

STANDARD SECTOR INDICATOR CODE: ENV-001	Teachers Presenting New Environmental Lessons about Environmental Issues: Number of teachers, out of the total number of teachers the Volunteer/partner worked with, who presented one or more new lessons that focus on environmental issues relevant to the country. (ENV-001)	
ENVIRONMENT SECTOR	Sector Schematic Alignment <ul style="list-style-type: none"> ● Project Area: Environmental Education and Awareness ● Project Activity Area/Training Package: Youth Environmental Education 	
Type: Outcome	Unit of Measure: Teacher	Disaggregation: Sex: Male, Female

Definitions:

Significant Environmental Issues that include, but are not limited to:

- Global climate change and its effect on the country,
- Biodiversity loss,
- Deforestation,
- Soil erosion and depletion,
- Water pollution and shortages,
- Air pollution,
- Misuse of pesticides,
- Environmentally-damaging and unsanitary management of solid waste,
- Unsustainable harvesting of plants and animals,
- Disruption of significant ecological processes and services,
- Deterioration of parks and nature reserves.

An environmental issue can also be considered significant if it is so identified:

- In a country environmental management plan.
- By a reputable and knowledgeable NGO
- By the Peace Corps country staff
- By the community where the Volunteer is working

Partner/s—refers to the local counterpart who is co-facilitating curricula activities to assist the development of lessons that focus on environmental issues with the Volunteer

Lesson – what a teacher would present to teach one particular topic in the course, e.g. how bees pollinate flowers

Rationale: An increase in the number of teachers who present new and improved lessons on environmental issues should lead to more effective teaching and enhanced student environmental understanding.

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—survey, secondary data review of lesson plans or curriculum, observation, or 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 the intranet page as sample tools are regularly uploaded for post use. Once a tool has been developed, 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 teacher or group of teachers. 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 indicator (i.e. determine whether or not a teacher in question has presented one or more new lessons that focus on environmental issues relevant to the country before working with the Volunteer) early in their work focused on presenting new environmental lessons about environmental issues. 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 the “unit of measure” above), taking a baseline measurement helps Volunteers to develop a more realistic snapshot of where teachers 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 teachers 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 teachers 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 teacher(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. Please note that successful documentation of a behavior change or new practice may not be immediately apparent following the completion of activities and may need to be planned for at a later time. Once Volunteers have measured that at least one teacher 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 teacher (or group of teachers) for the following valid reasons:

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

5. **Definition of Change:** The minimum change to report against this indicator is a teacher presented one or more new lessons that focus on environmental issues relevant to the country as compared to what was measured initially at baseline. In the case of this indicator, if the teacher the Volunteer/partner works with already taught a lesson about the negative effects of global warming before beginning to work with the Volunteer/partner, then the Volunteer would not be able to count him/her for this activity because the Volunteer's work did not actually lead to the desired change. However, if as a result of working with the Volunteer/partner, the teacher decided to start teaching lessons about how deforestation in the area affects climate, which would count because the Volunteer's work influenced the creation of a new environmental lesson.
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 who presented one or more new lessons that focus on environmental issues relevant to the country, after working with the Volunteer/partner. The "total number" (or denominator) that Volunteers will report on for this indicator in their VRFs is the total number of teachers 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 teachers who achieved the outcome based on male and female.

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: ENV. TEACHER DEVELOPMENT