



Track Record and Service Offering:

Education

2019



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// Integrity sets the international standard for
*expert services in fragile and complex
contexts*

Through our work, we transform conflict and build
Stability, Accountability and Prosperity. //

Integrity - An Overview

Integrity is an international consultancy and service provider working in fragile, conflict-affected and complex environments around the globe.

We help our clients in government, international development and the private sector to succeed in these challenging environments, while building trust and giving voice to local people. Our access and trust at a community level, combined with our global perspectives produce powerful recommendations and deliver positive and sustainable change.

Our multinational team of over 50 specialists has extensive experience of delivering complex programmes in fragile geographies across Africa, Asia and the Middle East. We operate globally with offices in the US, UK, Jordan and Kenya, and representation in Pakistan.

Our vision is to set the standard for ethically delivered, expert services in conflict, post-conflict and fragile environments and through our work to help the international community transform conflict and build stability, accountability and prosperity. We do not advocate, we listen, comprehend, recommend and implement based on evidence and learning.

Anthony Ellis,
Founding Director
and CEO, Integrity





Our Capabilities in Education

Integrity's offer covers seven service areas: (1) Project Management and Implementation, (2) Monitoring, Evaluation and Learning (MEL), (3) Research, Evidence and Analysis (REA), (4) Capacity Development, (5) Data and Knowledge Management (DKM), (6) Stakeholder Engagement, and (7) Risk Management.

Our work in Education involves providing bespoke services adapted and tailored to support the needs of the Education sector. To date, this work has predominantly focused on three of our seven services areas: REA, MEL and DKM.

REA Our **Research, Evidence and Analysis** helps to guide clients in effective design, implementation and learning from education programming in challenging contexts. We employ mixed research methods (quantitative and qualitative) to provide insights into the barriers to achieving education outcomes; including how conflict and crisis affects access to schooling, the quality of teaching practices and educational advancement. This includes political economy analyses (PEAs) of the education sector, institutional capacity assessments of education stakeholders and assessments of the functions of decentralised systems.

MEL Our **Monitoring, Evaluation and Learning** services provide the tools to measure the effectiveness, impact and sustainability of education programmes and support learning to adapt programming and better inform policy-making. We design and manage programme monitoring and conduct third-party and independent verifications including assessments of standards. We have ranked school performance, delivered qualitative learning assessments of students and conducted independent reviews of global best practices. We also undertake process and endline evaluations, including implementing surveys, Key Informant Interviews (KIIs) and Focus Groups Discussions (FGDs).

DKM Our **Data and Knowledge Management** provides intelligent and integrated knowledge management solutions, including data collection, analysis and visualisation technologies with integrated GPS mapping tools. We provide results reporting dashboards to monitor both risks and performance. We generate on the go data and real time results and create platforms to share data openly.

Integrity works with a strong network of skilled technical education experts with excellent evaluation and research expertise to deploy at short notice.

Our Education Expertise

Education Expertise: Integrity is well positioned to offer a unique combination of MEL, REA and DKM expertise together with education know-how to ultimately improve the evidence base for education programming and policy in challenging and complex operating contexts. Our work cuts across the humanitarian and development nexus and recognises that the increasing frequency and duration of emergencies means there is a growing number of children who are displaced, out of school, and whose learning is disrupted. It is in this space, where the delivery challenges are greatest and evidence of what works are weakest, that Integrity is best placed to support. Integrity's niche areas in education are:

- **Improving Education Data for Results and Accountability:** Integrity offers robust MEL and risk management systems to programmes in complex contexts, helping to provide results data for accountability to both donors and beneficiaries. We offer expertise in remote monitoring, conflict sensitive programming, conflict sensitive education and in managing sensitive issues such as child safeguarding and the protection of marginalised populations.
- **Promoting Education Best Practices and Adaptive Learning:** Integrity promotes best practice and adherence to high standards for education programming in challenging delivery contexts. Integrity is well placed to assess implementation in practice and to benchmark and determine standards of delivery. Our aim is to promote learning and improve capacity to respond in crises, accelerating better uptake of best practices and stronger evidence-based policies.
- **Building Education Research and Addressing Evidence Gaps:** Integrity helps address the research gaps and build the evidence on interventions that are efficient and effective in educating children in challenging delivery contexts. We offer excellent stakeholder engagement skills and can rigorously collect and analyse data in an ethically sound and rigorous manner, even in the most difficult environments. We seek to build the evidence base to help programmes move from emergency to recovery to longer-term programming, and specifically in key themes, such as: (1) pre-primary and lower primary education, (2) demand-side/household-level interventions, and (3) in supporting teacher quality.

Contextual Expertise: Our contextual expertise comes from working in different countries across multiple regions including the Middle East, East and West Africa. Integrity is committed to the global goals for universal and equitable education. Our clients in education include the **World Bank, USAID, DFID, FCO, Save the Children** and **ICAI**. Our research is helping to inform partners working on Education in Crisis and Conflict (EiCC), including the Education Cannot Wait initiative.



Our Track Record in Education

Since its founding in 2010, Integrity has provided a range of services in the Education Sector, including an integrated mix of Research, Evidence and Analysis **REA** Monitoring, Evaluation and Learning **MEL** and Data and Knowledge Management **DKM** services. The following programmes provide examples of our work in the sector:

Research to Improve the Quality of Teaching and Learning inside Syria

DFID / 2018 – 2019

Integrity conducted a ten-month education study representing the first wide-scale research since the start of the Syrian conflict on how teacher practice and learning spaces influence child learning and wellbeing. The research focused on analysing and assessing both teacher behaviours and learning environments for Grade 2 and Grade 3 children in areas not controlled by the Government of Syria (GoS). It adopted rigorous methods for data collection, holding consultations with nearly 6,000 informants through key informant interviews, focus group discussions and direct classroom observations to gather a wealth of primary data. The methodology also included a broad consultation process with over 250 sector stakeholders to ensure recommendations were meaningful and actionable.

REA



Syria Holistic Assessment Pilot

Save the Children International / 2018 – 2019

In support of Save the Children's implementation of an EiCC capacity development programme funded through the Whole of Syria (WoS) Education Cluster with Education Cannot Wait (ECW), Integrity piloted a newly-developed holistic education assessment instrument across northern Syria. The assessment tool was designed for Grade 2 and Grade 3 children and included three domains: (1) reading skills, (2) math skills, and (3) social and emotional skills. Integrity administered the tool to 1,500 students in northwest and northeast Syria using a rigorous sampling methodology that achieved gender parity, representative geographic sampling and interrater reliability.

REA DKM



Northeast Syria Education Service Delivery Assessment in Syria

Blumont (Funded through the USAID Syria Essential Services II Program) / 2019

Integrity is responsible for assessing the status of education in northeast Syria, including available services and needs. To do so, the team has developed a methodological framework which enables a structural review of public and non-public education systems and the services they provide at the primary, secondary, and technical/vocational levels. For each level, the team examines: (1) the administrative profile, (2) the nature of the infrastructure and materials of the services provided, (3) the profiles of teachers, students, and parents/caregivers as stakeholders of the system, and (4) what opportunities and constraints are observed based on this profile. The study adopts a mixed methods research approach, drawing on a desk analysis, as well as quantitative and qualitative data collection.

REA



Evaluation and Learning Services to the UK Prosperity Fund (Global)

UK Government / 2017 – 2022

Integrity is responsible for providing evaluation and learning services for the £1.2bn cross Whitehall UK Prosperity Fund. This includes specialised evaluation and learning services combined with sector expertise, like Education. We are responsible for the design and delivery of a three year process evaluation of the £80m global Skills for Prosperity programme targeting Higher Education and Technical, Vocational Education and Training.

MEL



Research for the Integrated Governance Activity (IGA) Program (including Education) in the DRC

USAID / 2017 – 2020

Integrity conducted a Political Economy Analyses (PEA) on the education sector to inform USAID programming and determine where support is required to make decentralised basic service delivery most effective. This analysis examines the roles, mandates and power dynamics between central and local entities in the education sector. This support helps strengthen key governance institutions in order to improve the delivery of government services at the community level, and to thus build the social contract between citizens and government.

REA



Education Sector Political Economy Analysis and MEL support for ACCELERE in the DRC

DFID and USAID / 2015 – 2017

Integrity produced a series of education sector PEAs to inform the design and implementation of the USAID/DFID Education programme in the DRC. These PEAs ultimately guided improvements in access, quality and governance of primary education in line with the DRC government's Interim Education Plan. The PEAs involved conducting in-depth field research, and findings were analysed and disseminated to donors and key stakeholders. Integrity also supported the programme by contributing to revisions of the programme's M&E Plan and Framework, including the design of logframe indicators.

REA

MEL



Large-Scale Quantitative Learning Assessment for the South Sudan Accelerated Learning Programme (ALP), South Sudan

World Bank / 2016 – 2017

Integrity conducted a large-scale quantitative learning assessment in two states in South Sudan to measure the basic reading and math skills of students in four levels of the ALP, and to test a comparison group in primary schools. The project consisted of six weeks of field data collection, and Integrity adapted the globally recognised Early Grade Reading/Math Assessment (EGRA/EGMA) to the South Sudanese context to do so. The research teams also tested the learning outcomes of 2,039 students and teachers and evaluated schools and ALP centres.

REA

DKM



Analysis of the School Ranking Policy (part of Big Results Now in Education (BRNEd)) in Tanzania

DFID / 2016

Integrity conducted research to review and develop policy recommendations for Tanzania's national School Ranking Initiative (SRI). The research assessed knowledge, awareness and incentives of the SRI amongst key stakeholders in the education system in Tanzania, its contribution to improved school education quality, the impact of SRI on stakeholder behaviour and the emergence of good practices. The findings served to inform the payment by results approach supported by the World Bank, DFID and the Swedish government, which aimed to tackle some of the systemic constraints to improving education quality in Tanzanian primary and secondary schools.

REA



Strengthening Moderate Governance Institutions through Education Services in Syria

DFID and FCO / 2015 – 2017

As the programme's research and MEL sub-contractor, Integrity provided research and M&E support to better inform key decision-makers. This included conducting stakeholder mapping and needs assessments to help strengthen DFID's technical assistance and grants to partners.

REA MEL



Girls' Basic Education in Kenya and Tanzania

Independent Commission for Aid Impact (ICAI) / 2016

Integrity contributed to an ICAI Performance Review on UK AID support to marginalised girls which focused on accessing, staying and succeeding in basic education. The review assessed the relevance, effectiveness and efficiency of DFID's education programming in Kenya and Tanzania.

MEL

ICAI Independent Commission for Aid Impact



Evaluation of the World Bank led Multi-Donor Trust Fund in South Sudan

World Bank / 2012

Integrity conducted an evaluation for the World Bank of the experience of NGOs implementing the Multi-Donor Trust Fund (MTDF) between 2005 and 2012. The objective was to understand the contribution of NGOs to delivery of basic services (covering education, health, gender, HIV/AIDS and agriculture).

MEL

THE WORLD BANK



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// Based on evidence and learning, we help clients and communities to **build trust and understanding as the basis for transformative change.**

We do not advocate,
we listen, comprehend and recommend. //

Images Credited to Anthony Ellis - CEO of Integrity

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