Kanjee, A. (2006) Monitoring and evaluation of Child Friendly Schools.(Paper presented a the UNICEF Education Network meeting. 28 Feb to 3 March 2006, Nairobi, Kenya).

HSRC RESEARCH OUTPUTS
3818

KANJEE A (2006 FEBRUARIE)

MONITORING ANDE EVALUATION OF CHILD FRIENDLY SCHOOLS PAPER

Monitoring & Evaluation of CFS
+
Monitoring Learning Achievement

Knowledge building session
UNICEF Education Network Meeting
Nairobi, 28 February – 3 March 2006

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Objectives

- To develop draft "core regional" CFS indicators for piloting
- Collect data to field test indicators
- Review processes and systems
- Discuss CFS framework and finalise core regional indicators

Aim of session

- Develop Draft "core regional" CFS indicators
- Agree on a process of data collection
- Brief overview – Monitoring Learning Achievement and Classroom Assessment

Process of workshop

- Continue process started at CFS workshop in August 2005
- FOCUS – at school level
- WILL NOT be able to work through the the entire process

Purpose of CFS indicators

- To determine whether the CFS are actually attaining the outcomes that they were meant to produce

CFS outcomes

- An Inclusive School
- An Effective School
- A Safe and Protective School
- An Equity and Equality Promoting School
- A Health Promoting School
- A school with community linkages and partnerships

Indicators developed in Aug 05

AN INCLUSIVE SCHOOL
Survival rate (cohort flow) to grade 5 by gender & other disparity variables
Increase proportion of grade 1 cohorts (especially girls & orphans) who reach grade 5
Reduction of # of primary school-age children out of school by gender, orphan status and disability

AN EFFECTIVE SCHOOL
Percentage of teacher who are professionally trained and qualified for ... (status, ethnic and nationality)
Existence and implementation of school management
Pass rate per grade..., % of learners achieving proficiency state in knowledge, skills and attitudes

A SAFE AND PROTECTIVE SCHOOL
Pupil: classroom and equipment and toilet ratio
Number of teachers trained in guidance and counselling and child-centered teaching
Safety monitoring system in place

AN EQUITY AND SEXUALITY PROMOTING SCHOOL
Number of school meeting the special needs of girls and children with special needs (disabled.
Reduction of # of primary school-age children out of school by gender, orphan status and disability
% of girls and orphans completing by grade
% of girls and orphans achieving in math and science above with standards

A HEALTH PROMOTING SCHOOL
Permanent teacher pupil ratio disaggregated by gender
Number of schools with water points available within 500 meters of school compounds
Number of school that have integrated health, hygiene HIV/AIDS education based on life skills, as part of curriculum

SCHOOL/COMMUNITY LINKAGES AND PARTNERSHIPS
Existence of gender-balanced constituency groups
Number of constituency groups (calling participating in monthly meetings/school development activities
Number of community mobilisation events sponsored by the community

What is an education indicator?

- **Quantitative or qualitative factor that provides a simple and reliable basis for assessing achievement, change or performance.**
- **A unit of information measured over time that can help show changes in a specific condition**

(IFAD, 2002, p A-6)

"Life-cycle" of an indicator

- **Conceptualise and develop**
  - **TODAY - we will ONLY work at this level**
- **Data collection**
- **Analysis**
- **Reporting and Dissemination**
- **Utilisation**
- **Evaluation**

Conceptualise and develop

EXTREMELY SUBJECTIVE PROCESS

- **Consult relevant stakeholders**
- **Identify major concerns/issues**
- **Translate concerns into possible outcome improvements**
- **Capture Key Outcome**
- **Develop appropriate indicator(s)**

"CREAM" of Good Performance Indicators

- **Clear** — Precise and unambiguous
- **Relevant** — Appropriate to the subject at hand
- **Economic** — Available at a reasonable cost
- **Adequate** — Provide a sufficient basis to assess performance
- **Monitorable** — Amenable to independent validation (we, 2002)

Types of indicators

- **Simple quantitative**
- **Complex quantitative**
- **Compound**
- **Indices**
- **Proxy indicators**
- **Qualitative – Open-ended**
- **Qualitative – Focused**

Quantitative Indicators: Minimum requirements

- Appropriate Title/name
- Nature and source of information
- Range of possible scores
- How to interpret score

Some Examples

Net intake rate

- Net intake rate is the percentage of all children of the official admission age who are new entrants in Grade1. It is a key parameter used for projecting school enrolment.
- It measures the extent of access of the population of the school admission age.

(National Education Statistical Information Systems, 1999)

SURVIVAL RATES BY GRADE

- Definition: Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who are expected to reach successive grades.

(UNESCO Institute of Statistics, n.d.)

School safety index

- The school safety index was constructed from school principal, parent and learner responses pertaining to perceptions of feeling safe; experiences of intimidation, bullying and sexual harassment; the carrying of weapons in school; and school activities for ensuring safety (e.g. security services, scholar patrols, fire extinguisher).

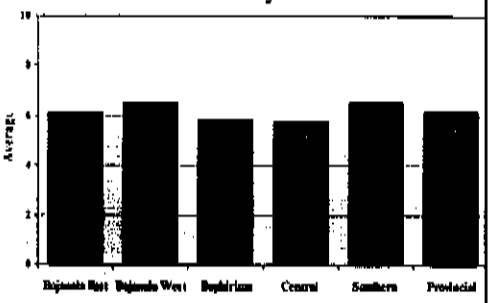
Learner Participation

- The learner participation index refers to the frequency and nature of learner interaction and participation in the learning process and comprises the following indicators: learner attitude, learner morale, learner participation in the Mathematics, Language (LOLT), and Natural Sciences class, library use, language of learning and teaching (LOLT) in the classroom, and extramural activities provided by the school. Responses were obtained from learners to questions such as: do learners play an active or passive role in their learning, do they work in groups, are they given projects and assignments, do they make use of the library, and what is their attitude towards the school and their educators?

Interpretation of index scores

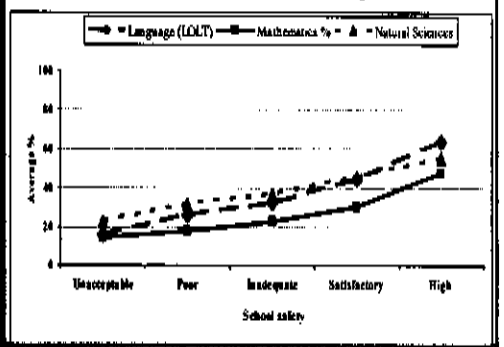
Index score range	Possible interpretations
0 to 3	Unacceptable/very low
3.1 to 5	Largely problematic/poor
5.1 to 7	Problematic/inadequate/limited
7.1 to 9	Satisfactory but could improve
9.1 to 10	Very good/high

School safety index

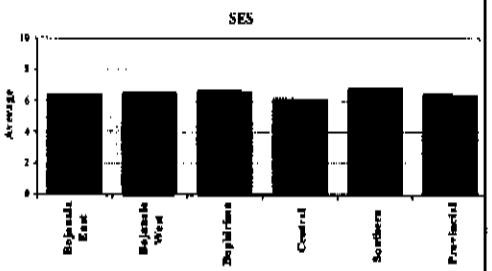


Scores for most regions were "problematic", which denoted that issues of safety were a challenge for a number of schools

Factor 3: school safety

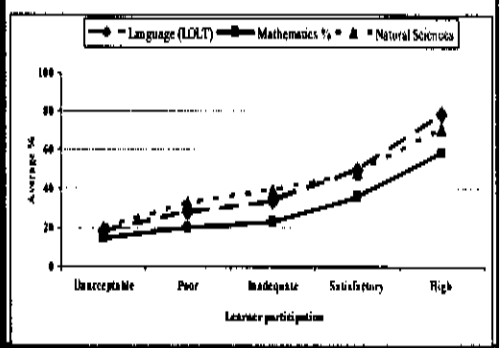


Contextual: learner participation



Learner participation was "problematic" for all regions, which indicates limited engagement by learners in the learning process.

Factor 5: learner participation



Outcomes & Indicators

Improved school governance	Existence and functionality (minutes and matters addressed) of SGBs and SMTs
More effective HR	Meeting mathematics and LOLT teacher-
More effective curriculum management	Curriculum quality assurance (management); structures/procedures for planning learning programmes; monitoring of learning programmes; existence of syllabi/learning programmes/curriculum statements; monitoring of assessment practices
More effective school administration	Effective records of learning equipment and LSMs; learner/staff attendance, and learner performance; policy/procedures for handling LSMs and assets; records/functionality of facilities and equipment; financial management; planning documents

Explanation of indicators

A composite index was constructed from the principal and teacher data to portray the effectiveness of school administration.

Contributing indicators were:

- effective administration (keeping of records of: learning equipment and the receipt thereof, attendance of teachers and learners, and learner performance);
- policies and procedures for asset and LSM management;
- the management of storage space and its contents;
- financial management and administration; and
- the existence and use of planning documents.

Lustkstld	24	6.5	4.5	2.5	4
Flagstaff	26.67	5.33	5	3.67	4
TOTAL	26.14	6.2	3.68	3.52	3.65
Maximum value	(i) 44	(ii) 8	(iii) 6	(iv) 4	(v) 4

Lustkstld	1.8	1.5	2	1	2	8
Flagstaff	2.67	1.33	2.33	1.67	2	10
TOTAL	1.88	1.62	1.53	1.56	1.71	8.27
Maximum value	(i) 3	+(ii) 3	+(iii) 3	+(iv) 2	+(v) 2	=(C) 13

School & Regional Indicators

- CFS indicators for schools – schools M&E framework - local and differs by country/region
- CORE CFS indicators for UNICEF – based on UNICEF M&E framework
- UNICEF indicators to "piggy back" on schools indicators

Group Exercise

- Each group to take ONE CFS component of indicators
- Based on the criteria discussed:
  - Determine if the information noted are "indicators"
  - If so – revise these where required,
  - If NOT – develop the indicator
- Select a rapporteur and presenter
- Write down all final/draft indicators

Sheet to complete

Revised Indicator	Source(s) of information	Comment

Assessment

- Assessment of Learner Achievement
  - Monitoring Achievement at Lower Primary
  - Every grade from 1 to 4
  - All learners assessed
  - Content areas: Life Skills, Literacy, Numeracy
- Classroom Assessment
  - To support teachers improve learning and teaching process

Classroom Assessment Example
Assessment Resource Banks
ARBs

Assessment Resource Banks

To improve the teaching and learning process by:

1. Empowering teachers conduct their OWN assessments whey THEY need to assess
2. Operationalise the learning outcomes to be attained
2. Providing specific tasks to assess learners against the curriculum outcomes.

The assessment tasks should enable educators to:

i. Obtain accurate information on learner strengths and weaknesses
ii. Ensure that learners attained specific outcomes,
iii. Record learner progress
iv. Evaluate their teaching practices
v. Use assessment as a teaching strategy

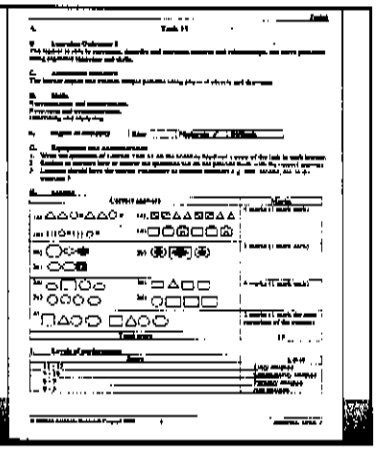
What are ARB?

- A set of tasks - comprising different "testlets" - used to assess specific learning outcomes
- Numeracy and Literacy booklets
- Grades R to 6
- Booklets comprise instructions and guidelines in English
- Assessment Tasks – English + 8 LoLT

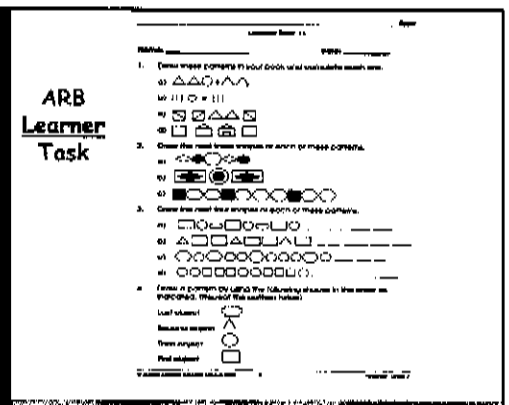
What do the ARB look like?

ARB
Intro-
duction

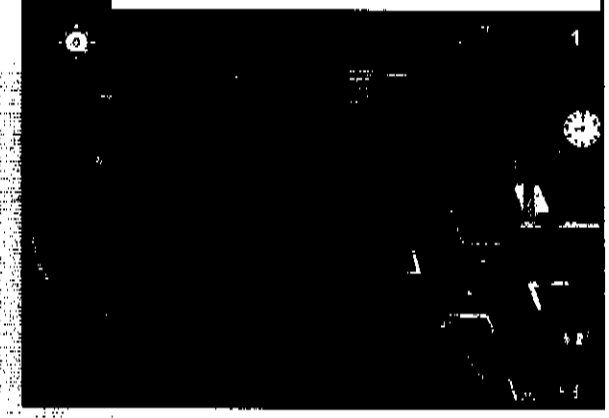
ARB
Teacher
Informa-
tion



ARB
Learner
Task



Poster: Street Scene



Use of ARBs

- As assessment tasks
- As examples for teaching
- As classroom exercises
- As homework exercises
- As exemplars to develop their own items

OUTCOME

- Project extended to Grades 4 to 6 – possibility for Grades 7 to 9
- Two new projects:
  - Classroom Assessment Resources (CARS)
  - Computerized Assessment Resources Tasks (CARTS)

Questions & Comments