

QUALITY LEARNING ENVIRONMENT MONITORING FORM –BASIC EDUCATION

HEAD TEACHER QUESTIONNAIRE

Date of Interview	Project Name
Interviewer Name	Respondent Name:
School/Site Name	Location: _____ County; _____ Payam
School enrolment: Total _____ Boys; _____ Girls _____	Student: Teacher Ratio
Type of SC Intervention (check all that apply): <input type="checkbox"/> Provision of teaching and learning materials <input type="checkbox"/> In-service teacher or pre-service training with particular attention to child-centered and gender-sensitive methodologies. <input type="checkbox"/> Promote inclusion in curriculum and training on safety measures, health promotion, tolerance and diversity, or mother tongue instruction <input type="checkbox"/> Promote the establishment of student groups in schools, or student participation in School Management Committees (SMC) or School Boards <input type="checkbox"/> Teacher training on participatory teaching methods to improve children's participation in the classroom and the learning process. <input type="checkbox"/> Train teachers on alternatives to corporal punishment and degrading treatment, and on child rights and protection issues <input type="checkbox"/> Introduce a code of conduct for teachers/students. <input type="checkbox"/> Promote parent participation in PTAs/SMCs or School Boards <input type="checkbox"/> Engage communities in establishing mechanisms to protect children from threats en route to school and in school. <input type="checkbox"/> Other type of intervention (Describe: _____)	Length of SC Support (check one): <input type="checkbox"/> Less than 6 months <input type="checkbox"/> One year or less <input type="checkbox"/> 1-2 years <input type="checkbox"/> More than 2 years

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 interviews or FGD
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; circle 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 learners and teachers (Y/ N) <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 in place where learners are able to report harassment and abuse from teachers and fellow learners (Y/ N) <u>(Interview guide)</u> 1. Is there such a system at your school (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 and learners report that such a system exists at the school level and is used consistently (e.g. used in all instances 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)		-Teachers are not trained in how to support learners' psychosocial needs -Teachers ignore or verbally /psychologically abuse learners (e.g.	-Some (less than 50%) teachers receive introductory level training /support on psychosocial support and counseling -Teachers sometimes allow learners to	-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	-Teachers actively identify learners' who exhibit signs of abuse, trauma -Teachers regularly employ follow up/reporting mechanisms to ensure

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<p>(Interview guide)</p> <p>1. Ask whether there are teachers who are trained in psychosocial support and counseling in the school? (Y/N)</p> <p>2. If Y, how many? (<50%, >50%)</p>		<p>make fun of learners who are upset or crying) or 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>express themselves/their troubles in their home lives</p>	<p>express themselves</p> <p>-Learners feel free to talk to teachers about 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>	<p>learners are protected</p> <p>-After school hours support system/classes exist</p>
Guiding Principle 2: Save the Children-supported education programs are protective of children's physical wellbeing					
<p>2.5 Schools and other learning environments are accessible and/or located in close proximity to the populations they serve.</p> <p>(Interview guide)</p> <p>1. What is the average distance travelled by most learners to school</p> <p>2. What is the average distance travelled by most teachers to school</p>		<p>-Learning environment is not easily accessible to learners and/or staff</p> <p>-Staff or learners must walk great distances (varies by country) 5KM or more or travel through difficult terrain to access school (no transportation available)</p>	<p>-Learning environment is somewhat accessible to learners and staff (distance between 2-5KM)</p> <p>-Learners mostly travel with adult escorts to school (depending up on the age of the learners)</p> <p>-Potential dangers exist en route to school</p>	<p>-Learning environment is accessible and close to learners and staff (less than 2KM)</p> <p>-Learners' safety to and from school is ensured by parents, community members or school staff (e.g. through escorts, mini-buses)</p>	<p>- Learning environment is accessible and close and learners (especially the youngest) are escorted by adults to ensure their safe travel to and from school</p> <p>-Transportation (e.g. bicycles, buses) available to and from school for all learners (e.g. coordinated by school staff or parents)</p>
Guiding Principle 3: Save the Children-supported education programs encourage and support active engagement for learners, child centered teaching, and					

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improved learning outcomes of all learners.					
3.1 Teachers are trained on child rights and child protection <u>(Interview guide)</u> 1. Are there teachers who are trained on child rights and child protection in your school? (Y/N) 2. If Y, how many? (<50%, >50%) 3. How do teachers ensure learners/ child protection		-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
3.3 Learners participate actively in decision making activities in their schools (e.g. through children's club or representation in SMC) <u>(Interview guide)</u> 1. Do learners participate in decision making activities in your school (Y/N) 2. If Y, how often (Rarely/ limited, actively/ regularly) 3. If Y, in which way? Probe if they advocate to be involved		-No children's group exists -Learners are not permitted to participate in SMCs -School staff do not include learners in decision making processes	-Children's club exist but is not active -Limited learner participation in decision making processes -Learners not regularly encouraged to lead activities	-Children's club is formed and active -Learners' are regularly consulted in planning of school events and activities and/or school decision making processes -Learners consistently encouraged to take leadership role in classroom activities and in school events or decision making	-Learners advocate for their engagement and involvement in school activities and decisions -Children's club activities extend to the community (e.g. following up on absent children) -Learner representative on groups such as PTA or SMC
3.4 Teachers are present for their classes <u>(Interview guide)</u> 1. Ask to see teacher attendance records 2. Is there a system in place to track and penalize continually absent teachers		-Most (75%) or all teachers regularly miss or skip classes -Teachers are asleep or inebriated during class, or ignore learners	-Some (less than half) teachers are present, but some miss or skip classes -OR some (less than half) teachers may be present for part of the class but not the full	-All teachers are present or have excused absences from classes they teach -Teachers provide instruction throughout the full class period	-Teachers and school management have a system in place to track and penalize missing or continually absent teachers -Learners are encouraged to report

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			class period	-The school has an average teacher absenteeism rate (differs by country)	on teachers who are not present for their classes -School has an active roster of substitute teachers to call upon
3.11 The program uses validated assessment strategies (either informally on an ongoing basis or formally, at specified times). <u>(Interview guide)</u> 1. Is there a validated assessment used to evaluate learning and development (Y/N) 2. If Y, explain the assessment techniques are used		No assessments are used OR limited range of assessment techniques are used	- Opportunities for individual interactions are rare, infrequent or not present, limiting facilitators' ability to use individualized information to adjust learning experiences - Information gained from assessment not regularly used to guide decisions on instructional practice or is ignored	- Some assessment techniques used regularly with individuals and groups - Opportunities for individual interaction that provide information relevant to children's ongoing development and learning -Information gained from assessments taken into account when making decisions about instructional practices	-Range of assessment techniques used flexibly and regularly with individuals and groups - Multiple opportunities for individual interactions that provide information used to evaluate learning and development -Communication with outside specialists and use of outside resources to inform instructional strategies with children -Assessment information used to evaluate and adjust instructional practices to ensure children's growth and achievement
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		-Teachers and	-Teachers are able to	-Teachers and parents	-Consistent evidence of

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collaborate on key issues affecting learners, such as sickness, absenteeism, performance or discipline <u>(Interview guide)</u> 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		parents do not communicate about key issues -	schedule at least 1 meeting during school year with parents on key issues	are able to speak consistently about key issues	successes due to collaboration between parents and teachers (e.g. refurbished classrooms, school feeding programs, reduced absenteeism of students and teachers)
_____ Check here if 50% or more of indicators for Guiding Principle 4 were given ratings of 3 or 4.					
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 (Please provide any important contextual/environmental information below that may have impacted (either positively or negatively) the ratings assigned to this learning environment. Examples include events outside of your office’s control, such as conflict, natural disasters, and unexpected cuts in funding. Please use additional paper if more room is necessary.