



Results of Evaluation of P I Children's Performance

Case Study Analysis: Mbare Primary School

Academic Year: 2023-2024

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EXECUTIVE SUMMARY

This paper presents the initial analysis of the outcome of interventions provided by Hope of Family in support of children's education. In its daily activities, Hope of Family supports education by providing essential school materials such as notebooks, school bags, pens, shoes, uniforms, and water bottles for carrying potable water.

To come up with the status of the project interventions, Hope of Family M&E Ecosystem analyzed the marks of students in primary level one (P1) at both Ecole Primaire Mbare (project intervention area) and Groupe Scholaire Nyabizi (project non-operational area but with school with almost similar characteristics as the project area). Descriptive analysis was done through figures and measures of central tendency.

It has been determined through the evaluation conducted that Ecole Primaire Mbare performed better than Groupe Scholaire Nyabizi in the project area. The survey results indicate that external examiners gave higher average and median marks compared to those provided by school teachers in terms of internal efficiency. However, the analysis also reveals that school teachers assigned the marks with the highest frequency (mode) of 320 and the maximum marks for all exams. The findings indicate that the best performance is linked to project interventions. Therefore, it is necessary to maintain consistency in monitoring project interventions and activities. In case of availability of resources, it is advisable to extend interventions to other classes.

Although the evaluation of the marks indicated that Groupe Scholaire Nyabizi performed worse than Ecole Primaire Mbare, it is crucial to note that various factors are interconnected and impact school performance. Some key factors include School Leadership and Management, Curriculum Design and Implementation, Quality of Teaching, Parental Involvement, Class Size and Student-Teacher Ratios, Technology Integration, Professional Development for Teachers, and others. Given this context, it is recommended to conduct further analysis that takes into account all of these factors.

=====*Case Study Analysis*=====

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I. GENERAL INTRODUCTION

I.1. Background

Muhanga district, which is located in the southern province of Rwanda, is where Hope of Family operates. The district is divided into 12 sectors, consisting of 63 cells, and 331 villages (Imidugudu). With an area of 648 km², Muhanga has a total population of 358,433 people, according to the 2022 Population census, resulting in a high density of 568.63/km². Shyogwe sector, one of the most densely populated sectors in Muhanga, is where Hope of Family's headquarters is located.

Muhanga district is currently facing a multitude of socio-economic challenges. As one of the key partners of the district, Hope of Family has been able to effectively address some of these issues by supporting 420 struggling families. This support has resulted in a significant improvement in their living conditions. Additionally, Hope of Family has played a crucial role in facilitating the education of 680 children by providing them with essential school materials, thereby enabling them to fully participate in primary formal education.

I.2. Project Intervention

Hope of Family recognizes that children's educational journey begins at birth, and that parents are their first educators and role models. Therefore, the organization provides comprehensive support to primary-school-aged children and youth from vulnerable families, which includes covering school fees and providing essential school materials such as notebooks, school bags, pens, shoes, uniforms, and water bottles for carrying potable water.

I.3. Objectives and Rationale

The primary objective of performing this initial assessment is to establish a comprehensive and accurate starting point that can serve as a benchmark for measuring future progress, changes, or effects. This foundation acts as the basis for defining objectives, developing strategies, and assessing the effectiveness of interventions or programs in various fields, such as education, healthcare, research, and project administration.

I.3.1. Objectives

- To analyse the initial performance of Ecole Primaire Mbare as school supported by Hope of Family;
- To evaluate internal efficiency of Ecole Primaire Mbare.

1.3.2. Rationale

For hope of family, the justification for undertaking baseline evaluation stems from their capacity to establish a standard or initial reference point for gauging subsequent advancements, alterations, or effects. It is essential for informed decision-making, effective planning, and continuous improvement. This evaluation will in particular provide a solid foundation for measuring progress, evaluating impact, and ensuring that efforts of education program are aligned with the desired outcomes.

2. APPROACH AND METHODOLOGY

The following section provides details about the approach and structured methods employed to collect, examine, and comprehend information for setting up a starting point.

2.1. Program Focus

In its plan of activity, Hope of family seeks to improve children's basic education performance by involving more their parents through provision of school equipment (books, notebooks, pens, uniforms, book bag). It also caters for parents' understanding of education and how best to support their children in the school success. In this context, Hope of Family has developed a module to use in the parental coaching and this happens on the weekly basis. Hope of Family considers, with minimal intervention, formal classroom aspect of scaling up teachers' professionalism to better integrate children from low-income families in the class context.

2.2. Area of Evaluation

To come up with data for analysing the initial performance of Ecole Primaire Mbare as school supported by Hope of Family and internal efficiency of Ecole Primaire Mbare. The M&E ecosystem of Hope of family chose two approaches:

- To collect data from School with project interventions and school without interventions
- To consider marks provided school examination system and marks provided by external examiner.

It is important to note that in all these cases, study population was children undertaking primary school level one (P1). In comparing schools, the M&E ecosystem considered marks of six courses¹ while when comparing the results of school with external examiner, only two principal courses (Mathematics and Kinyarwanda) were given important consideration.

¹ KINYA/160; ENG/160; MATH/160; SRS/80; and SET/80

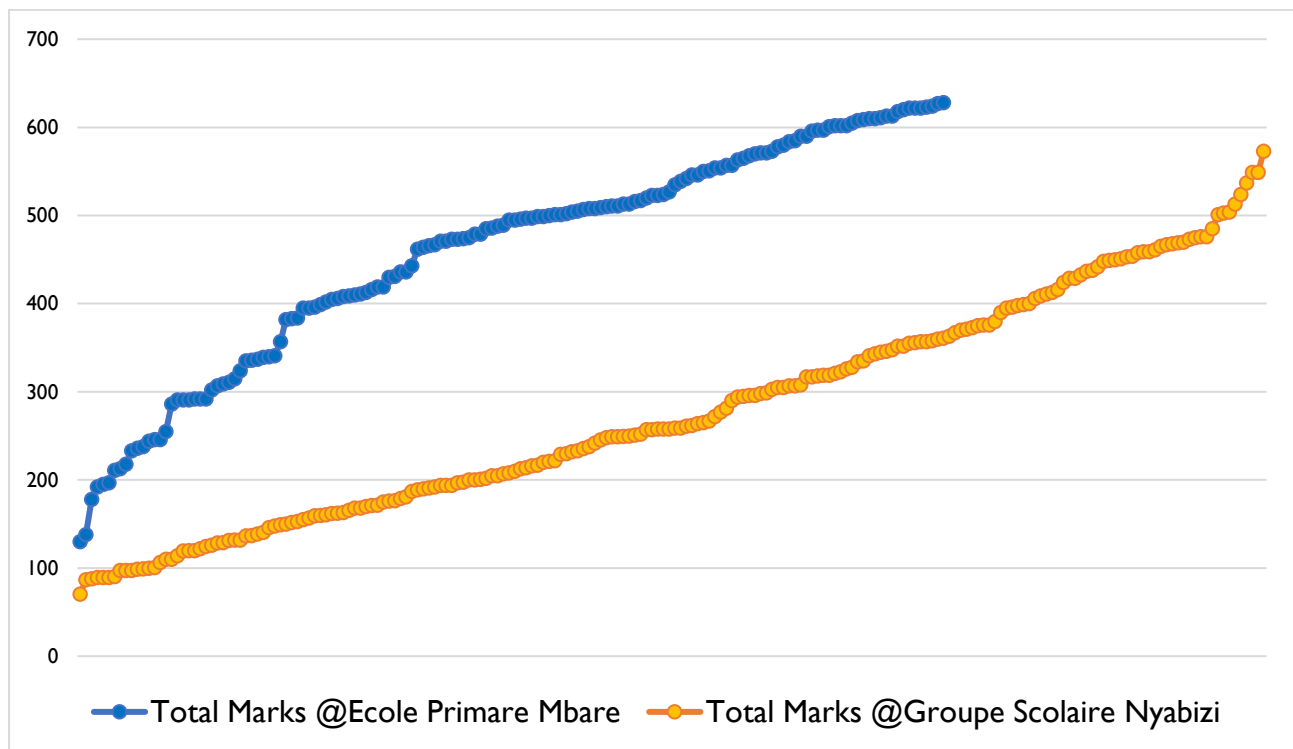
3. EVALUATION FINDINGS

This segment constitutes a vital element in every evaluation report, offering a thorough overview of the outcomes derived from the assessment process. Normally, this part presents information, analysis, and significant findings pertaining to the subject or project being assessed.

3.1. School Performance Comparative Analysis

The process of conducting a "Comparative Analysis of School Performance" entails evaluating and comparing the academic and operational accomplishments of distinct educational institutions. This assessment typically encompasses schools fare in terms of educational results. The objective is to recognize patterns, trends, and potential areas for enhancement across the spectrum of schools.

Figure I: Performance between Ecole Primaire Mbare and Groupe Scholaire Nyabizi



Source: **Results of Evaluation, 2024**

The figure I portrays Performance between Ecole Primaire Mbare and Groupe Scholaire Nyabizi through comparing the total marks of all six marks (KINYA, ENG, MATH. SRS, and SET). Summing marks of those courses lead to being out 640. Beside that fact that only 152 students passed exams in the Ecole Primaire Mbare while only 208 students passed exams in Groupe Scholaire Nyabizi.

The results of analysis as highlighted by the figure 1 revealed that Ecole Primaire Mbare performs better than Groupe Scholaire Nyabizi.

Table 1: Comparative Analysis (EP Mbare Versus GS Nyabizi): Measures of Central Tendency

	Ecole Primaire Mbare	Groupe Scholaire Nyabizi
Candidates who took exams (N)	152	208
Mean	458.03	278.19
Median	495.00	258.50
Mode	291 ^a	98 ^a
Minimum	130	71
Maximum	628	573

a. Multiple modes exist. The smallest value is shown

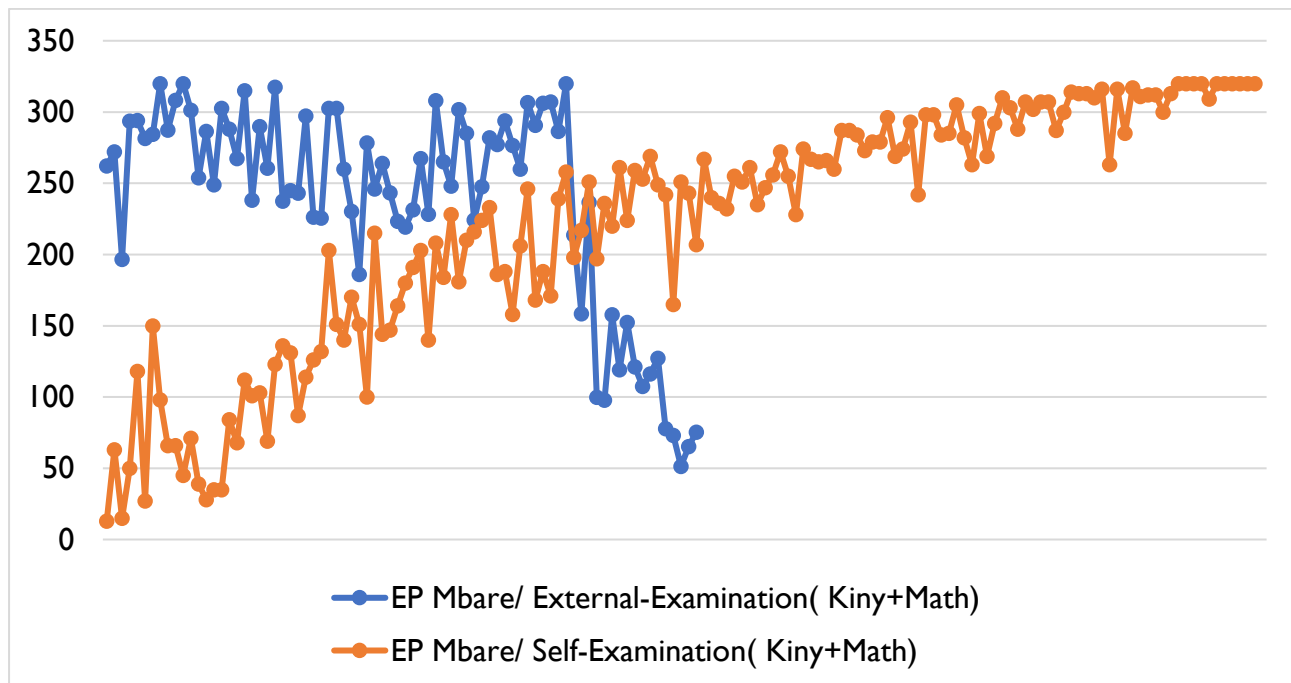
Source: **Results of Evaluation, 2024**

To complement the findings highlighted by the figure 1, the table 1 regarding comparative analysis (EP Mbare Versus GS Nyabizi): measures of central tendency indicates that the average, median, mode, minimum and maximum of marks in Ecole Primaire Mbare is higher than those of Groupe Scholaire Nyabizi. If we take an example of mode to explain how the performance of Ecole Primaire Mbare shows that Mbare has a mode of 291 as the smallest value of the marks that has been highly repeated compared to 98 marks at Groupe Scholaire Nyabizi. Interpreting these central tendency measures is crucial, and caution should be exercised, taking into account the unique context and attributes of each school. Moreover, a comprehensive understanding of school performance is best achieved when central tendency measures are complemented by other statistical metrics and qualitative information.

3.2. Ecole Primaire Mbare Internal Efficiency

Internal efficiency in the context of education pertains to the efficiency and productivity of the internal procedures within a school. It involves assessing the school's ability to effectively utilize its resources in order to attain educational objectives and outcomes. Therefore, enhancing internal efficiency within schools is essential to maximize resource utilization and improve the overall educational experience for students. Ongoing assessments and fine-tuning of internal processes play a significant role in continually enhancing a school's performance.

Figure 2: Performance Analysis at Ecole Primaire Mbare through Internal and External Examination



Source: **Results of Evaluation, 2024**

The figure 2 about performance analysis at Ecole Primaire Mbare through Internal and External Examination indicates some similarities between marks provided by external examiner in the two principal courses with the results provided by teachers. According to them marks provided by the external examiner indicates that among 78 students who passed exams provided by external examiner have higher marks compared to exam provided by school teachers, observation revealed that as the number of students increase, the marks obtained tend to decrease. The figure 2 also portrays that the marks provided by school teachers among 152 students, the number of marks increase as the number of students increase.

Table 2: Comparative Analysis (Internal Versus External Examination)

	EP Mbare/ External-Examination	EP Mbare/Self-Examination
Candidates who took exams	78	151
Mean	238.22	220.25
Median	260.50	246.00
Mode	294 ^a	320
Minimum	51	13
Maximum	320	320

a. Multiple modes exist. The smallest value is shown

Source: **Results of Evaluation, 2024**

The results of the analysis as depicted by the table 2 regarding Comparative Analysis (Internal Versus External Examination) indicates that average² and median³ of the marks provided by external examiner is higher than those provided by school teachers. Oppositely to the mean and median, the results of analysis also revealed that it is among the marks provided by school teachers that we find the most and high repeated frequency (mode) of 320 as also maximum marks for all exams.

3.3. School Absence

Exam attendance is one aspect of academic performance, it plays a vital role in assessing students' knowledge, progress, and readiness for future challenges. Regular attendance demonstrates a commitment to learning and is closely tied to overall academic success.

Table 3: Exam Attendance

	Absence on all exams / Internal Exam	Absence on all exams / External Exam
Absence	11	88
Total Number of Students	163	163
Ratio	6.7	54.0

Source: **Results of Evaluation, 2024**

The table 3 above indicates how students at Ecole Primaire Mbare in PI missed exams (six courses) , as portrayed by the table 3, around 7% of students did not attend all exams conducted by the school, while 54% did not attend exams (two principal courses in PI: Kinyarwanda and Mathematics⁰ provided by external examiner.

It's essential for students to be aware of their school's policies regarding attendance, exams, and academic integrity, and to communicate promptly with instructors or academic advisors in case of unavoidable circumstances that may result in missing exams. In many cases, schools have procedures in place to accommodate students who have legitimate reasons for missing exams, such as illness or family emergencies, but it's important for students to follow the appropriate procedures and provide documentation when necessary.

² The mean, often referred to as the average, is a measure of central tendency in statistics. It is calculated by adding up all the values in a dataset and then dividing the sum by the total number of values

³ The median represents the middle value in a dataset when the values are arranged in ascending or descending order

3.4. Observation of External Examiner

In Kinyarwanda it was found that children have more difficulties than in mathematics because they still pass at an average of 80% while in mathematics they pass at 89%. Among the students who did not manage to get all the points made, these are some of the problems they have: Skipping vowels in writing words (krb instead of writing Karaba), skipping sentences (leaf instead of writing leaves), Writing that does not match what is said, running and confusing letters (p and b , Э and E, J and r, x and k), writing from right to left.

In order to overcome these obstacles, parents should be involved in their children's education by helping them review the lessons and homework they have learned from their school and go through them and visit them during the lessons.

The other thing is that the teachers should also increase their efforts and help the students who are behind due to different reasons to reach the level of others. this can be done during regular school hours, in the morning before school or on the weekend in agreement between the school, teachers, parents and Hope of Family.

For the pupils who didn't maximize or even failed to score at least 50 percent, these are the observed scenarios: Some couldn't do all the questions, some are unable to write properly (write from the right to the left), jumped number (like writing 1,2,3,5,6,8), confuse numbers (like 81 and 18, 13 and 30, 14 and 40), misspelled numbers (like this F instead of 7, this E instead of 3, this B instead of 9 and this μ instead of 4. The others couldn't do addition and subtraction properly.

For ways forwards, more follow up by their parents and extra support by the teacher are suggested. Parents have to support their kids when they reach home in doing some exercises and homework as well as visiting them at school. For the teachers, they may initiate a pupil support program like before the beginning of class or on weekends to support struggling pupils. Either HOPE of Family or the parent would incentivise the teacher for those extra hours.

4. CONCLUSION AND RECOMMENDATION

This segment plays a vital role in every report or evaluation, serving as a pivotal element that encapsulates essential discoveries and proposes actions or enhancements derived from the assessment.

4.1. Conclusion

Based on the evaluation conducted, it was found that Ecole Primaire Mbare outperformed Groupe Scholaire Nyabizi as the project area. In terms of internal efficiency, the survey results reveal that external examiners provided higher average and median marks compared to those given by school teachers. However, the analysis also indicates that school teachers gave the marks with the highest frequency (mode) of 320 and the maximum marks for all exams.

4.2. Recommendations

- The results of the findings revealed best performance that is in one way or another associated with project interventions, **therefore there is a need of consistency and robust monitoring of project interventions/activities, and even if means allows to extent interventions to another classes.**
- Though evaluation of the marks provided that Ecole Primaire Mbare outperformed Groupe Scholaire Nyabizi, it is important tom note that there are many factors that are interconnected and influencing school performance; among them include: *School Leadership and Management, Curriculum Design and Implementation, Quality of Teaching, Parental Involvement, Class Size and Student-Teacher Ratios, Technology Integration, Professional Development for Teachers*, among others. **In this context, it is recommended to conduct further analysis with consideration of all these factors.**

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