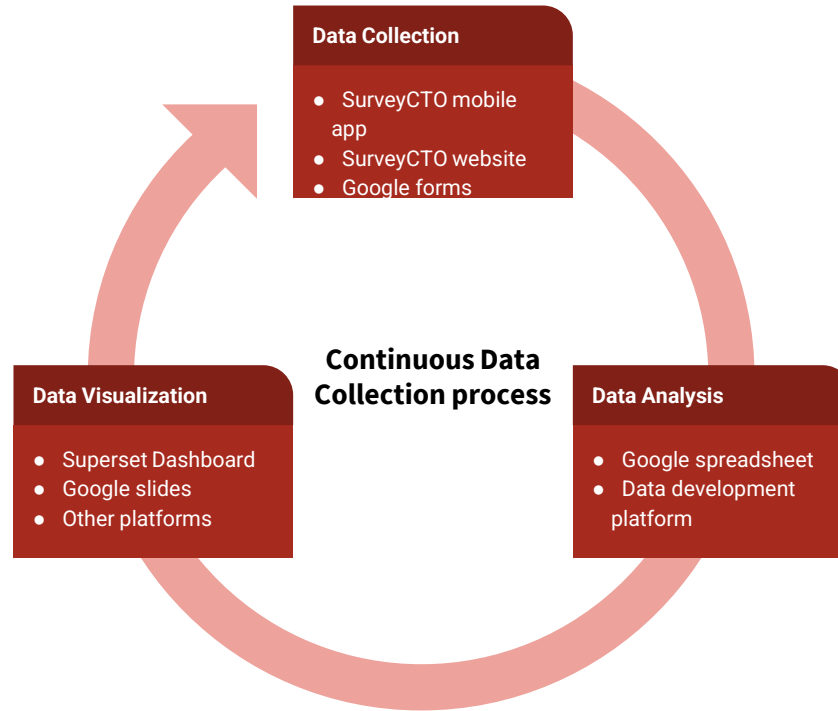


OVERVIEW OF MONITORING @ STIR



Our involvement with multiple cadres in the government system, calls for a robust monitoring process. The monitoring is not only to understand our progress in the program, but also to create a routine for the government stakeholders where they get used to working with data and routinize this process for themselves.

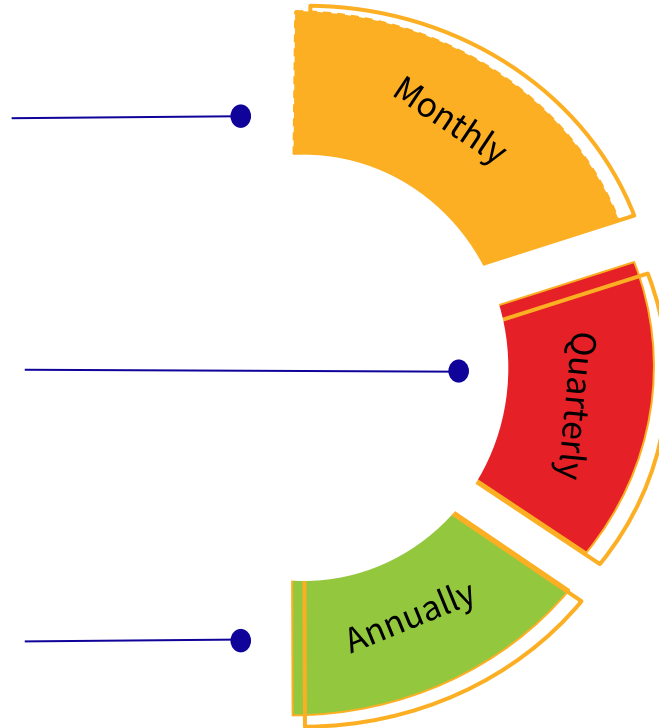
OVERVIEW OF MONITORING @ STIR

The team involves with the data collected at three different levels.

During monthly progress check- every program location gets into data-based reflection to bring forward district level bright spots and areas of improvements

Quarterly global team comes together to discuss the highlights of the program

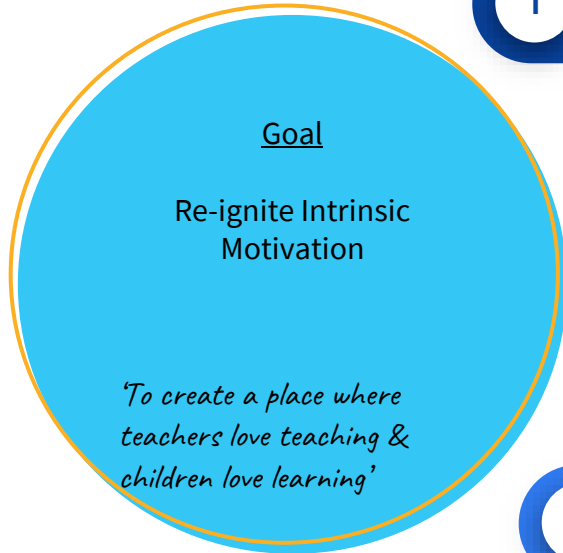
The annual brainstorming is an intense session where each and every data point is reflected upon and clear action points are made.



OUR FOUNDATION- THEORY OF CHANGE



LEARNING FRAMEWORK



1 Our Core Principles

- Peer Learning
- Action & Feedback
- Data based reflection

2 Foundations of lifelong learning

- Safety
- Engagement
- Self Esteem
- Curiosity & Critical thinking
- Intentional Teaching

3 Measurement Scale

We measure the level of participation using -

3-point scale

- 1: 0-33% (A few)
- 2: 34-66% (About Half)
- 3: 67-100% (Most)

2 - point scale

- 1 (Yes)
- 0 (No)

Next slide for details on foundational behaviours

Foundations of Lifelong learning

Our core work on behaviour change comprises of the 5 behaviour buckets that we choose to work on. Each behaviour buckets has three sub-indicators which becomes the basis of our observation for behaviour change. These sub-indicators defines scope of each behaviour measurement. For each of our stakeholders the observable behavioural sub-indicators vary based on their scope of work.

Officials :

Institutes/ mid-term meetings/ alignment meetings/ monthly progress check meetings are the activities involved in by STiR to work on the four behaviours.

Coaching calls with officials is a one-on-one activity where the following behaviours are observed and worked upon.

Engagement	Safety	Curiosity & Critical thinking	Self Esteem	Intentional Teaching
Officials participate in discussions	Officials engaging in reflective discussion based on real life examples	Officials ask questions*	Officials ask for facilitator support	<ul style="list-style-type: none"> • Readily provide inputs to the conversation without excessive prompting • Link their planned actions to a wider purpose or goal • List specific action points to take forward • Approach the conversation through problem solving & discussion • Ask how and why questions during the meeting
Officials develop action plans	Officials receive feedback from the facilitators	Officials ask critical questions	Officials collaborate with peers & offer/seek peer support	
Officials ask questions	Officials practice the strategy during the meeting	Officials articulate how the content is relevant and important to their everyday work	Officials' achievements are recognised and celebrated	

The three point scale is used to measure these behaviours and sub-indicators.

| 0%-33% | 34%-66% | 67%- 100%|

The two point scale is used to measure these behaviours.

| 0 & 1 |

Foundations of Lifelong learning contd..

Teachers:

Network meetings is the activity involved in by STiR to work on the four behaviours.

As part of classroom observation, teachers are observed and worked upon for this behaviour.

Engagement	Safety	Curiosity & Critical thinking	Self Esteem	Intentional Teaching
Teachers participate in discussions	Teachers engaging in reflective discussion based on real life examples	Teachers ask questions*	Teachers ask for facilitator support	<ul style="list-style-type: none"> • Teachers try out strategies from the given list (location specific) • Teachers use strategies to differentiate support in the classroom • Teachers use teaching aids to explain the lesson concept
Teachers develop action plans	Teachers receive feedback from the facilitators	Teachers ask critical questions	Teachers collaborate with peers & offer/seek peer support	
Teachers ask questions	Teachers practice the strategy during the meeting	Teachers articulate how the content is relevant and important to their everyday work	Teachers' achievements are recognised and celebrated	

The three point scale is used to measure these behaviours and sub-indicators.

| 0%-33% | 34%-66% | 67%- 100%|

The two point scale is used to measure these behaviours.

| 0 & 1 |

Foundations of Lifelong learning contd..

Students :

Classroom Observations is the activity observed by STiR to work on the four behaviours.

Engagement	Safety	Curiosity & Critical thinking	Self Esteem
Students follow teachers' instructions	Students punished physically in class	Students ask questions*	Students ask for facilitator support
Students participate in classroom activities & discussions	Students ridiculed, yelled at or commented inappropriately by the teacher	Students ask critical questions	Students attempt to conduct assigned tasks
Students ask questions	Students acknowledged for their work even when they are making mistakes	Students reflect on the lesson	Students demonstrate ability to work independently

The three point scale is used to measure these behaviours and sub-indicators.

| 0%-33% | 34%-66% | 67%- 100%|

Interpretation of data collected

0% - 33%	34% - 66%	67% - 100%	← What do we measure
A few	About Half	Most	← Terms we use to represent the %
1	2	3	← Scale we use for ease of calculation

*** most/about half/a few shows the level of participation of the participants in each activity***

For Example -

- In 75% of the network meetings observed most (67%- 100%) of the teachers participated in discussions.
'Here, in most of the network meetings observed, majority of teachers showed the behaviour of participating in discussions.'
- In 75% of the classrooms observed about half (34% - 66%) of the students attempted to conduct assigned tasks.
'Here, in most of the classrooms observed, approximately half of the students attempted the assigned task.'

THE END!

Thank you 😊

