

**MINISTRY OF EDUCATION AND SPORTS**

**EDUCATION MANAGEMENT STRENGTHENING  
INITIATIVE: MANAGING FOR QUALITY**

---

*MODULE 2—  
MANAGING SCHOOL IMPROVEMENT*



# TABLE OF CONTENTS

---

FOREWORD ..... i

ACKNOWLEDGEMENTS ..... ii

ABBREVIATIONS ..... iii

INTRODUCTION TO *EDUCATION MANAGEMENT STRENGTHENING (EMS)*  
*INITIATIVE* ..... 1

*MANAGING SCHOOL IMPROVEMENT* ..... 5

HOW TO USE THIS MANUAL ..... 7

WORKSHOP SESSIONS

SESSION 1      **Participant Introductions and Orientation to Workshop** ..... 13

SESSION 2      **Review of EMS Initiative and Module 1: Leadership in Education** ..... 17

SESSION 3      **Introduction to Module 2: Managing School Improvement** ..... 23

SESSION 4      **Partnership and Collaboration for Education Improvement** ..... 29

SESSION 5      **Indicators: What is a Good School?** ..... 33

SESSION 6      **Reviewing Your Mission Statement** ..... 39

SESSION 7      **Conducting a School Self-Assessment** ..... 43

SESSION 8      **Using and Analyzing Data** ..... 49

SESSION 9      **Prioritizing Problems for Action** ..... 53

SESSION 10     **Designing Strategies and Solutions** ..... 59

SESSION 11     **Drafting a Plan of Action** ..... 63

SESSION 12     **Monitoring and Reviewing an SDP** ..... 67

SESSION 13     **Understanding and Managing Change** ..... 73

SESSION 14     **District Development Plans** ..... 81

SESSION 15     **Conclusion** ..... 85

APPENDIX A	<b>Workshop Handouts</b> .....	91
APPENDIX B	<b>Photocopiable Resources</b> .....	111
APPENDIX C	<b>Workshop Evaluation</b> .....	121

# FOREWORD

---

Welcome to the second module in the EMSI training programme! Once education managers, especially head teachers and their deputies, have begun to practice new leadership skills, this second module challenges them to put those skills into practice by leading their school (or institution, in the case of managers at higher levels) and its community to prepare realistic and achievable development plans. After receiving training in Module 1, you should have reviewed and possibly even revised your School (or institution's) Mission Statement.

This second module, *Managing School Improvement*, introduces the *Education Improvement Cycle* and the *School Development Planning Template*. The *Education Improvement Cycle* emphasizes the point that achieving quality is a continuous process requiring continuous monitoring of plans and revising them based on review of their impact on desired outcomes. The module's step-by-step approach takes participants through the process of developing a School Development or Improvement Plan using this concept of a *cycle for planning*. Participants are guided through a process of working with stakeholders to establish a vision for where they want to go by reviewing the school's mission and agreeing on quality standards, identifying priority issues, and developing strategies to address the issues and plans for monitoring the impact of the plan and its periodic review. As in Module 1, the *Managing School Improvement* Module is highly experiential in order to fully prepare participants to put the cycle into practice once they return to their worksites. The module also stresses the important of *participatory planning*. As education managers it is your responsibility to create opportunities for greater participation by all stakeholders of the school. Planning is one of the most powerful ways to increase collaboration within the school and between the school and its community. It is only through working together that improvements to education quality can be achieved.

The participatory planning process using the *Education Improvement Cycle* is equally useful for education managers at the district or PTC levels. The module should therefore be studied carefully and applied by those groups as well and the skills herein practiced by them.

Finally, all education managers, as human beings living in an ever changing environment, need skills to manage change. Change is inevitable and the education sector is always evolving and changing. Therefore, the module includes a session on "Understanding and Managing Change" to assist managers to capitalise on the opportunities change brings and to help those they supervise to effectively navigate the tides of change.

This module therefore is dedicated to you as you put all your best efforts together to assist the nation in developing for a better future! Good luck!



S.B. Onek

A.G. DIRECTOR FOR EDUCATION

# ACKNOWLEDGEMENTS

---

This material was developed in collaboration with the Ministry of Education and Sports with support from the United States Agency for International Development, the Uganda Program for Human and Holistic Development and Basic Education Policy Support Project. The Ministry of Education and Sports Head teacher Training Series Modules 1-5 served as a basis for the development of this module.

## **Writers**

Steven Harvey  
Martin Pittman  
Megan Thomas  
Scholastica Tiguryera

## **Editors**

Members of the Module Development Reference Group: Dorothy Angura, Patrick Bananuka, Sarah Baziwe, Michael Cacich, Eldad Kateshumbwa, Edward Mugere, Catherine Mugerwa, Derek Nkata, Judith Oki, Joyce Othieno, Renuka Pillay, Abraham Were

The producers of this module extend their great appreciation to the following groups and institutions for their extensive input and support:

Education Planning Department, MOES  
Pre-primary/Primary Education Department, MOES  
Teacher Education Department, MOES  
Members of the Head Teacher Management Training Working Group  
Kyambogo University  
Education Standards Agency  
Link Community Development  
Aga Khan Development Network  
Voluntary Service Overseas  
Field test participants Kabulasoke CPTC  
Luwero District  
Masindi District

# ABBREVIATIONS

---

<b>BEPS</b>	Basic Education Policy Support
<b>CBO</b>	Community Based Organisation
<b>CCT</b>	Coordinating Centre Tutor
<b>CC</b>	Coordinating Centre
<b>CDA</b>	Community Development Assistant
<b>CDO</b>	Community Development Officer
<b>CIE</b>	Community Involvement in Education
<b>CPC</b>	Community Participation Coordinator
<b>CPD</b>	Continuous Professional Development
<b>CSO</b>	Civil Society Organisations
<b>DEO</b>	District Education Officer
<b>DIS</b>	District Inspector of Schools
<b>EMIS</b>	Education Management Information Systems
<b>EMS</b>	Education Management Strengthening
<b>EO</b>	Education Officer
<b>ESA</b>	Education Standards Agency
<b>HOP</b>	Heads of Programmes
<b>HT</b>	Head teacher
<b>IS</b>	Inspector of Schools
<b>MoES</b>	Ministry of Education and Sports
<b>NGO</b>	Non Governmental Organisation
<b>PGM</b>	Peer Group Meeting
<b>PIACSY</b>	Presidential Initiative on AIDS Strategy for Communication to Youth
<b>PTA</b>	Parent Teacher Association
<b>PTC</b>	Primary Teachers College
<b>QA</b>	Quality Assurance
<b>SHN</b>	School Health and Nutrition
<b>SMC</b>	School Management Committee
<b>TE</b>	Teacher Effectiveness
<b>TDMS</b>	Teacher Development and Management System
<b>UPE</b>	Universal Primary Education
<b>UPHOLD</b>	Uganda Program for Human and Holistic Development
<b>VCM</b>	Voluntary Community Mobilizer



# **INTRODUCTION TO EDUCATION MANAGEMENT STRENGTHENING INITIATIVE**

---

WELCOME! By opening this module you have taken an important step towards making your contribution to improving the quality of education offered in Uganda's primary schools. As an education manager, whether you are at the school, district or college level, YOU make a huge difference in the life of Ugandan school children and this manual is designed to assist you in creating a positive change in Uganda's schools.

The Education Management Strengthening (EMS) Initiative and the manuals in this series were designed in collaboration with the Ministry of Education and Sports and Kyambogo University to support on-going training of education managers being trained under the Teacher Development Management System (TDMS) Head teacher Training Series. The sessions and activities within these manuals further reinforce the topics found in the TDMS training materials.

The EMS Initiative aims to expand the knowledge, skills and tools available as you work to improve quality. Often attitudes and behaviours play an even greater role in the adoption of new practices. The EMS Initiative also creates opportunities for participants to reflect on their own attitudes and behaviours, examine how their actions and attitudes influence the way they do their work, and commit to actions which create positive learning environments. Training workshops are part of a larger package of activities designed to support your professional practice at your worksites. Complementary support activities include job aids and tools for performance improvement, the use of Peer Group Meetings, peer-to-peer support, and on-site supervision and advice.

## **GUIDING PRINCIPLES**

The EMS Initiative is built upon the following principles:

### **A focus on improving quality and pupil performance**

The core business of any school system is to deliver quality education and to ensure that pupils reach their potential. All activities delivered under the EMS Initiative are designed to equip Head teachers and other managers in the system with critical knowledge, skills and attitudes needed to improve performance and positively impact quality at school level.

### **Behind every good school is a good head teacher**

In almost any good school you will find there is a good Head teacher. Head teachers are special because, through their leadership, management and administration, they have the power to define a school and its level of performance.

### **Strengthening partnerships and participation**

Education managers cannot go it alone. They need to enlist and harness the active participation and support of numerous other role players including: Parents, Teachers, Pupils, School Management Committees, Parent Teacher Associations, and Local leaders. Improving education quality is built upon strong partnerships between these actors and among education managers themselves.

## A Systems Approach

The EMS Initiative strives to improve quality through a Whole School or Whole System Approach. This approach recognizes that it is only when all education managers work together in partnership that school-based quality can be improved. The EMS Initiative harnesses the collective energy and wisdom of the many managers within the education system who must work in a coordinated manner to affect positive change. While the ultimate yardstick of success is improved learning environments and improved pupils' learning, it is not sufficient to only raise management capacity at school level. It is also necessary to improve capacity at all levels of the system that support the school, especially the district.

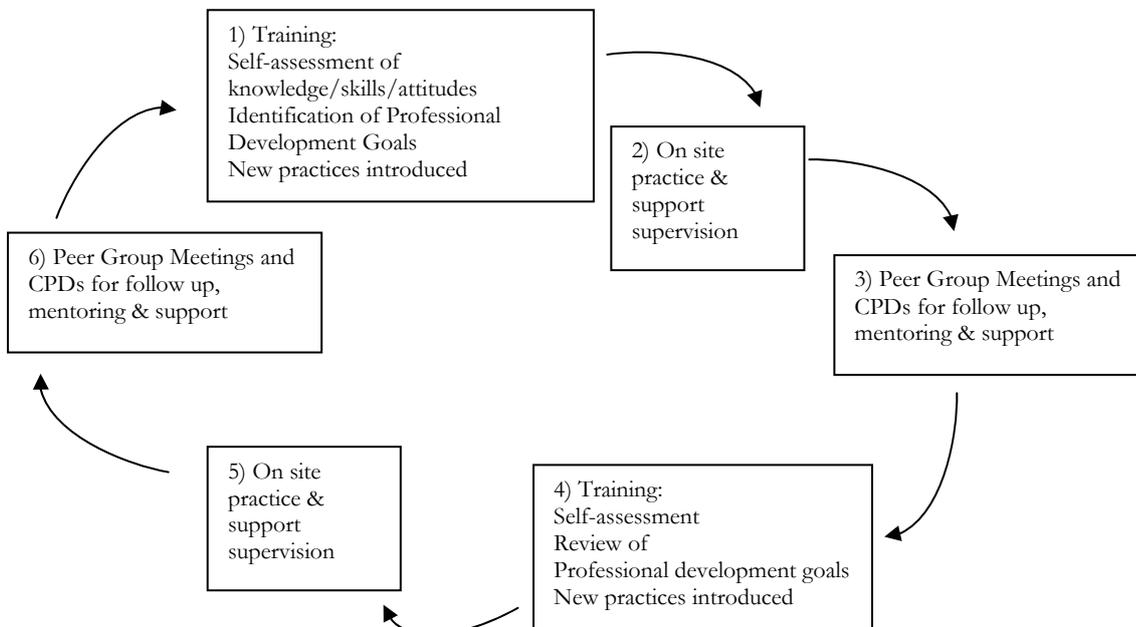
## Activity-based learning

We believe that both children and adults learn most effectively through activity and practice and not through passive listening. EMS workshops are designed to maximize activity of participants and to engage their existing knowledge and experience.

## THE PERFORMANCE IMPROVEMENT CYCLE

The EMS Initiative was developed on the basis of the Performance Improvement Cycle, which include a variety of opportunities (some individual and others within groups) to assess knowledge, skills, attitudes and overall performance; to identify professional development goals; to bridge identified gaps; and to participate in a variety of activities to improve performance. Professional peer groups and networks are as important for managers as they are for teachers and other professionals. Using a mentoring or peer support approach, education managers are assisted to consciously establish peer relationships for mutual support, networking, and the sharing of learning.

The Performance Improvement Cycle is shown in the diagram below:



### THE TRAINING MODULES AND OTHER TOOLS

The training programme consists of four training modules focusing on the following core competency areas:

- Leadership in Education
- Managing School Improvement
- Managing School Finances
- Managing the School Curriculum

The modules are for use by trainers at the district/CPTC and school representative level and serve as resource materials for education managers. The training workshops focus on building knowledge, skills, attitudes and professional networks. The foundation built during training can be maintained through continuous professional development activities (such as Peer Group Meetings) as well as behaviour change communication campaigns.

**Tools for Performance Improvement** have been designed to accompany the Modules. These tools are designed to bring the theory and practice from training workshops into the manager's daily work life. The Tools include *practical resources* in the form of job aids and checklists to be used on-site for more effective management and *activities* to be used in Peer Groups and other Continuous Professional Development opportunities.

A broad dissemination and use of all the materials is encouraged. The materials can be used by managers or aspiring managers as self-study guides, as resource materials for cluster level meetings, as well as training materials for head teachers and others to share with their team members.



## MANAGING SCHOOL IMPROVEMENT

---

Module 1 of this series focuses on the leadership skills needed by education managers to improve quality and manage the changing environment which characterizes Uganda’s education sector. One of the critical skills for all managers and for those who wish to be more effective leaders is *strategic planning*. Leaders provide a vision to their staff and stakeholders and they provide guidance on how to reach this vision. The most effective plans are those that are developed by everyone they impact—people are more willing to embrace change if they have been part of shaping how to address it. Effective leaders therefore do not plan in isolation, they bring on board all those who may be affected by the plan or who can ensure a plan’s success or failure. *Module 2: Managing School Improvement* assists education managers at all levels to understand the principles of good planning and leads them through the development of a School Development Plan. The content in Module 2 complements and should be used to reinforce the topics found in the Head teacher Training Series Modules 1 and 2. This Module discusses more in depth in School Development Planning covered in the TDMS Head teacher Training Series Module 1 and takes participants through the process of school development planning.

The Module introduces the Education Improvement Cycle, which emphasizes the importance of constantly monitoring plans and revising them based on review of their impact on desired outcomes. Participants are taken through the steps of developing a School Development Plan<sup>1</sup> using this concept of a *Cycle for planning*. They are asked to determine a vision (mission and quality standards) for where they want to go, to identify prioritized issues, and to develop strategies to address the issues and plans for monitoring the impact of the plan and its periodic review. As in Module 1, the Managing School Improvement Module is highly experiential in order to fully prepare participants to put the cycle into practice once they return to their worksites.

### Objectives

- ✓ Upon completion of activities and sessions in this module, participants should be able to:
  - Explain and use the concepts of the Education Improvement Cycle and School Development Plan
  - Implement strategies to promote and build Stakeholder Participation in School Improvement and School Development Planning
  - Develop draft quality indicators applicable to the local level
  - Perform a self-assessment of school performance
  - Prioritize problems and issues for inclusion in a school development plan
  - Use data to analyze problems and issues faced by a school
  - Design strategies and solutions for problems that their schools face
  - Facilitate and draft a Development Plan for their own institution
  - Formulate strategies for regular monitoring SDP implementation at school level
  - Describe barriers to change and strategies to overcome them

---

<sup>1</sup> Some schools have School Development Plans; some have School Improvement Plans. Whichever term is used, the planning cycle discussed in this series is key to the preparation of these plans. For the purposes of this module and other modules in this series, the terms “School Development Plan” and “School Improvement Plan” are used interchangeably.

## Sessions

The following sessions are included in this module:

- Session 1—Introductions and Orientation
- Session 2—Review of EMS Initiative and Module 1: Leadership
- Session 3—Introduction to Module 2 – Managing School Improvement
- Session 4—Partnership and Collaboration for Education Improvement
- Session 5—Indicators: What is a Good School?
- Session 6—Reviewing Your Mission Statement
- Session 7—Conducting a School Self-Assessment
- Session 8—Using and Analyzing Data
- Session 9—Prioritizing Problems for Action
- Session 10—Designing Strategies and Solutions
- Session 11—Drafting a Plan of Action
- Session 12—Monitoring and Reviewing an SDP
- Session 13—Understanding and Managing Change
- Session 14—District Development Plans
- Session 15—Conclusion

## Activities

Within the sessions are numerous activities that may be carried out in a workshop setting, individually, in Peer Group Meetings, or in another Continuous Professional Development context. The activities are dynamic and participatory, asking participants to reflect upon, act and plan ways that they might improve their management and leadership techniques.

## HOW TO USE THIS MODULE

---

This module provides all the necessary material for running a three-day training course on *Managing School Improvement*. The course targets all managers in the education system, especially – Head teachers, Deputy Head teachers, Inspectors, Education Officers, Coordinating Centre Tutors and selected PTC staff. The manual contains material for workshop participants and workshop trainers. It can also be used individually as self-study material and supplements the training materials developed under the TDMS Head teacher Training Series. The manual is structured as follows:

The **Introduction** section provides an overview to the Education Management Systems Initiative (EMSI), its guiding principles, approach, the three modules within the EMSI and other materials which can be used to supplement what is contained in this manual. The section entitled **Introduction to Managing School Improvement** introduces the topic of Managing School Improvement and strategic planning, discusses the Objectives for the Module and outlines the sessions found therein.

**Sessions 1-15: Participants’ Notes and Trainer’s Notes** provide session-by-session instructional notes. It includes both the factual content of the course in the form of text and activities. Activities are found in boxes within the session and include instructions for participants to undertake the activity either on one’s own or in a group. At the end of each session, detailed instructions to trainers and organizers of a training course are included in a section called “Trainer’s Notes”. These Trainer’s Notes provide step-by-step instructions and tips concerning necessary preparations, introducing the session, timing, organizing activities and group discussions, and concluding the session. Trainers are expected to use this section in conjunction with the Participants’ Notes and the Workshop Handouts to conduct the training.

**Appendix A** provides all the necessary handouts for running all the sessions, as referred to within the sessions themselves. Workshop facilitators will need to use these materials as part of their preparations for training sessions.

**Appendix B** provides photocopyable templates and job aids that can be used by participants when implementing what they have learned into their day-to-day work.

**Appendix C** contains an evaluation form for training participant as well as for the trainers themselves.

### Legend

	<b>Objectives</b> —action oriented objectives are stated for the module as a whole and for each session
	<b>Rationale</b> —each session has a rationale that provides the basis for the activities and links it to prior and subsequent sessions
	<b>Duration</b> —time allocation for each session
	<b>Content</b> —presents key content to be address during each session

## INTRODUCTION AND OVERVIEW

---

	<b>Other Sources of Information</b> ---provides users with the cross reference to the TDMS Head teacher Training Series, which this Module supplements
	<b>Activity</b> —highlights a task to be carried out by the participant(s)
	<b>Handout</b> —indicates that the trainer should distribute a photocopied document to participants
	<b>Trainer's Notes</b> —to be used by the trainer in the planning and carrying out of each session
	<b>Time Breakdown</b> —within the Trainer's Notes, this divides the session into various components to help with timing during sessions
	<b>Materials</b> —lists the materials necessary for the trainer to use during each session
	<b>Preparation</b> —highlights planning tasks that must be done by the trainer PRIOR to the training
	<b>Procedure</b> —outlines for the trainer the facilitation process to be used in each session

### SPECIAL INSTRUCTIONS FOR TRAINERS

*THE SUGGESTIONS BELOW ARE DIRECTED TO YOU AS A TRAINER AND ARE OFFERED AS A SUPPORT FOR CONDUCTING THE WORKSHOP*

#### ORGANISING THE WORKSHOP

##### Tools and Equipment

The training team is responsible for making sure they have all the materials they need to conduct the workshop. Training teams should carefully review both the Trainer's Notes and Participants' Notes for each session to understand the equipment requirements. The following list gives a sample of some of the tools needed however, trainers will need to prepare their own checklist after checking against the Module being run.

Tool/equipment	Completed?
List of participants	
Administrative sign-in sheets	
Name badges or cards	
Flip charts and markers	
Sticky tape	
Sufficient copies of Modules and other reference materials	
Sufficient copies of Handouts needed for Activities	

## INTRODUCTION AND OVERVIEW

---

### Venue

The training team is responsible for selecting a venue that is appropriate for the number of participants and the training programme (i.e. is there enough room for small group work and plenary discussions?). Meals and other logistical arrangements should be arranged far ahead of time so that the workshop starts on time.

### The Workshop Agenda

The Module states clearly the amount of time needed to run each session (e.g. this module is designed to be completed in three days). Trainers are responsible for reviewing the Module and drawing up an agenda and time table. An illustrative agenda is shown below.

### Suggested Agenda Module 2

#### Day 1

8.30-9.00am	Arrival and Registration	(30 minutes)
9.00-10.00	Session 1. Introductions and Orientation	(1 hour)
10.00-11.00	Session 2. Review of EMS Initiative and Module 1	(1 hour)
11.00-11.30	Break	(30 minutes)
11.30-12.15	Session 3. Introduction to Module 2 – Managing Education Improvement	(45 minutes)
12.15-1.15	Session 4. Partnerships and Collaboration for Education Improvement	(1 hour)
1.15-2.15	Lunch	(1hour)
2.15-4.15	Session 5. Drafting Indicators: What is a Good School?	(2 hours)
4.15-5.00	Session 6. Reviewing Your Mission Statement	(45 minutes)

#### Day 2

8.30-9.55am	Session 7. Conducting a School Self-Assessment	(1hr 25 minutes)
9.55-10.55	Session 8. Using and Analyzing Data	(1hour)
10.55-11.25	Break	(30 minutes)
11.25-12.25	Session 9. Prioritizing Problems for Action	(1 hour)
12.25-1.25pm	Lunch	(1 hour)
1.25-2.25	Session 10. Designing Strategies and Solutions	(1 hour)
2.25-4.10	Session 11. Drafting a Plan of Action	(1 hr 45 minutes)

#### Day 3

8.30-9.15am	Session 12. Monitoring and Reviewing an SDP	(45 minutes)
9.15-11.15	Session 13. Understanding and Managing Change	(2 hours)
11.15-11.45	Break	(30 minutes)
11.45-12.45	Session 14. District Development Plans	(1 hour)
12.45-1.45pm	Lunch	(1 hour)
1.45-3.20	Session 15. Conclusion	(1 hr. 35 minutes)

**Total Module Time**

18 hours

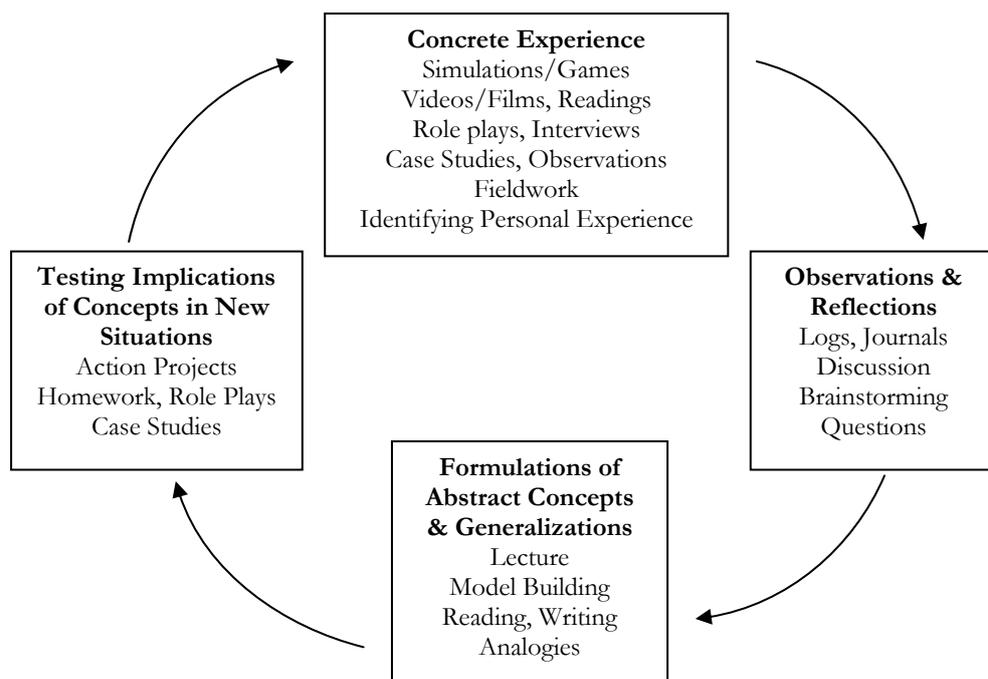
### Evaluation Tool

The module includes a valuable evaluation tool to be completed at the end of the workshop. Trainers are responsible for administering this tool at the close of the training workshop. The training evaluations serve as formative evaluation tools to inform programme designers in order to revise and improve the design and approach of the programme and the training materials.

### Notes on the Training Approach

The trainings have been designed based on the *Experiential Learning Cycle*. The cycle (shown below) follows a natural progression of learning and acknowledges that individuals learn through a variety of means.

Trainers also have their own learning preferences. Because of this they often unconsciously impose their preferred learning style on those they are training. The Cycle helps trainers to remember to employ a variety of training activities to engage all the learning modes of participants. The Modules are designed to capture many of these learning preferences, however, where you as a trainer see opportunities to increase learning through the use of a different learning mode, you are encouraged to try something different. Please ensure that the changes you make to activities take time considerations into account.



### Complementary Activities to the Training Modules

The training workshops are only one step in improving the performance of education managers and improving education quality. In order to ensure that knowledge and skills gained in the workshops are translated into changes in practice and attitudes, education managers need support once they return to their worksites. The Performance Improvement Toolkit for Education Managers contains a number of tools and activities for education managers to use between training opportunities. Trainers are expected to facilitate participants' uptake of these tools. Specifically, trainers should

- Develop work plans to provide support supervision to participants
- Facilitate the organization of peer to peer or mentoring support opportunities between school leaders
- Organize and facilitate Peer Group Meetings to follow up Action Plans developed by participants during trainings and utilize the Performance Improvement Toolkit to increase participants' learning between training sessions.
- Explain to the Education Managers the role of the Professional Development Plan in their own professional growth and that of the stake holders they work with.

## **WORKSHOP SESSIONS**

---



## SESSION 1— PARTICIPANT INTRODUCTIONS AND ORIENTATION TO WORKSHOP

### *Rationale:*

In the opening minutes of the workshop, the training team has the opportunity to establish a positive and collaborative working environment, and the tone that is established during this time can be critical to engaging the participants. Also, it is an appropriate time to discuss administrative matters and workshop ground rules. Finally, this session invites participants to share their expectations for the workshop.

### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Identify other participants, including some of those they did not know previously
- Outline key administrative issues and procedures related to the workshop
- Articulate the shared ground rules for behaviour during the workshop
- Discuss participants' general expectations from the workshop

 *Duration:* 1 hour

### *Content:*

#### **PARTNER INTRODUCTIONS**

Ask participants to pair-up with someone they know little or nothing about, and take three to five minutes getting to know each other, as they will need to introduce each other to the larger group, focusing on four things:

- 1—Their name
- 2—Designation
- 3—The greatest achievement they had in integrating lessons from Module 1: Leadership in Education into their work
- 4—The greatest challenge they faced in integrating lessons from Module 1: Leadership in Education into their work

#### **ADMINISTRATIVE MATTERS**

Explain to participants the administrative arrangements for the workshop, including meals and lodging, travel costs and anything else that is appropriate.

#### **WORKSHOP GROUND RULES**

Develop Ground Rules for the workshop. The Ground Rules should include the following plus any other rules agreed upon by the group.

**Workshop Ground Rules**

1. No side conversations
2. Telephones must be switched off
3. Participants and trainers **all** have the responsibility of ensuring that sessions begin and end on time
4. Respect the viewpoints of others
5. Speak loudly so all can hear
6. Participants should have their Handbook shut unless explicitly instructed by the trainer.

Ask participants if they accept the proposed ground rules and will commit themselves to them for the duration of the training.

**EXPECTATIONS**

Invite participants to carry out Activity 1.1 – Sharing Expectations.

 **Activity 1.1 – Sharing Expectations (15 minutes)**

It can be valuable for both participants and the trainer if participants share the expectations with which they arrive at a course. Spend three minutes reflecting on the following questions:

- When you were invited to this course on ‘Managing School Improvement’ – how did you think you might benefit from the course?
- What impact might the things you learn in this workshop have on your practice and performance as an education manager?

The trainer will assist you to share your ideas in a plenary session.

 **Trainer's Notes** 

 **Time Breakdown**

Introducing Participants	30 minutes
Administrative Matters	5 minutes
Ground Rules	10 minutes
Activity 1.1 - Sharing Expectations	15 minutes
<b>Total</b>	<b>1 hour</b>

 **Objectives**

- Identify other participants, including some of those they did not know previously
- Explain key administrative issues and procedures related to the workshop
- Articulate the shared ground rules for behaviour during the workshop
- Discuss participants' general expectations for the workshop



## Materials

Name tags, Flip chart stand, Flip chart paper, pens, adhesive



## Preparation

- Be sure you understand the administrative arrangements for the workshop
- Prepare a flipchart paper listing the 'Ground Rules'



## Procedure

### 1. *Introducing Participants*

It is essential to give participants a chance to get to know one another, and to create a relaxed and informal atmosphere conducive to activity-based learning. There are many potential ice-breaker activities which can serve this purpose. You might try asking participants to pair up with someone that they do not know and spend three to five minutes exchanging the following information.

1. Their name
2. Their job
3. The greatest achievement they had in integrating lessons from Module 1: Leadership in Education into their work
4. The greatest challenge they faced in integrating lessons from Module 1: Leadership in Education into their work

Participants can then briefly share the information with the group as a whole. Make sure everyone is wearing a nametag and that the name is written large enough for all to see easily.

### 2. *Administrative Matters*

Explain administrative arrangements for the workshop including: daily signing of attendance registers, meals, lodging, travel costs and anything else appropriate. Confusion over such matters can distract participants. A sample attendance register is provided.

### 3. *Ground Rules*

Engage participants in a discussion on the ground rules that they wish to adopt for the smooth running of the workshop. You may wish to display a prepared flipchart listing the following ground rules for participation in the workshop:

1. No side conversations
2. Telephones must be switched off
3. Participants and trainers have the responsibility for making sure that sessions begin and end on time.
4. Participants must respect all participants viewpoints
5. Participants and trainers must speak clearly and audibly



### SESSION 2—REVIEW OF EMS INITIATIVE AND MODULE 1: LEADERSHIP IN EDUCATION

*Experience is not what happens to a man, it is what a man does with what happens to him - Huxley*



#### *Rationale:*

Though this workshop is probably not participants' first encounter with the Education Management Strengthening (EMS) Initiative, it is valuable to review its aims and strategies and to reflect upon the Module 1 workshop. This session aims to re-familiarize participants with the EMS Initiative, its delivery model and its guiding principles. It also serves as a bridge between Module 1: Leadership and Module 2, giving participants the opportunity to review the aims of Module 1 and to share experiences from carrying out activities of their Professional Development Plans.



#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Explain the overview, delivery model and guiding principles of the EMS Initiative
- Identify participants' common experiences, challenges and successes in undertaking activities of their Professional Development Plans



*Duration:* 1 hour



#### *Content:*

Participants are encouraged to take a few minutes to scan the Introduction section of their Module and to review these sections in full before the end of the workshop.

### OVERVIEW

Following are some key points to note:

- The Education Management Strengthening (EMS) Initiative aims to expand the knowledge, skills and tools available as education managers' work to improve quality.
- The targets for this initiative are all education managers, including head teachers, deputy head teachers, education officers, inspectors, CCTs, and selected PTC staff.
- The Initiative creates opportunities for participants to reflect on their own attitudes and behaviours, examine how their actions and attitudes influence the way they do their work, and commit to actions which create positive learning environments.
- Training workshops are part of a larger package of activities designed to support professional practice at worksites. Complementary support activities could include job aids and tools for performance improvement, the utilization of Peer Group Meetings, peer-to-peer support, and on-site supervision.

### **GUIDING PRINCIPLES**

As outlined in the Introduction, the EMS Initiative is built upon a number of principles including:

- A focus on improving quality and pupil performance.
- A belief that the head teacher is special and through their leadership, management and administration, they have the power to define a school and its level of performance.
- The use of a Systems Approach which acknowledges the need to strengthen partnerships and builds the capacity of education managers at the school as well as district levels in order to effect positive change.
- The belief that both children and adults learn most effectively through activity and practice and not through passive listening.
- The need to employ a behaviour change approach to ensure that the knowledge and skills gained translate into new attitudes and behaviours.

The EMS Initiative employs the *Performance Improvement Cycle*. The Cycle employs both individual and group opportunities to:

- assess knowledge, skills, attitudes and overall performance;
- identify professional development goals;
- and bridge identified gaps.

The training workshops focus on building knowledge, skills, attitudes and professional networks in order to change behaviour, strengthen practice and improve performance. The foundation built during training can be maintained through continuous professional development activities (such as Peer Group Meetings) as well as behaviour change communication campaigns.

### **THE TRAINING MODULES**

The training programme consists of training modules focusing on the following core competency areas:

- Leadership in Education
- Managing School Improvement
- Managing School finances
- Managing the School curriculum

#### **Use of the Modules and other Materials**

A broad dissemination and use of the materials is encouraged. The modules are for use by trainers at the district and Primary Teachers' College levels. The materials are also designed to be used by managers or aspiring managers as self-study guides or resource materials for cluster level meetings, as well as training materials for head teachers and others to share with their colleagues.

#### **Reviewing Module 1: Leadership in Education**

The Modules are designed to complement each other, building the capacity of education managers throughout the system. The first module, Leadership in Education, concentrated on enhancing the capacity of managers to guide their institutions. As the foundation for Module 2, these skills will be used as institutions undertake a process of quality improvement, beginning with school improvement.

The Leadership in Education Module was based on the idea that effective schools, Coordinating Centers and district education offices are characterized by effective leadership and that the challenges to improving the quality of education in Uganda’s primary schools are many. Still, by working together, education managers can make the difference.

Education managers who practice critical leadership skills have the ability to assist those they manage and lead to use the opportunities that change provides, but they can only do this if they are self reflective about their own responses to change, their ability to lead others and possess other necessary leadership skills.

Module 1 aimed to foster these skills and create the opportunity for managers to step back from their busy work schedules and reflect on their practice as managers and leaders.

The Module and workshop culminates in each participant drafting a Professional Development Plan. Activity 2.1 – Review of Professional Development Plan invites you to revisit the plans you have been striving to implement, and gives you the opportunity to share your experiences with others. Don’t forget that you are involved in an on-going process of professional development and that you must continue to challenge yourself to improve!

### **Activity 2.1 – Reviewing Your Professional Development Plan (30 minutes)**

At the end of the last workshop you drafted a Personal Development Plan. This identified:

- Strengths that you would share with colleagues
- Priority areas for personal development
- Tools for Performance Improvement you would undertake at your worksite and activities you would attempt with others.

 Handout A is a template to help focus your reflections on each of these activities.

1. Spend 10 minutes individually reflecting on your efforts to implement your ‘Personal Development Plan’ and complete the template provided.
2. Spend 10 minutes discussing your efforts to implement your ‘Personal Development Plan’ with your neighbor at the table: *What were common experiences, challenges, and strategies?*
3. The trainer will lead a plenary session for 10 minutes to review the common experiences of the group as a whole.

### **Trainer’s Notes**



#### **Time Breakdown**

Review of EMS Initiative	20 minutes
Review of Module 1: Leadership	10 minutes
Activity 2.1 - Reviewing Your Professional Development Plan	30 minutes
<b>Total</b>	<b>1 hour</b>

### ✓ Objectives

- Explain the conceptual overview, delivery model and guiding principles of the EMS Initiative
- Identify participants' common experiences, challenges, successes and strategies in undertaking activities of their Professional Development Plans



### Materials

Flip chart stand, Flip chart paper, pens, adhesive.



### Preparation

- Write a flip chart paper with the Guiding Principles of EMS and other content material as needed.
- Photocopy enough copies of  Handout A (Professional Development Plan Review Template) for one per participant.



### Procedure

1. Present the rationale and objectives for the session.
2. Use the content of the section 'Overview' to reorient participants to the EMS Initiative. Where necessary ask participants to refer to their Handbooks.
3. Using a flip-chart, present the information contained in the section 'Guiding Principles of EMS', and invite comments and questions from participants.
4. Introduce review of Module 1 material using information in 'Reviewing Module 1: Leadership.' It is important that participants understand and appreciate the links between modules 1 and 2, how the skills obtained in the Leadership module will serve to facilitate the planning process introduced in this module.
5. Distribute  Handout A (Professional Development Plan Review Template) and ask participants to discuss experiences since the last training opportunity by carrying out Activity 2.1 - Reviewing Your Professional Development Plan.
6. In concluding the session, be sure to re-emphasize the need for participants to continue to be self-reflective and implement actions that will improve their management and leadership performance. Invite them to use this gathering as a chance to further share experiences and learn from each other. Tell them that they will be asked to revise their Professional Development Plan at the end of the workshop.





### SESSION 3—INTRODUCTION TO MODULE 2: MANAGING SCHOOL IMPROVEMENT

#### *Rationale:*

This session presents the overall objectives of Module 2. The concept of the Education Improvement Cycle, which runs throughout the course, will also be introduced.

#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Understand and be able to state the objectives of EMSI Module 2: Managing School Improvement
- Be able to explain in broad terms the concept of the ‘Education Improvement Cycle’

#### *Duration:* 45 minutes

#### *Content:*

### INTRODUCTION

Universal Primary Education (UPE) is one of Uganda’s greatest achievements in recent years. Now that access to primary school has been improved, emphasis is shifting to ensuring the quality of education delivered. Defining, establishing and maintaining quality education is an on-going process involving collaboration between community members, education professionals and pupils. The core business of every school is to deliver quality education to its pupils and the core responsibility of head teachers and all managers in education is to ensure that this happens. To do this, head teachers, SMC members and education officers, inspectors, and CCTs will need the following knowledge, skills and strategies, which make up the objectives of this module.

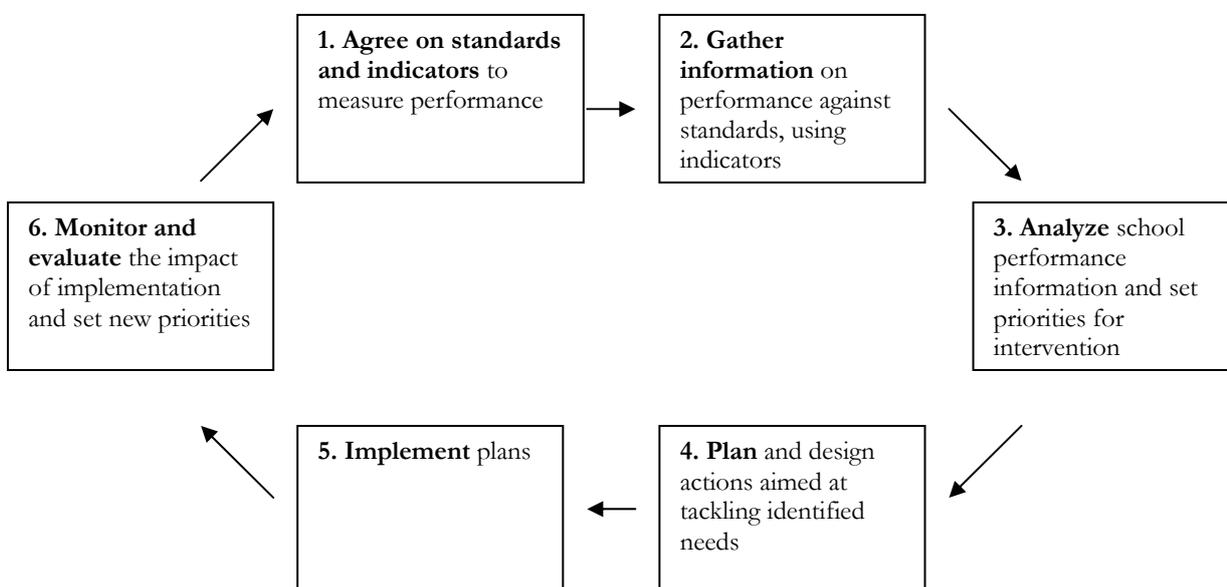
### OBJECTIVES OF MODULE 2: MANAGING SCHOOL IMPROVEMENT

Upon completion of the sessions and activities of this module, participants should be able to:

- Explain and use the concepts of the Education Improvement Cycle and a School Development Plan
- Implement strategies to promote and build stakeholder participation in School Improvement and School Development Planning
- Develop draft quality indicators applicable to the local level
- Perform a self-assessment of school performance
- Prioritize problems and issues for inclusion in a School Development Plan
- Use data to analyze problems and issues faced by a school
- Design strategies and solutions for problems that their schools face
- Facilitate and draft a Development Plan for their own institution
- Formulate strategies for regular monitoring of SDP implementation at school level
- Identify barriers to change and strategies to overcome them

### THE EDUCATION IMPROVEMENT CYCLE

It is now widely accepted that improvement in education proceeds by continuous cycles of action and reflection. The process can be broken down into six steps:



#### Activity 3.1 – Education Improvement Cycle Activities (15 minutes)

Work in pairs on the following task: Review the six steps in the ‘Education Improvement Cycle’ above, share experiences that you have had in the last year in your own institution carrying out activities related to the steps.

After 10 minutes, the trainer will ask you to briefly share your answers to the following questions in plenary:

- Which steps in the cycle do you engage in most often and why?
- Which steps in the cycle are you presently neglecting and how could this be remedied?

### DISCUSSION POINTS

Note the difference between engaging in individual activities and a *cycle* of improvement. The Education Improvement Cycle entails a strategic approach to reflecting, planning, acting, and again reflecting that goes beyond the simple implementation of activities. A cycle is a process that never ends. Effective education managers continue to use the cycle to learn and use that learning to revise plans and improve their institutions.

### THE SCHOOL DEVELOPMENT PLANNING PROCESS

Head teachers were introduced to a number of the steps in the cycle in Unit 1.5 of the Head teachers’ Training Series, which discusses Planning and Evaluation. This module builds on that Unit and goes into the planning process in more depth and leads participants through the cycle using a Case Study.

A School Development Plan (SDP) is a practical plan that is created using the steps of the Education Improvement Cycle. This module provides practical advice on how to draft,

implement and review an SDP. The same process should be used for drafting plans at the district and PTC level. It will guide you through how to address each of the six steps in the Education Improvement Cycle. As the core function of any school is to deliver quality education, an SDP should focus on this goal. The components of an SDP are:

- Establishing a vision through the development of a Mission and review and or drafting of quality indicators
- A statement of the key challenges and opportunities that a school faces in improving quality
- A prioritization of these problems for action
- Key objectives for school improvement and their indicators of success
- A plan of activities aimed at addressing key challenges
- Allocation of responsibility
- Timeframes
- Identification of budget and resource implications
- Systems of monitoring implementation
- A system for the regular review of progress and the revision of the plan

When drafting an SDP the *process* is just as important as the product. It presents a golden opportunity for a school community to come together, reflect, and build a shared vision and sense of direction. The activities in this manual have been carefully designed to be as simple, engaging and participatory as possible. Try to involve a broad range of stakeholders in the process not just the staff and SMC members.

The *quality* of the product is also very important. The SDP should:

- present plans in sufficient detail for implementation to be easily monitored
- put into action the school's Mission Statement
- include objectives, activities, and indicators of success, persons responsible, time frames and a budget
- inform the drafting of a school's annual budget
- be consistent with other school and ministry policy documents
- be a 'living document,' which is regularly reviewed

### **REVIEWING YOUR SCHOOL DEVELOPMENT PLAN**

Progress in implementation should be reported as part of routine meetings of the staff, SMC etc. As objectives are met new ones must be developed to maintain continuous improvement. A major review should take place at least once a year. Ideally the review should take place immediately prior to drafting the annual school budget. Each annual review should begin with an evaluation of the progress in achieving the objectives of the previous year.

### **BROADER USES FOR SCHOOL DEVELOPMENT PLANS**

SDPs are not only of interest to managers at school level. They help all education managers to gain a better understanding of realities on the ground, to establish policies and practices that are appropriate at the school level, to ensure an appropriate allocation of resources, and to develop district plans.

SDPs are of crucial interest to district education officials.

- Before a school is inspected, education officials should familiarize themselves with its SDP. The SDP should influence the agenda of an inspection since it articulates the school's goals for improvement at the time of the inspection.
- After a school has undergone inspection, a school can address the findings of an inspection report by reviewing and amending its school development plan.
- SDPs should inform the planning of services delivered to a school by the District Office. For example, if a school prioritizes improvement of science results in its SDP then this should be communicated to the relevant CCT, or if a school prioritizes the development of parental participation in fund-raising, then this should be communicated to the County Inspector, and so on. District officials should therefore regularly review SDPs as part of their planning activities.

This module uses the School Development Planning process as a means for practicing the on-the-ground application of the Education Improvement Cycle for two key reasons:

1. As quality is the goal of the education system, all managers within the system should have and utilize the skills of developing an SDP, especially as you have a role to play in supporting the SDP process.
2. The SDP process serves as a “micro-example” of the planning process that is used at other levels of the education system. As such, district- and college-based managers can use the skills gained by carrying out the SDP process as you undertake your own planning process.

### **DISTRICT AND COUNTY/SUB-COUNTY DEVELOPMENT PLANS**

The process described here for drafting and refining a school development plan should also be used for developing similar development plans at District and County levels. Education managers at those levels could collaborate in peer group sessions to most effectively draft their development plans.

### **SUMMARY OF KEY POINTS**

- Managing Quality of educational delivery is the core function of any head teacher or manager in education.
- Education improvement proceeds through a cycle with the following steps: 1. Agreeing on standards and Identifying indicators, 2. Gathering information, 3. Analyzing information, 4. Planning, 5. Implementation, 6. Monitoring. Note that, as improvement is on-going, Step 6 is followed by Step 1—this time reviewing standards and indicators—and Step 2—assessing progress—and so on.
- A School Development Plan contains the following information: problems or issues to be addressed, activities, indicators of success, monitoring plans, persons responsible, timeframes and resources required.
- An SDP should bring stakeholders together to build commitment to common objectives and the actions needed to achieve these objectives.
- SDPs within a given district should serve as tools for district- and college-based managers to outline their own development plans.
- Applying the Education Improvement Cycle to development plans are good practice at all levels of the education system.

## Trainer's Notes

### Time Breakdown

Introduction	5 minutes
Presentation of workshop objectives	10 minutes
Activity 3.1 - Education Improvement Cycle Activities	15 minutes
Presentation on School Development Planning	15 minutes
<b>Total</b>	<b>45 minutes</b>

### Objectives

- Understand and be able to state the objectives of Module 2: Managing School Improvement
- Be able to explain in broad terms the concept of the 'Education Improvement Cycle'

### Materials

Flip chart stand, Flip chart paper, pens, adhesive.

A prepared flip-chart of the objectives of Module 2, the Education Improvement Cycle, and any other content the trainer feels is necessary.

### Preparation

- Prepare a flipchart paper with the objectives of Module 2
- Prepare a flipchart paper with the Education Improvement Cycle (note that this cycle should remain on the wall and visible throughout the workshop)

### Procedure

1. Introduce the session using material from the 'Introduction' section.
2. Use a prepared flip chart paper and take five minutes to present the objectives of Module 2. Take questions for clarification. Compare these objectives with the expectations that were previously listed by participants.
3. Present the concept of the Education Improvement Cycle with direct reference to the relevant content in the text and using the flipchart as a visual aid. Tell participants that the flipchart will remain posted where it can be referred to throughout the workshop.
4. Ask participants to do Activity 3.1 - Education Improvement Cycle Activities. Guide a plenary discussion using the questions in the activity box, introducing or reinforcing (as appropriate) the content of the Discussion Points.



## SESSION 4—PARTNERSHIP AND COLLABORATION FOR EDUCATION IMPROVEMENT

### *Ebikumu ebibiri nebita ensekere (Lusoga)- Two heads are better than one*



#### *Rationale:*

As a leader, the success of your institution's Development Plan will depend to a large extent on your capacity to mobilize the commitment and support of a wide range of educational stakeholders.



#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Identify and describe key stakeholder groups and their roles in development planning
- Identify strategies for increasing the involvement of various stakeholder groups in the School Development Planning process



*Duration:* 1 hour



#### *Other Sources of Information:*

Additional reading on this topic can be found by revising/reading through Module Four of the Head teacher Training Series.



#### *Content:*

### THE IMPORTANCE OF COLLABORATION

The education system in Uganda is a large, complex structure whose success depends on many different parts and people performing not only effectively but also collaboratively. Activity 4.1 below helps you to think about the systematic nature of education and to consider how improved relationships among education stakeholders might lead to improvement in schools.



#### **Activity 4.1 – Roles and Relations in Education Improvement (45 minutes)**

Work in groups of four or five.

You will need: newsprint, marker pens, 12 postcard-sized pieces of card, adhesive.

Instructions

1. Write the name of each of the following stakeholder groups as a title at the top of each separate piece of card: Local Government, District Education Office, Inspectors, CCTs, Foundation Bodies, SMCs, Head teachers, Teachers, Pupils, Parents, School Community, NGOs.

2. Briefly discuss contributions that each group can make to education improvement.
3. Arrange the cards on the newsprint sheet in a way that you think properly represents the relationship between each stakeholder group.
4. Draw arrows on the newsprint to which group has most direct influence on which other group. The thickness of the arrow should denote the degree of influence; that is, if a position has much influence over another, the arrow should be thick. Note that it is possible that there will be two arrows between two cards, one thicker and one thinner, in cases where the positions influence each other but to different degrees.
5. Discuss the nature of the type of influence that exists, and how that influence informs the relationship between the two stakeholders. For example, if the influence is one of oversight or authority, it may be more difficult for the relationship to be cordial and collaborative. How might the relationship be altered so that it is more of a partnership?
6. After about 20 minutes the trainer will ask groups to stick their papers to the wall of the venue and undertake a ‘gallery walk,’ meaning that you walk around the venue in your groups reviewing other groups’ work and comparing it with your own.
7. Finally the trainer will lead a discussion on the similarities and differences between the product of different groups, and strategies for enhancing the participation of each group in each stage of the Education Improvement cycle.

### DISCUSSION POINTS

It is very likely that this activity will highlight the integrated nature of work each education stakeholder is responsible for. For example, consider the many direct and indirect influences that a District Education Officer has on other stakeholders. If the DEO chooses to carry out his work in a different, perhaps more participatory, way consider how this might impact relationships throughout the system. Similarly, the exercise should bring out the importance of there being an effective relationship between inspectors and CCTs and between parents and teachers.

This discussion about roles and responsibilities also affirms the value of collaboration in order to achieve common goals. Certainly no one would disagree that the goals of the various stakeholders differ greatly; hence the importance of effective coordination and collaboration.

### HOW THE MINISTRY DEFINES STAKEHOLDER ROLES

The expected roles of different stakeholders are defined in the MOES publication – *Enhancing UPE: A Stakeholders Handbook* (2004). This information may serve as a useful reference as you reflect on Activity 4.1 and consider how different stakeholders might improve their collaboration. The roles can be found in the Photocopiable Resources section (Appendix B) of this manual. You will want to review these in your spare time.

### SUMMARY OF KEY POINTS

- A range of educational stakeholders have a role to play in School Development Planning – including: Local Government, District Education Office, Inspectors, CCTs, Foundation Bodies, SMCs, Head teachers, Teachers, Pupils, Parents, School Community, NGOs.
- With so many stakeholders with differing goals coordination and collaboration is very important.
- The expected roles of each stakeholder group are defined in the UPE Guidelines.

## Trainer's Notes

### Time Breakdown

Introduction	5 minutes
Activity 4.1 - Roles and Relations in Education Improvement	45 minutes
Conclusion	10 minutes
<b>Total</b>	<b>1 hour</b>

### Objectives

Participants will be able to

- Identify and describe key stakeholder groups and their roles in school development planning
- Identify strategies for increasing the involvement of various stakeholder groups in the School Development Planning process

### Materials

Flip chart stand, Flip chart paper, pens, adhesive.

12 postcard-sized pieces of card for each group to do Activity 4.1

### Preparation

### Procedure

1. Present the rationale for the session and introduce Activity 4.1 - Roles and Relations in Education Improvement.
2. Ask participants to do Activity 4.1 as described in the Participants' Notes. Allow groups to work together for 30 minutes. Make use of the section 'How the Ministry Defines Stakeholder Roles' as reference material during plenary discussion. However do not attempt to make a direct presentation of this material. It is intended for reference only, and you should encourage participants to review it in their spare time.
3. Conduct a Plenary discussion comparing and contrasting the groups' work. The plenary discussion is sure to be rich, especially as the activity highlights how the education sector functions as a system. Be sure to use the Discussion Points in the text when guiding the discussion. Help participants reflect on strategies for increasing all stakeholders' participation in the Education Improvement Cycle and SDP development.
4. Conclude the session using the 'Summary of Key Points'. Ask participants if they would like to suggest any other key points.



## SESSION 5—INDICATORS: WHAT IS A GOOD SCHOOL?

### *Kit aber kato lonyo (Langi) - A good name is better than wealth*

#### *Rationale:*

This session builds on the work done in Module 1 on practicing developing a Mission Statement. In order to develop an action plan, whether for a school or a district education office, it is important to know where one wants to go—What is the plan going to change? What will be its indicators of success? This session asks participants to look more closely at indicators of quality.

#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Compare and contrast a draft list of Characteristics of a Good School with the Ministry of Education and Sports’ Basic Requirements and Minimum Standards Indicators list
- Draft indicators for measuring quality at the local level

#### *Duration:* 2 hours



#### *Other Sources of Information:*

Additional reading on this topic can be found by revising/reading through Certificate in Teacher Education Proficiency (CTEP) for teacher educators: Books of readings: Theme 6

#### *Content:*

### **INDICATORS FOR QUALITY EDUCATION**

A School Development Plan (SDP) is a plan for improving the quality of education offered by a school. Before starting to draft such a document it is important to have a common understanding of how one will measure quality.

The Ministry of Education and Sports has published a set of minimum standards and indicators that should be available at every education institution. A review of the level of each standard will give an indication as to whether the school is “of quality” or not. Indicators enable us to measure performance to see whether a school has achieved the standards that are set to ensure quality. Indicators and standards can also be set at the local level.

In previous UPHOLD-sponsored workshops participants have identified a list of characteristics of a quality school. This list of characteristics can be further defined to serve as quality indicators, which can be used at the local (school) level to determine whether quality exists or not. You should undertake this exercise with your school and school community as part of developing your SDP.

**What is an Indicator?** Indicators help one to measure change over time. An indicator has been defined as follows:

An indicator is “a specific, observable, and measurable characteristic or change that shows the progress a program is making toward achieving a specified outcome.”<sup>2</sup>

Here are some examples of indicators for a school or education system:

- At least 75% of pupils achieve 50% scores in Maths and English
- Every school should have at least one recommended textbook per child
- All head teachers should conduct and document at least five class supervisions per week

### **Activity 5.1: Drafting Quality Indicators for a School (1 hour)**

Divide participants into six groups of approximately equal numbers. Each group will:

- Review the list of Characteristics of a Quality School found in  Handout B (Characteristics of a Quality School) and the list of MOES Basic Minimum Standards Indicators categories below:

#### **MoES Basic Minimum Standards Indicators categories**

1. Overall Management
2. Structures and Facilities Provision
3. Staff Organization and Development
4. Teaching and Learning Processes, Organization and Management
5. Co-curricular Activities Organization and Development
6. Student Organization and Development
7. Finance Generation and Management
8. Institution-Parents-Community Organization and Development
9. Health, Sanitation and Environment Organization and Development
10. Discipline Management and Development
11. Time Organization and Management
12. Institution Safety and Security Organization and Management

- Discuss briefly the similarities and differences between the two lists: Do they cover the characteristics of quality? Is there anything missing?
- The trainer should assign each group two of the indicator categories in the above MoES list. Using the Characteristics of a Good School found on in the Appendix, each group should draft three indicators for the two categories they have been assigned. Write your group’s indicators on a flip chart and post it on the wall.
- After about 30 minutes, conduct a ‘gallery walk’, meaning that you should move around the venue as a group comparing what you have done with what other groups have done.
- In a plenary discussion discuss the following:
  - a. *Do you think that pupils, parents, teachers, SMCs and the community would agree with these indicators?*
  - b. *Recall the activity on stakeholder perspectives in the previous session. How do we ensure that their views are adequately represented?*
  - c. *To what extent is it currently possible to measure these indicators? Who should measure them? How often?*

---

<sup>2</sup> See *Centres for Disease Control Website* at: [www.cdc.gov](http://www.cdc.gov)

### DISCUSSION POINTS

In Uganda, the Education Standards Agency (ESA) has the responsibility of assuring the quality of education nationwide. They are a semi-autonomous department of the Ministry of Education and Sports. ESA provides guidance and support for inspectors nationwide and has developed a set of quality standards and indicators that are used to evaluate the performance of schools.

When setting standards of quality and identifying indicators the perspectives of the following should be taken into account:

- National standards, such as those defined by the Education Standards Agency
- International or regional standards and indicators for education quality
- The perspectives and opinions of the school community

Using your understanding of what constitutes quality; let's refer back to the stakeholder groups we discussed in Session 4. At that time, we considered especially the relationships between stakeholder groups, though we began with a brief look at their contributions. The community (via the SMC, parents and the PTA) has an important role in monitoring the school and ensuring quality. In many Ugandan primary schools communities, along with other stakeholder groups, currently do not fulfill their role in ensuring quality. Education managers must put effort into helping communities to play a more constructive and contributory role in their schools.

Now that we've looked at some quality indicators and how achieving quality can be ensured, we will consider a Case Study. This Case Study will be used throughout the rest of the sessions and activities in this Module to help you learn how to develop School Development Plans and use the Education Improvement Cycle.

### **Activity 5.2 The Katwe Case Study (25 minutes)**

Work in the same groups as in the previous activity. Read the following case study and reflect as a group on the questions that follow.

-----  
**KATWE SCHOOL CASE STUDY**

Katwe School is a primary school. It is reached by driving 32 km off the main road down a murrum road that in the rainy season is very muddy. It was established in 1991. It caters for all seven primary grades but only has four classrooms. It has seven teachers including the head teacher. The mission statement is painted on the wall outside the head teacher's office. It reads – "To provide the best education so all pupils achieve their best." However the previous head teacher developed the statement five years ago. The paint is crumbling now and people hardly notice it any more.

P2 and P3 share one classroom and P5 and P6 share another class. P2 and P3 together constitute 113 pupils. The P2 and P3 teachers take it in turns to teach this large group. The pupils are crammed five to a desk, with not enough benches for all to sit and no room for teachers to circulate. "Luckily," according to one of the teachers, "as many as 30 pupils are absent on any one-day." This teacher, who is untrained, finds that to keep order in such a large group she has to resort to chalk and talk, anyway she only has 10 textbooks for the class. She once tried group work, after a workshop had inspired her to do a science lesson in groups. However there was so much noise that the head teacher ordered her to put the desks back in rows. Her colleagues teased her about trying to be "too clever". There are few visual aids on any of the classroom walls since the classroom doors cannot be locked after hours and such displays have been vandalized in the past.

Recently P7 pupils protested about the brutal use of corporal punishment by one of their teachers. The teacher, related to the chairperson of the School Management Committee (SMC), was not removed. Corporal punishment is still widely used in the school, although it is now illegal. Parents expect teachers to use it, and view the P4 teacher who never uses the stick as weak. His classes are noticeably noisier than others are, however his pupils do well in exams.

There is a split in the community between supporters of the Chair of the SMC and supporters of his brother who is arguing that he should hold the post of Chair. The latter group boycotts SMC meetings, refuses to help in mobilization activities and in providing materials for the school and pupils. The head teacher is trying to play a mediatory role.

The head teacher is well respected in the teaching community. He keeps a tidy office. He maintains up-to-date records of income and expenditures; however no one in the SMC is knowledgeable enough to monitor the accuracy of these records. He was keen on Inspectors and others to work in his school. But in three visits the inspectors never found him there and of the other six teachers the average attendance was three. The pupils could be seen wandering around the school compound and through the trading centre at any time of day. The school is not fenced and two stances in the latrines are blocked. Pupils always seem to have an excuse to be out of school grounds. Anyway with no proper timetable and lesson planning in P5 and P6 and their teacher being the head teacher it is hard for anyone to discipline them.

The head teacher seems to spend a lot of his time at the District office clarifying directives received by his school, attending meetings called at short notice by the District and in meetings with the local community. In his absence, leadership at the school is lacking. Four of the teachers have requested transfers to other schools.

-----  
After you have finished reading, reflect on the situation at Katwe. Consider how Katwe is similar to and different from your school, or schools that you work with. Also, think about how the quality indicators drafted earlier in the session could be used to assess whether Katwe School was a “quality school.” Which ones would be most useful to apply to Katwe to help you measure its level of quality?

If you are a head teacher, the indicators that you have applied in this case study can also be applied to your own school when you work on your own School Development Plan. **But remember that if you want commitment from other stakeholders in your school community you must also take into account their perspective on what ‘quality’ in education means. You should do this by conducting Activity 5.1 with them.**

### SUMMARY OF KEY POINTS

- Indicators enable us to measure performance to see whether a school has achieved the standards that are set to ensure quality.
- In Uganda, ESA has responsibility for ensuring quality and has set standards.
- Different stakeholders have differing perspectives in defining quality education and these should be reconciled before developing a School Development Plan.

## Trainer's Notes

### Time Breakdown

Introduction	15 minutes
Activity 5.1 - Drafting School Quality Indicators	60 minutes
Discussion	15 minutes
Activity 5.2 - The Katwe Case Study	25 minutes
Conclusion	5 minutes
<b>Total</b>	<b>2 hours</b>

### Objectives

- Compare and contrast a draft list of Characteristics of a Good School with the Ministry of Education and Sports' Basic Requirements and Minimum Standards Categories list
- Draft indicators for measuring quality at the local level

### Materials

Flip chart stand, Flip chart paper, pens, adhesive

### Preparation

Prepare photocopies of  Handout B (Characteristics of a Quality School)

### Procedure

1. Present the rationale and the content under "Drafting Indicators for Quality Education," noting that we are at *Step 1 of the Education Improvement Cycle*.
2. Distribute  Handout B (Characteristics of a Quality School) and ask participants to do Activity 5.1 -Drafting School Quality Indicators. Divide the participants in groups of five or six. They should compare the list on the handout with the MOES list of Minimum Standards in the Module. Assign each group two categories from the list of Minimum Standards and using the Characteristics of a Good School ( Handout B) draft three indicators under each of the two categories. Have the groups post their work.
3. Ask the groups to take a 'gallery walk' to view each other's work. Lead a plenary discussion using the questions found in Activity 5.1.



## SESSION 6—REVIEWING YOUR MISSION STATEMENT

### *Lagada yil ki wadi (Luo)- Together we achieve more*

#### *Rationale:*

A common characteristic of effective leaders and education managers is the ability to build and sustain a vision for their school or institution. Much of this session reiterates and builds upon Session 6 of EMSI Module 1, which provided guidance on drafting and or revising a mission statement. Those participants who did not arrive with a draft mission statement for their institution will observe and learn from others.

#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Articulate the link between the drafting of a mission statement and the preparation of a School Development Plan
- Reflect on the process of preparing a Mission Statement for their institution

 *Duration:* 45 minutes

#### *Other Sources of Information:*

Developing a School Mission and Objectives is covered in the Head teacher Training Series, Unit 1.1.

#### *Content:*

### **MISSION STATEMENTS AND SCHOOL DEVELOPMENT PLANNING**

A well-drafted Mission Statement describes what an institution aspires to be. If we think of education improvement as a journey, the mission statement together with quality indicators should describe the *destination* you want to reach. A School Development Plan (SDP) serves as the *roadmap* for its personnel and stakeholders to use to along the path of improvement. Thus, a mission statement is a first step in developing an SDP (or appropriate development plan for a district or college).

A mission statement;

- is inspirational and motivational;
- captures the purpose and aspirations of those who work at, contribute to and benefit from the institution;
- should be widely displayed and therefore they should be carefully worded, even a little poetic!

- should be developed by a full range of stakeholders. In the case of a school, the input of the community, the School Management Committee (SMC), and staff are particularly important.

Mission statements easily become stale. It may have been painted on the school wall so long ago that nobody notices it any more. If a mission statement already exists, it should be reviewed as a first step in drafting a development plan. It is important to check if a statement is shared and has been developed in an inclusive way. Starting the SDP process with a mission statement which has been developed by a head teacher on his or her own will not be a strong base for a collaborative and therefore effective planning process.

### **Activity 6.1 – Mission Statement development process (35 minutes)**

Having undertaken the process of reviewing and or developing an institutional mission statement following completion of Module 1: Leadership in Education, this activity allows participants to reflect on and share their experiences. Those participants who do not have a mission statement can benefit from the experience of others, in preparation for carrying out the process following this workshop.

In groups of four or five, share your experiences and reflections. Below is a list of questions that might guide your work. It is not intended that you will respond to each question, choose three or four to stimulate discussion in your group.

1. What is the mission statement of your institution? In what ways do you feel that this mission statement is particularly suited to your institution? When was it developed? (Was it developed or revised since the last workshop?)
2. Who was involved in the drafting and editing of the mission statement (be specific), and what are their roles with the institution?
3. What process was used? If you carried out activities suggested in Module 1, which ones did you use? Which were the most useful? Describe your experiences with those activities.
4. What role did stakeholders (especially those not employed by the institution) play in the process? How did you get them involved?
5. Was it difficult to find consensus in drafting and editing the mission statement? Why or why not?
6. How were final decisions about the mission statement made and who made them?
7. What advice do you have for others who will be drafting mission statements for their institutions?

The trainer will lead a brief plenary discussion for participants to share experiences.

### **DISCUSSION POINTS**

The experience of each institution in developing a mission statement, much like the institutions themselves, is likely to be different. Sharing experiences should be a means of reaffirming the process used in an institution, and will hopefully encourage others to initiate such a process with their colleagues and stakeholders.

You may want to take a look at the mission statement of Katwe School (the Case Study school in Session 5) and consider it. You may even try to imagine the responses of Katwe School stakeholders to the questions of Activity 6.1. Now that you have an image of Katwe School (from the narrative) and you know where the school hopes to be going (from the mission statement), you are ready to move ahead with more assessment and analysis of Katwe. In the subsequent sessions, you will continue to use the information from the Katwe School case to practice developing an SDP.

You may enter the Mission Statement for Katwe School into Section 1 of the School Development Plan Template ( Handout C). This tool will be used throughout the workshop, providing you with a model and experience for using the template with your colleagues and other stakeholders once you return to your institution.

### SUMMARY OF KEY POINTS

- Education Improvement planning should begin with the development or review of an institution’s mission statement.
- A School Development Plan is the *roadmap* for realizing an institution’s mission statement.

## Trainer's Notes



### Time Breakdown

Introduction	5 minutes
Activity 6.1 - Mission Statement Development Process	35 minutes
Conclusion	5 minutes
<b>Total</b>	<b>45 minutes</b>



### Objectives

- Articulate the link between the drafting of a mission statement and the preparation of a School Development Plan
- Reflect on the process of preparing an SDP



### Materials

Flip chart stand, Flip chart paper, pens, adhesive.



### Preparation

- Participants are expected to bring a copy of their Mission Statement
- Prepare copies of  Handout C (School Development Planning Template)



## SESSION 7—CONDUCTING A SCHOOL SELF-ASSESSMENT

*Arum obutu kec I kom bonyo (Luo)- Make hay while the sun shines*

### *Rationale:*

Once institutions have a clear understanding of what the indicators of quality are and have a well-articulated mission statement that outlines the ultimate goal of the institution, they need to base a development plan on an accurate and objective assessment of the present situation. This session provides participants with a number of methods that they can use to undertake this assessment.

### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Identify and interpret multiple sources of institutional self-assessment information that can inform Development Planning
- Use and interpret a school self-evaluation instrument
- Perform a SWOT analysis

 *Duration:* 1 hour 25 minutes

### *Content:*

#### **SOURCES OF INFORMATION FOR SCHOOL SELF-ASSESSMENT**

Your institution's mission statement describes the destination that you hope to reach. The next step is to evaluate the present situation—the starting point of your journey! The capacity to accurately and objectively evaluate the performance of your own institution, and pinpoint the issues deserving of most urgent attention, is an important skill for any education manager. As a prelude to development planning, it is important that you review and discuss all the information and evidence that you have available regarding current performance. Different types of institutions will undoubtedly gather slightly different types of information from various sources. For schools those sources might be divided into two categories. Both kinds of evidence should be used.

Sources that are *externally* generated such as:

- Inspection reports
- Examiners reports
- District reports on the performance of schools
- National reports on school performance

*Internally* generated evidence such as:

- Internal reports written by teachers and head teachers
- Internal analysis of pupil performance

- School policy documents
- Minutes of meetings
- Self-evaluation instruments

The following activities can also help identify the strengths and weaknesses of a school. The school self-assessment instrument is intended to stimulate broad thinking about the strengths and weaknesses of a school, and to identify areas that should be addressed in an SDP.

 **Activity 7.1 – School Self-Assessment Checklist (20 minutes)**

1. With other participants from your school, complete  Handout D (School Self-Assessment Checklist) for your school. If you are a manager from a district, county or college, practice using the Checklist by completing it for one school in your coverage area. Completing the Checklist should take approximately 15 minutes.
2. When you have completed the self-assessment, share your findings informally with one or two participants sitting near you. Ask yourselves: *Where is the school strong? Where is it weak?*
3. The trainer will ask participants to share general observations about the checklist and about the information gathered.

**SCHOOL SELF-ASSESSMENT CHECKLIST**

Key: 4=strongly agree 3=agree 2=disagree 1= strongly disagree

	Level			
	1	2	3	4
<b>1. Pupils Progress</b>				
1.1 Pupils work demonstrates that they perform academically to their full potential				
1.2 Girls and boys perform equally well across the curriculum				
1.3 Children with special needs are able to realize their full potential				
1.4 All pupils enrolled attend school regularly				
1.5 Pupils do not drop out of school				
1.6 Pupil attendance is encouraged and monitored				
1.7 There is evidence that pupils eat at least one good meal a day				
<b>2. Teaching and Learning</b>				
2.1 Teacher are always in attendance and punctual				
2.2 The school has a timetable which is followed – All classes start on time				
2.3 Teaching and learning takes place for the established number of days and hours per day				
2.4 Teachers present the full range of subjects and content prescribed by the syllabus				
2.5 Teachers employ a variety of teaching methods				
2.6 Learning takes place through pupil activity				
2.7 Pupils are encouraged to bring their own ideas and experiences into the classroom				
2.8 Teachers employ a variety of thought provoking questioning techniques				
2.9 Teachers plan their lessons thoroughly				
2.10 Teachers collaborate effectively on planning, teaching and assessment				
2.11 Teachers have sufficient subject knowledge				
2.12 Teachers set meaningful homework tasks				
2.13 Teachers reflect on, and evaluate, their own practice				
2.14 Teachers use a variety of approaches to the continuous assess the pupils' work				
2.15 Parents are kept informed about their children's' progress				
2.16 Consistent discipline is applied and positive behaviour is reinforced				

<b>3. School Leadership &amp; Management</b>				
3.1 The head teacher and leadership demonstrate commitment and professional skill				
3.2 The school vision/mission is communicated to the school community				
3.3 The school has a Development Plan that is actively implemented				
3.4 Frequent and productive staff meetings are held				
3.5 Teachers are regularly appraised				
3.6 Administrative systems in the school office are orderly and up to date				
3.7 There are effective systems for curriculum management/monitoring teaching and learning				
3.8 There are effective systems for developing teachers' professional skills				
3.9 The school has a budget which is approved by the SMC				
3.10 The school keeps thorough financial records				
3.11 The school accounts are audited every year				
3.12 The SMC has the skills to contribute positively to the development of the school				
3.13 The school has a clear policy to minimize the impact of HIV/AIDS on the school community				
<b>4. School Environment &amp; Resources</b>				
4.1 The school grounds are well maintained				
4.2 The buildings, particularly the toilets, are clean and in good repair				
4.3 Classrooms provide a stimulating learning environment				
4.4 Classroom comfortably accommodate the number of pupils				
4.5 The school creates a safe environment for pupils and teachers (fencing, gates, guards)				
4.6 Textbooks and other books are available and are effectively used				
4.7 Teachers make their own teaching resources				
<b>5. Parental Involvement</b>				
5.1 Parents are encouraged to participate fully in the life of the school				
5.2 Teachers are receptive to ideas put forward by parents				
5.3 Parents are involved in fund-raising activities at the school				
5.4 Parents contribute to decisions in the school				
<b>6. Institutional culture</b>				
6.1 There is a sense of equality and fairness in the school				
6.2 There is a sense of identity and pride in the school				
6.3 Positive relationships are established between pupils, both in the classroom and at play				
6.4 Staff and pupils contributions to the life of the school are recognized and praised				
6.5 Extra-mural activities are well-planned and well-attended				

### DISCUSSION POINTS

The School Self-Assessment is a tool that can be used by a group of stakeholders who observe and reflect upon the current situation at a school. It is most effectively used in a discussion format, where stakeholders discuss and develop consensus about the rating of each category.

#### Activity 7.2 – Katwe School Self-Assessment (15 minutes)

- In groups of five or six, review  Handout E (Katwe School Self-Assessment Checklist) as if you are members of the Katwe School SMC and a team of your colleagues and other stakeholders have just presented the completed self-assessment to you.
- Consider the following question:  
*-Do the case study narrative and the checklist give the same information? If not, in what ways are they different?*

### SWOT ANALYSIS

A school development plan should not only be shaped by the problems that a school faces. It should also aim to build upon a school's strengths, and to capitalize on any available opportunities. A Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis is a simple and widely used way of scanning the current situation in a balanced, objective manner.

Sometimes people have trouble distinguishing 'strengths' from 'opportunities' and 'weaknesses' from 'threats'. The following definitions should help:

- *Strengths* are things such as systems, attitudes, resources, and skills that your institution *already* has. A possible strength might be an active and capable SMC.
- *Opportunities*, on the other hand, are potential strengths that you don't already have but might be easily acquired or built upon. An example of an opportunity might be the presence of local religious authorities who express commitment to improving education.
- *Weaknesses* relate to problems that you already have. One possible weakness could be an insufficient number of teachers.
- *Threats* are potential problems that loom under present circumstances (often from the external environment around the institution). A possible threat might be the impact of the HIV/AIDS crisis on the school and community as more pupils are orphaned and teachers are affected.

#### Activity 7.3 – Katwe School SWOT Analysis (35 minutes)

1. In the same groups of five or six that you used in Activity 7.2, divide a sheet of flipchart paper into four sections as illustrated below.
2. Again using the Katwe School case brainstorm a list under each section using the information from the Katwe case study narrative and the Katwe Self-assessment Checklist.
3. Use this analysis to agree on concerns and or problems and transfer these on to Part A of Section 2 of the School Development Plan Template (previously given to you as  Handout C). Discuss whether this concern/problem can be handled by the school alone or must be dealt with only by the District.
4. While the plenary discussion will not be a full reporting, the trainer may ask each group to share part of the outcome of their SWOT analysis and what they found challenging in the activity. A final set of six or seven issues should be agreed upon by plenary, which will be used for in Activity 9.2.

<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><u>Weaknesses</u></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><u>Threats</u></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

### SUMMARY OF KEY POINTS

- There are a variety of sources of information that can be used to inform a school or other institution's Development Planning; the sources may be found externally or internally.
- A balanced self-assessment covers a variety of aspects of the functioning of an institution.
- A range of stakeholders should be involved in the self-assessment to ensure that a variety of perspectives are taken into account.

## Trainer's Notes



### Time Breakdown

Introduction	10 minutes
Activity 7.1 - School Self-Assessment Checklist	20 minutes
Activity 7.2 - Katwe School Self-Assessment	15 minutes
Activity 7.3 - Katwe School SWOT Analysis	35 minutes
Conclusion	5 minutes
<b>Total</b>	<b>1 hour 25 minutes</b>



### Objectives

- Identify and interpret multiple sources of school self-assessment information that can inform School Development planning
- Use and interpret a school self-assessment instrument
- Perform a SWOT analysis



### Materials

Flip chart stand, Flip chart paper, pens, adhesive.



### Preparation

- Prepare copies of  Handout D (School Self-Assessment Checklist)
- Prepare copies of  Handout E (Katwe School Self-Assessment)
- Prepare a flipchart paper which explains the SWOT analysis and defines the component areas.



### Procedure

1. Introduce the rationale of the session
2. Initiate discussion with the question, 'What information can you use to assess how good your school is?' or 'What do you currently use?'
3. Present the content of the subsection 'Sources of Information for School Self-Assessment.'
4. Ask participants to do Activity 7.1 - School Self-Assessment Checklist for their



## SESSION 8—USING AND ANALYZING DATA

*Owashwera abuuza (Runyankole/Rukinga)- Make inquires and get all the necessary information about your betrothed before you get married*

 *Rationale:*

Before designing strategies and actions, it is often worth investigating problems further to understand them better. Many of the problems that have been identified in the previous activities will warrant further investigation.

✓ *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Identify multiple sources of data relevant to school performance
- Use data to analyze problems and issues faced by a school

 *Duration:* 1 hour

 *Content:*

### INTRODUCTION

Good planning and good decision making require good information and analysis of that information. Many of the problems that have been identified in the previous activities will warrant further investigation. Much useful information will already be available within the school, for example:

- Enrolment statistics
- Examination results
- Inspection reports
- Minutes of staff meetings and other meetings

Sometimes it might be necessary to gather further information by means of observation, interview or questionnaires. Studies of effective schools in many countries have concluded that effective schools continuously gather and reflect upon performance data in order to devise strategies for school improvement. Let us use an example to practice doing this.

#### **Activity 8.1 – Gathering and Analyzing Data for School Improvement (45 minutes)**

Work individually: Let us imagine that the staff and parents of Katwe School are concerned about the academic performance of girls, and wish to address this problem in their SDP. They decide to look more closely at the **examination results** of the school. Their findings are listed in the table below:

Examine the data and answer the following questions individually and then discuss in your small group:

1. *What do you see in this data and what conclusions would you draw from them?*
2. *When do differences in performance between boys and girls emerge?*
3. *In what subjects do these differences emerge?*
4. *What further information could you seek in order to investigate the problem?*
5. *Where/ how could you get the information?*

**Average % in end of year examination**

Grade	Mathematics		English		Science		Social Studies	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
P 3	49%	48%	55%	56%	30%	29%	59%	59%
P 4	65%	63%	68%	69%	45%	42%	70%	71%
P 5	61%	40%	64%	63%	30%	21%	63%	65%
P 6	60%	39%	65%	65%	39%	30%	62%	63%
P 7	61%	39%	63%	67%	40%	32%	66%	64%

The Deputy at Katwe also noted that the **drop out rate** for girls was far greater than that for boys. Knowing the value of educating girls, she investigated the school enrolment data and what she found is in the table below. Study the table and answer the questions:

6. *What patterns can you see in this data?*
7. *What further information would you gather to find the reasons for what is happening? From whom?*
8. *What actions would you consider including in your school development plan in order to improve the performance of girls and ensure that they don't drop out of school?*

Grade Level	Boys enrolled	Girls enrolled
P 1	40	42
P 2	30	31
P 3	29	28
P 4	29	28
P 5	25	20
P 6	24	17
P 7	23	12

**DISCUSSION POINTS**

The gathering of data is Step 2 in the Education Improvement Cycle. Analysis is Step 3. It takes planning to ensure that the data is comprehensive enough to lead to an appropriate analysis. Taking time to think through the collection of data will support both the analysis and the planning and implementation of improvement activities (Steps 4 and 5). Finally, effective data collection tools are important for monitoring (Step 6).

Similar to the reflections that you are doing for Katwe School, consider whether there are issues facing your institution that more data and analysis could clarify. How do you typically gather data? What information will you need to gather and how? Who else may need to be involved in analyzing this information and reviewing the results of this effort?

**SUMMARY OF KEY POINTS**

- The ability to analyze information and draw conclusions from it is an important planning skill.
- There are a number of sources of rich data at the school and district that can and should be used to more fully understand problems and develop solutions.
- Good data and data collection tools must be in place before analysis can begin.

 **Trainer's Notes** 



**Time Breakdown**

Introduction

5 minutes

Activity 8.1 - *Gathering and Analysing Data for School Improvement*

45 minutes

Conclusion

10 minutes

**Total**

**1 hour**



**Objectives**

- Participants will be able to identify multiple sources of data relevant to school performance.
- Participants will be able to use data to analyze problems and issues faced by a school



**Materials**

Flip chart stand, Flip chart paper, pens, adhesive.

Copies of the School Development Planning Template (Handout C).



**Preparation**

No special preparation is required for this session



**Procedure**

1. Present the information in the 'Introduction' section
2. Ask participants to do Activity 8.1 - *Gathering and Analysing Data for School Improvement*. Have participants work individually initially and then discuss their thoughts in their groups.
3. Discuss the answers to the questions in plenary; use the Discussion Points to enrich the discussion.
4. Conclude by presenting the 'Summary of Key Points'. Ask participants if there are any other points that they feel should be included.



## SESSION 9—PRIORITIZING PROBLEMS FOR ACTION

***Owabing'ibiri imusiga (Runyankole/Rukiga) – If you chase two animals at a go, you catch neither of them***

 **Rationale:**

In Session 7, using the School Self-Assessment tool and SWOT analysis, you identified a number of issues to address to improve Katwe School. Still, when drafting a School Development Plan, you will not be able to address all the problems and issues faced by your school or institution at the same time. You must be able to prioritize those that are most important. You must also plan to maintain and enhance those areas of your institution that are already performing well.

✓ **Objectives:**

Upon completion of the activities of this session, participants should be able to:

- Use the results of self-assessment to prioritize problems and issues for inclusion in a school development plan

 **Duration:** 1 hour



**Other Sources of Information:**

Prioritization is also discussed in the head teacher Training Series, Unit 1.1.

 **Content:**

### **Activity 9.1 – Discussion of Criteria for Prioritization (15 minutes)**

This activity will help you to reflect on different criteria for prioritization. In groups of five or six, imagine you are members of the Katwe SMC. Discuss the following:

- *What criteria should be used to prioritize problems and issues for action in a school development plan?*

Please consider the criteria which follow. By the end of this Activity you should have agreed upon the criteria that you will apply in Activity 9.2.

#### **1. Prioritize actions that will have the greatest impact on pupil performance**

The core function of a school is to deliver quality education. Schools and their supporting institutions should therefore prioritize issues that will make the biggest impact on the performance of pupils. For example, in the Katwe Case Study, if poor learner performance can be attributed to loss of instructional time then this problem should be prioritized.

### 2. Prioritize actions that alleviate ‘root-cause’ problems

Problems are usually inter-related. A few serious fundamental problems will cause or aggravate a range of other problems. It makes sense to prioritize action in dealing with these fundamental problems. For example, in the Katwe Case Study, a shortage of classrooms might be at the root cause of several other problems.

### 3. Prioritize action on problems where the solution is close at hand

Sometimes the solution to a problem is under our immediate control. Sometimes the solution is external to the school. It makes sense to prioritize problems whose solution is under the immediate control of the stakeholders of that institution. It also makes sense if the solution can be linked to any identified ‘strengths’ or ‘opportunities.’ In the Katwe Case Study, the answer to staff discipline and motivation are to be found within the school. The problem with the road however is external.

### 4. Ensure that there is a balance between short, medium and long term objectives

Your plan should include some short-term objectives that can be accomplished quickly and provide morale boosting experiences of success. Equally, a plan should also include at least one ambitious longer-term objective.

### 5. Don’t put all your eggs in one basket

The School Self-Assessment placed problems into the following categories, and it may be most beneficial to spread your objectives among them:

- a) Pupils Progress
- b) Teaching & Learning
- c) School Leadership & Management
- d) School Environment & Resource
- e) Parental Involvement
- f) Institutional culture

## DISCUSSION POINTS

A School Development Plan should include a balance of interventions between the above categories. In particular some schools tend to draft SDPs that over-emphasize infrastructure issues. It is often easier to discuss the absence of materials than it is to grapple with more difficult interpersonal issues.

Now participants should be ready to prioritize problems and issues for action and inclusion in the SDP. To promote ownership of the SDP, it is important that broad consensus is reached. The following ranking activity has the effect of building such consensus. It gives all participants the chance to have an input.

### Activity 9.2 – Ranking and Selecting Priorities for Action (30 minutes)

Again focusing on the Katwe School Case Study, your group of five or six people pretending to be members of the SMC of Katwe School should do the following:

1. Using the outputs of the Self-Assessment and SWOT analysis conducted in Session 7, review the list of problems and opportunities faced by Katwe School and the final list of issues from Activity 7.3. Agree on the five most important/significant problems from the list and list these on a piece of paper. **Remember to apply the criteria agreed earlier in this session.**

2. Rank these five problems in order of importance. The following questions may assist you as you apply the agreed upon criteria:
  - Are the priorities likely to have a significant effect on learner performance?
  - Are the priorities indeed ‘root cause’ problems?
  - Are the solutions to the problems really within the control of the stakeholders?
  - Is there a mixture of short, medium and long term-priorities?
  - Have a realistic and attainable number of priorities been chosen?
  - Will a range of aspects of school life benefit, or only one?
3. Give the most important problem five points, the second most important four points and so on until the fifth most important is awarded just one point.
4. The trainer will then collect all the results and record them on flipchart paper as presented below. The total score for each issue is added up. Problems are ranked in order of their total scores. The flipchart should look like the illustration below.
5. The outputs of Activity 9.2 should be added to the School Development Planning template under **Section 2, Part B: Priorities**.

Problem or Issue <i>(these are illustrative examples, not necessarily related to the Katwe Case Study)</i>	Group 1	Group 2	Group 3	Group 4	Group 5	TOTAL	Final Ranking
De-motivation of teachers	5	5	4	1	4	19	1
Need for new classrooms	2	0	3	2	2	9	4
Pupil absenteeism	4	4	2	0	5	15	3
Low enrollment	0	1	1	3	1	6	6
Lack of planning	3	3	5	4	3	18	2
Poor management	0	2	0	5	0	7	5
No community involvement	1	0	0	0	0	1	7
Limited teaching & learning materials	0	0	0	0	0	0	8
Poor road connection to school	0	0	0	0	0	0	8

### DISCUSSION POINTS

Recall that while you are focusing on the Katwe Case Study, you should be considering how you will apply the situation assessment, problem analysis and action prioritization process to your institution. **As an education manager and leader, you are expected to and are being trained to initiate and guide this process with other stakeholders at your institution.**

Also, think about how you arrived at the priorities. Many people tend to focus on problems, forgetting that the SWOT analysis also identified opportunities that could be exploited. Consider if there are any opportunities that have been ignored. For example, if there is a new education project in the school, how will the SDP maximize the benefit of this project?

Now that priorities have been identified, it is worth noting a common trap that many managers fall into—trying to address too many priorities at the same time. Given the many challenges to education improvement, managers and stakeholders should hesitate before attempting to tackle more than five activities in any one year. It is fine to focus attention for a year on just one or two large ‘root cause’ problems. The important thing is to be realistic in what you plan to do as success breeds success, and to recall that education improvement is an on-going process- there will be an opportunity next year to take on other priorities.

### SUMMARY OF KEY POINTS

- Before developing a plan, problems or issues must be prioritized and criteria can help in prioritizing.
- Plans should take into account strengths and opportunities as well as problems and weaknesses.
- It is important not to bite off more than you can chew; prioritization helps to focus on those activities that are most critical.
- A school development plan should prioritize actions that impact pupils’ educational experience and pupils’ performance.

### **Trainer's Notes**



#### **Time Breakdown**

Introduction	5 minutes
Activity 9.1 - Discussion of Criteria	20 minutes
Activity 9.2 - Ranking and Selecting Priorities for Action	30 minutes
Conclusion	5 minutes
<b>Total</b>	<b>1 hour</b>



#### **Objectives**

- Use the results of self-assessment to prioritize problems and issues for inclusion in a school development plan



#### **Materials**

Flip chart stand, Flip chart paper, pens, adhesive.  
Copies of the School Development Planning Template



#### **Preparation**

Prepare a flip chart with a grid as illustrated under Activity 9.2 - Ranking and Selecting Priorities for Action, in order to capture the results of this Activity.





**SESSION 10—DESIGNING STRATEGIES AND SOLUTIONS**

***Odo mugoyo nyeki gwok i nyer (Luo)- A stitch in time saves nine***

 **Rationale:**

At this stage in the workshop, we have been focusing mainly on problems and their causes. However, positive thinking is often required in order to find solutions. This session leads participants not just to define problems and their causes but also to define positive strategies which lead to solutions.

 **Objectives:**

Upon completion of the activities of this session, participants should be able to:

- Design strategies and solutions for priorities identified

 **Duration:** 1 hour

 **Other Sources of Information:**

Additional reading on this topic can be found by reading/revising Units 1.1 and 1.5 in the Head teacher Training Series.

 **Content:**

 **Activity 10.1 – The Solution Hourglass (45 minutes)**

Continue to work in the same group, using Katwe School as a case study. This activity uses the image of an hourglass. Cooks commonly use this object to measure time. Sand flows through the hourglass for a fixed period (e.g. five minutes). When all the sand is passed through the hourglass can be flipped over and used again with sand flowing in the opposite direction. All problems have causes. Causes flow into problems and negative consequences flow out. It is important to define problems, but still more important to define what solutions will look like and what strategies and activities will bring the solution about. We need to flip over our thinking like an hourglass. We need to define the strategies that will lead to positive outcomes and the benefits that will flow out of these outcomes.

Using the top priority areas that were determined in Activity 9.2 and written into Section 2: Part B of  Handout C, the trainer will distribute the top priorities (one to each group). The groups should follow the instructions below:

1. Using  Handout F (Solution Hourglass) provided in the Appendix, write your ‘problem’ or priority in the appropriate place in middle of the hourglass. Use one handout for each priority.

2. Above the problem statement brainstorm and write down all the *causes* of the problem.
3. Underneath the problem statement, brainstorm and list all the *consequences* of the problem.

An hourglass can be turned upside down. Now it is time to invert our thinking and start thinking positively. Let's think positively of *strategies* and *benefits*.

4. Next to where you wrote the problem, now write a statement of what a positive outcome to the problem might consist of. This might just mean reversing the wording of the problem. For example, if the problem were stated as 'low staff morale', then the positive outcome could be stated as 'High staff morale.' Note that the positive outcome is not necessarily an action, but can be a result of an action or actions, which are listed now as *strategies/activities*.
5. Now list your *strategies/activities*. Note all the actions you might take in order to achieve the positive outcome.
6. List your anticipated *benefits*. These are the impacts that you expect will result from your actions.
7. Finally, each group should share their Solution Hourglass in plenary. It is especially important that the *strategies/activities* suggested be discussed. Will they lead to the desired positive outcomes? Are they practical and realistic, given the available resources?

**CAUSES**

---

---

---

---

---

---

---

**STRATEGIES/ACTIVITIES**

---

---

---

---

---

---

---

**Problem**

---

---

**Positive Outcome**

---

---

**CONSEQUENCES**

---

---

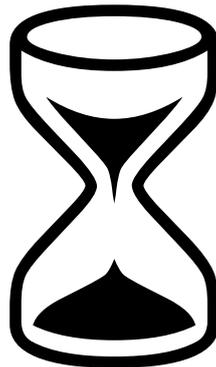
---

---

---

---

---



**BENEFITS**

---

---

---

---

---

---

---

Note that additional clean copies of the hourglass handout can be found at the Handouts section at the end of the manual. **Remember that in the same way that stakeholders should be involved in collecting and analyzing data, they should be involved in the identification of possible strategies and solutions.**

### SUMMARY OF KEY POINTS

- Your strategies are the practical actions that you will take to address a problem or issue.
- You should involve a range of stakeholder in developing strategies.

## Trainer's Notes

### Time Breakdown

Introduction	5 minutes
Activity 10.1 - The Solution Hourglass	45 minutes
Conclusion	10 minutes
<b>Total</b>	<b>1 hour</b>

### Objectives

- Design strategies and solutions for problems or issues identified

### Materials

Flip chart stand, Flip chart paper, pens, adhesive.  
Handout copies of the Solution Hourglass

### Preparation

Ensure that you have enough copies of the 'Solution Hourglass' handout ( Handout F)

### Procedure

1. Using the priorities determined in Activity 9.2, assign each Katwe SMC group one of the priorities for Katwe's SDP.
2. Distribute  Handout F (The Solution Hourglass) to each group. Ask participants to do Activity 10.1 - The Solution Hourglass. Emphasize again that they are continuing to role-play as members of the Katwe School SMC. If participants are not familiar with the idea of an hourglass, this may need to be explained through an illustration. Emphasize that this activity highlights the need to think positively about problems. Link this to the activity on 'Thinking Positively' in Session 4 of



## SESSION 11—DRAFTING A PLAN OF ACTION

### *Lyec turu yen latala (Luo)- The elephant fells trees and collects firewood that is later used for roasting its own meat*

#### *Rationale:*

Having designed strategies and solutions in the last session, this session focuses on drafting detailed action plans containing ‘SMART’ objectives and the details of persons responsible, activities to be done, indicators of success, time frames and resources needed.

#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Frame ‘SMART’ objectives for the School Development Planning priorities
- Prepare a detailed action plan containing: objectives, persons responsible, activities to be done, indicators of success, time frames and resources needed

 *Duration:* 1 hour 45 minutes

 *Other Sources of Information:*

This Session builds on the material found in the Head teacher Training Series, Units 1.1 and 1.5.

#### *Content:*

Now that you have devised your strategies, the time has come to put detail on your plan.

#### **Activity 11.1 – The Planning Template (1 hour 30 minutes)**

Continue to work in your Katwe School SMC group of five or six people. The groups should work with the same priority that was used in Activity 10.1.

1. You will be using Section 3 of  Handout C (School Development Planning Template), which was distributed during Session 2. Each group will then work on one priority.
2. Write the priority at the top of the page, next to the **Priority** heading.
3. On the next line set yourself an **indicator of success** that will help you know whether you have been successful in addressing the problem. Try to express your indicator in quantitative or specific terms and review the indicators identified in Session 5. If you want to improve exam results or reduce absenteeism, then set a percentage target. If you want to improve the management of the school, then state precisely the systems that you want to see put in place.
4. On the third line list the names of the people who will form the **task team** that will ensure that the job is done. Also state who will lead the team.

5. From your problem hourglass you have a list of **strategies/activities** you have agreed to undertake to resolve the problem. List each activity in a separate row of the planning template.
6. In the second column specify the **Objective** of each activity. *What is the anticipated outcome of the activity, or what is it trying to achieve?*  
 A useful way of assessing your objectives is to ask yourself. ‘Are they SMART?’  
**S = Specific** – Has the objective been clearly and specifically defined?  
**M = Measurable** – Can we measure progress in completion of the objective?  
**A = Attainable** – Is it realistic to expect that the objective can be reached?  
**R = Relevant** – Is the objective relevant to the real needs of the school?  
**T = Time bound** – Have specific and realistic completion dates been set for activities?  
 Note that the objective for the individual activities is likely to be more precise than the overall indicator of success listed above.
7. Next specify **who is responsible** for seeing that the activity is done. You might want to list the names of people who have committed themselves to doing the task. However, just as importantly you must state the name of the individual who is to be held accountable if the activity is not done.
8. In the fourth column state the target **completion date** for the activity.
9. Finally list any **resource or budgetary implications**. Cost this in as much detail as possible defining any unit costs involved. This section will make an important contribution in drafting the consolidated school budget. As stated earlier there must be an intimate link between the SDP and the school budget.
10. Together, the groups will have developed a planning template for all of the priorities identified. If time allows, then the trainer may swap planning templates between groups for review. Planning templates must then be further reviewed in plenary. Each individual strategy should be scrutinized critically. You may want to ask yourselves:
  - a. Are the priorities well described?
  - b. Are the indicators of success clear?
  - c. Are the objectives SMART?
  - d. Are the activities relevant to meeting the objective?
  - e. Are the roles and responsibilities clear?
11. The trainer will also ask you to evaluate the plan as a whole. Is it realistic to expect the school to address all the priorities, or would it be better to reduce the number of priorities to be addressed?

### SUMMARY OF KEY POINTS

- An SDP planning template captures the following information: priorities, indicators of success, objectives, activities, persons responsible, timeframes, resources required.

## 👉 Trainer's Notes 👈

### Time Breakdown

Introduction	5 minutes
Activity 11.1 - The Planning Template	1 hour 30 minutes
Conclusion	10 minutes
<b>Total</b>	<b>1 hour 45 minutes</b>

### ✓ Objectives

- Frame 'SMART' objectives for the School Development Planning priorities
- Prepare a detailed action plan containing: priorities, persons responsible, activities to be done, objectives, time frames and budgetary implications

### Materials

Flip chart stand, Flip chart paper, pens, adhesive.

Copies of the School Development Planning Template from the previous session

### Preparation

Be sure you have extra copies of  Handout C (School Development Planning Template), in case participants do not have their copies (given during Session 2)

### Procedure

1. Introduce the rationale and objectives of the session and refer participants to Section 3 of  Handout C (School Development Planning Template). Distribute copies to participants as necessary.
2. Ask participants to do Activity 11.1 - The Planning Template. Encourage participants to refer to the text, especially the definitions of the columns, when completing the template.
3. The trainer must emphasise the link between the SDP and the school budget. They must match one another exactly. There is no point in planning activities for which there will be no resources, unless the activities themselves have little or no budgetary implications.
4. If time allows, groups may swap their planning templates and give feedback to one another with reference to the evaluation questions provided.



## SESSION 12—MONITORING AND REVIEWING AN SDP

*Odo mabor pe goyo twol (Luo)- A far away stick cannot be used for beating a snake*

 *Rationale:*

At this point you should have a well-laid out and detailed plan. But the real work only starts with implementation. As this happens, it is essential that systems be put in place to monitor the implementation of the SDP and review its impact. This session addresses two keys aspects of the follow up necessary for an SDP to be successful: monitoring and reviewing.

✓ *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Formulate strategies for monitoring and reviewing implementation of SDP activities
- Appreciate that an SDP is a living document which needs to be periodically reviewed and updated
- Establish an annual SDP review process in their schools that is directly linked to the annual budget cycle

 *Duration:* 45 minutes

 *Other Sources of Information:*

Additional reading on this topic can be found by revising/reading Unit 1.5: *Planning and Evaluation* in the Head teacher Training Series.

 *Content:*

This session discusses monitoring implementation and setting up systems for periodically reviewing results.

Once the activities of an SDP have been agreed upon and initiated, it is critical that a plan for how activities will be monitored and supported be clear. It is not uncommon that events occur that will lead to refinement of activities. Moreover, institutions must have established routines for conducting strategic reviews of their Development Plan. If all goes well, this review occurs upon completion of all activities of a Plan, and, ideally, coincides with a periodic activity such as annual budgeting.

Typically the monitoring, evaluation and re-strategizing of an SDP are conducted by evaluating progress made in achieving the desired positive outcomes and benefits of the plan. This entails going back and revisiting the standards/indicators that were outlined in Step 1 of the Education Improvement Cycle to determine whether quality is improving. Note that in some cases, the actions taken may not have a direct and rapid impact on some indicators; in such cases the plan

should outline how monitoring and evaluating should be done looking at other evidence of results.

Let's begin by looking at the monitoring of SDP activities, then move to conducting a strategic review of the SDP itself.

### I. MONITORING IMPLEMENTATION

The real work on your School Development Plan only starts with carrying out activities. It is said that 'The best laid plans can come to zero.' It is therefore essential that management systems be put in place to monitor the implementation of the SDP. When you return to your own institution, be sure that all planning meetings include discussion of a clear system of reporting and monitoring.

#### **Activity 12.1 – Discussing Internal Systems of Monitoring (20 minutes)**

Work in the same groups of five or six and continue to role-play being members of the Katwe School SMC. Discuss and record your answers to the following questions:

1. How and with whom would you share the objectives, activities and targets of the SDP?
2. Who would you involve in the review of progress of implementation of each activity?
3. Who should have overall responsibility for monitoring and tracking progress?
4. What role can the SMC play in tracking progress on each objective?
5. How often should progress reports be made? When and to whom should these be presented?
6. What process will be necessary if your plan needs to be amended?

### DISCUSSION POINTS

Each school will have to devise its own solution to monitoring implementation, but the following suggestions are worth considering.

- The school must ensure that the objectives of the SDP are widely publicized in the school community. They should be prominently displayed on the school notice board and discussed at parents meetings and assemblies. Ideally, the plan will have been developed in collaboration with the school staff and community, and therefore it will already be "owned" by these stakeholders.
- Each priority should be assigned to a task team whose names are known and written into the plan. These task teams might be the same as existing SMC committees which might already exist, such as infrastructural development, learning support materials, curriculum development, professional development, the school environment etc.
- Each task team should have a clearly defined leader who must be held accountable for implementation, and report regularly on progress in writing. Monthly reporting is advisable. Reports might be prepared prior to each SMC meeting. Any variance between planned and actual activity must be explained.
- A School Development Committee should be established that meets regularly and assesses implementation. This committee should consist of those with relevant skills and interest, but should be representative of the various stakeholder groups in the school – pupils, parents, non-teaching staff, teachers, SMC, PTA etc.

- Some schools may decide that rather than having a separate School Development Committee, the various task teams should report directly to the SMC. This may be particularly appropriate in smaller schools.
- The Chairperson of the School Development Committee should be a member of the SMC and should report regularly to SMC meetings on progress in realizing the objectives of the SDP. In each and every routine meeting of the SMC there should be regular slot on the agenda that reports upon progress with implementing the SDP. Likewise this should also become a regular feature of annual general meetings.
- Have a flexible approach to your plans. If a strategy or activity in the original plan is proving unsuccessful then review and amend your plan accordingly, of course with the approval of all stakeholders.

### II. CONDUCTING A STRATEGIC REVIEW OF AN SDP

School Development Planning should be a continuous process. The SDP should be a living document that is updated regularly as objectives are met and as new needs and regulations emerge. **In addition to the routine monitoring discussed above, a major, strategic review should take place on an annual basis.** This review should begin with a critical assessment of the current situation (as it is now, not when the SDP was originally developed), and of the successes and challenges of implementing the SDP. You will have returned to Step 1 of the Education Improvement Cycle, having completed one full round.

As the SDP must inform the institutional budget, the annual strategic review of the SDP should occur shortly before the annual budget is drafted in case new objectives set must be budgeted for. Any review of the SDP should recognize that the SDP, budget, Mission Statement and other institutional policies are all closely inter-related and must present a consistent picture. The revised SDP is, in this way, updated to reflect new realities, opportunities and challenges.

Development Planning should become a habit and part of the culture and annual routine of your institution. It provides a systematic approach to school improvement.

The SDP Review Process should follow these steps:

1. Each Task Team leader should prepare a report which includes
  - A comparison between actual and planned activities,
  - Whether timeframes have been met,
  - Whether indicators have been achieved
  - And the use of any resources allocated
2. The Task Team leaders present reports to the School Development Committee, SMC and full school staff. Sufficient time should be allowed for questions and discussion. If problems are identified then new strategies must be devised to overcome them.
3. The school or institution must re-prioritize actions for the new year. This may include repeating activities from steps 2, 3, 4, and 5 of this module in order to:
  - Identify key problem and concerns for the coming year
  - Prioritize some for action
  - Design strategies

- Draft a new action plan including measurable objectives, activities, precise time frames and persons responsible
- Ensure that any task teams are functional

### SUMMARY OF KEY POINTS

- An SDP requires internal systems for monitoring and reporting on progress of implementation.
- Broad ownership of the planning and implementation process will lead to broader responsibilities for monitoring the SDP implementation.
- An SDP should be treated as a 'living document' that is regularly reviewed and updated at least once a year.
- The SDP Review Process must be closely linked to the annual budgeting cycle.

## Trainer's Notes

### Time Breakdown

Introduction	5 minutes
Activity 12.1 -Discussing Internal Systems of Monitoring	20 minutes
Conducting a Strategic Review of an SDP	15 minutes
Conclusion	5 minutes
<b>Total</b>	<b>45 minutes</b>

### Objectives

- Formulate strategies for monitoring and reviewing SDP implementation
- Appreciate that an SDP is a living document which needs to be periodically reviewed and updated
- Establish an annual SDP review process in their schools that is directly linked to the annual budget cycle

### Materials

Flip chart stand, Flip chart paper, pens, adhesive.

### Preparation

No special preparation is required for this session





**SESSION 13—UNDERSTANDING AND MANAGING CHANGE**

***There is nothing permanent except change  
(Heraclitus – Greek Philosopher 540-475 BC)***

 *Rationale:*

Change occurs whether we like it or not. Uganda’s education sector has experienced enormous change over the past decade, as all education managers are well aware. As a leader, an education manager is in the unique position of assisting those he/she supervises to navigate the tides of change. Planning is one way of addressing change in a proactive manner.

✓ *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Appreciate change as part of life and understand their role in managing change
- Identify barriers to change and categorize them
- Develop strategies to overcome common barriers to change

 *Duration:* 2 hours

 *Content:*

**CHANGE IS ALL AROUND**

In today’s world, in all walks of life, change is all around. Change is inevitable and change is necessary if a school or education system is to improve. Change can certainly be exciting and beneficial, but many people do not welcome change, and many attempts to introduce change into schools fail. As a manager, if you are to lead your school you will also need an understanding and appreciation of how your staff will react to change, so that you can help them through it. Change is a process not an event. Whenever possible, it should be anticipated and managed. Change provides challenges as well as opportunities. It is a leader’s job to help others appreciate change, not feel overwhelmed by it and capitalize on it.

Moreover, changes that can impact one’s performance do not only come from within one’s professional life. Certainly new policies and procedures create change, but so do personal issues within the school (such as the transfer or death of a teacher or child), in the community (such as new leadership or an economic downturn) and at home (such as illness, birth, or having to care for orphans).

 **Activity 13.1 – Reflecting on Change (20 minutes)**

Work individually to consider: *How has change affected you?*

Take five minutes to think about how change has impacted your life, especially changes that have impacted your professional performance. The change may have come about because of a policy change, a change in your home life, etc. After reflecting, discuss with your neighbour how you dealt with the change. *Did the change teach you anything? In what ways did you try to see the positives in the situation?*

Having considered how our lives can be impacted by change, let's consider how a change was responded to at Katwe School.

### *Case Study: Miss Nambi Attends a Workshop*

Miss Nambi is an enthusiastic young teacher at Katwe Primary School. When the head teacher received a circular from the District Office inviting teachers to a 2-day workshop in the nearby town on 'New and improved methods for teaching reading skills in the lower primary school'. He immediately selected Miss Nambi to attend. 'This will interest her, and she has been working hard recently,' he thought.

The workshop was well attended and presented by a CCT who had been lucky enough to spend two weeks visiting a literacy project, run by an NGO in a neighbouring district. She easily managed to convince Miss Nambi of the value of the methods. The CCT explained the new methods well and showed a video which clearly illustrated how the methods could be used in the classroom. Children were smiling and obviously enjoying themselves working in their groups. At the workshop, teachers had plenty of opportunity to practice the methods in the workshop and the CCT gave useful feedback. Miss Nambi returned to her school full of enthusiasm and equipped with a set of materials for her own class.

So the next day Miss Nambi arrived a little early at school and rearranged the P2 and P3 classrooms to allow the children to sit in groups. She tried out the new methods with her own children P2 class. The 60 pupils were excited and a bit noisy and unruly but they certainly seemed to enjoy the lesson. At the end of the lesson Miss Nambi thought 'That didn't go quite like the video, but if I keep on trying I'll get the hang of it'.

At break she went to sit with her colleagues under the mango tree in the school compound. To her surprise there was a storm waiting for her. Mr. Byamugisha came over, obviously angry and said 'What were you playing at this morning? I wasted half of my maths lesson just getting the desks back into rows after your lesson. Were you trying to be clever or something?' Then the deputy Mrs. Isingoma called her aside. 'The Chairman of the SMC was at the school this morning and he complained to me about the amount of noise that was coming out of your classroom. You know how he likes to see things orderly. Don't let this happen again.'

There was a staff meeting in the afternoon, and the head teacher gave Miss Nambi fifteen minutes on the agenda to feedback to her colleagues on the workshop she had attended. She tried to communicate just how good the workshop had been and explain the things that she had learnt, but it was getting late and people didn't really listen. She offered to run a mini-workshop for her colleagues. 'Maybe next week when we've finished marking the month end tests' was the response. The Deputy expressed concern that this method might make the children unruly. Other teachers pointed out that Miss Nambi had received flash cards and other materials at the workshop. 'Where will we get our materials?' they asked. Miss Nambi offered to help them make their own. 'And when will we find time for that?' came the reply. The Head teacher didn't get involved in the discussion, not wishing to make himself unpopular.

Miss Nambi persevered on her own for a couple of weeks, but the methods didn't work as well when the children could not sit together in groups. She invited other teachers to visit her classroom, but no one ever came. Eventually she reverted back to the old way of doing things. But she still feels a bit guilty about this.

 **Activity 13.2 – Case Study of Change (30 minutes)**

Work in pairs, reading the above case study and discussing the following questions:

1. What positive aspects were there about the training Miss Nambi attended?
2. List the barriers to change that Miss Nambi encountered.
3. Is there anyone who might have served as an advocate for Miss Nambi's efforts? What could she have done to not feel so isolated?
4. How could the head teacher have managed this situation differently?

**BARRIERS TO CHANGE**

The case study illustrates the barriers to change that often emerge when trying something new. These fall into a number of different categories.

**Practical** - Sometimes the people lack the necessary skills, knowledge or materials to implement change.

So – Managers need to ensure that innovations are accompanied by sufficient training, support and material resources.

**Informational** - Sometimes people simply do not understand what an innovation is all about. Innovations are easiest to implement when they have clearly defined, “SMART” objectives (as described in Session 11), and meaning that they are specific, measurable, attainable, relevant and time-bound.

So – Managers must ensure that the nature and purpose of an innovation are clearly and thoroughly explained to those that must implement them. They must be able to explain why the change is necessary and who will benefit.

**Organizational** – Change will often challenge an organization's traditional way of doing things, or simply lack the support and understanding of those in authority.

So – Head teachers and others in authority must always understand, support, and monitor the implementation of innovations. People must know that they will be held accountable for implementation. Managers can also often establish commitment by involving those who are implementing a change in its planning, including stakeholders who are not under the direct supervision of the manager.

**Emotional** – Real change is always stressful. Indeed, some observers have noticed that people going through radical change in their work life sometimes react with the same emotions in the same sequence as people experiencing grief namely: shock, denial, anger, bargaining, depression, and finally acceptance.

So – People will need different kinds of support at each stage. Educators must understand how a change will benefit them or the children that they teach. They will also benefit from the mutual support afforded by working in a team while implementing.

**Motivational** – Change normally involves additional effort and inconvenience, especially in the early stages of implementation.

So – Managers must remember to celebrate, praise or reward efforts to change. If necessary they must also be willing to apply pressure and hold people responsible.

**Ethical/Values** – Sometimes a change will challenge people’s sense of what is right and what is wrong.

Therefore people may need the chance to air any concerns and will need to know to whom concerns should be addressed. Some new teaching methods, for example cooperative learning, may challenge the traditional relationship of authority between teachers and pupils making some teachers feel uncomfortable.

**Rational** – Finally, let us not forget that not all change is good, appropriate or needed. Sometimes resistance to change can be entirely rational and justified.

Therefore a good manager must have the sense to distinguish between worthy and unworthy innovations.

When implementing change, education managers and leaders should anticipate that any or all of these barriers to change will emerge. *Which of these categories did you see arising in the case study?*

### STAGES IN LEARNING AND IMPLEMENTING NEW SKILLS

Change always involves doing something new or doing something in a new way. Many of us have probably shared Miss Nambi’s experience of attending a workshop, seeing something worthwhile, but then failing to implement it. Workshops alone are rarely effective in leading to change. Research shows<sup>3</sup> that if teachers and managers are to successfully adopt new ways of working then they need all of the following opportunities:

**Presentation** – Watching and listening to a clear explanation of the innovation and how it works

**Modeling** – Watching practical demonstrations of the new skill by those who are already competent in it

**Practice** – Trying out the new skill under supportive conditions

**Feedback** – Discussion, reflection, constructive criticism, and encouragement regarding initial efforts

**Coaching** – Further periodic support while practicing a new skill on the job

### THE SCHOOL DEVELOPMENT PLAN AS A TOOL FOR CHANGE

As an Educational Manager, you are a professional ‘change agent’. It is your job to constantly seek ways to improve your school or the education sector in general. An SDP and the processes for monitoring and reviewing its implementation provide you with some of the tools you need to manage change.

#### Activity 13.4 – Change Management Self-Assessment (20 minutes)

Work individually, and use the following questionnaire to assess your own existing practice in change management.

Mark each statement:            4= always            3 = frequently            2 = occasionally            1 = never

Statement	1	2	3	4
1. I anticipate and lead change in my school				
2. I have a clear vision for my institution and share it frequently and consistently with my staff				
3. I experiment with new ways of doing things				

<sup>3</sup> Joyce, B. and Showers, B., (1988), Student Achievement Through Staff Development

## MODULE 2 — MANAGING SCHOOL IMPROVEMENT

---

4. I take an open minded approach to new ideas and possibilities				
5. I focus efforts to change my institution on meeting the needs of pupils				
6. I keep changes simple				
7. I involve my staff and stakeholders in planning for institutional improvement				
8. I communicate the reason for change clearly to my staff				
9. I monitor implementation of change				
10. I break projects down in to manageable parts				
11. I seek people's agreement to actions demanded of them				
12. I use task teams or committees to develop and monitor projects				
13. I take opportunities to reward and celebrate successful change				
14. I anticipate resistance and plan how to deal with it				
15. I pilot new ideas before I implement them fully				
16. I promote mutual support among staff in implementing new practices				
17. I ensure that weaker staff members are coached by stronger ones				
18. I link change projects to the institution's mission statement				
19. My own behaviour is flexible, adaptable and open to change				
20. I encourage staff to air their concerns				
21. I address resistance to change				
22. I set measurable targets for change, and review them periodically				
23. I monitor and communicate whether targets are being met				
24. I ensure that change is accompanied by training and support				
25. I provide the tools necessary to get the job done				
26. I emphasize the opportunities that change presents				
Total				

25-49: You are resisting change or unsure of its benefits. Overcome your fears and learn to plan for change

50-74: You understand the need for change. Now you must develop your skills to make it successful

75-100: You are as skilled change agent, but remember that change is continuous so don't become complacent; use planning to manage change and to help others embrace change.

Reflect on your answers:

- Identify two areas of strength that you can help to develop in others.
- Identify two areas where you need to improve.
- Think of at least one positive action that you can take to remedy each of the areas where you need to improve.

### SUMMARY OF KEY POINTS

- Effective leaders and education managers are “change agents” at the forefront of education improvement.
- As a leader you can help those you manage to see the opportunities that change presents and capitalize on them.
- A range of barriers to change frequently emerge when trying to implement change in school. As a manager you may experience any of the following barriers: practical, informational, organizational, emotional, motivational, ethical, rational.
- In addition to training or ‘presentation’ educators will usually also require, modeling, practice, feedback and coaching before they can implement new working practices.

## Trainer's Notes



### Time Breakdown

Introduction	5 minutes
Activity 13.1 - Reflecting on Change	20 minutes
Activity 13.2 - Case Study of Change	30 minutes
Presentation of Barriers to Change	15 minutes
Presentation of Stages in Learning and Implementing New Skills	10 minutes
Activity 13.3 - Change Management Self-Assessment	30 minutes
Conclusion	10 minutes
<b>Total</b>	<b>2 hours</b>



### Objectives

- Appreciate change as part of life and understand their role in managing change
- Identify barriers to change and categorize them
- Develop strategies to overcome common barriers to change



### Materials

Flip chart stand, Flip chart paper, pens, adhesive.



### Preparation

No special preparation is required



### Procedure

1. Use the rationale and the content of the section 'Change is All Around' to introduce Activity 13.1 - Reflecting on Change.
2. Ask participants to do Activity 13.1, working, first, individually and then by discussing with a neighbour.
3. Ask participants to do Activity 13.2, working in pairs. Allow five minutes for reading, 15 minutes for group work and 10 minutes for plenary discussion
4. Use the plenary discussion for Activity 13.2 to lead into a presentation of the content of the subsection 'Barriers to Change.' Emphasise those points that have not arisen naturally in plenary discussion.
5. Present the content in the section 'Stages in Learning and Implementing New Skills' by brainstorming with participants how the stages could have been used in Miss





## SESSION 14—DISTRICT DEVELOPMENT PLANS



### *Rationale:*

As stated at the beginning of this module, the concept of Strategic Planning and the Education Improvement Cycle is equally applicable to other education institutions as it is to schools. This session helps managers such as DEOs, DISs and CCTs to understand how the concepts presented in this manual can be applied to their own institutions.



### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Apply concepts of the Education Improvement Cycle at district or college level
- Understand the connection between SDP planning and the planning process that occurs at other levels



*Duration:* 1 hour



### *Content:*

### **DRAFTING DEVELOPMENT PLANS AT ALL LEVELS OF THE SYSTEM**

This manual has been written as a practical guide drafting, implementing and monitoring a development plan. The text has concentrated on School Development Planning. However it must be emphasized that exactly the same process can be used at all levels of the system to generate a development plan e.g. for a district, county, or coordinating centre – or for a particular professional group, such as Inspectors, CCTs or Head teachers. The same steps should be followed in the same sequence, namely:

Step 1: Drafting/Reviewing your Mission Statement and agreeing on quality indicators

Step 2: Gathering information (Assessment and Evaluation)

Step 3: Analyzing situation and setting priorities for intervention

Step 4: Drafting a Plan of Action

Step 5: Implementing plans

Step 6: Monitoring Implementation and its impact

**Recall that these steps are in a Cycle- Step 6 should be followed by Step 1.**

In the same way that this cycle helps inform the development of an SDP, it guides the steps of articulating an Education Improvement Plan at other levels. Principles, such as setting SMART objectives, remain valid.

It is also important to realize that development plans at different levels of the system should inform each other. For example, School Development Plans provide useful information for District Development Plans and vice versa. County inspectors should use SDPs in order to

understand the priority needs of their schools and use this information to inform plans at district level.

The same basic information must be captured:

- The mission that outlines the aim of the institution
- Relevant data and information
- Priority issues and objectives
- Strategies and activities
- The means of measuring success
- The persons responsible
- Timeframes
- Resources
- The responsibility for monitoring

To illustrate how such a document might look in practice, part of the ‘Inspectors Development Plan’ from Masindi District is included in Appendix C, Photocopiable Resources. The original document has four targets; this is just an extract which includes the first one.

### **Activity 14.1 – Interpreting a District Development Plan (30 minutes)**

Study the example ‘Inspectors Development Plan’ from Masindi in Appendix B. Work in pairs to discuss and answer the following questions:

1. Assuming that Masindi considered other activities to help achieve the target of improving teaching and learning, think of one additional activity which could achieve the target. Why might Masindi have opted not to include it in this plan?
2. Which other professional groups in the district will it be necessary to involve in this plan and its implementation?
3. Is this plan realistic in terms of the resources needed to implement it?
4. Think of suggestions for how this plan might be improved.

### **SUMMARY OF KEY POINTS**

- Development planning is equally valuable at all levels of the system.
- School Development Plans should inform District Development Plans.

## ☞ Trainer's Notes ☞



### Time Breakdown

Introduction	5 minutes
Presentation on 'Drafting Development Plans'	10 minutes
Activity 14.1 - Interpreting a District Development Plan	30 minutes
Conclusion	5 minutes
<b>Total</b>	<b>1 hour</b>



### Objectives

- Apply concepts of the Education Improvement Cycle at district or college level
- Understand the connection between SDP planning and the planning process that occurs at other levels



### Materials

Flip chart stand, Flip chart paper, pens, adhesive.



### Preparation

No special preparation required



### Procedure

1. Introduce the rationale of the session
2. Present content of 'Drafting Development Plans at All Levels of the System.'  
Emphasise that the principles of planning are the same. Also emphasise the linkage between SDPs and District plans and how plans at different levels of the system should inform one another.
3. Ask participants to do Activity 14.1 - Interpreting a District Development Plan; allow approximately 10 minutes for plenary discussion.
4. Conclude by presenting the 'Summary of Key Points'. Ask participants if there any other points that they feel should be included.



## SESSION 15—CONCLUSION

*We learn by practice. Whether it means to learn to dance by practicing dancing or to learn to live by practicing living, the principles are the same – Martha Graham*

### Rationale:

The final session provides participants with a chance to reflect critically upon the experiences of the workshop and formulate plans for implementing the skills acquired. It is important that participants take what they have practiced during this workshop and apply it in order to work with others to draft a Development Plan for their own institution.

### Objectives:

Upon completion of the activities of this session, participants should be able to:

- Make specific plans for how they will work with others to develop a Development Plan for their institution
- Outline professional development activities that they plan to undertake before the next training course takes place
- Identify Tools for Performance Improvement that they will try out before the next workshop
- Assess whether their expectations of the workshop were met

 Duration: 1 hour 35 minutes

### Content:

#### **Activity 15.1 –Outlining a process of Development Planning for your institution (30 minutes)**

This workshop has provided you with numerous opportunities to reflect upon the current practice of your own institution. From these and the other activities you will have developed an idea of:

- The areas of strength of your institution that you can celebrate with your staff and attempt to communicate to others
- Areas needing further development, which you need to improve upon through your Development Plan

Working individually or with a colleague from your institution, use  Handout G to reflect upon your experiences over the last few days and plan a process that you will initiate for creating a Development Plan for your institution. Note these on  Handout G (Preparations for Development Planning) to report back on your efforts to your colleagues and other stakeholders. When you return to your institution, keep notes of your efforts to develop a Development Plan so you can report on these at the next workshop. *At this point your district officials may also set certain expectations regarding the preparation of SDPs in a specific district*

### REVIEWING YOUR PROFESSIONAL DEVELOPMENT PLAN

As this series of training modules is designed to foster and support your professional growth as an education manager, you should take the time to reflect on the Professional Development Plan you developed in Module 1 and reported on at the beginning of this workshop.

#### **Activity 15.2 – Reviewing Your Professional Development Plan (20 minutes)**

Take 20 minutes to review your plan, modifying it as necessary to reflect the skills and activities you plan to employ and undertake upon returning to your post. You may want to fill out a new plan, a copy of which is found in Appendix A as  Handout H. Share your plan with your neighbour.

### SUMMARY OF KEY POINTS

This manual provides practical advice on managing school improvement. The centerpiece of the strategy described is the Education Improvement Cycle. It provides practical guidance on developing, implementing and monitoring a development plan for your school or institution.

Some of the key points include:

- Education improvement is a continuous and cyclical process of evaluation, planning action and reflection.
- An SDP is a practical plan for realizing the mission of a school.
- An SDP should bring different stakeholder groups together to plan and act with the common purpose of education improvement, with a direct impact on pupils' learning.
- A development plan, be it at the school, district, CC or PTC level, will normally contain the following information: mission, objectives, activities, persons responsible, timeframes and resources needed.
- The targets set in a development plan should be SMART – (Specific, Attainable, Measurable, Realistic, Time-bound).
- A development plan is a living document that must be continuously reviewed, monitored and updated.
- The education environment is ever changing. A skilled manager and leader will grasp the opportunities presented by change to improve the quality of education.

### REFLECTION ON THE OUTCOMES OF THE WORKSHOP

#### **Activity 15.3 – Were Objectives and Expectations Met? (10 minutes)**

All in plenary, review the list of 'participants' expectations' and 'workshop objectives' that were introduced in the first session on the first day.

- To what extent were your own personal expectations of the workshop met? Comment particularly on those areas where your expectations were different from what actually happened
  - To what extent do you think that the workshop succeeded in meeting its objectives?
- Spend about 10 minutes discussing these questions.

 **Activity 15.4 – Workshop Evaluation (20 minutes)**

Working individually and spend 20 minutes completing the evaluation form found in Appendix C.

**BEFORE THE NEXT WORKSHOP!**

Work together with other stakeholders to draft a development plan for your school or institution. Don't forget that the document itself is less important than the improvement process that it sets in motion! So do not neglect to also set up structures and systems for monitoring the plan's implementation.

 **Trainer's Notes** 



**Time Breakdown**

Introduction	5 minutes
Activity 15.1 - Outlining a Process for Development Planning at Your Institution	30 minutes
Activity 15.2 - Reviewing Your Professional Development Plan	20 minutes
Activity 15.3 - Were Objectives and Expectations Met?	10 minutes
Activity 15.4 - Workshop Evaluation	20 minutes
Conclusion	10 minutes
<b>Total</b>	<b>1 hour 35 minutes</b>



**Objectives**

Participants will:

- Make specific plans for how they will draft a Development Plan for their own institution.
- Outline professional development activities that they are expected to undertake before the next training course takes place.
- Identify Extension Activities and self-evaluation instruments that they will attempt before the next workshop.
- Assess whether their expectations of for the workshop were met.



**Materials**

Flip chart stand, Flip chart paper, pens, adhesive

 **Preparation**

Make enough photocopies of  Handout G (Preparation for Development Planning Template), one for each participant

Make enough photocopies of  Handout H (Professional Development Plan), one for each participant

Make enough photocopies of the Workshop Evaluation, one for each participant

 **Procedure**

1. Introduce the rationale of the concluding session. Emphasize its importance and its link to action when participants return to their institutions.
2. Ask participants to do Activity 15.1 - Outlining a Process for Development Planning, using  Handout G (Preparation for Development Planning Template).
3. **Emphasize that they will report back on the status of the plan at the start of the next workshop and therefore need to take notes on challenges they face, successes and strategies they used for success.**
4. Individual districts should set expectations regarding the preparation and delivery of SDPs. District staff and CCTs may want to make copies of the completed templates to support head teachers in carrying them out at the school level.
5. Invite participants to carry out Activity 15.2 - Reviewing Your Professional Development Plan, using  Handout H (Professional Development Planning Template) as needed.
6. Present the final summary of key points.
7. Ask participants to do Activity 15.3 - Were Objectives and Expectations met? Refer participants back to the chart paper containing their expectations, which was prepared at the start of the first day. Refer them also to the chart paper of workshop objectives. Discuss in plenary.
8. Ask participants to carry out Activity 15.4 - Workshop Evaluation, using Evaluation form that is appropriate for this group found in Appendix C.
9. Ask a participant to close the workshop.
10. Wish participants luck with their efforts to implement and encourage them to support one another locally.
11. Ensure that all administrative procedures and claims are dealt with.
11. Formally close the workshop.





# **WORKSHOP HANDOUTS**

---



 A (for Activity 2.1)

*Professional Development Plan Review Template*

Name \_\_\_\_\_

School/Institution \_\_\_\_\_ District \_\_\_\_\_

**2 areas of personal professional strength identified during Workshop 1**

1. \_\_\_\_\_

2. \_\_\_\_\_

For each area of strength, reflect on the outcomes of your efforts to share and develop these skills with your colleagues.

Reflection on actions taken to share Strength 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Reflection on actions taken to share Strength 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2 areas in need of development identified during Workshop 1**

1. \_\_\_\_\_

2. \_\_\_\_\_

Reflection on actions taken for self-improvement in Personal development area 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Reflection on actions taken for self-improvement in Personal development area 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Reflection on Activities from Performance Improvement Toolkit undertaken

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Reflection on Performance Improvement tools used on-the-job

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

 **B** (for Activity 5.1)

**CHARACTERISTICS OF A QUALITY SCHOOL IDENTIFIED AT REGIONAL STAKEHOLDERS DIALOG MEETING S (June 15, 22 and 28) AND TEACHER EFFECTIVENESS WORKSHOPS (June 18 and 24)**

***Personnel Management***

- Qualified, competent and effective head teachers/teachers
- Good administration portrayed by the Head teacher
- Properly supervised & motivated staff
- Adequate staff
- Effective time management (time table)
- Motivated and committed teachers
- Good working relations among the staff, parents and community
- Motivation of teachers by all stakeholders
- Capacity building of teaching staff
- Pupil-teacher discipline
- Appraisal of teachers

***Planning***

- School plan & structures in place
- School with a vision and a mission

***Organization***

- Utilization of instructional materials
- Enrollment of all children (all inclusive)
- Retention and completion of primary education
- School rules – known by all stakeholders
- Regular inspection and supervision by DEO's office and stakeholders especially LCs
- Proper book keeping & accountability
- Sensitization on rights of children to all stakeholders

***Infrastructure***

- Suitable, adequate, well maintained accessible infrastructure to all learners (e.g. sign posts, classrooms, teachers' houses, sanitation facilities, library, laboratory, furniture, sick bay).
- Well maintained compound
- All facilities – pens, ink point, books are available
- Good sporting facilities/equipment

***Healthy Environment***

- Proper school sanitation & hygiene
  - Separate latrines for boys and girls and teachers
  - Separate wash rooms for girls
  - Supply of safe drinking water
  - Provision of sanitary pads and spare uniform
  - Safe water source near school
- Security (school/school land fence, night watchman, lockable classrooms/office/stores)

- Talking/friendly classrooms/environment
- School rules and regulations made and known by all stakeholders
- Guidance and counseling of staff and children
- Prepare girl and boy children in required manner
- Organized system of feeding children
- Involvement of pupils in agricultural activities leading to better nutritional standards
- Pupil-teacher relationship (discipline)

### ***Learning/teaching Environment***

- Effective learning processes
- Active learner involvement during lessons
- Positive interactions/relationships between teachers and learners. (Giving positive/appropriate responses to children)
- Pupil-teacher ratio
- Maximum and appropriate use of available instructional materials in the school.
- Effective time management (time table)
- Schemes of work and lesson plans (up to date)
- Refresher courses
- Appropriate and conducive classroom organisation and management
- Enthusiasm among members of the school (Eg – Teachers keeping time)
- Regular attendance of children and teachers in school.
- Evidence of work done by the children and teachers.
- School based professional development for teachers
- Special needs considerations
- Sensitization on rights of children to all stakeholders
- Give equal opportunity to all (boys, girls, disabled, orphans)
- Prepare girl/boy children in required manner
- School rules and regulations made and known by all stakeholders
- Guidance and counseling of staff and children
- Good working relations among the staff, parents and community
- Availability of instructional materials
- Involvement of pupils in agricultural activities leading to better nutritional standards

### ***School-Community partnerships***

- Good working relations among the staff, parents and community
- Community attending school meetings
- Community attending school functions (speech days, fund raising)
- School managed through the involvement/participation of all stakeholders
- Election of committed SMCs and PTAs
- Ensuring existing, functional, effective SMCs/PTAs
- Free parents participation in school
- LC involvement - in school events and in supporting schools

 C (following Activity 6.1)

**SCHOOL DEVELOPMENT PLANNING TEMPLATE**

**School Name:** .....

**District:** .....

**County:** .....

**Period Covered by Plan**.....





APPENDIX A

**SECTION 3: PRIORITIES ACTIVITIES AND OBJECTIVES**

PRIORITY 1: \_\_\_\_\_

Overall indicator of success for this priority: \_\_\_\_\_

Task team members dealing with this priority: \_\_\_\_\_

Date for completion and reporting of this priority: \_\_\_\_\_

Means of monitoring completion: \_\_\_\_\_

Activities (What we will do)	Objectives (What will this Activity achieve?)	Persons Responsible		Date to be Completed (be specific; avoid "on-going")	Budget/Resources (including financial, human and materials resources)
		Leader	Collaborating partners		
A.					
B.					
C.					
D.					
E.					
F.					

APPENDIX A

---

PRIORITY 2: \_\_\_\_\_

Overall indicator of success for this priority: \_\_\_\_\_

Task team members dealing with this priority: \_\_\_\_\_

Date for completion and reporting of this priority: \_\_\_\_\_

Means of monitoring completion: \_\_\_\_\_

Activities (What we will do)	Objectives (What will this activity achieve?)	Persons Responsible		Date to be Completed (be specific; avoid “on-going”)	Budget/Resources (including financial, human and materials resources)
		Leader	Collaborating partners		
A.					
B.					
C.					
D.					
E.					

APPENDIX A

PRIORITY 3: \_\_\_\_\_

Overall indicator of success for this priority: \_\_\_\_\_

Task team members dealing with this priority: \_\_\_\_\_

Date for completion and reporting of this priority: \_\_\_\_\_

Means of monitoring completion: \_\_\_\_\_

Activities (What we will do)	Objectives (What will this activity achieve?)	Persons Responsible		Date to be Completed (be specific; avoid “on-going”)	Budget/Resources (including financial, human and materials resources)
		Leader	Collaborating partners		
A.					
B.					
C.					
D.					
E.					

APPENDIX A

PRIORITY 4: \_\_\_\_\_

Overall indicator of success for this priority: \_\_\_\_\_

Task team members dealing with this priority: \_\_\_\_\_

Date for completion and reporting of this priority: \_\_\_\_\_

Means of monitoring completion: \_\_\_\_\_

Activities (What we will do)	Objectives (What will this Activity achieve?)	Persons Responsible		Date to be Completed (be specific; avoid “on-going”)	Budget/Resources (including financial, human and materials resources)
		Leader	Collaborating partners		
A.					
B.					
C.					
D.					
E.					

APPENDIX A

PRIORITY 5: \_\_\_\_\_

Overall indicator of success for this priority: \_\_\_\_\_

Task team members dealing with this priority: \_\_\_\_\_

Date for completion and reporting of this priority: \_\_\_\_\_

Means of monitoring completion: \_\_\_\_\_

Activities (What we will do)	Objectives (What will this Activity achieve?)	Persons Responsible		Date to be Completed (be specific; avoid “on-going”)	Budget/Resources (including financial, human and materials resources)
		Leader	Collaborating partners		
A.					
B.					
C.					
D.					
E.					

## APPENDIX A

### D (for Activity 7.1)

#### SCHOOL SELF-ASSESSMENT CHECKLIST

Key: 4=strongly agree    3=agree    2= disagree    1= strongly disagree

	Level			
	1	2	3	4
<b>1. Pupils Progress</b>				
1.1 Pupils work demonstrates that they perform academically to their full potential				
1.2 Girls and boys perform equally well across the curriculum				
1.3 Children with special needs are able to realize their full potential				
1.4 All pupils enrolled attend school regularly				
1.5 Pupils do not drop out of school				
1.6 Pupil attendance is encouraged and monitored				
1.7 There is evidence that pupils eat at least one good meal a day				
<b>2. Teaching and Learning</b>				
2.1 Teacher are always in attendance and punctual				
2.2 The school has a timetable which is followed – All classes start on time				
2.3 Teaching and learning takes place for the established number of days and hours per day				
2.4 Teachers present the full range of subjects and content prescribed by the syllabus				
2.5 Teachers employ a variety of teaching methods				
2.6 Learning takes place through pupil activity				
2.7 Pupils are encouraged to bring their own ideas and experiences into the classroom				
2.8 Teachers employ a variety of thought provoking questioning techniques				
2.9 Teachers plan their lessons thoroughly				
2.10 Teachers collaborate effectively on planning, teaching and assessment				
2.11 Teachers have sufficient subject knowledge				
2.12 Teachers set meaningful homework tasks				
2.13 Teachers reflect on, and evaluate, their own practice				
2.14 Teachers use a variety of approaches to the continuous assess the pupils' work				
2.15 Parents are kept informed about their children's' progress				
2.16 Consistent discipline is applied and positive behaviour is reinforced				
<b>3. School Leadership &amp; Management</b>				
3.1 The head teacher and leadership demonstrate commitment and professional skill				
3.2 The school vision/mission is communicated to the school community				
3.3 The school has a Development Plan that is actively implemented				
3.4 Frequent and productive staff meetings are held				
3.5 Teachers are regularly appraised				
3.6 Administrative systems in the school office are orderly and up to date				
3.7 There are effective systems for curriculum management/monitoring teaching and learning				
3.8 There are effective systems for developing teachers' professional skills				
3.9 The school has a budget which is approved by the SMC				
3.10 The school keeps thorough financial records				
3.11 The school accounts are audited every year				
3.12 The SMC has the skills to contribute positively to the development of the school				
3.13 The school has a clear policy to minimize the impact of HIV/AIDS on the school community				
<b>4. School Environment &amp; Resources</b>				
4.1. The school grounds are well maintained				
4.2 The buildings, particularly the toilets, are clean and in good repair				
4.3 Classrooms provide a stimulating learning environment				
4.4 Classroom comfortably accommodate the number of pupils				

## APPENDIX A

---

4.5 The school creates a safe environment for pupils and teachers (fencing, gates, guards)				
4.6 Textbooks and other books are available and are effectively used				
4.7 Teachers make their own teaching resources				
<b>5. Parental Involvement</b>				
5.1 Parents are encouraged to participate fully in the life of the school				
5.2 Teachers are receptive to ideas put forward by parents				
5.3 Parents are involved in fund-raising activities at the school				
5.4 Parents contribute to decisions in the school				
<b>6. Institutional Culture</b>				
6.1 There is a sense of equality and fairness in the school				
6.2 There is a sense of identity and pride in the school				
6.3 Positive relationships are established between pupils, both in the classroom and at play				
6.4 Staff and pupils contributions to the life of the school are recognized and praised				
6.5 Extra-mural activities are well-planned and well-attended				

## APPENDIX A

 E (for Activity 7.2)

### School Self-Assessment Checklist

School:                     Katwe School                    

Key: 4=strongly agree    3=agree    2= disagree    1= strongly disagree

	Level			
	1	2	3	4
<b>1. Pupils Progress</b>				
1.1 Pupils work demonstrates that they perform academically to their full potential		✓		
1.2 Girls and boys perform equally well across the curriculum		✓		
1.3 Children with special needs are able to realize their full potential		✓		
1.4 All pupils enrolled attend school regularly	✓			
1.5 Pupils do not drop out of school	✓			
1.6 Pupil attendance is encouraged and monitored			✓	
1.7 There is evidence that pupils eat at least one good meal a day		✓		
<b>2. Teaching and Learning</b>				
2.1 Teacher are always in attendance and punctual		✓		
2.2 The school has a timetable which is followed – All classes start on time		✓		
2.3 Teaching and learning takes place for the established number of days and hours per day		✓		
2.4 Teachers present the full range of subjects and content prescribed by the syllabus		✓		
2.5 Teachers employ a variety of teaching methods		✓		
2.6 Learning takes place through pupil activity		✓		
2.7 Pupils are encouraged to bring their own ideas and experiences into the classroom		✓		
2.8 Teachers employ a variety of thought provoking questioning techniques		✓		
2.9 Teachers plan their lessons thoroughly		✓		
2.10 Teachers collaborate effectively on planning, teaching and assessment	✓			
2.11 Teachers have sufficient subject knowledge			✓	
2.12 Teachers set meaningful homework tasks	✓			
2.13 Teachers reflect on, and evaluate, their own practice		✓		
2.14 Teachers use a variety of approaches to the continuous assess the pupils' work	✓			
2.15 Parents are kept informed about their children's' progress		✓		
2.16 Consistent discipline is applied and positive behaviour is reinforced	✓			
<b>3. School Leadership &amp; Management</b>				
3.1 The head teacher and leadership demonstrate commitment and professional skill		✓		
3.2 The school vision/mission is communicated to the school community		✓		
3.3 The school has a Development Plan that is actively implemented	✓			
3.4 Frequent and productive staff meetings are held			✓	
3.5 Teachers are regularly appraised	✓			
3.6 Administrative systems in the school office are orderly and up to date			✓	
3.7 There are effective systems for curriculum management/monitoring teaching and learning	✓			
3.8 There are effective systems for developing teachers' professional skills	✓			
3.9 The school has a budget which is approved by the SMC	✓			
3.10 The school keeps thorough financial records			✓	
3.11 The school accounts are audited every year	✓			
3.12 The SMC has the skills to contribute positively to the development of the school		✓		

## APPENDIX A

---

3.13 The school has a clear policy to minimize the impact of HIV/AIDS on the school community		✓		
<b>4. School Environment &amp; Resources</b>				
4.1. The school grounds are well maintained			✓	
4.2 The buildings, particularly the toilets, are clean and in good repair	✓			
4.3 Classrooms provide a stimulating learning environment		✓		
4.4 Classroom comfortably accommodate the number of pupils	✓			
4.5 The school creates a safe environment for pupils and teachers (fencing, gates, guards)	✓			
4.6 Textbooks and other books are available and are effectively used		✓		
4.7 Teachers make their own teaching resources		✓		
<b>5. Parental Involvement</b>				
5.1 Parents are encouraged to participate fully in the life of the school		✓		
5.2 Teachers are receptive to ideas put forward by parents		✓		
5.3 Parents are involved in fund-raising activities at the school			✓	
5.4 Parents contribute to decisions in the school	✓			
<b>6. Institutional Culture</b>				
6.1 There is a sense of equality and fairness in the school		✓		
6.2 There is a sense of identity and pride in the school		✓		
6.3 Positive relationships are established between pupils, both in the classroom and at play			✓	
6.4 Staff and pupils contributions to the life of the school are recognized and praised			✓	
6.5 Extra-mural activities are well-planned and well-attended			✓	

 **F** (for Activity 10.1)

**Solution Hourglass**

**CAUSES**

---

---

---

---

---

---

---

---

---

---

***Problem/Priority***

---

---

---

**CONSEQUENCES**

---

---

---

---

---

---

---

---

---

---

**STRATEGIES/ACTIVITIES**

---

---

---

---

---

---

---

---

---

---

***Positive Outcome***

---

---

---

**BENEFITS**

---

---

---

---

---

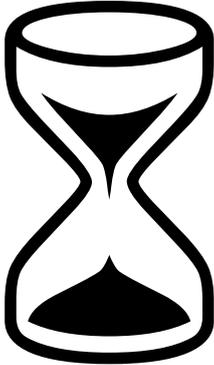
---

---

---

---

---



 **G** (for Activity 15.1)

**PREPARATIONS FOR DEVELOPMENT PLANNING TEMPLATE**

Name \_\_\_\_\_ Institution \_\_\_\_\_

**3 Likely Priorities for inclusion in your Development Plan**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Possible strategies for addressing Priority 1

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Possible strategies for addressing Priority 2

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Possible strategies for addressing Priority 3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What steps will you take to work with others to develop a Development Plan at your institution?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who will you involve in the process and how?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are likely key dates, and by when will your plan be complete?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who will you share your plan with?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 H (for Activity 15.2)

**PROFESSIONAL DEVELOPMENT PLAN**

**Name** \_\_\_\_\_

**School/Institution** \_\_\_\_\_ **District** \_\_\_\_\_

**Describe 2 areas of personal professional strength that you have identified during the course of this workshop**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

For each area of strength identify actions that you will take to share and develop these skills with your colleagues.

Actions to be taken to share Strength 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Actions to be taken to share Strength 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Describe 2 areas in need of development that you have identified during the course of this workshop**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

For each area in need of development identify actions that you will take to improve your skills.

Actions to be taken for Development area 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Actions to be taken for Development area 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Activities from the Toolkit for Performance Improvement you will complete with others

- \_\_\_\_\_
- \_\_\_\_\_

Tools from the Performance Improvement Toolkit you will use on-the-job

- \_\_\_\_\_
- \_\_\_\_\_

# **PHOTOCOPIABLE RESOURCES**

---







APPENDIX B

**Masindi District Inspectorate Development Plan 2004-5**

**Mission Statement**

To promote high quality education in schools  
 To empower head teachers, SMC's and stakeholders to develop quality education  
 To promote equity of access at all stages to quality education for all pupils

**Target one: To improve teaching and learning in Primary Schools**

Priority	Activity (how will it be carried out?)	Who will be responsible?	When will it happen?	How will we know if we are successful?	Who monitor progress?	Resources
1a) To encourage pupil participation in lessons	1.Coordinate and use one CCT per county to organize training for pilot group of schools per county (four CCTs and four teachers) 2.to coordinate these 16 Heads to give internal technical support for teachers	1.county inspector for each County 2.CCTs and SG	During CCT meeting organized by SG and JA. Term one	1.Pilot established. CCTs and Heads providing training/ technical support. Inspection in the above schools notes increase in pupil participation	SG and JA to establish four CCTs.	1. Travel costs of four CCTs on three journeys to Masindi return
1b) To mobilize subject specialists in schools to improve teaching and learning	1.organise pilot groups of teachers at County level to on subject lesson plans; one subject per county inspectors to agree criteria for groups. 2.Organise demonstration lessons by good teachers.	PI and Pardon to agree a group for Maths. Edward ditto (Kigumba) 2. Pilot group to set up demo. Lessons	1.during term one 2. Term three	1.Pilot set up. Teachers forming joint lesson plans. (To include support for SEN) 2.feedback from teachers who have observed demonstration lessons	PI	Nil
1c) Continue rigorous inspection of teaching and learning in schools	1 25.full inspections to be carried out each term 2.60 (15 per County) short aspect inspections to be carried out each term e.g. pupil participation in lessons 3. Initiate programme of inspection in Refugee settlement schools (five in team) 1/2 day for each school	. PI to draw up a programme in conjunction with County Inspectors	1/2.Throughout the year  3. Termly visit to each of four schools 1/2 day each school	Inspection reports include judgments and evidence on teaching and learning Programme of visits completed	PI	Facilitation
1d) To improve implementation of co-curricular activities	1.To require HTs to improve timetable planning and monitoring 2.Co-curr on the Inspector agenda for termly HT meetings	SG, JDA Edward for PE, ME music and DIES and SG, JDA	1.SG, JDA, training throughout year	Inspection reports indicate increase in planned co-curricular activities.	PI	Nil

## APPENDIX B

1e) To increase use of text books and instructional materials in schools	1.HTs to support introduction of new books and materials 2.use of new text books and instructional materials monitored during inspection 3.Increase of reading corners in classrooms	County Inspectors and CCTs	When the text books are disseminated	Inspection reports note new text books and materials being used Strengths and weaknesses identified by inspectors		Nil
1f) To improve provision for children with special educational needs	1.EARs and VSO to provide training for teachers responsible for SEN at school level in five CCT centers 2. Arrange two-day conference for SNECOs to share expertise and improve organization and management 3.to establish efficient systems of data collection 4.Introduce the MCH curriculum to five schools after trialing in Kamurasi	EARS and VSO  3.EARS and SH  4EARS and VSO	1. Term one 1 centre Term two 2 centers term three 2 centers  2. hold before term two. 2 days  3. Term two  4. Term one 1 school term two five schools	Teachers responsible for SEN able to identify pupils and to advise teachers on appropriate methodologies 2. SNECOs demonstrate increased expertise when dealing with schools 3. successful, sustainable systems established 4. MCH curriculum successfully introduced in five schools	Facilitation PI	2.Travel costs for 13 plus one night accommodation and two lunches
1g) Improve teaching of untrained teachers	1.organise one local induction course per county e.g. planning and scheming 2.Headteachers to encourage experienced teachers to do demonstration lessons and support within school	County Inspectors and CCTs	1. first term 2. Throughout the year	Inspection reports note improvement of skills	PI	2,000,000sh if similar to IDP five-day course
1h) To ensure a broad balanced curriculum for all pupils	1. Create district policy on timetabling issues to provide advice to head teachers	County Inspectors and CCTs SG and JDA	2. SG and JDA term one	Inspectorate reports note increase in schools where all subjects are taught according to timetable	PI	Nil
1i) To improve time management and attendance of teachers	1. Promote rigorous timetable management by HTs 2. Inspectors to form policy and guidance on attendance.	Heads County inspectors		Inspector head teacher meeting agendas include this priority	PI	Nil
1k) To develop further localized curriculum initiative	1. Roll out to six further schools 2. Inform inspector colleagues of programme and give plan	PMO	See action plan	12 schools have introduced the curriculum.	PI	Nil

### Expected Roles of Education Stakeholders

This information comes from the MOES publication – *Enhancing UPE: A Stakeholders Handbook* (2004).

#### *The Ministry of Education and Sports*

- Using pre-primary programmes and other measures to prepare children for the intellectual requirements of primary education
- Training and recruiting more teachers
- Liaising with the MoFPED and donors to ensure continued funding
- Providing instructional materials
- Contributing to the construction of classrooms, science labs, libraries and teachers' houses
- Supervising and monitoring the implementation of UPE programmes and ensuring standards of teaching and learning

#### *Pupils*

- Making education the most important programme in your life
- Going to school every day, studying hard and observing discipline
- Helping your parents to prepare your breakfast and a midday meal for you
- Valuing education and not dropping out in favours of employment or early marriage
- Contributing to family income during holidays so that parents can buy you exercise books, pens, pencils, uniforms and other materials you need at school
- Staying at school at least through P1 to P7
- Keeping the school clean and improving the school environment
- Adopting safe behaviours to avoid HIV/AIDS

#### *Parents/Guardians*

- Ensuring that every day, children take breakfast at home and have a midday meal at school: pack food or contribute to a feeding programme organized by the school
- Ensuring that pupils have the minimum requirements for school (pen, pencil, exercise books, etc.)
- Buying a school uniform (although no child will be sent from school for not having one) to make your child presentable
- Encouraging your child to always complete their homework
- Giving labour or materials such as bricks to school projects
- Attending school meetings to contribute ideas to make learning better for your children
- Encouraging all your children to successfully compete P7
- Valuing education and not withdrawing your children from school for work, marriage or any other activities that deter them from attending school

#### *Teachers*

- Attending school everyday and teaching all your lessons
- Making learning meaningful, lively and enjoyable
- Always putting textbooks in the hands of the pupils for use at school and home
- Working with parents to help them to understand and appreciate the value of education
- Never using punishments which hurt the child's body or mind
- Maintaining professional ethics and high standards of teaching and never sexually harassing your pupils
- Being gender sensitive to the special learning/social needs of boys and girls
- Teaching about HIV/AIDS to help pupils avoid risky behaviours and to stay safe
- Providing guiding and counseling for your pupils

## APPENDIX B

---

### *Head teachers*

- Explaining the goals and objectives of education, at school and national levels
- Always explaining the government's policies, commitments and contributions towards UPE and primary education in general
- Interpreting and managing the curriculum
- Being present at school every day
- Making sure that the school starts every day at 8.30 am and closes at 4.30 pm.
- Openly displaying how the UPE money you receive has been spent
- Accounting correctly for all money, property and school educational materials
- Promoting extra curricular programmes in school.
- Supervising teachers and creating a child-friendly school environment
- Maintaining high standards in discipline, health hygiene, teaching and learning
- Working hard to increase the number of children in your school who successfully compete P7 every year
- Promoting good public relations with communities

### *School Management Committees*

- Correctly playing your role as the statutory body for the school
- Overseeing the life of the school, including budgets, planning and the performance of the head teacher
- Making sure that there is mutual understanding and support between the school and parents for the benefit of the child
- Monitoring the quality of education at the school
- Creating a supportive link between the head teacher and the district officials for the successful running of the school
- Meeting monthly in a spirit of volunteerism

### *Primary Teachers Colleges and Coordinating Centre Tutors*

- PTCs provide vital support for UPE by training effective teachers for UPE
- CCTs provide vital support for UPE by improving teaching and learning in schools, supporting and guiding the school leadership, and working with the district leaders and head teacher to improve instructional skills and pupil learning

### *Community Leaders*

- Visiting families to persuade/encourage them to take their children to school
- Attending school meetings to contribute ideas to improve the school
- Talking about the importance of education every time you preach or talk to a meeting
- Demanding from head teachers and district officer's accountability for UPE funds released to schools
- Informing the District Education Officers or Chief Administrative Officers if you think that UPE funds or policies are being abused

### *District Education Officer*

- Helping head teachers and teachers to keep to their professional ethics: give them corrective support to improve performance and take disciplinary action on all offences according to Public Service Regulations
- Guiding school staff and management committees towards quality education
- Deploying teachers to government schools and sustaining and improving their capacity in the district
- Making sure that all private schools are licensed by the Directors of Education
- Making sure that all scholastic materials reach the schools and are kept safely

## APPENDIX B

---

- Drawing the attention of district leaders to educational requirements and needs in the district for planning and budgeting purposes

### *District Inspector of Schools*

- Ensuring that your staff visit every school in the district regularly, at least once a year
- Evaluating the performance of teachers and head teachers
- Helping school to put to proper use all the money, scholastic materials and facilities they receive under UPE
- Monitoring and ensuring that UPE buildings and scholastic materials are put to proper use
- Proving quality education by supervising, monitoring and mentoring head teachers
- Ensuring proper conduct of UNEB exams

### *Foundation Bodies*

- Implementing the UPE programme efficiently in all foundation schools
- Supporting your head teachers and staff to provide quality primary education
- Explaining to communities the goals and objectives of UPE, which include strengthening the intention of foundation bodies to realize self-sufficient, morally upright and responsible citizens
- Sharing your findings and aspirations on education with the relevant district/ government authorities to improve the quality of education in your schools

### *Non-Governmental Organizations*

- Continuing to work with communities to stress the objectives and value of education
- Providing more classrooms, furniture, water and sanitation and training and support to teachers
- Visiting schools to mentor and monitor teaching and learning
- Ensuring that NGO education plans are in harmony with plans at the sub-county, district and national level to avoid duplication and wastage
- Informing district and national authorities about what you find in the field to harmonize UPE implementation strategies

### *Chief Administrative Officer*

- Making sure that all schools receive their money as soon as it arrives from the central government
- Making sure that the schools have spent the money for the purposes it was meant for. It is particularly important to supervise the construction of SFG classroom and other school facilities
- Supervising and monitoring all UPE initiatives in the district
- Enforcing UPE guidelines
- Ensuring collection of correct data
- Ensuring that the LC V and LC III make development plans



# **WORKSHOP EVALUATION**

---



## APPENDIX C

### Participant Training Evaluation Form

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Title of Training Program \_\_\_\_\_

District \_\_\_\_\_

Participant's current role/occupation \_\_\_\_\_

Participant's level of education \_\_\_\_\_

*Please take a moment to rate this Training in terms of **Content, Facilitation, Time Management, and Responsiveness** to your educational needs. Also provide additional feedback in the **Comments** section. (Your comments are an important contribution to our designing training/learning experiences that meet your professional needs).*

*Please circle **one choice** for each statement*

#### Training Content:

1. The training met my expectations.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
  
2. The relevance/responsiveness of the training courses to my professional needs was:
  - a. Excellent
  - b. Very good
  - c. Good
  - d. Fair
  - e. Poor
  - f. Not sure
  
3. I feel that the content provided valuable information, skills and experiences relevant to the topic
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
  
4. I can easily apply the training's subject matter to my job/work.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure

5. My understanding of the training content was:
- a. Very satisfactory
  - b. Satisfactory
  - c. Neutral
  - d. Dissatisfactory
  - e. Very dissatisfactory
  - f. Not sure

**Training Input: Facilitation and Logistics**

1. The opportunity for interaction, participation and questions was:
- a. Very satisfactory
  - b. Satisfactory
  - c. Neutral
  - d. Dissatisfactory
  - e. Very dissatisfactory
  - f. Not sure
2. I feel comfortable with the support materials that I received as part of the training.
- a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
3. The training materials were suitable.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  - e. Not sure
4. The training materials were enough and understandable.
- a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
5. The venue, lodging and meals arrangements were :
- a. Very satisfactory
  - b. Satisfactory
  - c. Neutral
  - d. Dissatisfactory
  - e. Very dissatisfactory
  - f. Not sure

## APPENDIX C

---

### Training Process: Schedule

1. The instructor's knowledge and presentation style was:
  - a. Excellent
  - b. Very good
  - c. Good
  - d. Fair
  - e. Poor
  - f. Not sure
  
2. The schedule was such that the topics were all covered adequately.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
  
3. The allotted days were an adequate amount of time for the training.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
  
4. The amount of outside and/evening work is reasonable.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure

### Training Product

1. Overall the value of the training program was:
  - a. Excellent
  - b. Very good
  - c. Good
  - d. Fair
  - e. Poor
  - f. Not sure
  
2. I would recommend this training to colleagues in my area of work/practise.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure

## APPENDIX C

---

### Further Comments:

What parts of the training would you improve? What should we do to improve the quality of this training?

---

---

---

---

---

### Application of Training

What **will you do differently** in your practice/service setting as a result of this training?



What additional training or support do you require to apply the training in the workplace?



What concerns do you now have about your role as an education manager?

What do you feel is the biggest challenge to strengthening the management system in the education sector?



