

Children's Participatory Assessment Toolkit for Transitional Learning Spaces in Emergency Contexts

Guidebook for Evaluation Coordinators





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Executive Summary

The ***Children’s Participatory Assessment Toolkit for Transitional Learning Spaces*** is one of the first assessment toolkits that enables children to express their views about the quality of education in emergency contexts. It is also an innovative assessment toolkit because it empowers children to be facilitators of a school-wide evaluation process with their peers. The purpose of the assessment is to improve the school by creating a collaborative evaluation and school improvement planning process that includes children, teachers, administrators and caregivers working together.

It is our intention that schools participating in the use of this toolkit are able to develop sustainable and local systems of school monitoring and evaluation that take into consideration children’s viewpoints for change. Local systems of school planning, improvement and maintenance are crucial in an emergency context because problems are not static or one-dimensional; they are evolving and complex. This is particularly true in countries that suffer from cyclical disasters, or when one disaster follows another, such as in Haiti with the cholera epidemic after the devastating earthquake in January of 2010. Local communities must be empowered as participants in the recovery and reconstruction process to ensure children’s right to a quality education.

This Guidebook is intended for evaluation coordinators, or those involved in coordinating a participatory assessment of transitional learning spaces or other schools in emergency and non-emergency contexts. This might include UNICEF staff members, emergency service providers, NGOs involved in school construction, local teacher training organizations, the Ministry of Education, or school directors. This Guidebook provides background information on the assets and challenges involved with providing quality education in emergency contexts and the role of transitional learning spaces. It also provides a step-by-step process for adapting the toolkit for local use and outlines several ways to use the toolkit in transitional learning spaces or in child friendly schools. In addition, guidance on creating a successful evaluation process are provided, which includes information on how to manage expectations and relationships between adults and children in this participatory process.

In addition, two case studies from Haiti and the Philippines are integrated throughout this Guidebook to provide concrete examples of the diverse ways in which the toolkit can be used. A complete report of the case studies can be found online, along with the toolkit and other resource materials at <http://www.unicef.org/education>. This *Guidebook for Evaluation Coordinators* is further supported by the *School Assessment Committee Guidebook* contained in the toolkit, which summarizes the major points in this note into a child friendly format. A brief video is provided as a learning tool to help further illustrate the assessment process with children, teachers and caregivers in Haiti.

Overview of Toolkit Resources

The ***Children’s Participatory Toolkit for Transitional Learning Spaces*** contains five primary resources that target different audiences involved in the assessment process.

RESOURCE	DESCRIPTION	TARGET AUDIENCE
<p>Guidebook for Evaluation Coordinators</p> <p>(ENGLISH): Hard copy and online at http://www.unicef.org/education (ENGLISH/KREYOL/FRENCH): Table of Indicators</p>	<p>A guidebook for those interested in coordinating a participatory assessment of learning spaces, including the table of indicators.</p>	<ul style="list-style-type: none"> ▪ Emergency Service Providers/NGOs ▪ UNICEF Staff ▪ School Directors ▪ Ministry of Education ▪ Teacher Training Organizations
<p>School Assessment Committee Guidebook</p> <p>(ENGLISH/KREYOL): Hard copy and online at http://www.unicef.org/education</p>	<p>A child friendly guidebook describing the toolkit and steps in the evaluation process</p>	<p>Members of the School Assessment Committee, including (but not limited to):</p> <ul style="list-style-type: none"> ▪ Children of all ages and genders ▪ Teachers ▪ Parents/caregivers ▪ School Director ▪ Children not in school ▪ Children from marginalized groups ▪ Local community leaders
<p>Assessment Materials</p> <p>(ENGLISH): Online at http://www.unicef.org/education</p>	<p>Resources for implementing the assessment toolkit, including:</p> <ul style="list-style-type: none"> ▪ Assessment booklets ▪ Assessment flashcards ▪ Assessment images ▪ Group Reporting chart template ▪ School Improvement Planning chart template ▪ Results Reporting chart template ▪ Example database ▪ Training Video (available on DVD) 	<ul style="list-style-type: none"> ▪ Evaluation Coordinators ▪ School Assessment Committee
<p>Haiti Case Study Resources</p> <p>(ENGLISH/KREYOL): Online at http://www.unicef.org/education</p>	<ul style="list-style-type: none"> ▪ Report of the Toolkit Use in Haiti in a school-wide evaluation process ▪ Assessment materials in Kreyol ▪ Assessment images made by a Haitian artist ▪ <i>Transitional Learning Spaces</i> slide show ▪ <i>School Ecology</i> activity ▪ <i>School Design</i> activity with Legos ▪ Assessment Results 	<ul style="list-style-type: none"> ▪ Local Ministry of Education ▪ Teacher Training Organizations in Haiti ▪ NGOs involved in school construction in Haiti ▪ Local School Networks
<p>The Philippines Case Study Resources</p> <p>(ENGLISH): Online at http://www.unicef.org/education</p>	<ul style="list-style-type: none"> ▪ Report of the Toolkit Use in the Philippines in a representative evaluation process ▪ Assessment Results ▪ School Improvement Plan 	<ul style="list-style-type: none"> ▪ Local Ministry of Education ▪ Teacher Training Organizations in the Philippines ▪ NGOs involved in school construction in the Philippines ▪ Local School Networks

1. Introduction

Every day there are news reports of disasters around the world, and to any casual observer, they appear to be on the increase. This is in large part a reflection of climate change, uneven and unsustainable development practices, and competition over finite resources. Disasters have a disproportionate impact on children and their right to a quality education, especially in countries with low levels of human development. According to the *Children in a Changing Climate Coalition*, over 65 million children were impacted by disasters in the 1990s, and due to the effects of climate change, this number was estimated to increase to over 175 million by the 2000s.

For over three decades, UNICEF, UNESCO and other international and local non-governmental organizations have been delivering education in emergency contexts. However, the frequency, cyclical nature, duration and scale of disasters requires different emergency response and recovery systems for children than are in place now in most humanitarian contexts. In particular, disaster risk and prevention must leverage the genuine participation and assets of community members – including children themselves. Survivors of disasters need to be looked at in new ways, as agents for change in the rebuilding of their lives and communities. More importantly, survivors need to have opportunities and spaces to get together, discuss and manage the recovery process.

Within the education sector in poor countries, resources for teacher mobilization and training are sparse even during normal times, and schools are often damaged or destroyed in emergency situations. For example, after the earthquake in Haiti, an estimated 300 teachers perished, and 95% of the schools in the effected region were damaged or destroyed. Recently, the Philippines witnessed several successive typhoons that destroyed a total of 914 schools, and 461 schools, with 1,331 classrooms will require major repairs. If a school can be “stitched” or has minimal structural damage, children can typically return to school after the immediate emergency response period is completed. However, many schools are not safe, or they are completely destroyed. Therefore school construction is a priority for realizing children’s right to education in countries transitioning from a disaster.

Because of the cyclical nature of disasters, as well as the challenges of the recovery process, TLS often become *de facto* permanent schools. Therefore, the quality of TLS design and construction in emergency contexts is crucial to both the short- and long-term education attainment of children.

Due to the length of the recovery process, temporary solutions to the loss of school buildings are often needed, until more durable or permanent schools can be built. These temporary schools are referred as transitional learning spaces (TLS). TLS are typically of poor design and quality, and are constructed in a way to last for a short period of time after the emergency response phase. Most TLS do not have separate toilets for girls and boys, which is especially important for girls during menstruation. Most TLS do not have access to WASH facilities, which contributes to poor health and hygiene and the spread of diseases such as cholera. Most TLS are not accessible to children with disabilities, despite an increase in this population following disasters. At minimum, each TLS should provide

appropriate shelter to learn, and should have WASH facilities to ensure appropriate access to water, sanitation and health.

But there is a scarcity of guidance materials on the planning and design of TLS, even though the community is often involved in constructing them. Local ways of dealing with disasters are generally undervalued or not well understood. Research suggests there is a need for more inclusive emergency response and recovery processes that ensure practical, culturally appropriate responses to local conditions and that value local knowledge. To this end, there is a need for the design of methods that can be used by the full range of types of emergency response agencies to respectfully engage local communities in the assessments of risks to children of all ages that follow disasters.

1.1. Unique Characteristics of the Assessment Toolkit

The need for children's participation in the assessment and construction of their learning environments in emergency contexts was brought to our attention by Carlos Vasquez, an architect working for UNICEF International Headquarters to improve the design of child friendly schools. Mr. Vasquez has witnessed first hand the poor quality of transitional learning spaces around the world, and has developed many simple and cost-effective design solutions that can involve children in the process to improve these spaces.

In order to help understand children's perspectives about their learning environment, the Children's Environments Research Group of the City University of New York, Childwatch International, and the Education Section of UNICEF Headquarters are collaborating on a project to improve the quality of transitional learning spaces (TLS) in emergency contexts. This is being accomplished by partnering with UNICEF country offices in Haiti and the Institute of Philippine Culture, international aid agencies, ministries of education, community based organizations, children, caregivers, and educators in countries transitioning from a natural disaster. The initial goal of the project was to develop and pilot test a participatory toolkit for assessing and monitoring conditions of transitional learning spaces, and to empower educators and emergency service providers to work collaboratively with children to evaluate and improve their educational settings. This was accomplished with the participation of one transitional learning school in Haiti after an extreme natural event, and with one permanent school in the Philippines that serves as a transitional community center during periods of extreme seasonal flooding.

The ***Children's Participatory Assessment Toolkit for Transitional Learning Spaces*** includes a set of visual tools: 1) for caregivers of pre-school children (aged 0-7 years), 2) for children aged 8-12 years, 3) for adolescents aged 13-18 years, and 4) for educators and emergency service providers. A guide accompanies the tools to empower children to be leaders of the assessment process in partnership with educators and school officials. The toolkit is graphic, allowing children who cannot read or write to participate in the evaluations. Classroom activities that incorporate hazards mapping, drawing, the arts, and basic science experiments are suggested as learning activities that can be used in conjunction with the tools to engage children and educators in the process.

The process of using the toolkit benefits vulnerable and marginalized children living in a situation of emergency both in school and out of school. Children are empowered by the toolkit

to evaluate and report on the conditions of their learning environment. The physical design and safety of learning spaces, water quality and sanitation, security and health are some of the indicators that can be measured by children using the toolkit. The toolkit is also supportive of determining issues of equity in transitional learning spaces, such as the unique experience of girls and boys, and of children with disabilities.

The assessment is not designed to impact student grades or teacher employment. There are no right or wrong answers, as the assessment is based on the subjective viewpoints of children, caregivers and teachers. Participation in the assessment is voluntary and anonymous. All perspectives are valued and given equal consideration in the assessment process, and suggestions are provided for how to obtain the unique viewpoints of girls and boys. The assessment includes child friendly data representations, images and other tools to communicate ideas to very small children and with those who cannot read.

The assessment includes an action component, the School Improvement Plan, which is based on the evaluation results. While the school may require outside resources to improve certain elements of the learning environment, the goal is to enable students and teachers to develop their own solutions to problems they can fix together. This may include improving the level of children's participation in school decisions, a pledge to reduce teasing and bullying among students, and programs to address the unique needs of boys and girls. Nonetheless, the school can also use the information from the evaluation for advocacy and fundraising purposes to obtain needs that require assistance or networks outside of the school.

1.2. Description of the Education Sector Recovery Process

Because of children's size and physical capabilities, they are at much greater risk of physical injury and death in the event of a natural hazard. For example, research on who perished in the Asian tsunami of 2004 found 31.8% of the child population died in comparison to 7.4% of the adult population impacted by the disaster. Children's vulnerability and risk in disasters depends on their gender, economic livelihood, social networks and education levels. Who is impacted by a disaster also depends on the type and scale of the disaster and the geographic, cultural and political context in which the disaster occurs.

The education sector response and recovery process is also influenced by these geopolitical factors, and as a result, which schools get built or repaired and when, where schools are located, and which children benefit, also varies tremendously in emergency contexts. For example, in Haiti where 95% of the schools were destroyed from an earthquake, the poorest children are still attending schools in tents alongside wealthy children who attend permanent schools that may even incorporate solar power or computers with access to the Internet.

Table 1 presents a generalized overview of the disaster response and recovery process in the education sector. It is intended as a conceptual matrix to reflect different phases of the recovery process after an emergency. However, the duration of each phase will depend on a range of social factors and the matrix should be interpreted as a generalized process. For example, in Haiti, the emergency response period took about two years to complete. In addition, the table does not reflect the inequities in the recovery and response process. In one region it is possible to find all of the school environments found in this matrix (temporary,

transitional or permanent schools), regardless of the disaster phase, due to inequalities in access to international aid, political networks or other resources that are required to rebuild the education sector. In reality, most countries cycle between these phases and have an irregular spatial pattern of recovery.

Table 1: Generalized Matrix of Disaster Response and Recovery in the Education Sector

DRR Phases	School Physical Environment	Community Context	Educator Support	Curriculum & Instruction	Assessment & Monitoring
<p>Phase 1</p> <p>Emergency Response</p> <p><i>6-8 months</i></p>	<p><u>Temporary Learning Spaces</u></p> <p>-Poor quality physical structure</p> <p>-Limited or no access to WASH facilities</p> <p>-Limited or no classroom supplies or resources</p> <p>-Limited protection from external elements</p>	<p>-On or near original school site</p> <p>-Inside or near IDP camps</p> <p>-Inside existing community buildings (museums, churches, etc.)</p> <p>-Inside private homes</p>	<p>-Teacher identification and mobilization</p>	<p>-Focus is on play and recreation</p> <p>-UNICEF/UNESCO Recreation Kit</p>	<p>UNICEF’s Rapid Assessment of Learning Spaces (RALS)</p> <p>Select Indicators, <i>Children’s TLS Assessment Toolkit</i></p>
<p>Phase 2</p> <p>Transition to Recovery & Reconstruction</p> <p><i>5-15 years</i></p>	<p><u>Transitional Learning Spaces</u></p> <p>-Addition of WASH facilities</p> <p>-Improved protection from the external elements</p> <p>-Distribution of classroom supplies or resources</p>	<p>-On or near original school site</p> <p>-Inside or near IDP camps</p>	<p>-Teacher training in use of emergency education kits, e.g. psychosocial support, gender sensitivity and social inclusion, and disaster risk reduction</p>	<p>-Focus is on resuming literacy, math and life-skills</p> <p>-UNICEF/UNESCO Edukits include: School-in-a-Box, Early Childhood Development, and Supplementary Packages</p>	<p>Core Evaluation Indicators, <i>Children’s TLS Assessment Toolkit</i></p>
<p>Phase 3</p> <p>Recovery & Reconstruction</p> <p><i>50+ years</i></p>	<p><u>Permanent Child Friendly Schools</u></p> <p>-Improved physical and social conditions for learning, based on child friendly school standards</p>	<p>-On or near original school site</p> <p>-New sites outside of impacted zone</p>	<p>-Teacher training in national and local curriculum</p>	<p>-Resumption or revised national and local curricular policies and practices</p>	<p>Comprehensive Evaluation Indicators, <i>Children’s TLS Assessment Toolkit</i></p>

1.2.1. Phase 1: Emergency Response



Phase 1 is characterized by mechanisms to address the immediate needs of the education sector and emergency response procedures. If schools are destroyed, **temporary learning spaces** are erected and often consist of tents donated by UNICEF, USAID or other emergency service providers.

Temporary learning spaces are generally of poor quality, lack protection from external elements, and generally lack WASH facilities. Temporary learning spaces can be located near a school that was destroyed, inside internally displaced people camps, or in other community facilities and open areas.



Teacher and student mobilization and reunification with the school characterize the emergency response phase. The curriculum tends to focus on play and recreation due to a lack of resources or books for teaching and learning. UNICEF and UNESCO have developed recreation kits for schools during this phase of the recovery process, but access to these kits is often limited.

During the emergency phase, *Rapid Assessments of Learning Spaces (RALS)* are often performed by UNICEF and other aid agencies to determine the number of schools destroyed or in need of repair, changes in staffing and school attendance, and an inventory of the immediate needs of the school. We recommend selecting up to 10 relevant indicators from the ***Children's Participatory Assessment Toolkit*** to evaluate the quality of the temporary learning spaces with the participation of children. Indicators that focus on the physical environment and access to play opportunities may be most useful, or indicators that will help the children participate in decisions on how limited resources can be used to create a better learning environment.



1.2.2. Phase 2: Transition to Recovery & Reconstruction

Phase 2 is characterized by a transitional phase that is designed to lead to long-term recovery. During this phase, **transitional learning spaces**, or semi-permanent schools are constructed and are designed to last about 5 to 15 years until local governments can respond in developing permanent schools. Transitional learning spaces

are constructed using a wide range of materials such as wood, cement, structural steel, metal sheets, and vegetation, and are often located adjacent to or on the school property.



At this phase of the recovery process, international aid agencies often support teacher training on children’s psychosocial needs, gender sensitivity and inclusion, and disaster risk reduction in schools. UNICEF and UNESCO have prepared a range of education kits that help transitional learning spaces acquire teaching and learning materials to resume lessons in literacy and numeracy, as well as in life skills.

We suggest using the core evaluation indicators from the ***Children’s Participatory Assessment Toolkit*** to evaluate the quality of the transitional learning spaces with the participation of children, teachers and caregivers during this phase. These indicators focus largely upon the quality of the physical environment and how this affects the learning climate and social relations in the school.

1.2.3. Phase 3: Recovery & Reconstruction



Phase 3 is characterized by the long-term recovery and reconstruction of the education sector, and as such, the focus is upon building **permanent schools** that are designed to last 50+ years. Permanent schools can be built on the previous school site, and oftentimes because of displacement, they can be built in new areas that previously did not have schools. UNICEF provides guidance materials and guidelines on developing “Child Friendly Schools” to ensure permanent schools take into consideration children’s rights

and provide a high-quality learning environment over the long-term. This may include constructing schools that adhere to national anti-seismic or flood standards, and school designs that incorporate green and sustainable technologies.

Teachers often resume training and implementation of national curriculums and local school policies and practices during this phase of recovery. We suggest using the comprehensive evaluation indicators from the ***Children’s Participatory Assessment Toolkit*** to evaluate the quality of child friendly schools with the participation of children, teachers and caregivers. These indicators reflect a comprehensive range of attributes of the learning environment, including physical design, social relations in the school, the community context, teacher resources, health and well-being, and curriculum and instruction.

1.3. Assets for Delivering Quality Education in Emergencies

1.3.1. Education Cluster Coordination

The international humanitarian aid community has developed a system for coordinating activities within and across each sector (e.g., health, education) to facilitate emergency response and recovery in countries transitioning from natural disasters. For example, within the Education Cluster in Haiti, approximately 500 out of 10,000 NGOs operating in the effected regions have participated in this network. UNICEF and Save the Children jointly manage the Education Cluster in Haiti, host regular meetings, maintain databases of activities, and assist groups in identifying and leveraging resources across emergency service providers, municipal authorities and community groups. While this system of coordination can be improved through greater participation among NGOs, most humanitarian aid agencies view it as an important asset for delivering quality education in emergency settings.

1.3.2. Local School Networks

Some schools have formed local networks to support and learn from one another. These networks function much like the Education Cluster system, although they are community-driven and organized. For example, the school director of l'École Guy Bonnet in Haiti participates in a network of over 100 schools that meet regularly to discuss service delivery in the education sector. This type of network could be a potential mechanism to disseminate the children's participatory toolkit for transitional learning spaces, to help facilitate local monitoring and improvements in schools.

1.3.3. School Vision and Leadership

Teachers and school administrators in Haiti and the Philippines emphasized the importance of a school vision and effective leadership as key elements to delivering quality education in emergency contexts. For example, the school's vision can be "to serve as a role model for the community." To demonstrate this vision, a school can share its water pump with community members who live near the school, among other examples.

1.3.4. Teacher-Student Relationships

The quality of relationships between teachers, administrators and students is an important asset in providing quality education in emergencies. It was repeatedly noted that teachers and students must respect one another in order for teaching and learning to be effective in this context. For example, in Haiti, the use of prayer, song and dance in school was one way we observed teachers and students interacting in respectful, fun and caring ways with each other.

1.3.5. School Participation

The community views schools that provide opportunities for students, caregivers and teachers to participate in decision-making more favorably. For example, students and teachers who co-develop rules and policies for their school and classrooms together are more likely to have these rules be taken seriously by the school community. As one teacher remarked in Haiti, “if the students are not involved in these decisions, then the school is a dictatorship.” Methods for student participation may consist of “class presidents,” posts that are held generally held by older children in the school. Class presidents meet frequently with the school director to discuss student needs and concerns. As part of the evaluation process we suggest forming a School Assessment Committee, which can provide another mechanism for participation that is more inclusive of children of all ages, and of parents, teachers and other decision-makers of the school.

1.4. Challenges in Delivering Quality Education in Emergencies

1.4.1. Lack of Accountability, Local Monitoring and Evaluation

One of the main challenges to delivering quality education is a lack of accountability. For example, in Haiti there are currently no local systems of monitoring and evaluation for transitional learning spaces in emergency contexts. While the Ministry of Education is ultimately responsible for delivering quality education, public officials tend to be ineffective, corrupt or not adequately supported to monitor and improve schools. NGOs tend to focus on the immediate humanitarian and educational needs of a community, which also lacks oversight and accountability, especially with NGOs not registered in the Education Cluster system. Bottom-up, local monitoring and evaluation offers the potential to build accountability into the education sector, although schools must be empowered and supported to carry out these activities in a systematic and effective manner, and with the participation of children, teachers, parents/caregivers and school administrators.

1.4.2. The Structure and Purpose of Humanitarian Aid

According to UNESCO in 2011, the education sector currently receives only 2% of humanitarian aid. This aid primarily focuses on three areas of development in the education sector: 1) construction of transitional learning spaces, 2) construction of semi-permanent or permanent schools, and 3) water, sanitation and nutrition/health in schools. In many cases, NGOs determine a feasible response strategy based on the scale of the disaster and the immediate needs in a given community, rather than providing long-term assistance, local capacity building, or strategic planning support. In the case of Haiti, most TLS will last 5-15 years, and there are no school plans, budgets, or strategies of transitioning these spaces into permanent schools. This may create what we refer to as “the Post-Humanitarian Aid After Shock,” because within this time frame, most TLS will deteriorate to a point that the structures no longer provide a safe environment for learning. The logic behind constructing transitional learning spaces is that the government will step in to aid with the construction of permanent schools during a 5 to 15 year time period. However, this is not the case in Haiti (and many other contexts) for a variety of

reasons, including the way in which international aid is distributed and monitored by the international community with the Haitian people, as well as the lack of capacity of the local government to address these issues.

1.4.3. Inequality in Education Sector Service Delivery

Within Haiti and many other countries around the world, there is a strong divide in the quality of education between the public and private sector. Currently the majority of schools are private in Haiti, although the new president has pledged to make primary school free for all children (about 600,000 students in Haiti). Private schools rely on fees that families generally cannot afford, while public schools rely on an ineffective and corrupt financing system. School quality varies dramatically based on how connected a school is with an NGO network, the Ministry of Education and the wealth of parents. In Haiti, this means that two years after the earthquake, tent schools still exist among the poorest groups living in IDP camps, alongside permanent schools in wealthier communities or communities with connections. Therefore, the recovery process of the education sector is not linear (improving evenly over time), but rather is spatial, or an uneven form of (re)development based on social inequalities and access to international networks.

1.4.4. Absence of School Inclusion

After natural disasters, there is often an increase in the number of people with physical disabilities. In some cases, children with physical disabilities attend “special schools” designed to meet their unique needs after a disaster. However, these types of schools are rare and there is often a social stigma against handicapped people. As a result, children with disabilities or special needs tend to not be in school, and they constitute one of the most marginalized groups of children in the education sector, along with working children and the poorest children living in IDP camps.

1.4.5. Teacher Recruitment and Training

Students and teachers emphasize the importance of having access to qualified teachers in emergency contexts. In many schools teachers are not adequately trained, nor are they adequately paid. For example, in Haiti, the average teacher earns \$2/day (USD) and many do not have university degrees. As a result, many teachers work more than one job to earn a living, or they are malnourished and fatigued. Students remarked that teachers often do not arrive at school on time, or at all, which greatly affects the quality of education. Teachers need higher pay and more support, such as access to learning materials and training for teaching large class sizes.

1.4.6. Community Participation

School administrators and teachers emphasized the important role of parents and caregivers in the management and quality of local education. However, most parents or caregivers are

focused on livelihood survival in poor communities, and therefore have little time to participate in school committees or events. The notion of “community” is also very challenging in post-disaster environments like Haiti because significant proportions of the population are displaced, or move to different regions not effected by the disaster as a strategy for rebuilding their lives.

2. Structure of the Assessment Toolkit

2.1. Goals of the Assessment Toolkit

With the school’s participation and input, an assessment can help school directors, students, educators, emergency service and school support providers, and caregivers:

1. Modify existing schools (such as small scale architectural changes like building ramps)
2. Improve the quality of educational services (such as programs for girls and boys)
3. Improve the school climate (such as improving school inclusion of children with disabilities)
4. Advocate for school needs (such as funding for teacher salaries)
5. Plan new schools (such as permanent schools)

2.2. Assessment Indicators

The toolkit contains two options for the indicators evaluated in the assessment: 1) a **core set of indicators**, and 2) a **comprehensive set of indicators**. The core set of indicators focus primarily on the physical environment and its impact on school climate and learning. We suggest the core indicators are most appropriate when the immediate emergency response period is completed after a disaster. The comprehensive set of indicators cover a wide range of topics and are most appropriate for the long-term planning and recovery of the education sector, or with schools during “normal” periods. The evaluation indicators are provided in English, Haitian Kreyol and French for local use and adaptation at the end of this guidebook. Core indicators are highlighted in these documents, but each community context should be evaluated to determine which indicators are most appropriate for the evaluation.

The indicators contained in the toolkit were based on an international review of over 150 research, policy, and practice documents related to education in emergency contexts. These documents were identified through library searches, Internet searches and direct contacts with scholars and practitioners working in the field of disasters or education in emergencies. In addition, the following policy frameworks were examined for potential indicators:

- Convention on the Rights of the Child
- Child Friendly Schools Manual
- Inter-Agency Network for Education in Emergencies, Minimum Standards for Education
- UNICEF Education in Emergencies Resource Toolkit
- Child Friendly Communities Assessment Toolkit
- Organization for Economic and Co-operative Development

- World Health Organization School Health Initiative
- Rights Respecting Schools
- Hyogo Framework
- Guidelines for Early Childhood Development Programs in Conflicts and Emergencies
- UNESCO Education For All, Global Monitoring Report 2011
- Disaster Risk Reduction manuals and policy documents

The indicators are divided into six domains of inquiry to help children and school stakeholders understand a wide range of child friendly school standards for education in emergencies.

Assessment Domains and Indicators

1. **Physical Environment (Where I Learn)** – These indicators measure the quality of the school’s physical environment, such as air, temperature, lighting, flexibility of school space and furniture, spaces for play and recreation, access to clean and safe toilets, accommodations for girls and children’s with disabilities, school maintenance, and garbage disposal, among others.
2. **School Climate (How I Learn)** – These indicators measure the quality of relationships among teachers and students, as well as peer relationships in schools, such as school safety, school attendance, gender equity, overcrowding, access to school supplies, and participation in school decisions, among others.
3. **Curriculum and Skills (What I Learn)** – These indicators measure the content and skills children learn in emergency contexts, such as disaster risk reduction, literacy, numeracy and life skills, nutrition and health education, among others.
4. **Support Environment (My Well-Being at School)** – These indicators measure children’s well-being and psychosocial support, such as their access to food/school meals, access to counseling or support from caring adults or peers, access to child care and gender based support groups, overall satisfaction with school, and school violence, among others.
5. **Community context (My School’s Community)** – These indicators measure the community context and relationships that support schools and children’s education in emergencies, such as children’s journey to school, use of the school by community groups, access to informal education opportunities, and access to nature, among others.
6. **Teacher Training and Support (Educator tool only)** – These indicators measure the quality and extent of teacher training and support, such as their access to resources, workspace, supervision, mentoring, as well as teacher compensation and participation in school decisions, among others.

The number of assessment items varies by stakeholder group and requires the subjective response of participants (see table below). Most of the indicators are similar across subgroups, in order to allow participants to compare and discuss their opinions about the school in a way that may lead to collective action, advocacy or emergency planning. The quality of the physical

environment is emphasized in the core indicators for transitional learning spaces to ensure adequate safety for children in these temporary and often poorly designed schools. It is recommended that all the evaluation domains be examined for inclusion if using the toolkit to inform the design, planning and management of child friendly schools. Educators have their own unique indicators that may not be appropriate for children to evaluate. While the toolkit contains indicators for caregivers of small children, a new assessment tool for parents with older children could also be created using the existing indicators as a guide. Each community can add or remove indicators to make the process more relevant to the local context. However, we recommend 35-45 indicators maximum for a 3-4 hour assessment session.

Table 2: Number of Assessment Items, by Domain and Subgroup

Domain	Children (8-12)	Adolescents (13-18)	Caregivers (0-7)	Educators
Physical Environment (Where I Learn)	25	25	25	27
School Climate (How I Learn)	16	16	15	16
Curriculum and Skills (What I Learn)	16	16	13	16
Support Environment (My Well-Being at School)	11	12	9	11
Community Context (My School's Community)	12	12	12	13
Teacher Training and Support	0	0	0	12
Total	80	81	74	95

2.3. Using the Toolkit in Transitional Learning Spaces

The toolkit has the potential to assist schools in developing strategic plans, a school vision, or a plan of action to move from a transitional learning space to a more permanent school. This is very important because many schools do not have action plans or strategies in place to address the fact that their transitional learning spaces will deteriorate over a short period of time. School administrators can also use the assessment results to advocate for funding and other resources to support this transition with the Ministry of Education or other international aid agencies.

The toolkit can also inform the planning and design of new, better quality transitional learning space models. NGOs and community groups involved in TLS construction will benefit from the assessment results to better understand the unique needs of students, teachers and other user groups. For example, in Haiti, we found that tin roofs create problems with noise and heat in TLS, but could possibly be modified to include straw thatching from local materials to provide insulation from rain and the sun. The students spoke frequently about the height of the roofs, suggesting they should be at a higher elevation to improve air circulation. In addition, the wide-open windows that provide good natural light also pose a problem with rain and wind. The assessment results can also help groups better understand the implications of trade-offs made on TLS designs to lower costs, and to consider other ways of making models both cost-effective and safe for students and teachers.

2.4. Using the Toolkit in Child Friendly Schools

Schools in “normal” times that wish to become more “child friendly” can conduct the assessment with the comprehensive indicators contained in the toolkit. In order to be effective in promoting child friendly schools, we also recommend the further development of educational support activities such as those piloted in Haiti and the Philippines, to raise awareness about children’s rights in relation to their everyday experiences in school. The educational support activities were critical in the Haitian context to raise awareness about school inclusion of children with disabilities, as well as with raising awareness about the impact of burning trash on the environment and the health of children and teachers (see Section 4 for more information about educational activities).

3. The Assessment Process

Based on local interests, there are two options for conducting the assessment: 1) a representative process, and 2) a school-wide process. Both approaches lead to school action vis-à-vis the school improvement planning process. Both approaches are participatory and are designed to actively engage school stakeholders in the entire process.

3.1. Representative Process



The **representative process** relies upon the opinions of a “representative” group of stakeholders from the school (called a School Assessment Committee). We recommend this committee be comprised of more children than adults to ensure children’s voices are listened to and acted upon in the evaluation process. In the representative process, the evaluator coordinator conducts the assessment with the School Assessment Committee, or with sub-groups of the committee (such as boys, girls, teachers, etc.).

It may be important to divide the groups by age or gender to ensure children have the opportunity to discuss their ideas for school change and to mark their evaluation scores without the influence of teachers or their peers. After small sub-group assessments and planning processes, the school assessment committee comes together as a large group to finalize the results and school improvement plan. The online documents of the case study in the Philippines provide a summary of the representative process used in one school.

3.2. School-Wide Process



The **school-wide process** requires more time and resources, but it empowers members of the School Assessment Committee (including children) to facilitate the evaluation with their entire school. In the school-wide process, the School Assessment Committee participates in the evaluation as a simulation to learn the facilitation process. During a workshop, the committee can also critique the evaluation indicators, add more locally relevant indicators and adapt the toolkit for local use. We recommend pairs or small groups of facilitators for

each class or gender sub-group for the assessment process. It may be important to have teachers support child facilitators, but power differences between students and teachers should be taken into consideration. The online documents of the case study in Haiti provide a summary of the school-wide process used in one school.

Table 3: Summary of a School-Wide Evaluation Process in Haiti

Assessment Group	Facilitator Teams	Total Participants	Male Participants	Female Participants	Session Length
Children 8-12					
2 nd Grade	1 female student 1 male student 1 male teacher	20	10	10	4 hours during school
3 rd -4 th Grade	2 female students 1 male student 1 female teacher 2 male teachers	28	12	16	4 hours during school
5 th -6 th Grade	3 female students 1 male student 1 male teacher	31	15	16	4 hours during school
<i>Subtotal Children 8-12</i>		79	37	42	
Adolescents 13-18					
7 th Grade	2 female students 1 male teacher	27	15	12	4 hours during school
8 th Grade	1 female student 1 male student 1 male teacher	15	8	7	3 hours during school
9 th Grade	1 female student 1 male student 1 male teacher	10	3	7	3 hours during school
<i>Subtotal Adolescents 13-18</i>		52	26	26	
Adults					
Caregivers of Children 0-7	1 female teacher 2 male teachers	25	3	22	4 hours after school
Teachers	1 female teacher	16	13	3	4 hours

Assessment Group	Facilitator Teams	Total Participants	Male Participants	Female Participants	Session Length
	1 male teacher				after school
<i>Subtotal Adults</i>		<i>41</i>	<i>16</i>	<i>25</i>	
TOTAL	10 female students 5 male students 10 male teachers 2 female teachers	172	79	93	3-4 hours on average

3.3. Steps in Using the Toolkit

3.3.1. Establish a School Assessment Committee

Potential SAC Members

- 15-25 Child/Youth Representatives (from each grade level in the school and gender)
- 2-4 Early Childhood Educators
- 2-4 Primary School Educators
- 2-4 Secondary School Educators
- 1-2 Emergency Service Providers/School Support Staff
- 5-10 Children not in school
- 5-10 Caregivers
- 1 School Director
- 5-10 Children with special needs or other marginalized groups
- 1-2 Community Leaders
- 1-2 Local Government Officials



The School Assessment Committee is the primary mechanism to ensure a high level of children’s participation in the evaluation process. This committee should consist of at least 25-50 members depending on the school size and age range, and be representative of the school’s stakeholders.

The School Assessment Committee may include the following groups, **but always more children than adults**.¹ For a school of about 250-2,000 students, some suggestions for a committee might include the groups and numbers listed in the box on the left. These are only suggestions, and each school should carefully examine its population to ensure representativeness.

It is likely that school directors or other influential stakeholders will want to have a say in determining who is on the School Assessment Committee, which could promote a bias in the selection of children, teachers and parents who participate. It is important to encourage the participation of children with a wide variety of skills and abilities on the School Assessment Committee, not just those doing well in school. In addition, it is important to take into consideration the local context to ensure that different religious or cultural groups are representative of the school population on the committee.

Table 4: Example Composition of School Assessment Committees

¹ This is based on the fact that a school typically has many more children than adults who use the school on a frequent basis, and as a representative process, there should be more children on the committee than adults such as teachers, school directors or parents. This also helps ensure that children’s voices are listened to and acted upon in the school improvement planning process.

Haiti	The Philippines
<p style="text-align: center;">27 TOTAL MEMBERS School Size = 250</p> <ul style="list-style-type: none"> • 9 girls aged 12-18 • 9 boys aged 12-18 • 2 early childhood school teachers • 2 primary school teachers • 2 secondary school teachers • 1 school director • 1 assistant school director 	<p style="text-align: center;">31 TOTAL MEMBERS School Size = 2,000</p> <ul style="list-style-type: none"> • 6 boys aged 9-15 • 5 girls aged 8-12 • 14 educators and community members • 6 parents (1 male, 5 females) <p>*NOTE: includes 7 children in school and 4 children not in school</p>
	

3.3.2. Modify the Toolkit for Local Use

School Tours in the Philippines

The school tour helped Kindergarten parents learn about the actual physical condition of school grounds and facilities, something that they would be unaware of if they did not regularly join parent-teacher meetings, or because they did not frequent the school owing to livelihood and other family concerns. Even for some parents who are regular school visitors, the school tour was also the first time that they learned about the contents of the computer room, as well as the existence of an “alternative learning school” building inside the school campus.

as a basis to identify new indicators.

Conduct a workshop with the School Assessment Committee to modify the toolkit for local use with hands-on activities. This includes adding new indicators, and removing indicators that may not be relevant. Workshop activities might include:

- School Tours – Children, teachers and caregivers share their opinions about the school spaces and places to help identify new indicators.
- Drama/Theater/Games – Children and teachers create skits or draw pictures of what makes a good school and use this

- Interviews with School Directors – Directors can help determine the appropriateness of indicators and the level of support from the Ministry of Education for school improvements

Problems with the School’s Physical Environment in the Philippines, Identified by Parents

- Old windows with missing glass/wood jalousies
- Dilapidated ceilings and walls
- Ceilings with protruding galvanized iron sheets
- Peeling-off of paint
- Bad-smelling latrines; clogged toilets; toilets without water
- Leaking roofs
- Shallow/clogged drainage canal
- Exposed roots from trees along pathways
- Muddy walkways during rainy days
- Underutilized physical structures (like a cooking/washing area used for camping)
- Rusty non-functional playground (see saw, slide)
- Temporary wooden posts
- Open (roof-less, concrete) stage
- Lack of concrete walkways/pathways
- Lack of security guards (or absence of security guards) during school hours
- Lack of an air conditioning system for the computer room



LEFT: Photo of the non-functional school playground in the Philippines

If new indicators are created for the assessment toolkit, it is important to word the statements in a way that are consistent with the scoring system developed for the toolkit. Currently, each evaluation statement is written in “positive” direction. This means that if “yes” is more often selected by participants, the indicator is rated favorably by the

group; if “no” is selected, the indicator is rated poorly. This means that “negative” worded statements should be avoided. When translating, it may be necessary to use the words “without” or “free of/from” to convey an idea in a positive way. Avoid the words “do not” or other “negative” statements. The wording of evaluation statements is very important to ensure all children can interpret the results in the group analysis portion of the assessment process.

Table 5: Examples of Correct and Incorrect Wording of Evaluation Statements

Correct Wording	Incorrect Wording
The temperature in my classroom is comfortable	It is too hot in my classroom
The air in my school is free of dust and bad smells	The air in my classroom is dirty and smelly
The area around my school is free of rubble or debris	The area around my school is unsafe because of rubble or debris

3.3.3. Prepare Materials for the Assessment Process



The following materials are recommended to conduct an assessment with a group of 25 participants. Substitute materials from the local environment can be used. The materials are low cost to help support schools with limited access to resources. Creativity and innovation in the use of local materials are encouraged, such as the use of blackboards and chalk in place of large sheets of paper and markers.

Table 6: Recommended Assessment Materials

Materials	Number	Comments
School Assessment booklets	25	
Pens	25	
Set of 3 color coordinated voting cards	25 each color (75 total)	25 Green – ‘Yes’ 25 Orange – ‘Sometimes’ 25 Dark pink – ‘No’ *It may be important to use other colors that are more culturally appropriate
Set of Flash Cards	1	Ideally printed on thick colored paper
Double sided tape (or any tape)	1	Use double sided tape to stick flash cards to large sheets of paper
91x121 cm (36"x48") - Large Sheets of paper (e.g., newsprint, roll of poster paper)	6 or more (depends on the number of indicators for the assessment)	To recreate the group analysis chart, school improvement plan chart and to share the assessment results
Set of two different colored markers	1	To write numbers, comments, and draw circles.
Thick Black Marker	1	To draw straight face
Thick Blue Marker	1	To draw smiley face
Thick Red Marker	1	To draw frown face
Voting stickers	75	3 for each student

Materials	Number	Comments
Duct Tape or Tacs	1	To secure charts to blackboards or classroom walls
Large Canvas (optional)	1	To display the results on the school walls

3.3.4. Conduct Assessment Sessions with School Groups

In the representative process, the assessment is conducted with the School Assessment Committee during a participatory workshop. In the school-wide process, the School Assessment Committee facilitates sessions with each age/gender or stakeholder group of the school (e.g., boys, girls, students, teachers, caregivers). These assessment sessions generally take 3-4 hours to complete, either with the School Assessment Committee in the representative process, or through a school-wide evaluation process. Ideally, the assessment sessions will take place during school, in the school classrooms to emphasize the evaluation as a learning process. If needed, sessions can also take place after school with caregivers and teachers. This assessment process is also explained in the accompanying School Assessment Committee Guidebook in a child friendly format to assist young people and teachers to be facilitators of the process.

With very young children or those who cannot read, we recommend holding up the flashcard and showing it to them while reading the evaluation item so they can cross reference the picture with their assessment booklets.

The assessment sessions include 5 steps:

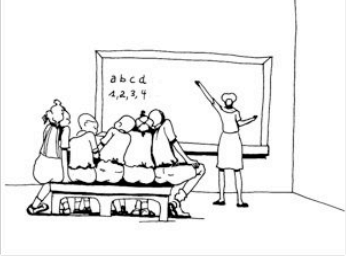
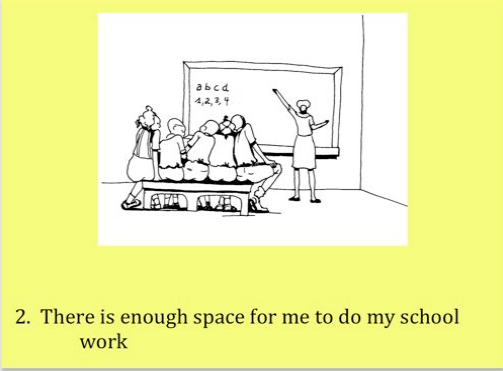
STEP 1: Individual Scoring with Assessment Booklets and Flashcards

Each participant receives an assessment booklet and scores their own opinion about the evaluation statements. To support this process, each evaluation statement is written on an “evaluation flashcard.” Pass out all the evaluation flashcards to participants to ensure each person has a flashcard; it is okay if participants receive more than one flashcard. Ask the participant with evaluation item #1 to stand and read the statement out-loud to the group. If the participant cannot read, the facilitator can read the statement on their behalf. If it is difficult to hear the person read out-loud, one way to improve listening and reading comprehension is to ask the group to read the statement out-loud in unison. Using flashcards enables each person to participate in the reading of the evaluation items. It also helps children and all participants to follow along and ensures each item is understood and scored correctly. It is important to encourage participants to ask questions if they do not understand an item. Continue with all evaluation items until everyone has provided a unique score for each statement.

The Philippine experience of conducting evaluation sessions with out-of-school children

Children in school and out-of-school participated in the assessment together in the Philippines case study. After each participant read their assigned evaluation statement in English, the facilitator read the statement again in English and then translated the statement into the Bicol language (vernacular) for the benefit of the out-of-school children. This allowed children who cannot read English more time to “connect” or match the written statement with the evaluation flash card and the local language. After several translations and noting the interest of the in-school children to join in translating, the facilitator passed the task of translating the statements to the in-school children, keeping them interested and engaged in the process.

Table 7: Example page of the assessment booklet and flashcards

 <p>2. There is enough space for me to do my school work</p> <table border="1" data-bbox="318 1157 691 1182"><tr><td>NO</td><td>SOMETIMES</td><td>YES</td></tr></table> <p data-bbox="326 1203 662 1297"><input checked="" type="radio"/> <input type="radio"/> <input type="radio"/></p>	NO	SOMETIMES	YES	 <p>2. There is enough space for me to do my school work</p>
NO	SOMETIMES	YES		

STEP 2: Conduct a Group Vote of the Results

Group scoring of the evaluation results is completed using with color-coded index cards and a Group Analysis Chart that is created using large sheets of paper. First, collect and shuffle the assessment booklets to protect the anonymity of participants. No names should be on the booklets. Pass back the booklets and ask participants to ensure that they have not received their own books back by mistake. There are several ways to conduct a group vote of the results, which are summarized in Table 2.

While all voting methods are engaging for participants, voting with movement and by standing are strategies to make the evaluation into a game for very small children. Voting with sound is helpful for participants with visual disabilities to participate.

When making the group analysis charts, it may be helpful to place a color-coded key next to the “no,” “sometimes” and, “yes” columns if using note cards for the group voting process.

This allows participants to be reminded that a particular color of a note card represents “yes,” or “no” in the group voting process. For example, make a small box colored red next to the “yes” column to represent a red note card.

Let participants attach the evaluation flash card on the group analysis chart after the individual scoring activity has been completed. This helps keep the group interested and looking forward to the next activity. It is also a good way to stretch legs after seating for quite some time in order to do the scoring.

In tallying or logging the total number of votes on a group analysis chart, facilitators may use different colored pens or markers to distinguish votes between boys and girls (e.g., black for boys and red for females).



Table 8: Variations on the Group Voting Process

Materials	Description	Advantages/Disadvantages
Color-coded index cards, pieces of paper or local materials	<p><u>VOTING WITH NOTE CARDS:</u> For each assessment item, participants share the score marked in their assessment booklet by holding up a color-coded index card. Each color represents a different score. For example:</p> <p style="padding-left: 40px;">Yes = Green index card Sometimes = White index card No = Red index card</p> <p>Facilitators count the total number of cards for each category and write this number in the appropriate column on the Group Analysis Chart.</p>	<ul style="list-style-type: none"> + Enables quick counting + Easy to remember - May become monotonous or boring after a while
Signs for “yes”, “no” and “sometimes” placed on the wall in opposite ends of the classroom	<p><u>VOTING WITH MOVEMENT:</u> For each assessment item, participants indicate the vote found in their assessment booklet by walking to the corner of the room to indicate their score. Facilitators count the number of participants in each corner of the room and place the number in appropriate column on the Group Analysis Chart.</p>	<ul style="list-style-type: none"> + Allows children to count themselves + Allows children to be physically active by moving around the classroom + Works well with very young children - May not work in crowded classrooms - Requires more time - May be difficult to maintain student attention as they move for each assessment item
No materials required	<p><u>VOTING BY STANDING:</u> For each assessment item, participants indicate the vote found in their assessment booklet by standing up when their category is read out loud by a facilitator. For example, all participants who have a “yes” vote for item #3 stand up, and so on.</p>	<ul style="list-style-type: none"> + Requires no materials + Will help facilitators count the total votes quickly + Will help keep small children engaged in the group voting process
No materials required	<p><u>VOTING WITH SOUND:</u> For each assessment item, participants indicate the vote found in their assessment booklet by shouting out a sound that represents “yes,” “sometimes,” or “no”. For example, if the vote is “no,” participants can shout out a “buzz” sound.</p>	<ul style="list-style-type: none"> + Helps children with visual disabilities participate in the group voting + Will help keep small children engaged in the group voting process - May be difficult to total all the sounds for an accurate count

STEP 3: Collectively Analyze and Discuss the Results

This step is crucial to ensure that participants are involved in the analysis and discussion of the results from the evaluation. Group analysis and discussion of the results is supported with child friendly visuals and large paper charts, called a “Group Analysis Chart.” On this chart the total votes for each evaluation item are logged, summarized, commented upon and prioritized.

Missing votes can occur if a participant forgets to mark their book. Each evaluation item should be added to cross check if it equals the total number of participants in the session. If it does not add up, then facilitators must recount the results.

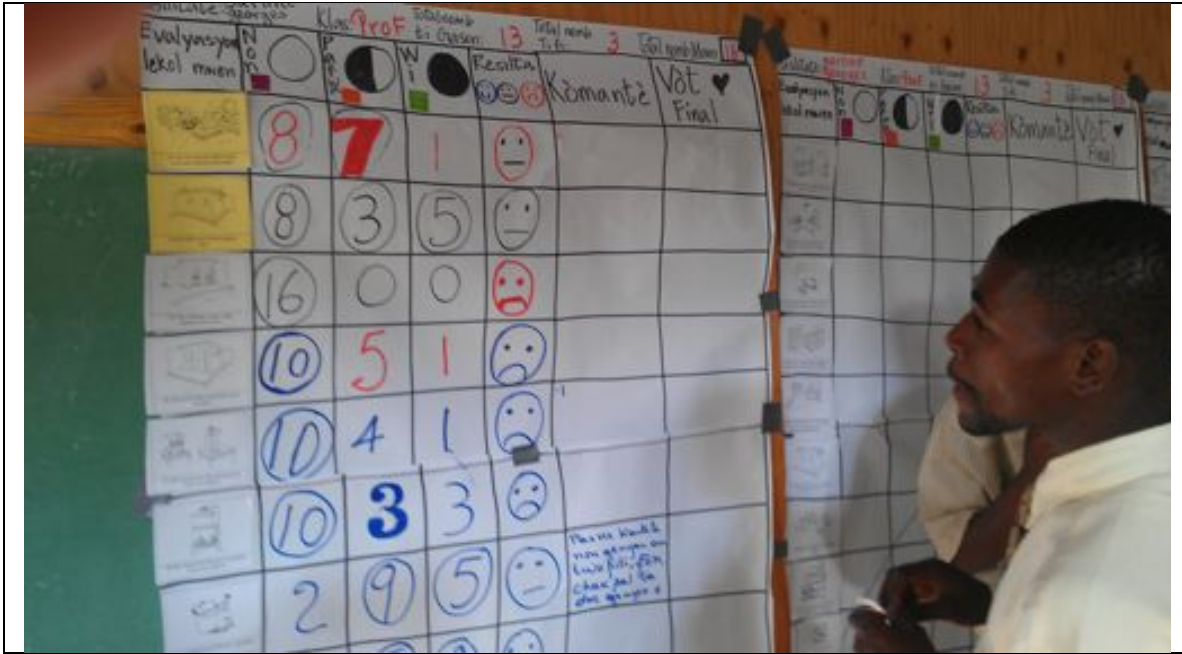
Across the top column, write the total number of boys/males and girls/females, as well as the total number of participants in the assessment session. In the school-wide process, it may be important to also log who facilitated the session and which group the charts represent (e.g., parents, teachers, children aged 8-12, etc.). Place the flashcards along the left hand column by sticking them on the chart with tape. Log the total number of votes for “no,” “yes,” and “sometimes,” and “missing votes.” Once all the votes are accurately logged, facilitators help the group analyze trends in the data by determining which column received the most votes.

For example, did most people vote no to this item? How can you tell? Circle the number that received the most votes. If the total votes for “yes,” “no,” and “sometimes” are close in number, this suggests there are no majority opinions. In assessment session sizes of 15 or more participants, we suggest circling items that receive 2 to 3 votes more or less than the majority as a cut off point. For groups of 15 and under, we suggest 1 vote may constitute a split opinion. This is a subjective decision that can be collaboratively determined by the group, but the goal is to determine if most people say yes, no, or sometimes, or if there are mixed opinions. Mixed opinions are important because they indicate different users of the school may have divergent opinions about its quality. For example, girls may think the toilets are poor, whereas boys think the toilets are sufficient for their needs.

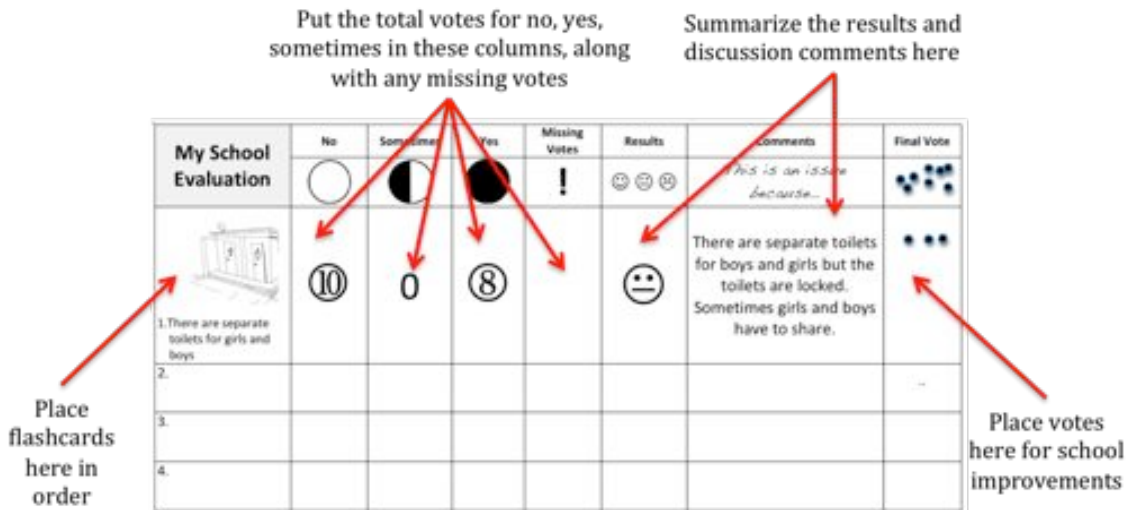
Once tendencies in the data have been determined and circled, a summary of the results for each indicator can be provided in a child friendly format. If most of the participants vote “no,” then facilitators draw a frown face in the “Results” column. If most of the participants voted “yes,” facilitators draw a smiley face. If opinions are split, then a neutral face is drawn.

To distinguish among the groups participating in the evaluation, organizers in the Philippines used different colors of paper in preparing/printing the materials used in the assessment. These materials included the assessment booklets, flashcards, and the title headings of each column of the group analysis chart. Children received blue-colored booklets, and blue paper was used to print the title headings and flashcards that were pasted on the group analysis charts. Parents/caregivers were assigned the green color, and the educators, the yellow color.

Example Group Analysis Chart from Haiti:



Group Analysis Chart Template:



After each item has been summarized, conduct a discussion of the results and log the summary of the conversation, or key points, in the “Comments” column. There are two ways to conduct the discussion. If facilitators are skilled, they can ask guiding questions to the entire group and ensure that everyone has an opportunity to participate. Perhaps a better way to ensure everyone participates is to split the larger group into smaller groups. Ask each small group to pick 5-10 evaluation items they wish to discuss. Have each small group take notes and be prepared to report a summary of their discussion for the entire group. It requires more time to split into small groups, and then to collectively report and share final thoughts as a large group.

With very small children, ask each child to color the assessment booklet images that interests them the most. While coloring, young children may have an easier time communicating their thoughts with facilitators one-on-one in a more informal and creative way.

However, breaking into smaller groups enables more people to participate in the discussion. It may not be possible to discuss all evaluation items, so facilitators may select several items in each category (no, yes, sometimes). Alternatively, facilitators can ask participants to select 5-10 items the group wants to discuss.

STEP 4: Conduct a Final Vote on Priorities for School Improvement

Just because evaluation items receive poor scores does not mean these items are a priority for the school to improve.

After all of the results have been summarized and some of the most important findings discussed, the group is provided an opportunity to prioritize their ideas for the School Improvement Plan. Each person is given 3 stickers and allowed to vote for their 3 top priorities (dispersed among 3 different evaluation items). The total number of votes allows facilitators to then rank priorities for action in the School Improvement Plan.

STEP 5: Share and Display the Results



The results should be shared back with the school community, and especially with everyone who participated in the evaluation. There are a number of ways to share the results in child friendly formats and with simple statistics. The average rating is helpful for understanding the relative scores among evaluation items, to create lists of the “top 10 school assets”, as well as the “top 10 school needs.” In the school-wide evaluation process, the average

rating is also helpful to see different results by grade or group. Results can be displayed on large canvases in the school for everyone to see. The results can also be shared with the community in a variety of interactive ways, such as through local radio, theater and dance.

The assessment materials contain an “Example database” template to enter the raw data from the evaluation. The spreadsheets are programmed with the formulas to automatically calculate the average ratings, as well as frequencies. Finally, the assessment materials contain a “Results Reporting” chart template for how to share the results with other stakeholders in digital and print format.

Example of Child Friendly Data Visualizations:

Good Score		Mixed Opinions		Poor Score	
Average Rating	Child Friendly Image of Rating	Average Rating	Child Friendly Image of Rating	Average Rating	Child Friendly Image of Rating
2.0	😊	1.3	😐	0.6	😞
1.9	😊	1.2	😐	0.5	😞
1.8	😊	1.1	😐	0.4	😞
1.7	😊	1.0	😐	0.3	😞
1.6	😊	0.9	😐	0.2	😞
1.5	😊	0.8	😐	0.1	😞
1.4	😊	0.7	😐	0.0	😞

Average Rating Formula

If no=0; sometimes=1; and yes=2, then:

$$\text{Average Rating} = \frac{(\# \text{ of no votes} \times 0) + (\# \text{ of sometimes votes} \times 1) + (\# \text{ of yes votes} \times 2)}{\div \text{ total number of participants}}$$

See the online assessment materials to find an example database for managing and manipulating the data in a digital format (Microsoft Excel).

Table 9: Overall Assessment Results from Haiti

172 TOTAL PARTICIPANTS - 131 Children (ages 8-18), 16 Teachers and 25 Caregivers

Highest Scored Items	Average Rating	Poorest Scored Items	Average Rating
1. The school has a vision that guides how it works	1.9	1. The school has enough funding to function and be properly maintained	0.0
2. Students and teachers work hard while in school and are focused on their studies	1.8	2. Students and teachers have access to the Internet at school	0.1
3. Students and parents have the opportunity to give their opinions about school decisions	1.8	3. The school has access to electricity	0.1
4. Students and parents help take care of their school	1.8	4. The school furniture can also be used by children with disabilities	0.1
5. There is a way to dispose of garbage at school without	1.8	5. Students and teachers with disabilities have a toilet they	0.2

Highest Scored Items	Average Rating	Poorest Scored Items	Average Rating
damaging the environment		can use	
6. The school starts on time	1.7	6. The school is designed to support children with disabilities (ramps, handrails, etc.)	0.2
7. Students and teachers respect one another	1.7	7. The floor is clean or safe enough for students to sit on	0.2
8. The furniture in the school can be moved and rearranged to promote group learning	1.6	8. There are separate toilets for male and female teachers	0.4
9. There is someone for students to talk about their feelings and problems in school	1.5	9. Teachers have access to enough materials to adequately do their work	0.4
10. There is a space for students to play and be with friends at school	1.5	10. Teachers know how to support the unique needs of girls and boys	0.5

Table 10: Overall Assessment Results from the Philippines
31 TOTAL PARTICIPANTS - 11 Children (ages 8-15), 14 Teachers and 6 Caregivers

Top 10 Assets	Top 15 Needs
1. The school has electricity	1. Access to the Internet
2. Teachers and students work hard while in school and are focused on their studies	2. There are separate toilets for girls and boys
3. There is nature around the school (e.g., trees, insects, shrubs, school garden, etc)	3. My school has enough funding to function and be properly maintained
4. There is a space to be with friends at school	4. There is enough space for me to do my school work
5. The school has a vision that guides how it works	5. School building is in good condition (free of broken glass, cracks in the walls, etc.)
6. Teachers and students respect one another	6. Students respect each other at my school without risk of being hassled or bullied
7. Girls and boys are treated the same way at school	7. Students have enough books, paper, pencils, and other school supplies to learn
8. There is enough water to drink at school	8. Teachers teach students, and students learn why disasters happen (earthquake, typhoons, tsunami, volcanic eruptions, etc.)
9. There is free time in school for students to play and rest, and spend time with friends	9. Students and teachers with disabilities have a toilet they can use
10. Parents/stakeholders participate in school activities	10. The area around my school is free of rubble or debris
	11. School is located on safe and stable land (away from landslides, flood zones, rock fall, sink holes, conflict, etc.)
	12. Students can use the toilets easily and safely
	13. Students have enough clean water and soap for washing at school
	14. The floor is clean or safe enough for me to sit on
	15. There are toys and recreation materials to play with

3.3.5. Develop a School Improvement Plan

Based on the evaluation results, the School Assessment Committee (SAC) should then meet to determine what small actions can be taken to improve the school and to develop a School

It is very important to develop measures to ensure adults listen to children's voices in a non-tokenistic way in the school improvement planning process. This may require educational activities that help children understand the benefits and challenges of a proposed solution. For example, do children understand how much wattage is required to run a generator that can be used in a school?

Improvement Plan. The school can often make many changes without any outside assistance or technical support (such as by improving student participation in decisions for the school, reducing teasing and bullying, etc.). However, some items require long-term planning, funding or outside resources and assistance from the Ministry of Education or other international aid agencies to implement.

In order to improve local monitoring, evaluation, accountability among all stakeholders, we suggest providing small seed funding (\$500-\$5,000) to the school to help the School Assessment Committee act on the evaluation results. The SAC is then responsible for

determining how the money will be used and managed. For example, if the SAC decides to purchase a generator to have electricity in the school, then the SAC must also be responsible for determining how the generator is used and maintained over the long-term.

In order to determine priorities for action, the SAC may need to:

- Compare school group assessment results
- Rank common priorities for school improvements
- Facilitate awareness raising activities that help plan actions for the school
- Develop systems of accountability for implementing and monitoring the plan



In addition, we provide a “School Improvement Plan” chart template in the toolkit to help the committee weigh the benefits and challenges of each solution. Each of the top 10 priorities for school change (as voted upon or as indicated with poor evaluation scores) is then discussed.

LEFT: Generator purchased by the school in Haiti, one of the priority needs for their School Improvement Plan.

Table 11: Common and Unique Concerns for the School Improvement Plan in Haiti, by Age Group

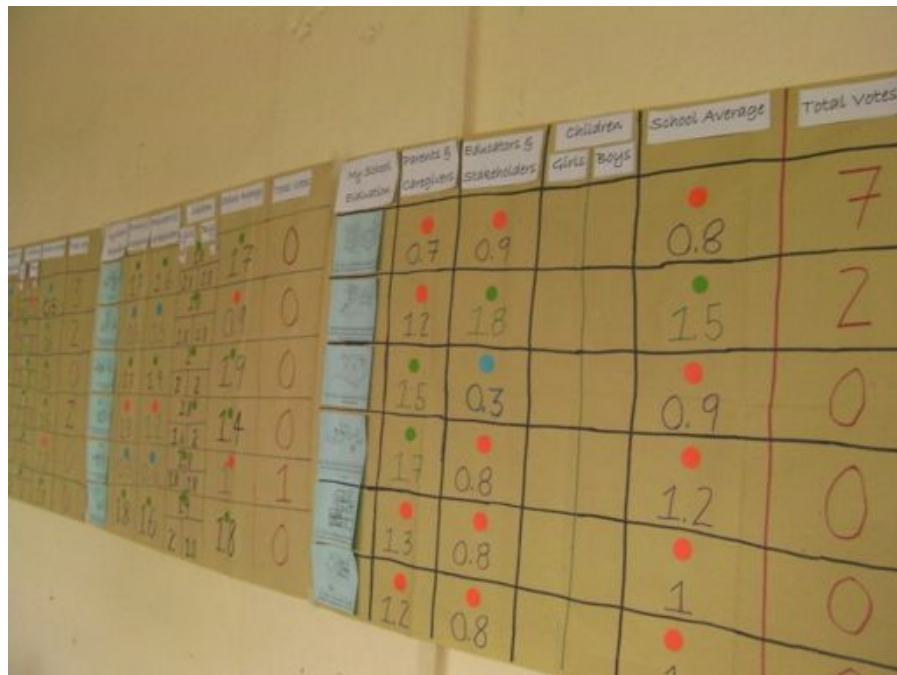
	2 nd Grade	3 rd -4 th Grade	5 th -6 th Grade	7 th Grade	8 th Grade	9 th Grade	Caregivers (0-7)	Teachers
Most Common Concerns for School Improvement								
Internet	X	X	X	X	X	X		X
Electricity		X	X		X		X	X
Other Top Concerns for School Improvement by Age Group								
Safe and clean floor	X							
Free time to play	X							
Spaces to play and practice sports		X						
Safe drinking water			X				X	
Toys and recreation materials to play with				X	X			
Adequate place to sit and write						X		
School supplies for learning						X	X	
School funding								X

Working in small groups, perhaps separated by age and gender, the School Assessment Committee identifies and evaluates proposed solutions, the benefits and challenges to those solutions, who benefits, how long it will take to achieve the proposed solution, at what cost and with which stakeholders. After discussion of separate group proposals (e.g., children’s plan vs. teacher’s plan) the committee can reconvene, discuss, debate, and make a final determination of how they will improve the school using seed funding or on their own.

Table 12: Top Concerns for the School Improvement Plan in the Philippines, by Group

Children	No. of Votes	Teachers and Stakeholders	No. of Votes	Parents	No. of Votes
Internet access	8	Enough space for school work	8	Enough funding for school	4
Respect without being hassled or bullied	7	Enough funding	5	Building is in good condition	3
Separate toilets	6	Separate toilets	5	Enough books and school supplies	3
Toilet for students and teachers with disabilities	3	Building in good condition	4	Free of rubble or debris	2
Enough water and soap for washing	2	Internet access	3	Located on safe and stable land	2
Learn why disasters happen	2	Enough books and school supplies	3	Easy and safe use of toilets	2
		Learn why disasters happen	1	Clean or safe floor to sit on	1
		Toys and recreation materials	1	Internet access	1

Assessment Results on Display in the Philippines:



Results of the assessment served to validate the proposals made by the school management, and by the Parent-Teacher Association (PTA) in the Philippines. In its school improvement plan for 2011-2013, the school management committee identified physical plant facilities as one of the existing problems. Among the targets for school improvement are the construction of a drainage system and concrete pathways, which would provide the answer to the muddy and flooded pathways during rainy periods, and the installation of a back fence to prevent the entry of looters. In the School Improvement Planning session undertaken as part of the this assessment, the three assessment subgroups agreed to allocate the US\$500 seed money to the proposed drainage system project, which is also adopted as a project by the Parent-Teacher Association. The proposal will be presented to the school head and the board of directors of the PTA for further deliberation in spring 2012, in preparation for the Brigada Eskwela school maintenance and upgrading project done prior to opening of classes in June 2012.

Instead of one big assembly of the community, a separate assembly for children and youth may be considered in the school improvement planning process. This assembly will enable young people to review the results and develop an action plan without adult influence, and may elicit a higher level of commitment to the implementation of the proposed action/s.

Example of the School Improvement Plan Chart format used in the Philippines:



Table 13: Example Portions of the School Improvement Plan from Haiti

School Priorities	Proposed Solution	(+) Benefits (-) Challenges	Who Benefits?	Short-term OR Long-term Goal?	How much money will it cost?	Who needs to be involved?
1. The school has access to electricity	Purchase a generator	(+) It will make our work easier to do and facilitate (+)The Generator would be useful to help the school (+) It will help the school during our cultural activities (-)We will need the necessary things to make the Generator work (-) In case there are damages, what do we do to repair and maintain it?	School Community Everyone	Short-term	\$600-\$800 USD	Everyone
2. There are toys and recreation materials for students to play with	Finn Church Aid donation of recreation equipment	(+) Immediate action on the evaluation results (-) Not adequate for the unique needs of girls and boys, younger and older children	Students Community	Short-term	Donation	Finn Church Aid School Assessment Committee

Table 14: Example Portions of the School Improvement Plan from the Philippines

School Priorities	Proposed Solution	(+) Benefits (-) Challenges	Who will benefit?	Short-term or Long term Goal?	How much money it will cost?	Who needs to be involved?
1. I have access to the Internet at school	To install (have) an internet connection as well as enough computer units	(+) • For research use • For presentations • For downloading • For encoding reports & others	• Pupils • Educators	Long-term	P1,200/month (US\$28.57 at PhP42 to US\$1) Installment fee – P3,500 (US\$83.33) P2,000/mo electric bill (US\$47.61)	• UNICEF • National government • Local government unit (LGU)
3. My school has enough funding to function and be properly maintained	Prepare the following: • Proposed resolution • Project proposal • Budget	(+) To provide for school needs such as Security guards, improve school facilities, and school maintenance	• Pupils • Teachers • Rural and urban community	Long term goal	2Million pesos (US\$47,619)	• UNICEF • President, • Vice Pres. • Senators • Congressmen • Other Gov't high ranking officials

3.3.6. Improve the School and Evaluate Change

Once a School Improvement Plan is created, actions are taken by the School Assessment Committee to implement the plan. This might include obtaining outside support from organizations like the Ministry of Education or an international aid agency. However, emphasis should be placed on taking action on ideas the school can change itself without relying upon external support. The School Assessment Committee is encouraged to meet on a regular basis to review, evaluate and update the School Improvement Plan. Actions may include:

- Small-scale architectural enhancements for the school
- Interior design/classroom layout improvements
- Pledges to improve the school climate, or student-peer relationships
- Enhanced school inclusion policies and practices
- Changes in teaching approaches or topics

These questions can also be integrated into the assessment sessions at the end with different groups.

We recommend repeating the evaluation in one or two-year intervals to see how the assessment results change over time. In addition, the process for conducting the evaluation can be monitored to improve facilitation styles and the effectiveness of using the toolkit with various stakeholders. Questions that can guide the evaluation of the assessment process may include:

1. What did you like about the evaluation process?
2. What did you find challenging or confusing about the evaluation process?
3. How did the evaluation process impact you personally?
4. How can the evaluation process impact the school community?
5. How can the evaluation process be improved?

If physical changes to the school are made, the evaluation can focus upon how these changes impacted the various users of the school, such as children with disabilities or caregivers. If programmatic changes are implemented, each program can be evaluated for its effectiveness based on the viewpoints of stakeholders involved. The School Assessment Committee should be involved in developing indicators to measure for any evaluation, as well as designing the appropriate methodologies to gather the information.

Table 11: Challenges of Facilitating the Evaluation Process in Haiti, according to students and teachers

Female Students	Male Students	Teachers
<ul style="list-style-type: none"> ▪ It was difficult to understand the voting process in the beginning ▪ I was very shy at first, and was worried to talk, but I became more comfortable as I learned more ▪ It was challenging to make the little faces ▪ There were too many small children; the challenge was getting their attention to listen 	<ul style="list-style-type: none"> ▪ Not making mistakes when we were voting ▪ Pushing myself to help others understand the evaluation process ▪ Students made a lot of noise; playing around, and distracting others 	<ul style="list-style-type: none"> ▪ It was difficult in the beginning but later on it became easier for me with practice ▪ Difficulty in understanding the voting process ▪ The capacity for small children to think through the process ▪ Understanding the process of circling two numbers in the voting process

4. Educational Activities to Support the Assessment Process

Because the toolkit is a valuable learning opportunity, we also recommend educational activities be developed to help children learn more about the assessment indicators. These activities may focus on life skills and the use of the school and community as a laboratory for learning. The topics can be directly related to the assessment indicators, such as developing a lesson plan on energy use and the best ways of using the generator in a school. Ideally these activities would be developed in collaboration with teachers and students of the School Assessment Committee.

Educational activities will also help younger children participate in the discussion of the evaluation results by providing more specific questions to guide teachers and students in learning about, for example, children with disabilities. In addition, educational activities are important for ensuring the inclusive participation of children in the school improvement planning process. The toolkit has a better chance of being streamlined into the local education system if there are learning materials that accompany the toolkit that can be used by teachers and students. Educational activities might include activities to participate in school design, hands-on science experiments to understand the school ecology and environment, and sensitivity training to promote school inclusion, among others.

4.1. Example School Design Activity



Using bricks, stones, Legos or other local materials, ask children to design an ideal classroom interior, school building, or school landscape. This design activity is described in greater detail in the Haiti case study report, in which children built an ideal classroom interior using Legos. See the online assessment materials for Haiti for more detailed steps in facilitating this type of activity.

4.2. Example School Inclusion Activity

According to the World Health Organization, on average 10% of the world's population is disabled. Calculate the number of school-aged children in a given country who are disabled based on this figure. Determine the total number of children with disabilities enrolled in school based on data from the Ministry of Education. Compare the results and determine how many children with disabilities are not in school. Discuss ways to promote a more inclusive learning

environment. This activity was used in Haiti and is described in greater detail in the case study report.

4.3. Example School Ecology Activity

Using aerial photographs from Google Earth or other government documents, compile maps pre- and post-disaster of the school environment to determine how the ecology has changed over time. For example, did the school's green canopy get reduced through the destruction or removal of trees? How did the use of the school property change after the disaster? Discuss better solutions to improving the school's access to vegetation and other green spaces. Test the water quality of the school using water quality test kits. This activity was used in Haiti and is described in greater detail in the case study report.

5. Elements of a Successful Process

The participatory assessment toolkit enables children, adolescents, caregivers and teachers to discuss and analyze the quality of education in their school according to their own perspectives and ideas for change. It is a toolkit that can facilitate short- and long-term planning, and community driven changes to the quality of teaching and learning in transitional learning spaces in emergency contexts. In addition, it can be used with schools in various stages of development, such as with new schools and child friendly schools. Most importantly, however, the assessment process requires children, teachers, school administrators and caregivers to work together to solve school problems. It privileges locally relevant solutions to improve the school, while at the same time giving children a say in these solutions as leaders of the assessment and school improvement planning process.

"The students found out that they were as important as the teachers due to the evaluation process."

- Statement from a female student from the School Assessment Committee in Haiti

The comprehensive set of indicators contained in the toolkit enables the School Assessment Committee to select specific physical and social characteristics to make the evaluation more culturally appropriate and relevant to the local context. **The toolkit is a learning tool as much as it is an assessment tool.** The visual nature of the toolkit empowers children to be facilitators of the evaluation, and active participants in the data analysis and interpretation. Young children learned how to read with the assessment flashcards and count during the group voting process. With very minimal influence and training, children and teachers proved to be capable facilitators. As a participatory instrument, it is important to underscore that the assessment process is also fun and engaging.

The process of establishing a School Assessment Committee as a mechanism to implement the assessment toolkit is of great value to improving children's participation in school decisions. The formation of this committee promotes an intergenerational school planning process that values children's own experiences as a basis for improving their transitional learning space. In addition, the School Improvement Planning process demonstrates that the assessment toolkit also promotes community development for children vis-à-vis the school. In the case of Haiti, the

decision to purchase a generator has the potential to serve children’s short- and long-term educational needs, but also the community by supporting cultural events.

If the School Improvement Plan proves successful over time according to the goals identified by the School Assessment Committee, it may be useful for emergency service providers involved in the construction of TLS to consider implementing the assessment process and seed money to enable the local empowerment and sustainability of school construction and maintenance in emergency contexts. This is particularly important in countries like Haiti where there are no strategies in place from the Ministry of Education or international agencies to support the conversion of transitional learning spaces into permanent schools.

5.1. Strengths of the Assessment Toolkit

5.1.1. Participatory and Engaging Design and Process

One of the main strengths of the toolkit is that it is participatory, and is designed in a way to be engaging for children as young as 8 years of age, but also for use with caregivers, teachers, school administrators and emergency service providers. The process for using the toolkit builds local capacity for monitoring, evaluating and improving transitional learning spaces, and encourages the diverse users of the school to work collaboratively to address needs. The design of the assessment in a booklet format was greatly enjoyed by all participants. We found the booklet format enabled the participants to follow along and consider each statement carefully. The use of the flashcards to read each evaluation statement out-loud, as well as the group voting techniques also proved enjoyable and engaging for all participants.

5.1.2. Celebrates School Assets

The toolkit enables groups to identify the assets of the school as much as it helps students, teachers and administrators to understand unique and common areas for concern to improve the school. We found celebrating and discussing the assets or strengths of the school to be a very important element of the assessment process, particularly in emergency contexts like Haiti, where communities struggle each day for survival. In the case of Haiti, school assets included a highly structured or disciplined way of teaching and learning, positive and respectful relationships between students, teachers and the school administration, a school vision that supports community development, and children’s participation in school decisions.

5.1.3. Supports Local School Monitoring, Evaluation and Management

The toolkit empowers children, teachers, caregivers, and school administrators to monitor and evaluate their own school as a basis for school maintenance and improvement. While some of the indicators require external support or financing to implement, the users of the school can improve many of the evaluation items themselves. For example, the school can improve its cleanliness and maintenance, student and teacher relationships, student participation, and

noise levels largely by working together, whereas access to the Internet may require long-term planning and external support to implement.

5.2. Potential Challenges in Using the Assessment Toolkit

5.2.1. Managing Expectations

Concerns about how to best manage expectations for real change, as implied by the evaluation indicators, is something that may be raised by participants during the assessment process. Because most humanitarian agencies do not consider post-occupancy evaluations and improvements to TLS within their budgets, and Ministries of Education are underfunded or not functioning properly, conducting an evaluation that relies upon funding sources to make improvements can establish false expectations. For example, in Haiti, on the first day of reviewing the evaluation indicators, both teachers and students questioned whether any change was feasible. One teacher remarked that teachers and students would score all of the evaluation indicators poorly, as he felt the school lacked all the necessary elements of a high-quality learning environment (in fact only about ½ were scored unfavorably). Based on our work, we feel the most appropriate stakeholder to lead the assessment is the school itself, underscoring the importance of local control of the evaluation process, but with support from international aid agencies in the form of capacity building and technical assistance.

5.2.2. Monitoring Power Differences in Stakeholder Relationships

In each setting there are differences in power and authority. In the case of a transitional learning space, it is important to understand the power difference among teachers, students, and school administrators. Because school administrators have such a powerful influence on the decisions of the learning environment, students and teachers may be reluctant to speak truthfully about their school. In addition, teachers may not be comfortable facilitating an evaluation that looks critically at their instructional style and discipline measures. While we anticipated these power dynamics, and have developed mechanisms to minimize these power differences, it is important to identify the best way to conduct the assessment within a school setting in a way that enables all groups to participate in a respectful and meaningful way.

For example, the School Assessment Committee in Haiti was originally conceived of without the participation of the school administration to ensure children and teachers could speak freely about their concerns. However, it was clear that not involving the school director would be disrespectful. We therefore built measures into the toolkit to allow children and teachers to anonymously express their views, and we suggest splitting the School Assessment Committee into two groups (one children, one adults) at certain moments in the evaluation process. This proved useful, as some children shared information they did not feel comfortable discussing in front of their teachers or the school director. We have also provided further suggestions in the toolkit for how to manage these power differences within the school, but they will likely remain an issue that will require constant reflection and analysis by the assessment stakeholders.

5.2.3. Accountability and Use of the Data

While the school can benefit from collecting and reflecting upon its own situation through the assessment process, the lack of capacity and accountability in the education sector in emergency contexts poses a challenge for the systematic implementation of the toolkit. For example, if data is shared with the Ministry of Education to advocate for school needs, it is not likely to be acted upon by local officials in Haiti. In addition, while UNICEF can benefit from the reporting of data to hold international groups accountable for their actions, this will require an investment by UNICEF to support local capacity building and training in the use of the assessment toolkit in transitional learning spaces. Empowering schools themselves to conduct and act upon the evaluation results has the potential to build bottom-up accountability into the education sector over time in Haiti. Accountability is important at the scale of the school – by holding the school directors, teachers and students accountable for their actions - but also at the scale of the Ministry of Education, and globally with entities like the World Bank and Save the Children.

5.3. Online Toolkit Materials and Resources

5.3.1. Description of Assessment Materials

- **Assessment Indicators** - A document containing the suggested core and comprehensive assessment indicators, for local use and adaptation in the evaluation
- **Assessment Indicator Images** – Images for each indicator intended as a template for local use and adaptation
- **Blank Assessment Booklet** – A blank assessment booklet to illustrate the formatting and to be adapted for local use
- **Example Assessment Booklet - Children + Adolescents** – A version of the assessment tool in a booklet format for children and adolescents
- **Example Flash Cards - Children + Adolescents** – Flashcards for use on group voting and analysis charts, and for following along with the assessment items
- **Example Assessment Booklet – Caregivers** – A version of the assessment tool in a booklet format for caregivers
- **Example Flash Cards – Caregivers** – Flashcards for use on group voting and analysis charts, and for following along with the assessment items
- **Example Assessment Booklet – Educators** – A version of the assessment tool in a chart format for teachers
- **Example Flash Cards – Educators** – Flashcards for use on group voting and analysis charts, and for following along with the assessment items
- **Group Voting/Analysis Chart Template** – An example template of the charts that need to be recreated by hand using large poster paper and to fit all of the assessment items
- **Example Results Reporting Chart** – An example of how to report the data and results from the assessment
- **Example School Improvement Plan Chart** – Contains a matrix that can be used to guide the School Assessment Committee to develop a School Improvement Plan
- **Example Database** – An Excel database to enter the raw data; formulas immediately calculate the average ratings, as well as frequencies

- **Training Video** – A DVD of the experience in using the toolkit in Haiti, intended as an educational tool for learning about the assessment process

5.3.2. Description of Haiti Case Study Documents

- **(English) Summary Report – Haiti Case study** – A summary report of using the toolkit in a school-wide evaluation process with one transitional learning space in Haiti.
- **(English/Kreyol) Haiti Assessment Results** – A summary of the school-wide evaluation results by school group.
- **(English) Haiti Assessment Indicator Images** – Images for the toolkit as interpreted by a local Haitian artist
- **(Kreyol) Haiti Assessment Indicators** – A document containing the core assessment tool indicators used in Haiti
- **(Kreyol/English) Haiti Assessment Guidebook** - A visual guide for students and teachers of the School Assessment Committee to help them understand and facilitate the school-wide evaluation process
- **(Kreyol) Haiti Assessment Booklet – Children + Adolescents** – Kreyol version of the assessment booklet for children and adolescents
- **(Kreyol) Haiti Assessment Booklet – Caregivers** - Kreyol version of the assessment booklet for caregivers
- **(Kreyol) Haiti Assessment Booklet – Educators** - Kreyol version of the assessment booklet for educators
- **(Kreyol) Haiti Flash Cards – Children + Adolescents** – Kreyol version of the flash cards for children and adolescents
- **(Kreyol) Haiti Flash Cards – Caregivers** – Kreyol version of the flash cards for caregivers
- **(Kreyol) Haiti Flash Cards – Educators** – Kreyol version of the flash cards for educators
- **(Kreyol) Group Voting/Analysis Chart** – Kreyol version of the template for group voting and analysis
- **(English) Haiti School Ecology Activity** – A slide show of the school property pre- and post-earthquake using Google Earth.
- **(English) School Design Activity with Legos** – A summary of the steps involved in conducting a school design activity with children using legos or other local materials
- **(English) Haiti TLS-Case studies** – Background images and school diagrams of transitional learning spaces in Haiti to see the variety and quality of TLS in this country two years after the earthquake

5.3.3. Description of Case Study Documents from the Philippines

- **(English) Summary Report –Case Study of the Philippines** – A summary report of using the toolkit in a representative evaluation process with one school in the Philippines
- **(English) The Philippines Assessment Results** – A summary of the representative evaluation results by age and gender.
- **(English) The Philippines – School Improvement Plan** – A detailed document of the school improvement plan developed in the Philippines