

STANDARD SECTOR INDICATOR CODE: ED-036-D	Students: School Libraries and/or ICT resources: Number of students, out of the total number of students the Volunteer/partner served, who gained access to more reading materials or electronic resources due to the creation or expansion of a school library or computer center. (ED-036-D)	
EDUCATION SECTOR	Sector Schematic Alignment Project Area: NA Project Activity Area/Training Package: ED Sector Indicators	
Type: Outcome	Unit of Measure: Students	Disaggregation: Sex: Male, Female

Definitions:

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

“Gained Access to More Reading Materials or were better able to use and access electronic resources” includes but is not limited to— establishing a library, procuring additional books for an existing library, improving the library use system, training teachers or volunteers to staff and catalog the library; identify library or computer center activities that will enhance students’ experience of the library or computer center; setting up and running a computer center, training students in computer literacy skills, providing better or more internet access to students, training computer center staff on how to efficiently manage a computer center, or initiating instructional activities through mobile phone interaction.

Rationale: An increase in the number of students who gain more access to reading materials or electronic resources will enhance their literacy skills, increases their motivation, builds confidence and self-efficacy, and increase their academic and professional development opportunities.

Measurement Notes:

- 1. 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 .
- 2. 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 a student or group of students. 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 students, and may use their judgment to determine timing because the information will be more accurate if the Volunteer has built some trust with the students 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 students 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 students 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 students 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 student(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 student 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 student (or group of students) for the following valid reasons:

- a. Volunteers may want to measure whether or not any additional students 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 students achieving the outcome in their next VRF.

- 5. Definition of Change:** The minimum change to report against this indicator is any student gaining access to more reading materials *OR* who is better able to use and access electronic resources due to the creation or expansion of a school library or computer center. This indicator would only be selected and reported to if a school library or computer center actually was created or expanded. Therefore, please make sure indicator ED-031D and ED-038D. The increase may be from *no* access to reading materials or electronic resources to *some* access, or from *some* access to *more* access. The improvement may be from *no* use of electronic resources to *some* use or from *some* use to *more* use. Please note that the change can be either around gaining access or more effective use

but it doesn't need to be both improvements for both types of resources to count positively. They only need to achieve one of the scenarios at least once for this to be counted positively. However, the desired change is directly tied to the expansion or creation of a school library or computer center so if neither of those is part of the Volunteer's activities, they would not count a change against this indicator even if they found other ways to expand access and use of reading materials and/or electronic resources to students.

- 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 students who, as a result of working with the Volunteer, gained access to more reading materials or were better able to use and access electronic resources due to the creation or expansion of 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 students 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 students 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