Institute of Policy Studies

NCSS National Council of Social Service

3rd SOCIAL SERVICE RESEARCH NETWORK (SSRN)
"Transforming Research into Solutions"

Tuesday, 16 February 2016

Lecture Theatre, Level 2
Lifelong Learning Institute

Lee Kuan Yew School of Public Policy
National University of Singapore

Developing a Programme-Monitoring System for Learning and Improvement

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NCSS National Council of Social Service

From programme development to programme monitoring: What happens in between?

Lin Xiaoling

16 February 2016

Children's SOCIETY
Caring for the Future

4 to 6 years old children

What is KidzLive?

1. Priva

2. Gooc

3. N.O.T

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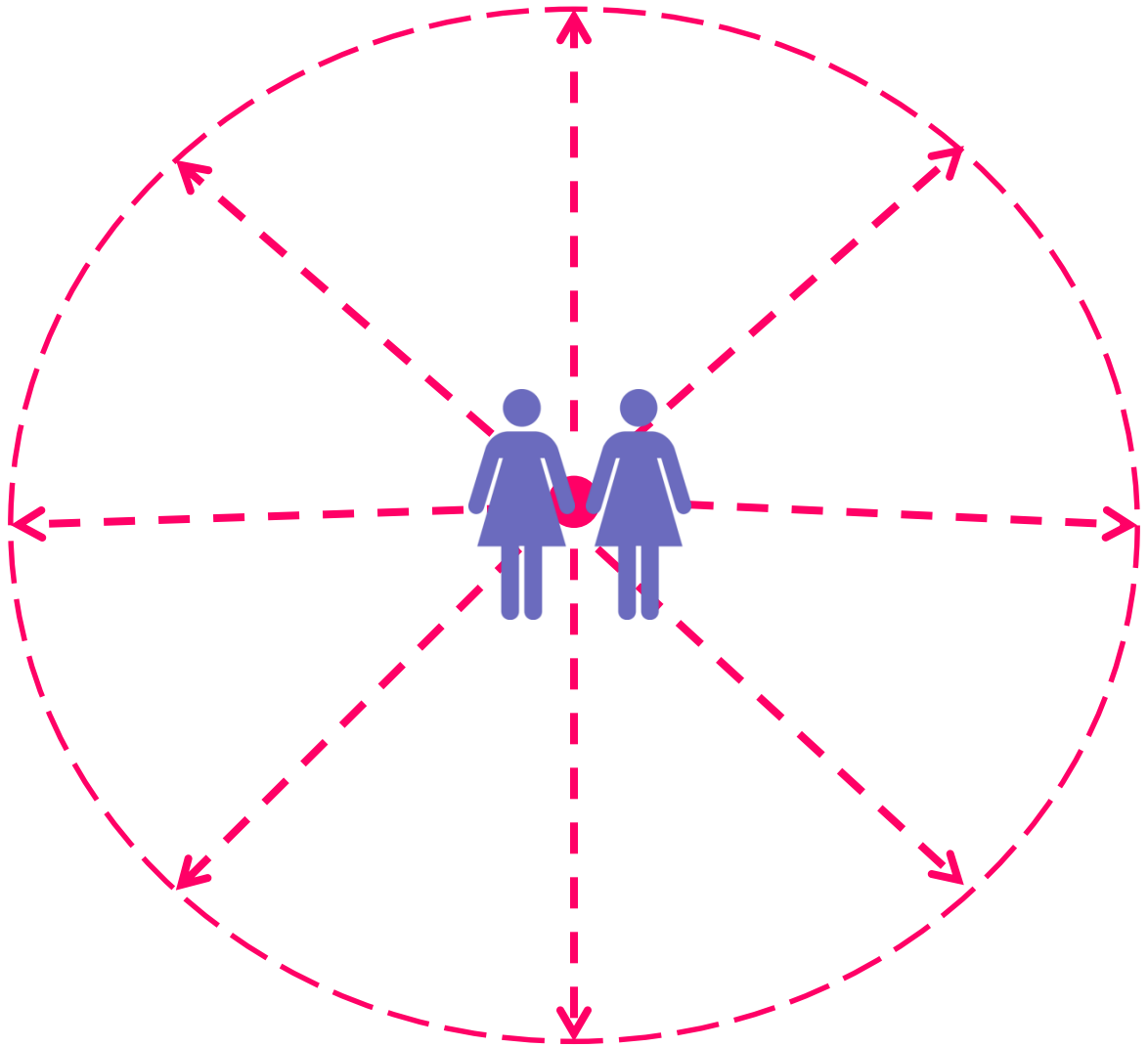
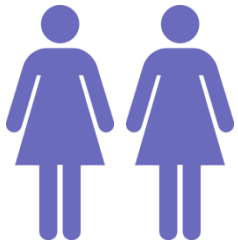
What we hope to achieve





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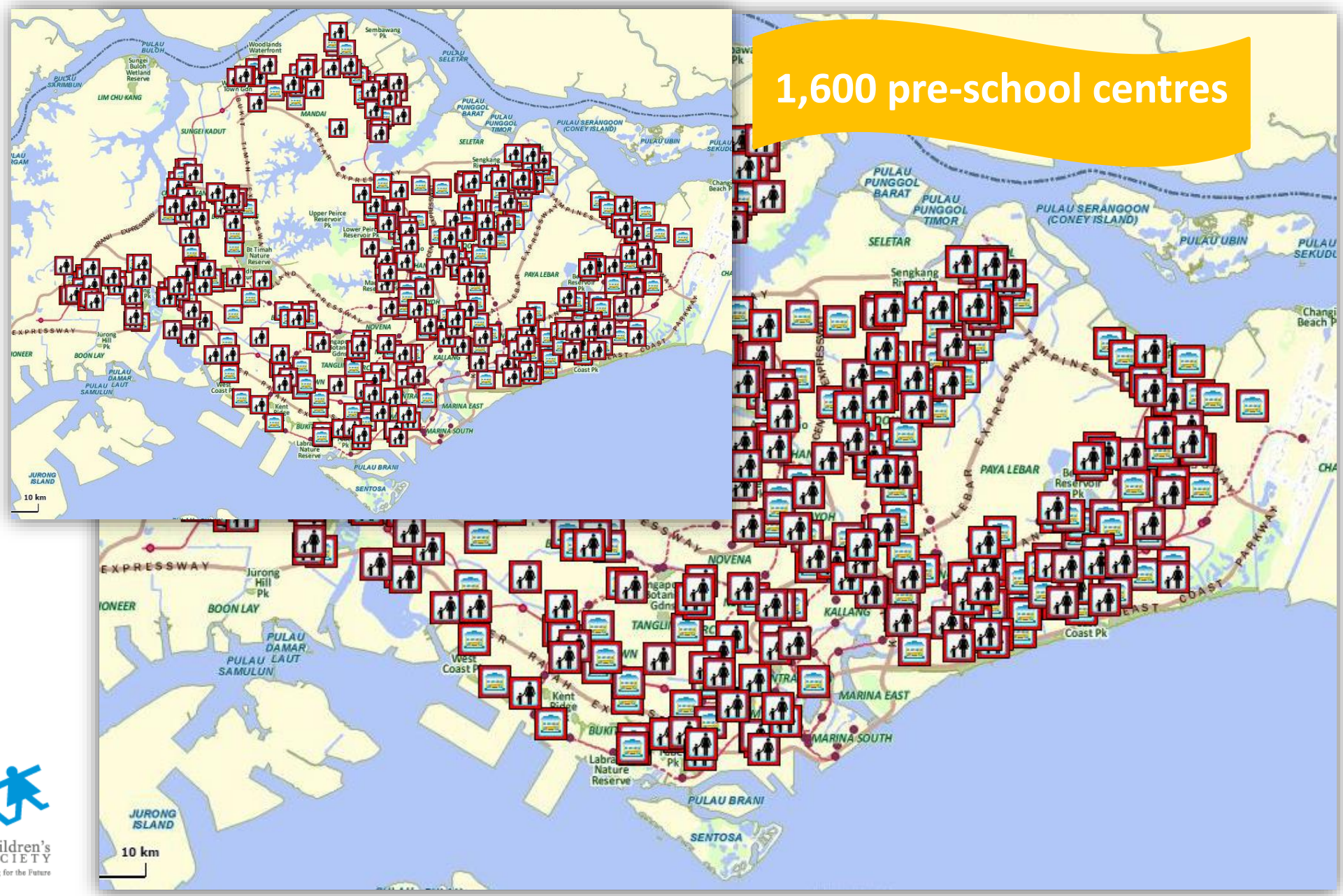
Reaching out to pre-school centres



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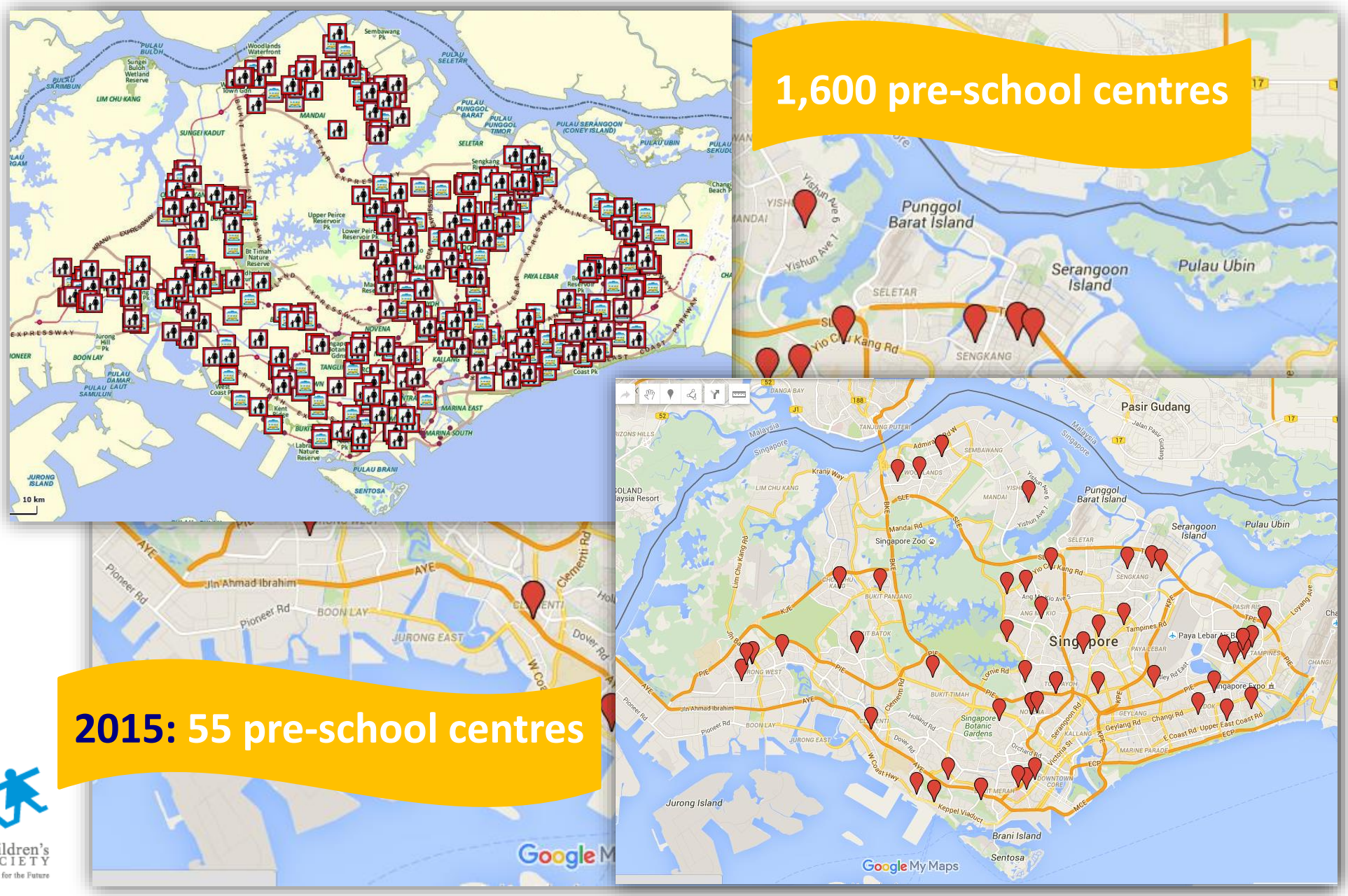

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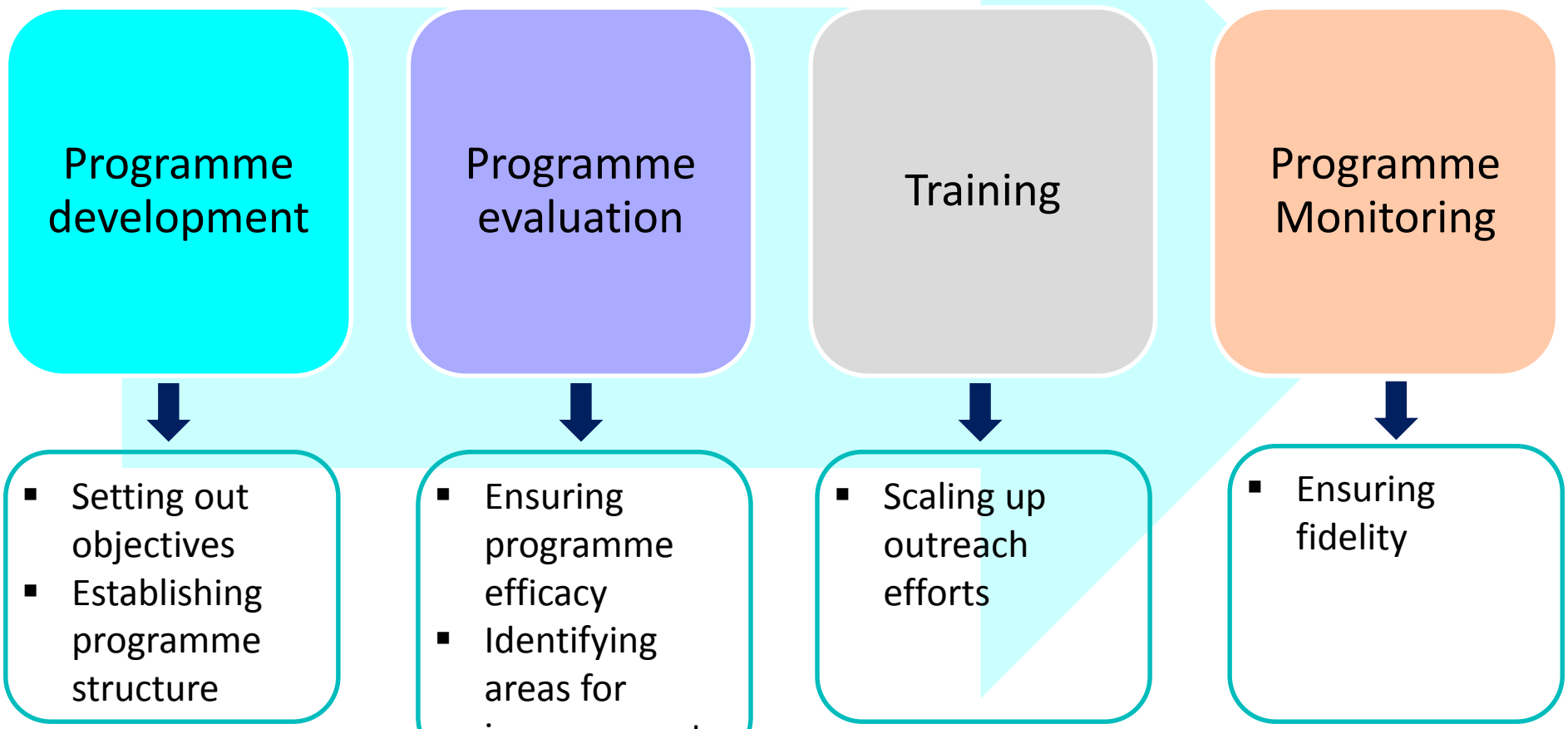
Increasing our reach— the steps in between



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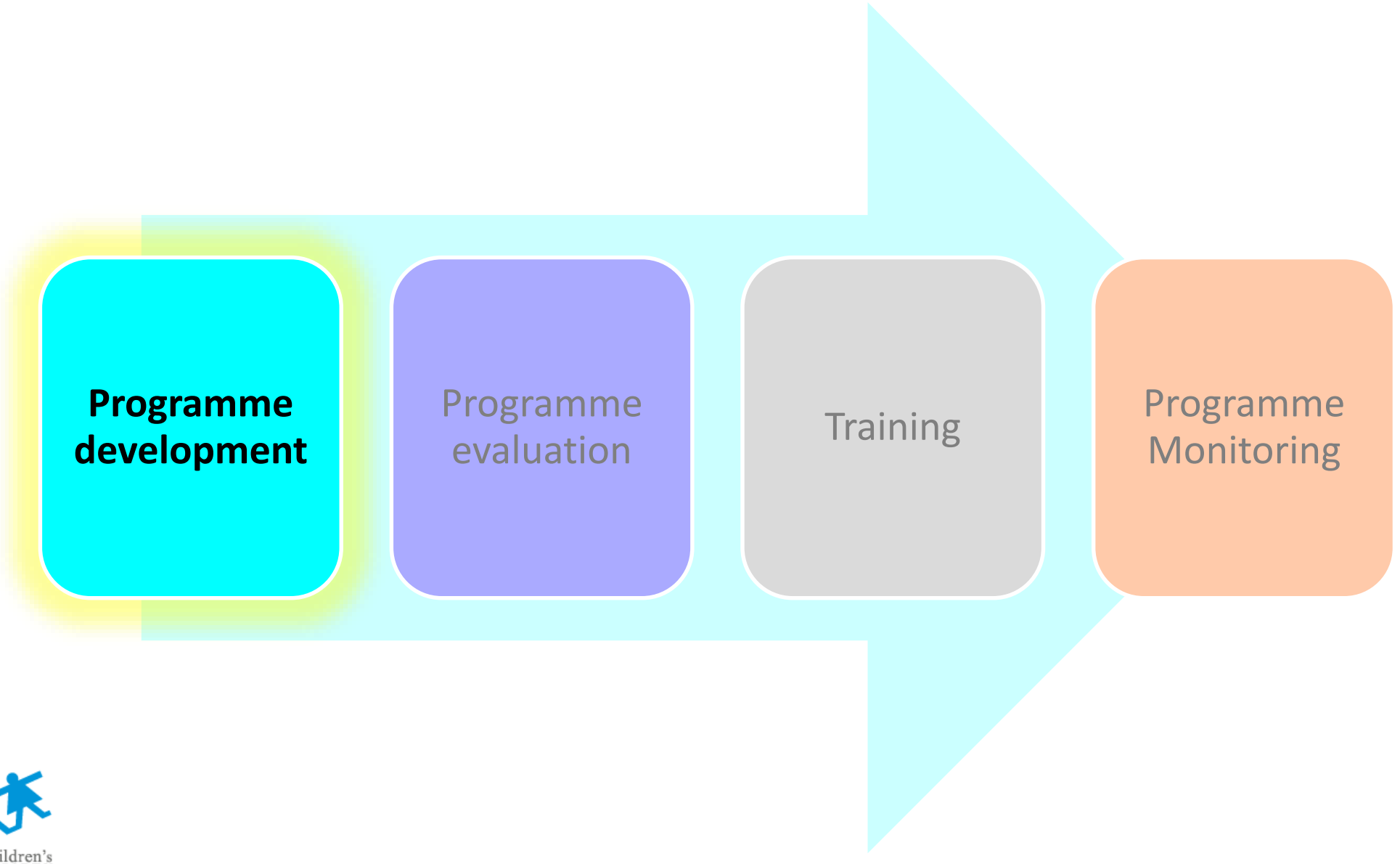
The beginning: Programme development



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Programme development

2000

First KidzLive run was staged.

Target audience:
Primary school-aged children
(7 to 12 years old)

Setting:
School assemblies

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Programme development

2011

KidzLive was brought into pre-school centres.

Target audience:
Pre-schoolers aged 4 to 6

Setting:
Classroom (usually not more than 20 children at one time)

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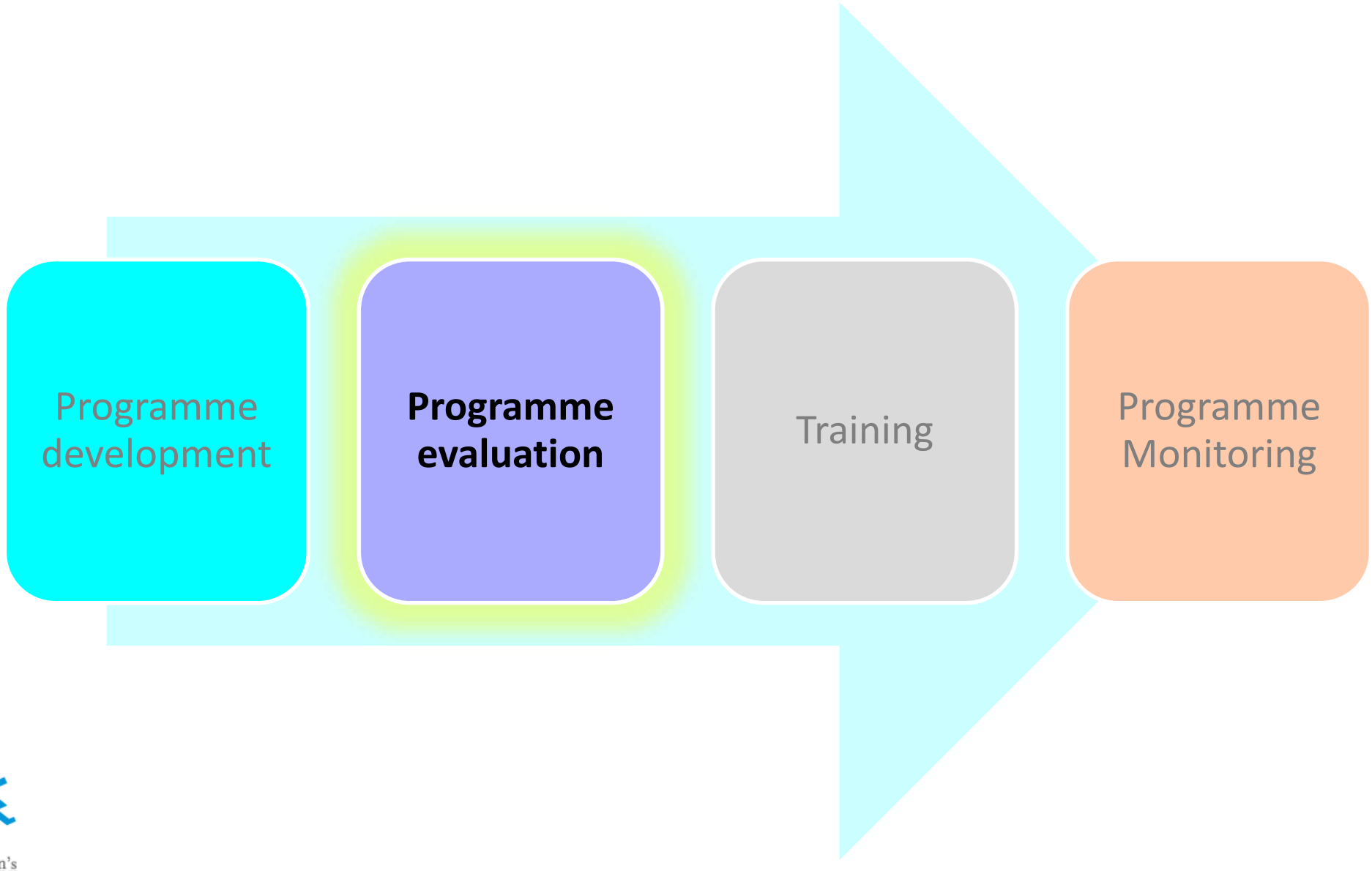
The steps in between: Programme evaluation



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Evaluation objectives

- ❑ Ensure KidzLive's efficacy
- ❑ Improve on our programme delivery

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Evaluation milestones

2011

- Tailored materials for pre-schoolers aged 4 to 6 years-old
- Piloted first run of programme evaluation

2012

- Fine-tuned programme evaluation

2013

- First round of complete evaluation data collected from 149 pre-schoolers between June and September

2015

- Fine-tuned evaluation tool
- Collected data from 250 pre-schoolers between January and November

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Methodology

- Data collected from January to November 2015
- 20% of children recruited from each class
- One facilitator to one child. Facilitator uses the pictures to ask corresponding questions. Child points or answers verbally. Facilitator records the child's responses in the pre- and post-test questionnaires
- Pre- and post-test interval of about two to three weeks

Pre- and post-test questionnaires

Date:_____ Centre:_____

Name:_____ Gender: F/M Standard: K1/K2 Age:____

PRE

Hello, my name is _____. I am going to show you some pictures and ask you some questions.

Q1: There are some parts of our body that we don't allow other people to see or to... ...rts are called our private body parts.

Look at this boy. Can you point to show me where his private body part...

(Facilitator, please circle the private body parts the child points to. If the... facilitator is to write them below.)

Penis area Backside

Others:_____

1. Private Body Parts

Q2: Now, look at this girl. Can you point to show me where her private body parts are?

(Facilitator, please circle the private body parts the child points to. If there are other body parts pointed to, facilitator is to write them below.)

Breasts Vagina area Backside

Others:_____

Q3: Next, look at this picture.

a) **This boy is in the lift with a woman he does not know. This woman is touching him... ...rts. Is this a good touch or a bad touch?** Good touch Bad touch

...ndmother. Her ...nge into her Right Wrong

...ncle very ...r on her Good touch Bad touch

...ery well. They ...ny clothes. They ...t or wrong? Right Wrong

2. Scenarios of Good/Bad Touches and Right/Wrong Actions

e) **This boy is getting a check-up at the clinic. The doctor is touching the boy on his chest and listening to his heartbeat. Is this a good touch or bad touch?** Good touch Bad touch

Date:_____ Centre:_____

Name:_____ Gender: F/M Standard: K1/K2 Age:____

Q4: Look at this picture. The uncle is touching the boy's private body parts. There are three things the boy should do. What should the boy do?

If the child takes too long to respond or looks stumped, facilitator should not give prompting questions. Instead, facilitator may repeat the last question, and ask "What do you think the boy should do?" Subsequently, the facilitator should only ask the child "Is there anything (else)?"

After the child gives three responses, facilitator is to thank the child and end-of...

_____

_____

_____

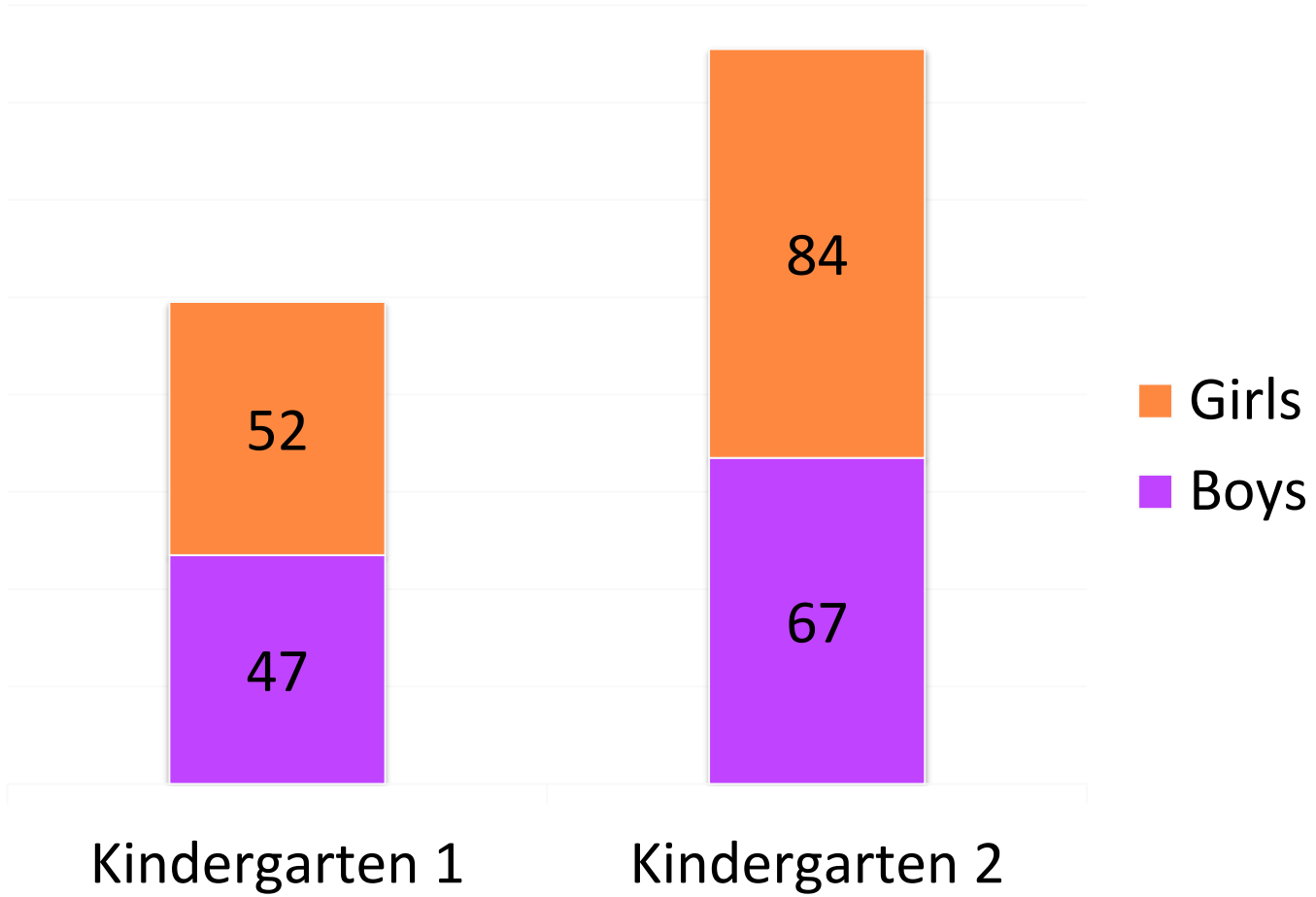
_____

_____

3. N.O.T rules

Sample demographics

Pre- and post-tests were administered to **250 children from 55 pre-school centres.**



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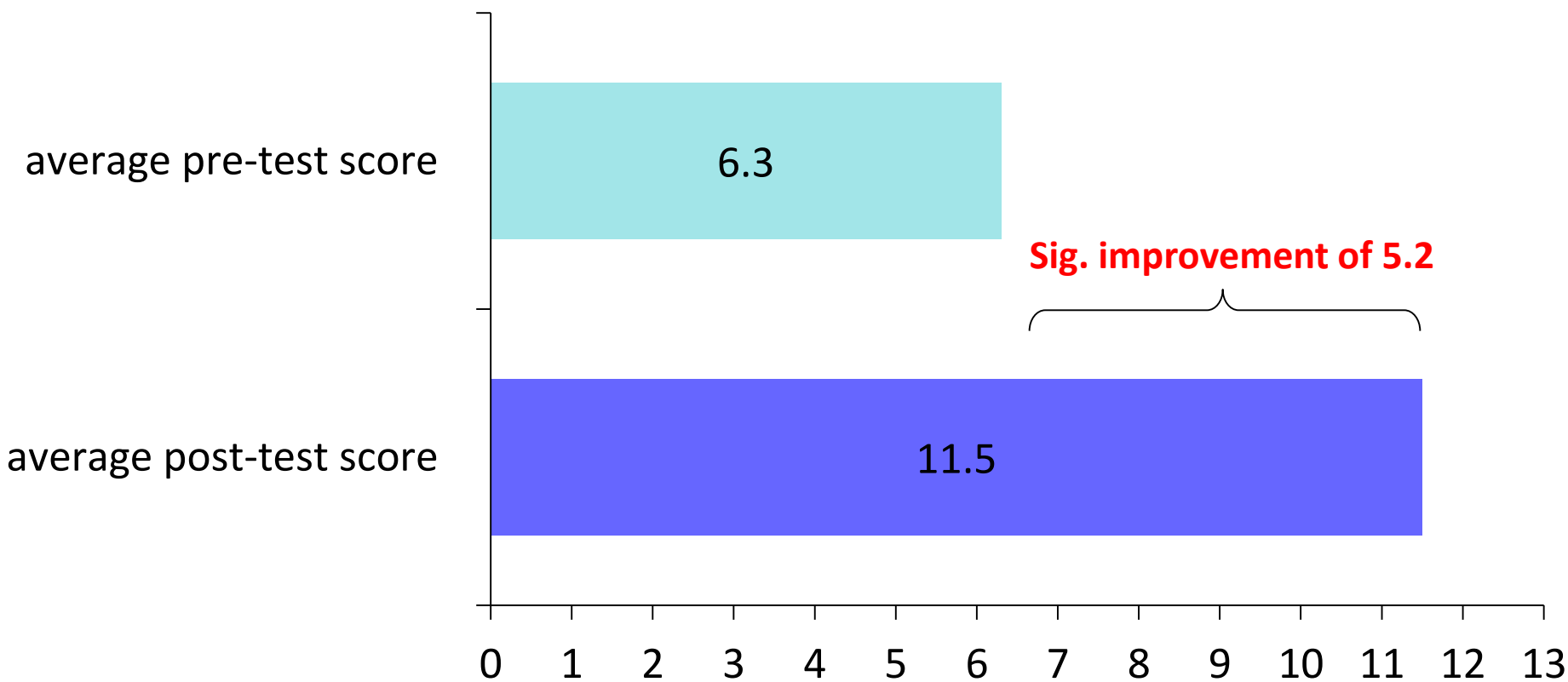
Three key findings

1. Overall significant improvement in mean total scores from pre- to post- test. The mean increase in scores was 5.22, with a large effect size.



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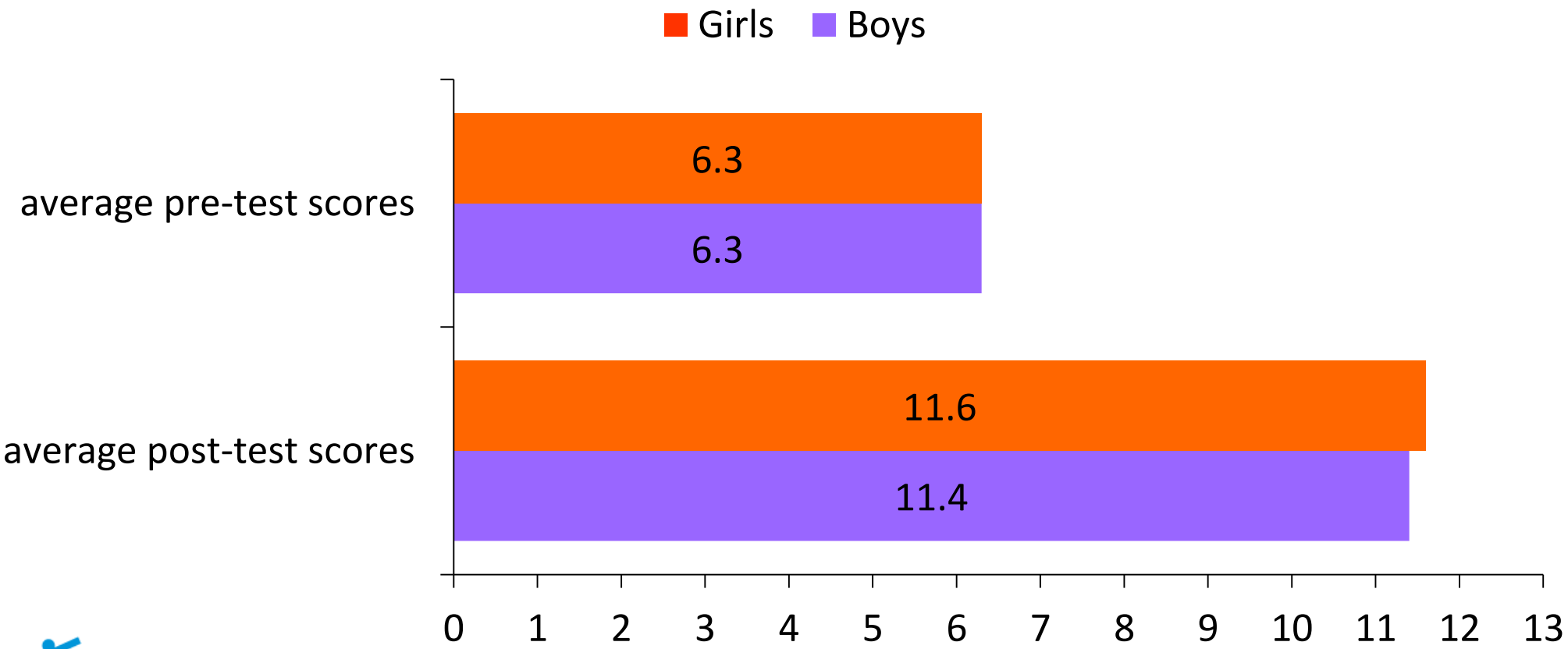
Three key findings

2. There were **no significant gender differences** in the overall pre- and post- test scores of the boys and girls.



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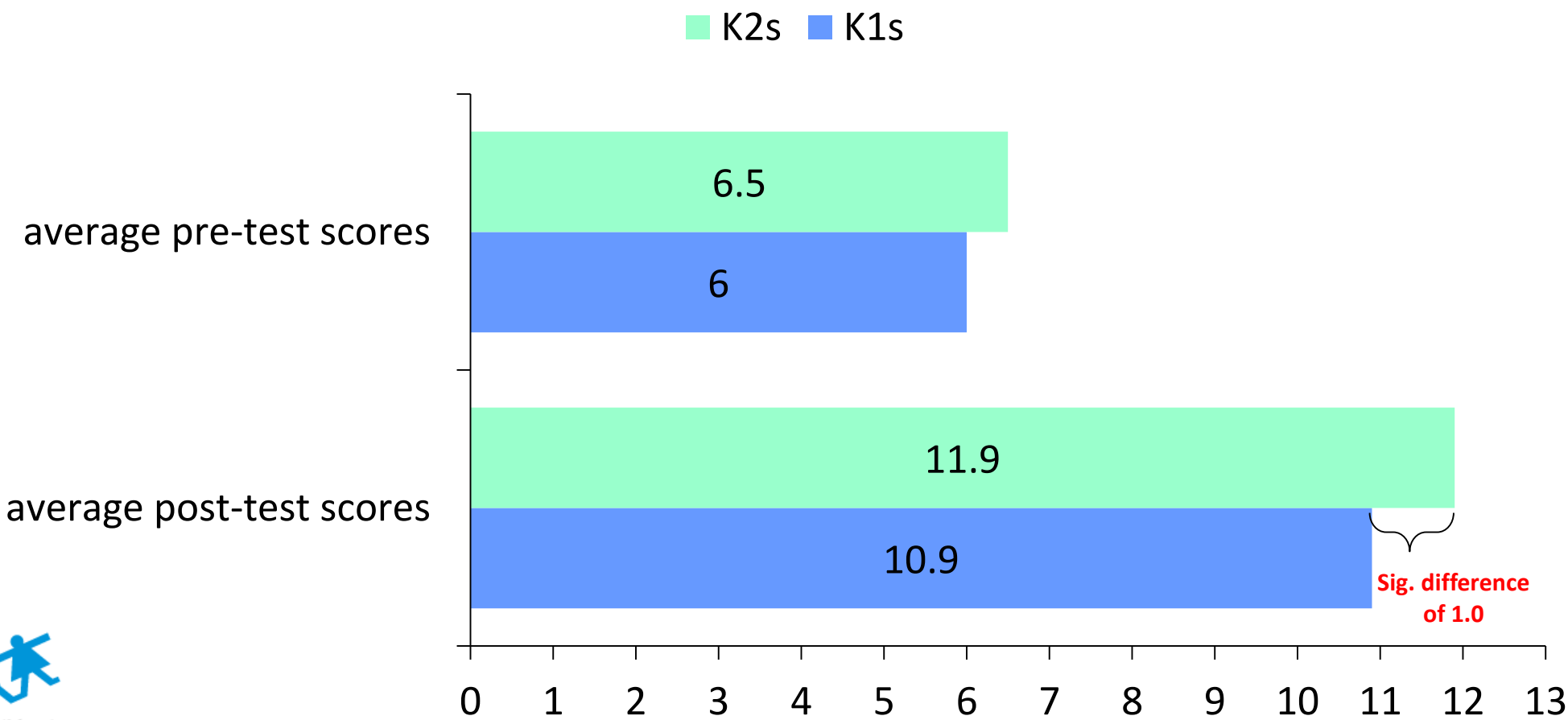
Three key findings

3. There was a **significant education level difference** in the overall post-test scores. The K2s tended to score better than the K1s at post-test, but the effect size is small.



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Objectives met?

Our evaluation objectives:

- ☑ Ensure KidzLive's efficacy
- ☑ Improve on our delivery of the programme

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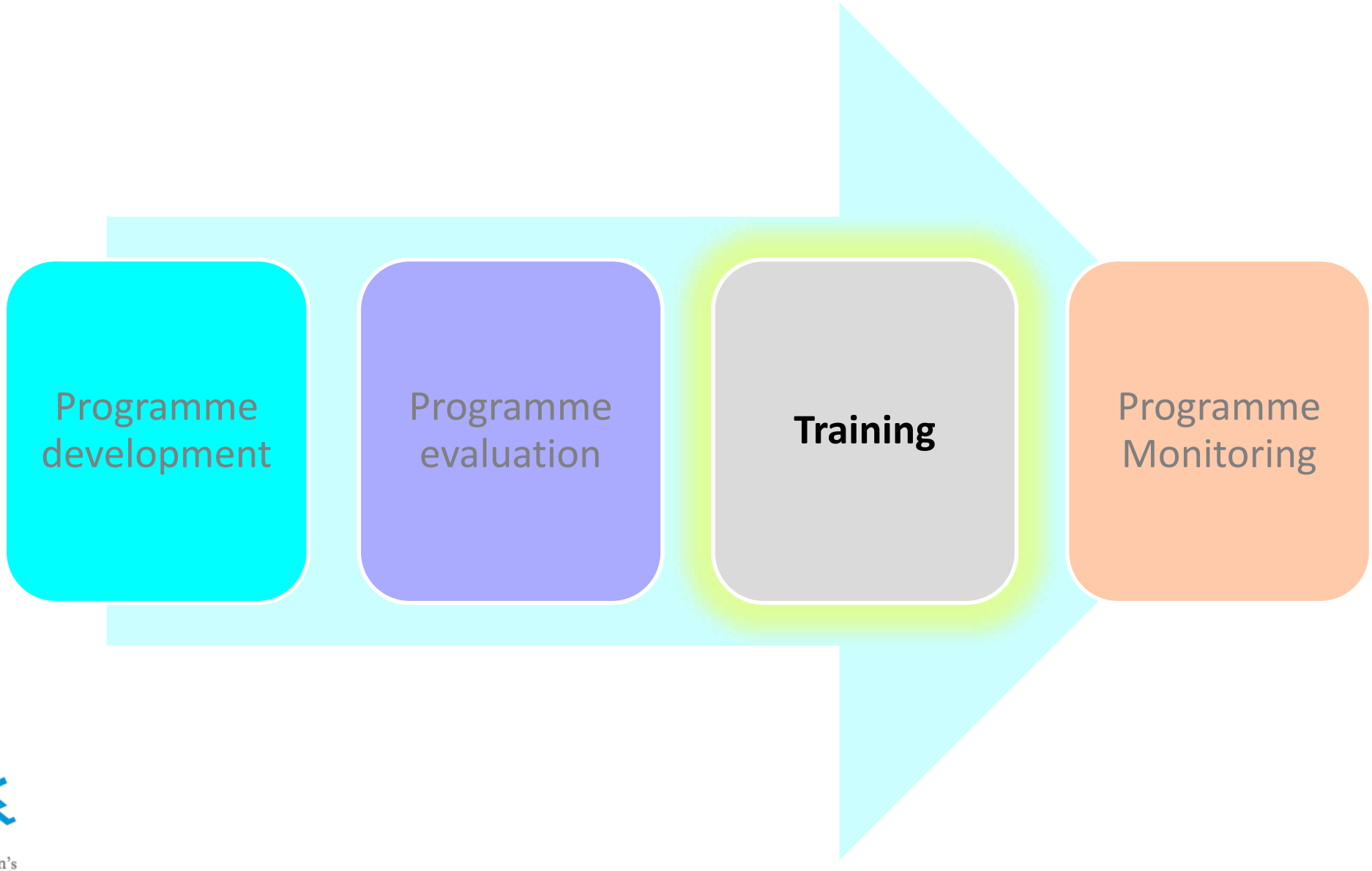
The steps in between: Training



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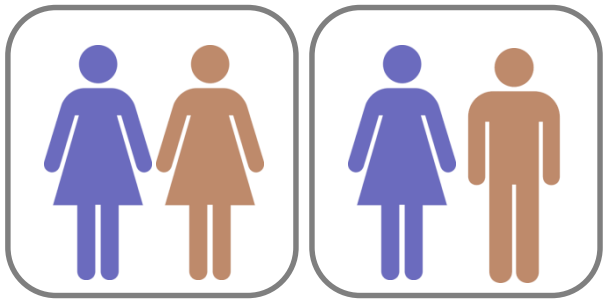
Training- Scaling up

NOW

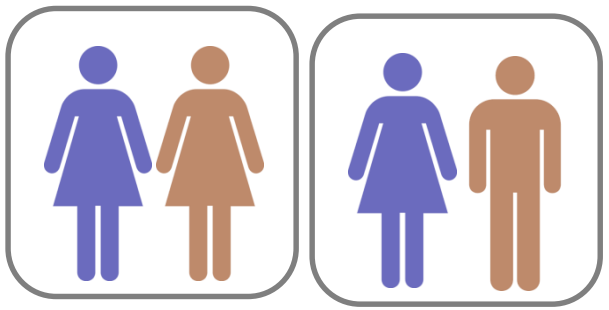
Two staff members

SHORT RUN

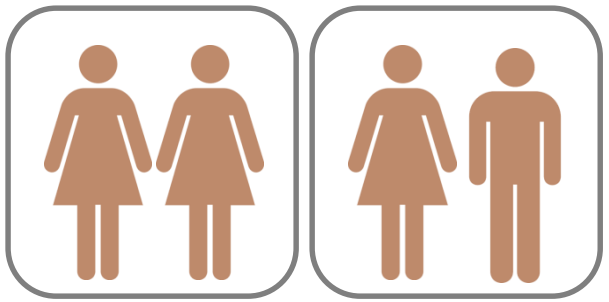


One staff member & one volunteer

LONG RUN



One staff member & one volunteer



Two volunteers

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Training

1	**Volunteer information session**	• Introduction to the programme
2	**Observation of KidzLive runs**	• Better appreciation of the programme
3	**Training session**	• Understanding the programme rationale • Familiarisation with resource materials and delivery approach
4	**Demonstration and assessment (*selection)**	• Assessment of comfort and competency level • Guidance to improve on delivery

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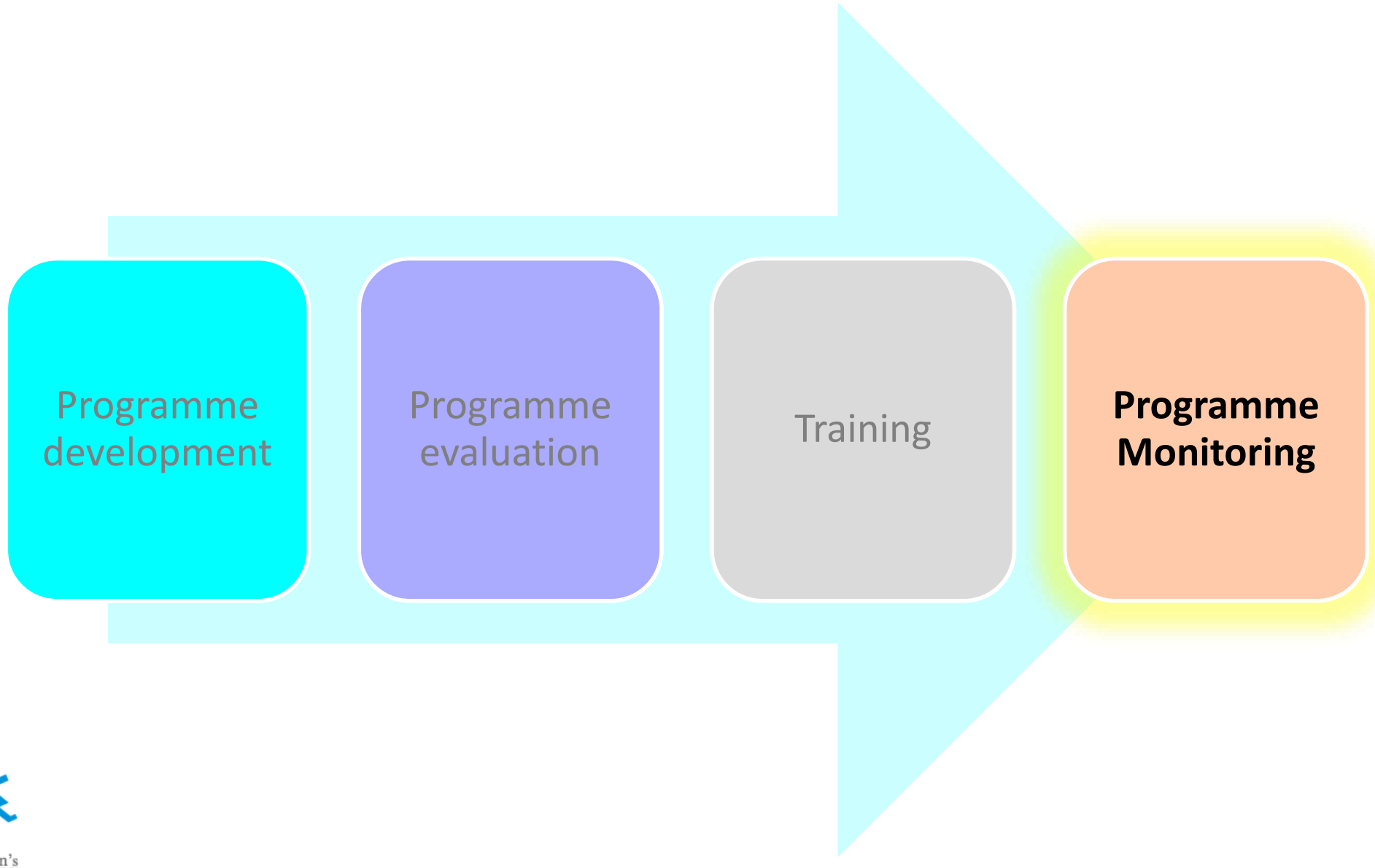
Programme monitoring



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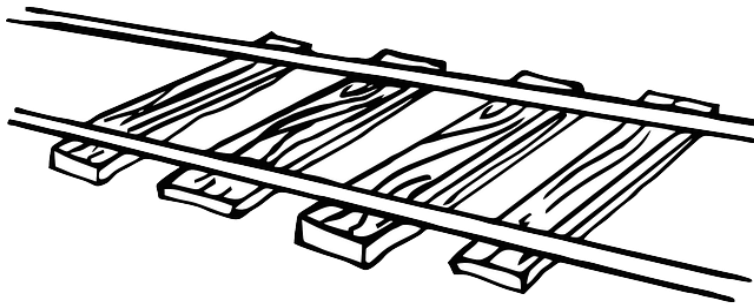
Monitoring



Ensuring that the programme stays on track.

- Programme content
- Interaction with children
- Keeping up with the times

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Tools for monitoring

- Focusing on:
  - Content coverage
  - Delivery approach
  - Class management skills
  - Affect

Quality assurance

Observation checklist (programme staff & volunteers)

- Ensuring programme effectiveness

Pre- and post-test questionnaires (children)

Survey form (child's caregivers)

- Gathering caregivers' comments on the information booklet given to each child after the programme with a standard survey form

Feedback form (pre-school educators)

- Gathering educators' comments on the programme with a standard feedback form

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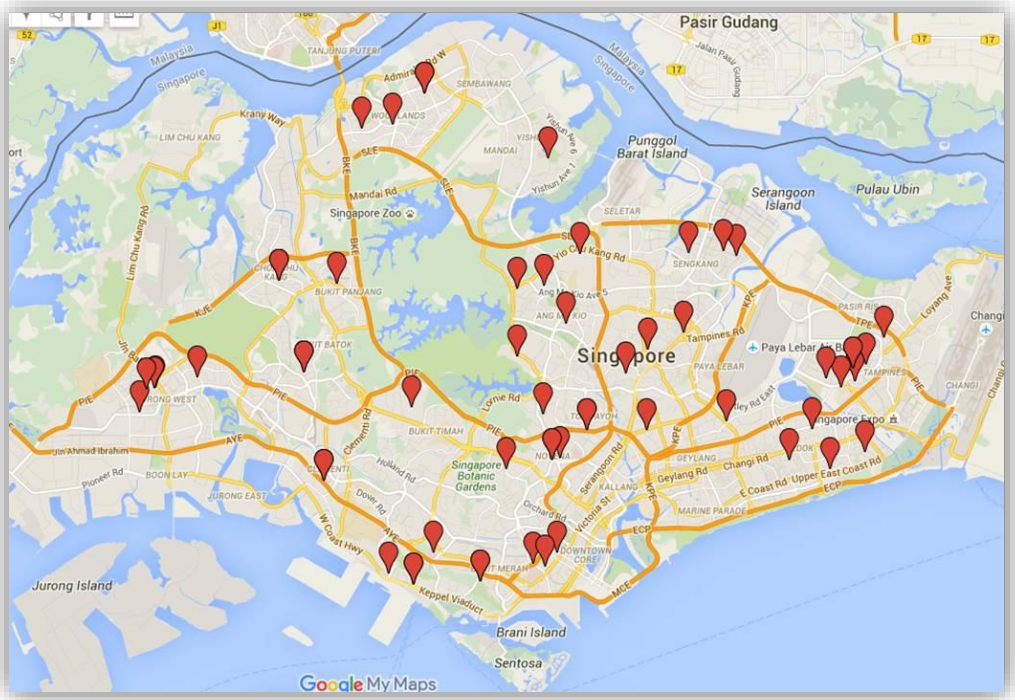
Widening our reach

From this…



… to this?

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Thank you!

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