SAFETY, RESILIENCE,
AND SOCIAL COHESION:
A GUIDE FOR CURRICULUM
DEVELOPERS

# ASSESSMENT, MONITORING AND EVALUATION

How will we know
what students have
learned?

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# About the booklets

This publication is one of a series of eight curriculum development booklets focused on promoting safety, resilience, and social cohesion throughout the curriculum. The booklets should be read alongside other relevant curriculum development materials (see the Key Resources section of each booklet for details). The series includes:

- Glossary of terms
- Booklet 1 - Overview: Curriculum enhancement to promote safety, resilience, and social cohesion
- Booklet 2 - Getting started: How do we organize the process?
- Booklet 3 - Key content: What are the desired learning outcomes?
- Booklet 4 - Curriculum review: Where are we now and where do we want to go?
- Booklet 5 - Curriculum approach: How will we get there?
- Booklet 6 - Textbooks and other education materials: What key messages do we want to convey and how?
- Booklet 7 - Teacher development: How will we support and train teachers?
- Booklet 8 - Assessment, monitoring and evaluation: How will we know what students have learned?

A parallel series of booklets has been published on incorporating safety, resilience, and social cohesion in education plans and policies.

SAFETY, RESILIENCE, AND SOCIAL
COHESION: A GUIDE FOR
CURRICULUM DEVELOPERS

**Booklet 8**

ASSESSMENT, MONITORING
AND EVALUATION

How will we know what
students have learned?

# Acknowledgements

# Abbreviations

DRR     disaster risk reduction
LTLT    learning to live together

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# Foreword

Crisis-sensitive education content and planning saves lives and is cost-effective. Education protects learners and their communities by providing life-saving advice in cases of emergency. Good planning can save the cost of rebuilding or repairing expensive infrastructure and education materials. Over the long term, crisis-sensitive education content and planning strengthen the resilience of education systems and contribute to the safety and social cohesion of communities and education institutions.

The devastating impact of both conflict and disasters on children and education systems is well documented and has triggered a growing sense of urgency worldwide to engage in strategies that reduce risks. Annually, 175 million children are likely to be affected by disasters in the present decade (Penrose and Takaki, 2006), while the proportion of primary-aged out-of-school children in conflict-affected countries increased from 42 per cent of the global total in 2008 to 50 per cent in 2011.

The urgency of developing education content and sector plans that address these risks is undeniable. This series of booklets aims to support ministries of education to do just that. With a common focus on safety, resilience, and social cohesion, a series of six booklets on education sector planning and a further eight booklets on developing curriculum are the result of collaboration between the Protect Education in Insecurity and Conflict Programme, UNESCO's International Institute for Educational Planning, and UNESCO's International Bureau of Education. This collaboration and the overall framework build on the efforts and momentum of a wide range of stakeholders, including UNICEF and its Peacebuilding, Education and Advocacy programme.

The mission of the International Institute for Educational Planning (IIEP-UNESCO) is to strengthen the capacity of countries to plan and manage their education systems through training, research, and technical cooperation. Additionally, IIEP has developed expertise in the field of education in emergencies and disaster preparedness. Its programme on education in emergencies and reconstruction has produced a Guidebook for Planning Education in Emergencies and Reconstruction, as well as a series of country-specific and thematic analyses. It has undertaken technical cooperation and capacity development in crisis-affected countries such as Afghanistan, South Sudan, and Chad, and has developed and piloted crisis-sensitive planning tools in West and East Africa.

Protect Education in Insecurity and Conflict (PEIC) is a programme of the Education Above All Foundation, founded by Her Highness Sheikha Moza bint Nasser of Qatar. PEIC aims to promote and protect the right to education - at all levels of education systems - in areas affected or threatened by crisis, insecurity, or armed conflict. PEIC supports the collection and collation of data on attacks on education and the strengthening of legal protection for education-related violations of international law. PEIC works through partners to help develop education programmes that are conflict-sensitive and reduce the risks of conflict or its recurrence.

The International Bureau of Education (IBE-UNESCO) supports countries in increasing the relevance and quality of curricula aimed at improving basic competencies such as literacy, numeracy, and life skills, and addressing themes that are highly relevant at local, national, and global levels such as new technologies, values, sustainable human development, peace, security, and disaster risk reduction. IBE offers such services as strategic advice, technical assistance tailored to specific country needs, short- and long-term capacity development, providing access to cutting-edge knowledge in the field of curriculum and learning.

This series of publications, which is the fruit of collaboration between IIEP-UNESCO, PEIC, and IBE-UNESCO, draws on the particular expertise of each of these agencies. With these booklets, we aim to support the staff of ministries of education, at central, provincial, and district levels, to promote education systems that are safe, resilient, and encourage social cohesion through appropriate education sector policies, plans, and curricula. This initiative responds to an identified need for support in systematically integrating crisis-sensitive measures into each step of the sector planning process and into curriculum revision and development processes. By adopting crisis-sensitive planning and content, ministries of education and education partners can be the change agents for risk prevention and thus contribute to building peaceful societies in a sustainable manner.

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Director, IBE

**Mark Richmond**
Director, PEIC

# Booklet 8 – **Assessment, monitoring and evaluation: How will we know what students have learned?**

**Getting started**
How do we organize the process?

**Key content**
What are the desired learning outcomes?

**Curriculum review**
Where are we now and where do we want to go?

**Curriculum approach**
How will we get there?

**Textbooks and other education materials**
What key messages do we want to convey and how?

**Teacher development**
How will we support and train teachers?

**Assessment, monitoring and evaluation**
How will we know what students have learned?

## Take-away points

▶ Some aspects of the assessment of learning to live together (LTLT) and disaster risk reduction (DRR) are similar to other subjects because of their factual basis and use of cognitive skills. However, assessment of values and attitudes development can be difficult because students may know what answers are expected.

▶ Written tests can be used to assess cognitive learning. Measuring the impact of LTLT and DRR studies on attitudes, values, and behaviour requires individual and group (class or focus group) discussion that encourages students to talk freely about their responses to various aspects of the curriculum.

▶ Assessment of LTLT and DRR topics in national examinations can be used to motivate students and teachers to cover LTLT and DRR components of the curriculum.

▶ Ongoing monitoring and formative evaluation is important to provide feedback on what is actually being taught in schools and its impact.

socio-economic, ethnic, and religious groups. The sample within each category should be chosen at random, to avoid being directed by local education offices to favourite schools. It is important to include visits to some good-practice schools in order to get ideas for programme development and to share new approaches.

Choose survey staff with substantial experience of the subject matter and of the level of schooling concerned. They should also be skilled at writing up responses. Provide an introductory workshop on LTLT and DRR policies, competency and learning outcome goals, education materials, constraints, and approaches.

## Maximize the utility of survey tools

Before undertaking the main survey, pilot the materials and approach in two or three schools. Make any needed adjustments and provide further training to survey personnel. Repeat this process until the results are useful.[3]

Past experience suggests that interview and questionnaire responses may only tell the evaluator what is already known, and that most respondents may make similar replies. Therefore, it will be important to have wide-ranging discussions at an early stage – within the survey team and with respondents – to identify issues and themes where valuable insights may be gained.

It is useful to ask comparative questions regarding:
- which parts of the curriculum and textbook support materials are more or less effective;
- which parts teachers find most difficult;
- which parts are more or less realistic and responsive to local conditions.

These types of questions will help respondents to open up and explain the realities they face, without the embarrassment of appearing to criticize a government programme. Asking for specific suggestions for new content can also be very productive.

## Get the most from school visits

A first step is to see the class schedule and documentation illustrative of where LTLT and DRR fit within it, and to identify which teachers are most involved. Gather data and information to help understand how and where the LTLT and DRR components of the curriculum are being implemented. Relevant data include, for example:
- class size, hours of schooling, timing of LTLT and DRR classes, and which teachers teach them (and any relevant training received);

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3. For examples of survey tools for school visits, and of elicitive (open-ended) questions to ask 'before' and 'after' a new type of LTLT course content, see GTZ and IBE-UNESCO (2008: 96-109).

Systematically monitoring and evaluating behaviour change in both individuals and groups is a demanding and time-consuming task requiring specialized skills. Ongoing monitoring of the implementation of the teaching programme and of teaching practice is important, especially since some parts of the curriculum tend to be neglected at school level and teachers may need additional support to teach these subjects (see also *Booklet 7* for a discussion of teacher development and support).

In addition to ongoing monitoring activities, formative programme evaluations should also be planned. These can be used to assess student learning, the extent of curriculum implementation, and the impact on student attitudes and behaviours.

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### Steps to organize the assessment, monitoring and evaluation of LTLT and DRR learning outcomes and impact

▶ Find ways to assess individual learning outcomes in LTLT and DRR.

▶ Monitor curriculum implementation.

▶ Evaluate the process, outcomes, and impact.

▶ Develop avenues for including LTLT and DRR in national examinations.

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# Step One
## Find ways to assess individual learning outcomes in LTLT and DRR

Assessment of competencies involving the acquisition of values and behaviour is problematic, and outcomes related to LTLT and DRR are no exception. One reason is that outside influences on the attitudes and values of students make it difficult to differentiate and assess what has been learned through the school curriculum and what has been learned elsewhere. There is no easy way to assess whether education in topics related to safety, resilience, and social cohesion has changed the values, attitudes, and behaviours of students, though learning of factual information or concepts can be assessed.

The methods used for measuring learning outcomes will vary from country to country. Two of the more common methods used by teachers for assessing learning are written tests and classroom discussion. Depending on the available resources, and the training and capacity of teachers, various types of other formative assessment techniques can also be used. Some suggestions regarding the use of these various methods are offered below.

### Questioning and written tests

The usual approach to assessing ongoing learning in LTLT and DRR is for the teacher to ask the class questions or give written tests. A study of DRR assessment in 30 countries showed that these approaches predominated (UNESCO and UNICEF, 2012). The ability to recite what has been learned, however, does not necessarily signify comprehension. This is compounded for LTLT since it is often easy for students to offer the 'right answer' in terms of values and attitudes and their planned future behaviours. For example, memorizing a five-step model of conflict resolution gives no indication as to whether the student actually understands or is able to apply the five steps to a particular situation. Therefore, assessments (including written examinations) should include elements that test comprehension as well as the application of learning (e.g. questions relating to a simple story).

Written tests can be difficult for students who are poor readers, and especially for those not using their mother tongue. Questions that reduce the language

burden can help students who cannot read or understand the question and/or have difficulty in writing the answer due to a lack of language skills and/or slow writing speed. For factual questions, multiple-choice and true/false questions can be used. These types of questions are less useful for assessing attitudes and values, though, as the desired answers are usually obvious. For example, if students are asked whether people should respect all ethnic groups in a country equally, they will usually say 'Yes' and earn credit for the 'right answer', even if they do not believe or act accordingly.

Open questions, such as, 'What are three characteristics of a good citizen and why?', provide a better indication of student comprehension and learning but are more time-consuming to mark. These types of questions can also be easier for students whose first language is their language of instruction and for students from elite schools with better writing skills. Therefore, a mix of different types of questions is preferable. Some examples of multiple-choice questions follow (GTZ and IBE-UNESCO, 2008: 37):

- Which of the following are essential characteristics of free and fair elections?
  - ▶ Secret ballot
  - ▶ All candidates can state their views freely
  - ▶ Good food is provided by candidates at election meetings
  - ▶ Bright flags and decorations are displayed at election meetings
  - ▶ Voters are frightened of electing someone not from the government party (or someone locally powerful).
- How much do you agree or disagree with the following statements (tick a column)?

| A good adult citizen is someone who: | Strongly disagree | Disagree | Neither agree or disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| • Votes in elections | | | | | |
| • Obeys the law | | | | | |
| • Never studies the news (broadcasts or newspapers) or discusses political issues | | | | | |
| • Plays football and other team games | | | | | |
| • Pollutes the environment | | | | | |
| • Joins a political party | | | | | |
| • Helps people who are in difficulty | | | | | |

For an introduction to written assessment questions that can be used in textbooks or for school or national examinations, see *The Textbook Writer's Manual* (Gachukia and Chung, 2005: 42-48). *Annex 1* includes an example of an assessment framework that can be used to assist with the development of questions.

## Discussions with students

Discussions with students can help assess what they have reflected on and value as well as their planned future behaviours. In addition, if the assessment is intended to guide the classroom teacher in moving forward with LTLT work, then face-to-face individual and group discussions can be an effective way to assess how students are thinking, what skills they have developed, and how their attitudes and values may have changed. One issue specifically associated with assessing LTLT learning outcomes, however, is that students may exhibit a strong 'desire to please' in their answers. This means that they may offer the 'right' answer or the answer that the respected adult is believed to favour even when it does not fully express their own views. One way to be specific, and lessen the 'desire to please' effect, is for the teacher to ask questions involving comparison, such as: 'Which of the LTLT and/or DRR lessons have impacted your life the most? What did you learn from them?'

An example of a classroom activity that teachers can use to encourage discussion and check students' understanding is the 'dipstick' approach. This allows the teacher to obtain answers to oral questions from all students in 'real time', asking them to raise one hand (or object) for answer A and the other hand (or another object) for answer B. When using this method, one suggestion is to ask students to close their eyes when choosing their answer so that they will not be influenced by other students and will not feel bad if their answer is incorrect, as in the following example from the Philippines (UNESCO and UNICEF, 2012: 112):

- During tropical cyclone season, how soon can you find out if a storm is heading your way?
  ▶ Several days beforehand so you have time to prepare.
  ▶ Less than an hour beforehand so you have to act very quickly.

- What is THE SAFEST thing to do when a major tropical cyclone is about to hit?
  ▶ Stay at home, close all doors and window, and do not go outside.
  ▶ Leave your home and go to a community shelter.

- The tropical cyclone is now ONE HOUR away from your home. What should you do?

▶ Turn off gas and electric supplies and then go to the shelter.
▶ Do not do anything, go immediately to the shelter.

## 'Portfolio' assessment

More ambitious approaches where students accumulate a portfolio of achievements are possible where schools have adequate resources. A study of DRR education in 30 countries found that seven of those countries used written tests to assess what were termed 'summative' learning outcomes, while methods for assessing 'formative' learning outcomes were evidenced in a few countries. These methods included written essays, self/peer assessment, oral questioning, simulation, observations, artefacts (e.g. drawings), questionnaires, oral/written comments, homework, and various activities such as demonstration, singing, miming, and storytelling (UNESCO and UNICEF, 2012: 37).[1] Having students keep journals (diaries) with daily or weekly entries about the impact the lessons are having on their lives is also a powerful and informative assessment tool, but requires extensive time on the part of the teacher to read and respond appropriately.

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1. See *Learning to Live Together: Education policies and realities in the Asia-Pacific* (UNESCO, 2014: 72) for a sample weighting of knowledge, process, understanding, and performance (application) of 21st century skills in the standards-based assessment for the Philippines.

# Step Two
## Monitor curriculum implementation

Monitoring curriculum implementation is critical if LTLT and DRR initiatives are to have any impact. Some components of the planned LTLT and DRR curriculum may not actually be taught due to factors such as:

- **Examination pressures**: If the subject matter is not examined, the time slot may be used for examination subjects. This often happens with life skills, peace education, and other subjects.[2]
- **Teacher reluctance**: When teachers are unfamiliar with the subject matter, there may be a temptation to not teach it or to resort to rote learning, whereby students remain only at the knowledge level, for LTLT topics. Teachers may also be reluctant if the topics are sensitive, either politically or culturally.

Routine monitoring of implementation will answer the question of whether the LTLT and DRR topics are being taught in classrooms. Depending on the results, corrective actions may be needed to overcome teacher reluctance (see *Booklet 7* for a discussion of different teacher training and support mechanisms). Monitoring of implementation can be assigned to the ministry's field education staff, and carried out during their regular school visits. Monitoring by inspectors or visiting school staff can, however, be problematic or ineffectual, for a range of reasons, including:

- Difficulty in getting to more distant schools (fuel shortages, insecurity, time required).
- Inaccurate reporting (head teachers influencing field staff's reports).
- A lack of familiarity among field staff with LTLT and DRR subject matter.
- A lack of consequences/disciplinary action if schools do not follow official guidance on curriculum.

Where monitoring is combined with advisory and mentoring work, however, and where there is enthusiasm for the LTLT and DRR work on the part of schools, there can be positive outcomes. Developing the capacities of local advisers to support the implementation of LTLT and DRR at school level and to act as teacher-mentors can make a strong contribution to implementation.

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2. Anecdotal reports from Anna Obura and others. See also Njeng'ere (2014).

# Step Three
## Evaluate the process, outcomes, and impact

Since the national education system is ongoing and open-ended, education ministries tend to be concerned, in the main, with the 'formative' evaluation of ongoing teaching and learning processes. However, there may be some 'summative' evaluation, at the end of particular initiatives. Evaluation will include:

- **Process evaluation**: This can be based on a sample of schools where LTLT and DRR changes in the curriculum are being implemented. The surveys should look at information related to: inputs (textbooks and other education materials, teachers and their preparation for this work), timetable allocations on paper and in reality, teaching and learning activities undertaken, evidence of work in children's exercise books, etc.
- **Learning outcomes**: Understanding what students have actually gained from their studies and activities is crucial to evaluation. It can involve an examination of student portfolios and performance in tests related to LTLT and DRR themes. It can also include student reports and teacher observations of their attitudes and behaviours, though these will be largely anecdotal and should be supported with other types of evidence.
- **Impact**: An impact study can look at evidence of actual changes in behaviour, e.g. the number of fights reported in the playground, or instances of bullying or sexual harassment reported at the school. For this kind of study, there will be a need to establish baseline data to evaluate changes over time.

A full-scale evaluation will look at the effectiveness of whole-curriculum revision activity at national and local levels. The suggestions below focus on visits to schools. These are critical to seeing if and how the curriculum is being taught, and whether the students are achieving the desired learning outcomes.

The evaluation does not have to be expensive or drawn out. More frequent 'rapid' formative evaluations in a small but well-selected sample of schools will be more helpful in terms of influencing ongoing implementation. Suggestions for the process include:

### Design a sample of schools and train survey staff

Include a small sample of schools representing different regions, and different

understands the concepts and feels comfortable about them, the more likely it is that they will support teachers in making use of their in-service or pre-service training.

- Provide a mobile trainer for each district or sub-district, trained in providing feedback on lesson delivery and self-assessment. Encourage follow-up visits to schools by members of training teams.
- Ensure that at least several teachers are trained from a given school, so that they can support each other.
- Work with clusters of schools and train suitable teachers as school mentors[3] within the cluster. Encourage teachers to keep records on lessons learned and share them with mentors, or mentees, as well as ministry staff (see also *Box 7.1*).
- Provide training (showing videos) for school management committees on the new subject matter. Post these videos on a ministry-run website or portal dedicated to promoting education for safety, resilience, and social cohesion for access by committee members, as well as journalists, teachers, students, and others.
- Enlist individuals or group of individuals to serve as technical assistance advisors 'on call' by phone or email to respond immediately to teachers who are having difficulty implementing the lessons. Hold periodic reunions of trainees and trainers to exchange experiences and renew commitment.
- Develop an online forum or newsletter so that educators can post questions and receive support and feedback (INEE, 2010: 26). Encourage blogs.
- Brief journalists so that they understand and support the work in order to create a supportive environment.
- Encourage local and NGO initiatives to help support and mentor teachers, especially those working with vulnerable populations.

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**Box 7.1.**
**Establishing a mentoring programme**

One way to establish a mentoring programme is to enable teachers to select mentors from current staff. Teachers may select mentors based not only on their experience but also on the basis of the extent to which they feel they can learn from them and take on board their feedback for improvement. Once selected, mentors can be trained in additional topics, including observation and feedback techniques. Thereafter, each mentor observes and advises the teacher once a week.

A wide variety of ongoing support is also provided, including support from master trainers, supplementary information through radio broadcasts, and classroom assistants working alongside teachers. A helpful way to develop the resources that teachers will use is to develop a teacher activity book or similar tool, with detailed lesson plans that include active and experiential learning exercises and methodology for use in the classroom.

*Source*: IRC, 2006.

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3. Mentors are experienced educators who provide technical guidance, feedback, and support to other teachers.

- availability and use of relevant textbooks or other materials;
- evidence of written work and other activities that can be seen in students' exercise books and artwork;
- other sources that may shed light on impacts (e.g. if records are kept of school disciplinary actions).

School visits can also be used to determine whether LTLT and DRR lessons are taught as scheduled and to ascertain the difficulties and successes that teachers encounter when teaching them. The best approach is to gain the confidence of the head teacher and individual teachers in each sample school. Construct questions to teachers and head teachers in a way that encourages an honest response. Help teachers to understand that the purpose of the questions is to support them in the implementation process, not to make them feel they are being examined. The following activities should also form a part of school visits:

- A full and frank discussion with the head teacher, using a checklist or semi-structured interview. This will verify what the head teacher knows about the LTLT and DRR initiatives and his or her attitudes and plans.
- Interviews with relevant teachers, conducted on a one-to-one basis, using a checklist or semi-structured interview. This can be designed to assess both what activities teachers report and their understanding of the issues, as well as their views regarding the need for support materials, training, and other requirements for effective implementation.[4]
- Focus group discussions with groups of teachers. Discuss the broad goals of LTLT and DRR education and their applicability to local circumstances. Invite participants to share implementation problems and ways to overcome them. Seek agreement on possible indicators of success, to date and in the future.
- Observations of LTLT and DRR lessons to see how the content is being taught and the response of students.[5][6] Learn from teachers who have good ideas.

## Use a variety of measures of student learning, attitudes, and behaviour

Because the monitoring and evaluation of implementation can be done on a sample basis and can involve trained external evaluators, it will be possible to use more sophisticated techniques to assess learning and impact, avoiding some of the limitations of written techniques and class discussion with a teacher.[7]

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4. *Disaster and Emergency Preparedness: Guidance for Schools* (IFC, 2010: 46-47) contains a 'School Disaster Readiness and Resilience Checklist' which includes a list of skills that school personnel should have.
5. There are more guides to classroom observation than can be cited here. See, for example, IRC (2006: 19-29), GTZ and IBE-UNESCO (2008: 131-133), UNESCO (2009: 63-64, 71-78), and Du Plessis et al. (2002).
6. For an evaluation of psycho-social programming, see Duncan and Arntson, 2004: *Children in crisis: good practices in evaluating psychosocial programming.*
7. See UNESCO and UNICEF (2012: 122-125, 162-165) for examples of countries which have included a variety of measures for evaluation of DRR.

- Prepare, test, revise, and use interview schedules for students, teachers, and focus groups in sample schools (see annexes for detailed interview and focus-group suggestions).
- Hold focus-group discussions with students, parents, and other community members. Ask participants for their views on the impact of the LTLT and DRR learning that has been implemented so far, as well as for their ideas on how to strengthen it to better address students' personal, family, and community concerns.
- Consider engaging and training young people to help collect data.[8]

**Box 8.2.**
**Example of teacher feedback:**
**Use of diaries and activity**
**implementation sheets**
**(DRR pilot in Vanuatu)**

▶ Teachers who were assessing DRR were trained in pedagogy and evaluation of DRR.

▶ Teachers used diaries to monitor and record students' responses, as well as reflections on their own facilitation.

▶ Teachers completed activity implementation sheets, keeping track of the lessons taught, and provided their personal feedback on lessons.

▶ Diaries were shared with the evaluation team for use as one component of the data to be reviewed (UNESCO and UNICEF, 2012).

In cases where teachers, students, or other stakeholder groups are asked to assist in the monitoring and evaluation process, initial training and ongoing coordination will be needed.

## Collect independent data on impact

The introduction of small-scale 'intensive' LTLT or DRR programmes (as discussed in *Booklet 7*) can lead to changes in behaviour in school and in the community. When small-scale programmes are initiated, the programme design should include an information management component to keep records of positive achievements and to document evidence of student behaviour change in at least a sample of schools with supportive head teachers. This will be helpful for providing statistical and anecdotal insight into behavioural impact and may be useful when considering scaling up programmes.[9]

Nation-wide programmes, based on textbook revision or supplementary materials, for example, may have less easily quantifiable impacts. It will also be difficult to attribute impacts directly to them since there will not be comparison groups. In case the programme is introduced in certain districts ahead of others, some studies of impact may be envisaged.

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8. Students can assist by being trained as data collectors, conducting focus groups, youth surveys, and interviews (GTZ and IBE-UNESCO, 2008); as data reviewers, for the draft evaluation reports; as advocates, helping to share information in schools and the community regarding the conclusions of the reports; and as engaged citizens, helping implement the recommendations (UNESCO and UNICEF, 2012).
9. For suggested indicators related to LTLT, see GTZ and IBE-UNESCO (2008: 135-139). For examples of impact, see Servas (2013), Sadeed (2013), and Obura (2002).

# Step Four
## Develop avenues for including LTLT and DRR in national examinations

Some educators suggest that behavioural themes should not be included in school and national examinations because this will lead to 'rote learning' (memorization) rather than the skills building and open discussion that is needed for behavioural change and values development. The challenge is that, without examinations, the behavioural themes are often not taught at all. Teachers in many countries are under pressure from parents and students to teach for good marks in examination subjects and tend, therefore, to focus only on topics that are examined.

As LTLT and DRR are essential to education's strategic role in contributing to student wellbeing and resilience, and to the social cohesion of the community and the nation, it is absolutely necessary for learning in these areas to be assessed in school and national examinations. Even if the behavioural and attitudinal aspects of LTLT and DRR competencies cannot be fully assessed on written, summative assessments, lessons should incorporate them along with the more easily examinable knowledge dimensions. In practice, this will ensure that teachers teach the topics and that students take them seriously.

### Seek to make the examinations more inclusive

Some schools have a dire shortage of well-educated and trained teachers, especially schools in rural areas and those that cater to marginalized groups, thus placing their students at a disadvantage in examinations. Moreover, some students who are transitioning from learning in their mother tongue to a new language of instruction will have problems of comprehension and limited ability to write in the new language. Therefore, it will be important to take steps to counter bias in examinations linked to social, economic, cultural status, and poor language skills.

Students without a strong foundation in early-grade literacy will have difficulty with examinations for most subjects, both in understanding the questions and in writing clear answers. This impacts on the topics of LTLT and DRR, especially if students are asked to discuss behavioural and values issues and attitudes in

writing. The use of multiple-choice options may help to address some of the challenges faced by students with weak writing skills. However, sole reliance on this method also has some disadvantages, as noted above.

The more that students are asked to use higher cognitive skills and write open-ended answers on national examinations, the harder it will be for students from marginalized groups and rural areas to compete with students from elite schools, with good writing skills, who are answering in a language of instruction they know well. One way to alleviate this disparity is to keep the percentage mark allocation for this type of question low.

## Adapt examinations to match the modalities of inclusion of LTLT and DRR in the curriculum

If there is a 'stand-alone' subject or course unit/module for LTLT, consider a 'pass/fail' or 'satisfactory/unsatisfactory' approach to national examination of this subject, at least until more experience is gained in the teaching methodology, content, and assessment. Where LTLT and DRR are included within a carrier subject,[10] specifications may be developed for that subject, requiring, for example:

- At least one examination question that involves the application of LTLT to analysing and/or choosing between different behavioural options in a short narrative relating to situations that confront young people.
- At least one question that involves the application of DRR to analysing and/or choosing between different behavioural options in a short narrative relating to situations that confront young people.
- At least one question that tests students' understanding of a five-step (or other) model of conflict resolution and/or how to respond to a particular type of disaster.
- Several questions on LTLT and DRR, if the questions are multiple-choice.

When LTLT and DRR topics are included in all subjects as a cross-cutting issue, they should then be reflected in all examinations. For example, in the Philippines, guidelines for examination development suggest: 'In choosing your selection material, pick topics which can impart virtues or higher values at both levels, primary and secondary levels, so that values education is integrated with the curriculum' (UNESCO, 2014: 72-73).

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10. For a discussion of 'carrier' subjects, see *Booklet 5*.

## Include national examination experts in all curriculum development work on LTLT and DRR

The best approaches to including LTLT and DRR themes in national examinations will depend on national circumstances. For example, a large country will have more diverse climatic and seismic conditions than a small one, and there may be a need to design questions that are appropriate to a range of local contexts and approaches. Similarly, questions about the organization of local government and local elections must be sensitive to different contexts. National examiners may design and circulate model questions that will guide teachers on the competencies and learning outcomes that will support national and local goals for safety, resilience, and social cohesion, focused on LTLT and DRR.

## Consider additional national assessments that have a formative role for national curriculum policy

As noted above, assessing students' personal qualities, such as whether they have developed good character, are respectful of others, or understand responsible citizenship, is challenging. An approach adopted in Colombia is to use a nation-wide written test to evaluate these characteristics when students complete grades 5, 9, and 11 (mainly for formative evaluation purposes), and when they complete college (ICFES, 2014).

# Key actions

▶ Work with education specialists in the country to develop assessment procedures suited to LTLT and DRR, for written tests and examinations as well as for interviews and focus group-discussions.

▶ Use written examination questions that minimize the difficulties faced by students with limited reading and writing skills in the language of instruction. This will avoid penalizing students from marginalized areas and social groups, whose teachers may also have difficulty with the new subject matter.

▶ Through ongoing monitoring and evaluation, review the extent of implementation of LTLT and DRR initiatives, and the implementation challenges, as well as their impact on students. This should include in-depth interview and focus-group discussions with head teachers, teachers, and students, as well as classroom observation, the review of students' written materials, and access to relevant textbooks and other resources.

▶ Include LTLT and DRR topics in national examinations as an incentive for students and teachers to learn them. Including these subjects in assessments will encourage schools to give a prominent position to these important topics in the teaching schedule and to ensure that they are taken seriously.

# Annex 1
## Develop an assessment framework

| Learning objective/ outcome | Assessment question | Criteria | Possible assessment tools |
|---|---|---|---|
| Define the learning objective/outcome.<br><br>Specify if you are assessing knowledge, attitudes, skills, or behaviours (or a combination of the above). | Describe what learners should know and be able to do and/ or demonstrate the desirable attitude. | Describe how you will know the learner has acquired a certain level of knowledge and skills or adopted a specific attitude or behaviour. | What are the possible tools with which to assess the kind of knowledge, skills, attitudes and/or behaviours described in the preceding columns? |

*Source*: IBE-UNESCO, 2006, tool 7.

# Annex 2
## Example of monitoring and evaluation procedure at school level

### Stage 1
Collection of basic information maintained at school level (inputs, process, any records of student behaviour and activities)

### Stage 2
Open-ended interviews and focus groups
- Principal or head teacher (own learning and changes, plus inputs, process, changes in students' achievement, behaviours and activities)
- Teachers and other personnel (as for principal)
- Students (feedback on lessons or activities, perceptions of their value, reported changes in own behaviour or others)
- Parents/parent-teacher association/community education committee/ community groups/general population in the locality (as appropriate)

### Stage 3
Lesson observation, examination of teacher and pupil written materials

### Stage 4
Administration of written questionnaires (if any)

*Source*: GTZ and IBE-UNESCO, 2008: 99.

# Annex 3
## Example of data collection for monitoring and evaluation of a LTLT/life skills course

### Inputs

Did the programme take place as planned? Were the materials received on time? Did the teachers receive the necessary training and conduct the full number of lessons? Was there support or training from programme supervisors visiting the school, and, if so, how often? If there have been problems regarding inputs, how can they be resolved? Were then any events which prevented the school from functioning or the lessons being conducted?

### Processes

▶ What was the approximate study time in hours devoted to the programme units (if applicable) for the different years, grades or classes?
▶ Classroom observation and class records (and feedback from staff and students). How many lessons were conducted using participatory and experiential methods? Could the teachers make the link between stimulus activities and the lesson objective? Did the teacher use their training?
▶ Do the teachers need more training, and, if so, what should be the focus of this training? Have other teachers been affected by the programme? Have they praised it or complained about it?

### Outputs

▶ How many students completed the different parts of the course?
▶ What physical evidence is there of the course work?
▶ What voluntary activities were undertaken as part of the course work?
▶ What results were obtained in tests or examinations?
▶ Outcomes and immediate impact on student behaviour
▶ What learning outcomes can be deduced from the interviews with students and observers, using open-ended methods?
▶ What results are obtained in written questionnaires?
▶ Have there been quantitative or qualitative changes in student behaviour in the school?
▶ Have there been changes in school climate?

- ▶ Wider social changes partially attributable to the impact of the programme
- ▶ Are there events or changes outside the school which may be partially attributed to the programme?

*Source*: GTZ and IBE-UNESCO, 2008: 102.

## Annex 4
## Examples of open-ended questions
## for student interviews or focus groups

- ▶ What school subjects do you like best? Why?
- ▶ What school subjects do you dislike? Why?
- ▶ What are the most useful things you have learned in school? (Follow-up: When – in which subject areas or other aspects of school – did you learn these things?)
- ▶ What things have you learned in school that will help you in your personal life and in getting along with other people? (Follow-up: When – in which subject areas or other aspects of school – did you learn these things?)
- ▶ If wished for (or in pilot testing to get to specifics):
- ▶ What have you learned during your lessons in science and health education that is helpful in your life?
- ▶ What have you learned during your lessons in social studies/citizenship/peace education (chose local title) that is helpful in your life?

*Source*: GTZ and IBE-UNESCO, 2008: 107.

For examples of questions for students and teachers about a specific LTLT course see GTZ and IBE-UNESCO, 2008, pp. 108-109.

# Key resources

**Du Plessis, J.; Habib, M.; Sey, H.; Gardner, B.; Baranick, A.; Rugh, A.** 2002. *In my classroom: A guide to reflective practice*. Washington, DC: American Institutes for Research.
- ▶ http://www.air.org/sites/default/files/downloads/report/In_My_Classroom_0.pdf

**Duncan, J.; Arntson, L. 2004.** *Children in crisis: Good practices in evaluating psychosocial programming*. London: Save the Children Federation, Inc.
- ▶ http://siteresources.worldbank.org/INTMH/Resources/Evaluating_Psychosocial_Programming.pdf.

**Gachukia, E.; Chung, F.** 2005. *The textbook writer's manual*. Addis Ababa: UNESCO International Institute for Capacity Building in Africa (IICBA).
- ▶ www.ineesite.org/uploads/files/resources/the_textbook_writers_manual1.pdf

**GTZ** (Deutsche Gesellschaft fur Technische Zusammenarbeit); **IBE-UNESCO** (International Bureau of Education). 2008. *Learning to live together: Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights*. Geneva: GTZ.
- ▶ www.ineesite.org/uploads/files/resources/doc_1_Learning_to_Live_Together.pdf

**IBE-UNESCO** (International Bureau of Education). 2006. *Manual for integrating HIV and AIDS education in school curricula*. Geneva: IBE-UNESCO.
- ▶ http://www.ibe.unesco.org/fileadmin/user_upload/HIV_and_AIDS/publications/Table_of_contents_Dec06_FINAL.pdf

**ICFES** (Instituto Colombiano para el Foment de la Eduacion Superior). 2014. 'Reference framework for external evaluation of civic competencies'. Bogota: Office of Evaluation, ICFES.

**IFC** (International Finance Corporation: World Bank Group). *Disaster and emergency preparedness: Guidance for schools*. Washington DC: IFC.
- ▶ http://www.ifc.org/wps/wcm/connect/8b796b004970c0199a7ada336b93d75f/DisERHandbook.pdf?MOD=AJPERES

**IRC** (International Rescue Committee). 2006. *Creating healing classrooms: Tools for teachers and teacher educators for field testing*. New York: IRC.
▶ http://www.rescue.org/sites/default/files/migrated/resources/hci-tools.pdf

**Njeng'ere. D.** 2014. *The role of curriculum in fostering national cohesion and integration: Opportunities and challenges*. IBE Working Papers on Curriculum Issues,11. Geneva: IBE-UNESCO.
▶ www.ibe.unesco.org/fileadmin/user_upload/Publications/Working_Papers/ nationalcohesion_kenya_ibewpci_11_eng.pdf

**Obura, A.** 2002. *Peace education programme in Dadaab and Kakuma, Kenya: Evaluation summary*. Geneva: UNHCR.
▶ http://www.ineesite.org/uploads/files/resources/doc_1_63_peace_ educaiton_review_obura.pdf

**Sadeed, S.** 2013. *National school based peace education program for Afghanistan: Curriculum standards for grades 7-12*. Kabul: Help the Afghan Children.

**Servas, N.** 2013. 'Responsible Citizenship: An education programme in returnee areas of Burundi'. In: M. Sinclair (Ed.), *Learning to live together: Education for conflict resolution, responsible citizenship, human rights, and humanitarian norms* (pp. 116-125). Doha: PEIC.
▶ http://educationandconflict.org/sites/default/files/publication/LEARNING TO LIVE TOGETHER.pdf

**UNESCO; UNICEF** (United Nations Children's Fund). 2012. *Disaster risk reduction in school curricula: Case studies from thirty countries*. Paris: UNESCO; Geneva: UNICEF.
▶ www.unicef.org/education/files/DRRinCurricula-Mapping30countriesFINAL. pdf

**UNESCO Bangkok**. 2009. GENIA (*Gender in Education Network in Asia-Pacific*) *toolkit: Promoting Gender Equality in Education*, 4th edition. Bangkok: UNESCO.
▶ http://unesdoc.unesco.org/images/0018/001864/186495E.pdf

———. 2014. *Learning to live together: Education policies and realities in the Asia-Pacific*. Bangkok: UNESCO.
▶ http://unesdoc.unesco.org/images/0022/002272/227208E.pdf

# About the programme

This series of booklets arose from a collaboration between the Protect Education in Insecurity and Conflict (PEIC) programme, and two of UNESCO's education agencies, the International Institute for Educational Planning (IIEP) and the International Bureau of Education (IBE). This collaboration, and the overall framework which developed from it, build on the efforts and momentum of a wide range of stakeholders.

These booklets outline a process for curriculum enhancement that serves to strengthen education systems so that they are better equipped to withstand shocks such as natural hazards and human-made disasters, insecurity, and conflict, and, where possible, to help prevent such problems. They are the outcome of a programme which aims to support ministries of education, at central, provincial, and district levels, to promote education systems that are safe and resilient, and to encourage social cohesion within education policies, plans, and curricula.

More specifically, the programme's objectives are:
- For a core team to catalyse collaboration between partners in order to consolidate approaches, materials, and terminology on the topics of planning and curriculum to promote safety, resilience, and social cohesion;
- To strengthen cadres, first, of planning, research, and training specialists (from ministries of education as well as international experts) in preparing for conflict and disaster risk reduction through education, and, second, of curriculum developers (again, from ministries of education as well as international experts) experienced in integrating cross-cutting issues into school programmes;
- To strengthen national training capacities through institutional capacity development with selected training institutes and universities.

The programme offers the following materials and booklets for ministries to consult:
- *An online resource database/website* containing resources on a range of related topics;
- *Booklets and training materials on planning and curriculum to promote safety, resilience, and social cohesion;*
- *Policy briefings* for senior decision-makers;
- *Case studies and practitioner examples*, which form part of the online database;
- *A self-monitoring questionnaire* to enable ministries of education to determine the degree to which conflict and disaster risk reduction are integrated into their current planning processes.

**Education for safety, resilience, and social cohesion**

With nearly 50 per cent of the world's out-of-school children living in conflict-affected countries, and an estimated 175 million children every year in this decade likely to be affected by disasters, there is a growing sense of urgency to support strategies that reduce the risks of conflict and disasters. Education content and teaching methods can help children and young people to develop attitudes and values that will keep them safe, foster resilience, and lead to more peaceful, cohesive societies.

These booklets provide step-by-step advice on how safety, resilience, and social cohesion can be incorporated into curriculum development and revision processes. Organized into eight booklets and a glossary, this series explains why education ministries should adopt curricula with a stronger focus on safety, resilience, and social cohesion, and offers detailed guidance on how this can be achieved.

# ASSESSMENT, MONITORING AND EVALUATION

How will we know what students have learned?