

STANDARD SECTOR INDICATOR CODE: ED-031-D	Teachers or School Personnel: School Libraries and/or ICT resources: Number of individuals, out of the total number the Volunteer/partner worked with, who demonstrated increased capacity to establish or maintain a school library or computer center. (ED-031-D)	
EDUCATION SECTOR	Sector Schematic Alignment Project Area: NA Project Activity Area/Training Package: ED Sector Indicators	
Type: Outcome	Unit of Measure: Individuals (Teachers or School Personnel)	Disaggregation: Sex: Male, Female

Definitions:

Partner/s – refers to the local counterpart who is co-facilitating library and/or ICT activities with the Volunteer

Increased capacity to establish a library or computer center: establish mission, goals and objectives; build support within school leadership; obtain books and other resources (library) or computers and software (computer center); obtain funding; obtain equipment and furniture; identify a space for the library or computer center; determine staffing and management; determine organization and classification of books; determine borrowing procedures or schedule for computer usage; establish library or computer center policies and procedures; develop signage and promotional activities; identify other library or computer center activities that will align with mission

Increase capacity to maintain a library or computer center: consistent implementation of the various policies, practices and procedures developed to establish the library or computer center; modify policies and procedures as needed; address challenges as they arise (staffing, security); identify best practices from other libraries, computer centers (or similar entities) that could be implemented successfully; implement strategies to maintain interest and engagement in the library or computer center

Note: There are some facets of establishing and maintaining a computer center that Peace Corps will not train the Volunteer to do (i.e., provide technical support, teach how to repair computers, install software, etc.). The role of the Volunteer in many cases will be to facilitate their partner(s) networking in the community or region to identify other resource people and organizations who can help to create or maintain a sustainable computer center.

Rationale: An increase in the number of teachers and school personnel with increased capacity to establish or maintain a school library or computer center will result in more access or consistent access to books and other resources to meet the information needs of students and teachers and improve student literacy.

Measurement Notes:

- Sample Tools and/or Possible Methods (for Peace Corps staff use):** Volunteers should use data collection tools to measure progress against project indicators. A data collection tool to measure this indicator could be based on one of the following methods—observation, interview—though there may be other data collection methods that are appropriate as well. For more information on the suggested methods, please see [Appendix I in the MRE Toolkit](#). Also be sure to check [this link](#) on the intranet page as sample tools are regularly uploaded for post use. Once a tool has been selected and/or developed for the post, staff should have a few Volunteers and their partners pilot it, and then distribute and train Volunteers on its use
- General Data Collection for Volunteer Activities:** All Volunteer activities should be conducted with the intention

of achieving outcomes – knowledge change (short-term), skills demonstration (intermediate-term), and behavioral changes (intermediate to long term) as defined by the progression of indicators within the objectives of a project framework. The progression of measurement for all Volunteer activities should begin with baseline data being conducted prior to the implementation of an activity (or set of activities), followed by documenting any outputs of the activities and then later at the appropriate time, measurements of specific outcomes (see “Frequency of Measurement”).

- 3. Activity-Level Baseline Data Collection:** Activity-level baseline data should be collected by Volunteers/partners before or at the start of their activities with an individual or group of individuals. It provides a basis for planning and/or assessing subsequent progress or impact with these same people. Volunteers should take a baseline measurement regarding the outcome(s) defined in this data sheet. Volunteers should collect baseline information early in their work with individuals, and may use their judgment to determine timing because the information will be more accurate if the Volunteer has built some trust with the individuals first. The information for the baseline measurement will be the same or very similar to the information that will be collected in the follow-on measurement (see “Frequency of Measurement”) after the Volunteer has conducted his/her activities and it is usually collected using the same data collection tool to allow for easy management of the data over time.

Because Volunteers are expected to implement relevant and focused activities that will promote specific changes within a target population (see “Unit of Measure”), taking a baseline measurement helps Volunteers to develop a more realistic snapshot of where individuals within the target population are in their process of change instead of assuming that they are starting at “0.” It also sets up Volunteers to be able to see in concrete terms what influence their work is having on the individuals they work with during their service. Please note that data collection is a sensitive process and so Volunteers will not want to take a baseline measurement until they have been able to do some relationship and trust-building with the person/people the Volunteer is working with, and developed an understanding of cultural norms and gender dynamics.

- 4. Frequency of Measurement:** For reporting accurately on this outcome indicator, Volunteers must take a minimum of two measurements with individuals of the target population reached with their activities. After taking the baseline measurement (described above), Volunteers should take at least one follow-on measurement with the same individual(s), typically after completing one or more activities focused on achieving the outcome in this indicator and once they have determined that the timing is appropriate to expect that the outcome has been achieved. Once Volunteers have measured that at least one individual has achieved the indicator, they should report on it in their next VRF.

Volunteers may determine to take more than one baseline and one follow-on measurement with the same individual (or group of individuals) for the following valid reasons:

- a. Volunteers may want to measure whether or not any additional individuals initially reached with activities have now achieved the outcome in the indicator, particularly for any activities that are on-going in nature (no clear end date);
- b. Volunteers may want to enhance their own learning and the implementation of their activities by using the data collected as an effective monitoring tool and feedback mechanism for the need to improve or increase their activities;
- c. A Peace Corps project in a particular country may choose to increase the frequency of measurement of the indicator and Volunteers assigned to that project will be required to follow in-country guidance.

In all cases, any additional data collection above the minimum expectation should be based on the time,

resources, accessibility to the target population, and the value to be gained versus the burden of collecting the data. Following any additional measurements taken, Volunteers should report on any new individuals achieving the outcome in their next VRF.

- 5. Definition of Change:** The minimum change to report against this indicator is any teachers or school personnel associated with school libraries and/or ICT resources demonstrating increased capacity to establish or maintain a school library or computer center. Regardless of how proficient in any of these areas the individual already was, demonstrating an increase in capacity after working with the Volunteer/partner is the change identified in this indicator. The demonstration of increased capacity may be from *no* capacity to *some* capacity or from *some* capacity to *more* capacity. Please note that the change can be either around learning how to establish OR learning how to maintain a school library OR a computer center. They only need to achieve one of these combined scenarios for this to be counted positively.
- 6. General Reporting in the VRF:** The “number achieved” (or numerator) that Volunteers will report against for this indicator in their VRFs is the number of teachers or school personnel associated with school libraries and/or ICT resources who, as a result of working with the Volunteer, demonstrated increased capacity to establish or maintain a school library or computer center. The “total number” (or denominator) that Volunteers will report on for this indicator in their VRFs is the total number of individuals who participated in the activities designed to meet this indicator.
- 7. Reporting on Disaggregated Data in the VRF:** This indicator is disaggregated by “Sex.” When reporting in the VRF, a Volunteer should disaggregate the individuals who achieved the outcome based on male and female gender.

Data Quality Assessments (DQA): DQAs are needed for each indicator selected to align with the project objectives. DQAs review the validity, integrity, precision, reliability, and timeliness of each indicator. For more information, consult the Peace Corps MRE Toolkit.

Alignment with Summary Indicator: ED ACCESS RESOURCES