



Good practice of monitoring and evaluation of teaching modules

Illustrated through the steps in monitoring the teaching kit on the ecosystem approach to fisheries

NB While the good practice work sheet has been developed in the context of supporting the introduction and maintenance of teaching the ecosystem approach to fisheries in schools in The Gambia, the underlying principles may be used for any other types of lessons.

Introduction

This good practice work sheet is the result of pilot activities in the context of the FAO – EAF Nansen Project implemented by Mundus maris – Sciences and Arts for Sustainability. The aim of the pilot activities was to collaborate with five schools in The Gambia for testing the content of an earlier version of the teaching kit. The tests and follow-work was conducted between April and July 2012. This in turn was the result of a survey conducted in 2011 in several schools about their practices, experiences and needs in teaching in relation to the these topics.

The teaching kit includes the following:

- ³⁵/₁₇ The good practice worksheet
- ³⁵/₁₇ A work book on methods and approaches for teaching the ecosystem approach to fisheries
- ³⁵/₁₇ The EAF Nansen illustrative poster
- ³⁵/₁₇ The poster representing the Senegambian ecosystem
- ³⁵/₁₇ The fish ruler for The Gambia specifying the minimum size of commercially important fish species at which they will have reproduced at least once (stops the destruction of resources)
- ³⁵/₁₇ Sheets of A2 or A3 paper, markers, stickers, and other materials for classroom use
- ³⁵/₁₇ Monitoring and evaluation sheets / information to document the experience.

Phases in the evaluation process	
1. Specifying the objective of the review/evaluation	
	2. Specify the evaluation questions
	3. Develop the evaluation plan, determine which data should be collected
	4. Collect the data
	5. Analyse the data
	6. Use the review report to improve the programme

Fig. 1 – Phases of the review / evaluation process

1. Purpose of monitoring and evaluation

The purpose of the good practice worksheet is to monitor the usefulness of the teaching kit and its components, both for the satisfaction of teachers and for the learning outcomes of children over time and continuously collect information that will be useful in improving future editions of the teaching kit.

It is important to emphasise that the objective is to ensure, through the process of monitoring and evaluation, that the tools and support mechanisms for teachers and the learning conditions of children and young people can be gradually improved and this, to the extent possible, through a participatory process, where all stakeholders (youth and adults in different roles) can learn together. This is not to judge any of the teachers - individually or as a whole - or the schools.

It is rather a possibility to enhance self-reflection to facilitate continuous improvements.

2. The evaluation questions

The evaluation questions are focused essentially at four levels:

- ³⁵₁₇ the satisfaction of the teachers in relation to the support offered by the components of the teaching kit from the perspective of its practical use, the utility of its components, possibly missing items (monitoring and evaluation (M&E) sheet 1)
- ³⁵₁₇ the assessment of teachers on the learning progress of children (see M&E sheet 2)
- ³⁵₁₇ the children's assessment of one or more teaching modules on coastal and marine ecosystems (use group assessment with 'smilies' on a poster or blackboard allowing the children to express an appreciation by sticking self-adhesive dots underneath the smiley best reflecting their feelings – smiling, neutral, sad)
- ³⁵₁₇ the appreciation of inspectors with a comparative perspective from following through the experience in all schools (see M&E sheet 3).

3. The evaluation plan and data to be collected

A typical evaluation plan can be summarized as follows:

3.1 For a specific test of a new tool

A workshop is conducted at the beginning of the test phase in suitable location, preferably with the active participation of teachers from the participating schools, one or more school inspectors, any resource persons and the organisers.

This workshop is intended to

- ³⁵₁₇ explain the purpose of the exercise as a whole;
- ³⁵₁₇ make available to each teacher the new tool, and to introduce and explain what it is about and how it is intended to support teachers in their tasks;
- ³⁵₁₇ discuss the use of the new tool compared or complementary to existing tools - including constraints and clarifications necessary. This should ensure that all teachers involved have a clear vision of what they want to do, how to do it and they feel reassured by the accompanying inspectors and resource persons also during the tests.
- ³⁵₁₇ explain the monitoring and evaluation forms about the experience in order to gather facts and assessments for teachers on how the test will have worked – it is mandatory to use these sheets, to complete and return them to the organisers;
- ³⁵₁₇ evaluate the workshop itself at the end by applying self-adhesive stickers underneath three smileys (happy, neutral, sad).

A summary report is to be drafted focussing on key findings of the workshop. It is desirable that the activities during the workshop are also visually documented by photographs.

3.2 For regular monitoring of teaching activities

In regular intervals, e.g. every six months or once during the school year the curriculum envisages EAF lessons to be delivered either in SES in class, language, arts or other classes, during school excursions, or during a combination of these. The monitoring and evaluation sheets are then used for assessing performance of the teaching aids in the classes concerned taking care to specify the type of lesson, exercise and level and composition of class.

4. Data Collection

Teachers will use the monitoring and evaluation sheets 1 and 2. It is desirable that the entire experience is as visually documented by photographs.

Inspectors will accompany and support the implementation in each school at least once using the monitoring and evaluation sheet 3.

The monitoring and evaluation sheets are then either physically handed to the inspector or scanned

and sent electronically to the inspector and the organiser of any specific tests to be specified at the beginning.

5. Analysis of the data and other evidence

5.1 For specific tests

A review workshop should be convened with the same participants as specified under 3.1. The workshop is intended to:

- ³⁵/₁₇ Collect the monitoring and evaluation forms in case they have not yet been handed to the inspector(s);
- ³⁵/₁₇ Orally present the experiences, whether good or bad, both on the situations experienced in the classroom or elsewhere and on the usefulness of the new tool;
- ³⁵/₁₇ Use visual documentation (e.g. Photos, videos taken) about class situations, sketches, excursions, etc. that might help analyze the experience;
- ³⁵/₁₇ Discuss with a view to analyze the data, also in a comparative perspective, in order to learn. It is important to emphasize that the sharing of experiences serves exclusively the purpose of improving the new tool and to share with each other teaching techniques that give good results;
- ³⁵/₁₇ discuss opportunities to stay in collaboration with one another and eventually establish links with other schools to continue capitalizing on the experience, even after the test phase;
- ³⁵/₁₇ Formulate conclusions / proposals for improvements and a possible extension on a larger scale as appropriate and document the workshop in addition through photos;
- ³⁵/₁₇ Evaluate the workshop itself at the end.

5.2 For regular monitoring

- ³⁵/₁₇ Convene a workshop once a year to allow teachers to exchange experience with all teaching approaches and tools to encourage peer-to-peer learning and mutual support.
- ³⁵/₁₇ Document the workshop itself through photos or other audio-visual means.

6. A report

6.1 For specific test activities

Make sure a final report is written and suitably documented to help both the organisers and the schools to have a record of the experience. Follow any specific content or formatting requirements of the organisers and the school inspection services. Make sure you plan this well in advance to be able to meet any deadlines that are specific to the test activities and/or the phases of the school year.

6.2 For regular monitoring

Make sure you keep a record of each cycle of using the EAF teaching kit so as to be able to note inter-class/inter-year effects. A short annual report should preferably contain the main experiences / assessments of the different actors (teachers, inspectors, pupils). If it is established after a workshop with teachers from many or all schools involved in the teaching of EAF, it is best to summarise the key findings and any recommendations discussed during the workshop. Make sure the list of participants with their affiliation and contact details are included. The report should be valuable for individual teachers, schools, inspectors and agreed outside supporters.