# Monitoring of Learning Assistant Programme

The Girls’ Education Challenge (GEC) Learning Assistant (LA) programme works to provide access to a work experience placement and supported self-study opportunities in preparation for the Sierra Leone Teacher Training College entrance exam. If Learning Assistants are successful in this exam they are offered a funded place on the accredited distance learning teacher training course. Accordingly, the project logframe specifies the following output indicators:

* Output indicator 5.1: LAs receive their self-study materials
* Output indicator 5.2: # tutorials between LAs and tutors
* Output indicator 5.3: Number of LAs regularly attending tutorials (at least 5 per month)

The M&E framework provides the structure and the methodology for measuring progress against these indicators. The Open University (OU) is the technical lead working closely with Forum for African Women Educationalists (FAWE), the in-country implementing partner for the LA component of the GEC. This process is facilitated by the Plan Sierra Leone Central Coordinating Unit (CCU) in country.

The programme was interrupted by the Ebola crisis in 2014-15 and this document describes the M&E process implemented post Ebola.

## 1.0 Learning Assistant and Tutor verification

## Over the course of the GEC programme, the consortium built up a GEC registration data base on LAs recruited and participating in the LA programme component.

## In 2015 after the Ebola crisis a simple verification data process was developed to check the status of LAs and Tutors and establish their re-engagement with the programme. This data was used to update the database. FAWE staff visited each LA and tutor in the original GEC programme and completed the verification survey tool with them. The LA, LA Tutor and Data tools are included (see annex 1a, 1b and 1c). All data was collated and entered into the LA Database Excel spreadsheet. The OU then assessed the number of LAs and tutors from the original cohort who are re-engaging and advised on actions for example recruitment and training of additional tutors, size of tutor groups etc. FAWE assessed the number and locations of LAs, Tutors and suitable study centres and developed the Tutorial Schedule prior to the start –up and monitoring of tutorials.

## 2.0 Distribution of Self-Study Material

FAWE used the updated LA Database (see point 1.0) to execute the distribution of self –study material. The actual number of LAs with self-study materials was added into the database and to allow measurement of distribution progress against the logframe targets, as specified in output indicator 5.1.

In accordance with the general M&E approach, the distribution of the self-study material to LAs was tracked through consortium distribution monitoring. For that purpose the LA Distribution Monitoring Tool was developed (see annex 2) and used by FAWE while distributing the materials.

The main evidence for the distribution of LA material to LAs is the LA signature witnessed by a third party, a community or school stakeholder, who acts as an impartial observer to the distribution process. By the means of these duly filled and signed distribution forms, the external and internal stakeholders can verify the distribution of the LA self-study materials. Lack of signature or inadequate completion of the form results in the distribution of the self-study material being flagged as inadequate by CCU and the consortium’s M&E group and action will be taken.

## 3.0 Tutorial attendance tracking

LAs are supported by tutors in weekly English and Maths tutorial sessions. Clusters of up to twelve LAs[[1]](#footnote-1) form a tutor group. Each tutor group is assigned an English tutor and a Maths tutor who each deliver weekly tutorials. This means that each tutor groups meets twice per week, total approximately 8 tutorials per month. English and Maths tutors each record their regular tutorial sessions with LAs in a register, identifying which LAs are in attendance, which LAs are absent (including reasons for absence if known), LA punctuality and names of LAs who have dropped off the programme (with reason if known).

These registers are monitored by FAWE during regular tutorial spot checks; the aim is for each tutorial to be visited once per month. The FAWE monitor photographs or copies the register, and delivers to GEC partner leads (IRC and Plan) in their district offices for data entry (see data entry and evaluation section). This allows assessment of tutorial frequency and individual LA attendance against the logframe targets, as specified in output indicator 5.2 and 5.3.

4.0 Learning Assistant Progress and tutorial quality

There are 4 components to this:

* LA self study materials, including self-assessments and reflection tools (see annex 3)
* monthly monitoring of tutorials by FAWE field staff (Tutorial Monitoring Visit instrument – annex 4a, and Tutorial Observation instrument – annex 4b)
* regular tutor feedback (End of unit tutor questionnaire – annex 5)
* LA end of unit Assessments

4.1 Monthly tutorial monitoring

At least once a month, FAWE field staff aim to undertake unannounced monitoring visits of tutorials to monitor the register (see point 3.0). On these occasions, FAWE field staff administer the Tutorial Visit instrument (see annex 4). This visit ascertains that tutorials are being delivered at the time and place agreed with the tutor and gathers data on LA attendance and punctuality. The FAWE monitor will also ask LAs to show their self-study materials to give high level indicator of their engagement and progress with the course.

It is anticipated that there will be approximately 12 tutorial groups in each district. Thus per district, there will be around 36 monitoring visits per quarter.

4.2 Tutor feedback

At the end of each unit of study (approximately each term) each tutor is required to complete an ‘End of unit Tutor Questionnaire’ (annex 5). This gathers data on the LA engagement with the self-study materials for that unit and constraints to LA self-study as identified by tutors. Each tutor is asked to assess the progress of the LAs in their group including preparedness for the Teacher Training College entrance exam and to suggest ways in which LAs could be further supported. These questionnaires are administered by FAWE and returned to Plan or IRC for data entry (see point 5.0).

Ideally we would include detailed observations of a sample of tutorials but such observation requires skilled education experts, in particular to compose and sensitively deliver feedback to tutors. To date limitations on travel have prevented negotiations with appropriate partners, for example teachers’ colleges. The instrument for this qualitative Tutorial Observation has been developed (see annex 4b).

4.3 LA self–study materials

Each unit of the LA self- study materials includes regular prompts for the LA to review and evaluate their learning progress. Each week the LA is asked to record how she feels about her learning that week and to identify ideas, concepts or activities where she would like further learning support. These weekly evaluation are signed by both the LA and the tutor. At the end of each Maths and English Unit the LA is asked to evaluate her learning against the key activities and learning outcomes for the unit (see annex 3). This provides extensive information for the tutor on LA progress and guides tutors in planning tutorials.

4.4 LA End of Unit Assessments

The OU tracks the progress of LA learning through end of unit Assessments (1 hour examinations) in Mathematics and English undertaken on completion of the related Mathematics and English study units. These assessments, completed during a regular tutorial, give the LA experience of answering questions and solving problems under exam conditions in preparation for the Teacher’s College Entrance exam. It also provides a vital opportunity for tutors and the consortium to evaluate the LA’s learning achievement and their learning progress towards the exam.

LA scripts are collected by tutors and marked during a coordination meeting (conference marking), organised by FAWE, to ensure reliability of marking of scripts and sharing of learning amongst tutors. The coordination exercise ensures that tutors have a shared understanding of the purposes of the assessment and also develop shared understanding and skills in setting up and maintaining the correct conditions for the assessment and giving appropriate formative feedback to improve the understanding and achievement of the LAs. The coordination exercise is led and facilitated by an experienced practitioner, for example an experienced teacher educator from one of the Teacher’s Colleges.

A sample of marked scripts is shared with the OU. These reporting chains allow the OU (and the consortium) to gather evidence on the effectiveness of tutorial support and of the learning materials, adjusting the materials and guidance to tutors as necessary. Additionally the process allows tutors to develop skills in marking examinations and composing formative ‘feedforward’ for the LA. Exemplars of useful feedback are shared and discussed. This develops the capabilities of tutors to support young women into teaching and to develop their own professional skills as teachers and mentors.

The OU analyses marks and tutor feedback from these assessments, and uses this analysis to develop ongoing guidance for tutors. In some cases, tutors are supported to give tailored assistance to specific LAs related to their learning and in preparation for the exam. The marked assessments are returned to LAs within 2 months, providing l feedback to the LAs on their progress and identifying areas for further study.

## 5.0 Data entry and evaluation

Data on distribution of study materials and tutorial attendance is collected by FAWE and entered into two excel databases by partner staff at district level (Plan for Port Loko and IRC for Kailahun). This data is shared directly with CCU, the OU and the consortium for documentation on the distribution and documentation on LA attendance. This enables the OU and the consortium to identify gaps related to distribution and attendance and find solutions for follow-up actions. FAWE is responsible for following-up with tutors on issues around LA attendance.

For the purpose of monitoring and analysis around tutor quality control and LA learning, completed tutorial monitoring visit instruments and tutor questionnaires are collected, verified and compiled by FAWE. These are taken to district offices of Plan and IRC for data entry using a simple Excel tool. Data entry will be conducted on a regular basis and shared with CCU in Freetown and the OU in the UK. This enables the OU and the consortium to identify any trends that signal LAs are not engaging with their study materials and/or are under-prepared for their Teacher’s College entrance exams, and adjust accordingly.

In addition, learning and recommendations are shared with CCU and the wider consortium during the monthly M&E meeting. Significant programmatic issues are taken to the Programme Steering Committee. This enables consortium managers to discuss and recommend action where needed. Significant issues are scaled-up appropriately according to the governance structures of the GEC.

## Annex 1a: Learning Assistant Data Survey Tool

**Learning Assistant Data Survey** – to verify which LAs are re-engaging with the EiE programme

**Instructions for monitors** – You will need to visit or speak with each LA individually to fill in this information. Read aloud the questions in the question column and fill in the answers on the right-hand side column. The questions should be completed in the order provided.

**LA status** : Before beginning, you need to identify the LA’s situation, including whether she is still living in the community, and whether she has been affected by Ebola including having deceased or left the community, marrying, and/or becoming pregnant or a new mother (as these might affect her ability to continue with the programme).

|  |  |  |
| --- | --- | --- |
| **#** | **Question** | **Answer space** |
| Ask these questions to the Learning Assistant if she is available. If she is not you will need to ask a suitable adult, for example a member of her household to verify the current status of the LA. Given the sensitive nature of these questions, they must be asked gently and with respect. |
| 1. | **Are there any changes in the LA’s living situation since the Ebola outbreak?** | 🞎 Married 🞎 Pregnant/new parent🞎 Orphaned🞎 None of these🞎 Deceased🞎 Other (please specify): |  |
| 2. | **Are there changes to the LA’s living situation since the Ebola outbreak?*****Facilitator instruction:*** *If answer selected is grey highlighted and LA is not present, you will not be able to continue with this interview.**However try and fill in details on the address:* | 🞎 None 🞎 Moved within the community🞎 Moved away from the community🞎 Deceased🞎 Other (please specify): |
| 3. | **If the Learning Assistant has moved away then please note the new address** | Address: |

**Consent -** You must ask for the Learning Assistant’s consent to take part in the survey.

*For FAWE staff to read out:* “My name is\_\_\_\_\_\_\_\_\_\_ and I am working with FAWE. I am here to find out about your status as a Learning Assistant in the GEC programme, including whether you are willing to be involved again in the project. We will ask you a number of questions about your past experience as an LA and about your current experience now. Responses are confidential, and I will not share them with anyone in the community or school. Responses are however shared with FAWE and other GEC organisations for the purpose of identifying LAs who are engaged with the project. The only exception is if a child protection issue arises in which case we will share information within Plan and take the appropriate steps to follow up. Do you have any questions for me?”

**Learning Assistant Details**

|  |  |  |
| --- | --- | --- |
| **#** | **Question** | **Answer space** |
| 4. | Do you give consent to take part in this survey? | □ Yes (continue with next question)□ No (Thank the Learning Assistant and end the survey) |
| 5. | **This question can be filled in by FAWE at a later stage using master sample file**Learning Assistant Project Id Number | [ ] [ ] [ ] – [ ] [ ] |
| 6. | Name of Learning Assistant |  |
| 7. | Date of Birth | Day / Month / year:  \_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_ |
| 8. | Phone number (if LA has a phone or contact number) |  |
| 9. | Did you attend the LA induction in 2014 (last year)? | □ Yes □ No |
| 10. | When did you start on the LA programme? *If LA is unsure, ask her to a guess* | Month / Year: \_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 11. | Have you passed the BECE? | □ Yes □ No If yes, in what year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 12. | Have you attended Senior Secondary School? | □ Yes □ NoIf yes, in what year ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 13. | Have you passed any WASSCEs? | □ Yes □ NoIf yes proceed to the next question |
| 14. | WASSCE results obtained previously | Subject:                  Grade achieved:             Year: Subject:                  Grade achieved:             Year: Subject:                  Grade achieved:             Year: Subject:                  Grade achieved:             Year: Subject:                  Grade achieved:             Year: Subject:                  Grade achieved:             Year:  |

**Current location of the Learning Assistant**

|  |  |  |
| --- | --- | --- |
| 15. | Town/Village |  |
| 16. | Chiefdom |  |
| 17. | Section |  |
| 18. | District |  |

**Stipend**

|  |  |  |
| --- | --- | --- |
| 19. | When you were volunteering as a Learning Assistant, how many times did you receive a stipend? | □ Once □ Twice □ Three times □ Never |
| 20. | Did you receive all the stipend payments you were expecting? | □ Yes □ No |

**School Experience**

|  |  |  |
| --- | --- | --- |
| 18. | What is the name of the School you worked in before schools were closed?  |  |
| 19. | How did you usually travel to school when you were doing your school experience? | □ Walk □ Motorbike □ Car □ Bicycle□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 20. | How far did you travel to go to school? (Give the approximate distance in kilometres)*If LA is unsure, ask her to guess* | [ ][ ] km |
| 21. | Approximately how many days of school days did you miss during your school experience? | [ ][ ] days (if one or more days were missed, go to Q.22. If no school days were missed, skip to Q.23) |
| 22. | **Instruction: only ask this question if the LA missed one or more School Experience days.**If you missed any schools days, what were the reasons for missing school experience days?*Select one or more answer* | □ Distance/travel to get to school□ Problems at school□Domestic work means I am busy in the day□ Paid labour means I am busy in the day□ Being a mother/wife means I am busy in the day□ Demands at home□ I didn’t enjoy the school experience days□ Ill health□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Tutorials**

|  |  |  |
| --- | --- | --- |
| 23. | What is the name of the study centre, school or other location where you used to go for tutorials?  |  |
| 24. | How did you usually travel to school when you were doing your school experience? | □ Walk □ Motorbike □ Car □ Bicycle□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 25. | How far do you travel to go to your tutorials? | [ ][ ] km |
| 26. | Would you be able to visit this same location every week if tutorials commence again?If no, why not? | □ Yes □ No. If no, why is this? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 27. | What is the name of your English Tutor? |  |
| 28. | What is the name of your Maths Tutor? |  |
| 29. | Do you still have your GEC Maths self-study workbook Unit 1? | □ Yes □ No |
|  | Do you have the GEC Maths self-study workbook Unit 2? | □ Yes □ No |
| 30. | How much of your GEC maths self-study workbook Unit 1 did you complete?*Answer should be based on a simple* *page count where possible* | □ Week 1 □ Week 2 □ Week 3 □ Week 4 □ Week 5 |
| 31. | Do you still have your GEC English self-study workbook Unit 1? | □ Yes □ No |
| 32. | Do you have the GEC English self-study workbook Unit 2? | □ Yes □ No |
| 33. | How much of your GEC English self-study workbook Unit 1 did you complete?*Answer should be based on a simple page count where possible* | □ Week 1 □ Week 2 □ Week 3 □ Week 4 □ Week 5 |
| 34. | When tutorials were running, approximately how many tutorial lessons did you miss? | [ ][ ] (if one or more days were missed, the go to Q.35. If no days were missed, skip to Q.36) |
| 35. | **Instruction: only ask this question if the LA missed one or more tutorial**What were the reasons for missing tutorials?*Select one or more answer* | □Distance/travel to get to school□ Problems at school□Domestic work means I am busy in the day□ Paid labour means I am busy in the day□ Being a mother/wife means I am busy in the day□ Demands at home□ I didn’t enjoy the school experience days□ Ill health□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Engagement with the project**

|  |  |  |
| --- | --- | --- |
| 36. | Are you interested and able to continue with the Learning Assistant programme?  | □ Yes (if yes, go to Q.37)□ No (if no, skip to Q.39) |
| 37. | **Self-study of Maths and English Units 2 and 3 will begin in March or April of this year.** Are you happy to study and attend tutorials in preparation for the Teacher Training exam? | □ Yes (go to Q.38) □ No (skip to Q.39) |
| 38. | **School Experience will begin later in the year when schools are open again.** Are you happy to attend the LA school experience in preparation for the Teacher Training exam? | □ Yes (skip to Q.39)□ No (go to Q.38) |
| 39. | If you have answered no, to participating in either the Self Study or School Experience, what is the reason or reasons?*Select one or more answer* | □ Distance to travel too much□ Problem with my school experience□ Problem with tutorials□Domestic work means I am busy in the day□ Paid labour means I am busy in the day□ Being a mother/wife means I am too busy in the day□ Did not ever receive study materials□ My stipends were not paid in time/never came□ I didn’t enjoy being a Learning Assistant□I didn’t get any benefits from the programme□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 39. | If yes, is there anything that may restrict you in taking part in the programme? | □Yes (go to Q.40)□ No (skip to Q.41) |
| 40. | If yes, please specify which of the following may restrict you:*Select one or more answer* | □ Distance to travel too much□ Problem with school experience□ Problem with tutorials□Domestic work means I am busy in the day□ Paid labour means I am busy in the day□ Being a mother/wife means I am too busy in the day□ Did not ever receive study materials□ My stipends were not paid in time/never came□ I didn’t enjoy being a Learning Assistant□I didn’t get any benefits from the programme□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 41. | Did you drop out of the course previously? | □ Yes (if yes, go to Q.42)□ No (End of Survey) |
| 42. | **Instruction: only ask this section if LA previously dropped out.**Which month and year did you stop taking part in the course? | Month / Year: \_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 43. | What was the reason that you stopped attending?*Select one or more answer* | □Distance to travel too much□ Problem with school experience□ Problem with tutorials□Domestic work means I am busy in the day□ Paid labour means I am busy in the day□ Being a mother/wife means I am too busy in the day□ Did not ever receive study materials□ My stipends were not paid in time/never came□ I didn’t enjoy being a Learning Assistant□I didn’t get any benefits from the programme□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 44. | If you have dropped out, has anyone followed up with you to find out why? (eg. with a phone call or a personal visit) | □ Yes (if yes, go to Q.45)□ No (if no, End of Survey) |
| 45. | If yes, who followed up with you?*Select one or more answer* | □ Tutor□ A teacher at the school□ Member of FAWE staff□ Another LA□Other (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Data Entry Guidelines**

Once surveys are completed, they should be collected together by FAWE staff and stored in a safe place for data entry. The FAWE GEC Supervisor will direct you with this including where to store completed surveys.

The LA data collection form corresponds to the Excel data entry sheet entitled “Learning Assistants Data and Attendance and Analysis”. Information that you fill in here needs to be entered onto the data entry sheet in Excel. Please note there are a number of questions in the Excel data entry sheet that are not found this survey. These are questions that Learning Assistants will not know, or are unlikely to know at this stage. FAWE staff should enter these by looking at data they have already acquired, or using the data acquired during this exercise.

## Annex 1b: LA Tutor Data Survey Tool

**LA Tutor Data Survey** – to verify which LA Tutors are re-engaging with the EiE programme

**Instructions for monitors** – You will need to speak with (in a face to face meeting or call) each tutor to fill in this information. The questions should be completed in the order provided.

In question 15 we ask whether the tutor completed the tutor questionnaire. If the tutor has not completed the tutor questionnaire, please ask him/her to do this at the end of completing this this survey. This means you will need to have a copy of the tutor questionnaire tool with you.

**Tutor status** : Before beginning, you need identify the Tutor’s situation, including whether they are still living in the community, and whether they have been affected by the Ebola crisis including having deceased, left the community, etc.

|  |  |  |
| --- | --- | --- |
| **#** | **Question** | **Answer space** |
| Ask these questions to the Tutor if he or she is available. If he/she is not available you will need to ask a suitable adult- a member of their household or community -to verify the current status of the tutor. Given the sensitive nature of these questions, they must be asked gently and with respect. |
| 1. | **Are there any changes in the Tutor’s living situation since the Ebola outbreak?** | 🞎 None 🞎 Moved within the community🞎 Moved away from the community🞎 Deceased🞎 Other (please specify): |
| 2. | **Is the Tutor present for this survey?*****Facilitator instruction:*** *If the tutor is not present, you will not be able to continue with this interview.**However try and fill in details on the address:* | 🞎Yes🞎No |
| 3. | **If the tutor has moved away then please note the new address** | Address: |

**Consent -** You must ask for the Tutor’s consent to take part in the survey.

*For FAWE staff to read out:* “I am here to find out about your status as a Tutor in the GEC programme, including whether you are willing to be involved again in the project as it starts up again this year. Responses are confidential, and I will not share them with anyone in the community. Responses are however shared with FAWE and other GEC organisations for the purpose of identifying Tutors who are engaged with the project. Do you have any questions for me?”

**Tutor Details**

|  |  |  |
| --- | --- | --- |
| **#** | **Question** | **Answer space** |
| 4. | Do you give consent to take part in this survey? | □ Yes (continue with next question)□ No (Thank the tutor and end the survey) |

**Personal Details**

|  |  |  |
| --- | --- | --- |
| 5. | **This question can be filled in by FAWE at a later stage using master sample file**Tutor Project ID Number | [ ] [ ] [ ] – [ ] [ ] |
| 6. | **Which tutorial subject do you teach?** | □English□Maths |
| 7. | **Name**  |  |
| 8. | **Phone number (if tutor has a phone)** |  |
| 9. | **Town/Village** |  |
| 10. | **Chiefdom** |  |
| 11. | **Section** |  |
| 12. | **District** |  |

**History on the LA Programme**

|  |  |  |
| --- | --- | --- |
| 13. | **Did you attend the tutor induction in 2014 with FAWE and OU?** | □ Yes □ No |
| 14. | **What was the month and year you commenced tutoring with the GEC?** | Month / Year: \_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 15. | **Did you complete the Tutor Questionnaire in 2014?**This was administered by FAWE. | □ Yes □ No |

***FAWE instruction*:** If the tutor has not completed the tutor questionnaire, please ask him/her to do this at the end of completing this this survey.

**Re-Engagement on the LA Programme**

|  |  |  |
| --- | --- | --- |
| 16. | **Are you interested and able to continue Tutoring on the Learning Assistant programme?**  | □ Yes (skip to Q.18)□ No (go to Q.17) |
| 17. | **If no, could you share the reasons why?** After this question, end the survey.*Select one or more answer* | □ Distance to travel too much□ Personal circumstances have changed□ Payments were not paid in time/never came□ I didn’t enjoy being a Tutor last time□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 18. | **Do you anticipate any challenges with recommencing as a tutor?***Select one or more answer* | □ Distance to travel too much□ Problem with tutorials previously (please specify what this is) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_□ Payments were not paid in time/never came□ I didn’t enjoy being a Tutor last time (please explain why ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 19. | **What is the name of the study centre or schools where you previously gave tutorials?** |  |
| 20. | **Would this be a suitable place to hold tutorials again?** | □ Yes (End of survey) □ No (skip to Q.21) |
| 21. | **If no, what is the reason for this?** | □ Distance to travel too much for me□ School/ centre was used as a Ebola treatment centre and would no longer be suitable□ No longer provides the set-up required for a tutorial □ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Data Entry Guidelines**

Once surveys are completed, they should be collected together by FAWE staff and stored in a safe place for data entry. The FAWE GEC Supervisor will direct you with this including where to store completed surveys. The Tutor data collection form corresponds to the Excel data entry sheet. Information that you fill in here needs to be entered onto the data entry sheet in Excel.

## Annex 1c: Learning Assistant and LA Tutor database

This is an excel sheet comprised of the following:

|  |  |
| --- | --- |
| **ID** | **LA DETAILS** |
| **LA Project ID Number** | **Name** | **Date of Birth** | **Phone Number** | **Attended induction in 2014** | **Start Date on the LA programme** | **BECE** | **Attended Senior Secondary School** | **WASSCE** | **TC entrance exam result** |
| [number] | [LA name] | [dd/mm/yy] | None = NoneAvailable = [number] | No = NoYes = Yes | [Month/Year] | No = NoYes = [year passed] | No = NoYes = [year last attended] | No = NoYes = [subject, grade, year; subject, grade, year] | Pass = PassFail = Fail |

|  |  |
| --- | --- |
| **LOCATION** | **STIPEND** |
| **Town/ Village** | **Chiefdom** | **Section** | **District** | **Has the LA moved as a result of the Ebola crisis** | **Payments received** | **Did they receive payments they were expecting?** |
| [name] | [name] | [name] | [name] | No = NoYes = Yes | None = NonePayments = [month/year; month/year] | No = NoYes = Yes |

|  |  |
| --- | --- |
| **SCHOOL EXPERIENCE** | **SCHOOL EXPERIENCE ATTENDANCE** |
| **Name of School where LA attends SE** | **Distance (in Km) LA has to travel to School for School Experience** | **School Experience days in course to date** | **School Experience days attended to date** | **School Experience attendance** | **Main reason for missing School Experience** |
| [name] | [number] | [number] | [number] | [%] | [reason] |

|  |  |
| --- | --- |
| **TUTOR GROUP/CLUSTER** | **TUTORS** |
| **Tutor Group/ Cluster #** | **Study centre or location where tutorials are held** | **Distance (in Km) LA has to travel to attend tutorials** | **Name of English Tutor** | **Tutor's Contact Details** | **Did this Tutor attend the 2014 induction meeting** | **Name of Maths Tutor** | **Tutor's Contact Details** | **Did this Tutor attend the 2014 induction meeting** |
| [number] | [name] | [number] | [name] | [Cell] | No = NoYes = Yes | [name] | [Cell] | No = NoYes = Yes |

|  |
| --- |
| **MATHS UNITS** |
| **Does the LA have Maths Unit 1?** | **% of Maths Unit 1 completed** | **Does the LA have Maths Unit 2?** | **% of Maths Unit 2 completed** | **Does the LA have Maths Unit 3?** | **% of Maths Unit 3 completed** |
| No = NoYes = Yes | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | No = NoYes = Yes | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | No = NoYes = Yes | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |

|  |
| --- |
| **ENGLISH UNITS** |
| **Does the LA have English Unit 1?** | **% of English Unit 1 completed** | **Does the LA have English Unit 2?** | **% of English Unit 2 completed** | **Does the LA have English Unit 3?** | **% of English Unit 3 completed** |
| No = NoYes = Yes | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | No = NoYes = Yes | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | No = NoYes = Yes | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |

|  |  |
| --- | --- |
| **TUTORIAL ATTENDANCE** | **ENGAGEMENT WITH THE PROGRAMME/DROPOUT** |
| **Tutorials in the course to date** | **Tutorials attended to date** | **Tutorial attendance** | **Main reason for missing tutorials** | **Interested in and able to re-engage with the programme?** | **Main concerns or challenges faced in re-engaging with the LA programme** | **Dropout date** | **Reason for dropping out**  | **Follow up actions taken** |
| [number] | [number] | [%] | [reason] | No = No, [reason]Yes = Yes | [explain] | [date] | [reason] | [actions taken] |

## Annex 2: Learning Assistant Distribution Tool

***Instruction for distribution staff****:* Please fill in the following, based on the location of the distribution, and the staff members involved.

|  |  |  |  |
| --- | --- | --- | --- |
| * 1. District Name:
 | 1.2. Chiefdom:  | 1.3. Section: | 1.4: Community: |
| 1.5. Name of organisation delivering materials:🞏IRC 🞏FAWE 🞏Plan 🞏HI | 1.6 Name of most senior staff member overseeing distribution: | 1.7 Name of second staff member overseeing distribution: |
| 1.8 Name of any additional consortium organisation at distribution: | 1.9 Name of additional consortium member present at distribution: | 1.10 Date |

***Instruction:***At the time of distribution, the following **must** be present to receive and sign for the radio and beneficiary goods:

* Learning Assistant

An LA tutor should be present if possible to support the identification of LA’s during distribution, however this is not mandatory.

**At least one** of the following community stakeholders **must also** be present to verify the distribution.

* School Principal/head teacher
* Community leader or elder
* MEST Representative

**Items to be distributed to students:**

|  |  |
| --- | --- |
| January 2015: | April 2015 |
| Unit 2 English  Fiction text ‘Sia and the Magic Basket’ Unit 2 Maths  | Unit 3 EnglishFiction text ‘Amidu’s Day Off’ Unit 3 Maths |

We ask that a community or school stakeholder (eg.a village elder or school principal) sign this document, to verify beneficiaries have received these items.

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Community member | Community role | Signature: |

On the following pages please fill in the details of the Learning Assistants who are receiving their study materials.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 2 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 3 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 4 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 5 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 6 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 7 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 8 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 9 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 10 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 11 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 12 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 13 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 14 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 15 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 16 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 17 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 18 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 19 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |
| 20 | Date: | Name of Learning Assistant | LA ID Number | Signature of LA | Name of 1st Tutor  | Name of 2nd Tutor |

## Annex 3: LA Self-Assessment and Reflection Tools

There are 30 self-assessment and reflection tools included throughout the study materials. Following are a couple examples.

##



## Annex 4a: Tutorial Monitoring Instrument

**Tutorial Monitoring Visit Instrument**

|  |  |
| --- | --- |
| **Tutor name:** |  |
| **Tutor present:** | **Yes □ No □** |
| **District:** |  |
| **Date of visit:** |  |
| **Date of last visit:** |  |
| **Subject taught:** | **English □ Maths □** |
| **Tutorial location:** |  |
| **Number of LAs in your tutorial group***Note: This is the number of LAs assigned to the tutorial group/cluster in total, not the number present today* |  |
| **Name of FAWE staff member undertaking data collection** |  |

**Part 1. Pattern of LA attendance:**

|  |  |
| --- | --- |
| **Is there a register/record of LA attendance over time:**  | **Yes □ No □** |
| **Is the register up to date:** | **Yes □ No □** |
| **Is it well organised and easily interpreted:** | **Yes □ No □** |
| **Are reasons for absence noted:** | **Yes □ No □** |

**Data from register from the last visit to this visit**

*Note: Complete the following from the Tutor’s register. Where possible, photograph/copy register.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date of tutorials since last visit:** |  |  |  |  |
| **No. of LAs present** |  |  |  |  |
| **No. of LAs late** |  |  |  |  |
| **No. of LAs absent**  |  |  |  |  |

**LA Absence:**

**LAs not attending since the last monitoring visit:**

|  |  |  |
| --- | --- | --- |
| **LA Name** | **Reason for absence** | **Action taken by tutor** |
| **Known** | **Not known** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Part 2. Use of Study Materials**

*Survey instruction*: Each question has a number of answer options. Please tick the relevant answer, or if necessary, write another option.

**Do the LAs have the GEC Study materials with them at the tutorial?**

🞎 **All**  🞎 **More than 1/2** 🞎 **Less than ½**

*Go around the room and ask the LAs to show you their completed self-assessment and reflection sheets?*

**Are these being completed by the LAs?**

🞎 **All**  🞎 **More than 1/2** 🞎 **Less than ½**

**Signed by the tutor:**

🞎 **All**  🞎 **More than 1/2** 🞎 **Less than ½**

**Are they dated by the tutor?**

🞎 **All**  🞎 **More than 1/2** 🞎 **Less than ½**

**Are the Notes about next study steps and/or help needed completed?**

🞎 **All**  🞎 **More than 1/2** 🞎 **Less than ½**

## Annex 4b: Tutorial Observation instrument

|  |  |  |
| --- | --- | --- |
| **Date / Time:** | **Name of monitor:** | **Location:** |
|  |  |
| **Tutor name:** |  |
| **Subject:** |  |
| **Name of Tutor Group (as shown on the data base)** |  |
| **Number of LAs attending:** |  | **Number of LAs absent:** |  |
| **Reasons for absence (record in the boxes the numbers of absent LAs in each category)** | Health ☐Other commitments ☐Travel difficulties ☐Unknown ☐Other (please specify)☐ |
| **1.**  | a) Does the tutorial start on time? Yes ☐ No ☐b) If not, why? Travel difficulties ☐ Delayed at school ☐ No reason ☐ Other ☐ (please specify, e.g. LAs or tutor late) |
| **2.**  | a) Number of LAs present on time ☐ Number of LAs late ☐b) Reasons for lateness (please specify) |
|  |  |
| **3.**  | a) Is an attendance register taken? Yes ☐ No ☐b) Is there a record kept of LA attendance over time? Yes ☐ No ☐ |
| **4.** | a) Do the LAs have the relevant self-study materials with them (e.g. Maths or English Unit 1)? Yes ☐ No ☐b) If no, what reasons are given? |
|  |  |

(Note to monitors: the following four sections of this observation instrument correspond to the four parts of the tutorial set out in the ‘Being an effective tutor’ booklet)

**Part 1: Introduction**

|  |  |
| --- | --- |
| **5.** | Is the tutor friendly and welcoming? Yes ☐ No ☐Add further comments if appropriate: |
|  |  |
| **6.** | Does the tutor use the LAs names when addressing them? Yes ☐ No ☐ |
| **7.** | a) Does the tutor or one of the LAs start with an energiser activity? Yes ☐ No ☐ |
|  | b) If yes, provide brief details of the activity: |
|  |  |
|  | c) If an energizer in included in this part of the tutorial, how comfortable do most of the LAs appear to be participating? *(tick one)*Very comfortable ☐ Quite comfortable ☐ Slightly uncomfortable ☐ Very uncomfortable ☐ |
| **8.** | How much time does the tutor spend on this part of the tutorial? \_\_\_\_\_ minutes |

**Part 2: Establishing progress**

|  |  |
| --- | --- |
| **9.** | Record the name of unit and section of self-study materials that form the focus of the tutorial: (*e.g. Mathematics Unit 1, Week 2, The Four Rules*)  |
|  |  |
| **10.** | Does the tutor look at LAs self-study material booklets to establish their progress since the previous tutorial and / or mark the LAs work in their booklets? Yes ☐ No ☐ |
| **11.** | How many of the LAs are given the opportunity to talk about their progress since the previous tutorial (e.g. what they have completed / found easy or difficult)? *(tick one)* All of the LAs ☐ More than half of the LAs ☐ Fewer than half of the LAs ☐ |

|  |  |
| --- | --- |
| **12.**  | How does the tutor organize the LAs in order to find out about their progress (e.g. tests / question and answers with whole group, peer assessment, pair or small group activities) |
|  |  |
| **13.**  | How comfortable do most of the LAs appear to be about discussing their progress? *(tick one)*Very comfortable ☐ Quite comfortable ☐ Slightly uncomfortable ☐ Very uncomfortable ☐ |
| **14.** | How much time does the tutor spend on this part of the tutorial? \_\_\_\_\_ minutes |

**Part 3: Developing subject competency**

|  |  |
| --- | --- |
| **15.** | Does the tutor have a written plan for this part of the tutorial?Yes ☐ No ☐ |
| **16.** | Does the tutor adjust her / his teaching in this part of the tutorial to take into account what has been found out about the LAs progress in the previous part of the tutorial?Yes ☐ No ☐ |
| **17.** | Does the tutor use any supplementary resources to support the LAs learning (e.g. number cards, dictionaries?)Yes ☐ No ☐ |
| **18.** |  How are the LAs organized in the tutorial? *(tick one)*As a whole group ☐ In pairs or small groups ☐ Sometimes as a whole group, sometimes in pairs or small groups ☐ |
| **19.** | Does the tutor take into account the progress made by the LAs and their needs when organizing the LAs for this part of the tutorial?Yes ☐ No ☐ |
| **20.** | Briefly describe what the tutor and the LAs do in this part of the tutorial, and the sequence for these activities: |
|  |  |
|  |  |
| **21.** | How would you describe the tutor’s style? *(tick one)*Very interactive with opportunities for individual LA contributions ☐Some interaction but mainly lecture style ☐ Lectures and tells ☐ |
| **22.** | a) How attentive and willing to participate are the LAs? (*tick one*) All are attentive and willing to participate ☐ More than half are attentive and willing to participate ☐ Fewer than half are attentive and willing to participate ☐ None are attentive and willing to participate ☐b) Do you notice any LAs who do **not** seem to be participating? If so, why do you think this is? |
|  |  |
| **23.** | How much time does the tutor spend on this part of the tutorial? \_\_\_\_\_ minutes |

**Part 4: Looking forward**

|  |  |
| --- | --- |
| **24.** | Does the tutor set clear expectations for what the LAs have to complete in their self-study materials before the next tutorial?Yes ☐ No ☐ |
| **25.** | a) Does the tutor ask the LAs to provide feedback on the tutorial? Yes ☐ No ☐b) Does the tutor ask the LAs if there are topics or skills they want to revisit or spend more time on? Yes ☐ No ☐ |
| **26.** | How much time does the tutor spend on this part of the tutorial? \_\_\_\_\_ minutes |

**Part 5: The tutorial overall**

|  |  |
| --- | --- |
| **27.** | Which language does the tutor use with the learning assistants?Only English ☐ Mostly English with some local language ☐ Mostly local language ☐ Only local language ☐ |
| **28.** | Overall how would you rate the tutorial:Satisfactory or better ☐ Requires improvement ☐  |
| **29.** | Provide further details about how the tutor needs to improve, if applicable. |
|  |  |
| **30.** | Provide any further comments about the tutorial that you would like to pass onto the project team |
|  |  |

**Part 6: After the tutorial**

*(Note for monitor: At the end of the tutorial thank the tutor and LAs for allowing you to observe and ask questions)*

|  |  |
| --- | --- |
| **28.** | Provide feedback to the tutor and discuss this with her / him. Record in the box below: |
|  | Two aspects of the tutorial that impressed you:One suggestion for improving future tutorials: |

## Annex 5: End of unit Tutor Questionnaire

**End of Unit Tutor Questionnaire on Learning Assistants’ Progress**

|  |  |
| --- | --- |
| **Tutor name:** |  |
| **Date of questionnaire completion:** |  |
| **Subject :**  |  | **Unit: 1 / 2 / 3** **circle as appropriate**  |
| **Tutorial Location:** |  |
| **Number of LAs in the group:** |  |

**Please answer these questions for the unit you have most recently studied with the LAs.**

1. **How have the learning assistants found the Unit activities?**
2. How many have found them easy?

Most □ More than half □ Less than half □ Less than a quarter □

1. How many have found them a little difficult?

Most □ More than half □ Less than half □ Less than a quarter □

c ) How many have found them very difficult?

Most □ More than half □ Less than half □ Less than a quarter □

1. **When you set activities for the learning assistants to do in preparation for a tutorial how many:**
2. Complete them all well

Most □ More than half □ Less than half □ Less than a quarter □

1. Complete most of them but need help for some

Most □ More than half □ Less than half □ Less than a quarter □

1. Struggle to complete them without help

Most □ More than half □ Less than half □ Less than a quarter □

1. **Please indicate how many LAs in your group have completed each part of the current Unit (as indicated at the beginning of this questionnaire):**

|  |  |
| --- | --- |
| None |  |
| Week 1 |  |
| Week 2 |  |
| Week 3 |  |
| Week 4 |  |
| Week 5 |  |
| **Total**(this should equal the total number of LAs in your tutor group / cluster) |  |

1. **What proportion of the LAs have:**

**Good knowledge** of the Unit:

Most □ More than half □ Less than half □ Less than a quarter □

**Average knowledge** of the Unit:

Most □ More than half □ Less than half □ Less than a quarter □

**Poor knowledge** of the Unit

Most □ More than half □ Less than half □ Less than a quarter □

1. **How well are the study materials working in supporting the learning assistants?**

Very well □ Quite well □ Not very well □ Not at all well □

What improvements would you suggest?

|  |
| --- |
|  |

1. **On their current progress how many of the LAs are likely to pass the entrance examination** (this is around the level of the BECCE) **:**

Most □ More than half □ Less than half □ Less than a quarter □

1. **What more could be done to help the Learning Assistants with their study?**

More time in tutorials □ More time for self-study □ Less travel distance to school □

Less travel distance to tutorials □ Fewer home duties □

|  |
| --- |
| Other suggestions: |

 **Thank you for completing this questionnaire. Please return to ….**

1. If remaining restrictions related to Ebola prevent group meetings of this number, then sub-clusters of smaller groups will provide an alternative way forward. [↑](#footnote-ref-1)