

M&E Rubric Template

Purpose: Provides a customizable rubric to track learning outcomes (e.g., systems thinking proficiency, empathy) and system health metrics (e.g., equity index, regenerative impact), as outlined in the framework's monitoring and evaluation (M&E) system ([Section 5](#)). This tool ensures accountability, equity, and continuous improvement, aligning with SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities).

Usage:

- **Who:** Educators, community leaders, youth councils, and M&E coordinators evaluating framework pilots or scaled implementations.
- **How:** Use the rubric to assess quantitative and qualitative metrics, disaggregate data for marginalized groups, and inform iterative adjustments.
- **When:** During quarterly reviews, annual evaluations, or real-time feedback cycles ([Section 5.1](#), [Section 5.7](#)), as part of pilot phases ([Section 4.4](#)).
- **Formats:** Editable Word document, PDF, and markdown, available in 10+ languages, with accessible versions (e.g., audio, braille, oral formats).

Equity Safeguards:

- Disaggregates data by gender, ethnicity, disability, and marginalized status (LGBTQ+, Indigenous, neurodiverse, disabled, caste-oppressed, refugees) to address disparities.
- Multilingual and low-tech formats (e.g., paper rubrics, oral assessments) ensure accessibility in low-connectivity or low-literacy regions.
- Community-led validation ensures metrics reflect local priorities and cultural contexts ([Section 5.5](#)).
- Anonymous data collection protects vulnerable participants in sensitive contexts (e.g., authoritarian regions).

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Section 1: Learning Outcomes

Purpose: Measures individual and collective learner progress in cognitive, emotional, and ethical domains, reflecting the framework's holistic goals ([Section 5.2](#)). **Instructions:**

- Assess each competency using a 1–5 scale (1 = Emerging, 5 = Advanced).
- Collect data via educator evaluations, peer reviews, self-assessments, or alternative methods (e.g., oral portfolios for neurodiverse learners).

- Disaggregate by marginalized groups to track equity.
- Target: 80% proficiency for cognitive, 75% improvement for emotional, 50% project adoption for ethical.

Rubric:

Competency	Description	1 (Emerging)	3 (Proficient)	5 (Advanced)	Data Source	Equity Notes
Systems Thinking (Section 3.2)	Ability to map and intervene in complex systems	Identifies basic system elements	Maps systems with multiple connections	Designs interventions with measurable impact	Competency rubric, project portfolios	Oral assessments for non-literate learners
Empathy (Section 3.2)	Perspective-taking and emotional resilience	Recognizes others' emotions	Demonstrates perspective-taking in group work	Leads inclusive solutions with empathy	Self-reported surveys, peer evaluations	Anonymous surveys for LGBTQ+ safety
Global Citizenship (Section 3.4)	Engagement in ethical, community-led initiatives	Participates in projects	Proposes community projects	Leads adopted policy or project (e.g., climate initiative)	Project counts, council reports	Prioritize refugee, caste-oppressed voices

Customization:

- Add local competencies (e.g., cultural preservation for Indigenous learners).
- Adjust scale or criteria to align with regional education standards ([Section 4.1](#)).

Section 2: System Health Metrics

Purpose: Evaluates the framework’s operational integrity, equity, and regenerative impact across learning hubs ([Section 5.3](#)). **Instructions:**

- Measure each metric using quantitative targets and qualitative feedback.
- Use audits, surveys, and community forums to collect data, ensuring 50% marginalized representation in oversight ([Section 5.5](#)).
- Disaggregate by region and demographic to address inequities.
- Target: 90% equity index, 100+ regenerative projects annually, 70% participation.

Rubric:

Metric	Description	Target	Measurement Method	Equity Notes
Equity Index (Section 5.3)	Diversity in hub governance and participation	90% of hubs meet diversity targets	Demographic audits, community surveys	Prioritize Indigenous, refugee representation
Regenerative Impact (Section 3.3)	Community-led restoration projects	100+ projects annually (e.g., hectares restored, carbon sequestered)	Project counts, environmental data	Indigenous-led validation of outcomes
Participation (Section 5.3)	Learner and community engagement	70% active participation in councils/projects	Attendance logs, feedback surveys	Accessible formats for disabled learners

Customization:

- Add local metrics (e.g., water quality improvement in coastal regions).
- Adjust targets based on pilot scale (e.g., 10 projects for micro-pilots).

Section 3: Qualitative Feedback

Purpose: Captures narrative and experiential impacts to complement quantitative data, ensuring holistic evaluation ([Section 5.6](#)). **Instructions:**

- Collect stories, journals, or focus group insights from learners, educators, and communities.
- Use open-ended prompts to elicit nuanced impacts (e.g., personal growth, community cohesion).
- Ensure anonymity for vulnerable groups and accessibility for non-literate participants.
- Integrate findings into global dashboard ([Section 5.8](#)) and youth stories ([Section 7.2.2](#)).

Prompts:

- Learners: “How has this project or curriculum changed your perspective or actions?”
- Educators: “What shifts have you observed in learner engagement or community impact?”
- Community: “How has this initiative strengthened our ecosystem or cultural pride?”

Customization:

- Add region-specific prompts (e.g., “How did restoring our river impact our traditions?”).
- Use visual or oral formats for neurodiverse or non-literate participants.

Section 4: Data Collection and Reporting

Purpose: Outlines methods for gathering, analyzing, and sharing M&E data, ensuring transparency and actionability ([Section 5.1](#)). **Instructions:**

- **Frequency:** Quarterly reviews, annual evaluations, and real-time feedback via mobile apps or paper forms ([Section 5.7](#)).
- **Methods:**
 - Quantitative: Surveys, rubrics, project trackers, and demographic audits.
 - Qualitative: Narrative stories, focus groups, and community forums.
- **Disaggregation:** By gender, ethnicity, disability, and marginalized status to track equity gaps.
- **Reporting:** Share results via community boards, digital platforms, and international reports ([Section 5.10](#)).
- **Adaptation:** Use predictive analytics to adjust strategies based on data trends ([Section 5.9](#)).

Customization:

- Specify local data collection tools (e.g., community radio for feedback in rural areas).
- Adapt reporting formats to stakeholder needs (e.g., visual summaries for youth).

Instructions for Use

1. **Adapt Rubric:** Customize competencies, metrics, and prompts to reflect local priorities and cultural contexts, engaging community boards ([Section 5.5](#)).
2. **Train Evaluators:** Provide 10-hour training for educators and youth on rubric use, emphasizing equity and accessibility ([Section 3.8](#)).
3. **Collect Data:** Use mixed methods (surveys, portfolios, stories) with accessible formats, ensuring marginalized group inclusion ([Section 5.1](#)).
4. **Analyze and Report:** Disaggregate data, validate with communities, and share via global dashboard or forums ([Section 5.8](#), [Section 5.10](#)).
5. **Iterate:** Adjust curricula, projects, or strategies based on findings, using real-time feedback loops ([Section 5.7](#)).
6. **Share Stories:** Integrate qualitative insights into multimedia assets ([Section 7.2.2](#)) to inspire stakeholders.

Example Use

In Kenya, this rubric was used to evaluate a regenerative project pilot, tracking 80% systems thinking proficiency among 500 learners and a 95% equity index across 20 hubs. Narrative feedback highlighted increased community pride, informing curriculum tweaks that boosted engagement by 35% ([Section 8.3](#)).

Cross-References

- M&E Framework ([Section 5](#))
- Learning Outcomes ([Section 5.2](#))
- System Health Metrics ([Section 5.3](#))
- Qualitative M&E ([Section 5.6](#))
- Global Climate Curriculum Case Model ([Section 8.3](#))
- Regenerative Project Guide ([Section 10.1](#))

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Available at [framework website](#) as PDF, Word, markdown, and accessible formats (audio, braille, oral).
Contact [globalgovernanceframework@gmail.com] for translation requests or support.