. determining when, where and how advocacy activities should take place; partnership role in advocacy; influence what questions are asked; involved in analysis and conclusions.

Child-led Initiatives: Children have controlling influence through each step of planning, implementation, monitoring and evaluation.

Language:

Spoken/Written Communication

Culture:

Societal customs, beliefs, and achievements; gender roles and norms; values around diversity, inclusion, participation, and voice

Type of emergency:

- Rapid onset Disaster - Unfolds almost instantly (ex. earthquake)
- Slow onset Disaster - Predicted in advance (ex. drought)
- Long Term Crisis - occurs over a long period of time (ex. Ongoing war, ongoing economic issues)
- Short Term Crisis - occurs over a short period of time (ex. Hurricane quickly passing)
- Human-made Disaster: Caused by either intentional or unintentional human actions (ex. armed conflict)
- Natural Disaster - caused by a natural event such as a flood, earthquake, or hurricane, or drought

Content:

QLF domains (Emotional and psychosocial protection, physical protection, teaching and learning, parents and community, school leadership and management)

Resources:

Funding, staff, physical materials, physical infrastructure

Annex 2: Instrument 1, MQ, Adaptation Questionnaire (Steps 1 & 2)

This questionnaire is intended for Learning Environment Administrators, Learning Environment Management, and Program Staff and should be administered following the implementation of ILET Steps 1 & 2. The information collected from this questionnaire will be used to guide adaptations in future versions of ILET.

1. What is the emergency context you are operating in? *(Mark all that apply)*
 - ☐ Rapid-onset disaster
 - ☐ Slow-onset disaster
 - ☐ Long-term crisis
 - ☐ Short-term crisis
 - ☐ Human-made disaster
 - ☐ Natural disaster

2. For what reasons did you make adaptations to the ILET package? *(Mark all that apply)*
 - ☐ Language was inappropriate
 - ☐ Cultural context was inappropriate
 - ☐ Type of emergency was inappropriate
 - ☐ Resource requirements were inappropriate
 - ☐ Other _____

Step 1: Program Design

3. During Step 1: *Program Design*, what types of adaptations were made to the ILET package? *(Mark all that apply)*
 - ☐ Adjusted language
 - What did you change? _____
 - ☐ Revised content (pertaining to the five Quality Learning Framework domains)
 - What did you change? _____
 - ☐ Altered resource requirements
 - What did you change? _____
 - ☐ Changed stakeholder engagement practices
 - What did you change? _____
 - ☐ Other: _____

Step 2: Coordination & Training

4. During Step 2: *Coordination & Training*, what types of adaptations were made to the ILET package? (*Mark all that apply*)

- ☐ Language
- ☐ Content (the five Quality Learning Framework domains)
- ☐ Resource utilization
- ☐ Stakeholder involvement
- ☐ Other: _____

Annex 3: Instrument #2, MQ1, Adaptation Questionnaire (Steps 3, 4 & 5)

This questionnaire is intended for Learning Environment Administrators, Learning Environment Management, and Program Staff and should be administered following the implementation of ILET Steps 3, 4 & 5. The information collected from this questionnaire will be used to guide adaptations in future versions of ILET.

1. What is the emergency context you are operating in? *(Mark all that apply)*
 - ☐ Rapid-onset disaster
 - ☐ Slow-onset disaster
 - ☐ Long-term crisis
 - ☐ Short-term crisis
 - ☐ Human-made disaster
 - ☐ Natural disaster

2. For what reasons did you make adaptations to the ILET package? *(Mark all that apply)*
 - ☐ Language was inappropriate
 - ☐ Cultural assumptions were inappropriate
 - ☐ Type of emergency was inappropriate
 - ☐ Resources were inappropriate
 - ☐ Other _____

Step 3: Data Collection & Analysis

3. What types of adaptations were made to the ILET package during the data collection and analysis phase (Step 3)? *(Mark all that apply)*
 - ☐ Adjusted language
 - What did you change? _____
 - ☐ Revised content (the five Quality Learning Framework domains)
 - ☐ Emotional & Psychosocial Protection
 - ☐ Physical Protection
 - ☐ Teaching & Learning
 - ☐ Parents & Community
 - ☐ School Leadership & Management - What did you change? _____
- ☐ Altered resource requirements
 - What did you change? _____

- ☐ Changed stakeholder engagement practices
 - What did you change? _____
- ☐ Other: _____
 - What did you change? _____

Step 4: Feedback & Discussion

What types of adaptations were made to the ILET package during feedback and discussion (Step 4)? *(Mark all that apply)*

- ☐ Adjusted language
 - What did you change? _____
- ☐ Revised content (the five Quality Learning Framework domains)
 - ☐ Emotional & Psychosocial Protection
 - ☐ Physical Protection
 - ☐ Teaching & Learning
 - ☐ Parents & Community
 - ☐ School Leadership & Management
 - What did you change? _____
- ☐ Altered resource requirements
 - What did you change? _____
- ☐ Changed stakeholder engagement practices
 - What did you change? _____
- ☐ Other: _____
 - What did you change? _____

Step 5: School Improvement Plan (SIP)

1. What types of adaptations were made to the ILET package during the School Improvement Plan (Step 5)? *(Mark all that apply)*

- ☐ Adjusted language
 - What did you change? _____
- ☐ Revised content (the five Quality Learning Framework domains)
 - ☐ Emotional & Psychosocial Protection
 - ☐ Physical Protection
 - ☐ Teaching & Learning
 - ☐ Parents & Community
 - ☐ School Leadership & Management
 - What did you change? _____
- ☐ Altered resource requirements
 - What did you change? _____
- ☐ Changed stakeholder engagement practices

- What did you change? _____

☐ Other: _____

- What did you change? _____

Annex 4: Instrument #3, MQ2, Interview Guide (Steps 3, 4, & 5)

This interview is intended for Learning Environment parents and children and should be administered following the implementation of ILET Core Steps 3, 4 & 5 to assess different degrees of involvement (as determined by the STC level of involvement table).

The information collected from this interview will be used to guide participatory planning in future versions of ILET.

1. How would you describe your learning environment?
For example: established school; temporary school; refugee camp; community structure; common space in the community; other
2. Did you participate in data collection and analysis (Step 3 of ILET)?
If interviewee responds “yes,” ask question 3 as a follow up
3. Please describe how you participated in data collection and analysis (Step 3 of ILET)?
4. Did you participate in feedback and discussion (Step 4 of ILET)?
If interviewee responds “yes,” ask question 5 as a follow up
5. Please describe in what ways you participated in feedback and discussion (Step 4 of ILET)?
6. Did you participate in creating the School Improvement Plan (Step 5 of ILET)?
If interviewee responds “yes,” ask question 7 as a follow up
7. Please describe in what ways you participated in creating the School Improvement Plan (Step 5 of ILET)?
8. Did you participate in implementing the School Improvement Plan (Step 5 of ILET)?
If interviewee responds “yes,” ask question 7 as a follow up
9. Please describe in what ways you participated in the implementation of the School Improvement Plan (Step 5 of ILET)?
10. Which of these statements best describes your participation in data collection and analysis (Step 3 of ILET)? *Select the most appropriate response.*

- ☐ I was informed about ILET activities.
- ☐ I was asked for my opinion about ILET and my opinions were used in the implementation of ILET.
- ☐ I contributed to the design and implementation of ILET in my learning environment. For example, I collected information and produced materials to help the ILET team.
- ☐ I collaborated with program staff to implement ILET. I would describe myself as a partner with significant influence.
- ☐ I feel I led the implementation of ILET in my learning environment, and that I was a key decision maker.

11. Which of these statements best describes your participation in feedback and discussion (Step 4 of ILET)? *Select the most appropriate response.*

- ☐ I was informed about ILET activities.
- ☐ I was asked for my opinion about ILET and my opinions were used in the implementation of ILET.
- ☐ I contributed to the design and implementation of ILET in my learning environment. For example, I collected information and produced materials to help the ILET team.
- ☐ I collaborated with program staff to implement ILET. I would describe myself as a partner with significant influence.
- ☐ I feel I led the implementation of ILET in my learning environment, and that I was a key decision maker.

12. Which of these statements best describes your participation in the School Improvement Plan (Step 5 of ILET)? *Select the most appropriate response.*

- ☐ I was informed about ILET activities.
- ☐ I was asked for my opinion about ILET and my opinions were used in the implementation of ILET.
- ☐ I contributed to the design and implementation of ILET in my learning environment. For example, I collected information and produced materials to help the ILET team.
- ☐ I collaborated with program staff to implement ILET. I would describe myself as a partner with significant influence.
- ☐ I feel I led the implementation of ILET in my learning environment, and that I was a key decision maker.

Annex 5: Instrument #4, MQ2, Interview Guide (Steps 3, 4, & 5)

Instrument #4, MQ2, Survey (Steps 3, 4, & 5) *This survey is intended for Learning Environment/school administrators and teachers and should be administered following the implementation of ILET Core Steps 3, 4 & 5. The information collected from this questionnaire will be used to guide participatory planning in future versions of ILET.*

1. What type of situation best describes your learning environment? *(Note all that apply)*

For example: established school; temporary school; refugee camp; community structure; common space in the community; other

2. Which of these statements best describes your participation in the data collection and analysis phase (Step 3 of ILET)? *Select the most appropriate response.*

- ☐ I was kept informed about activities.
- ☐ I was consulted regarding my thoughts and opinions about ILET in my learning environment.
- ☐ I provided inputs throughout the ILET process. For instance, I collected information or produced materials.
- ☐ I was a collaborator. I collaborated with ILET program staff and exerted an influence over ILET's implementation in my learning environment.
- ☐ I helped lead the program. I was a key decision maker and guided the implementation of ILET in my learning environment.

3. Which of these statements best describes your participation in the feedback and discussion phase (Step 4 of ILET)? *Select the most appropriate response.*

- ☐ I was kept informed about activities.
- ☐ I was consulted regarding my thoughts and opinions about how ILET might work in my learning environment.
- ☐ I provided inputs throughout the ILET process. For instance, I collected information or produced materials.
- ☐ I was a collaborator. I collaborated with ILET program staff and exerted an influence over ILET's implementation in my learning environment.

- ☐ I helped lead the program. I was a key decision maker and guided the implementation of ILET in my learning environment.

4. Which of these statements best describes your participation in the creation and implementation of the School Improvement Plan (Step 5 of IET)? *Select the most appropriate response.*

- ☐ I was kept informed about activities.
- ☐ I was consulted regarding my thoughts and opinions about ILET in my learning environment.
- ☐ I provided inputs throughout the ILET process. For instance, I collected information or produced materials.
- ☐ I was a collaborator. I collaborated with ILET program staff and exerted an influence over ILET's implementation in my learning environment.
- ☐ I helped lead the program. I was a key decision maker and guided the implementation of ILET in my learning environment.

Annex 6: Instrument #5, MQ3, Questionnaire (Steps 3, 4, & 5)

This survey is intended for Learning Environment/school administrators and teachers and should be administered following the implementation of ILET Core Steps 3, 4 & 5. The information collected from this questionnaire will be used to assess whether or not learning environments have improved for community stakeholders to inform current and future versions of ILET.

1. How, if at all, did ILET contribute to improved emotional and psychosocial protection for children?

2. How, if at all, did ILET contribute to physical protection for children?

3. How, if at all, did ILET contribute to teaching and learning for children?

4. How, if at all, did ILET contribute to child, parent and community participation?

5. How, if at all, did ILET contribute to learning at home and in the community?

6. How, if at all, did ILET contribute to school leadership and management?

7. Describe any other ways that ILET contributed to improved learning environments.
