

## RESOURCE

# Sample scorecard educators can use to assess and provide feedback to supervising staff

### ABOUT THIS RESOURCE

Our educators fill out this short, anonymous survey 2-3 times a year to provide feedback to their supervisors. It has both quantitative and qualitative sections. Quantitative scores enable us to track changes in ratings over time, while qualitative questions help educators elaborate beyond the quantitative scores and share what improvements they would like to see. Educators report that the scorecards lead to more satisfaction with their supervisor's behavior and work.



## About Projet Jeune Leader

PJL is a youth-founded, youth-led, and youth-centered nonprofit organization established in Fianarantsoa, Madagascar. Since 2013, Projet Jeune Leader has delivered comprehensive sexuality education to young and very young adolescents (ages 10-16) in Madagascar's public middle schools, partnering closely with schools and school districts. To do this, we recruit dynamic young adults (aged 18-25) for their positive gender attitudes and potential as role models, train them rigorously over two months, and hire them under a full-time, paid contract if they pass an end-of-training assessment. We then integrate each of them into a partner public school where they teach a year-long, time-tabled CSE course to multiple grades using our age-segmented, gender-transformative, 27-module curricula. When they are not teaching, educators provide a package of other essential services (enrichment activities, counseling, medical referrals, and programs for parents and teachers).

## About the Guidance Tool: *CSE We Can Count On*

Projet Jeune Leader has developed “CSE We Can Count On,” a publication sharing strategies, actionable guidance, and tools that we use in our work with tens of thousands of students, parents, teachers, and school officials in Madagascar to build and harness community support for in-school comprehensive sexuality education. This document, which accompanies the guidance tool, shares one of the resources that we use regularly.



Read “CSE We Can Count On” and accompanying resources at [www.projetjeuneleader.org/resources/community-support](http://www.projetjeuneleader.org/resources/community-support).

The uses and success of this resource are undeniably dependent on the context in which CSE is being delivered. Even so, we hope that it serves as a source of inspiration and creativity for others – civil society organizations, international non-governmental organizations, and even governments – committed to delivering in-school comprehensive sexuality education in their own contexts.

# Tips for using scorecards

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**Make it regular.** When and how often will educators fill out scorecards? Every trimester? Twice a year? Scorecards are meant to track progress, so it is important that they are used multiple times, at predetermined intervals. That way, you can understand if things are working the way they are supposed to.

**Keep it anonymous.** Educators will only provide honest answers if they know it will not affect their work or relationships with their supervisors. Educators should not write their names on scorecards. Safeguard your educators by limiting data collected with the scorecards, controlling access to the scorecards and the data, and destroying the scorecards when they are no longer needed.

**Report back.** After the results are in, supervising staff should report back to educators about what they learned from the scorecards. What seems to be going well? What needs improvement? Will they make any changes? If yes, what and how? If no, why not? Reporting back to educators about how their feedback will be used helps educators feel that they are being heard and that their opinions matter – this enhances accountability and educators' satisfaction with their work and the CSE program.

*“After the first scorecard, I immediately noticed a change in my supervisor’s behavior. He became more outwardly friendly and tried to help me with anything that was bothering me in my work.” – Projet Jeune Leader educator*

**Ask more questions if needed.** One of the best parts about scorecards is that they are quick and easy – so if they show that things are working well, you can keep going with your work! But what if your results are surprising? Did the scorecards reveal a problem area that you had not expected? Follow up! If you need more information about why educators gave the results they did, you can use interviews, focus groups, longer surveys, or other participatory research activities to understand the full picture and make the changes needed to ensure educators are being supported.

# What questions should be included in the scorecard?

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The example scorecard below uses tested questions that Projet Jeune Leader has decided are important for assessing whether educator-supervisor relationships are effective in our setting.

However, there is no one right way to create a scorecard – it depends on the CSE program and the context! In addition to **pre-testing** the questions you use, it is also important that questions are **actionable** – in other words, results from the scorecards can be used to make decisions and improvements. If scorecards are collecting data that cannot be used for meaningful change, educators may form expectations that supervising staff and the CSE cannot meet.

Here are a few other example questions:

- Does your supervisor / the CSE program do what they say they will? (*0 = never, 10 = always*)
- How likely to do you think it is that your supervisor / the CSE program will make changes as a result of this scorecard? (*0 = not at all, 10 = extremely likely*)
- To what extent do you feel your supervisor / the CSE program is transparent in their decision making? (*0 = never, 10 = always*)

If you need more information about creating, analyzing, and/or using scorecards or other surveys, check out this [great resource from CIVICUS](#).

# Sample Scorecard

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Does your supervisor treat you with respect? (0 = never, 10 = always)

0 1 2 3 4 5 6 7 8 9 10

Does your supervisor give timely and accurate answers to address any work concerns you may have? (0 = never, 10 = always)

0 1 2 3 4 5 6 7 8 9 10

Is your relationship with your supervisor effective? (0 = never, 10 = always)

0 1 2 3 4 5 6 7 8 9 10

In general, what score do you give your supervisor for their work?

0 1 2 3 4 5 6 7 8 9 10

Why did you give that score above? (Open response)

Do you have any other comments you would like to make about the questions above or anything else related to your experience with your supervisor (whether positive or negative)? We read all your comments and value your input. (Open response)



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