

**Improving PoP programming based on M&E 2.0 survey results
Laos, 2011**



- 1 Overview of PoP's approach to monitoring and evaluating impact
- 2 Selected findings from M&E 2.0 surveys
- 3 Implications for PoP programming based on survey results
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 - PoP logic model
 - SHINE goals

- Pencils of Promise positively impacts communities in Laos, Nicaragua, and Guatemala by:
 - Building schools in areas of highest need
 - Providing ongoing in-person support to parents, students, teachers, and other village leaders
 - Teaching an after-school curriculum designed around SHINE (Sanitation, Hygiene, Identity, Nutrition, and Environment)
 - See appendix for details on the goals of SHINE
- In order to evaluate our impact, we have placed local teams on the ground to assess two types of monitoring and evaluation (M&E):
 - M&E 1.0**: Tracking PoP student enrollment, attendance, retention, and progression in school
 - M&E 2.0**: Quantitatively assessing student and parent understanding, attitude, and behavior regarding education and elements of SHINE
 - Additionally, village leaders and teachers are surveyed to understand their points of view on these issues

- **M&E 1.0:** Tracking PoP students' enrollment, attendance, retention, and progression in school
 - **Enrollment:** % of school-age children who are attending school at each grade level
 - **Attendance:** % of school days that enrolled students attend
 - **Retention:** % of students who move from one grade to the next grade
 - **Progression:** % of students who move from preschool to primary school and primary to secondary school
- PoP teams collect this data from teachers and school directors on an annual or semi-annual basis
- In addition, PoP teams collect qualitative and anecdotal data to gain explanations for low (or high) levels of enrollment, attendance, retention, and progression

- **M&E 2.0:** Assessing student and parent understanding, attitude, and behavior regarding education and elements of SHINE through a **quantitative survey**
 - Sample questions re: **understanding**: “Why do you think education is important?” or “What foods do you think are unhealthy for you, and why?”
 - Sample questions re: **attitude**: “Do you think that education is equally important for your daughters as your sons?” or “Do you care if your village is clean?”
 - Sample questions re: **behavior**: “How often do you participate in class?” or “Do you ever wash your hands? When do you wash your hands?”
- Additionally, village leaders and teachers are surveyed to understand their points of view on these issues
 - e.g. “How often do you talk with parents about their children’s performance in school?”
- In April 2011, a local Lao team piloted the M&E 2.0 survey in 13 PoP villages



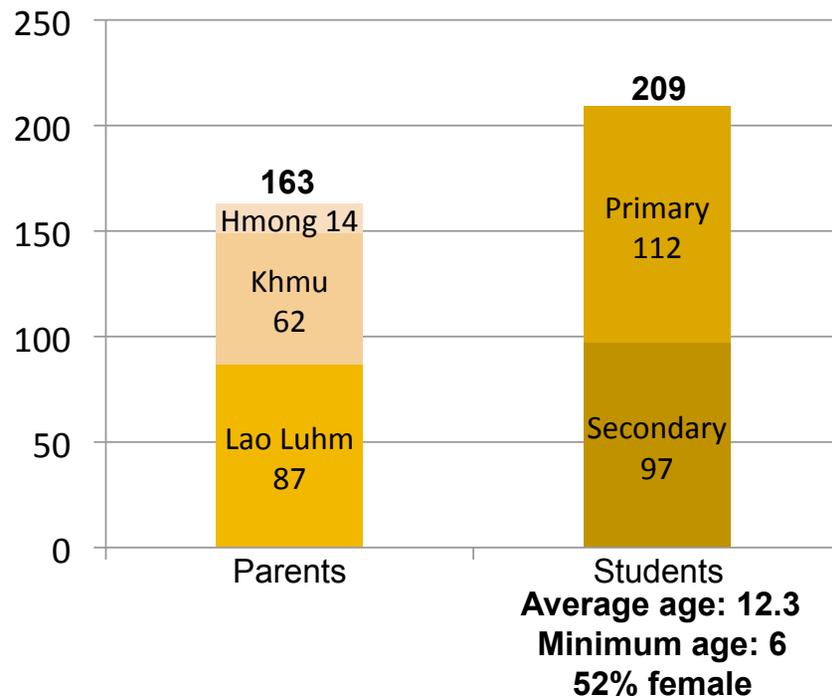
By analyzing the results of this survey, we developed a baseline for our impact as well as a set of implications on PoP programming

- Through 209 interviews with students and 163 interviews with parents across 13 PoP villages in April 2011, we have established a baseline for our impact
 - Because we aim to have community-wide impact, we **have not limited or targeted our interviews to PoP students and PoP parents**
 - We interviewed 97 Secondary and 112 Primary students (Average age of students interviewed = 12.3 years old; minimum age 6 years old)
 - We interviewed a representative mix of Lao ethnicities: 50% of interviewees were Lao Luhm, 37% Khmu, and 13% Hmong
- In addition to setting a baseline, this data has helped us identify 15 key implications on PoP programs
 - Of these fifteen, six are implications on PoP's long term strategy
 - Nine implications are tactical recommendations that impact SHINE lesson plans
- In addition, these interviews have helped us understand the needs of each individual PoP village so that we can better tailor our programs to meet those needs

We interviewed 163 parents and 209 students from 13 villages in Laos

In addition, we interviewed 68 leaders across these 13 PoP villages

of students and parents interviewed



Beyond students and parents, we also interviewed other leaders in the village:

- 27 primary and 11 secondary school **teachers** discussed their satisfaction, commitment, feelings of safety, and quality
- 24 **school directors** and **village chiefs** (one for each village in which we conducted interviews, excl. Champhet) shared their village demographics such as ethnic makeup and graduation rates
- 6 **local healthcare providers** identified village trends in health problems, especially sicknesses caused by unsanitary behaviors

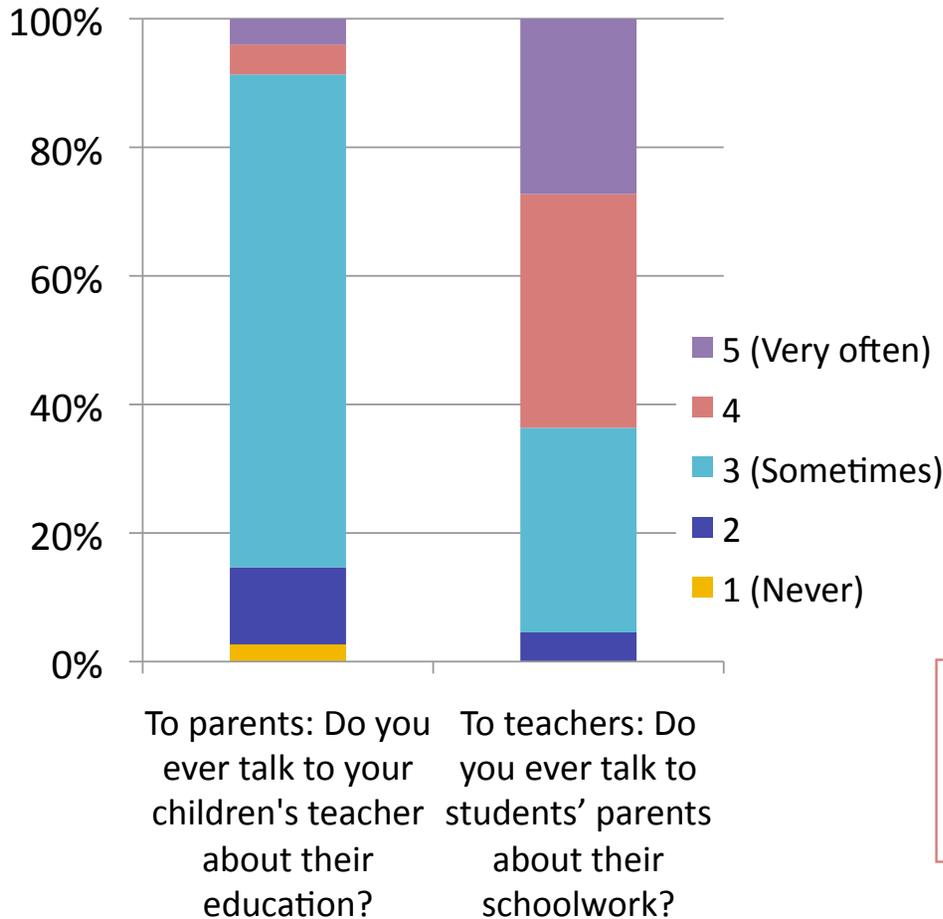
Note: Because we strive for a community-wide effect, interviewees were selected randomly from the community and are not primarily PoP students/parents

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Parent interaction with teachers

Parents and teachers rarely meet to speak about students' education; Teachers only encourage parents to speak with them when their children are struggling

Responses from parents and teachers about parent-teacher interaction



- School directors say that teachers keep parents involved in their children's education by sending home a grade report every month
- However, teachers usually only invite parents to speak with them if their children are misbehaving, missing class, or struggling in school
- Additionally, many parents feel that they do not have the time to speak with their children's teachers, or the teachers live too far away



PoP should encourage teachers and the school director to further involve parents in their children's education, even when the child is not struggling in school

SAMPLE DATA FROM SURVEYS

SAMPLE DATA FROM SURVEYS

Parental commitment to education appears unbiased by gender of their children

Parent commitment to education	Boys	Girls
Q: Do you talk to your son/daughter about what he/she learned in school? (scale of 1-5; 1=never, 5=every day)	3.6	3.6
Q: Do you talk to your son/daughter about his/her future education or job? (scale of 1-5; 1=never, 5=every day)	3.3	3.2
Q: Do you ever talk to your son's/daughter's teacher about his/her education? (scale of 1-5; 1=never, 5=every day)	3.0	2.9
Q from student survey: Do your parents encourage you to continue your education? (scale of 1-5; 1=never, 5=every day)	4.4	4.4

94% of parents say education is equally important for boys as for girls

Parents: n=163

Girls are slightly less likely to talk about school with their families, but otherwise commitment to education is on par with boys

Student commitment to education	Boys	Girls
Q: Do you ever tell your family about what you learned in school? (scale of 1-5; 1=never, 5=every day)	3.7	3.4
Q: Do you talk to your parents about your future education or job? (scale of 1-5; 1=never, 5=every day)	3.3	3.4
Q: How often do you do the homework assigned to you? (scale of 1-5; 1=never, 5=every day)	3.9	3.7
Q: How often do you speak up in class to answer or ask a question about a class lesson? (scale of 1-5; 1=never, 5=every day)	3.5	3.4
% of boys/girls who say they plan to attend College or University	58%	63%

86% of students say education is equally important for boys as for girls

Students: n=209

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SAMPLE DATA FROM SURVEYS

However, girls face a number of challenges in continuing their education

- School directors say that **most secondary school drop-outs are girls**
- Parents are **less likely to encourage their daughters to stay in school by reminding them why education is important** (42% of parents remind their girls why education is important, compared to 53% reminding their sons)
- While 77% of parents say they would send whichever child is a better student to school if they had limited money, there were still **18% of parents who would send their sons to school instead of their daughters** (compared to 5% who would send their daughters instead of their sons)
- Families most often prioritized male education because **“Girls can’t go far away to study”** (In Lao culture, females do not travel long distances alone because it is considered inappropriate)
 - Very few respondents said that male education was more important because men would be the breadwinners
 - School directors agree that this social pressure to stay close to home impacts female secondary school attendance, as **parents are uncomfortable allowing their daughters to ride a bike long distances to school and/or stay in school dormitories due to safety concerns**

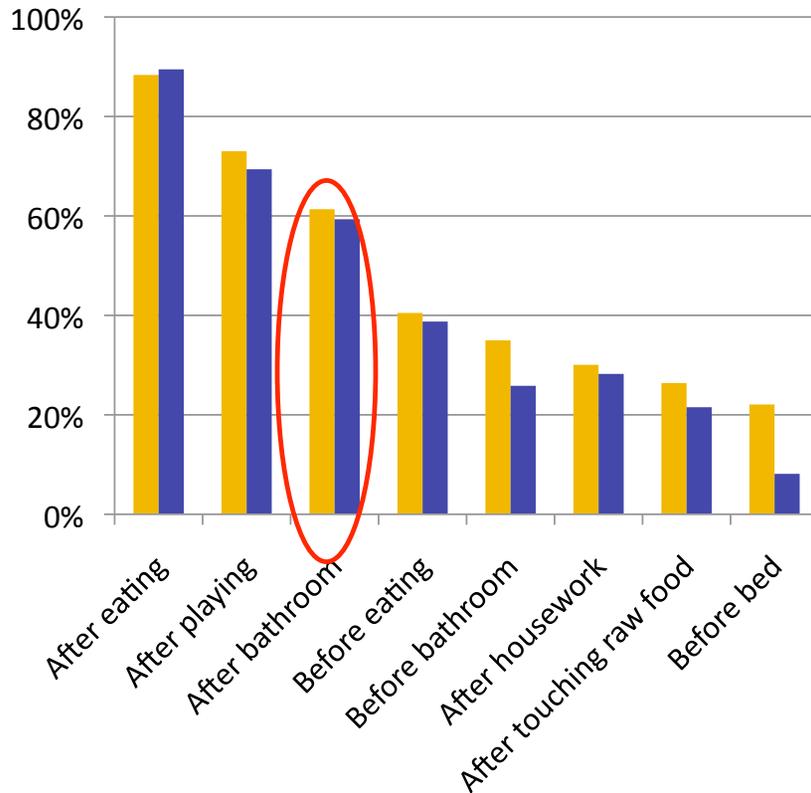


PoP should continue to **invest in dorms for girls** and should **consider investing in safe transportation to schools**, as the biggest challenge to educational equality for girls is that their parents are hesitant to send them far away to school

SAMPLE DATA FROM SURVEYS

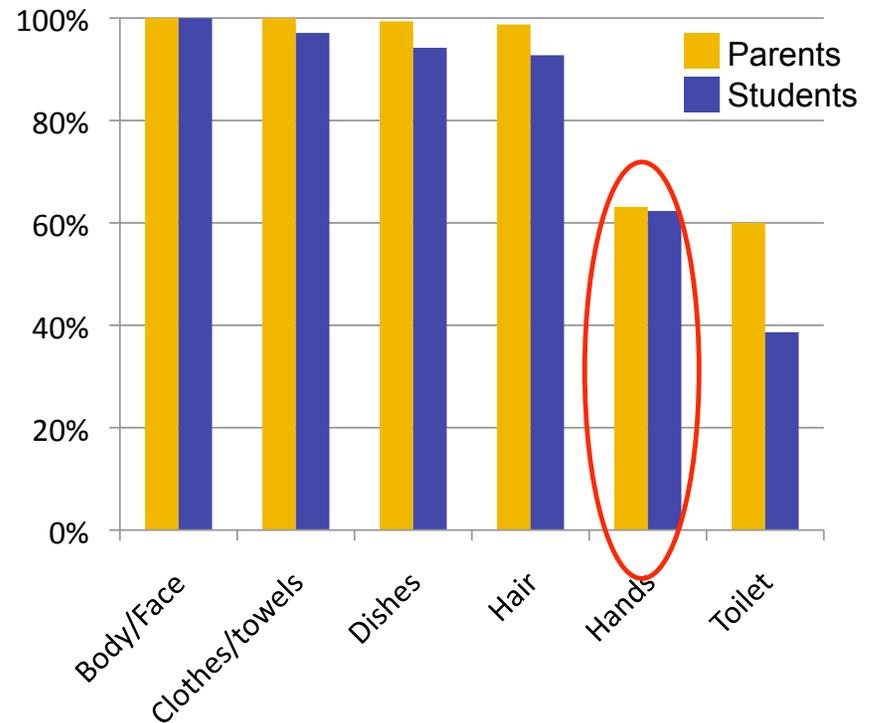
Most respondents claim to wash their hands after eating, but only ~60% say they wash their hands after going to the bathroom

Question: “When do you wash your hands?” (unprompted responses)



Only 60% of respondents say that they wash their hands with soap

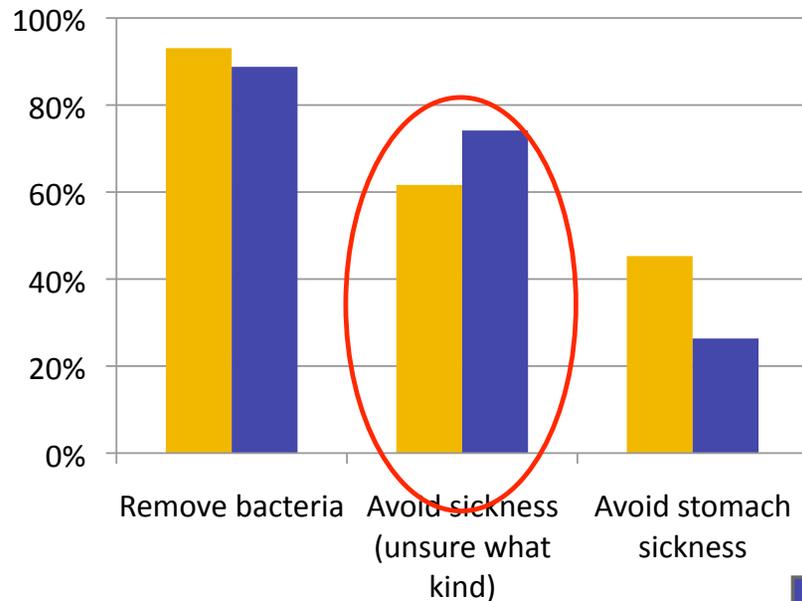
Question: “What do you/your family clean with soap?” (unprompted responses)



SAMPLE DATA FROM SURVEYS

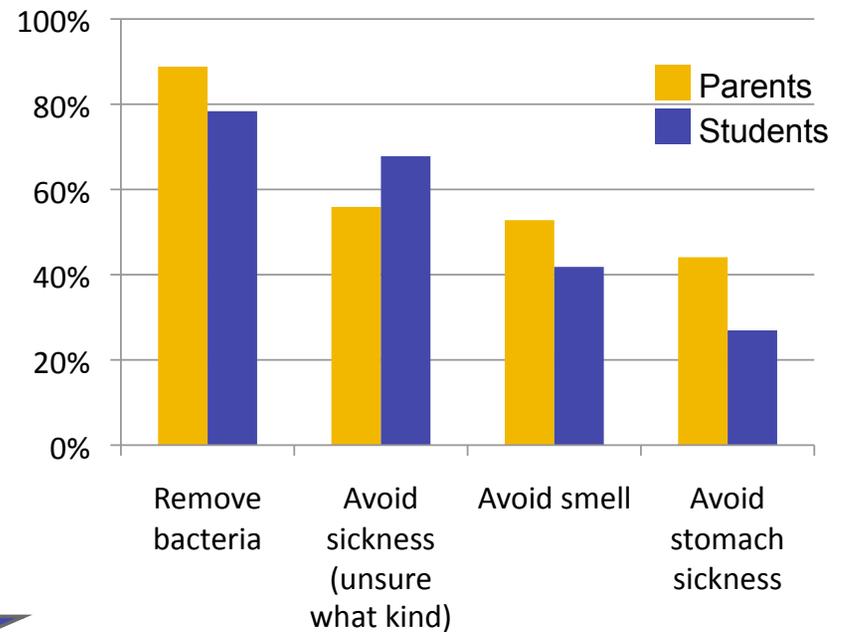
While all respondents can give reasons that washing hands is important, 60-70% cannot name what sicknesses it prevents

Question: “Why do you think it’s important to wash your hands?” (unprompted responses)



Respondents also don’t name any sicknesses that using soap prevents other than stomach sickness

Question: “Why do you think it’s important to use soap?” (unprompted responses)



PoP should **teach** students and parents **about other risks associated with dirty hands** (eye infections, colds, hepatitis) beyond just diarrhea

Note: All respondents could name a reason that washing hands and using soap was important

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- For additional detail on findings from the M&E 2.0 pilot, contact PoP's Director of International Programs:
-Emily Gore, egore@pencilsofpromise.org

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Findings

- **Parental commitment to education**
 - While most parents express dedication in ensuring that their children graduate at least secondary school, everyday involvement in their children's education and life planning is limited
 - Additionally, **only ~50% of parents** encourage their children to continue their education by **giving them a reason why continuing education is important**
- **Commitment to life planning** (esp. job-related)
 - During the average student's childhood, **no one helps them choose what job would suit them best** in the future
 - **Teachers simply encourage students to stay in school to get a 'good job'**, but don't help them pick the job that best suits their strengths
- **Parent interaction with teachers**
 - Teachers **invite parents to speak** with them only **when their children are misbehaving or struggling** in class; Even then, **parents rarely meet with the teacher**, because they are too busy working

Implications

- 1 PoP needs to **place emphasis on village-wide understanding of why education is important**, which should result in an increase in commitment
- 2 PoP should work to further **invest teachers, parents, and students in life planning**
 - We could reach parents and students through SHINE lessons centered around helping children decide their potential future jobs (e.g. through future planning activities with students, or bringing in Lao volunteers to speak about their jobs in 'the real world')
- 3 PoP should **encourage teachers and the school director to further involve parents** in their children's education, even when the child is not struggling in school

Findings

- **Ethnic divide** in educational opportunities
 - There is a **disparity in educational opportunities for some ethnicities**, with Khmu and Hmong students less likely to graduate secondary school in every village with minority students
 - School directors say that these minority students are less likely to graduate because they **live further away**, are **less fluent in Lao** (esp. Hmong families), and **have less money** for transportation and school fees

- **Gender divide** in educational opportunities
 - Parents and students are **similarly committed** to education, **regardless of child gender**
 - In addition, **teachers often believe that girls are better students** than boys (in both primary and secondary school)
 - However, school directors and parents say that **girls are less likely to graduate secondary school** because it is **safer and easier for boys to go far away for school**

- In Houy Thong, **only 9 out of 76 families have household toilets**, primarily due to limited access to water

Implications

- 4 SHINE coordinators should **invest time in speaking with minority children and parents** about the importance of education
 - Similarly, we should have **SHINE coordinators who represent the ethnic minorities to act as role models** in our highest-need villages (such as the new builds in Champhet district and Nambo), as well as to better communicate with people there

- 5 PoP should continue to **invest in dorms for girls** and should **consider investing in safe transportation to schools**, as the biggest challenge to educational equality for girls is that their parents are hesitant to send them far away to school

- 6 PoP should consider **supporting villages in building toilets by partnering with organizations that supply water**

Findings

Implications

SANITATION & HYGIENE

- **Washing Hands and Using Soap**
 - Students and parents **struggled to name consequences of not washing hands or using soap** beyond “get bacteria”, “get sick (unsure what kind of sick)”, or “get stomach ache”
 - **Only 60% of parents and students cited ‘hands’ as something they wash soap with**
- **Brushing Teeth and Cleaning Water**
 - **Brushing teeth and cleaning water appears universally common across villages**, with 93% of students and parents claiming to brush their teeth daily, and 99% saying they “Always” drink clean water
 - Both parents and students **can name a number of consequences of failing to brush teeth or drinking dirty water**
- **Using the Bathroom Near Food and Water Sources**
 - Because many households don’t have toilets, parents and students alike **use bushes and trees to go to the bathroom**
 - This results in **unclean surroundings and increased incidence of disease**

- 7 PoP should **teach** students and parents **about other risks associated with dirty hands** (eye infections, colds, hepatitis) beyond just diarrhea
 - Similarly, **SHINE coordinators should actively track student behavior regarding washing hands** by giving them soap, asking them to count the number of times they washed their hands with soap during the day, etc.
- 8 **Lessons about tooth brushing and water boiling** should focus on **how to do it** (e.g. how long to brush, how long to boil) **more than why it needs to be done** (people seem to understand this) ; However, lessons on these activities may be less crucial than other hygiene activities
- 9 SHINE should **incorporate lessons about the importance of going to the bathroom far from water and food sources**

Findings

IDENTITY

- **Negative perceptions of minorities**
 - Many village residents hold a **perception that local minority students and parents don't care about education**
 - However, **level of commitment to education is as high for minority ethnicities** as it is for Lao Luhm families
- **Female Student Confidence**
 - Teachers say that **girls are better students than boys**
 - However, **boys are more likely to participate in class and talk about school with their families** (true for primary and secondary students)

Implications

- 10 SHINE coordinators should organize **mixed-ethnicity discussions about why education is important**
 - This would allow all ethnic groups to see that education is as important to minorities as it is to Lao Luhm parents
- 11 SHINE coordinators should have **all-female sessions** focused on getting girls comfortable and confident **speaking about their educational goals and sharing their ideas**

Findings

Implications

NUTRITION

- **Diet**

- **Most** respondents **eat a relatively balanced diet** of grains, vegetables, fruits, and protein
- However, **~20% of interviewees could not name a food that was healthy and why it was healthy** (and 30-45% could not name an unhealthy food)

- **Smoking and Alcohol**

- Most respondents can describe negative impacts of smoking (such as cough, lung problems, cancer), though **almost no one mentioned addiction, tooth problems, death, or impact of second hand smoke**
- Beyond drunkenness and positive socializing, **few respondents could name an impact that consuming alcohol has on a drinker or their family** (e.g. liver problems, unsafe to drive a vehicle, aggressive behavior, etc.)

12 The Nutrition curriculum should be expanded to **include more lessons on what foods are healthy/unhealthy and why**, because this is the area that requires the greatest development in Lao villages

- They need to know **what happens to them if they eat an unhealthy diet**
- If resources are constrained, the diet is likely to suffer because parents and students don't know the importance of good health.

13 The Nutrition curriculum needs to include extensive **discussion about the effects of smoking and drinking**

Findings

Implications

ENVIRONMENT

- **Littering and Re-using Plastic Bags**
 - ~50% of interviewees **admit to littering with plastic trash** on occasion
 - **Every person interviewed agreed that littering is bad for the environment** and can give reasons why
 - Only **9% of people interviewed said they re-use plastic bags**; **43% of people said that re-using plastic bags was a good idea**

GENERAL LESSONS

- The biggest complaint from **teachers** is that they **don't have enough school supplies** in their classroom to teach (e.g. educational posters, textbooks, toys, pens, etc.)

- 14 The Environment lessons should place most of their emphasis on **ways to decrease plastic litter**, since community members already believe that it is harmful to the environment
 - SHINE should teach the **benefits of reusing plastic bags** and **encourage villages to provide public trash cans** with a system for collecting trash
- 15 PoP should dedicate some of its SHINE time to working with teachers and students in **creating additional school materials** (such as educational posters and simple educational games)

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Next steps driven by insights from M&E 2.0

- Compare and contrast different **ways to further invest in villages**, based on data collected in surveys and estimated cost, e.g.:
 - Implement **scholarship programs** to incentivize parents to send their children to high school
 - Offer **free or subsidized mass transportation** to distant schools
 - Provide **school supplies or clothes** to children in need
 - Partnering with organizations that provide **clean water** to communities
- Consider different **options for further championing the female empowerment movement**, e.g.
 - Invest further in **girls dormitories**
 - Differentially **hire female PoP staff** (with a trade-off that they will often require more training than male staff)

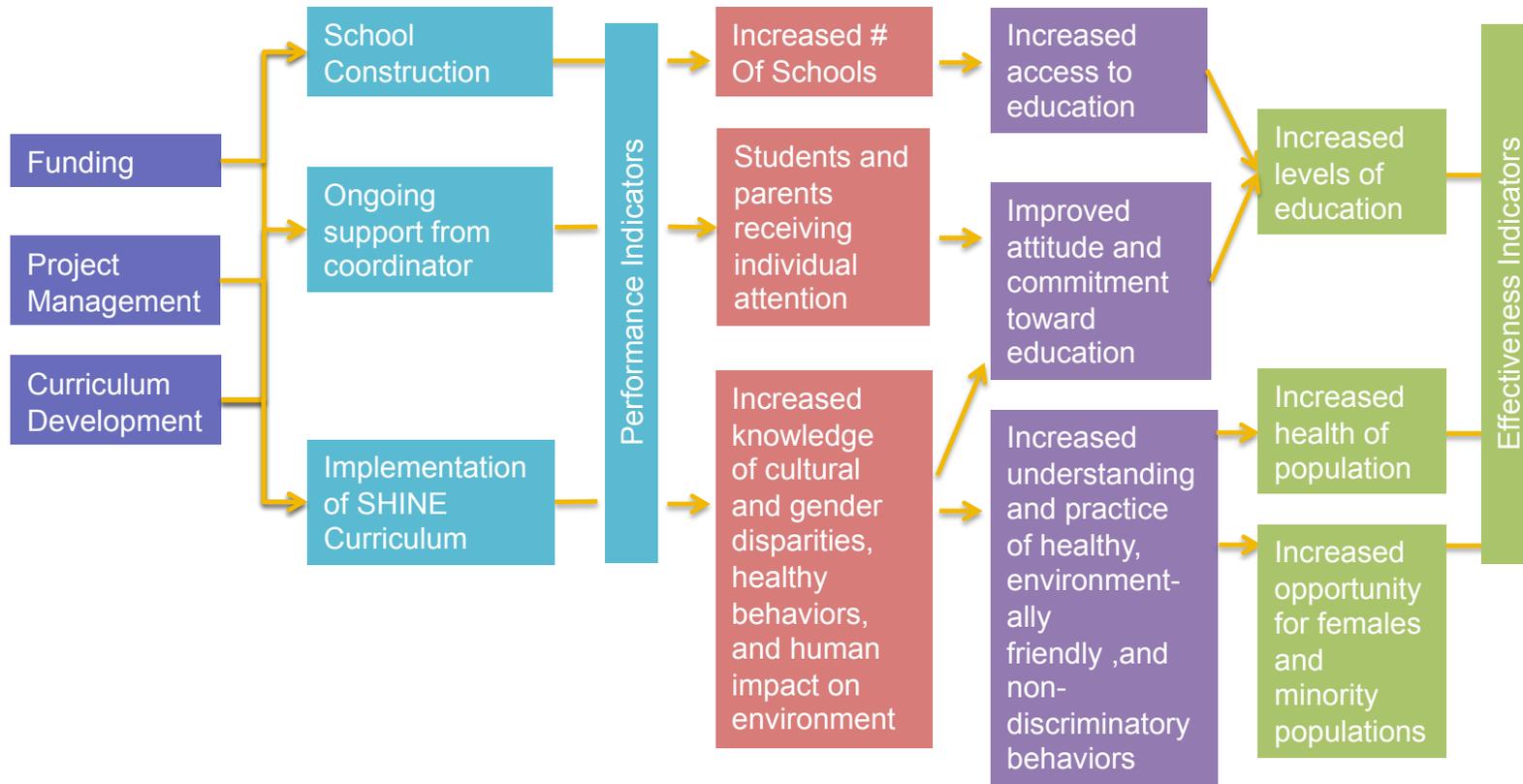
Next steps to fully implement M&E 2.0

- Roll out M&E 2.0 surveys to **other PoP geographies**
 - **Tailor the questions as necessary**, but continue to base them on the PoP logic model and goals of SHINE
- Conduct M&E 2.0 surveys for every PoP village on a **yearly basis** to track changes in behavior and attitudes toward education and SHINE topics

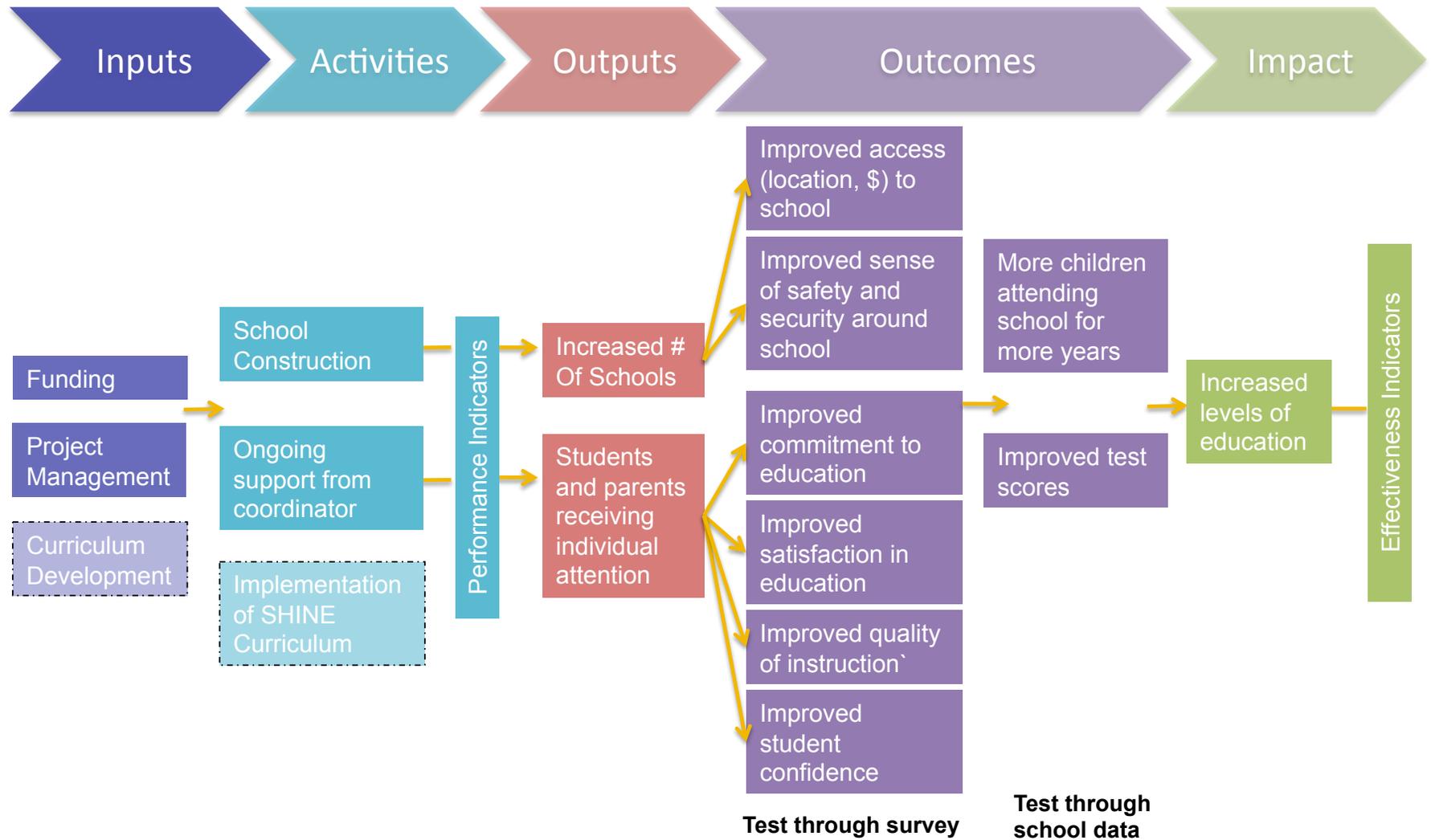
We used PoP's goals to develop the survey

APPENDIX

Pencils of Promise Logic model

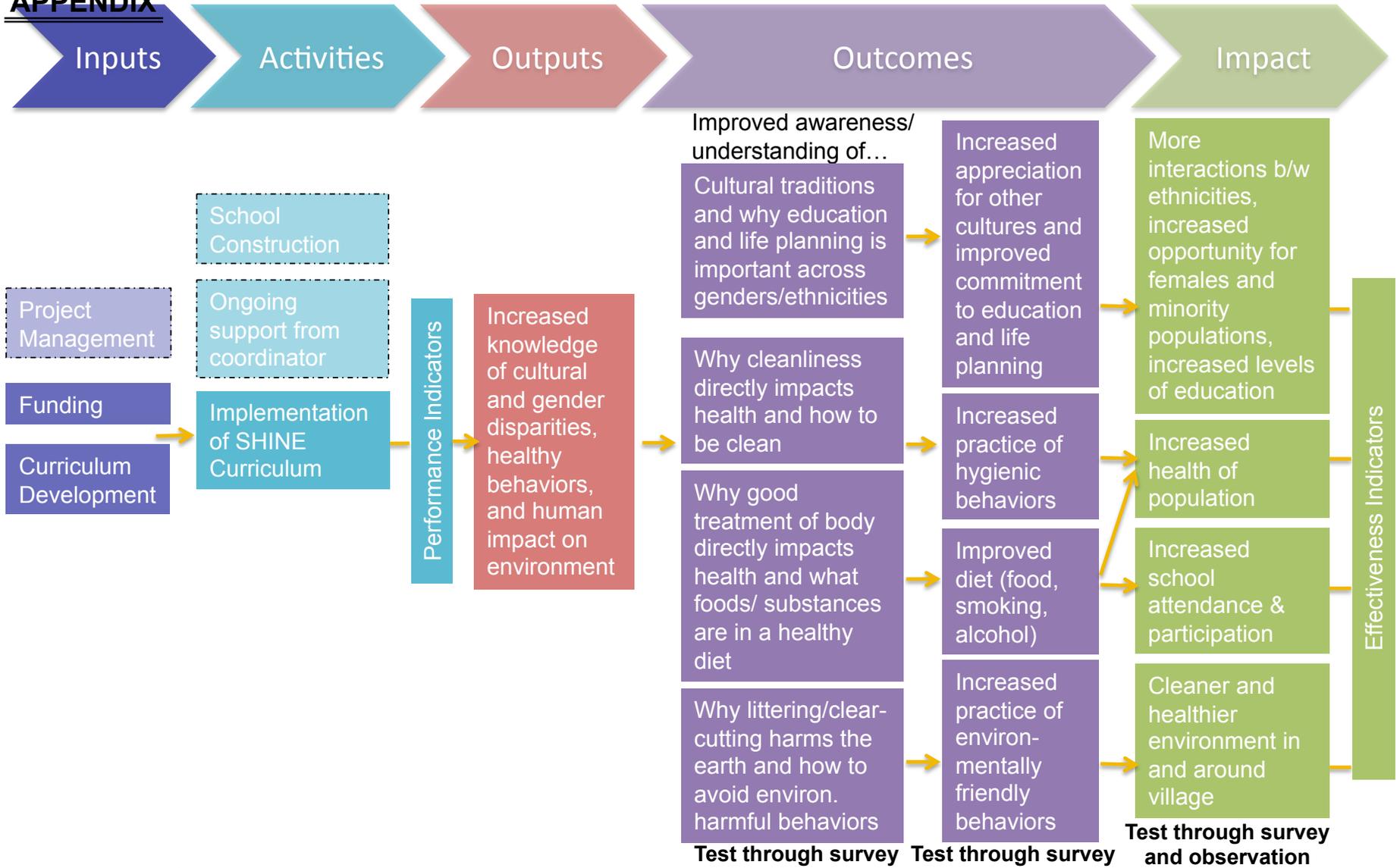


APPENDIX



Logic Model: Implementation of SHINE

APPENDIX



Goals of SHINE Curriculum

APPENDIX

	Sanitation	Hygiene	Identity	Nutrition	Environment
SHINE will teach people...	<ol style="list-style-type: none"> 1 Why cleanliness directly impacts health 2 How to be clean 		<ol style="list-style-type: none"> 3 About traditions of all cultures in village 4 Why education and appropriate life planning is important for all ethnicities and genders 	<ol style="list-style-type: none"> 5 Why good treatment of body directly impacts health 6 What foods/substances are in a healthy diet 	<ol style="list-style-type: none"> 7 Why some activities (e.g. littering, clear-cutting) hurt the Earth 8 How to avoid environmentally-harmful behaviors
... which will directly result in more people who...	<ul style="list-style-type: none"> • Practice sanitary and hygienic behaviors 		<ul style="list-style-type: none"> • Appreciate other cultures and ways of life • Are committed to education and life planning across ethnicities and genders 	<ul style="list-style-type: none"> • Adapt a healthier diet (food, alcohol, smoking) 	<ul style="list-style-type: none"> • Practice environmentally friendly behaviors
... and ultimately lead to...	 Increased health of population		 More interactions between ethnicities and more opportunities for females and minority populations	 Increased school attendance and participation; Increased health of population	 Cleaner and healthier environment in and around village