CORE GUIDE / 09

Education M&E Field Guide

Connect student learning, teacher practice, attendance, programme quality and review routines.

START WITH A DECISION, NOT A FORM. Ask what decision the evidence should inform before deciding what to measure.

The essential idea

Education M&E is strongest when it connects learning outcomes with the conditions that support them: attendance, teaching practice, instructional time, materials, leadership and support systems.

WHY IT MATTERS	Learning outcomes matter, but they need implementation and equity context.

Build a balanced measurement frame

Learning outcomes matter, but they need implementation and equity context.

- Track student learning with appropriate assessments.
- Track teacher practice with simple observation rubrics.
- Monitor attendance and participation.
- Review instructional supports, lesson planning and coaching.
- Disaggregate results to identify groups needing support.

Use reviews to drive improvement

Regular review meetings should lead to targeted support, not generic reporting.

- Discuss what is improving and where gaps persist.
- Triangulate learning data with classroom evidence.
- Agree grade- or school-level actions.
- Track whether agreed supports were implemented.

Worked field example

A school improvement programme is introducing foundational-learning assessments and teacher coaching.

Programme question	Evidence to use	Decision it can support
Are learning outcomes improving, and are expected teaching practices visible in classrooms?	Student assessment data, classroom observation, attendance, coaching records and school review notes.	Target coaching and remedial supports by grade, skill and classroom practice gap.

Try it in your work

- Select one learning, one teaching-practice and one attendance indicator.
- Build a simple review agenda for monthly data conversations.
- Identify the student groups whose progress should be examined separately.

Common mistakes

- Using only exam marks as evidence of learning.
- Treating observation scores as punitive rather than developmental.
- Reviewing data with no time for decisions or support planning.

A stronger habit

- Use formative assessments where possible.
- Share rubrics before observation.
- Track support actions alongside outcomes.

REFLECT

What could your team stop collecting because it does not currently support a decision, accountability requirement or learning conversation?