

**2015 QUALITY LEARNING ENVIRONMENT MONITORING FORM FOR CENTER-BASED, COMMUNITY-BASED, OR
WORK-BASED ECCD PROGRAMS**

Date of Observation November 24 , 2015 Time Observation Started: 10.00 Time Observation Finished: 13.30	Project Name Promoting children's rights in education and their holistic development (ECCD component)
Observer Name and Position	Age group observed (# of children/age group) 3-4 yrs old children (10 & 3) 4-5 yrs old children (10) 5-6 yrs old children (3)
Program/Site Name	Location of Program/Site Village of Rripe- Gurre Commune- Mat
Setting (check one): <input checked="" type="checkbox"/> Center-based <input type="checkbox"/> Community-based <input type="checkbox"/> Work-based Other, please specify: _____	Number of children enrolled in class: Total: 26 children (13 F, 13 M) Number of children in attendance on day of monitoring visit: 11 children (7 girls; 4 boys) Child: Facilitator Ratio – 1 teacher/26 children Average daily attendance is 15-17 children/day
Type of SC Intervention (check all that apply): <input checked="" type="checkbox"/> 1. Provision of <u>teaching and learning materials</u> <input checked="" type="checkbox"/> 2. <u>Teacher/facilitator training</u> (also check correct theme(s) below). <input checked="" type="checkbox"/> 2a. Child-centered and gender-sensitive methodologies <input type="checkbox"/> 2b. Emergent literacy and numeracy approaches <input checked="" type="checkbox"/> 2c. Participatory teaching methods (e.g. use of “corners”, visual and performance arts,	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 checked="" type="checkbox"/> More than 2 years

<p>or another non-conventional non-rote teaching style)</p> <p><input checked="" type="checkbox"/> 2d. Alternatives to corporal punishment and degrading treatment</p> <p><input checked="" type="checkbox"/> 2e. Promote inclusion in curriculum and training on topics such as safety measures,</p> <p>health promotion, tolerance and diversity, or mother tongue instruction</p> <p><input type="checkbox"/> 2f. Other teacher training theme (describe: _____)</p> <p><input checked="" type="checkbox"/> 3. Promote <u>parental involvement</u>, through:</p> <p><input type="checkbox"/> 3a. School management committee (decision making board)</p> <p><input checked="" type="checkbox"/> 3b. Parent education (e.g. parent workshops, family nights or outings, etc.)</p> <p><input type="checkbox"/> 3c. Other parent involvement activity (describe: _____)</p> <p><input type="checkbox"/> 4. <u>Community safety</u> (e.g. Protect children from threats en route to program and during _____ program)</p> <p><input type="checkbox"/> 5. <u>Health and nutrition</u>:</p> <p><input checked="" type="checkbox"/> 5a. Programs includes health education (e.g. on hand washing, tooth brushing, varied diet)</p> <p><input type="checkbox"/> 5b. Program provides health services (e.g. deworming, referrals, vitamin supplementation, screening, vaccinations) with links to local health clinic</p> <p><input checked="" type="checkbox"/> 5c. Program improves the water, sanitation and hand washing facilities</p> <p><input type="checkbox"/> 5d. Other (e.g. well child check-ups, vaccinations)</p> <p><input type="checkbox"/> 6. <u>Other type of intervention</u></p> <p>Describe: _____)</p>	<p>Facilitator Background (# facilitators per category):</p> <p>Number of facilitators observed teaching by length of time working in school/site: 1 teacher (Susana Cupid)</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1-3 years</p> <p><input checked="" type="checkbox"/> More than 3 years</p> <p>Number of facilitators interviewed by length of time working in school/site:</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>There is only 1 teacher in kindergarten and the one was interviewed.</p>
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Definitions for Rating Categories:

Not Applicable (NA) = An indicator is not applicable if your program or project activities do not specifically target the item. For example, if your project deals with program refurbishment or construction, you can score NA to items that do not deal with a program or learning site's physical environment. **For items which you select NA, you must provide a justification to support your choice in the space below.**
Note: A consultative process is required prior to data collection to decide which items may not be applicable (NA) to your program or country context. Your office should propose and confirm this list with the EdGI M&E Advisor (or regional education advisors) prior to data collection.

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 level 3 has been achieved and 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.

Use of Supporting Examples:

Concrete examples should be noted in the margins of this form or on additional sheets of paper during the observation to help you and your team assign the correct rating/score to each indicator and provide the necessary evidence to justify your rating/score.

For further information on how to use this tool:

Please see the accompanying QLE Data Collection Manual for further information.

Indicators Ratings	Scoring/ pikezimi	Notes from observation, interview, focus groups	Comments/feedback
Guiding Principle 1: Save the Children-supported ECCD programs are safe and protective of children's health and wellbeing.			
1.1 An area or space for activities and play exists that is safe for all children. Item Score: 1 2 3 4	3	There is one Classroom that accommodates all 26 children. That is safe for children. Kindergarten is newly constructed (in 2012); good roofing, well maintained windows and doors. Furniture (tables, chairs, shelves) in good condition and with rounded corners. Play area covered with carpet. Children do not have hurdles while moving from one area to another. Classroom enough space to accommodate 26 children. Outside playground is well fenced for protection but lacks play equipments.	Outdoor playground not equipped (previously the slide was broken and children were not using it)
1.2 Safe drinking water is available for children and caregivers. Item Score: 1 2 3 4	3	Safe drinking water is regular. Water supply is constant and is used for consumption during the day. Supply pipeline has a water pump installed to pump in enough water. However, during the day of the visit, water supply was interrupted for the whole village and the kindergarten was using water from the stored large bottles.	
1.3 Adequate sanitation facilities are available and used for all children. (Note: acceptable ratio of learners to latrines to be locally determined) Item Score: 1 2 3 4	3	There is approximately 1 toilet per 13 children (or based on daily attendance 1 toilet/6 children). Toilets were clean during all day, though one of the toilets had the flushing mechanism broken. Cleaner was using bucket of water to flush the toilet in that specific toilet. There was liquid soap available for children to wash their hands. Teacher encourages & reminds children to wash their hands after toileting and before and after having meals.	<p>The toilets (latrines) are not for child size. However based on local culture, the children are using more the Turkish style toilet)</p> <p>For future reference in case of kindergarten reconstruction, it should be a requirement for having child size latrines and facility accessible for children with special needs.</p>
1.4 ECCD settings are accessible to the populations they serve in terms of hours, locations and fees. (Note: acceptable	2	The kindergarten is in proximity (less than 2 km) to children's homes. The kindergarten operates a half day program from 08.30 -13.00 (MOE's standard). Parents or older siblings (students in basic education) accompany them to kindergarten. Families of children do not pay any fee for materials, heating or food including the lunch	(N/A for SC as it doesn't cover this aspect in terms of scoring)

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<p>walking distances may differ across countries. If the distances included here are not acceptable in your country, please make note of this in the form and inform the EGI M&E Advisor).</p> <p>Item Score: 1 2 3 4</p>		<p>children get in the kindergarten are funded by SC. (6 children accompanied by parents or older siblings have to walk for 1 hour to get to kindergarten.</p>	
<p>1.5 The ECCD environment is free of abusive behaviour and physical, humiliating punishment.</p> <p>Item Score: 1 2 3 4</p>	2 - 3	<p>Based on classroom observation, the assessor didn't notice any abuse behavior (like smacking, shouting) but the general opinion tracked by discussions with parents in focus groups (2013-2014) they stated that as means of disciplining children, shouting at them/smacking is a common way of disciplining children.</p> <p>Children didn't point out any complaint (assessor had a chance to talk to two 5-6 years old boys about their activities).</p>	
<p>YES Check here if 50% or more of indicators for Guiding Principle 1 were given ratings of 3 or 4.</p>			
<p>Guiding Principle 2: Save the Children-supported ECCD programs meet the physical, social-emotional, linguistic and cognitive developmental needs of young children.</p>			
<p>2A. Children's Physical Developmental Needs</p>			
<p>2.1 Children are active and have the opportunity to engage in diverse gross motor physical activities (e.g. running, climbing, crawling, play with ball, swinging etc.).</p> <p>Item Score:</p>	3	<p>Children have opportunities to move. There is an outdoor playground (sand & water available) but other equipment like slide, & swing are taken away as they were broken. Teacher stated that they play go outside when there is good weather (approximately 2- 3 times/week. The classroom is equipped with materials to promote gross motor skills (ball, hoops, ropes) – teacher stated. The assessor didn't see any large balls (only small balls to be used by hands).</p> <p>All children had the opportunity to play by running to reach a target (split into 2 teams to reach the napkins).</p>	

Indicators Ratings	Scoring/ pikezimi	Notes from observation, interview, focus groups	Comments/feedback
1 2 3 4 2.2 Children are active and have the opportunity to engage in diverse fine motor physical activities (e.g. drawing, molding, playing with sand and water, threading beads, using scissors, etc.). Item Score: 1 2 3 4	3	<p>There are available materials for fine motor activities, like scissors (mostly for 5-6 yrs old children), play dough, pencils, and markers. Sand and water materials –were stored and not used by children. There were no water colors and brushes available but there were markers, crayons available that children were making use of. Children were engaged in coloring (3-4 age) and writing (5-6 age).</p> <p>Children didn't clean up/tidy up toys to take them back to containers and they were cleaned up by the teacher.</p> <p>Children used to put on their shoes by themselves without teacher's help when leaving the kindergarten. Teacher/cook helped them wear the coats and button them..</p>	Children should be instructed to clean up/tidy up toys and materials after playing as teacher did that.
2.3 Children receive a minimum package of health services (e.g. deworming, micronutrients supplements, and growth monitoring, vaccination) based on local health needs and national guidance. (Note: health services a school should provide should be based on local health needs and national guidance). Item Score: 1 2 3 4	3	<p>Usually parents take care of immunization of children and children have their filing with the health clinic.</p> <p>In September 2015, a child was diagnosed as anemic by GP.</p> <p>A member of the medical unit talked to parents about oral care.</p> <p>Children brush their teeth in kindergarten.</p>	

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2.4 Learners participate in regular skills based health education in school. (Note: How health education takes place and what topics are covered depends on national guidance.).	3	<p>Health education topics are incorporated in the monthly themes they cover. i.e. talking about winter – they may talk what they do to get protected from cold; talk about daily habits that prevent flu viruses; teeth brushing (children brush their teeth in kindergarten) etc.</p> <p>What is mentioned above is not reflected in the daily schedule, weekly or monthly schedule</p> <p>Lunch (eating) is an opportunity for learning as well. Children were encouraged to wash their hands before and after eating. The teacher was sitting to eat with children offering an opportunity of eating and enjoying together as well as safety.</p> <p>When parenting sessions were conducted with parents on child rearing practices, the teacher was not present in any of them.</p>	
2B. Children's Social – Emotional Developmental Needs			
2.5. Children are provided with opportunities to participate in daily interactions with the facilitators and other children that support development of their identity, and their ability to express and regulate emotions and behavior. Item Score: 1 2 3 4	2-3	<p>Children have opportunities to select materials. By the time the assessor was observing, children were split up in small working groups: one group engaged in writing letters & words, 2nd group working on numbers (numeracy), 3rd group on coloring. After that teacher led a gross motor skill activity for about 20 min. Later children got ready for the lunch. After lunch children were engaged individually & in pairs with reciting poetry, playing musical instrument and some story telling. This went on for 30 min.</p> <p>The teacher was observing & helping them rather than interacting with them</p> <p>Children pick up materials by themselves but the shelves are not labeled. Classroom rules are not evident (though teacher stated that</p>	

Indicators Ratings	Scoring/ pikezimi	Notes from observation, interview, focus groups	Comments/feedback
		they emphasize rules on daily basis) and the activity centers were not clearly established. For that reason, distraction of children may easily happen.	
2.6 Facilitators are trained in child rights and child protection in an ECCD context (including 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). Item Score: 1 2 3 4	1	<p>The kindergarten teacher has participated very rarely in the staff capacity building program (including among others topics about child rights and child protection) as she was not available on Saturdays, when training workshops have taken place.</p> <p>Nor has she taken part in all workshops for parents of kindergarten children (see point 3.4 for details)</p> <p>Children's rights are displayed in A4 format for adults only.</p>	
2C. Children's Linguistic Developmental Needs			
2.7 ECCD facilitators/ caregivers use home language of the majority of children, when possible or are bi-lingual to build upon a young child's language development abilities, or they are using local assistants (Note: requires consultation with children and caregivers).	3	Teacher used plain language with all children in order to be comprehensive to children. Sometimes local dialect is quite evident as children and teacher share same local culture and traditions.	

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Item Score: 1 2 3 4			
2.8 The ECCD environment is rich in language interaction and directly stimulates children's oral language development. Item Score: 1 2 3 4	3	<p>There are available books for children to read/flip pages but they were not in a display shelf. They were piled on top of a shelf.</p> <p>Morning circle (meeting) is an opportunity for interaction as well where children mark each child's presence, mark the day (Mon-Fri), marks the weather for the day, etc.</p> <p>Teacher reads to children in large group circle. The children were trying to learn and recite poetry for National Holidays (Independence Day) which seemed quite difficult for 3-4 years old children to understand and memorize it.</p>	<p>Books need to be displayed in a way that is welcoming to children and be easily seen by them rather than being piled.</p> <p>Stories/poetry needs to be comprehensive to all children not only to 5-6 years old ones.</p>
2D. Children's Cognitive Developmental Needs			
2.9 Activities and routines promote child's development of skills such as reasoning, higher order thinking, and problem solving skills as well as sorting, classifying and remembering information through directed play, active engagement and creativity (e.g. role play story narration, problem solving, rhyme recitation, regular playtime, art, music, or dance).	2	<p>Assessor has the impression that the daily routines and activities that involve sorting/classifying/reasoning were not carefully planned by the teacher based on the followings:</p> <p>No daily schedule posted where children or parents can see it. They appear to be more spontaneous rather than planned (in teacher's daily notes – which I looked briefly, was no mention of materials that can be used for the activities.</p> <p>Children were playing/working in small groups (task assigned by the teacher) like working sheets about numbers, letters & words and coloring.</p> <p>The free time to explore individually or make free choice of materials and play was approximately 30% of the daily schedule.</p> <p>The use of materials for sorting, classifying (beads, small blocks, geoshapes etc), materials for thinking, problem solving, reasoning (including puzzles, blocks, Lego blocks) were in the shelves and rarely</p>	

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Item Score: 1 2 3 4		used during the day. While materials related to family/drama play (washing machine, kitchen utensils) very useful for role playing, were more frequently used.	
2.10 The ECCD environment supports and stimulates children's emergent reading, writing and math skills (where appropriate). Item Score: 1 2 3 4	3	<p>Reading materials were available (writing board, letters, magnetic board for letters and numbers, sheets of paper, pencils, markers, crayons), while books piled rather than displayed.</p> <p>Lego blocks, puzzles with geo shapes, numbers were also available. Children's books are available in the classroom and teacher reads to them daily.</p> <p>In the morning circle meeting they discuss the calendar (day and date, month), whether and participation. Children take active part in that.</p> <p>In general, room arrangement/labeling of materials and shelves are totally neglected. Few of children's work is posted on the wall but many of them are not at the children's eye level.</p> <p>Children's names are not found in visible spots in the classroom for them to see and learn letters and names. Only some cubbies of wardrobe sections have children's name on them to label sections assigned to children.</p>	Assessor advised the kindergarten teacher to offer children to borrow books for reading at home & bring them back in the classroom a few days later.
___ NO ___ Check here if 50% or more of indicators for Guiding Principle 2 were given ratings of 3 or 4.			
Guiding Principle 3: Save the Children-supported education programs encourage and support active engagement for children, child centered teaching, and improved learning outcomes of all children.			
3.1 ECCD facilitators/caregivers are present for their sessions. Item Score: 1 2 3 4	3	Most of the time the teacher is present in the classroom	

Indicators Ratings	Scoring/ pikezimi	Notes from observation, interview, focus groups	Comments/feedback
3.2 The facilitator develops age appropriate schedule of activities and routines, displays of activities and follows it the majority of the time (Note: observers should see posted daily class schedule that is observable to parents and children). Item Score: 1 2 3 4	2	<p>No daily schedule was posted. It was the monthly planning but not the daily schedule. However, teacher stated that the daily schedule is in her notebook. Based on the observation, there was a balance of active and quiet play, but no balance between indoor and outdoor activities. Children do not go out for activities everyday, rarely 1-2 times/week.</p> <p>What needs to be balanced is the time in large whole group, small groups and individual activities to allow more free time for children to individually make free choice for materials to play with in addition to indoor vs outdoor activities.</p> <p>In general, room arrangement/labeling of materials and shelves are totally neglected. Few children's work is posted on the wall but many of them are not at the children's eye level. Children's names are not found in visible spots in the classroom for them to see and learn letters and names. Only some cubbies of wardrobe sections have children's name on them to label sections assigned to children.</p>	Room arrangement is necessary for teacher to work on and improve.
3.3 The ECCD program uses validated child development (physical, socio-emotional, linguistic and cognitive) assessment strategies (either informally on an ongoing basis or formally, at specified times). Item Score: 1 2 3 4	3	<p>The teacher stated that she observes approximately 2 children/day for purposes of assessing development of children. The assessment information gained is documented in observation sheets/ assessment forms and filed in child's folder. Teacher didn't mention that observation data guides her for further work at individual plan.</p> <p>Children's individual folders are set up and filled with some of children's work of art or writing sheets and observation sheets.</p> <p>Teacher stated that she informs parents on the assessment of children based on the observations and work sheets of the children</p>	By-laws in education require the preschool teachers to assess children's progress/development of their domains (physical, social/emotional, cognitive, language) on quarterly basis.

Indicators Ratings	Scoring/ pikezimi	Notes from observation, interview, focus groups	Comments/feedback
3.4 ECCD facilitators/caregivers are provided support to improve their practice in key areas (e.g. positive and child friendly behavior management, how to actively engage children, cognitive, psycho-social and physical aspects of child development) at least annually (Note: requires consultation with caregivers). Item Score: 1 2 3 4	2	<p>She has not been able to attend the workshops during the whole program period in 2015 which SC in cooperation with Education Office conducted. She stated family reasons for not being able to attend.</p>	
3.5 Ethical guidelines or “code of conduct” for appropriate behavior are in place for ECCD facilitator/caregiver. Item Score: 1 2 3 4	2	<p>In terms of code of conduct, it is applicable the same code used for schools, designed centrally by MOE and applicable for all pre-university education institutions.</p> <p>The teacher who was supposed to be trained on Code of Ethics didn't participate. Instead there was a teacher substitute who participated.</p> <p>The school director has also monitored (twice/term) the daily activities of the kindergarten.</p> <p>There is no evidence, that the code of ethics or any box of concerns to be displayed in the kindergarten premises for parents to share their opinion or any concern.</p>	
__ Yes __ Check here if 50% or more of indicators for Guiding Principle 3 were given ratings of 3 or 4.			

Indicators Ratings	Scoring/ pikezimi	Notes from observation, interview, focus groups	Comments/feedback
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 early education.			
4.1 Facilitators actively engage parents in ongoing communication and collaboration to assess, plan, and implement activities with children. (Note: requires consultation with facilitators). Item Score: 1 2 3 4	2	<p>The teacher is in daily contact with only 3-4 parents when they come to pick up their children. Other children are picked up by their older siblings, students of the school.</p> <p>Parents' interest is more about food rather than progress in skills.</p>	
4.2 Parents and community members are provided with training and capacity building to support their children's development, education, and rights. Item Score: 1 2 3 4	3	<p>The project has assisted school/kindergarten to host training session for parents on positive parenting and health care issues (during April – May 2015).</p> <p>The sessions were jointly for parents of school children and those of kindergarten children.</p>	
4.3 A group such as an ECCD Management Committee exists and includes representatives and a cross-section of the community (e.g. by age, employment, gender, disability). (Note: requires access to and review of	3	<p>This kindergarten is part of the school in terms of management/supervision. It is not a single entity. Thus, school board covers the compliance of the kindergarten. School board is established & has conducted meetings during 2015 (7 members – 1 female, 5 males, 1 student from Children's Government). One of the Board members is parent of a kindergarten child.</p>	

Indicators Ratings	Scoring/ pikezimi	Notes from observation, interview, focus groups	Comments/feedback
attendance records to assess the composition of the committee). Item Score: 1 2 3 4			
Yes 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? - No			

FINAL COMMENTS

I. Please provide any important contextual/environmental information 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.

Observation time – 10-00- 13.30

Interview with the teacher – 30 min

Talk to the cook (serving sometimes as teacher assistant) – 10 min

Talk to school director – 20 min

Scoring:

Guiding principle 1 – (4 out of 5 achieved - 80% achievement)

Guiding principle 2 – (8 out of 10 achieved - 80% of achievement

Guiding principle 3 – (2out of 5 achieved - 40% of achievement)

Guiding principle 4 – (2 out of 3 achieved - 67 % of achievement)

Overall Rating: 70% (compared to 62% in 2014)