



Save the Children

Unpacking Quality in Child Protection and Education: Innovative frameworks to inform policy and practice

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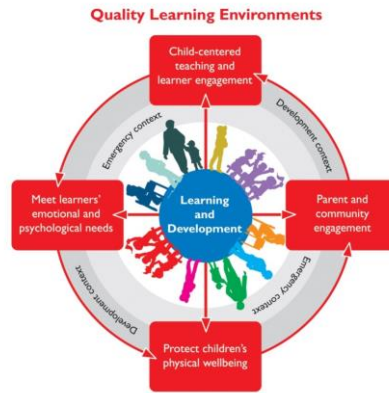
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Overview of the presentation

- Background and context of Save the Children
- Overview of the Quality of Learning Environment and Quality of Services Frameworks
- Lessons and Evidence
- Ways forward



Save the Children's QLE Framework



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What are the QLE and QoS Frameworks?

QLE

- QLE is an innovative approach that sets an alternative framework for development
- Built upon several years of internal (multi-Members; SCUK statisticians; 35+ COs) and external (e.g. UIS, UNESCO, consultants and academicians) consultations
- Set of standards by which Save the Children measures the quality of learning environments at SC-supported sites
 - Defines quality as multi-dimensional, complex construct
 - Holistic approach to quality, yet not all elements must be present
 - Quality is experienced collectively by learners, parents and school staff, yet is deeply personal
- Suggests specific programmatic approaches, while also guiding resource allocation, program management and education policy

QOS

- Was developed following the same approach as QLE
- Is currently used in roughly about 26 COs, partner organizations
- Is one of the few tools in the child protection sector that has attempted to define quality standards and suggest a measurement approach

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Basic Education QLE Guiding Principle Items (abbreviated)

GP 1: Emotional and Psychological Protection	GP 2: Physical Protection	GP 3: Active learning process, improved learning outcomes	GP 4: Close collaboration between school & parents/ community
1.1 Child Safeguarding Policy/Code of conduct for learners and teachers insuring wellbeing is in place	2.1 An area or space for learning exists that is safe for all learners	3.1 Teachers are present for their classes	4.1 SMC/PTA includes representatives from a cross-section of the community
1.2 School has mechanism in place for receiving and responding to complaints	2.2 Safe drinking water is available for learners and staff	3.2 Teachers have specialized training and national qualifications where they exist	4.2 Teachers and parents collaborate on key issues affecting the children's learning process
1.3 Learning environments are free of discrimination, violence, intimidation, bullying and harassment	2.3 Adequate sanitation facilities are available for all learners	3.3 Teachers are provided continuous support to improve their practice in key areas specific to their role	4.3 Parents and communities are trained in how they can support the children's learning process
1.4 The teacher interacts with all learners in a positive and respectful manner regardless of their background	2.4 The play area is safe for all learners	3.4 Learning is supported through the use of relevant visual aids and other teaching materials	
1.5 Teachers are trained in psychosocial support to detect cases of abuse or trauma among their students and provide support	2.5 Learning environments are accessible to the populations they serve in terms of hours, locations and fees	3.5 Teachers develop, follow and adapt lesson plans to the needs and abilities of learners in their classes	
	2.6 Learners participate in health-promotion programs	3.6 Teachers use mother tongue of the majority of learners to further explain key concepts and support learning	
	2.7 A School Disaster Management Plan, addressing disasters with the strongest likelihood, is in place	3.7 Teachers ask individual questions and interact with the learners.	
		3.8 Teachers use some form of informal or formal learning assessment	
		3.9 Teachers are trained on child rights and child protection	
		3.10 Learners' participation is ensured during development and implementation of teaching and learning activities.	
		3.11 Learners participate actively in decision making activities in their schools.	
		3.12 The learning environment encourages expression of child rights and learners are knowledgeable about their rights.	

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Quality of Child Protection Services Global Outcome Indicator

- Quality measured around 10-11 areas of competency and standards, each of those assessed against 1-4 specific indicators

Formal service providers	Community-based service providers
1. Information about the service	1. Information about the community mechanism
2. Child safeguarding	2. Roles and responsibilities
3. Compliance with national regulations	3. Community ownership and representation
4. Equality and non-discrimination	4. Child safeguarding
5. Child participation	5. Equality and non-discrimination
6. Staff experience, training and support	6. Child participation
7. Placement, planning and review	7. Staff experience, training and support
8. Privacy	8. Referral
9. Case management	9. Records
10. Records	10. Effectiveness
11. Effectiveness	

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Sample Scoring Rubric for Basic Education QLE and QoS

Indicators Ratings	Not applicable (NA)	1 = Not at all achieved	2= Partially achieved	3 = Achieved	4 = Exceeded Project/Program Objectives or Expectations (fulfills lower rankings plus the following criteria)
<p>Guiding Principle 1: Save the Children—supported education programs meet the emotional and psychological needs of learners</p> <p>1.1 A Child Safeguarding Policy and/or Code of Conduct ensuring the safety, health and wellbeing of learners and teachers are in place.</p> <p>Item Score: 1 2 3 4</p>	NA	-Code of conduct does not exist -OR code of conduct does not ensure wellbeing of learners nor does it encourage respectful relationships between teachers and learners.	-Code of conduct exists but is not used at all or not used consistently -OR code of conduct is being developed but not yet finalized. -Code of conduct focuses more on what teachers and learners cannot do (e.g. hit, yell or insult each other) instead of focusing on positive actions for their safety, health and wellbeing	-Code of conduct establishes positive actions teachers and learners can take to foster a safe, healthy and protective environment -Teachers and learners report that they are aware of and use the code of conduct. -Code of conduct visible to learners and teachers (e.g. hanging on wall) and documented	-Teachers and learners are provided with regular training and guidance on the code of conduct. -Code of Conduct or policy is in place, staff comply, mechanism for regular monitoring of compliance is in place, policy is reviewed and adjusted as needed

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Quality of Learning Environment (QLE) and Quality of Child Protection Services (QoS) Monitoring Frameworks

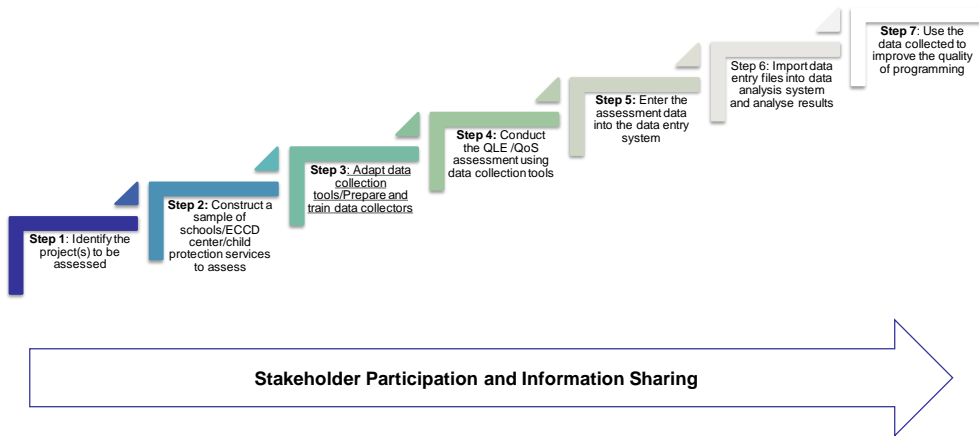
Indicators	QLE	QoS
	% of ECCD and Basic Education learning sites, supported by Save the Children, which achieve each of four Guiding Principles for creating quality learning environments	% of prevention & response services/service providers supported by Save the Children which meet quality standards
Numerator	# of ECCD and Basic Education learning sites, supported by Save the Children, which achieved each of four Guiding Principles for creating quality learning	# of prevention and response interventions supported by Save the Children which meet quality standards
Denominator	Total number of ECCD and Basic Education learning sites assessed	Total number of prevention and response interventions assessed

- Designed to help assess whether the services that Save the Children supports meet minimum quality standards
- Participatory process for defining and assessing quality, which promotes local ownership and a voice for multiple stakeholders

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QLE/QoS Process



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Use of QLE and QoS Frameworks

QLE/QoS can be used for:

- Programme planning and design
 - Improvement of current programmes
 - Building capacity
 - Evaluation
 - Advocacy
 - Government level Policy Implementation
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- QLE and QoS can be used and analysed separately to represent findings within education and child protection sectors,
 - Can also help understand underlying programming strengths and weaknesses related to overall programme quality overall

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QUOTE

“Our quality monitoring indicators (the QLE and the QoS) are actually effective quality management tools that help us facilitate an open and a structured dialogue with our programmes and partners.”

“They help us clarify, simplify and specify statements and expectations around the complexities of quality, build evidence on achievements and challenges, define mutual priorities and feed into improvements of projects, programmes, policies and global debates.....”

Case Study – QLE in Bhutan

- CO organized workshop with teachers, school principals (that manage ECCD centers), District Education Officers, and national MoE officials
- Enthusiasm for QLE was palpable - the process, the use of the data for policy and for monitoring of quality, Ministerial management of quality inspections
- Presentation was a team effort representing 3 years of pilot testing experiences across all levels – from ECCD facilitators to MoE program officers.
- DG commended Save the Children’s support of the Ministry of Education in this pilot,
- Rejected our proposal to expand ECCD QLE from 3 pilot districts to 10 – in favor of scaling up to all 20 districts in Bhutan!

Case Study – QLE in Haiti

- Education team conducted simple analyses of items in Guiding Principle 4 (Parents and local community members are actively involved in planning, decision making and action to improve education)
- Discovered that in one district the community action component of their program was not implemented fully and that a lack of ownership among parents' groups existed.
- QLE results were shared with local education officials and school partners to engage them in efforts to improve the learning environment in their schools.
 - In Dessalines, presentation of low QLE scores opened a vibrant discussion on what needs to be done to improve the situation and to achieve QLE levels similar to those in Leogane and Port-au-Prince
 - In Leogane, the education program had to downsize from 55 to 20 schools. The education team analyzed QLE scores for each of the 55 schools to inform the downsizing process.

Case Study – QoS in Sri Lanka (2012-2013)

- The QoS assessments were conducted in one of the regions of the country, focusing on jails that have children's sections
- One of the consistent findings of the assessments were that children felt they were not consulted and did not participate in the design of their educational activities
- The country team developed an advocacy agenda based on the issue and raised it at the district level,
- Two months later the results of the assessment were reviewed at the relevant district meeting
- Four months following the meeting in two of the jails with support from the district authorities, social workers were interviewing children on what their preferred education activities would be like...

Case Study – Malawi

- Assessment of QoS must be conducted by a team that includes at least one child protection and one M&E advisor
- The assessment team brought together various set of skills that would, traditionally, work in silos, and ensured adequate capacity throughout the assessment process.
- This helped to conduct a comprehensive analysis of the partner's ability to contribute towards the national child protection system.
- Results were shared with government partners, who requested to continue QoS assessments, and add two additional elements to it, including:
 - Service provider's ability to monitor their own activities
 - Guidance on how to analyse the data, focusing on how service providers support strengthening of the overall child protection system
- In 2015 those two new elements will be added and piloted in several areas with an aim to develop practical advice for strengthening child protection services

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Case study: Strengthening cross-thematic programming

QoS Standard: Provision of materials to children and families in an easily understandable way

QLE Standard: Include the use of mother tongue instruction to explain key concepts and ensure learner comprehension

Analysis:

This standard was achieved by:

- 66% - 68% of formal and community based child protection service providers
- 76% - 83% of ECCD and basic education learning environments
- Information sharing is one of the core values of our accountability mechanisms
- Demonstrated across countries where accountability initiatives have been implemented
- Information sharing is just the first of several crucial steps to ensuring strong accountability
- Must be closely linked to other important components, such as participation of beneficiaries.

Lesson:

- Programmes where accountability initiatives are implemented, are likely to demonstrate high achievements on information sharing, but not necessarily on all accountability components.
- Integration of core accountability standards in sector-based work work (such as information sharing and teaching in mother tongue) ensures that those standards are practiced and adhere to on a daily basis.

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Strengthening Cross Thematic Programming

QoS and QLE Standard: Linking children to necessary services provided by other sectors such as health.

Analysis

This standard was achieved by:

- About 70% of ECCD and basic education sites linked children to necessary minimum health services (e.g. deworming, nutritional (micronutrients) supplements, first aid, vision and hearing screening)
- 50% of child protection service providers had necessary skills to link children to needed services
- 50% of child protection service providers had necessary linkages in other sectors such as health

- Most child protection service providers and learning environments have capacity for referrals and case management.
- Even where structures and capacities exist, thematic integration does not happen automatically.

Lesson

- Stronger integration between the child protection and education programs allows more children to sufficiently access necessary services, ultimately resulting in better outcomes for children.
- Programmes that plan to provide referrals or link children to services provided by other sectors should consider clarifying the thematic linkages between health, education, child protection nutrition programmes regardless of their sector-based focus.

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Limitations and Challenges

- Harmonized and well maintained data warehousing and analysis system
- Resources for a representative sample
- Addressing various biases in the sample selection such as Selecting only new or only experienced service providers every year, which may influence the rating to be lower or higher (respectively) consistently
- Failing a standard
 - Progress to achieve a standard may be slow given the difficult contexts in which we work
- Irrelevant standards:
 - QLE and QOS are holistic in scope. Some standards may be irrelevant for certain contexts and may skew the data.
- Capacity of the Assessors:
 - Enumerators must have strong understanding of education and child protection philosophies, qualitative interviewing techniques to facilitate focus groups and interviews with children, their parents and service/school staff

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Way Forward

- Stronger integration of child safeguarding and ethical issues in data collection and reporting processes
- Improving data management processes so that they are less resource-intensive (e.g. standardized data entry, automating data analysis)
- Adaptation of QLE and QoS in humanitarian contexts
- Development and piloting of child-friendly QoS
- Linking progress in QLE and QoS achievement with outcomes for children

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Thank You and Questions?

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