

# MINIMUM EDUCATION STANDARDS

Outcome indicator

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## Indicator Phrasing

**English:** number or % of supported schools meeting locally agreed Minimum Education Standards

**French:** nombre ou % d'écoles appuyées respectant les Normes d'Education Minimales agréées au niveau local

**Portuguese:** número ou % de escolas suportadas que cumprem os Padrões Mínimos de Educação

**Czech:** počet nebo % podpořených škol, které splňují místní Minimální standardy kvality vzdělávání

## What is its purpose?

This indicator assesses to what extent the education services that your organisation supports meet the Minimum Education Standards (MES) and are therefore likely to benefit students. MES usually covers one or more of the following 5 areas: 1) children's wellbeing and learning, 2) teacher performance, 3) school management, 4) community engagement and 5) school infrastructure.

## How to Collect and Analyse the Required Data

Determine the indicator's value by using the following methodology:

1) Data collection uses several methods, such as interviews with the school director and teachers, classroom observations, attending parent-teacher association meetings and documents review.

2) Develop separate **monitoring checklists** with step-by-step guidance covering all 5 areas: children's wellbeing and learning, teacher performance, school management, community engagement and school infrastructure. Use the checklist to monitor your target schools (see the examples in the attachment below). **Define in advance how many / which points the school needs to meet** to be considered as meeting locally-agreed Minimum Education Standards.

3) MES should be **monitored at two levels:**

> If possible, local education authorities should take the lead in MES performance monitoring. Your organisation may need to provide technical and material support to the official monitors and perform independent checks.

> Target schools also conduct regular independent self-assessment of their own performance against the MES.

4) **Calculate the number and %** of supported schools meeting locally-agreed Minimum Education Standards.

## Important Comments

1) In most contexts, the **MES have to be developed by the implementing organisation through a participatory process** involving local authorities, school management, and all other relevant educational stakeholders, such as teachers, students and parents. MES should always be **based on existing governmental standards and policies**, either by translating them into specific school-level measures, or expanding their scope by adding new components. **MES usually cover one or more of the following 5 areas:** 1) children's wellbeing and learning, 2) teacher performance, 3) school management, 4) community engagement and 5) school infrastructure.

2) The MES should always be promoted, monitored and evaluated in **close cooperation with local education authorities and schools** to ensure their ownership and MES sustainability. Below you can find an example of MES and an MES monitoring checklist used by People in Need (PIN) in Ethiopia.

## Access Additional Guidance

- PIN (2015) [Example of Minimum Education Standards Used by PIN Ethiopia](#)
- PIN (2015) [Minimum Education Standards Monitoring Checklists](#)
- [INEE Minimum Standards](#)