

MEASURING SCHOOL SAFETY

Guidance on how education systems can diagnose, monitor, and evaluate safe school practices

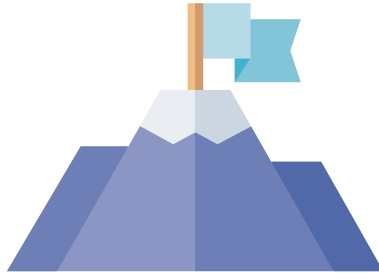


SEE APPROACH
NOTE



SAFE SCHOOLS
PACKAGE

INTRODUCTION



Objective

To provide explicit guidance for (1) policymakers, (2) practitioners, and (3) school leaders and teachers on how education systems can diagnose, monitor, evaluate, and adapt school safety supports to changing needs.



Audience

- Policymakers looking for tips to systematize measurement approaches to school safety, which would enable them to align resources with high-needs regions/schools.
- Practitioners and project teams looking for technical guidance during project identification, preparation, appraisal, and implementation.
- School leaders and teachers looking for guidance to review and assess safe school risks and programs.



[For guidance on supporting and sustaining safe school practices, see the *chapeau Approach Note \(AN\)*, which is part of the suite of the *Safe School Practices* guidance package.](#)

Schools are safe when all students, teachers, and staff can thrive in a welcoming environment that supports learning, health and well-being, and positive relationships. Promoting school safety should consider the physical and remote spaces in which education takes place as well as the non-physical aspects of the school environment, such as norms and values.

HIGHLIGHTS

- ★ **Diagnose school safety risks** to design and implement contextually relevant solutions that can be sustained long term.
- ★ **Measure the five characteristics of school safety:** Physical safety, Mental health and well-being, Instructional practices and environment, Interactions and relationships, and School connectedness.
- ★ **Collect data through** (1) school-based sources such as surveys and administrative records, (2) systemic sources such as an annual education management information system (EMIS) and large-scale assessments, or (3) measurement instruments.
- ★ **Monitor** to capture progress during implementation and inform course correction. In contrast, **evaluate** to identify the effectiveness of interventions; ascertain whether targets are met adequately; and, if not, explain the underlying reasons.
- ★ **Create stakeholder buy-in**, which is essential to gather reliable data across all stages of measurement: diagnosis, monitoring, and evaluation. As data become available, it is important to ensure that the stakeholder groups who will oversee the measurement processes are (1) aligned on the significance of measuring school safety; and (2) representative, credible, and rooted in school safety work.
- ★ Different programs develop data collection, M&E, and reporting systems with timelines (yearly, quarterly, monthly) that best reflect the duration of the implementation, priorities, budgets, technical capacity, and data availability. Evidence suggests the importance of **continuous monitoring and reporting** to capture variations in the effectiveness of inputs, processes, and results.

1. DIAGNOSE SCHOOL SAFETY RISKS

WHY: *Effective diagnoses of risks to school safety can help education systems design and implement contextually relevant solutions that can be sustained in the long-term. Diagnostic information can identify priority needs of students, teachers, and staff and thereby inform the planning and design of necessary remedies.*

Click here to jump to:

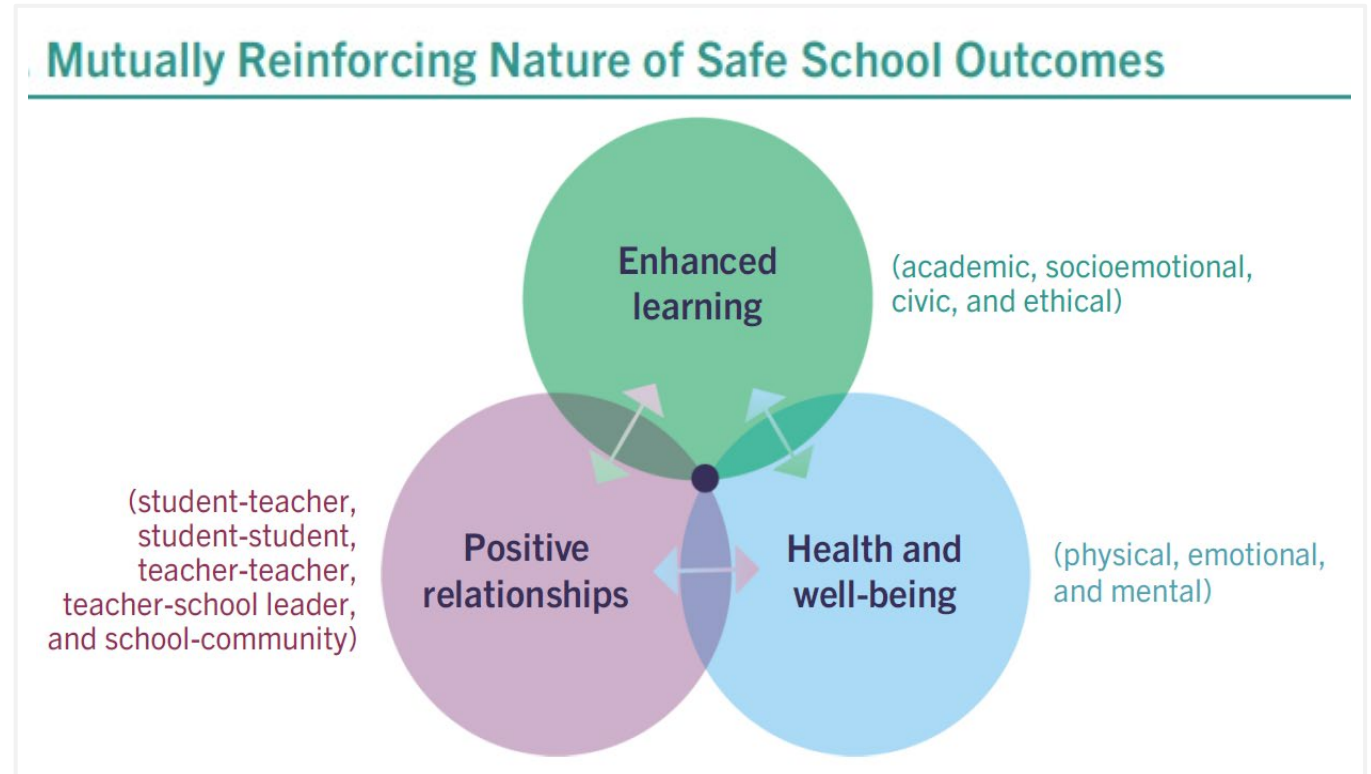
- Outcomes Associated with Safe Schools
- Measurable Characteristics of School Safety
- Data Collection and Sources
- Instrument Development
- Country Case Study: Jordan
- Instrument Examples by Characteristic and Target Audience

OUTCOMES ASSOCIATED WITH SAFE SCHOOLS

Schools are safe when all students, teachers, and staff can thrive in a welcoming environment that supports learning, health and well-being, and positive relationships. Promoting school safety should consider the physical and remote spaces in which education takes place as well as the non-physical aspects of the school environment, such as norms and values.

Safe schools are positively associated with (1) enhanced learning, (2) health and well-being, and (3) positive relationships (figure 1). Diagnostic efforts should isolate the different characteristics of these three outcomes to identify risks to school safety and thereby inform policies and practices.

Figure 1.



Do You Want to Learn More?

- For details on the negative impacts of the factors that influence the outcomes associated with school safety, refer to table B1 in the accompanying [Safe Schools Approach Note](#).

MEASURABLE CHARACTERISTICS OF SCHOOL SAFETY

Table 1. Measurable Characteristics of School Safety

CHARACTERISTIC	DESCRIPTION
Physical Safety	Safety from risks that can cause bodily harm in school or on the way to and from school, for example, from aggression, including acts of physical or sexual violence and abuse; the school physical infrastructure; or health conditions/diseases such as those that stem from poor nutrition, contaminated water, and inadequate water, sanitation, and hygiene (WASH) services.
Mental Health and Well-Being	Prevention of negative stress and symptoms of anxiety, depression, and other negative thoughts and feelings; as well as protection from psychological violence, including aggressive, harassing, disruptive and other emotionally harmful behaviors and actions of students, teachers, and/or school staff.
Instructional Practices and Environment	Safety derived from the practices and environment in which learners, teachers, content, equipment, and technologies interact to enhance learning engagement and inclusion (Adapted from OECD 2017). Instructional practices encompass the non-physical elements including teaching and learning practices; curriculum, pedagogical resources, learning materials, culture, and management. Instructional environment encompasses the physical elements including classrooms, equipment, libraries, playgrounds, toilets, kitchens, and sports facilities.
Interactions and Relationships	Positive interactions that promote social and emotional learning (SEL) and inclusion. Interactions include those between (a) student and teacher, (b) peers (student-student; teacher-teacher; teacher-school leader), and (c) school-community.
School Connectedness	Partnerships and engagement of school with the (a) families; (b) community; (c) other schools in the cluster, for example, for teacher professional development (TPD); (d) local referral services to clinics, counselors, and psychologists; (e) local after-school and extra-curricular providers; (f) museums, research institutes, and businesses; and (g) local/national disaster risk management (DRM) teams/services.

A review of global evidence on measuring school safety highlighted five interconnected characteristics (table 1).

Positive outcomes on these five characteristics will impact positively the safety of the school environment. In other words, together these 5 will contribute to achieve the 3 ultimate outcomes associated with safe schools (figure 1).

MEASUREMENTS OF SCHOOL SAFETY OFTEN USE SEVERAL DATA SOURCES

Education systems and schools should use data to inform their diagnosis. It's always best to start with data that already are available and capture safety risks. Global evidence and experiences illustrate how education systems and schools often use a mix of data sources to assess the risks associated with school safety (table 2). Data can be collected through **school-based** sources such as surveys and administrative records or can rely on **systemic** sources such as annual educational management information system (EMIS) and large-scale assessments.^a Slide 8 provides an overview of data sources used by different global programs.

International assessments also can give a high-level overview of the school safety risks, challenges, and gaps. PISA, TIMSS, and SUS are international assessments that capture certain school safety elements and are handy sources of high-level challenges. However, the items for collection may vary by years of implementation, or the data may not be representative at the regional level, making these sources insufficient to inform a diagnostic assessment if used alone.

Table 2. Types of Data Sources Used by Education Systems and Schools

School-based assessments	Surveys, interviews, or focus group discussions (FGDs) with school leaders, teachers, students, and parents.
Observations	School- or classroom-based observations of teaching practices, student engagement, and school infrastructure.
Administrative records	For example, number of school counselors, student/teacher absenteeism, and grievances.
Regional or central data	EMIS that can provide data on identified indicators; national assessments; school infrastructure assessments; and health surveys.
International assessments	For example, PISA, TIMSS, and School User Survey (SUS) questionnaires.

Note:

a. Additional data sources include task-based assessments or observations, for example, to measure SEL skills through socioemotional tests, games, or rubrics.

Tips and Additional Resources

- When possible, efforts should be made to ensure that data sources provide timely data disaggregated at the school level by populations of interest.

DATA SOURCE COMBINATIONS IN USE ACROSS DIFFERENT GLOBAL PROGRAMS

WB Project	Self-Assessments		Observations			Administrative Records	Regional/Central Data (EMIS, National Assessments)
	Surveys	Interviews	FGDs	School	Classroom		
MERIT, Malawi	xx	✓	✓	✓	✓	xx	xx
HEARTS, USA	✓	xx	xx	xx	xx	✓	xx
NC-YVPC, USA	✓	xx	xx	xx	✓	✓	✓
LARA, Uganda	✓	✓	xx	xx	✓	✓	xx
Good Schools Toolkit, Uganda	✓	✓	xx	✓	xx	✓	xx
PCYDP, Pakistan	✓	xx	xx	✓	xx	✓	xx
SCSS, USA	✓	xx	xx	✓	xx	xx	xx
Irie Classroom Toolbox, Jamaica	✓	✓	xx	✓	✓	xx	xx
Aulas En Paz, Colombia	✓	xx	xx	xx	✓	xx	xx
Washoe County School District, USA	✓	xx	xx	xx	xx	xx	xx
After School Programs, El Salvador, Honduras, Guatemala	✓	xx	✓	xx	xx	✓	xx
Education Reform Support P4R, Jordan (P162407)	✓	✓	xx	✓	xx	✓	✓
Safer, Inclusive And Sustainable Schools, Romania (P175308)	✓	xx	✓	xx	xx	xx	xx
ECE Improvement, Honduras (P169161)	xx	xx	xx	xx	✓	✓	xx
Enhancing Classroom Teaching and Resources, India (P172213)	✓	xx	xx	xx	✓	xx	✓

INSTRUMENTS TO COLLECT DATA NOT ADEQUATELY CAPTURED BY EXISTING SOURCES

New instruments can be designed and integrated in the overarching data system to collect data that is not adequately captured by existing sources. The caveats are that (1) instruments and tools to measure school safety should not duplicate existing sources of collecting reliable data; rather, (2) new instruments should build on existing data to gather more streamlined information. Table 3 provides guidance that can be adapted to inform the development of an instrument that effectively measures the varied aspects of school safety (Adapted from Faster and Lopez 2013).

Table 3. Guidance to Develop Measurement Instruments

Robust	<ul style="list-style-type: none">• Instrument should have strong reliability and validity.• Given that the respondent population is diverse, questions should be designed to limit possibility of subjective interpretation.
Field-tested	<ul style="list-style-type: none">• In an ideal scenario, the instrument should be tested repeatedly in the field to identify and address potential issues.• In low-and middle-income countries (LMIC) contexts with possible constraints, it is important to design a pilot field test. In turn, the findings from the pilot should inform improvements in the tool.
Targets relevant stakeholders	<ul style="list-style-type: none">• When possible, target students, teachers, management, school staff, parents/guardians, and community.• Ensure that different subgroups within each set of respondents are included.
Easy to administer	<ul style="list-style-type: none">• Instrument should be easy to respond to. Structure of the instrument should be easy to follow. Stakeholders in many LMIC contexts have greater demands on their time so should be anticipated to be operating in challenging administrative and social circumstances.• Instrument should not take longer than 15-20 minutes to complete.• Instrument should be translated in languages that target populations are most comfortable using. In many LMICs, multiple languages are spoken across multiple groups. To reach all groups, it is important to consider translating the instrument into different applicable languages.

Note: Slides 12-16 provide examples of the instruments along with sample items that can be modified by different schools, depending on their contexts and target audiences.

CASE STUDY: NEEDS ASSESSMENT OF SCHOOL SAFETY IN JORDAN



Background and Risks to School Safety

As part of the reforms under the National Human Resources Development Strategy 2016–2025, *to enhance teaching and learning conditions*, Jordan’s Ministry of Education (MoE) *implemented programs to help reduce incidents of school-based violence and abuse*.

The program was designed both to support education challenges within the Jordanian education system and to respond to the emergency Syrian refugee crisis. The Government of Jordan (GoJ) committed to protect Syrian refugee children’s right to education. GoJ provided free education services to these students by accommodating them in existing classrooms and instituting double shifts to meet the demand for schooling. However, the competition for scarce resources between Jordanian students and Syrian refugee students is heightening social tensions and increasing cases of school-based violence.

To enhance teaching and learning conditions, the Program for Results (P4R) financing focused on (1) improving the school physical environment and the capacity of teachers and school leaders, and (2) fostering approaches for positive student and teacher interactions and civic awareness toward schools and their communities. P4R included a dedicated focus on building a school environment that promotes tolerance and positive social behavior and provides a sense of belonging and identity for Syrian refugee children. The program also aimed to ensure that quality learning opportunities are made available to both Jordanian children and Syrian refugee children. This focus is also reflected in the Results Framework through disbursement-linked indicators (DLIs) capturing the impact of P4R on the learning experience of Syrian refugee children.

To inform practices that support enhanced teaching and learning conditions, MoE wanted to identify underlying school safety risks through a needs assessment. The assessment would inform MoE’s practices and policies in three areas: teacher preparation and management, physical school environment, and school climate--all of which contribute to teaching and learning conditions.

NEEDS ASSESSMENT OF SCHOOL SAFETY IN JORDAN *(continued)*



Needs Assessment: MoE conducted a needs assessment with the support of a private firm hired to adapt assessment instruments and administer the surveys and observations. The process fulfilled four components:

- 1. Mapping existing programs.** A mapping exercise reviewed existing programs in Jordan’s public schools that provide SEL to students and teachers. The mapping provided detail on programs under implementation, their design, coverage, and outcomes if applicable.
- 2. Collecting and analyzing school-level administrative data.** A list of indicators was identified, and data were collected at the school level (sample of schools identified). For example, data included number of incidents of violence and student absenteeism. To validate the information collected, 140 FGDs were conducted in 35 schools.
- 3. Administering a school climate survey.** The school climate survey was administered in 262 schools to students (grades 4-11), teachers, counselors, principals, and parents. An instrument was adapted and developed to capture information on (a) school safety (rules and norms, physical safety, socio-emotional safety), (b) relationships (respect for diversity, school connectedness/engagement, social support, leadership), (c) teaching and learning (socio-emotional learning, ethical and civic learning, academic learning, professional relationships), and (d) institutional environment (physical surroundings).
- 4. Student skills assessment (grades 7-10).** Administered in 49 schools, the student skills assessment used an adapted instrument that measured dimensions such as students’ self-management, self-efficacy, growth mindset, social awareness, and grit.

SAMPLE ITEMS FOR PHYSICAL SAFETY

	INSTRUMENTS	SAMPLE ITEMS
For Students	Trends In International Mathematics And Science Study (TIMSS) student questionnaire	During this school year, how often have other students from your school done any of the following things to you? (1) Hit or hurt me; (2) threatened me.
	Global School-Based Student Health Survey (GSHS)	<ul style="list-style-type: none"> • During the past 12 months, how many times were you physically attacked? • During the past 30 days, were you bullied: (1) on school property; (2) outside school property? • During the past 30 days, how were you bullied most often? (1) I was not bullied during the past 30 days; (2) I was hit, kicked, pushed, shoved around, or locked indoors; (3) I was bullied in some other way.
For Teachers/ Staff/ Management	TIMSS teacher questionnaire	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following: (1) The school is in a safe neighborhood; (2) I feel safe at this school; (3) the school's security policies and practices are sufficient; (4) students behave in an orderly manner; (5) the school has clear rules about student conduct; (6) the school's rules are enforced fairly and consistently.
	School Transition Reopening and Redesign Taskforce (STRRT) Teacher survey	I am concerned about my health (physical and mental) and safety upon returning to school: Yes; No.
	Manual on Comprehensive School Safety and Security Program (CSSSP)	<ul style="list-style-type: none"> • Are the electrical fittings in the classroom and corridors safe and secure? • Are the corridors, staircase, classroom doors, and emergency exits free from obstacles? • Is the first aid kit available in the school? • Toilets are regularly kept clean and hygienic, especially for the girls; there is a system to dispose of sanitary pads and other wastes? • Are children regularly made aware of good touch and bad touch? • Is there any shop selling harmful substances such as tobacco, alcohol, and drugs near the school?
	School User Survey (SUS) questionnaire for school leaders	What proportion of the school's classrooms/learning spaces are in (1) temporary buildings used for 3 years or fewer; (2) temporary buildings used for 4 years or more; (3) buildings (not temporary) up to 5 years old; (4) buildings 6-10 years old; (5) buildings older than 10 years but renovated in the last 10 years; (6) buildings older than 10 years but not renovated?
For Parents	STRRT Parent Survey	I am concerned about my child's health and safety upon returning to school?



Click to access the survey instruments.

SAMPLE ITEMS FOR MENTAL HEALTH AND WELL-BEING

	INSTRUMENTS	SAMPLE ITEMS
For Students	TIMSS student questionnaire	During this school year, how often have other students from your school done any of the following things to you? (1) Made fun of me and called me names; (2) left me out of games and activities; (3) sent hurtful messages online; (4) shared nasty or hurtful things about me online; (5) shared embarrassing photos of me online.
	Global School-Based Student Health Survey (GSHS)	<ul style="list-style-type: none"> • During the past 12 months, how often have you felt lonely? • During the past 12 months, did you ever seriously consider attempting suicide? • During the past 30 days, how often were most of the students in your school kind and helpful? • During the past 30 days, how often did your parents or guardians understand your problems and worries? • During the past 30 days, how were you bullied most often? (1) I was not bullied during the past 30 days; (2) I was made fun of because of my race, nationality, or color; (3) I was made fun of because of my religion; (4) I was made fun of with sexual jokes, comments, or gestures; (5) I was left out of activities on purpose or completely ignored; (6) I was made fun of because of how my body or face looks; (7) I was bullied in some other way.
	Arizona YRBS and S3 School Climate Survey	In the past 30 days, how often was your mental health not good? (Poor mental health includes stress, anxiety, and depression.)
	SUS questionnaire for students	Do you feel safe (that is, not embarrassed or afraid) in your school in the following situations? (1) I feel safe when using the toilet facilities inside school buildings; (2) I feel safe in the learning spaces in the school; (3) I feel safe in other parts of the school buildings.
For Teachers/ Staff/ Management	TIMSS teacher questionnaire	Indicate the extent to which you agree or disagree with each of the following: (1) There are too many students in the classes; (2) I have too much material to cover in class; (3) I have too many teaching hours; (4) I need more time to prepare for class; (5) I need more time to assist individual students; (6) I feel too much pressure from parents; (7) I have difficulty keeping up with all the changes to the curriculum; (8) I have too many administrative tasks.
	Nevada school well-being survey	To what extent is your well-being (physical and mental) and the well-being of your family a concern for you right now?
	SUS questionnaire for teachers	Thinking about your safety in the school and school grounds during school hours, do you feel safe in the following situations? (1) I feel safe in some parts/all parts of the school that are inside; (2) I feel safe in some parts/all parts of the school that are outside? Follow-up question: In which space(s) do you ever feel unsafe during school hours?

SAMPLE ITEMS FOR INSTRUCTIONAL PRACTICES AND ENVIRONMENT

	INSTRUMENTS	SAMPLE ITEMS
For Students	Student questionnaire for Programme for International Student Assessment (PISA)	How often do these things happen in your lessons? (1) the teacher sets clear goals for our learning; (2) the teacher asks questions to check whether we have understood what was taught; (3) at the beginning of a lesson, the teacher presents a short summary of the previous lesson; (4) the teacher tells us what we must learn.
	Nevada school well-being survey	My teachers notice if I have trouble learning something: Yes; No.
	SUS questionnaire for students	<ul style="list-style-type: none"> Which of the following spaces in your school have you used over the last week? (1) traditional class with no access to break-out spaces; (2) traditional class with direct access to break-out spaces, such as for collaboration; (3) library? Which factors in this learning space help you learn best: (1) the temperature is just right; (2) the color(s) are just right; (3) the furniture is comfortable. In which of the different spaces that you use can you see without difficulty what is displayed?
For Teachers/ Staff/ Management	TIMSS teacher questionnaire	How often do you do the following in teaching? (1) relate lessons to students' daily lives; (2) bring interesting materials to class; (3) ask students to complete challenging exercises that require them to go beyond the instruction; (4) encourage classroom discussions among students; (5) link new content to students' prior knowledge.
	TIMSS school questionnaire	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? (1) instructional materials (such as textbooks); (2) supplies (papers, pencils, materials); (3) heating/cooling and lighting systems; (4) instructional space (such as classrooms); (5) audio-visual resources to deliver instruction (such as interactive whiteboards, digital projectors); (6) resources for students with disabilities.
	Nevada school well-being survey	I receive enough support and resources to meet the unique challenges of this school year from my school administration: Yes; No.
	SUS questionnaire for teachers	<ul style="list-style-type: none"> How are learning spaces used in your school? (1) same learning space for all subjects; (2) same learning space for a given subject for at least a semester; (3) many different learning spaces as allocated; (4) students do most of their general learning in the same group in the same learning space. How often do you use the following technologies in the spaces/rooms in which you teach? (1) Interactive AV display; (2) wireless internet; (3) projector; (4) in-school laptop/notebooks; (5) desktop computers.
	SUS questionnaire for school leaders	<ul style="list-style-type: none"> Does your school provide access to (1) electricity; (2) clean drinking water; (3) single-sex basic sanitation facilities?



SAMPLE ITEMS FOR INTERACTIONS AND RELATIONSHIPS

	INSTRUMENTS	SAMPLE ITEMS
For Students	Community and Youth Collaborative Institute (CAYCI) School Experiences Survey	I have friends at school who support and care about me: Yes; No.
	Authoritative School Climate Survey (ASCS)	<ul style="list-style-type: none"> • I am comfortable asking my teachers or other adults (parents, counselor, other family member) for help with my schoolwork: Yes; No. • At my school, at least one teacher or other adult listens to what I have to say: Yes; No.
For Teachers/ Staff/ Management	TIMSS teacher questionnaire	How would you characterize each of the following within your school? (1) teachers' understanding of the school's curricular goals; (2) teachers' ability to inspire students; (3) parents' commitment to ensure that students are ready to learn; (4) collaboration between school leaders and teachers to plan instruction.



Click to access the survey instruments.

SAMPLE ITEMS FOR SCHOOL CONNECTEDNESS

	INSTRUMENTS	SAMPLE ITEMS
For Students	Inter-agency Network for Education in Emergencies (INEE)	<ul style="list-style-type: none"> • Percent of targeted learning spaces that offer referrals to specialized health, psychosocial, and protection services. • Percent of targeted learning spaces with disaster risk reduction (DRR) processes/measures in place.
For Teachers/ Staff/ Management	INEE	<ul style="list-style-type: none"> • Number of community members engaged in volunteering or supporting school infrastructure-related activities/tasks (school garden, painting classrooms, maintenance activities). • Number of community activities taking place in the school.
For Parents	National Center on Safe Supportive Learning Environments (NCSSLE)	<ul style="list-style-type: none"> • I know who to connect with at my child's school to request additional supports (such as tutoring or accommodations): Yes; No? • I have the information I need (schedule, class expectations, attendance, participation policies) to support my child's learning at home: Yes; No?



Click to access the survey instruments.

2. MONITOR AND EVALUATE SCHOOL SAFETY RISKS

WHY: *Monitoring data usually indicates the progress at any given time relative to targets and can inform ongoing course correction (Kusek and Rist 2004). Monitoring provides ongoing information about the direction, pace, and magnitude of change to determine whether the program is moving in the right direction and whether implementation is happening as intended. On the other hand, evaluation helps identify the effectiveness of interventions.*

Click here to jump to:

- Monitoring and Evaluation System
- Components of a Robust M&E System
- Indicators
- Country Case Studies : Pakistan, Jamaica, and Uganda

MONITORING AND EVALUATION (M&E) SYSTEM

MONITORING AND EVALUATION: TWO SIDES OF THE SAME COIN

Monitoring captures progress made during implementation and informs course correction. **Evaluation** helps identify the effectiveness of interventions and usually attempts to address causality: the reasons that targets are or are not being achieved.

WHAT TO MONITOR?

Monitoring is continuous and ongoing and includes:

Implementation Fidelity (Inputs and Processes)

Inputs: What is needed (materials, equipment, facilities, staff, technical capacity)

Processes: What is done (presentations, workshops, developing guides, lesson plans)

Progress (Outputs)

Outputs: What is produced immediately (number of trainings)

Budget and Financials

WHAT TO EVALUATE?

Evaluation occurs at certain periods (baseline, midline, endline) and includes:

Results (Outcomes)

Outcomes: Short-, medium-, and long-term results such as new knowledge and skills, perceptions, practice, learning outcomes, and health outcomes

Do You Want to Learn More?

- [Refer to *M&E Guidance for School Health Programs* for examples of health-related safety indicators at national and school levels.](#)
- [Check out WHO's *Injury Surveillance Guidelines* on developing information systems for the collection of systematic data on injuries.](#)
- [For developing school audits that measure levels of violence, refer to ch. 2 "The Role of a School Audit in Preventing and Minimising Violence."](#)
- [For data collection and system-wide monitoring of school-related gender-based violence, check out section 2.6 in UNESCO and UN Women's global guidance.](#)

COMPONENTS OF A ROBUST MONITORING AND EVALUATION (M&E) SYSTEM

Guidance from different sources lays out the potential key components of a robust M&E system. How and whether these components are adapted to the local context depends on specific **priorities**, such as whether to measure immediate effects or sustained improvements; and **constraints**, such as time, budget, and technical capacity. In general, evidence highlights the following key components:

- ❑ Lay out the **scope and objectives** of the M&E plan that is informed by context and diagnosis of the risks
- ❑ Develop a **logical framework**, that is, map a feasible pathway from inputs to results
- ❑ Design your M&E system including the **methods** to be used: quantitative, qualitative, or mixed
- ❑ Track each step of the logical framework by using **indicators**
- ❑ Identify **data sources** to track indicators
- ❑ Determine how findings can be **analyzed** and **disseminated** for timely decision-making
- ❑ Set up **feedback loops** that iteratively direct information to decision-making processes to inform the design and implementation of policies and practices in real time.

Do You Want to Learn More?

- [For additional details on the components, refer CDC's *M&E Checklist for K-12 Schools*.](#)
- [Click here for M&E recommendations for ministries of education \(MoEs\) to promote safety, resilience, and social cohesion.](#)
- [Read *A Compilation of Best Practices in Design, M&E in Fragile and Conflict-affected Environments*.](#)

INDICATORS

TYPES OF MONITORING INDICATORS

Process indicators monitor implementation. Process indicators show whether activities are being implemented as planned. These indicators are vital to track management and implementation of programs, use of resources, and delivery of services. Nevertheless, by themselves, indicators do not show whether outcomes have been achieved.

Outcome indicators measure results. Outcome indicators include data that show whether program inputs, activities, and outputs have improved outcomes.

MOVING BEYOND PROCESS INDICATORS TO OUTCOME INDICATORS

- ❑ M&E plans should include clear and measurable indicators that go beyond process indicators, such as those that track inputs, to those that measure outcomes.
- ❑ Outcome indicators can suggest whether the program is on track to meet intended objectives. Prioritizing outcome indicators can help draw the attention of policymakers and managers to results, as opposed to process-oriented tasks.
- ❑ To incentivize progress toward results, outcome indicators also may be linked to financing.

Source: Adapted from Akmal 2022.

REGARDLESS OF THE TYPE, INDICATORS SHOULD FOLLOW THE SMART PRINCIPLES

1. Specific	Indicators measure as closely as possible what we want to know.
2. Measurable	Indicators are specific and can be clearly measured.
3. Attributable	Indicators are logically and closely linked to the program's objectives.
4. Realistic	Data are obtainable at feasible cost with reasonable accuracy and frequency.
5. Targeted	Indicators are specific to the program's target group. In a TPD program, the target groups may include teachers, students, and trainers.

CASE STUDIES: MONITOR AND EVALUATE SCHOOL SAFETY RISKS

INPUTS AND PROCESSES



Positive Child and Youth Development Program, Pakistan

The What Works Positive Child and Youth Development Program in Pakistan was implemented to build children's socio-emotional skills, communication skills, **gender equity**, **nonviolence**, and confidence. Coaches were trained to provide structured play sessions for two-years. The intervention included (1) experiencing play, (2) reflection, (3) comparing and connecting with previous experiences, and (4) explaining how the experiences can be applied in other situations.

The program's monitoring system relied on tracking and cross validation of inputs.

- **Monitoring logs** were used to track and report on implementation of the intervention with target groups. The logs were compared with planned schedules to identify delays and challenges.
- **Monthly visits** were conducted to collect implementation data to ensure effectiveness.

OUTPUTS



The Irie Classroom Toolbox, Jamaica

The Irie Classroom Toolbox, a **violence-prevention teacher-training** program, was implemented in Jamaican preschools for children aged 3–6 years. The program aimed at reducing violence against children by teachers and class-wide child-child aggression. The Toolbox trained teachers in classroom behavior management and promoting child socio-emotional competence.

An evaluation study of the program used indicators gathered through various instruments to track the outputs.

- **Classroom observations** to track instances of violence against children (including physical abuse, verbal abuse, and psychological aggression) by teachers.
- **Classroom observations** of class-wide child-child aggression occurring at specific intervals.

OUTCOMES



Literacy Achievement and Retention Activity (LARA), Uganda

Literacy Achievement and Retention Activity (LARA) was implemented to improve early-grade reading and retention for 1.3 million students. LARA (1) strengthened educator capacity in early-grade reading in three local languages and English and (2) built a positive school climate by reducing **school-related gender-based violence** (SRGBV).

LARA has a robust M&E system that uses various instruments to periodically collect and triangulate data on program performance and impacts.

- **Qualitative interviews and surveys** on adult attitudes about gender equality and student perceptions of school climate and SRGBV.
- **School and community checklist** to monitor school climate improvement and SRGBV prevention initiative.
- **Classroom observation forms.**

3. OTHER CONSIDERATIONS

Click here to jump to:

- Stakeholder Buy-in
- Frequency of Data Collection, Monitoring, and Results Reporting

STAKEHOLDER BUY-IN IS ESSENTIAL FOR RELIABLE DATA ACROSS ALL STAGES OF MEASUREMENT

- **Stakeholder buy-in is essential for reliable data across the three stages of measurement: diagnosis, monitoring, and evaluation.** Safe school initiatives and measurement approaches to support them should be **communicated to, and informed by dialogue with,** school managers, teachers, staff, students, parents, school management community (SMC), and subnational and national government offices.
- **Building collective ownership can take different forms in different contexts:**
 - Examples from **HICs** stress the importance of leadership teams to oversee processes, set targets, and plan processes (Faster and Lopez 2013).
 - However, in **LMICs**, appointing leadership teams may not be so straightforward. In many cases, there can be potential lack of technical expertise to oversee robust diagnostic processes. In other cases, there can be a risk of political capture and internal power struggles within schools. In such contexts, in which leadership teams cannot be formed so easily, the school head or regional and central administrators can play the role of convening different groups with possibly varying perceptions on the mutually agreeable objectives of measuring and improving school safety.

Table 4. Desirable Features of Stakeholder Group Overseeing Measurement Processes

These suggestions are meant as tentative markers of what can be set out as priorities given specific issues and opportunities in different contexts.

Representative	<ul style="list-style-type: none"> • Communications and subsequent designs of processes should include representation from all relevant categories of stakeholders to capture their voices and perceptions of risks. Relevant stakeholders include school managers, teachers, parents/guardians, and students (such as representatives of high school student councils). • Many school communities are diverse with power relations determined by gender, caste, race, religion, and ethnicity. Diverse social identities should be consulted and heard to ensure collective buy-in.
Credible	<ul style="list-style-type: none"> • The means and objectives should be based on simple, easy-to-understand (and communicate) criteria to help avoid any misgivings about the process. • Consultations with all relevant stakeholders are important, especially in contexts with hierarchical social configurations, to ensure that prevailing power relations in the community are not perceived as the source of ownership of the initiative.
Rooted	<ul style="list-style-type: none"> • In some LMIC contexts, prevailing power relations and administrative/political interventions can influence the workings of the school. School leaders can work within the constraints to develop processes that are the most relevant to the objectives of improvement based on inputs from direct stakeholders as opposed to external influencers.

Source: Faster and Lopez 2013

Do You Want to Learn More?

[Go to the section on engaging stakeholders in the Reference Manual on Making School Climate Improvements](#)

FREQUENCY OF DATA COLLECTION, MONITORING, AND RESULTS REPORTING

FREQUENCY OF DATA COLLECTION AND MONITORING

Different programs develop data collection and M&E systems with timelines (yearly, quarterly, monthly) that best reflect the duration of the process, priorities, budgets, technical capacity, and availability of data. Evidence suggests the significance of **continuous monitoring** to capture variations in the effectiveness of inputs, processes, and results. Generally, the baseline for all indicators can be followed up with intermediate, and end-line measurements to track progress on results. For example, the evaluation of [Irie Classroom Toolbox Program \(Jamaica\)](#) relied on baseline measurements followed by updates after 8 months, and a 1-year follow-up. As observed earlier in the case study examples, to ensure effectiveness, tracking inputs can be developed to align with implementation.

REPORTING AND COMMUNICATION OF RESULTS TO ALL STAKEHOLDERS TO ENSURE COURSE CORRECTIONS AND IMPROVEMENTS

Timely reporting on progress of inputs and results can provide updates to relevant stakeholders and flag challenges and bottlenecks to be addressed. Like the frequency of data collection, the frequency and mode of reporting are not universal but depend on priorities and constraints. The reporting system outlined in [Nagaland Enhancing Classroom and Teaching Resources \(India\)](#) is a useful example for programs that involve close coordination among multiple stakeholders and organizations. The project also relies on engagement with relevant departments to ensure tracking of progress against targets and implementation plans. The reports with updates are prepared based on inputs from these departments.

Additional Reading(s)

This PPT is based on the accompanying *Safe Schools Approach Note: Global Guidance for Supporting and Sustaining Safe Schools*. The Approach Note (AN) provides additional details on diagnosing, monitoring, and evaluating school safety risks. Specifically, the AN provides an overview of the key factors and evidence-based strategies that are critical to school safety.

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