

# LOCALLY RELEVANT LEARNING CONTENT

Outcome indicator

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## Indicator Phrasing

**English:** number or % of (trained) teachers in target schools that demonstrate relevant learning content in their lessons

**French:** nombre ou % d'enseignants (formés) dans les écoles cibles qui démontrent des contenus d'apprentissage pertinents dans leurs leçons

**Portuguese:** número ou % de professores (treinados) nas escolas-alvo que demonstram conteúdos de aprendizagem relevantes nas suas aulas

**Czech:** počet nebo % (vyškolených) učitelů, kteří v hodinách pracují s relevantní učební náplní

## What is its purpose?

Children are most engaged when their learning reflects a world that they know and care about. Linking school curriculum to students' lives should be among the key teachers' skills. This indicator assesses to what extent the teachers in supported schools do demonstrate local content in their lessons.

## How to Collect and Analyse the Required Data

The data must be collected through classroom observation by **using a class observation checklist prepared in advance**. The main focus of the checklist should be on whether the teacher:

- > asks questions about students' lives, their opinions, and their experiences
- > connects the lesson content to the everyday life of students
- > uses local resources as instructional materials
- > uses examples/problems/stories from the local community or region to demonstrate the lesson content.

**Determine in the checklist the minimum number (or types) of teaching methods the teacher needs to perform** in order to be recorded as "demonstrating relevant learning content in their lesson".

The observer records the extent to which each teacher's behaviour has been observed, e.g. **using a scale:** observed - partly observed - not observed. Therefore, **each item of the checklist has to be filled in**, leaving no blank fields in the checklist. In addition, specific examples of each behaviour should be noted in a separate column of the checklist.

**Calculate the indicator's value** by dividing the number of teachers that demonstrate relevant learning content in their lessons by the total number of observed teachers and multiplying the result by 100.

## Important Comments

1) **Use the following tips** to ensure the consistency and validity of the results and reduce the observer subjectivity bias.

> Always validate the tools and criteria in a new context: Test the checklist in several schools and adjust it before roll out in the new area.

> Describe standardized criteria for determining observed/ not-observed teacher practices and share it with the observers.

> Ensure consistency among observers through intensive observer training and frequent supervision. Use collective real-life class observation and/or class observation role play as an integral part of the observer training.

> If possible, rotate the observers across the monitored areas/ schools/ teachers so that any observer bias is distributed between various respondents and doesn't influence the results of only one area/ school/ teacher.

> Have a standardized class observation procedure, incl. selection of sample schools and classes for observation, pre-observation interview, in-class observation, post-observation session (feedback provision and individual follow up) and use of the observation data (observation database).