



step six

evaluate and
celebrate

activities

monitoring checklist

tools

step six



Introduction

Congratulations! You have reached the final step of the *Good School Toolkit*! At this point, it is a good idea to step back and assess the impact of your work, while celebrating your achievements. You have come a long way towards creating a safer and better learning environment for everyone.

At the end of your project, it is time to conduct the baseline survey again to assess whether people's knowledge, skills and attitudes have shifted. You will use the exact same survey you used at the beginning of the project.

It is also a good idea for your core group to meet and discuss your achievements and challenges and to plan the way forward. Use the Assessment Form on page 23 to chart the progress you have made toward achieving the objectives laid out in the beginning of the project.

Don't forget to celebrate! Having a community-wide celebration to mark your achievements is a great way to let everyone know how far you have come and how your school has changed.

Step Six



Overview of Step Six

- In Step Six, you will review the progress made since you started the *Good School Project*.
- You will assess your achievements in relation to your objectives.
- You will share lessons learned and celebrate your accomplishments.

Objectives of Step Six

- To examine the knowledge, skills and attitudes of your school population and to see how they have changed
- To evaluate your achievements
- To maintain your achievements and generate a collective commitment for the way forward

Reading

- Re-read Step One to refresh your memory of where you started from

Tools

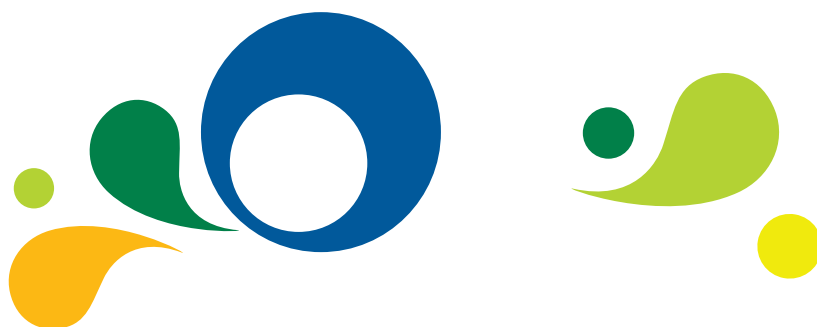
In Step Six you will find the following tools to help you assess your work:

- Baseline survey results forms for teachers and students
- The Good School Assessment Form and guidelines for how to use it



create it

Contents



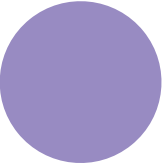
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activities




This series of activities is designed to help you look back and assess how far your school has progressed, identify what you have learned and to celebrate your achievements. You will re-conduct the baseline survey you undertook in the beginning of the project to see if the knowledge, skills and attitudes of your school population have shifted. You will also assess your achievements and revisit your challenges as a group by reviewing the events and documentation of each step of the project. You'll also join together with the community to share what you have learned, celebrate all you have achieved together and commit to moving forward together to continue improving your school.

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6.1

Project Assessment




Congratulations on how far you have come! So much has been achieved on your journey to become a *Good School*, and many of the steps have been put into place. Now it is time to step back and take a look at what you have achieved.

An assessment is simply a way to highlight your successes and make note of your challenges. It also helps you to define areas which need improvement or further attention. It is not focused on finding mistakes, but rather on objectively measuring the effectiveness of your work. It can help you identify what difference your work has made to the school community and in the quality of education at your school.

You will conduct the overall assessment through the following two activities.

6.1 a

Re-conduct Baseline Survey



In this final step it is time to see if the knowledge, attitudes and behaviours of your school population have shifted. You will use the exact same survey you used at the beginning of the project. Return to Step One and follow the same instructions for administering the survey and for tallying the results.

After you have tallied the results, fill in the information on the blank chart provided on pages 18-19. Compare your findings to what you found at the beginning, in Step One, and write down your thoughts on how things have changed. You can use the information to demonstrate to your stakeholders and the community how the project has impacted your school. This information will also be useful when you come to assess overall progress in Activity 6.1 b.

Once you have re-conducted the baseline survey, it is time to reflect overall on what you have achieved in this project.

- Begin by reviewing the experience with the core group of people who have been at the forefront of implementing the project in your school. Share stories, perspectives and experiences. Make notes of key ideas shared and as a group, come to a joint understanding of what the whole experience meant for your school.
- Once people have had the opportunity to share broadly, it is time to explore in detail some of the things you achieved. Use your Monitoring Checklist for each step and review together all the things you implemented together.
- Use the Assessment Form on page 23 as a way to look back throughout the course of your work and to record what has taken place. It highlights the objectives that you set out to achieve.
- Write a report that describes your objectives, what you did, what you achieved and what you learned. Share it with as many stakeholders as you deem necessary to promote your school's achievements.
- Make a list of five to seven key achievements and also a list of major challenges you faced. Comment on what others could learn from your experience. Once you have written it down, share your results with your stakeholders, as well as with Raising Voices. Send in a completed copy of all these forms and your summary to Raising Voices.

6.2

Community Celebration



It is time to celebrate your achievements and to let the community know how far all of you have come.

A great way to do this is to hold a community celebration. You can choose to hold the celebration on an already established parent's day or have a special day just for this occasion. Encourage students to make posters and banners or use some of the materials provided in this Toolkit to talk about your achievements. Send notes or messages home with your students and write personal letters of invitation to your local political and religious leaders and special guests. You can even post signs around the neighbourhood, encouraging people to attend. Invite and recognise contributions of all the people that have taken part in your journey to create a *Good School*. Some ideas for activities at your community celebration include:

- Share the results of your assessment to show all that you have accomplished
- Ask students, teachers and parents to give testimonials about how their education experience has changed
- Ask students, teachers and parents to give short presentations on how the four main objectives were achieved
- Give awards or certificates to community members or organisations who worked with you to achieve your objectives
- Recognise all the people who have worked on the project
- Present songs, poems, dramas, music, artwork, etc., created by students for the celebration
- Hold a sporting event
- Invite guests of honour to speak
- Give tours of your school
- If you can get resources or donations, have a tree planting, mural painting or other special activity

Remember, celebrating your achievements doesn't mean that all of the work is finished. Hopefully, many of the steps have become institutionalised in

your school and are now part of how your school operates. Many of the changes you have made will require maintenance to keep them going. After the celebration, it is a good idea to meet again with the core group and make a plan to keep the ideas and practices alive in your school. You can go back through the Toolkit and pick and choose the areas that need reinforcement and create action plans to stay on track.

Now is also the time to look around to see how you can share your experience with other schools and mentor them along the journey that you have taken. This is your opportunity to show leadership in your community.

Well done for all the effort and congratulations for making the journey to become a *Good School!* If you maintain your achievements, you will change the lives of many children and make a major contribution to the development of the whole country.



A decorative graphic in the upper right quadrant of the page. It consists of several organic, teardrop-shaped elements. On the left, there is a large light green teardrop shape pointing left, with a smaller solid green circle below it. To the right, there is a light blue teardrop shape pointing right, overlapping a larger solid green circle. Below the green circle is a smaller yellow circle. The entire graphic is positioned above a thick orange horizontal bar.

monitoring checklist

step ¹³ six

Activity 6.1: Project Assessment

Re-conduct baseline survey

Date completed: _____

Comments: _____

Tally survey results

Date completed: _____

Comments: _____

Complete overall assessment

Date completed: _____

Comments: _____

Send assessment forms and report to Raising Voices

Date completed: _____

Comments: _____

6.2: Community Celebration

Hold community celebration

Date completed: _____

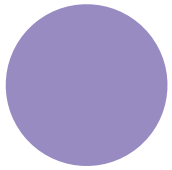
Comments: _____

Plan a way forward

Date completed: _____

Comments: _____





tools

6.1 a

Survey Results Form – Teachers

		YES	YES	NO	NO
	QUESTION	1 st Survey	2 nd Survey	1 st Survey	2 nd Survey
1.	Has anyone ever explained to you what your school's mission is or objectives are?				
2.	Do you have any ideas for what your school's mission or objectives should be?				
3.	In your opinion, is your school a good school?				
4.	Do you believe that the physical environment of your school helps students learn well? (think of the classrooms, compounds, toilets, etc.)				
5.	Do you believe that if students are not afraid of you as a teacher, they will never respect you?				
6.	Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?				
7.	Do the teachers in your school teach students in a way that allows them to learn well?				
8.	Do you believe that beating students is an important tool for creating discipline in them?				
9.	Do the teachers in your school act as role models to children?				
10.	Do you have rules in your classroom?				
11.	Does your school have policies that protect children (for example children who may be being bullied or sexually harassed)?				
12.	Does your school have written policies that are enforced fairly for everyone?				


Survey Results Form – Students

6.1 a



QUESTION	YES	YES	NO	NO
	1 st Survey	2 nd Survey	1 st Survey	2 nd Survey
1. Has anyone ever explained to you what your school's mission is or objectives are?				
2. Do you have any ideas for what your school's mission or objectives should be?				
3. In your opinion, is your school a good school?				
4. Do you believe that the physical environment of your school helps you learn well? (think of the classrooms, compounds, toilets, etc.)				
5. Do you enjoy being at your school? (think of how you feel when you are at school - anxious, good, confident or afraid)				
6. Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?				
7. Do the teachers in your school teach students in a way that allows them to learn well?				
8. Do your teachers beat you or threaten you if you make a mistake?				
9. Do you want to be like your teachers when you grow up?				
10. Do you have rules in your classroom?				
11. Does your school protect children (for example children who may be being bullied or sexually harassed)?				
12. Does your school have written rules/policies that are enforced fairly for everyone?				

6.1 b How to Use the Assessment Form



At the start of this work, you established objectives and planned how you would achieve them. During each step in the Toolkit you reached closer to achieving four overall objectives.

- In column one insert the first objective.
- In column two insert all the activities you undertook to achieve that objective (e.g. introductory workshop, learning process, school-wide consultations, etc.).
- In column three ask the group members to list things they have observed as outcomes or as a result of the activities implemented. Use the findings from the surveys that you conducted. If you have numbers to back up your observations, state the findings as percentages or the number of stakeholders who demonstrated that result (e.g. 85% of teachers can state essential components of a *Good School* or 90% of teachers do not use corporal punishment).

Try to be as honest as possible, as this is your way of knowing what you have achieved. It can also help you plan how to move forward. Remember, no project is perfect and no one achieves all of their objectives completely. It is important to recognise that you have accomplished a lot and that your hard work and determination has improved the experience of education for the teachers and students in your school and has impacted the community around you!

To help you complete the form, the following pages contain a brief summary of the process you entered into.

Objective 1: Create a collective vision for what a *Good School* is and identify the knowledge and the skills you will need to create it.

As a group you:

- Examined your beliefs about what a good school should be and compared it with the ideas proposed in the Toolkit.
- Explored whether your school was a *Good School* and whether you were prepared to make the necessary changes to make it one.
- Identified the knowledge and skills you would need to create a *Good School*.

Objective 2: Create a healthy psychological and physical environment within which learning can happen efficiently.

As a group you:

- Examined how the physical and psychological environment of your school influenced the way learning was happening at your school and compared it with ideas proposed in the Toolkit.
- Explored how every member of your school, including children, could have a voice in creating a healthy learning environment at your school.
- Identified ways in which you could improve the school's learning environment.

Objective 3: Create a teaching methodology that will help teachers teach and students learn.

As a group you:

- Examined your current beliefs about teaching methodology and how it influences the way students learn and compared it with the ideas proposed in the Toolkit.

- Explored how the school could support teachers to become better at teaching.
- Identified specific ways in which you could develop positive discipline at your school.

Objective 4: Create fair and respectable policies that guide the entire school's behaviour and actions.

As a group you:

- Examined the policies and practices of your school and their effects and compared them with those proposed in the Toolkit.
- Explored how every member of your school could influence and learn how to uphold policies that affect them.
- Identified specific policies your school needed to develop in order to promote your school's reputation in the wider community.



OBJECTIVE:

No.	Action or Activities (What you did to achieve your objectives)	Result (Outcome you are able to observe)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Notes

create it

Overview of Step Six

- In Step Six, you will review the progress made since you started the *Good School Project*.
- You will assess your achievements in relation to your objectives.
- You will share lessons learned and celebrate your accomplishments.



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