

**Measuring Up: Creating a Monitoring System to Integrate Local and
Global Education Standards**

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Acronyms

BGE	Basic and Girls' Education
CK	Care Kenya
EFA	Education for All
GER	Gross Enrollment Rates
GoK	Government of Kenya
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non Governmental Organization
M&E	Monitoring and Evaluation
NEP	North Eastern Province
NRC	Norwegian Refugee Council
PCTFI	Patsy Collins Trust Fund Initiative
PTA	Parent Teacher Association
SII	Strategic Impact Inquiry
UNHCR	United Nations High Commissioner for Refugees

Executive Summary

The Dadaab Refugee Camp, comprised of three sub-camps (Dagahaley, Ifo and Hagadera), in the North Eastern Province (NEP) of Kenya was established in 1991 by the Government of Kenya (GoK) and the United Nations High Commissioner for Refugees (UNHCR). Since that time, Care Kenya (CK) has been the lead implementing organization for the camp's education program. In the camp, there are currently over 66,000 school-age children in the camp (5-17 years), which comprise 35% of the total population, and this figure is increasing every year.¹ Given the growing school-aged population, the increasing demand for education, and a heightened awareness and emphasis on international education standards, CK requested that a group of three students from George Washington University (GWU) develop a system that would enable CK to track progress towards internal and international standards.

Through the review of internal documents and international policy documents as well as field interviews with students, teachers, parents, and community leaders, the GWU consulting team created a framework which outlines standards aligned with the Inter-Agency Network for Education in Emergencies (INEE) and UNHCR minimum standards as well as CK's internal standards. They also developed specific indicators to measure these standards and data collection tools to facilitate collection of the required data. As a result of work on this project, the following lessons learned and recommendations were shared with Care Kenya:

- Comprehensive monitoring systems need to include both quantitative and qualitative data collection and should include key stakeholders

¹ TOR

- ***Recommendation:* Include at least one qualitative indicator for each standard, and involve parents and youth in the data collection process**
- Increased internal collaboration and knowledge sharing could improve monitoring efforts as well as contribute to new initiatives
 - ***Recommendation:* School inspectors should be responsible for collecting all school-based data, and CK's Education Division should enlist the support of data collectors from CK's Water and Sanitation Division and Gender and Development Division to help train and mentor new data collectors**
- Increased collaboration of monitoring efforts among partner organizations could contribute to overall program improvement
 - ***Recommendation:* Develop an inter-organization working group on monitoring and evaluation to explore a comprehensive monitoring system**
- Systematic monitoring of information is necessary to ensure consistency between camps and for a better understanding of program implementation
 - ***Recommendation:* Assign school inspectors to particular schools, and utilize proposed data collection checklists and surveys**
- While information is currently collected to satisfy donor requirements, there is no systematic way to ensure that Care's education program meets international and internal standards
 - ***Recommendation:* Utilize proposed comprehensive monitoring and evaluation system**

- Camp-based staff and beneficiaries are unaware of international standards such as the INEE and UNHCR minimum standards for education in emergencies
 - ***Recommendation: Offer training on INEE and UNHCR standards to Dadaab office staff, head teachers and school inspectors, and adopt a teacher code of conduct and student bill of rights***

Dadaab Refugee Camp and Care's Refugee Education Program

The Dadaab Refugee Camp, comprised of three sub-camps (Dagahaley, Ifo and Hagadera), in North Eastern Province (NEP) of Kenya was established in 1991 by the Government of Kenya (GoK) and United Nations High Commissioner for Refugees (UNHCR). Since that time, the camps have accommodated an increasing number of refugees, the majority of whom are from Somalia and fled their country after the overthrow of the Siad Barre government and during the ensuing civil war. Somalis constitute 97.5 percent of the camp's population; the remaining 2.5 percent of the population is comprised of Ethiopians, Sudanese, Eritrean and Congolese who have lived in Dadaab for over a decade and are unable to return to the chaos in their respective countries.²

As of February 2009, the Camp had a total population of more than 255,750 refugees.³ During the first 6 months of 2008, mainly due to unending political strife in the countries of origin coupled with drought and food insecurity, the region experienced an unprecedented refugee influx; the growth rate was about 45 percent, and the average number of new arrivals during 2008 was at a rate of over 5000 a month.⁴ Unfortunately, it is predicted that this trend will continue, given the current unstable situation in Somalia.

The increase in population without the corresponding resources to serve it— such as food, land, education or health services – has been a serious problem in the camp. There have been particularly marked consequences for the education sector, as current UNHCR contingency planning expects up to 120,000 new refugees in 2009, of which

² Terms of Reference (TOR)

³ UNHCR. "Operations Update: Sub-office Dadaab"

⁴ CARE. "Strategic Impact Inquiry" and TOR

approximately 36,000 would be of school-going age.⁵ There are currently over 66,000 school-age children (5-17 years) that represent 35% of the total population.⁶ Furthermore, education is regarded as the most worthwhile investment by the refugee community and the most important “take away” in the event that the refugees may go back to their home countries when peace is finally achieved.⁷ As a result, there has been a growing demand for education.

Care Kenya (CK), the main operational partner for UNHCR, has been the lead organization supporting education for the refugee community in the camp since its establishment. To accommodate the increasing refugee population and satisfy the increasing demand for education, Care’s Dadaab Refugee Education Program has expanded from 3 primary schools in 1993 to 27 schools in 2008 (18 primary schools, 3 adult literacy centers, 3 secondary schools, and 3 community secondary schools⁸), and has experienced increased enrollment from 6,753 students in 1993 to 43,124 in 2008.⁹ 2009 will see the addition of three community secondary schools incorporated as formal secondary schools into the UNHCR/Care program, and the addition of at least one new primary school in Ifo.¹⁰

⁵ TOR

⁶ TOR

⁷ TOR

⁸ The community secondary schools, established and managed by the refugee community, were in response to the established secondary schools’ inability to intake more students due to capacity constraints. The refugee community pays the salary for the teachers and CK provides technical assistance. It was announced in November 2008 that in 2009 UNHCR will fund the construction and incorporation of these 3 secondary schools into the formal education system.

⁹ TOR

¹⁰ UNHCR

Project Overview

Rationale and Need for M&E System

While CK and other international non governmental organizations (INGOs) celebrate the increasing value in education, there are significant challenges to deliver quality education in Dadaab Refugee Camp due to the current rapid influx of new refugee arrivals and subsequent infrastructure and material constraints, human resource constraints, and a lack of trained teachers (95% of the teaching staff is untrained.)¹¹ Indeed, Care’s education program has achieved phenomenal growth especially in the last ten years, both in increased number of schools and enrollment. Compared to NEP, the region which hosts the camps, the achievement of the program can be said to be superior in terms of gross enrolment rates (GER) and performance in national examinations. For instance, the average GER for NEP is estimated at 30 percent, while in the camps it was estimated at about 60 percent.¹² Nonetheless, CK is cognizant of the fact that the quality of schools in the camp must be maintained and strengthened, recognizing that access to education alone is not sufficient in meeting the goals set out in Education For All (EFA).¹³ Also, the growing refugee population makes it imperative to work to maintain quality of education.

¹¹ TOR

¹² CARE. “Strategic Impact Inquiry” and TOR

¹³ EFA is an international commitment first launched in Jomtien, Thailand in 1990 to bring the benefits of education to “every citizen in every society.” EFA is led by a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank (World Bank). Policy Statement 1 for Education for All calls for safeguarding the right of refugees to education and implementing the six goals of *Education For All (EFA)*, which include free access to primary education, equitable access to appropriate learning for youth and adults, adult literacy, gender equity and quality education. (World Education Forum, 2000. Education for All Assessment: Framework for action International Consultative Forum on Education for All, UNESCO, Paris.)

Furthermore, Care recognizes that education can have both positive and negative effects on people's life; while education can be vital to overcoming poverty and ending gender inequality, it can also be a mechanism through which gender and other inequalities are perpetuated. Therefore, it is crucial to understand accurately the impact of Care's education program through an effective monitoring and evaluation (M&E) system that assesses whether it has effectively reached marginalized children, particularly girls, and has improved empowerment, quality of education, equity in education and/or attainment.

Strategic Impact Inquiry (SII)

In 2008, CK carried out a Strategic Impact Inquiry (SII) of its education program to analyze the state of its education program in Dadaab Refugee Camp and how the program addresses educational outcomes and underlying causes of poverty for marginalized children. SII provided for a more comprehensive base for internal learning about how Care's programs have addressed educational outcomes and underlying causes of poverty for marginalized children.¹⁴

CK used Care USA's internal Patsy Collins Trust Fund Initiative (PCTFI) indicators, which provide indicators for educational attainment, equality, quality, and empowerment, to guide the framework by which the program was analyzed. The findings in the SII offered a critical opportunity for CK to reflect on its programs and determine how to adapt them to better suit the needs and reality of the people with whom it works.

¹⁴ TOR

Project Terms of Reference

The SII was designed as a one-time in-depth analysis made possible with a Care USA Basic and Girls' Education grant; however, CK immediately recognized the importance of the information collected during the exercise and the need to regularly track its performance along the PCTFI indicators as well as other internal and international standards. CK consequently requested that we incorporate the PCTFI indicators, Care USA's Basic and Girls' Education Indicators, the INEE minimum standards and UNHCR standards into its regular programming by developing a user-friendly monitoring and evaluation system.

The requested system was to be designed to measure 1) the quality of the education, particularly at the lower primary level; 2) access to education, particularly for new arrivals and marginalized populations; 3) girls' retention in schools; and 4) community's participation and inclusion in educational management. CK requested an M&E system that was based on heavy community participation (including refugee education management staff, refugee education teaching staff, students, and PTA members), and as such was to be user-friendly, and implementable considering other program responsibilities of the staff.

International Standards

One set of international standards towards which CK's Dadaab education program strives is those of the INEE, which promotes access to quality and safe education for those affected by crisis. The INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Construction were launched in 2004 by the INEE, an open network of non governmental organizations, UN agencies, donors, practitioners, researchers and individuals. The INEE minimum standards seek to ensure that individuals

in emergency situations have access to participatory, quality education. The INEE standards are necessarily broad for application in a variety of contexts, but they do provide guidelines on how to respond to the educational needs of the affected population as well as indicators to mark successful implementation of the standards. They offer a harmonized framework for coordination of educational activities among different actors, including national governments, funding agencies and national and international organizations. In 2008, Sphere Project acknowledged the quality of the INEE standards and thereby recommended that these standards be used in companion to the Sphere Humanitarian Charter and Minimum Standards in Disaster Response.

The UNHCR has an additional set of standards for education in refugee settings, which are laid out in the 2003 *Education: Field Guidelines*. The UNHCR standards include 10 broad policy commitments that are essential for achieving educational access, quality and equity. They also outline specific, quantitative standards that must exist in all UNHCR-funded schools.

Methodology

The methodology for developing a monitoring and evaluation system for CK consisted of three steps: pre-departure research and analysis, field research in Dadaab, and synthesis of findings. In the first stage, we analyzed the standards associated with each of the four sources and selected those that were most relevant to the situation in Dadaab. Those standards formed the core of the draft monitoring system. Standards that were discarded from the monitoring system at this phase included INEE standards surrounding the establishment of an education program; these standards were deemed irrelevant, as the education program at Dadaab has been in existence for seventeen years.

INEE standards on national education policy formulation were also left out, as CK's role in education implementation is limited to Dadaab Refugee Camp.

The second and third phase of the research took place over two weeks in March 2009 at Dadaab Refugee Camp in Dadaab, Kenya. For the first week and a half, we conducted interviews with various stakeholders, including the CK education staff; CK water and sanitation staff; school inspectors; teachers; principals; parents; religious leaders; community leaders; students; youth; and representatives from Save the Children, the Norwegian Refugee Council, UNHCR and Handicap International (for a complete list of interviews, see Annex 1). The majority of the interviews were conducted in English; however, interviews with some community leaders and parents were conducted in Somali, during which time a Care refugee staff member served as an interpreter.

The interviews sought two types of information from respondents: macro-level information about the functioning of the education program, and the current monitoring system in particular, and detailed information about the particular standards and their associated indicators. As we sought to develop a user-friendly system, a nuanced understanding of the existing system was essential so that the new approaches could be integrated as seamlessly as possible.

Prior to arrival in Dadaab, we identified a comprehensive list of key standards and a limited number of tentative indicators. The interviews in Dadaab served to refine these standards and indicators and understand what the standards meant to different stakeholders. For instance, one selected standard from the UNHCR states "children receive the necessary assistance to promote their education, training and social integration" (see Annex 7, standard 2.4a). It was only through conducting interviews with

different stakeholders about what “necessary assistance” meant to them that we were able to develop indicators for this standard that would adequately measure its performance.

During the end of the second week of field research, we analyzed and synthesized the information gathered through observation and interviews conducted over the preceding days (for an overview of each interview, see Annex 2). With this information, we developed indicators for each of the selected standards and designed the overarching framework for the new monitoring system (discussed in detail below). We decided that a key component of the new system would be surveys administered to students, parents, and teachers, and as such designed and field tested these surveys in the remaining days in Dadaab (see Annex 4). The field testing sought to ensure that the wording included in the survey was clear and solicited the requested information. In the weeks following field research, we refined the system based on information gathered during the field tests and feedback from a final presentation given to staff from donor and partner organizations.

Outcomes

Drawing on the information gained through background research and interviews, we developed a comprehensive monitoring and evaluation system for CK’s use. The evaluation system is comprised of a monitoring and evaluation framework; data collection checklists and tables for school inspectors to complete on a daily, weekly, monthly and quarterly basis; a survey for youth to administer to students; and a survey for Parent Teacher Association (PTA) members to administer to parents and teachers (for instructions on the complete monitoring system, see Annex 3). This system has been designed to allow CK to monitor and evaluate the education system within Dadaab refugee camp and compare the results of the system with internationally recognized

standards as well as internal standards. To improve accountability and stakeholder involvement, this system moves away from a reliance on one data collection source, school inspectors, calling for three principal data collectors: school inspectors, youth, and PTA members (see Annex 3 for a complete organizational chart).

The monitoring and evaluation framework consists of 4 objectives that are based on the PCTFI major outcome categories: education quality, attainment and access to education, girl's retention/equality, and community participation/empowerment. Under each objective are a variety of standards that have been identified by the INEE, UNHCR, PCTFI, and the SII. Each standard has at least one corresponding indicator. We developed the majority of the indicators to accurately reflect each standard; however, the framework also includes specific indicators that have been identified by UNHCR, SII, PCTFI and others. For each indicator, we identified responsible parties and the method(s) that should be used to collect the necessary information.

While at first glance this system may appear to stray from the solicited “user-friendly” system, it was decided between our team and CK staff that a more comprehensive system than initially considered would be useful. This system will allow CK to select the specific internal and international standards on which it wants to focus for a designated reporting period and provides the tools and instructions on how to determine whether, and to what extent, the education program is meeting those standards.

Lessons Learned and Recommendations

Through our review of internal documents and stakeholder interviews, we found several overall themes that led to the following recommendations.

1. Comprehensive monitoring systems need to include both quantitative and qualitative data collection and should include key stakeholders. The current data collection system relies on school inspectors who visit schools within the refugee camps primarily to assess teacher quality. During these visits, the inspector may sit in on classes, look at student work to make sure the teacher has been implementing classes as planned, or look over school records. Information is collected based on observations and submitted in a weekly report that is then compiled into a monthly report. While the report may contain information on trainings held, special events, or other areas of interest, data which are systematically collected are primarily quantitative, such as enrollment statistics and provision of materials, and are required by UNHCR. Thus, key areas of concern, such as parent satisfaction with the school system, gender equality, and quality of teacher training, which were expressed by parents during the SII, are not monitored on a regular basis. Without regular collection of data on perceptions and opinions of parents, students, and community members, CK is unable to follow-up on issues identified by these stakeholders during the SII.

Recommendation: While selecting indicators for the monitoring framework, we attempted to identify at least one qualitative indicator for each standard. In our proposed system, these indicators are generally paired with quantitative data to allow for comparisons between quantitative information and individuals' perceptions. For example, quantitative statistics on teacher qualifications, student teacher ratio, and teacher training are balanced by qualitative data from parents and students regarding whether or not they think they are receiving a quality education (see Annex 7, standards 1.1 through 1.8). The number of classrooms needing repair is complemented with

questions asking parents and students whether or not they think their school has a clean environment (see Annex 7, standard 1.3b). This combination of qualitative and quantitative data allows CK not only to compile basic information required by its core funder but also to understand concerns and satisfaction levels among its beneficiaries. Including stakeholder input in the monitoring system may also facilitate CK's ability to identify programmatic priorities.

In addition to including complementary qualitative indicators, the proposed system also recommends including participants, including youth and parents, in the data collection process (see Annex 3). Such a system will help to create a sense of ownership among parents and students and hopefully contribute to greater empowerment. Involving parents and youth in the data collection process will also require training, thereby providing an additional opportunity for community members to receive practical, transferable job skills.

2. Increased internal collaboration and knowledge sharing could improve monitoring efforts as well as contribute to new initiatives. During our interviews, we identified several areas in which increased internal collaboration could contribute to improved efficiency. Within Care, various departments are responsible for collecting and reporting on different data. It appears that data are primarily recorded and reported to satisfy donor requirements, meaning that data are not necessarily shared among departments. This lack of coordination could lead to some populations being overlooked. For example, within the education sector, school inspectors are primarily responsible for collecting school-related data, yet a separate Special Needs Education (SNE) Inspector

also visits the schools specifically to monitor SNE issues. While the school inspectors are aware of the process, there does not appear to be much collaboration or data sharing between these two types of inspectors. This could easily lead to certain student needs being left unaddressed, as each inspector may assume the other is acting on the issues.

Recommendation: The school inspectors already collect a large amount of data and could serve as a liaison between various data collection sources. Therefore, the proposed system makes the school inspectors responsible for collecting all school-based data, even when they are not personally responsible for collecting such data first hand (see Annexes 4.3-4.5 for the data school inspectors are recommended to collect). For example, school inspectors may need to speak with the SNE inspector to collect information on disabled students or with the head teacher or discipline committee to collect information on discipline violations. Making one position responsible for data compilation should help to ensure comprehensive data are collected on a regular basis.

In addition to increased sharing of data between sectors, Care should capitalize on existing capacity. Under the proposed system, community members would be enlisted to carry out surveys. This would require careful planning and training of the new data collectors. Rather than re-create such an initiative, the education sector could enlist the help of previously trained data collectors from the Water and Sanitation Division or the Gender and Development Division of Care. These individuals may be able to help train new data collectors as well as to assist with the first several rounds of data collection while new collectors are being trained.

3. Increased collaboration between monitoring efforts among partner organizations could contribute to overall program improvement. In addition to overlap among departments within Care, there may be some overlap between data collection among partner organizations. Data collected by Care regarding psychosocial health of students may also be collected by Save the Children's vulnerable child program. Similarly, the Norwegian Refugee Council (NRC) runs schools within its Youth Empowerment Program that could potentially be monitored using similar methods to Care. Moreover, each organization has its own area of expertise. For example, Care has the expertise and resources to provide special care for disabled students, while Handicap International provides training skills for disabled students to be independent and to socialize. Close collaboration between organizations is crucial to garner the expertise and resources from all players and to implement strategies that best meet the needs of all members of the refugee camps.

Recommendation: In order to increase program effectiveness and decrease overlap, there should be enhanced collaboration between partner organizations, and a comprehensive monitoring system should be explored. A working group on monitoring and evaluation would be a good way to begin exploring this option. During conversations with partner organizations, it seemed that all organizations would be open to increased information sharing. NRC was working to revise its youth monitoring system and expressed interest in not only seeing the framework we created but also sharing its system in an effort to explore ways in which the systems could work together. Save the Children was also very forthcoming with the information it collects and the database it uses to evaluate information. Furthermore, Handicap International stressed

the importance of increased teamwork among organizations. If organizations are able to develop ways to harmonize their data collection and reporting systems, information sharing would become easier and ultimately lead to a more holistic approach to program implementation.

4. Systematic monitoring of information is necessary to ensure consistency between camps and for a better understanding of program implementation. While school inspectors currently collect data and submit it on a regular basis, we observed two areas which could contribute to inconsistent data collection. Each camp has several school inspectors (three on average) and a number of primary schools. Weekly, inspectors are given a new schedule of schools to visit and are not assigned to specific schools. This system means that observations made by one school inspector during a school visit may not be followed up on, as the next inspector to visit the school may be unaware of the situation.

Furthermore, we noticed that while the school inspectors collect a great deal of information, much of this information is not collected systematically. For example, a school inspector may report on a school event that took place during his or her visit, but there did not appear to be a way of recording all events that took place during the month.

Recommendation: To encourage consistent collection of data and to enable regular follow-up on observations, we recommend dividing the schools among the school inspectors so that each inspector has certain schools they are responsible for visiting. This division of labor may also enable inspectors to build a closer relationship with the PTA and other parents at each school, as they would visit individual schools more often.

To create a system that ensures that the same information is consistently collected during all school visits, we developed a set of checklists and reports that school inspectors can use when visiting the schools. The daily checklist is a short, one-page report that asks inspectors to make observations about facilities and curriculum implementation (see Annex 4.3 for the complete daily checklist). School inspectors would be asked to fill out the form each time they visited a school. The information on the form is largely already collected, however use of our proposed standardized form would provide backup documentation and contribute to data validation. A monthly data collection form we developed compiles information from each daily checklist as well as requires school inspectors or head teachers to gather additional information such as enrollment, demographics, and attendance (see Annex 4.4 for the complete monthly checklist). The monthly report is consistent with current UNHCR reporting requirements, however it lacks many of the specific standards set out by the UNHCR as well as the qualitative measures that we incorporated in the monitoring framework. In discussions with UNHCR and Care education officers, it was decided that this additional information should be collected on a quarterly basis. We thus developed an additional reporting checklist and form to collect information, such as the provision of specialized materials (maps, globes, science kits, etc), teacher training, inclusion of students, and services for disabled and vulnerable populations (see Annex 4.5 for the complete quarterly checklist). We also developed quarterly surveys to be administered by PTA members and youth leaders, which collect parents' and students' perceptions about the quality of education (see Annex 4.1 for the survey to be administered by PTA members and Annex 4.2 for the survey to be administered by youth leaders).

5. While information is currently collected to satisfy donor requirements, there is no systematic way to ensure that Care’s education program meets international and internal standards. Care has obligations to its beneficiaries to provide quality education. It is also accountable to its internal strategic plan and standards for basic education, to its donors, as well as to international minimum standards for education in emergencies as set out by the INEE and the UNHCR. We found that some of these standards are regularly monitored, such as student teacher ratio. Other standards are partially monitored but do not completely meet the international requirements for monitoring. For example, the INEE requires that implementers provide "education facilities [that] are conducive to the physical and mental well-being [of students]" (see Annex 7, standard 1.3b).¹⁵ Under the current system, classrooms needing repair is an indicator that is regularly monitored, but the system does not collect information about the mental well-being of students and whether or not students and parents feel safe at school. Other information is not being collected at all. For example, the INEE minimum standards stipulate that teacher training be regularly assessed to determine whether or not it meets the needs of learners; however, we did not observe a system of assessing the outcome of teacher training (see Annex 7, standard 1.5e). With these standards being located in different documents, ordered and worded in different manners, and not compiled in a user-friendly format, monitoring the standards is difficult if not impossible.

¹⁵ Inter-Agency Network for Education in Emergencies (INEE), Interactive INEE Minimum Standards Toolkit, Handbook, “INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction”, 2004

Recommendation: Having a comprehensive monitoring framework which combines Care’s internal standards with relevant international standards would provide program implementers with a tool that allows them to not only be aware of international standards but to compare Care’s performance with these standards. The framework we developed provides a “menu” of standards and indicators from which program implementers can choose their priorities.

6. Camp based staff and beneficiaries are unaware of international standards such as the INEE and UNHCR minimum standards for education in emergencies.

Through interviews with head teachers, school inspectors, parents, and students, we found no awareness of the existence of international standards for education. Without knowledge of these standards, teachers do not have a basis for understanding why they are held to certain quality standards, school inspectors cannot comprehensively monitor the quality of education, and parents and students are not aware of their full rights, thus preventing them from holding schools accountable for providing a quality education. The international standards also stress the importance of community participation within education initiatives, an area which could be improved through increased awareness of individuals’ rights and responsibilities.

Recommendation: CK should offer training on the INEE and UNHCR minimum standards to Dadaab office staff, head teachers, and school inspectors in each sub-camp and should provide information about the standards to all teachers and parents. There is a wealth of training materials located on INEE’s website, and it is likely that members of CK or its partner organizations have already attended a training. As such, training could

likely be performed in-house. INEE also maintains a list of certified trainers who could provide the training. Training would make key stakeholders aware of the standards they should be meeting. We also recommend that the Dadaab refugee camp adopt a teacher code of conduct similar to the one provided by INEE. This would supplement the current teacher contract with key stipulations, such as the prohibition of romantic relationships with students. We recommend that the teacher code of conduct be made public to parents so they are aware of the standards the education staff should be upholding. Lastly, we recommend that a student bill of rights be adopted and displayed prominently for students, teachers, and parents to see. A bill of rights would help students understand when their needs are and are not being met and would provide them the foundation necessary to advocate for their rights. A sample teacher code of conduct and student bill of rights were provided to Care and are included in Annexes 5 and 6.

Implications

At the end of our visit to Dadaab, we presented our research findings and recommendations to staff from Care, UNHCR, and partner organizations. Members of both the Dadaab management as well as camp-based school inspectors seemed receptive to the proposed monitoring system. Several of the school inspectors expressed particular interest in using the proposed checklists and forms to help them perform their daily tasks. The school inspectors were also curious about the INEE standards and wanted to learn more about them. Both Care and UNHCR staff were also intrigued by the suggestion that they involve youth and PTA in the data collection process; however, budget constraints may hinder the necessary training and implementation of such a system.

It appears likely that a student bill of rights and a teacher code of conduct will be adopted and implemented in the near future, while our other recommendations are still under consideration. The education officers at Care and UNHCR plan to meet in May 2009 to further study the proposed framework and monitoring system and explore how it may be utilized. As resources are limited, it is likely that the full system will not be immediately adopted. Several priority standards are likely to be identified and then integrated into the upcoming workplan. Choosing priority areas of the framework rather than attempting to implement an entire new system will be much more manageable and will allow for flexibility to make changes as new aspects are introduced.

Regardless of how or which aspects of our recommendations are adopted by Care, our work has the potential to contribute to the greater network of agencies providing education in emergencies. During our fieldwork in Dadaab, the INEE began work on a toolkit for including its minimum standards into overall monitoring initiatives. The INEE issued a call for input from agencies and our team responded with details of our project. The lead INEE consultant in charge of compiling the toolkit was interested in the project and has requested copies of our materials as well as feedback on current drafts of the proposed tool. Work on the INEE initiative is still in early stages and currently focuses on initial assessment; however, there is great interest within the working group to include more information on regular monitoring. We continue to engage with this working group and will be providing samples of our framework and surveys as well as providing feedback on the overall INEE toolkit. In this sense, our work may be able to benefit other organizations in addition to Care.

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Annex 1: List of Interviews

- Care M&E specialist
 - Frederick Luniti
- Quality Assurance Advisor
 - Michael Kagwa
- Education Supervisor
 - Theresia Nthiana, Dagahaley Camp
- School Inspectors
 - Mohamed Abdi Ahmed, Dagahaley Camp
 - Issack Ahmed Harun, Hagadera Camp
 - Kamal Farah Abdi, Hagadera Camp
- Secondary school principal
 - Thomas Boganko, Hagadera camp
- Head teacher
 - Mohamed Abdi Haye, Iftin Primary School, Hagadera camp
- Teachers
 - Abdinasre Mohammed Abdila, Horseed Primary School, Ifo Camp
 - Mohamed Ahmed, Horseed Primary School, Ifo Camp
- PTA Chairman Elect
 - Bashir Haye Abdi, Horseed Primary School, Ifo camp
- Female community leaders, Hagadera camp
 - Murayo Salat
 - Shukri Hassan Mohamed
- Norwegian Refugee Council
 - Christine Oren
- Handicap International
 - Paul Mugambe
- Save the Children, UK
 - Abu Kokofele
- Water and Sanitation Division, Care
 - Timothy Nguyai
- 1 Parent at Dagahaley Camp
- 3 Youth at Ifo NRC community center
- Upper and Lower Primary School Teachers, El Nino School, Dagahaley camp
- Assistant Head Boy, Central School, Hagadera Camp
- Ugandan Student, Central School, Hagadera camp
- Community Leaders, Ifo camp
- PTA chairman and members, Ifo and Hagadera camp
- Sheiks, Dagahaley Camp
- Members of the Somali Bantu Community

Annex 2: Overview of Interviews

Camp Based Staff

School Inspectors

Each camp has several school inspectors whose job was to monitor the school systems. These individuals were experienced professionals who, in most cases had served as teachers and head teachers. School inspectors agreed that the most important aspect of their job was monitoring curriculum implementation and education quality. They used methods such as observing whether or not classes were taught as scheduled and measured education quality largely through observing teacher teaching practices. They mentioned that there is an emphasis on gender equality and girl/child centered approach, Saturday workshops (TOT) and consultation services for teachers on teaching methodologies, and interactions with parents and students to understand their concerns. In spite of all these efforts, several concerns were identified including limited timeframe for trainings, inspectors' lack of technical skills in data collection, time conflicts due to a large amount of administrative paperwork and lack of resources such as employer provided mobile phones, motorbikes, and computers. The inspectors also pointed out that there currently isn't a formal evaluation system of the quality of the teacher training programs, such as teacher satisfaction surveys regarding their training or observation of actual impact of the training on teacher ability. Finally, inspectors recommended that parents and youth could be utilized to help with monitoring of teacher attendance, out of school youth, and reporting of issues or problems found within the schools.

Quality Assurance Advisor

One of the camps had a Quality Assurance Advisor who filled the role of head school inspector. He too stressed the importance of measuring impact rather than just outputs. He also mentioned that many of the recommendations set forth in the SII have not been implemented due to lack of follow-up. The Quality Assurance Advisor recommended moving to a system where one person was responsible for a central database of all monitoring information collected from a quality assurance office in each camp. He further recommended that these offices be supplied with a computer. The Quality Assurance advisor was in the midst of creating new training materials and monitoring tools.

Education Supervisor

Each camp also had an Education Supervisor whose job was to supervise all teachers, head teachers, and the school inspectors. The Education Supervisors also felt that their job was ultimately to ensure quality education. The Education Supervisors various reports such as teacher evaluation forms, sugar distribution reports, and weekly and monthly reports from the school inspectors to continuously monitor school quality. The Education Supervisor interviewed requested additional M&E staff as there are many areas which need to be monitored as well as increased coordination among partner organizations. This is important as some outcomes may be directly or indirectly tied to actions carried out by other organizations.

Care Dadaab Staff

Care M&E specialist

Care's M&E system aims to provide quality assurance by assessing schemes of work, lesson plans, attendance, and the school feeding program, which help to conceptualize and formulate program indicators. The current system focuses on secondary education, curriculum, lower education, and the capacity to accommodate the influx of new refugees. While Care's M&E system is strong in its quantitative monitoring, supervising capacity, and flexibility, it faces a lot of challenges. The M&E specialist recommended that greater emphasis be put on impact than on outputs such as more emphasis on the quality of lessons than the number of lessons. There is a need for separate assessment standards for Kenyan and refugee students' performance on the national exams due to the special circumstances refugee students are facing. Also, each school should have an individual strategic plan to measure success instead of only one strategic plan for all three camps considering various backgrounds of each student. Data inaccuracy is another problem resulting from the lack of training and assessment tools such as technology and the level of computer skills (excel). Lastly, more information sharing should be encouraged since education has impact in many areas. It is recommended that there should be more training for data collectors on how to use different tools. Also, the youth should be mobilized for data collection to solve the personnel shortage, and stakeholders need to be sensitized to encourage and accept youth involvement.

Community Members

Community Leaders

Community leaders are elected officials and therefore trusted by their community members. They view their role as serving as a link between the community and schools by transmitting information between actors. In addition to their role as elected officials, many community leaders are also parents. Therefore, many viewed their contribution to the education system as providing care to their children and financial support through the provision of uniforms and materials for their children in addition to fundraising. Community members have also made other contributions including the establishment of community schools, advocacy campaigns against FGM and early marriage, and campaigns to increase girls' enrollment through door-to-door visits. In one camp, a community member started her own women's association called 'Together Women Group'. The community leaders stressed the importance of a strong network to support these types of initiatives.

In spite of these community efforts, the community leaders stressed that budget shortages have been a challenge. In particular they mentioned the low teacher salary and lack of school materials. When asked if they thought community members could be involved in data collection, the community members agreed that members would likely be interested in helping although they would expect some sort of compensation.

Sheiks

Sheiks are responsible for the discipline of the community by guiding community members on how to connect with Islam. They visit schools each week to teach religious education and also help to control discipline. Beyond the religious education, Sheiks also serve as a psychological counselor for community members. Sheiks warn that the quality of education has deteriorated with increasing drop-out and failure rates due to the decreasing moral and motivation of teachers. Low salaries and large gap in the salaries for refugee teachers and for Kenyan teachers are problems. It is recommended that more food from WFP and higher salary should be used as incentives for teachers.

Sheiks view their contribution to education as that of encouraging teachers and head masters to have good behavior and encouraging parents at Friday prayers to send their children to school. They also intercept students who have skipped school and advise them to go to school. When asked about gender equality, the Sheiks stated that boys and girls are equal and that everyone should attend school but that the environment must be safe for girls. They stated that girls couldn't be outside after dark and that there should be more female teachers. They also said that while girls could participate in extra-curricular activities, some sports weren't appropriate for girls. When asked about early marriage, the Sheiks said that in principle, girls and boys should be at least 15 before marrying and that both parties had to agree to the marriage. They agreed that their role was to perform the ceremony, not to recommend for or against the union. They said that they were not aware of any marriages occurring among children under 15 in the camp.

Partner Agencies

Norwegian Refugee Council

The Norwegian Refugee Council (NRC) offers an alternative education program for youth in seven countries. In Dadaab, NRC runs a one-year alternative education program in four difference centers for youth between the ages of 14-24. The program centers around three core competencies: literacy and numeracy, life skills such as peace education, and practical skills such as electricity. The objectives of the program are to improve learners' written and oral literacy and create behavioral and attitudinal change. NRC works in coordination with Care and other service organizations to exchange information through monthly inter-organization meetings. The challenges the program faces include an unrealistic timeframe for English learning, lack of trainings for new teachers who are Form 4 graduates, and a gender imbalance among teachers. NRC has developed a basic monitoring tool that it utilizes on a monthly basis and which collects a variety of data including male/female ratio, attendance, program finances, and upcoming activities. NRC is currently developing a tool to better capture quality assessment and is planning to hire an education supervisor who will be specifically in charge of monitoring and evaluation. NRC expressed interest in sharing this new tool with Care to explore areas of overlap and collaboration.

Handicap International

Handicap International has worked in Dadaab since 2006 to improve the situation of disabled people. Handicap International has collaborated with Care to jointly assess language and PC skills of students as well as conditions of material provision and students' needs for surgery and hospitalization. It offers training for organization staff, giving presentations on practical perspectives of disabled people. As a relatively new organization in the community with very limited connections with other organizations, Handicap International hopes to strengthen inter-organization collaboration and hopes to have regular meetings with the Care education unit. Also, Handicap International staff identified a need for more special units and an increased focus on survival skills courses rather than academic classes. Teachers' motivation should be enhanced through continuous trainings on survival skills for children with intellectual, hearing, and visual disabilities. Quality service, increased funding for the disability center, and more role models to motivate disabled students are crucial as well.

While Care is offering separate or special courses for disabled students, Handicap International is working towards integration of disabled students. Collaboration between the two organizations would create a fine balance of integration and special care for disabled students. Handicap International believes that integration should work under the right conditions, which include transportation services and the sensitization of other students through events that encourage the interaction of disabled students and non-disabled students. Although integration faces hurdles such as the grade ranking system, which could expel mentally or intellectually disabled students, it would promote intimate interactions between disabled students and other students. Above all, if people are unable to live harmoniously at the camp level, there is little hope for being able to solve the much greater conflicts that refugees face in their home countries. Handicap International suggests that Care develop a protection unit for disabled students and people.

School Based Stakeholders

PTA/Parents

Each school has a PTA, and each PTA has 15 members. As a result of SII findings, PTAs strive to maintain gender and ethnicity balance among their members. PTAs are responsible for maintaining a positive school environment and students' discipline through encouraging girls' retention, fostering the spiritual development of the community, and liaising between the community and school. The challenges the PTA is facing include a lack of a clear job description or trainings on how to manage their responsibilities. In particular, PTA members feel that they need guidance on management and reporting skills. Poverty and a shortage of trained and motivated teachers are other issues. PTA members expressed the need for income generation opportunities. While non PTA members tend to be less involved in the education system or classroom observations, the majority of PTA members are ready to make contributions to their child's education if asked, through advocacy campaigns, community mobilization, and school monitoring. One example of a parent-driven initiative is the establishment of a community school, which they believe would provide better quality education because of

high competition, motivated teachers with higher salaries than the Care-funded schools, and strong parents' interest in subject performance. The problem with the community-based school is the lack of financial and material resources. Even though parents are active in fundraising, appealing to visitors, donors and agencies, they require further opportunities to raise money to support their initiatives.

Teachers

The duties of a teacher, outlined in the teacher's contract, include teaching, conducting the daily roster, implementing the curriculum, and leading extra-curricular activities. They are also tasked with keeping records of the master roll, schemes of work, lesson plans, and progressive records (student grades). Teachers are responsible for creating teaching materials and maintaining the school facilities. Although teachers used to receive trainings such as Saturday training workshops, the trainings are insufficient, due to financial limitations. Moreover, some of the teachers do not receive any training prior to starting teaching, and others have never heard about the Saturday training workshops. Teachers would like to see more trainings on the child-centered teaching methodology, which is a combination of lectures and group work, and on developing skills to make lesson plans and schemes of work. As for monitoring, teachers did not report seeing school inspectors at the schools as frequently as the school inspectors self-reported. Nor does there appear to be sufficient psychological support for teachers. Regardless of these concerns, teachers report maintaining good relationships with parents and peer teachers through regular and emergency meetings.

Students and Youth

Students are actively involved in school life through student clubs, such as the environment and debate clubs, which are open for both boys and girls and seek to promote students' leadership skills. While students recognize the good quality of teachers, student code of conduct, and a good psychological support system, they highlighted several problems with the education system, such as the lack of practical skills courses at school, resource shortages and school expenses, distance to school, safety traveling between home and school, limited opportunities for entry into secondary schools and universities, and the lack of job opportunities for school graduates. It is recommended that given the fact that most students drop out by standard 8, practical skills courses should be included in the curriculum in earlier grades. Recognizing that schools can hardly do anything about the resource shortages, students expect more assistance from the donor agencies. The distance some students must commute to school not only is a problem in terms of the danger students face along their route, especially at night, but it also deprives students of sufficient time to go home for lunch. One youth recommended that schools should be located in the center of the camp, or a new school should be constructed. Additionally, students felt that lamps should be provided to both boys and girls so that they can study at home in the evening rather than risk returning to school for evening study sessions. Fear of traveling at night is becoming a growing concern among students, given the influx of new refugees and the deteriorating security situation. Also, students voiced a desire to have access to more scholarships for university education. Lastly, youth interviewed expressed a strong interest in being

involved in the data collection process, as it would provide them with new employment and capacity building opportunities.

Vulnerable and Marginalized Population: Disabled Children, Minority Groups and Out-of-School Children

General issues

Minority students are not in school because of violence and poor language skills (Somali/Swahili/English). Although there are special services and considerations for minority and vulnerable students, such as teachers available for extra assistance after class and freedom of religion (non-Muslim students are not required to attend the weekly Islamic assembly), schools do not have any multicultural events to foster understanding and acceptance across cultures. Many children who are not in school are not motivated to attend school given the small probability of gaining entry into the camps' secondary schools, and private schools are not an option because of financial constraints. Special needs children such as unaccompanied minors; pregnant girls; and disabled students with visual, hearing, physical or mental problems are integrated into regular classrooms, and school inspectors offer monitoring and provision of services and special materials to these students. However, because there is a shortage of special needs materials, children are on a wait list to receive their particular supplies. Interview respondents highlighted the need for more materials and personnel and suggested that more language classes should be offered for minority students. Furthermore, out of school children and their parents should be advised on the importance of education. One change that would encourage out of school children to attend school would be increasing the number of spaces available at the secondary schools. If Care is unable to provide more space to accommodate the growing number of qualified secondary school students, Care should provide more assistance to community leaders so that they may build another community school.

Somali Bantu Community

One of the minority groups in the camp is the Somali Bantu. Reasons that the Bantu parents do not send their children to school include poverty, discrimination, violence, lack of English ability, few fellow students at school with the same background, and teachers who engage in immoral behavior, such as smoking and doing drugs. Structural discrimination has denied the Bantu people the employment opportunities necessary for overcoming poverty and gaining the ability to send their children to school. They have been denied the access to donor agencies, which are the only window of opportunity for them; only block or section leaders can participate in meetings with agencies, and gatekeepers to the agencies often block ordinary Bantu people from participating. While the community has requested a separate school for Bantu children, Care suggested that the community develop initiatives that encourage parents to get involved in PTA activities and that encourage Bantus to become teachers. Since the construction of a new school specifically for Bantu children is currently unrealistic due to financial constraints, the focus should be on what improvements can be made now within the existing system until a new school can be finally established.

Annex 3: Monitoring System Instructions

Overview

This system is comprised of a monitoring and evaluation framework, data collection checklists and tables for school inspectors to complete, a survey for youth to administer to students, and a survey for PTA members to administer to parents and teachers. This system has been designed to allow Care Kenya to monitor and evaluate the education system within Dadaab refugee camp and compare the results of the system with internationally recognized standards as well as internal standards. The system relies on three main data collectors, as outlined in the accompanying organizational chart: school inspectors, youth, and PTA members.

Monitoring and Evaluation Framework

The monitoring and evaluation framework consists of 4 objectives that are based on the Patsy Collins Trust Fund Initiative's (PCTFI) major outcome categories: education quality, attainment and access to education, girl's retention/equality, and community participation/empowerment. Under each objective are a variety of standards that have been identified by the Inter-Agency Network for Education in Emergencies (INEE), UNHCR, PCTFI, and the Strategic Impact Inquiry (SII). The source of each standard is indicated in the column entitled "Source of Standard." Each standard has at least one corresponding indicator. The majority of the indicators were developed by the GWU consulting team to accurately reflect each standard; however, the framework also includes specific indicators that have been identified by UNHCR, SII, PCTFI and others. For each indicator, the GWU consulting team has identified the individual or organization who should be responsible for collecting that particular indicator (column entitled "Resp.") and the method that should be used to collect the information (column entitled "Source"). The final column of the framework "Survey Question", includes the question(s) that the GWU consulting team has developed to include in either the youth or PTA survey to measure the corresponding indicator.

Roles and Responsibilities

School Inspectors

School inspectors will continue to collect much of the same information that they already collect; this system merely systematizes their data collection methods to ensure that key pieces of information are collected regularly. To improve data collection quality and reliability, the GWU consulting team recommends that each school inspector be assigned to specific schools and that they visit their assigned schools at least once a week. The GWU consulting team has developed three data collection tools for which school inspectors are responsible: School Inspector School Visit Checklist-Daily, School Inspector Monthly Checklist, and Quarterly School Audit Forms.

School Inspector School Visit Checklist-Daily

Each time a school inspector visits a school, s/he should fill out this form. The audit of facilities, teacher record management, and teacher observation sections should be filled out during each visit. This information will be compiled once a month and entered into the monthly report form. The monthly form will also require the following additional information:

- Textbooks by school and standard
- Course implementation
- KCPE registrations
- School graduation and transition rate
- Instructional contact time
- Enrollment, attendance, and demographic information

School Inspector Monthly Checklist

School inspectors within each camp will collaborate to fill out this form, which will be submitted to the education coordinator in Dadaab each month. The checklist contains critical quantitative data about the state of each school within a particular camp and relies on information collected in the daily checklist and school records.

Quarterly School Audit Form

School inspectors will complete this form every three months and submit to the education supervisor for submission to the education coordinator. One form should be completed for each school. The information to be collected on this form relies on school records, observation, and surveys of the school's head teacher. Some information may need to be obtained from the special needs school monitors.

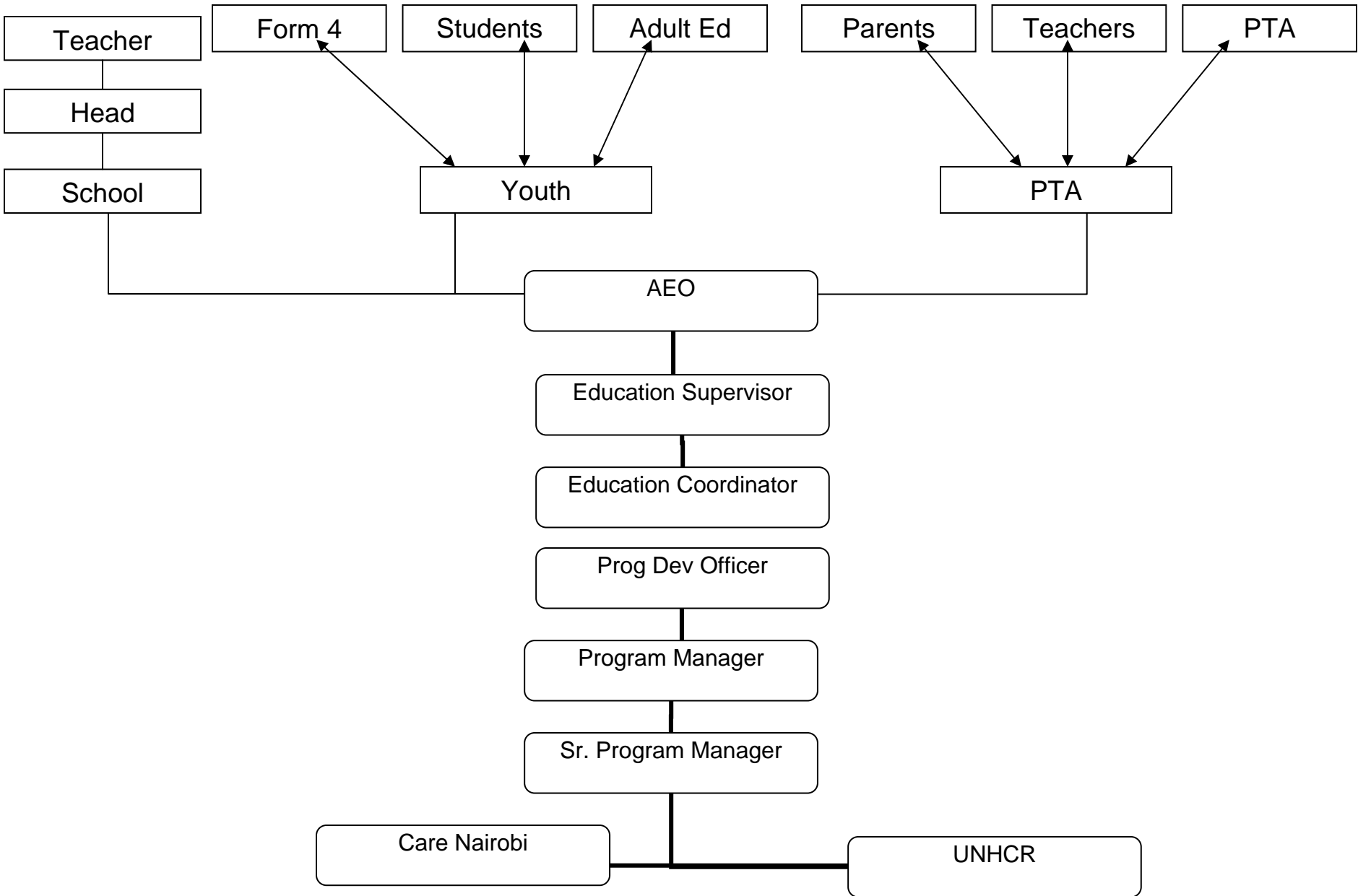
Youth

Youth, defined as recent secondary school graduates, are an untapped resource that could help to gather key qualitative information about the state of education in Dadaab's schools. Recognizing the international trend, as well as the trend within certain sectors of Care Kenya at Dadaab (namely the Water and Sanitation Unit), to engage youth in data collection and monitoring and evaluation of development initiatives, the GWU consulting team recommends that youth administer a survey on a quarterly basis to current students, recent form 4 graduates, and adult education participants. The survey includes mainly closed-ended questions to allow for easier comparison across survey respondents, and collects information on a variety of education standards. Following each question on the survey, the number of the standard (as it appears on the Monitoring and Evaluation Framework) that the particular question is measuring is identified in red italic font. In this manner, CK can choose to include only those questions on the survey that measure the particular standards in which it is most interested.

PTA Members

Recognizing that PTA members frequently visit their child's school and are willing to dedicate significant time to improving their child's education experience, the GWU consulting team recommends that PTA members help collect qualitative information

about certain standards. The GWU consulting team has consequently developed a survey that PTA members should administer to teachers and parents every three months. The survey includes mainly closed-ended questions to allow for easier comparison across survey respondents, and collects information on a variety of education standards. Following each question on the survey, the number of the standard (as it appears on the Monitoring and Evaluation Framework) that the particular question is measuring is identified in red italic font. In this manner, CK can choose to include only those questions on the survey that measure the particular standards in which it is most interested. Depending on the language and literacy skills of the PTA members, youth may need to be called on to help translate or transcribe responses.



Annex 4: Surveys

4.1 Survey for PTA to administer

Name of PTA Member Conducting the Survey: _____

Date of Survey: _____

Sex of Person Being Surveyed: Male Female

Instructions: Please fill out this form and return to XXX by YYY. Text that is written in parentheses and italics are instructions for the person administering the survey and is not to be read aloud. Unless otherwise indicated in the question, please select only one answer for each question.

To be Administered to Parents:

Standard 1.3

1. Do you think your child's school is clean?

Yes No

(If respondent says yes): Why do you think your school is clean?

(If respondent says no): Why is your school dirty?

2. Are you aware of the school rules?

Yes No

3. Do you believe that the school rules are applied in the same way to everyone?

Yes No

4. Is everyone punished in a fair way if they violate the rules?

Yes No

Standard 1.4

5. Do you think your children are safe while they are at school?

___ Yes, my daughter is safe at school

- Yes, my son is safe at school
- No, my daughter is not safe at school
- No, my son is not safe at school

6. Do you think your children are safe when they go to school and come home from school?

- Yes, my daughter is safe on her way to and from school
- Yes, my son is safe on his way to and from school
- No, my daughter is not safe on her way to and from school
- No, my son is not safe on his way to and from school

7. Do you think any of the following things is happening to your children while they are in school? (check all that apply)

- Hit by a teacher
- Hit by another student
- Verbally harassed by a teacher
- Verbally harassed or teased by another student
- Sexually abused by a teacher
- Sexually abused by a student
- Physically hurt (cuts, sprains, or other injuries from playing)
- Sexually or physically hurt during the commute to school
- Peer pressure to act immorally (to take drugs, steal, have sex, etc)
- Discrimination
- Bad administration
- Other: _____
- None of the above

Standard 1.5

8. Do you feel that your child's teachers are adequately prepared when they come to school each day?

- Yes No I don't know

Standard 1.7

9. Did you receive your pay without delay last month?

- Yes No I don't remember

(If respondent says no): How many days late was it?

- _____ days late
I don't remember

10. Are you aware of the teacher code of conduct?

Yes No

11. Did you sign a code of conduct when you started your job?

Yes No

12. Have you seen a copy of code of conduct or are you familiar with the contents?

Yes, I have seen the code of conduct

Yes, I have been told about the contents of code of conduct

No, I have not seen a copy and have not received information about the contents

13. Did you know that there is a rule in teacher's code of conduct about how to treat students?

Yes No

14. Can you give some examples of how teachers should treat students according to the teacher code of conduct?

15. Did you receive a clear job description before you started your job?

Yes No

Standard 1.8

16. How would you describe the performance of your child's teachers to

- Teach their subject curriculum
 - Very good
 - Good
 - Average
 - Not very good
 - Bad

- Manage the classroom
 - Very good
 - Good
 - Average
 - Not very good
 - Bad

- Evaluate students' performance

- Very good
 - Good
 - Average
 - Not very good
 - Bad
- Treat students equally
 - Very good
 - Good
 - Average
 - Not very good
 - Bad

Standard 2.4

17. Does your child have a school uniform to attend school?

Yes No I don't know

Standard 3.2

18. How many campaigns did PTA organize on girl's education?

What was done specifically?

19. How many people could you contact when PTA had campaigns on girl's education?

20. How many campaigns did PTA organize on early marriage?

What was done specifically?

21. How many people could you contact when PTA had campaigns on early marriage?

22. Do you think that girls and boys have equal opportunities to participate in and benefit from education?

Yes No

(If respondent says no): In what areas are they unequal? (check all that apply)

- ___ Classroom participation
- ___ Extra-curriculum activities (student clubs)
- ___ Housework commitment
- ___ Safety
- ___ Others

Standard 4.1

23. How many times did your community have events to encourage students' school enrollment?

No. of events____
of people attending events (estimated)____

24. Have you made an effort to encourage students in your community to attend school?

Yes No

(If respondent says yes): How did you do this?

25. Have you done any service activities for your child's school such as facility repair or school cleaning?

Yes No

(If respondent says yes): On average how many hours have you worked per month?

26. Which of the following concerns have you reported to school management? (check all that apply)

- ___ Harassment
- ___ Violence
- ___ Discrimination
- ___ Domestic issues
- ___ Other (specify):_____

(If respondent says yes to any of the above): How satisfied are you with the way your concern was solved?

Very satisfied Somewhat satisfied Not satisfied

27. How many times did members of your community work to improve education in your community?

What type of activities did they participate in? (check all that apply)

- ___ Building community schools
- ___ Textbook purchase
- ___ Facility purchase
- ___ Fundraising
- ___ Others

28. How many times did the PTA meet this term?

29. Are you familiar with the PTA?

Yes No

(If respondent says yes): Please describe some of the roles of the PTA.

30. Do you understand what you are supposed to do as a member of the PTA?

Yes No

(If respondent says yes): Describe some of the duties.

31. How qualified do you feel carrying out the following activities:

- Mobilizing community members to help with school improvement projects
Very qualified Somewhat qualified Not at all qualified
- Creating positive working relationships with the school education staff
Very qualified Somewhat qualified Not at all qualified
- Encouraging parents to be active in school
Very qualified Somewhat qualified Not at all qualified
- Handling discipline cases
Very qualified Somewhat qualified Not at all qualified
- Fundraising
Very qualified Somewhat qualified Not at all qualified
- Strategic planning
Very qualified Somewhat qualified Not at all qualified
- Planning school events (closing and opening day, award ceremonies, assemblies, etc)
Very qualified Somewhat qualified Not at all qualified
- Other (specify): _____

32. How many of the following types of training did the PTA receive?

- Budgeting _____
- Management _____
- Administration _____
- Other (specify): _____

33. In which areas do you feel you need additional training? (check all that apply)

___ Mobilizing community members to help with school improvement projects

- Creating positive working relationships with the school education staff
- Encouraging parents to be active in school
- Handling discipline cases
- Fundraising
- Strategic planning
- Planning school events (closing and opening day, award ceremonies, assemblies, etc)
- Other (specify): _____

34. Do you know what a school inspector is supposed to do?

Yes No

Standard 4.2

35. Are you aware of how much money your school has collected in donations?

Yes No

36. Do you know what that money your school has collected has been used for?

Yes No

To be Administered to Teachers:

Standard 1.1

37. In the past month, have you experienced any of the following? (check all that apply)

- Thinking repeatedly about hurtful or terrifying events
- Repeating nightmares
- Feeling detached or withdrawn from people
- Less interest in daily activities
- Difficulty sleeping
- Difficulty concentrating
- Feeling irritable or having bursts of anger

38. In the past month, which activities have you done in order to deal with stress or depression (check all that apply)

- Talk to friends or family
- Consult the headmaster
- Consult a fellow teacher
- Visit a traditional healer
- Consult a religious figure (sheik, priest, etc)
- Consult a mental health figure
- Prayer

- No nothing
- N/A- In the past month, I haven't felt any stress or depression.
- Don't know/Don't remember

39. I think that there are adequate resources available to teachers at my school to help them deal with their mental health (such as sadness, stress and depression)

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- I don't know

40. Do you feel that the curricula address the needs of the students?

Yes No

(If respondent says no): What needs are not being met? (check all that apply)

- Support for disability
- Reduction of Discrimination
- Reduction of Violence
- Other (specify): _____

Standard 1.3

41. Are you aware of the student code of conduct?

Yes No

42. Can you list some examples of violations and punishments in the code?

43. How satisfied are you with the amount of materials available to make teaching aids?

Very satisfied Somewhat satisfied Not at all satisfied

44. Are there any materials you needed to prepare a teaching aid that are not available?

Yes No

Standard 1.5

45. How prepared do you feel to teach the school's curriculum?

Very prepared Somewhat prepared Not at all prepared

46. What languages are you fluent in?

47. Are there any students in your classes that you have difficulty communicating with?

Yes No

(If respondent says yes): Why do you have difficulty communicating with them?

48. Which of the following skills did training give you? (check all that apply)

- Use of participatory methods
- Use of teaching aids in the classrooms
- Class management
- Other (specify): _____

49. How confident do you feel about your skills to do the following?

- Instruct subject content
Very confident Somewhat confident Not at all confident
- Teach using a participatory method
Very confident Somewhat confident Not at all confident
- Manage student behavior
Very confident Somewhat confident Not at all confident
- Create and use teaching aids
Very confident Somewhat confident Not at all confident
- Provide psychosocial support to students
Very confident Somewhat confident Not at all confident

50. Do you feel confident to provide counseling to students who are in need of emotional support?

Very confident Somewhat confident Not confident at all

51. In the past three months, how often did you receive support or guidance in your duties as a teacher from the following people?

- Head teacher
- School inspector
- Agencies
- Others

52. What type of training, if any, do you feel would most benefit your class management skills? (check all that apply)

- Dealing with large classes

- Helping students with personal problems, trauma
- Gender issues
- Promoting positive parent relationships
- Communication with students
- Helping vulnerable students (Vulnerable students are defined as disabled, ethnic minority, child mothers, separated and unaccompanied minors, and orphans)
- Other (specify): _____

53. Are you satisfied with the training you are receiving?

Yes No

(If respondent says no): Why are you not satisfied with the training?

54. What type of training do you feel that you still need? (check all that apply)

- Presentation of professional documents
- General teaching methods
- Subject-specific teaching methods for lower primary
- Lesson presentation and presentation
- Evaluation of all pupils
- Other (specify): _____

55. Do you feel that the level of support CARE Kenya provides is sufficient for your needs?

Yes No

(If respondent says no): What additional support do you need?

Standard 1.8

56. Do you have a good relationship with parents?

Yes No

57. Do you have a good relationship with other teachers?

Yes No

58. Do you have a good relationship with students?

Yes No

59. Were you hired within the last 2 months?

Yes No

(If respondent says yes): Have you received at least one formal performance assessment?

60. In the past 3 months, approximately how many times was your class visited by a school inspector?

Questions to ask PTA Member

Standard 3.2

61. How many times was girls enrollment discussed during the official PTA meeting?

62. How many times was prevention of early marriage discussed during the official PTA meeting?

Standard 3.4

63. How many times was FGM discussed during the official PTA meeting?

64. How many campaigns did PTA organize on FGM?

What was done specifically?

65. How many people could you contact when PTA had campaigns on FGM?

66. Through all of your campaigns, how many people have you reached?

Standard 4.1

67. What obligations does a school have to its learners? (mark all that apply)

- To help them get a job after graduation
- To help them become literate
- To help them gain problem solving skills
- To prepare them to be leaders in their community
- Other (specify): _____

68. How many parents attended parent's day at school opening and closing?

Standard 4.3

69. How many people donated money in the past three months?

70. How much money has your school raised in donations during the past three months?

71. What will the funds be used for? (check all that apply)

Facility repair

Facility purchase

Textbook purchase

New recruitment

Other (specify): _____

I don't know

72. How much more money does school need for necessary repairs?

73. How many community members were involved in fundraising activities?

4.2 Survey for youth to administer

Name of Youth Conducting the Survey: _____

Date of Survey: _____

Age of Person Being Surveyed: _____

Level of Person Being Surveyed: S1 S2 S3 S4 S5 S6 S7 S8 F1 F2 F3 F4

Sex of Person Being Surveyed: Male Female

Instructions: Please fill out this form and return to XXX by YYY. Text that is written in parentheses and italics are instructions for the person administering the survey and is not to be read aloud. Unless otherwise indicated in the question, please select only one answer for each question.

Standard 1.1

1. Are your teachers or other members of the school able to help you if you feel sad or need someone to talk to?

Yes No

2. Does anything that is taught or used in the classroom make you feel uncomfortable?

Yes No

(If respondent says yes): What makes you feel uncomfortable?

3. Do you think that any of the things taught in your classes discriminates against certain people?

Yes No

(If respondent says yes): What things do you think are discriminatory?

4. I feel that what I am learning at school is important.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

5. I feel that what I am learning in school will help me get a job.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

(If respondent says "Disagree" or "Strongly Disagree"): Do you think school will not help you get a job because:

- The education is not relevant to the jobs available
- There are no jobs available
- Other (specify)_____

6. I feel that what I am learning in school is interesting.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

7. I feel that the peace education class is very important.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

8. I feel that the peace education class will be useful to my future.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

9. I feel that what I learn about the environment is very important.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

10. I feel that what I learn about the environment will be useful to my future.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

11. I feel that the health education I receive, including information about HIV/AIDS, is very important.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

12. I feel that the health education I receive, including information about HIV/AIDS, will be useful to my future.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

13. Have you attended an event about HIV in the last month?

Yes No

(If respondent says yes): Who organized the event?

- Someone from my school
- Someone from my community
- CARE
- UNHCR
- Other (specify):_____

Standard 1.2

14. My teacher wants me to participate in class.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

15. My teacher makes sure that all of the students in my class have a chance to participate.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

Standard 1.3

16. Do you think your school is clean?

Yes No

(If respondent says yes): Why do you think your school is clean?

(If respondent says no): Why is your school dirty?

17. How long does it take you to get to school each day?

18. Have you received a copy of the student code of conduct?

Yes No

19. Do you know what rules you have to follow when you are at school?

Yes No

20. How often do you think that the school rules are enforced? For example, if a student breaks a rule, will he or she always be punished, sometimes be punished, or never be punished?

All of the time Some of the time Never

21. Is the punishment a student receives for breaking a school rule fair?

Yes No

(If respondent says no): Why do you think the punishment is unfair?

Standard 1.4

22. Have you been hit or caned by your teacher in the last month?

Yes No

If yes, how many times were you hit or caned in the last month and why were you hit or caned?

23. Have you seen your teacher hit or cane one of the other students in you school in the last month?

Yes No

24. Do you feel safe at school?

Yes No

(If respondent says yes): Why do you feel safe?

(If respondent says no): Why don't you feel safe?

25. Do you feel safe going to school and coming home from school?

Yes No

(If respondent says no): Why don't you feel safe going to school and going home from school?

Standard 1.5

26. Do you feel that your teachers are adequately prepared when they come to class each day?

Yes No

Standard 1.8

27. I think that my teacher:

___Is a very good teacher

___Is a good teacher

___Is an average teacher

___Is a bad teacher

Standard 2.4

28. Does the cost of school make it difficult for your family to buy food or other items that it needs?

Yes No

29. My family is not able to buy the following items that I need for school (*please select all that apply*):

- Uniform
- Textbook
- Exercise book
- Pen
- Other (specify) _____

30. Do you have a lamp in your house that you can use to study?

Yes No

Standard 2.5

31. Do you think that girls and boys have the same opportunities in school and receive the same education?

Yes No

(If respondent says no): Why don't you think girls and boys have the same opportunities?

Standard 3.1

32. Does your school provide you with an escort if you request one? That is, is there someone who can walk with you to and from school to make sure you are safe?

Yes No

If there was an escort available, how likely would you be to use it?

- Very likely
- Somewhat likely (I might use it)
- Somewhat unlikely (I probably wouldn't use it)
- Very unlikely (I have no reason to use it)

Standard 3.3

33. Have you ever had to miss school due to certain chores or household duties?

Yes No

If yes, which of the following duties has prevented you from going to school
(please select all that apply)?

- Collecting water
- Picking up food
- Collecting firewood
- Cooking
- Caring for children
- Other (specify) _____

Standard 3.4

34. Has any student or teacher made any sexual remark to you or touched you in a sexual way in the last month?

Yes No

(If respondent says yes): Did you report this?

Yes No

(If respondent says yes): Who did you report it to (please select all that apply)?

- Parent
- Friend
- Teacher
- Head Teacher
- UNHCR
- Save the Children
- Other (specify): _____

35. Has any student or teacher bullied you or harassed you in the last month?

Yes No

(If respondent says yes): Did you report this?

Yes No

(If respondent says yes): Who did you report it to (please select all that apply)?

- Parent

- Friend
- Teacher
- Head Teacher
- UNHCR
- Save the Children
- Other (specify): _____

Standard 4.1

36. Does your school have a peer mediator program?

(If respondent says yes): Have you ever had a complaint mediated by a peer mediator?

Yes No

(If respondent says yes): How satisfied were you with the outcome?

Very Satisfied Somewhat Satisfied Not Satisfied

37. Do you know what a school inspector is supposed to do?

Yes No

Ask only girls these questions:

Standard 2.4

38. Did you receive a lamp to help you study?

Yes No

If yes, how often do you use the lamp to study?

- Every day
- 4-6 days a week
- 1-3 times a week
- Once a month
- Never

39. Last month, did you have enough sanitary materials so that you could attend school during your period?

Yes, I didn't miss any school due to my period

No, I missed some days due to my period

days missed: _____

40. Where did you get the sanitary materials you used?

- I received ALL of the sanitary supplies from my school
- I or my family purchased ALL of the supplies. I didn't receive any free materials from school.
- Some of the supplies were provided by the school and me or my family supplied some of the materials.
 - Estimated % of sanitary supplies provided by school
 - Estimated % of sanitary supplies provided by me or my family

Standard 3.1

41. If you needed help, where would you go (*please select all that apply*)?

- Parent
- Other relative (not parent)
- Friend
- Teacher
- Head Teacher
- Religious Leader
- Other (specify): _____

42. If I have a problem, I feel comfortable asking for help.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

Standard 3.2

43. Have you received coaching or other assistance with your school work?

Yes No

(*If respondent says yes*): Who coached or assisted you with your work (*please select all that apply*)?

- Teacher
- Head Teacher
- Parent
- Friend
- Other (specify): _____

(*If respondent says yes*): The coaching or assistance I received was very useful.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

For girls who are mothers:

Standard 2.4

44. Do you have access to a child care center near your school?

Yes No

If there is a childcare center, do you use the childcare center?

Yes No

(If respondent says no): Why don't you use the childcare center?

Ask only those in adult education:

Standard 2.1

45. How satisfied were you with the adult education class you took?

Very Satisfied Somewhat Satisfied Not Satisfied

46. What I learned in adult education will help me to find a job.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

47. The information I learned in adult education was very useful to me.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

Ask only students with disabilities:

Standard 2.5

48. I feel that I have the same opportunities in school as all other students.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

49. The education I receive is the same as all other students in my school.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

Ask only secondary school graduates:

Standard 2.7

50. *(for graduates who have a job)* The education I received helped me to get a job.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

51. *(for graduates who do not have a job)* The education I received will help me to get a job.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

52. What I learned in school has been useful to me.

Strongly Agree Agree Don't Know Disagree Strongly Disagree

53. If you have a job, how did you get it?

- Apprenticeship
- Internship
- Microcredit program
- Other (specify) _____

4.3 School Inspector daily checklist

Instruction: Every time that you visit a school, please fill out the following form. The information collected on this form will be used to compile the monthly report, which will be submitted to Dadaab. In addition to information included on this form, statistics regarding enrollment, attendance, and demographics of learners and teachers will be compiled for the monthly report.

Inspector: _____
Date: _____
School: _____
No. Periods observed: _____

Audit of Facilities Standard 1.3: Please count the following items observed during your school visit

Number of classrooms		Number of classrooms made out of cement	
Number of desks		Number of classrooms needing major repair	
Please inspect some of the desks. Do any have broken pieces, such as splintering wood or nails sticking out of the side?		Please explain the repairs that are necessary:	
Number of math books	__Y __N	Number of classrooms needing a new blackboard	
Number of reading books		Please inspect the school grounds. Do you see any nails or other sharp objects in the sand?	__Y __N
Total Number of textbooks (includes all books such as science, English, history, etc)		If yes, please explain:	
Number of exercise books		Do you smell any bad odors on the school grounds?	__Y __N
Number of working latrines for girls		Is water available from the tapstand during designated hours?	__Y __N
Number of working latrines for boys			
Number of classrooms made out of tin/wood		Number of classes being held under a tree	

Teacher records management Standard 1.8

Teachers follow their scheme of work	__Y __N	Teachers keep up to date PPRB (Progressive People's Record Book records)	__Y __N
No. of teachers observed not following scheme of work		No. teachers with PPRB which aren't up-to-date	
Teachers follow the prescribed syllabus	__Y __N	Teacher keeps class register up to date	__Y __N
No. Teachers observed not following syllabus		No. teachers whose class register isn't current	
Teachers follow their work plan	__Y __N	Head Teacher keeps the master roll up to date	__Y __N
No. teachers observed not following work plan			

Teachers follow their lesson plans	<input type="checkbox"/> Y <input type="checkbox"/> N	Other:	
No. teachers observed not following lesson plan			

Teacher Observation Standards 1.3, 1.8, 1.5

Teachers use teaching aids (Standard 1.3)	<input type="checkbox"/> Y <input type="checkbox"/> N
No. teachers not using teaching aids	
Quality aids are used **Aid doesn't require much explanation, stimulates ideas, demands a response from learners, is appropriate for age and culture, won't easily break (Standard 1.3)	<input type="checkbox"/> Y <input type="checkbox"/> N
No. teachers not using quality aids	
Teacher has good control of the classroom (Standard 1.8) **Children follow rules and are paying attention	<input type="checkbox"/> Y <input type="checkbox"/> N
No. teachers without good control of classroom	
Teacher engages students in class (Standard 1.5) **Teacher regularly calls on students, teacher offers praise as necessary	<input type="checkbox"/> Y <input type="checkbox"/> N
No. teachers not engaging students in class	

4.4 School Inspector monthly report (camp level)

Ifo Camp School Inspector Monthly Checklist

Month: _____

Inspector: _____

Date filled out: _____

Instruction:

- This monthly report has two main sections: School inspection reports, and Enrollment, Attendance, and demographics. Section One (school inspection sections) will be filled out based on the daily school inspection checklists. Section Two (enrollment, attendance, demographics, and teacher training sections) will be filled out based on statistics compiled by school inspectors and headteachers.
- Each school inspector should fill out a daily school inspection form during each visit to a school. (One form per school).
- The daily forms should be kept and compiled once per month to add data to the monthly report.
- The camp-wide monthly report is submitted to the Dadaab office.

Section One: School Inspections

A. School Visits and Class Observations

1. Visits

Name of School	No. Visits	No. periods observed
Friends		
Horyaal		
Horumuud		
Abdul Aziz		
Horseed		
Hornimo		
Halane		
Midnimo		
Ifo Secondary		
Ifo CAMP TOTAL		

**These numbers should correspond with the numbers listed on daily checklists for this school

B. Resources and Facilities

The following items should be counted on a monthly basis and noted on a daily checklist form. Please look over daily checklists and fill in the correct number below, using an average if the number changed between visits.

Audit of Facilities Standard 1.3

	Friends	Horyaali	Horumuud	Abdul Aziz	Horseed	Hornimo	Halane	Midhimo	Ifo Secondary	Total
Classrooms										
Desks										
Textbooks										
Latrines, Male										
Latrines, Female										
No. of Tinned-wall classrooms										
No. Cement-Wall Classrooms										
No. classrooms needing <i>major</i> repair										
No. classrooms needing new blackboard										
No. days NO water is available during designated hours										
No. days bad/dangerous chemical smells detected in the air										
No. pieces of unsafe school furniture										
No. days sharp/dangerous objects observed on school grounds										

Unsafe objects on school grounds: Please summarize the any unsafe objects found on school grounds during the reporting month including the object observed and school where it was observed. This information is found on the daily school inspector checklists.

Classrooms needing major repair: Please summarize the types of major repair needed at each school as indicated on the daily school inspector checklists.

Textbooks, by school Standard 1.3

School	Level	Math Books	Language Books	Exercise Books	TOTAL TEXTBOOKS (includes all books such as science, ESL, history, etc)
Friends	S1				
	S2				
	S3				
	S4				
	S5				
	S6				
	S7				
	S8				
TOTAL					
Horyaal	S1				
	S2				
	S3				
	S4				
	S5				
	S6				
	S7				
	S8				
TOTAL					
Horumuud	S1				
	S2				
	S3				
	S4				
	S5				
	S6				
	S7				
	S8				
TOTAL					
Abdul Aziz	S1				
	S2				
	S3				
	S4				
	S5				
	S6				
	S7				
	S8				
TOTAL					

Textbooks, by school (cont)

School	Level	Math Books	Language Books	Exercise Books	TOTAL TEXTBOOKS (includes all books such as science, ESL, history, etc)
Horseed	S1				
	S2				
	S3				
	S4				
	S5				
	S6				
	S7				
	S8				
TOTAL					
Hornimo	S1				
	S2				
	S3				
	S4				
	S5				
	S6				
	S7				
	S8				
TOTAL					
Halane	S1				
	S2				
	S3				
	S4				
	S5				
	S6				
	S7				
	S8				
TOTAL					
Midnimo	S1				
	S2				
	S3				
	S4				
	S5				
	S6				
	S7				
	S8				
TOTAL					
Ifo Secondary	F1				
	F2				
	F3				
	F4				
TOTAL					
GRAND TOTAL					

C. Curriculum Implementation (Teaching prescribed curriculum)

1. Teacher records management Standard 1.8

***Please compile observations from all school inspector daily reports for the month

	Primary	Secondary	Total
Teachers follow their scheme of work			
No. times checked			
No of times scheme of work wasn't being followed			
Teachers follow the prescribed syllabus			
No. times checked			
No of times syllabus wasn't followed			
Teachers follow their work plan			
No. times checked			
No. times workplan wasn't followed			
Teachers follow their lesson plans			
No. times checked			
No. times lesson plan wasn't followed			
Teachers keep up to date PPRB (Progressive People's Record Book records)			
No. of times checked			
No. of times assessment records weren't updated			
Teacher keeps class register up to date			
No. Times Checked			
No. of times class register wasn't updated			
Head Teacher keeps the master roll up to date			
No. times checked			
No. times roll wasn't updated			

2. Teacher Observation Standards 1.3, 1.8, 1.5

	Primary	Secondary	Total
Teachers use teaching aids (Standard 1.3)			
No. times checked			
No of times use of teaching aids was observed			
Quality aids are used (Standard 1.3)			
No. times checked			
No of times Quality aids used			
Teacher has good control of the classroom (Standard 1.8)			
No. times checked			
No. times teacher used good classroom control			
Teacher engages students in class (Standard 1.5)			
No. times checked			
No. times teacher observed was engaging students			

3. Course Implementation Standards 1.1, 2.4

Please indicate the number of periods of each subject offered to each grade.

***This information can be found in the headteacher's records. Please speak with the headteacher to determine whether or not all periods were taught as scheduled.

School	lv	Std 1.1 Math	Std 1.1 English	Std 1.1 Science	Std 1.1 HIV/AIDS	Std 1.1 Social Studies	Std 1.1 Peace Ed	Std 1.1 Environ	Std 2.4 Income generation	Std 1.1 Co-Curricular
Friends	S1									
	S2									
	S3									
	S4									
	S5									
	S6									
	S7									
	S8									
TOTAL										
Horyaal	S1									
	S2									
	S3									
	S4									
	S5									
	S6									
	S7									
	S8									
TOTAL										
Horum uud	S1									
	S2									
	S3									
	S4									
	S5									
	S6									
	S7									
	S8									
TOTAL										
Abdul Aziz	S1									
	S2									
	S3									
	S4									
	S5									
	S6									
	S7									
	S8									
TOTAL										

Course Implementation, Cont

School	Level	Std 1.1 Math	Std 1.1 English	Std 1.1 Science	Std 1.1 Social Studies	HIV/AIDS	Std 1.1 Peace Ed	Std 1.1 Environ	Std 2.4 Income generation	Std 1.1 Co-Curricular
Horseed	S1									
	S2									
	S3									
	S4									
	S5									
	S6									
	S7									
	S8									
TOTAL										
Hornimo	S1									
	S2									
	S3									
	S4									
	S5									
	S6									
	S7									
	S8									
TOTAL										
Halane	S1									
	S2									
	S3									
	S4									
	S5									
	S6									
	S7									
	S8									
TOTAL										
Midnimo	S1									
	S2									
	S3									
	S4									
	S5									
	S6									
	S7									
	S8									
TOTAL										
Ifo 2nd	F1									
	F2									
	F3									
	F4									
TOTAL										
GRAND TOTAL										

How many students have registered for the KCPE test Standard 1.2

(only applies to March report)

Male: _____ (total enrollen)

No. who passed: _____

Female: _____ (total enrolled)

No. who passed: _____

How many students graduated from primary school and progressed to secondary school this month? _____

Instructional Contact Time Standard 1.3

Please indicate the number of days per week and number of holidays during the reporting period. This information is available from the headteacher.

Name of School	Number of Cancelled Periods	A. No. Vacation Days	B. No. Holidays	C. No. Cancelled days	Tot days off (A+B+C)
Friends					
Horyaal					
Horumuud					
Abdul Aziz					
Horseed					
Hornimo					
Halane					
Midnimo					
Ifo Secondary					
IFO CAMP AVERAGE					

Please briefly describe what caused individual period and full day cancellations.

How many cancelled periods were attributed to teacher absences? _____

How many classes were held outside under a tree during the past month? _____

D. Quality Teacher Instruction

Quality Teacher Instruction Standards 1.3, 1.8, 1.5

	Primary	Secondary	Total
Teachers use teaching aids (Standard 1.3)			
No. times checked			
No of times teacher used an aid			
Quality aids are used (Standard 1.3) **Aid doesn't require much explanation, stimulates ideas, demands a response from learners, is appropriate for age and culture, won't easily break			
No. times checked			
No of times quality aids were used			
Teacher has good control of the classroom (Standard 1.8) **Children follow rules and are paying attention			
No. times checked			
No. times teacher is practicing good classroom management			
Teacher engages students in class (Standard 1.5) **Teacher regularly calls on students, teacher offers praise as necessary			
No. times checked			
No. times teacher is practicing an engaging teaching style			

E. Enrollment, Attendance, and Demographic Information

Instruction: Please fill in the following tables once per month based on school records submitted by each headteacher.

*Total means all children, including new influx children.

*New influx means children who have arrived within the last three months

Enrollment Standard 2.1 Total Student Enrollment

School	Sex	Pre	S1	S2	S3	S4	S5	S6	S7	S8
Friends	Male									
	Female									
	Total									
Horyaal	Male									
	Female									
	Total									
Horumuud	Male									
	Female									
	Total									
Abdul Aziz	Male									
	Female									
	Total									
Horseed	Male									
	Female									
	Total									
Hornimo	Male									
	Female									
	Total									
Halane	Male									
	Female									
	Total									
Midnimo	Male									
	Female									
	Total									
PRIMARY TOTAL										
IFO Second		F1	F2	F3	F4					
	Sex									
	Male									
	Female									
Secondary Total										
IFO CAMP TOTAL										

New Influx Enrollment

School	Sex	Pre	S1	S2	S3	S4	S5	S6	S7	S8
Friends	Male									
	Female									
	Total									
Horyaal	Male									
	Female									
	Total									
Horumuud	Male									
	Female									
	Total									
Abdul Aziz	Male									
	Female									
	Total									
Horseed	Male									
	Female									
	Total									
Hornimo	Male									
	Female									
	Total									
Halane	Male									
	Female									
	Total									
Midnimo	Male									
	Female									
	Total									
PRIMARY TOTAL										
IFO Second		F1	F2	F3	F4					
	Sex									
	Male									
	Female									
Secondary Total										
IFO CAMP TOTAL										

Enrollment- Vulnerable Populations

School	Sex	Girl Mothers	Medical Problem	unaccompanied/child-headed household	married girls	Disabled
Friends	Male					
	Female					
	Total					
Horyaal	Male					
	Female					
	Total					
Horumuud	Male					
	Female					
	Total					
Abdul Aziz	Male					
	Female					
	Total					
Horseed	Male					
	Female					
	Total					
Hornimo	Male					
	Female					
	Total					
Halane	Male					
	Female					
	Total					
Midnimo	Male					
	Female					
	Total					
PRIMARY TOTAL						
IFO Second		Girl Mothers	Medical Problem	unaccompanied/child-headed household	married girls	
	Sex					
	Male					
	Female					

Secondary Total						
I/O CAMP TOTAL						

Enrollment by Nationality

	Pre school			Primary			Special Ed			Secondary		
	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot
Somali												
Sudanese												
Ethiopian												
Eritrean												
Congolese												
Ugandan												

	Adult Lit			Grand Total		
	Male	Fem	Tot	Male	Fem	Tot
Somali						
Sudanese						
Ethiopian						
Eritrean						
Congolese						
Ugandan						

Enrollment by Special Needs Education

	Pre school			Primary			Special Ed			Secondary		
	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot
Deaf												
Blind												
Mental H												
Physical H												
Speech dis												
Multiple												

	Adult Lit			Grand Total		
	Male	Fem	Tot	Male	Fem	Tot
Deaf						
Blind						
Mental H						
Physical H						
Speech dis						
Multiple						

B. Attendance Standard 2.1

Instruction: Please fill in the following tables once per month based on an average of the weekly attendance reports received from schools.

Total Average Student Attendance

School	Sex	Pre	S1	S2	S3	S4	S5	S6	S7	S8
Friends	Male									
	Female									
	Total									
Horyaal	Male									
	Female									
	Total									
Horumuud	Male									
	Female									
	Total									
Abdul Aziz	Male									
	Female									
	Total									
Horseed	Male									
	Female									
	Total									
Hornimo	Male									
	Female									
	Total									
Halane	Male									
	Female									
	Total									
Midnimo	Male									
	Female									
	Total									
PRIMARY TOTAL										
IFO Second		F1	F2	F3	F4					
	Sex									
	Male									
	Female									
Secondary Total										
IFO CAMP TOTAL										

Average Attendance-Vulnerable Populations

School	Sex	Girl Mothers	Medical Problem	unaccompanied/child-headed household	married girls
Friends	Male				
	Female				
	Total				
Horyaal	Male				
	Female				
	Total				
Horumuud	Male				
	Female				
	Total				
Abdul Aziz	Male				
	Female				
	Total				
Horseed	Male				
	Female				
	Total				
Hornimo	Male				
	Female				
	Total				
Halane	Male				
	Female				
	Total				
Midnimo	Male				
	Female				
	Total				
PRIMARY TOTAL					
IFO Second		Girl Mothers	Medical Problem	unaccompanied/child-headed household	married girls
	Sex				
	Male				
	Female				
Secondary Total					
IFO CAMP TOTAL					

Average Attendance by Nationality

	Pre school			Primary			Special Ed			Secondary		
	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot
Somali												
Sudanese												
Ethiopian												
Eritrean												
Congolese												
Ugandan												

	Adult Lit			Grand Total		
	Male	Fem	Tot	Male	Fem	Tot
Somali						
Sudanese						
Ethiopian						
Eritrean						
Congolese						
Ugandan						

Average Attendance, Special Needs Education

	Pre school			Primary			Special Ed			Secondary		
	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot
Deaf												
Blind												
Mental H												
Physical H												
Speech dis												
Multiple												

	Adult Lit			Grand Total		
	Male	Fem	Tot	Male	Fem	Tot
Deaf						
Blind						
Mental H						
Physical H						
Speech dis						
Multiple						

F. Demographics Standard 1.6

Total Number Teachers, Sex and Ethnicity

School	Sex	Somali	Sudan	Ethiop	Eritrean	Congolese	Ugandan	TOTAL
Friends	Male							a.
	Female							b.
	Total							
Horyaal	Male							c.
	Female							d.
	Total							
Horumuud	Male							e.
	Female							f.
	Total							
Abdul Aziz	Male							g.
	Female							h.
	Total							
Horseed	Male							i.
	Female							j.
	Total							
Hornimo	Male							k.
	Female							l.
	Total							
Halane	Male							m.
	Female							n.
	Total							
Midnimo	Male							o.
	Female							p.
	Total							
Ifo Second	Male							q.
	Female							r.
	Total							

Ratio of Female to Male Teachers

_____ : _____ (b+d+f+h+j+l+n+p+r) : (a+c+e+g+i+k+m+o+q)

Non-Teaching Staff, Managers

	Male	Female	Total
Staff	a.	j.	
Ed Officer	b.	k.	
School Insp	c.	l.	
H/Teach-Sec	d.	m.	
H/Teacher-Pri	e.	n.	
Dep H/T-Sec	f.	o.	
Dep H/T Pry	g.	p.	
Senior-Pry	h.	q.	
Total	i.	r.	

Ratio of Female to Male in School Management

_____ : _____ (m+n+o+p+q):(d+e+f+g+h)

Non-Teaching Staff, Administration

	Male	Female	Total
Staff			
Librarian			
Watch-Sec			
Watch-Pry			
Watch Adult			
Watch-Lib			
Total			

PTA Membership by Gender and Ethnicity

School	Sex	Somali	Sudan	Ethiop	Eritrean	Congolese	Ugandan	TOTAL
Friends	Male							
	Female							
	Total							
Horyaal	Male							
	Female							
	Total							
Horumuud	Male							
	Female							
	Total							
Abdul Aziz	Male							
	Female							
	Total							
Horseed	Male							
	Female							
	Total							
Hornimo	Male							
	Female							
	Total							
Halane	Male							
	Female							
	Total							
Midnimo	Male							
	Female							
	Total							
Ifo Second	Male							
	Female							
	Total							

G. Teacher Training Standard 1.6

Standard Teacher Training

	Trained	Untrained	Total
Level			
Pre-school			
Primary			
Special Ed			
Secondary			
Adult Lit			
TOTAL			

Teacher Specialty Training by School Level and Sex

	Sex	Kenya Curric	HIV/ AIDS Mains	Envir onm ent	Gend er	HESP	Agricul t	Vulnerab le populati on	Disables students
Pre- school	Male								
	Female								
	Total								
Primary	Male								
	Female								
	Total								
Special Ed	Male								
	Female								
	Total								
Second ary	Male								
	Female								
	Total								
Adult Lit	Male								
	Female								
	Total								
TOTAL									

Perform the following calculations based on the numbers above.

Teaching and Material Support

	Male	Female	A. Total	Ratio (Column A to Learners)
Learners				
Teachers (pre-unit)				
Teachers (low-prim)				
Teachers (up-Prim)				
Teachers SNE				
Classrooms				
Desks				
Total textbooks				
Latrines				

4.5 School Inspector quarterly report (camp level)

Quarter: Jan-March April-June July-Sep Oct-Dec (circle one)

Camp: _____
Inspector: _____
Date: _____

1. Audit of Facilities Standard 1.3, 2.4

Instruction: Please compile numbers found on individual school quarterly reports to fill in the camp-wide report.

	Fire extinguisher	Full First aid kits (at least 80% of supplies in stock)	Trees to provide shade on school ground	Rubbish bin available, not overflowing	Controlled access to school (fence, hedge, lockable gate)	Chairs available for teachers	Tables available for teachers	School library/reading room	Staff rooms per school	Map, Student country of origin	Kenya Map	World Map	Globe	Science kit	Portable ABC chart	Portable number chart	Laminated wall charts
Friends																	
Horyaal																	
Horumuud																	
Abdul Aziz																	
Horseed																	
Hornimo																	
Halane																	
Midnimo																	
Ifo Secondary																	

2. Teacher Training and Performance

A. Teacher training Standard 1.5

Instruction: Please compile numbers found on individual school quarterly reports to fill in the camp-wide report.

Training Type	No. of days offered	No. female teachers attending	No. male teachers attending	Total attendance
New teacher Orientation				
Lesson Planning				
Preparing work documents (scheme of work, syllabus, etc)				
Classroom management/dealing with large classes				
Participatory instruction				
Preparation of teaching aids				
Parent outreach/mobilization				
Creating positive relationships with parents and school administration				
Fundraising				
Strategic planning				
Event planning				
Gender sensitivity				
Multicultural sensitivity				
Peace education				
Environmentalism				
School health				
Agriculture				
HESP				
Other:				
Other:				
Other:				
Other:				
Other:				

B. Teacher performance

Please indicate how many schools in this camp that are using the following instructional methods. (Standard 1.3)

Teacher-Subject: _____

Subject-Teacher: _____

C. Teacher Assessments

Please compile information from the individual school quarterly reports

	A. New Hires	B. No. New hires receiving probabtionary assessment	% New hires receiving assessment (A/B)
Friends			
Horyaal			
Horumuud			
Abdul Aziz			
Horseed			
Hornimo			
Halane			
Midnimo			
Ifo Secondary			

	No. Teachers receiving annual evaluation in prev quarter	Ave participation score	Ave overall score
Friends			
Horyaal			
Horumuud			
Abdul Aziz			
Horseed			
Hornimo			
Halane			
Midnimo			
Ifo Secondary			

3. Student Performance

A. Student performance Standard 2.7

	Completion Rate	No. Repeaters	Recent graduates	No. 2nd school spots avail
Friends				
Horyaal				
Horumuud				
Abdul Aziz				
Horseed				
Hornimo				
Halane				
Midnimo				
Ifo Secondary				

4. School Discipline Standard 1.3

	No. discipline meetings held at school	No. cases arbitrated by camp discipline committee
Friends		
Horyaal		
Horumuud		
Abdul Aziz		
Horseed		
Hornimo		
Halane		
Midnimo		
Ifo Secondary		

Please compile any information about specific cases of disciplinary cases included in school-based quarterly reports. Include the school name and case type along with a description of the type of case.

Student Code of Conduct Violations

Please indicate the total number of student code of conduct violations by type which occurred during the past three months.

	Arrogance, etc	Drug abuse	Chronic absenteeism	Fighting between students	Fighting with a teacher	Stealing	Striking	Destruction of school property	Love relationship	Cheating	Punctuality	Carrying a weapon to school
Friends												
No. female												
No. male												
TOTAL Offenders												
Horyaal												
No. female												
No. male												
TOTAL Offenders												
Horumuud												
No. female												
No. male												
TOTAL Offenders												
Abdul Aziz												
No. female												
No. male												
TOTAL Offenders												
Horseed												
No. female												
No. male												
TOTAL Offenders												
Hornimo												
No. female												
No. male												
TOTAL Offenders												

	Arrogance, etc	Drug abuse	Chronic absenteeism	Fighting between students	Fighting with a teacher	Stealing	Striking	Destruction of school property	Love relationship	Cheating	Punctuality	Carrying a weapon to school
Halane												
No. female												
No. male												
TOTAL Offenders												
Midnimo												
No. female												
No. male												
TOTAL Offenders												
Ifo Secondary												
No. female												
No. male												
TOTAL Offenders												

Were any students expelled from school in the past three months? Standard 2.1

_____ No _____ Yes

Please indicate the number of boys and girls expelled:

	No. Girls	No. Boys	Total
Friends			
Horyaal			
Horumuud			
Abdul Aziz			
Horseed			
Hornimo			
Halane			
Midnimo			
Ifo Secondary			

Teacher Code of Conduct Violations Standard 1.7

	Absenteeism	Punctuality	Dishonesty	Stealing	Physical abuse	Sexual harrassment/abuse	Ineffective teaching	Failure to complete basic duties	Lack of subject matter knowledge	Failure to follow headteacher direction	Unapproved employment	Other:	Other:
Friends													
No. female													
No. male													
TOTAL Offenders													
Horyaal													
No. female													
No. male Offenders													
TOTAL Offenders													
Horumuud													
No. female													
No. male													
TOTAL Offenders													
Abdul Aziz													
No. female													
No. male													
TOTAL Offenders													
Horseed													
No. female													
No. male													
TOTAL Offenders													
Hornimo													
No. female													
No. male													
TOTAL Offenders													

	Absenteeism	Punctuality	Dishonesty	Stealing	Physical abuse	Sexual harassment/abuse	Ineffective teaching	Failure to complete basic duties	Lack of subject matter knowledge	Failure to follow headteacher direction	Unapproved employment	Other:	Other:
Halane													
No. female													
No. male													
TOTAL Offenders													
Midnimo													
No. female													
No. male													
TOTAL Offenders													
Ifo Secondary													
No. female													
No. male													
TOTAL Offenders													
IFO CAMP TOTAL													

Parent and Student Complaints

Periodically students or teachers may make a complaint to the Headteacher. Please consult the Headteacher and the Headteacher's log book to determine if any complaints were made during the past three months.

Complaint Type	No. Parent initiated Complaint	No. Student initiated Complaint	Total Complaints
Bullying/verbal abuse			
Sexual harassment			
Loss of personal property			
Physical abuse by a student			
Physical abuse by a teacher			
Other:			
Other:			
Other:			

5. Student Inclusion (Standards 2.4, 2.5, 3.2)

Assistance to students Standard 2.4

How many girls received a lamp for home study?

Standard	No.	Standard	No.
1		5	
2		6	
3		7	
4		8	

Services for Girls Standard 3.2

How many hours of tutoring were available for girls each week (on average) _____

How many girls attended a tutoring session? _____

Provision of supplies to disabled students Standard 2.5

How many blind students attend your school? _____

Of the following books, how many BRAILLE books do you have?

Level	Math Books	Language Books	Exercise Books	TOTAL TEXTBOOKS (includes all books such as science, ESL, history, etc)
S1				
S2				
S3				
S4				
S5				
S6				
S7				

Other services:

Item	No.	Item	No.
No. of deaf students		No. of sign language interpreters	
No. of students requiring hearing aids		No of hearing aids supplied	
No. of students requiring canes for blindness		No. of canes supplied	
No. of students requiring crutches		No. of crutches supplied	
No. of sports programs available to all students		No. of sports programs accessible to students with disabilities	

Are there any students in your school who were unable to receive instruction due to a disability?

Item	(Circle One)	No. Students Affected
Lack of Braille textbook	YES NO	
Lack of sign language interpretation	YES NO	
Lack of physical access to the school	YES NO	
Lack of materials		
Hearing aide		
Cane	YES NO	
Crutches	YES NO	
Other:	YES NO	

Were there any special periods held for students with disabilities? (i.e. periods offered with sign language interpreters) If so what type of period?

Period	(Circle One)	No. Periods Offered
Math	YES NO	
Literacy/Language	YES NO	
Science	YES NO	
Social Studies	YES NO	
Peace Education	YES NO	
HIV/AIDS	YES NO	
Environmental Issues	YES NO	
Other:	YES NO	

6. Parent and Student Involvement Standard 4.1

Parent involvement 4.1

How many parents made classroom observations this term? _____

Student Involvement and leadership

Please provide observations on the number of students participating in the following roles.

Activity	No. Girls	No. Boys
Club Captain		
Club Member		
Class Monitor		
Pefect		
Student-provided coaching services (tutoring, assisting teachers, etc)		

Were there any student-initiated club projects which took place in the past month?

Activity Name	Club in charge of activity	No. people reached through activity

Please provide additional descriptions of any activity listed above (i.e. what happened at the activity, lesson learned, etc)

School Wide Events Awareness Events

Please report on whether or not this school held any of the following types of events during the previous month:

Gender Event			YES	NO
Event name and date	Event type	No. of students participating in event	No. of other people reached (attendance of non-students)	
Multi-culturalism / Anti-discrimination Event			YES	NO
Event name and date	Event type	No. of students participating in event	No. of other people reached (attendance of non-students)	
Anti-FGM Event			YES	NO
Event name and date	Event type	No. of students participating in event	No. of other people reached (attendance of non-students)	

Peer Mediation

Please report on peer mediation at this school. See the peace education teacher if necessary.

Were there any peer mediated cases during the previous month?

YES NO

If so, how many? _____

Annex 5: Sample Student Bill of Rights

1. I have the right to learn without interference.
2. I have the right to participate in any school-sponsored event.
3. I have the right to work and play in a safe environment.
4. I have the right to go to school in an environment free of corporal punishment.
5. I have the right to move without interference.
6. I have the right to be touched by another person only when I choose.
7. I have the right to have my work respected.
8. I have the right to have my property respected.
9. I have the right to be listened to when I'm speaking.
10. I have the right to get help when it is my turn.
11. I have the right to express my feelings appropriately and to have my feelings respected.
12. I have the right to have my opinions respected.
13. I have the right to be involved in my school's education decisions, including committees, councils, school boards, and other venues.

*Adapted from the code of conduct developed by Martha Owen, O.S.U., faculty and students of Urban Community School, Cleveland, Ohio.

Annex 6: INEE Sample Teacher Code of Conduct

At all times, the teacher:

- Acts in a manner that maintains the honor and dignity of the profession;
- Protects the confidentiality of anything said by a student in confidence;
- Protects students from conditions which interfere with learning or are harmful to the students' health and safety;
- Does not take advantage of his or her position to profit in any way;
- Does not sexually harass any student or have any manner of sexual relationship with a student;
- Is a good, honest role model.

In the classroom, the teacher:

- Promotes a positive and safe learning environment;
- Teaches in a manner that respects the dignity and rights of all students;
- Promotes students' self-esteem, confidence and self-worth;
- Promotes high expectations of students and helps each student to reach his/her potential;
- Encourages students to develop as active, responsible and effective learners;
- Creates an atmosphere of trust.

In their professional life, the teacher:

- Displays a basic competence in educational methodology and his/her subject;
- Displays an understanding (in his/her teaching) of how children learn;
- Is always on time for class and prepared to teach;
- Does not engage in activities that adversely affect the quality of his/her teaching;
- Takes advantage of all professional development opportunities and uses modern, accepted teaching methods;
- Teaches principles of good citizenship, peace and social responsibility;
- Honestly represents each student's performance and examination results.

With respect to the community, the teacher:

- Encourages parents to support and participate in their children's learning;
- Recognizes the importance of family and community involvement in school;
- Supports and promotes a positive image of the school.

In addition to the items mentioned here, the teacher is expected to abide by all other rules and policies of the wider environment (camp, school, etc).

*Source: This code of conduct was used by UNHCR Eritrea as a model, which schools then adapted for themselves.

Annex 7: Monitoring Framework

The monitoring framework includes four overall objectives based on the Patsy Collins Trust Fund. Each objective has been matched with standards taken from the INEE and UNHCR minimum standards and includes associated indicators for measurement.

Please see the attached excel document for the full framework.

Annex 8: Potential Clients Contacted

Organization	Point of Contact	Contact Information	Notes
CARE	John Trew, Education Officer	jtrew@care.org	He put us touch with our capstone client.
CARE Kenya	Jane Stockman, Acting Education Coordinator	stockman@ddb.care.or.ke	She was our main point of contact for our capstone project. They may have other opportunities for future capstone groups interested in education in refugee settings.
Catholic Relief Services (CRS)	Eric Eversmann, Sr. Education Advisor	eeversma@crs.org	Helped connect us with CRS' country offices.
Center for Peace Building International, American University	Saji Prelis	sajiprelis1@yahoo.com 202-885-2014	Saji was planning on conducting an evaluation in Nepal and Sierra Leone to gather information on youth's perceptions of education programs implemented by donor agencies.
Education Development Center (EDC)	Paul Sully	psully@edc.org	We explored the possibility of assisting in some way with their Hidaya Project in the West Bank, perhaps assist in curriculum development http://hidaya-project.blogspot.com/2008/03/news.html
Education Development Center (EDC)-	Rachel Christina/ Hisham Jabi	rchristina@edc.org hjabi@edc.org	EQUIP III Ruwaad Project; We planned to identify ways in which the National Youth Corps in the West Bank could serve as a service learning youth empowerment model into a national level in light of sustainability and future management concerns. We were to receive funding for this project.
Mercy Corps	Annie Bertrand	abertrand@nyc.mercycorps.org	We explored the possibility of assisting in some way with their Global Youth Connectivity Program. No funding available.

Never Again Rwanda	Dr. Joseph Nkurunziza	josephnr@gmail.com	This is a local Rwandan organization. No funding available
PACT	Kipp Effinger	keffinger@pacthq.org	Kipp is a former IDS student. The project we were considering had management issues.
Seeds of Peace	Ashleigh Zimmerman	Ashleigh@seedsofpeace.org	We were asked to conduct a follow-up evaluation with youth who had attended Seeds of Peace activities to determine the impact the project has had on their lives. No funding available.
USAID Office of Conflict	Mark Hannafin	mhannafin@usaid.gov	Provided useful contacts.