

Evaluation Plan for WAN Malawi Pilot Project

Aug. 31, 2016

The WAN Malawi Pilot Project offers an exciting opportunity to assess the impact of the WAN Humane Education curriculum on changes in children's attitudes and behaviors.

The target population includes 120 children ages 8-13 in four schools – two rural and two urban. No comparison group will be used for this initial pilot study, changes from pre to post will be attributable to program participation, maturation and test-retest familiarity. Assuming minimal attrition from the study, sample size will allow detection of effect sizes of approximately 0.5 of a standard deviation for the rural and urban groups.

The intervention is planned to include up to 40 hours during the 2016-17 school year, with weekly visits to each participating school by a trained Humane Educator (LSPCA staff). Lessons will take place at the end of the normal school day, and incentives (snack) will be offered to maintain participation throughout the school year. Individual student attendance will be tracked by the Humane Educators, the "dose" or number of hours of participation will be an important covariate.

A. Evaluation Instruments

The following data collection instruments will be utilized:

1. Pre-post student attitude inventory

This inventory is based on the existing WAN student questionnaire. It is suggested that the questions be translated to Chichewa and read aloud by the Humane Educators (or CERT evaluator) during administration. Each child should have a written copy of the inventory to mark his/her responses. Procedures will be defined to minimize sharing of answers, no discussion or student talk should be permitted during the questionnaire administration. Impact on families of participating children will be self-reported.

2. Pre-post teacher assessment of students questionnaire

A brief assessment of individual children's attitudes and behaviors, as well as summary school attendance and achievement, is proposed for the local school homeroom teachers who are familiar with the students.

3. Humane Educator lesson record

The Humane Educators will complete a report for each lesson, to include student attendance and observations regarding the logistics and effectiveness of each lesson

and any suggested changes or amendments to the lessons. Students will be polled on how much they liked each lesson.

4. Humane Educator interviews

The evaluator will conduct individual interviews with each participating Humane Educator at the end of the school year to gather feedback on project implementation and perceived impact. Periodic interviews will be conducted with the Humane Educators by the WAN director.

Formative Evaluation

The evaluator will utilize data from the Humane Educator lesson record and interviews to assess the design and effectiveness of each lesson in the WAN Animals, the Environment and People teacher's guide. Recommendations on enhancing the implementation of the curriculum will be included.

Summative Evaluation

The evaluator will utilize data from the pre-post student inventory, the pre-post teacher assessments, and the Humane Educator lesson records to assess changes in children's attitudes and behaviors that may be attributable to project participation.

Variables for Summative Evaluation

Outcome Variables

1. Attitudes – toward animals, nature/environment, people (scale)
2. Moral values (scale)
3. Happiness/well-being (scale)
4. Behaviors – toward animals, nature/environment, people (scale & teacher rating)
5. School achievement (teacher report)

The evaluation will test for the independence/confluence of these variables. Composite variables will be created as supported by the data. Item analysis will identify strength of discrimination for each item.

Independent Variables

1. Participation dose (hours)
2. Site – urban/rural
3. Child age
4. Gender boy/girl
5. School attendance (teacher report)

Analysis will assess the impact of each independent variable on changes in the outcome variables.

B. Data Collection Procedures

The project will be implemented throughout the 2016-17 school year, with the initial site visits in September 2016. The two LSPCA humane educators will visit two sites each.

1. First Site Visit

The initial site visit sets the tone and expectations for the entire year. During the first visit students are enrolled in the project and teachers and administrators are briefed on project goals, procedures and responsibilities. Please allow extra time for the first visit.

Meeting with School Staff

In order for the pilot to be successful, school staff, including teachers and the principal need to be supportive and informed about the project implementation. It would be great if the teachers would incorporate some of the humane education content in their lessons during the day, and the LSPCA staff should invite teachers to observe and participate in the afterschool activities if possible. Project objectives will be amplified to the extent that the local teachers are involved and engaged.

Once project objectives have been discussed and there is teacher buy-in, the LSPCA educators should discuss project logistics (days, times, spaces for activities, snack) and ask teachers if they would be willing to complete the teacher questionnaire, which is a rating of their students on 21 criteria. We had indicated the need for some incentive for the teachers here.

If teachers are agreed, the LSPCA staff can review with them the Teacher Assessment of Students form. Explain that teachers will need to assess each participating student individually for each of the 21 times, using the 5-point scale. Excel and print versions of the teacher assessment are available, the LSPCA staff should determine which version is the most appropriate for each teacher.

Please ask teachers to complete the student assessment forms between the first and second visit, once the list of participating students is defined.

Student Recruitment

During the first visit the LSPCA humane educator needs to recruit students who will participate in the project. She should be ready to explain what the project goals are in an engaging and motivating way. Students should be aware that regular participation is essential to project success and that they will be expected to engage actively in all project activities every week.

My suggestion is to recruit the students during the first visit and engage them in initial program activities in order to stimulate their interest and enthusiasm. The student pre-test can be administered during the second visit.

2. Administration of the student pre-assessment

The student questionnaire has been translated to Chichewa and is to be read aloud by the Humane Educators during administration.

Explain to each group of students why you are doing the evaluation. Highlight that this is a study of attitudes with no correct answers. It is not an academic test and students will not receive a grade.

Ensure that students are not seated too closely together. Explain to students that the answers need to be their own responses, and that they should not consult with or copy from others. Explain that there should be no talking at all during the administration of the questionnaire. Please try to ensure that all students who will be participating in the project complete the pre-assessment.

Each child should have a written copy of the questionnaire to mark his/her responses.

Ensure that each student has a pen or pencil. May be a good idea to bring some extras, as well as a pencil sharpener.

Ensure that each student fills out the information at the top of the questionnaire correctly.

Ensure that they understand how to select and circle the relevant answer.

"For each item, please circle the response that most accurately represents how you feel."

Explain that the administrator will read each question aloud (in Chichewa), then pause to give students time to record their response. If necessary, the administrator can read the question a second time, but should not provide any additional information. Remind students that they should not make any comments during the questionnaire administration and should record their own honest answers.

Clarify that each learner can ask for help if needed by raising their hand.

At the end of the assessment, please collect the completed student questionnaires and check that the student's name is clearly legible. Student attendance and participation will be tracked using the students' names, so it would be great to start recognizing students by name. Please ensure that students are uniquely identified (each has a different name).

An Excel template for data entry will be provided by the evaluator. The pre-assessment data should be entered in an Excel file by LSPCA staff right after the student questionnaire administration.

3. Completion of Humane Educator Lesson Feedback Form

The HE Lesson Feedback form should be completed for every lesson by the lead Humane Educator.

The student list in each school should be the same for all lessons. For each student indicate whether the student was fully engaged in the lesson (3), engaged part of the time (2), not engaged/off-task (1) or absent (0).

Student Lesson Survey

At the end of each lesson, students should be asked how much they liked the lesson. Instruct students to close their eyes, then raise their hands if they liked the lesson a lot (Record the number). Then ask students to raise their hands if they liked the lesson somewhat (Record the number). Finally ask students to raise their hands if they did not like the lesson (Record the number). Each student should only vote one time. It is important for students to keep their eyes closed during the poll so that their answers are not influenced by other students. Once students learn this procedure, they will do this very quickly when prompted.

Students can then open their eyes and provide any additional feedback about the lesson. Their feedback can be summarized in Additional Suggestions.

The Humane Educator should utilize the space Changes Made in Lesson to describe any modifications in the defined procedure for the lesson and the reason for making the change. The Humane Educator should utilize the space Additional Suggestions to offer comments and/or suggestions regarding improvement of the lesson, and/or to describe any extension activities.

4. Protocol for completing monthly phone interview with LSPCA humane educators

The purpose of the form is to periodically record the feedback from the humane educators in the field. It complements the Educator Lesson Feedback Form that is completed for each lesson.

The interviewer uses the defined format to record humane educators' responses.

A. Which lessons are taught

Since the activities in the WAN Teacher's Guide are not numbered, the title of each activity and the page number on which it begins in the Teacher's Guide should be recorded.

The time spent on each lesson, and student and educator assessment of each lesson should be recorded on the Educator Lesson Feedback Form. The interviewer should review these responses prior to the interview to avoid soliciting information already provided. The interview is the opportunity to clarify and expand on the information provided by the humane educators on the Educator Lesson Feedback Form.

B. Which lesson(s) worked best, and why?

This question provides the opportunity to explore the essential factors to making an activity successful.

C. Which lesson(s) did not work well? Why? How could it be improved?

This question provides the opportunity to identify why an activity is not successful and how it could be improved. External factors (lack of time/materials, lack of support from school, space issues, etc.) should be included in the questions below. This question is about the Teacher Guide content and curriculum/instruction.

D. Are the conditions in the school conducive to the WAN project activities?

This question provides the opportunity to identify school factors that affect successful project implementation. The interviewer should evaluate if any of the factors mentioned by the humane educators can be addressed directly with school authorities in order to facilitate project implementation.

E. Is there any additional information or materials that you need to successfully lead the WAN activities?

This question provides the opportunity to identify project factors that affect successful project implementation. The interviewer should evaluate if any of the factors mentioned by the humane educators can be addressed in order to facilitate project implementation.

F. Are there any additional changes needed to help make the WAN project more successful?

This question captures any additional feedback that was not mentioned in previous questions.

G. Please share anecdotes that illustrate children's progress in developing humane/kind/happy attitudes and behaviors

Anecdotes should be transcribed in detail so they can be used as illustrative examples of project impact.

H. Do you have any photos or other artifacts from the month's activities?

Photos and other artifacts (completed worksheets, stories, illustrations, etc.) are invaluable for documenting project effectiveness. Each photo or other artifact should be tagged with the school name, student name(s), educator name, activity name and date of the activity.

Note: According to local custom, WAN does not need written permission from parents to take photos of children and to use the images and other artifacts of student work.

C. Communication

Effective on-going communication between the LSPCA humane educators, WAN and the evaluator are essential.

At the end of each week, the humane educators should send their completed lesson feedback forms to Janice and John (anyone else?).

At the end of week 2 the humane educators should compile the pre- teacher and student assessments into the templates provided by the evaluator and send to the evaluator.

At the end of each month, the humane educators should have individual interviews with Janice using the phone interview protocol. Janice should submit the completed interview protocols to the evaluator.

Any specific issues or concerns faced by the humane educators at the sites should be communicated right away.