

QUALITY LEARNING ENVIRONMENT MONITORING FORM – BASIC EDUCATION

TEACHER INTERVIEW GUIDE

Date of Interview	Project Name/ FSC
Interviewer Name	Respondent (s) Name: 1. 2. 3. 4.
School/Site Name	Location: _____ County; _____ Payam

Definitions for Rating Categories:

Not Applicable (NA) = An indicator is not applicable if your program or project activities do not specifically target the item.

1 = Indicator is not at all achieved: There is no evidence that any efforts have been made to achieve the monitoring indicator.

2 = Indicator is almost achieved: Some efforts to achieve the monitoring indicator are observed, although they are not yet enough to achieve the indicator. Some additional work is required to ensure the indicator is achieved.

3 = Indicator is achieved: There is consistent evidence that the monitoring indicator has been successfully reached in the learning environment.

4 = Indicator is exceeded: There is direct and consistent evidence that the indicator has exceeded education project/program-level expectations or objectives. There is evidence that a variety of methods are used to go beyond the minimum expectation set by the education project/program and ensure an exceptionally high/excellent level of quality during implementation.

Instructions for note taking / Rating

1. Use the interview guiding question in the first column to facilitate one FGD with four to 8 teachers (at least 30% women)
2. Use 2nd column to take brief notes or responses from the interviewing.
3. Once you complete the interview/ FGD, use your notes in column 2 to guide you in assigning appropriate ratings; tick the one that apply.

Indicators Ratings	Brief Notes/ Responses Rating	1 = Not at all achieved	2= Almost achieved	3 = Achieved	4 = Exceeded Project/ Program Objectives or Expectations
Guiding Principle 1: Save the Children-supported education programs meet the emotional and psychological needs of learners					
1.1 A code of conduct is in place for teachers <u>(Interview guide)</u> 1. Is there a code of conduct for learners and teachers (Y/ N) 2. If Y, is it used or enforced? 3. If Y, is it visible to learners/ do they provide regular training and guidance on it (Y/ N)		-Code of conduct does not exist	-Code of conduct exists but is not used at all or not used consistently -OR code of conduct is being developed but not yet finalized.	- Code exists and teachers and learners report that they know it and use it. -Code of conduct visible to learners and teachers (e.g. hanging on wall)	-Teachers and learners are provided with regular training and guidance on the code of conduct. .
1.2 A system is in place where learners are able to report harassment and abuse from teachers and fellow learners <u>(Interview guide)</u> 1. Is there such a system at the school level (Y/ N) 2. If Y, tell me how the system works and if used consistently		-No system exists	-Learners and teachers are aware that a system for reporting abuses exists but system is not used consistently (e.g. not used in all instances of harassment or abuse) -OR system is being developed but not yet finalized	-Direct evidence of the reporting system exists and/or teachers report that such a system exists at the school and is used consistently (e.g. used in all cases of harassment and abuse) -Follow-up mechanism to ensure resolution of conflicts and protection of the learners exists and is used	-Learners have consistent access to reporting system and are regularly encouraged to use system if needed -Information on reporting system provided to parents/community members
1.5 Teachers are trained in psychosocial support and counseling to detect cases of abuse or trauma among their students and provide support (Note: training refers to both formal and non-formal training programs).		-Teachers are not trained in how to support learners' psychosocial needs -Teachers ignore or verbally /psychologically abuse learners (e.g. make fun of learners who are upset or crying) or	-Some (less than 50%) teachers receive introductory level training /support on psychosocial support and counseling -Teachers sometimes allow learners to express themselves/their troubles in their home	-More than 50% of teachers are trained in and followed up on psychosocial support and counseling -Teachers regularly encourage learners to be confident, vocal and express themselves -Learners feel free to talk to teachers about	-Teachers actively identify learners' who exhibit signs of abuse, trauma -Teachers regularly employ follow up/reporting mechanisms to ensure learners are protected -After school hours support system/classes exist

Indicators Ratings	Brief Notes/ Responses Rating	1 = Not at all achieved	2= Almost achieved	3 = Achieved	4 = Exceeded Project/ Program Objectives or Expectations
<p>(Interview guide)</p> <p>1. Are there teachers in the school who are trained on psychosocial support and counseling? (Y/N)</p> <p>2. If Y, how many? (<50%, >50%)</p> <p>3. Ask whether any of them actively identify / report learners' who exhibit signs of abuse, trauma (Y/N)</p> <p>4. If Y, how often (Rarely/ limited, actively/ regularly)</p>		<p>do not prevent learners from abusing each other</p> <p>-Teachers ignore or do not recognize when learners are not being treated well at home or with peers in school (e.g. withdrawn, fearful, aggressive or not confident)</p>	<p>lives</p>	<p>their home and life experiences (both good and bad) and use these during teaching/learning process</p> <p>- There are established routines for teachers to report abuse or needs for further follow up by other sectors (health, police etc)</p>	
Guiding Principle 2: Save the Children-supported education programs are protective of children's physical wellbeing					
<p>2.6 Learners participate in health-promotion programs, such as deworming, nutritional (micronutrients) supplements, and health education</p> <p>(Interview guide)</p> <p>1. Does the school offer health promotion programs? (Y/N)</p> <p>2. Do learners participate in health-promotion programs (Y/N)</p> <p>3. If Y, how many learners participate(Most, All)</p> <p>4. Do teachers educate learners in health promotion/ education/ hygiene</p>		<p>-Learning site does not offer health promotion programs</p> <p>-OR learners/staff do not participate in such programs (low uptake)</p>	<p>-Most learners participate in health promotion programs</p> <p>-OR some health promotion programs are offered but a more comprehensive package of services is needed to meet all the health needs for these learners (e.g. deworming not available but first aid kits or health education sessions are available)</p>	<p>-All learners participate in health promotion programs</p> <p>-Comprehensive package of programs meeting needs of learners in this community is consistently provided meeting the needs of all learners</p>	<p>-Teachers regularly educate learners about importance and connections between their health and their educational achievement</p> <p>-Teachers use participatory, skills-focused techniques to educate learners in health promotion programs</p> <p>-Teachers reach out to parents and community members to promote health programs</p> <p>-Consistent coordination and communication</p>

Indicators Ratings	Brief Notes/ Responses Rating	1 = Not at all achieved	2= Almost achieved	3 = Achieved	4 = Exceeded Project/ Program Objectives or Expectations
Guiding Principle 3: Save the Children-supported education programs encourage and support active engagement for learners, child centered teaching, and improved learning outcomes of all learners.					
3.1 Teachers are trained on child rights and child protection (Interview guide) 1. Are there teachers who are trained on child rights and child protection in your school? (Y/N) 2. What is child rights and child protection 3. Do you know or have child protection services in school or area (Y/N) 4. How do you teachers ensure learners protection/ access protection services		-Teachers report no training on child rights and child protection -Teachers exploit or violate children's rights -Teachers do not provide learners with access to child protection services	-Teachers receive introductory level training/support on child rights and child protection -Teachers sometimes facilitate learners' access to child protection services (e.g. social workers, community mechanisms).	-Direct report from teachers of support and training on child rights/protection -Teachers ensure learners' consistent access to and encourage their use of child protection mechanisms.	-Teachers have good knowledge/understanding of child rights and child protection -Teachers actively identify learners' who exhibit signs of abuse, trauma -Teachers regularly employ follow up/reporting mechanisms to ensure learners are protected
3.7 Teachers use mother tongue of the majority of learners to further explain key concepts and support learning as needed (e.g. when mother tongue is not language of instruction) (Interview guide) 1. Ask them, Do you/ teachers in this school use mother tongue to explain key concepts to learners while teaching 2. If Y, how often do you use mother tongue (rarely/ minimally, regularly/ most of the time) 3. Ask them, Have you been trained on use of two- or many-languages in teaching		-Mother tongue instruction is not used by teachers -Teachers are not fluent or proficient in mother tongue languages of learners	-Teachers use mother tongue instruction minimally or have low level of fluency in mother tongue -Some (less than half) learners report not fully understanding lessons because of language issues	-Teachers use mother tongue or a classroom/teacher's aide is present who is fluent in learners' mother tongue to explain key concepts or ensure comprehension of all learners a majority of the time	-Teachers report continuing professional development on how to use bi- or multi- lingual education techniques in their classes

Indicators Ratings	Brief Notes/ Responses Rating	1 = Not at all achieved	2= Almost achieved	3 = Achieved	4 = Exceeded Project/ Program Objectives or Expectations
3.10 Teachers are provided continuous support to improve their practice in key areas (Interview guide) 1. Ask whether they have attended professional development workshops/ meetings in the last 1 year (Y/N). 2. If Y, how many? (<1, rarely, regularly/ consistently) 3. Ask whether they receive support from supervisors. 4. If Y, how often? (rarely, regularly/ most of the time)		-Teachers report no support from supervisors -Teachers do not regularly attend professional development workshops/meeting	-Teachers report some support from supervisors or peers (e.g. teaching clusters) -Teachers attend at least 1 workshop or professional development activity during the school year	-Teachers are regularly supervised -Teachers are consistently offered opportunities for professional development in relevant topics -Teachers participate in 2 or more professional development activities per school year	-Supervisors take into account teachers' skills and abilities when planning professional development activities -All training activities are followed up on by supervisors or school management
Guiding Principle 4: In Save the Children-supported education programs, parents and local communities are actively involved in planning, decision-making and action to improve education.					
4.1 Teachers and parents collaborate on key issues affecting learners, such as sickness, absenteeism, performance or discipline (Interview guide) 1. Do teachers and parents collaborate on key issues affecting learners (Y/N, which? 2. If Y, how often (<i>rarely, regularly</i>) 3. If Y, ask for evidence / result of the collaboration		-Teachers and parents do not communicate about key issues -	-Teachers are able to schedule at least 1 meeting during school year with parents on key issues	-Teachers and parents are able to speak consistently about key issues	-Consistent evidence of successes due to collaboration between parents and teachers (e.g. refurbished classrooms, school feeding programs, reduced absenteeism of students and teachers)
Overall Rating: Has this learning environment “achieved” or “exceeded” all four guiding principles? [Check yes if 50% or more of all indicators for all 4 principles were given ratings of 3 or 4.] Yes <input type="checkbox"/> No <input type="checkbox"/>					

FINAL COMMENTS