School Leadership and Management

School Development Planning
Training Guide
Training guide outline

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Guidance to Trainers

Organising the workshops
The trainers need to split up the total number of participants in smaller groups so that each trainer is responsible for facilitating one smaller group (for example, if there are 2 trainers and a total number of 60 participants, each of the trainers will work with a group of 30 participants).

The key advantages of this set-up are:

- Introductions, plenary sessions, and plenary feedbacks are more easy to handle and do not take too much time
- Time to discuss small group work in plenary is sufficient for proper presentation, discussion and feedback and each group will have the chance to share
- Keeping track of participants records and note taking of key issues is easier to manage

What Head Teachers/WEC need to bring with them for the SDP training
The training is designed to build skills which head teachers need for developing a school development action plan. These skills include 1) the use of qualitative information such as the views and priorities of key stakeholders i.e., pupils, teachers, and parents, and 2) the use of quantitative data from the school administration\(^1\) and the School Information System, such as:

- Information on school finances (income, expenses), school resources inventory (classrooms, desks, equipment, teaching and learning materials), pupil information records, pupil’s academic records, pupil admission book, pupil class attendance list, teaching staff information records, records on teacher attendance, PTP activities, etc.

- And SIS monitoring charts on:
  - Professional development
  - Community development
  - School activities record sheet
  - WEC school visits/meetings

A third source of information important to include in the school development action plan are the community education needs and community contributions to school improvement. This information is recorded on:

- The list of prioritised community needs
- The one-year community action plan (developed during C4 training).

When you invite the participants to the training please ask the participants to bring the list of prioritised community needs, and the one-year community action plan with them.

Please make sure that participants understand that we are not going to judge the accuracy of the information they bring with them (although it will become clear that accurate and up-to-date data are important for the development of an achievable and affordable school development action plan).

\(^1\) Records or documents mentioned in the MoEVT head teacher toolkit (2013), SIS forms
What trainers need to prepare before the workshop sessions start
Make sure that you have enough flip chart paper, pens, marker pens, masking tape and paper with you for each session.

For some sessions you need to prepare in advance flip chart size matrixes and other tables for small group work:

**Session 1:**
- A flip chart paper with:
  - The 3-day time schedule of the training
  - The key objectives and expectations of the training
  - Domestic arrangements
- A flipchart visualising the link between previous training in "Community Education Needs Identification" and this first 3-day training in "School Development Planning" (copy the figure below):

```
EQUIP-T has been introduced 
Results:

Community level
Community Education Needs identified

Linking school and community
School/ Committee members trained

School/class-room level
PTPs are formed

Income generating activities
```

**Session 3:**
- Example SWOC matrix on flip chart, one for each small group (see Annex 2)
- Sufficient copies the five SWOC matrixes (A4) for detailed school analysis to hand out to participants (see Annex 3)
- Hard copies of the illustration which pictures a teacher using the Big Book (as an example of an opportunity for the school).

**Session 4:**
- Enough copies of the "Who When How Where" Table (Annex 3) for each participant to fill in

**Session 5:**
- Cards (A, B and C) for the listening exercise (see Session 5, point 24 and 25), enough sets for practising this exercise in pairs

**Session 7:**
• Example preference ranking table on flip charts, one for plenary practice, one for each small group (see Session 7, point 41)

Session 8:
• Examples of objectives, targets and activities on A4 paper (one per A4 paper)
• Enough copies of the Participant Guide to hand out at the end of this session

Session 9:
• Flip chart size School Development Action Plans, one for each small group
• District level trainers training HT/WEC have to print enough A3 copies of the Action Plan for their participants to fill in, plus spare copies (See Annex 1, school development action plan format)
• 5 Activities that can be funded through the PTP grant, and 5 activities that can NOT be funded through the PTP grant. Each activity written on an A4 paper

Session 10:
• Flip chart size School Development Action Plan (Annex 1 trainers guide) for demonstration purposes
• Enough copies of the School Development Action Plan for each participant to fill in, plus a number of spare copies

Session 11:
• 3-5 Topics that will guide the focussed group discussion on writing the school development action plan (the purpose of the focussed group discussion is to generate information on problems participants have faced, whether or not they have solved them and how, issues that are misunderstood or understood in different ways, etc.)
• Check if you have enough spare copies of the School Development Action Plan (Annex 1) in case participants need to start afresh.

Session 12:
• Enough copies of the “What to do next and when” Table (Annex 8) to plan what to do to develop the School Development Action Plan and when to do it

Notes on group work
Always make three things very clear before participants begin group work: Task, Time and Feedback:

• Task: Make sure that participants understand clearly what they have to do (this is really “A MUST” if participants are doing group work). Properly check if participants fully grasp the points intended for the said activity. Once they have begun it is sometimes useful to go around and check understanding and clarify any points.

• Time: Make sure participants know exactly how long they have. If by any chance they appear not to have progressed as far as you would wish; valuable discussion is still going on; and you have further time available, then renegotiate the timing with the whole group. Stop the activity to do this rather than just letting things run on. This way participants will not get into the habit of assuming that the time set does not matter. Groups may appoint a timekeeper to make sure that groups stick to the timing so that they progress accordingly.
• **Feedback**: Before they begin a task, it is helpful if participants know what the reporting arrangements will be i.e. whether they have to write on flipchart, choose / elect / appoint a reporter, etc. Also set a time limit set for each feedback report. Say 10-15 minutes or whatever is deemed necessary. Items to be discussed in here must be within or what is relevant to the topic. Sometimes, participants can be saying out of context issues. If there is really a need to resolve / address such issues, best to be resolve them in another session. Furthermore, be conscious of the time frame, and elect a rapporteur. Remember, that sometimes it might not be necessary to have any feedback; the activity or discussion itself might be sufficient. Even so, make this clear to participants before they begin.

**Facilitator skills (tips and tricks)**

Use the following tips and tricks to make sure that all participants are actively participating during the workshop (both in plenary sessions and during small group work):

• Make regular eye contact with all participants

• When participants are working in small groups, walk from group to group. Only interfere if you notice that the group has misunderstood the exercise or if they got stuck and do not know how to progress (using the listening chair).

• Participants sometimes ask for more clarification or definitions (for instance the definition of "good or bad listening", or of "objective" and "target") before the exercise started. Do not give them the definitions but tell participants that they will get the answer to their questions by doing the exercise and during plenary feedback.

• During plenary feedback, do not explain and lecture. Instead, use the "points to emphasise" to ask further questions (probing) to make participants think for themselves.

• Do not be afraid of silence after you asked a question. Give participants time to think and phrase an answer ("count to ten")

• **The Listening Chair**: When participants are working in groups, if furniture permits, place an extra chair in the group so that you can slide in and listen without disturbing the discussion too much. This is much less intrusive than standing over the group.
## 3-Day workshop plan

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>08:00-08:30</td>
<td>Registration of participants, M-pesa if necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08:30-10:30</td>
<td>Session 1 Introduction</td>
<td>Session 5 Consultation skills: Facilitating interviews and group discussions; Listening skills</td>
<td>Session 9 Where do we want to be? School Development Action Plan format Phrasing objectives, setting targets Activities</td>
</tr>
<tr>
<td>10:30-10:45</td>
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</tr>
<tr>
<td>10:45-12:30</td>
<td>Session 2 SDP What and Why?</td>
<td>Session 6 Questioning skills Consultation tools and techniques: Problem trees</td>
<td>Session 10 Where do we want to be? cont... Setting targets Activities Timing Resources Who is responsible</td>
</tr>
<tr>
<td>12:30-13:30</td>
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<tr>
<td>13:30-15:00</td>
<td>Session 3 The school's current situation Where are we now? SWOC Matrix (Annex 2) identifying key school issues</td>
<td>Session 7 Consultation tools and techniques: Solution trees Grouping causes of problems and give them a &quot;heading&quot; Ranking, prioritising</td>
<td>Session 11 Where do we want to be? cont... Timing Resources Who is responsible</td>
</tr>
<tr>
<td>15:30-15:45</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15:45-17:30</td>
<td>Session 4 Which school level stakeholder to involve in SDP and why (the Who How When Where Table, Annex 3)</td>
<td>Session 8 Going from where we are to where we want to be Learning the difference between objectives, targets and activities</td>
<td>Session 12 Where do we want to be? cont... Are there any fears or worries left? What to do next Wrap-up and fare-well</td>
</tr>
</tbody>
</table>
## Day 1  School development planning

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Methods and content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30-</td>
<td><strong>Session 1</strong> Introduction</td>
<td>Aims, objectives and methodology of the workshop; Ice-breaking, BINGO play, participants introduce each other; Groups: On flipchart paper one participant in each group describes or draws their school to make participants think about the quality of their school; Plenary presentation.</td>
<td>Flipchart paper pens, marker pens, masking tape</td>
</tr>
<tr>
<td>10:30-</td>
<td><strong>Session 2</strong> SDP - What and Why?</td>
<td>Small group discussion on how school planning is done at the moment/in the past, making notes of key points; Plenary feedback, trainer notes key points on board/flipchart; Present our definition and explain key characteristics of SDP, contrasting it with the current approach; Small group discussion on why SDP?, making notes on chart paper; Plenary feedback, clarifying SDP purpose.</td>
<td>Flipchart paper pens, marker pens, masking tape</td>
</tr>
</tbody>
</table>
| 10:30-10:45 | **Session 3** Where are we now? | Identification and analysis of issues for five school development action plan parts:  
- School resources and school finance  
- Teaching and learning  
- Gender responsive school environment  
- School improvement  
- Community involvement and communication                                                                                                                                                                                                                       | Chart paper with SWOC overview Matrix; Manila paper, pens |
| 13:30-15:30 | **Session 4** School level stakeholders involvement in SDP | Whole group brainstorm, list ideas on the board/flipchart; Small group discussion on why these stakeholders need to be involved; Group presentation ad feedback on flipchart; Participants think about their own school stakeholders and think about how and when they might go about involving them in writing the 1-year school development action plan; Participants individually complete the ‘Who, How, When, Where’ table for their own school stakeholders; Pair feedback, participants share and compare their table with the person next to them.                                                                 | Chart paper, masking tape and marker pens Copies of the "who, how, when, where" table |
Session 1  Introduction to the training and to school development planning

Time:  2 hours

Session objectives:
- To provide participants with the opportunity to reflect on their school and experience elements of school development planning so that they have a basis for understanding the School Development Planning (SDP) process

Learning outcomes:
By the end of the session participants will be able to:
- Describe their school: its current achievements and challenges, its location in the community and how they would like the school to be in the future

Trainers have prepared:
A flip chart paper with:
- The 3-day time schedule of the training
- The key objectives and expectations of the training
- Domestic arrangements

A flipchart visualising the link between previous training in "Community Education Needs Identification" and this first 3-day training in "School Development Planning" (copy the figure below):

EQUIP-T has been introduced  Results:

Community level
Community Education Needs identified

Linking school and community
School/ Committee members trained

School/classroom level
PTPs are formed

Income generating activities

The room is arranged in a “U”, horseshoe or semi-circle shape so the all participants can see each other.

Session notes
1. Welcome (20 minutes)

Welcome participants to the workshop and announce any domestic arrangements including usual session times using the flip chart paper with:

- The 3-day time schedule of the training
- The key objectives and expectations of the training
- Domestic arrangements

Ask participants what house rule or arrangement they want to be included and note them on the chart paper. Explain that participants and trainer can note remarks or comments on "parking lot" chart which may come up during the training and exercises but which will be dealt with at the appropriate time. Both charts will stay on the wall for the whole duration of the workshop.

Use the flip chart to explain the link between previous training in "Community Education Needs Identification" and this first 3-day training in "School Development Planning".

Explain that this workshop is the first out of three workshops each designed to build or strengthen key skills required for effective school management and leadership.

If the linkages are clear, explain the aim of this first workshop i.e., to provide participants with the opportunity to reflect on their school and experience elements of school development planning so that they have a basis for understanding the SDP process (what we intend to do).

Explain that the workshop will take the participants through a series of activities designed to help them better understand, and to be better able to undertake school development planning (building their skills). Explain that participants have the opportunity to share responsibility for achieving the workshop's learning outcome, which is:

- A description of their school i.e., its current achievements and challenges, its location in the community, and how they would like it to be in the future (that is what we hope they will go away with)

Participants will be expected to contribute actively to the workshop and share their existing knowledge and experience. We hope that they will learn, but also enjoy themselves.

2. BINGO, ice breaking and introduction (30 minutes)

The BINGO exercise will break the ice and encourage participation:

<table>
<thead>
<tr>
<th>Je ni mchezo gani unaupenda zaidi?</th>
<th>Je unapenda Chakula cha aina gani zaidi?</th>
<th>Je unafua na kunjoosha nguo zako?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unawapeleka watoto wako shuleni?</td>
<td>Je mnasalimianaje kwa lugha yenu?</td>
<td>Umekutana na mtu maarufu hivi karibuni?</td>
</tr>
</tbody>
</table>
3. My school as an organisation (40 minutes)

Make sure each small group has a large flipchart sized piece of paper and marker pens.

Ask the participants to choose one person who will describe their school in some way (and record on the paper). They could draw a picture, describe in words or use images to represent the school, or a combination. The purpose of this exercise is to get the participants (HT) to speak about their school. Not in terms of statistical information but in terms of quality of education. You can give some guiding questions:

- What is the community expecting from the school?
- What are the expectations of parents?
- How do you think the pupils feel about the school?
- How do your teachers feel about teaching in your school?

You may also show this illustration to get the participants to think about their school:

Insert the community involvement illustration here

At this stage do not tell them what information is needed. Other group members can ask questions. Also ask participants to think about how they would like the school to look like in the near future.

4. Plenary feedback (30 minutes)

Each group representative displays their work and introduces their school. Trainer and participants ask questions about issues not already mentioned.

Make sure that the following issues come up during feedback

- Is the school meeting community/parent expectations?
- Well-being of key school stakeholders; pupils and teachers. How do they feel?
Inform participants that we will build on this information later on in the workshop to identify and analyse the school’s current situation.
Session 2  The what and why of school development planning

Time:  1 hour and 45 minutes

Session objectives:
To introduce the school development planning process and it’s purpose, strengthening and enhancing participants understanding of the importance of community involvement in school development.

Learning outcomes:
By the end of the session participants will be able to:

- Define school development planning
- Explain why the process of school development planning is important
- Discuss and identify what it might mean for them

Trainers have prepared:
The room is set in a way that participants are seated in small groups (approximately 7 in a group) around a number of tables. Ensure that nobody has their back to the presenter and that everyone is able to see the trainer and the board/flipchart.

Session notes

5. Introduction (5 minutes)
Explain briefly that this session will introduce the school development planning process and why. This will strengthen and enhance participants understanding of the importance of school and community stakeholder involvement in school development and how to do it.

When introducing aims and objectives to the group, try to do this in words they will easily understand and relate to rather than formally present them in any form.

6. Group discussion: Current school development planning (20 minutes)
Ask participants to discuss in their groups how planning for their school is done now:

- Who is involved, and how?
- What is the purpose of involving them?
- How is the plan implemented?
- What was the impact, what were the results?

Each group should note the key points of their discussion on a small piece of paper so that they can easily feed back in the plenary session.

7. Plenary Feedback (20 minutes)
Only highlight key points from groups – not every word. If groups have a lot of points, take 2 or 3 points from one then move to the next and so on, and then go round again until all the points are covered. Ask groups not to duplicate what others have said.

Points to emphasise:
Some schools do, some schools do not involve teachers, parents or community members despite the fact that a school is supposed to serve the community. Teachers' involvement is crucial when aiming at improving education.

8. Our definition (10 minutes)

Briefly explain that our definition of SDP means local level planning by the school and with school and community level stakeholders, instead of "for" them for all five parts of the School Development Action Plan.

Points to emphasise:

- SDP is a way to make a realistic and affordable plan, by starting in reality "what is happening now"?
- Communities participate in the process, and identify how they can assist the school. At this point the trainer may refer to the record sheet with prioritised community needs and the one year community action plan (developed during the C4 community education needs identification training).
- SDP focuses on issues that school/communities can change or improve, not on problems which are out of their reach.

9. Group Discussion: Why SDP? (20 minutes)

In groups, participants discuss what they think the potential advantages of SDP are and why it is useful or important. They should note their key points on flipchart paper and appoint someone to present. Make sure the discussion now also covers the importance of involving teachers in both planning and implementing activities meant to improve education (school performance).

10. Plenary Feedback (20 minutes)

Each group presents their key points (trainer should try to make sure that groups avoid repeating each other’s points).

Points to emphasise:

- School and community stakeholders identify gaps between "what is happening now" and "what should be happening" to come up with a realistic and affordable school development action plan.
- Involves teachers in planning school improvement which is crucial when you want to improve education, teaching and learning.
- SDP involves stakeholders in finding solutions, determining what is needed and what stakeholders themselves can do to bridge the gaps.
- Locally available resources can be used to solve some problems.
- Without good school-community relations, some educational problems will never be solved (i.e., parents attitude towards the school may mean that they do not want to send their child...
11. Implications of SDP for Head Teachers (10 minutes)

Briefly at the end of the session, ask the head teachers to consider what this approach to SDP will mean for them. For example, what will they have to do that they have not done before? Do they have any fears or concerns about preparing a SDP? Ask one or two participants to share their thoughts on this.

*Emphasise that hopefully by the end of the workshop these fears will have been dealt with!*

The trainer notes down some of these fears and come back to them on the last day to see if they have been addressed.
Session 3  Where are we now?

Time:  2 hours

Session objectives:
This session will broaden participants' understanding of what school development planning is and build their capacity in how to do it.

Learning outcomes:
By the end of the session participants will be able to:
- Determine the strengths, weaknesses, opportunities and challenges of their school using SWOC tables (tools)
- Relate school data and information and the analysis of the current situation in their school.

Trainers have prepared:
Flipchart papers each with a drawing of SWOC matrix given in Annex 2. Put the matrixes on the wall.
Hard copies of the illustration which pictures a teacher using the Big Book (as an example of an opportunity for the school).
Sufficient copies of SWOC matrixes (A4) to hand-out to participants.

Session notes

12. Introduction (20 minutes)

Show participants the matrix and make sure that participants understand that they are an easy way to show the current situation in your school for all (old and new) components of the school development plan i.e., that the matrixes a tool for making a SWOC analysis.

Briefly explain that:
- A "strength" is something the school is good at, and that an "opportunity" is something outside the school which the head teacher can use for school improvement (like the EQUIP-T teacher training, community contributions)
- A "weakness" of the school is something the head teacher and school stakeholders can improve, and that a "challenge" is something the school can not solve but has an impact on the school (like pupils being hungry because a drought destroyed the harvest).

13. Assessing the school's current situation (30 minutes, plus 40 minutes)

Before the session, prepare flipchart papers with the SWOC matrix from Annex 2 and make enough copies for each of the groups.

Divide the participants in small groups. Each group should have a flipchart paper with the overview matrix to fill in. Ask the groups to ensure that someone takes notes.

Refer back to Session 1, exercise 3 "My School". In small groups, ask participants to discuss in more detail about how their school is doing in terms of each of the five School Development Action Plan parts from the overview matrix:
- The school’s resources (including teaching staff) and buildings
- Pupils (enrolment, repetition, drop outs, completion)
- Teaching and learning (INSET training, PDP, pupil performance)
- School finance (community contributions, local resources, PTP grant, etc.)
- Community involvement and cooperation (PTP)
- School management (keeping the SIS up to date, what do they use the school data for?)
- Communication with the community, keep the school notice board up-to-date
- Head Teacher training
- Roles and tasks of the School Committee
- Who keeps track of progress/school improvement

After 30 minutes, ask participants to discuss on what is going well, what is still weak, if they see opportunities for improving or challenges hindering improvement:

- What are you proud of, what is going well?
- What needs improvement?
- What they are not satisfied with, and why?
- What are possible challenges?

Ask participants to stick each idea in in the appropriate box of the overview matrix. There may be more than one piece in a matrix box (40 minutes).

14. Questions and Answers (30 minutes)

Each group representative displays the matrix of their group. Ask participants to walk around the room and read the matrixes themselves first (make sure there is enough space between the matrixes for participants to read comfortably). In plenary, facilitator and participants ask questions about issues not already mentioned using their individual matrixes.

Ask each group representative to keep the group’s matrix and bring them the next day
Session 4  School level stakeholder involvement in School Development Planning

Time:  1 hour and 45 minutes

Session objectives:
By the end of the session participants will be able to identify which school level stakeholders need to be involved in school development planning and implementation, and explain why

Learning outcomes:
By the end of the session participants will be able to:
• Identify those who need to be involved in the development of their school action plan
• Categorise different groups of people who need to be involved
• Identify a range of methods for involving them
• Clarify what we mean with "school level stakeholder" i.e., a person with an interest or concern in what is going on in school (comparing and contrasting it with community level stakeholders)

Trainers have prepared:
Print enough copies of the "Who When How Where" Table (Annex 3) for each participant to fill in.

Session notes

15. Introduction (10 minutes)
Introduce the objectives of this session i.e., to provide participants with an opportunity to identify which school level stakeholders i.e., teachers, pupils, School Committee (S/C) members, etc. might to be consulted/involved in the school development planning process, and why.

Clarify what we mean with "school level stakeholder" i.e., a person with an interest or concern in what is going on in school (comparing and contrasting it with community level stakeholders).

16. Brainstorm (20 minutes)
Ask participants to shout out which school level stakeholder(s) (INSET coordinator, teachers, parents, pupils, persons or sections from the School Committee, etc.) they think should be involved/consulted during school development planning and SDP implementation.

Note ideas on the chart paper without explanation or questions. When ideas have run out offer the opportunity for participants and facilitators to seek clarification or ask questions about any of the people listed. This is also an opportunity to encourage participants to think about who may have been forgotten.

17. Who is involved in school development planning? (30 minutes)
Divide the participants in small groups. Ask each group to take one or two stakeholders (teachers, persons/sections of the School Committee list) and discuss why these persons should be involved, what they will contribute to school development planning and/or the implementation of the school development action plan, and how.

This is the opportunity for participants to consider some of the deeper issues relating to SDP:
- Who is responsible for what part of the SDP (for SDP planning, for stakeholder involvement, when the plan is being implemented, for problem analysis, etc.)
- Who acts when there is no or limited progress and how.

Trainers need to move from group to group (remembering to use the listening chair) and if necessary ask some challenging questions.

Hand out the Who, How, When, and Where Table. Ask participants to try, individually, to complete the Table for their school.

When they have finished, ask participants to share and compare their ideas with the person sitting next to them. The facilitator should walk around listening in to a few pairs.

#### Points to emphasise

- Some school issues or problems can be solved only in cooperation with parents (i.e., parents attitude towards the school may mean that they do not want to send their child to school, or girls dropping out at an early age) or other community stakeholders
- Some problems, like absence of teachers, or low performance of teachers, need to be solved by the head teacher together with the teacher(s)

18. Feedback (25 minutes)

Each group briefly presents the key points from their discussion.

#### Points to emphasise (if not mentioned by participants):

- Which school level stakeholder to consult (S/C members or sections, pupils, teachers, etc.) depends on the issue you want to discuss --> **don’t talk about people, talk with them**
- Who is responsible for managing which part of SDP implementation needs to be clear and agreed upon
- Head teacher is responsible for keeping an overview and managing SDP implementation (through delegation of tasks)

19. Wrap-up (20 minutes)

Give a short ‘how did it go?’ on the first day and conclude with any questions participants may still have. Ask them if there is anything they want to ask, clarify or share.
## Day 2  Consultation skills

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Methods and content</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 08:30-10:30| **Session 5** Consultation skills       | Consultation skills:  
- Facilitating interviews, focused group discussions, and meetings  
- Listening skills                                                                 | Flipchart paper, marker pens, masking tape, and pens |
| 10:30-10:45|                                         |                                                                                     | Chart paper, masking tape, and marker pens,    |
| 10:45-12:30| **Session 6** Consultation tools and techniques | Consultation skills:  
- Questioning skills  
Tools and techniques for school development planning:  
- Problem tree  
- Grouping causes of problems and give them a "heading" | Flipchart paper, masking tape, and marker pens, |
| 12:30-13:30|                                         |                                                                                     |                                                |
| 13:30-15:30| **Session 7** Consultation tools and techniques, cont... | Consultation tools and techniques for:  
- Solution tree  
- Grouping solutions and give them a "heading"  
- Ranking, prioritising  
- Different kind of problems | Flipchart paper, marker pens, masking tape, and pens |
| 15:30-15:45|                                         | Overview of session  
What is a target? Plenary exercise on solutions, targets and activities, participants discussing among themselves which are which and which match together;  
Brief discussion on why targets need to be set (emphasising main characteristics: measurable and time-bound) | Flipchart paper, marker pens, masking tape, and pens |

**Education Quality Improvement Programme in Tanzania**  
**School Leadership and Management**
Session 5  Consultation skills, listening skills

Time:  2 hours

Session objectives:
To introduce different consultation skills so that participants are able to carry out their school development responsibilities (SDP planning, communication) more effectively

Learning outcomes:
By the end of the session, participants will be better able to:

- Conduct interviews
- Conduct focused group discussions
- Demonstrate effective listening skills

Trainers have prepared:
For the start of this session arrange room in a circle or semi-circle. In the centre place a table with six chairs around it. This is set up for the fishbowl demonstration.

Prepare your role-play using the example exercise in Annex 5 and read the key characteristic of good interviews.

Prepare your focused group discussion, using the example in Annex 5.

Read Annex 6 on listening skills and barriers to good listening

Enough sets of 3 cards (A, B, and C) for the "bad and good" listening skill exercises

Session notes

20. Introduction (10 minutes)

Introduce that during this session participants will practice different skills which they need when preparing the school development action plan with their stakeholders:

- Skills to conduct an interview
- Skills to conduct a focused group discussion
- Effective listening skills
- Effective questioning skills

Do not give any definitions or clarifications at this stage! Just inform participants that they will be very active in this session and that they will get the answer to their questions by doing the exercise and during plenary feedback.

21. Interviews (20 minutes in total)

A fishbowl demonstration is a method in which two people or a small group undertake an activity in the centre of the room, while other participants sit round and observe.

Demonstrate a short role-play: one person (you or a participant) plays the role of a teacher; the other person plays the role of an interviewer. The interview is about low pupil performance caused by weak teaching skills of the teacher (see example role-play in Annex 5).
At this stage, do not discuss the characteristics of ‘good’ interviews but let participants do the exercise without guidance.

After for 5-10 minutes, ask them to stop and facilitate a short plenary discussion about the experience (10 minutes).

**Questions to ask:**

- How did the interview begin?
- How did the interviewee/interviewer feel?
- How much information did the interviewer get?
- What problems did either party experience

Elicit from participants the characteristics of successful interviews (see Annex 5, interview skills). What advice would they give to an interviewer? What skills and qualities should the interviewer have?

**Points to emphasize:**

- Use of checklist of key topics or issues, not a formal questionnaire
- Use of open-ended questions to get more information
- Allows for new issues to arise

- **A good interviewer directs the discussion to matters which the interviewee(s) can deal with and improve** (in the case of our teacher his/her lesson plans, being on time, apply INSET training skills, etc.)

**22. Focused group discussion (20 minutes)**

The facilitator now uses the fishbowl demonstration to conduct a very short focus group discussion to highlight the difference between this method and an interview (see the example for a focussed group discussion also in Annex 5).

*Remember a focussed group discussion is when the topic is set and the participants discuss their thoughts. The facilitator only intervenes to steer the discussion back to the topic if necessary and to trigger further discussion with additional questions.*

After the demonstration, ask participants what they thought about it: good and bad points, the difference between this method and the interview method, whether the ‘facilitator’ requires any additional skills/qualities?

Tell participants that the remainder of the session will focus on the two core skills required for successful interviews and discussions: listening and questioning skills.

**23. Introduction, what is good listening? (10 minutes)**
24. Exercise in pairs to practice good listening and bad listening skills (30 minutes in total)

*Ask participants to sit in pairs, facing their partner.* In this way all participants can practice listening skills. Give one partner card ‘A’, and the other card ‘B’, making sure that they do not show their cards to each other. Ask them to do what it says on their cards.

**Card A**

Talk to your partner for 3 minutes about a topic which interests you (i.e., your children or grandchildren, an interesting experience, etc.).

**Card B**

Demonstrate to your partner, through your gestures, body language, noises etc. that you are **NOT** listening to what they are saying.

25. Exercise (continued)...

After 2 or 3 minutes, ask participant ‘A’ to give their cards to their partner, and give participant 'A' card ‘C’. Ask the participants to follow the instructions again (this time, the ‘listener’ from the previous activity becomes the ‘speaker’).

**Card C**

Demonstrate, through your gestures, body language, noises, short words, etc. that you are **VERY INTERESTED** and are LISTENING ATTENTIVELY to what your partner is saying.

26. Debrief (15 minutes)

After the activity discuss the following questions with participants:

- How did you know when your partner was/was not listening to you? (i.e., eye contact, leaning towards/away from you, other examples of verbal and non-verbal communication).

- How did you **feel** when your partner was/ was not listening to you (in particular, how did their listening affect your ability to talk?).

Elicit from participants some of the characteristics of an "active listener".
27. Barriers to good listening (10 minutes)

Ask participants, in groups, to briefly discuss and list the things that can prevent people from listening well. After 5 minutes or so, elicit their ideas in plenary, writing key points on the board/flipchart.

The facilitator needs to refer at this stage to the list of barriers from the SDP participants guide, adding any ideas that are not mentioned by participants.

Discuss the barriers with participants and ask them to think particularly about those which may affect their listening during consultations i.e., interviews, discussions, meetings.

If participants do not mention it themselves, draw their attention to the barrier which refers to ‘different points of view’. Remind them that during (SDP) consultations they may hear opinions that they do not agree with, or they may think that they, as head teachers, already know all about the school and its problems. Remind them that it is very important to listen actively to all opinions and take them into account – even though they may find it difficult at times.

28. Summary of the session (5 minutes)

Ask participants how interview, focused discussion, listening, and questioning skills are also useful for HTs in other areas of their work (such as discussing professional development with teachers, listening to community/parent concerns, etc.). Note these areas on a flipchart paper.

Refer participants to the pages on interviewing, and listening skills from the SDP participants’ guide as a summary of the session. Ask if they have any questions about it.
Session 6  Questioning skills, Problem tree and Grouping problems

Time:  1 hour and 45 minutes

Session objectives:
To introduce a range of consultation skills so that participants are able to carry out their school development responsibilities (SDP planning, implementation, monitoring and communication) more effectively

Learning outcomes:
By the end of the session, participants will be better able to use:

- Effective, appropriate questions
- Problem tree; a tool for problem analysis

Trainers to prepare:
For this session, make sure that participants bring the filled-in SWOC matrix.

Read Annex 7 on questioning skills, and prepare different example questions for point 31

Session notes

29. Overview of session (5 minutes)
This session continues with another important consultation skill i.e., using effective, appropriate questions (so that participants are able to carry out their school development planning more effectively.

30. The functions of questions (10 minutes)
In groups, ask participants to discuss and list the different purposes of asking questions. After a few minutes, elicit their ideas in plenary, writing key points on the board/flipchart.

The facilitator needs to add any ideas that are not mentioned by participants using the points from Annex 7 on ‘Questioning Skills’ from the trainers’ guide.

Discuss the different purposes and the different question types with participants, giving examples to make sure that they understand.

31. Open and closed questions (10 minutes)
Discuss with participants the difference between open questions which are questions that lead to good discussion and others which lead to little discussion.

Trigger participants’ thinking by reading aloud a series of questions, some ‘open’ (Why are you in this training? What do you expect from this training? How are you feeling?) and some ‘closed’ (What is your name? When did you start to work as a head teacher?), asking participants to say after each one whether they think the questions will lead to good discussion or not.
Remind participants of the need to ask a range of questions, but especially ‘open’ questions (‘Why?’ questions, look again at Annex 7) in order to get as much information as possible. Ask the groups to make some open questions.

32. Practice of questioning skills (15 minutes)

Ask participants to practice in pairs the role-play interview, which was demonstrated yesterday. Participants should repeat the role-play but this time consciously practising the listening and questioning skills that have been discussed during this session.

Refer participants to the pages on questioning skills from the SDP participants’ guide as a summary of the session. Ask if they have any questions about it.

33. Problem tree, demonstration (25 minutes)

Demonstrate how to use the problem tree to find causes and root-causes of a problem by using the Ugali example problem below. Only write the problem on a flip-chart paper! Ask participants to shout out all causes they can think of. Write each cause randomly on the flip-chart paper. Although your participants will come up with different causes, your problem tree will look like the example below:

When the group runs out of ideas, start organising the causes in a hierarchical order. Ask participants which cause they think comes first, causing another, showing participants how to construct a problem tree.

The purpose is to show participants that problems have root causes, things that have to be solved first in order to solve the next problem, that some problems can not be solved easily or quickly (see example picture below).
Next, start grouping problems which are related and give them a heading; "competency", or "motivation", or "resources", or "quality" (see the example picture below):

34. Problem tree, practice (30 minutes)

Divide participants into groups. Each group starts with choosing one of the school problems from the SWOC Matrix and write their problem in the middle of a flipchart paper (see the example format below).

Ask groups to choose a problem from different parts of the School Development Action Plan and not only from "School resources and finance", part 1. Participants may analyse more than one problem, but one at a time.

Ask each group to brainstorm on possible causes (why do you think the school has this problem?). Ask the group's note taker to write each individual cause on the flipchart. If the group is running out of ideas, they start to discuss how these separate causes relate hierarchically--> which cause is causing which one.

Trainers need to move from group to group (remembering to use the listening chair) and if necessary ask some challenging questions which triggers further thinking.
35. Feedback (10 minutes)

When the groups have finished, the group representative displays the group's problem tree so that everyone can see it.

Discuss how and why this problem tree technique might be used to analyse school issues. Make sure the points below come up:

Make the following points:

- Use the problem tree as a tool to analyse problems
- Only analyse problems school stakeholders can do something about
- Most problems need to be analysed by different stakeholder group(s) because different groups and persons all have one part of the puzzle
- There may be several problem trees (from different stakeholder groups) for one problem
Session 7  Solutions tree, Ranking

Time:  2 hours

Session objectives
To introduce participants to a number of consultation tools and techniques which may assist in the school development planning and implementation process

Learning outcomes:
By the end of the session, participants will be better able to:

- Use solution trees as a tool for brainstorming solutions
- Categorise and prioritise school problems

Trainers have prepared:
Example preference ranking table on flip charts, one for plenary practice, one for each small group (for point 42)

Session notes

36. Introduction (10 minutes)

Briefly explain that in this session we will practice two techniques, which head teachers can use to brainstorm solutions (solutions tree) and to prioritise school problems (ranking).

37. Solutions tree (30 minutes)

Tell participants that they are going to "recycle" problems into solutions in small groups, the same groups that made the problem tree. Participants will rephrase the problems of the problem tree in solutions and aspirations (see example below).

I need to start growing my own vegetables
I need to ask my friend to help me
I need to ask my family if they have fire wood or charcoal
I can ask my neighbour to show me how to make ugali
I am able to prepare a good ugali
I can invite a friend for whom I want to make ugali

Encourage them to come up with as many creative/innovative solutions as they can, not just the "obvious" ones.

38. Grouping solutions (20 minutes)

Refer to the problem trees that participants constructed in session 6. Ask groups to discuss and finalise the wording of each solution and topics carefully making sure that solutions are specific, practical, and small ("down, down, down").
Make sure that participants also group solutions which are related under one heading (these headings may be the same as the ones from the problem tree). This will be one of the key results of this whole process because:

- "Big problems" will become "Objectives"
- "Headings" will become "Targets"
- "Solutions" will become "Activities"

39. Gallery Feedback (20 minutes)

All groups display their solution tree. Give everyone five minutes to walk around reading each other’s work. Encourage participants to note down any comments/questions they have, or any additions they would like to make.

After five minutes, hold a plenary discussion about each of the charts, giving participants an opportunity to ask their questions etc.

40. Preference Ranking, demonstration (20 minutes)

Take the list of problems from one of the categories and write them in a preference-ranking matrix (like the one below):

<table>
<thead>
<tr>
<th>Problems:</th>
<th>Respondents</th>
<th>Total Score</th>
<th>Rank: Total score divided by the number of respondents</th>
<th>Order of priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
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<td>5</td>
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</tr>
</tbody>
</table>

Choose five participants and ask them; "Which problem do you think is the most urgent/important one?" (1=most important, 6=least important). Fill in all responses and calculate the score and rank, making sure that participants follow and understand what you are doing.

When you are asking their responses, ask them also why they think problem 3 is the more important than problem 1, etc.
41. Ranking, practice (20 minutes)

Divide participants into groups and tell them that for this exercise each group should pretend to be a different group of people. For example, one group can be teachers, another group can be mothers, or committee members, or fathers. They should try to give the responses that they think those people would make.

Take the list of problems from the categories, which the problems haven’t yet been ranked. In groups, participants can practice preference ranking using these problems.

42. Feedback (10 minutes)

Groups display their ranking activities. In the feedback discussion try to highlight any differences of opinion that emerge, for example, did the women have the same priorities as the school committee members. Compare the different responses.

Briefly discuss how and why these techniques should be used in the school stakeholder consultations.

Points to emphasise:

- Ranking activities give equal weight to the different ‘voices’ and opinions in a school community

43. Different kind of problems (20 minutes)

Remind participants that there are different kind of problems:

- Short-term (ST) problems can be solved through a limited number of activities (to achieve one target) and within a short period
- Some problems need to be solved by the school (S)
- Some problems can only be solved together with parents or other community members (P/C)
- Some problems can not be solved by the school and/or the community only (solutions depend on higher levels of the education system) (HL)
- Longer-term (LT) problems can not be solved by the school itself but requires involvement of stakeholders at different levels (community or district level), which also means that a number of targets need to be achieved through actions taken by different stakeholders before the problem is solved (strategy)

Ask participants to write on the preference-ranking matrix what kind of problem they think each problem is -- short term (ST); school problem (S); problems that need the involvement of parents or community (P/C); problems that can not be solved by the school (HL); or a longer term problem (LT).

44. Feedback (10 minutes)

Briefly capture the content of this session, asking participants if they have any questions about it.
Session 8  Going from "where are we now?" to "where do we want to be?"

Time:  1 hour and 45 minutes

Session objectives:
To assist participants in formulating targets and activities so that they will be able to set them for their School Development Action Plan

Learning outcomes:
By the end of the session participants will be better able to:
- Formulate objectives
- Set specific, measurable, realistic, affordable, and time-bound targets
- Identify appropriate activities for each target

Trainers have prepared:
Write examples of objectives, targets and activities on A4 paper (one per A4 paper) and put them on the wall randomly.

Ensure that participants bring to this session:
- The SWOC sheets with information on the situation in their school
- Preference ranking table
- Problem and solution trees

Enough copies of the Participant Guide to hand out at the end of this session

Session notes

45. Introduction (20 minutes)
Introduce the aims of the session i.e., to assist participants in formulating targets so that they will be able to set them for their School Development Action Plan. Do not indicate which phrase is a solution, which is a target or which is an activity. Tell the participants that they will get the answer to their questions by doing the exercise and during plenary feedback.

46. What is an objective, what is a target? (30 minutes)
Participants discuss (out loud) which of the examples are which i.e., an objective, target or activity, and which target matches which solution, etc. During the exercise, the facilitator:
- Notes arguments and counter arguments on a flip chart paper
- Re-organises the examples relating them in a hierarchical order, exactly as instructed by the participants.

The facilitator does not question or correct the instructions, but guides and focuses the discussion on what a target is, and the difference between activities, targets and objectives.

When participants are finished, the facilitator uses the arguments that came up during the exercise to explain the difference between objectives, targets, and activities (if participants did not come to the
different definitions themselves) and why they need to be set (emphasising main characteristics: measurable and time-bound).

**Definition of objective:**
- An objective is an intention, something aimed for
- An objective is longer term
- An objective can not be achieved easily or quickly
- A target is an intermediate step which helps to achieve the objective
- A target is **SMART** → Specific, Measurable, Affordable, Realistic, and has a Time frame

It is important that participants understand that a target needs to be measurable and that it needs to have a time frame i.e., how long will it take to achieve the target? Participants may discuss the difference between objectives, targets and activities, objectives being "intentions", targets being measurable "results", activities being actions to be taken to achieve a target.

- **Definition of target:** A target is Measurable and has a Time frame
  - Targets are also Specific, Affordable, Realistic → Targets are **SMART**
  - One objective has more than one target
  - A number of activities are necessary to achieve one target

**47. Formulating objectives and targets, exercise (15 minutes)**

Tell participants that for this exercise they can use their problem and solutions tree. Ask participants to work in small groups and formulate a number of objectives and targets.

**Here insert an explanation on how to do Grace's riddle**

**48. Why set targets? (20 minutes)**

Have a group discussion on the importance of setting targets. After the discussion, participants need to understand that targets are practical tools for use when monitoring the implementation of the school development plan.

**49. Gallery feedback (20 minutes)**

Ask each group to put their targets and objectives on the wall. All participants and facilitator walk around to read all the targets set for each solution. Ask them to note every question or comment they have.

In a plenary feedback, the facilitator elicits comments from all participants. The facilitator will add his/her own comments and questions as well. Focus the discussion on the practicality of the targets.

**Points to emphasise:**
- An objective is an intention
A target is **measurable** and it needs to have a **time frame**.

- Targets are also short-term, practical, affordable, realistic, relevant, etc.

Ask participants how it went and if the difference between targets and objectives is clear. Ask them if there are any questions they want to ask.
## Day 3  Writing the School Development Action Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Methods and content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30-10:30</td>
<td>Session 9 Where do we want to be (cont...)</td>
<td>Develop a one-year school development action plan; Use of school data and information Targets and activities Use of PTP grant</td>
<td>Flip chart size School Development Action Plan (Annex 1); Their SWOC matrixes; problem and solution trees, grouped and ranked problem Pens, marker pens, masking tape</td>
</tr>
<tr>
<td>10:30-10:45</td>
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<tr>
<td>10:45-12:30</td>
<td>Session 10 Where do we want to be? Cont...</td>
<td>Develop a one-year school development action plan; Linking school issues and community education needs Targets and activities (cont..) Timing Costing, use of PTP grants Who is responsible</td>
<td>Copies of the School Development Action Plan HT to bring the record of prioritised community needs and the one-year community action plan Pens, marker pens, masking tape</td>
</tr>
<tr>
<td>12:30-13:30</td>
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<tr>
<td>13:30-15:30</td>
<td>Session 11 Where do we want to be? Cont...</td>
<td>Linking the community education needs plan and school development plan Further developing the one-year school development action plan</td>
<td>Copies of the School Development Action Plan Pens, marker pens, masking tape</td>
</tr>
<tr>
<td>15:30-15:45</td>
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<tr>
<td>15:45-17:30</td>
<td>Session 12 Planning WEC support Wrap-up</td>
<td>Planning “what to do next” for finalising the School Development Action Plan with school level stakeholders Wrap-up</td>
<td>Copies of the School Action Plan Format for planning WEC support Pens, paper</td>
</tr>
</tbody>
</table>
Session 9 Where do we want to be?

Time: 2 hours

Session objectives:
To assist participants in formulating targets and activities so that they will be able to set them for their School Development Action Plan

Learning outcomes:
By the end of the session participants will be better able to:
• Formulate objectives
• Set specific, measurable, realistic, affordable, and time-bound targets

Trainers have prepared:
• Flip chart size School Development Action Plans, one for each small group.
• District level trainers training HT/WEC have to print enough A3 copies of the Action Plan for their participants to fill in, plus spare copies (See Annex 1, school development action plan format)
• Examples of 5 Activities that can be funded through the PTP grant, and 5 activities that can NOT be funded through the PTP grant. Each activity written on an A4 paper.

Trainers have to make sure that participants bring:
• The list of prioritised community needs and the one-year community action plan
• Their SWOC matrices
• Problem and solution trees (from Session 6 and 7)
• Grouped and ranked problems (Session 7)

Session notes

50. Introduction (10 minutes)
Explain that we continue with developing a School Development Action Plan (which we started during the last session yesterday). Tell participants that the sessions of today are meant to assist them in formulating objectives, targets and activities so that they will be able to set them for their School Development Action Plan.

51. Setting objectives and targets for the school development action plan (25 minutes)

Explain briefly the purpose of the school development action plan and, using the flip chart size School Development Action Plan (see Annex 1), and explain how the format looks like. Highlight that the School Development Action Plan:
• Has five coloured rows, each row is one of the five parts of the new SDP
• Below each coloured row, there is space to write the "objective" for that part
• Has a column for "targets" and one for "activities"
• Has columns to indicate the "timing" of activities i.e., 12 sub-columns, each indicating one month
• Has a column for "resources" to indicate what resource is needed, and where it comes from
• Has a column for the amount to indicate the quantity (how much)
- Has a column for "person responsible" to indicate who will make sure that the activity is conducted as timed
- That we can time when activities are planned to be conducted (when does an activity starts and when it needs to be finished), and

Have participants to ask as many questions as needed to ensure that they understand the format and feel comfortable filling it in.

Group participants and ask each group to go back to the solutions they identified in session 6. Ask them to think about what targets they need to achieve each solution identified. Tell them that they should think of at least three targets for each solution.

Tell participants that they can use small pieces of paper (made from manila card paper), writing one target on one piece of paper and putting them on the flip chart (small pieces of paper can be put in a different order easily).

52. Gallery Feedback (30 minutes)

Ask each group to put their school development action plan (flip chart) on the wall. All participants and facilitator walk around to read all the targets set for each solution. Ask them to note every question or comment they have.

In a plenary feedback, the facilitator elicits comments from all participants. The facilitator will add his/her own comments and questions as well. Focus the discussion on the practicality of the targets.

Points to emphasise:
- An objective is an intention, something the school is aiming for
- An objective is longer term
- An objective can not be achieved easily or quickly
- A target is an intermediate step which helps to achieve the objective
- A target is SMART --＞ Specific, Measurable, Affordable, Realistic, and has a Time frame
- More than one target is needed to achieve one solution

53. Linking school issues and community education needs (25 minutes)

Participants work in small groups. Explain that each group has to discuss what community needs fall under the responsibility of the school.

Ask participants to compare the prioritised community needs and the one-year community action plan (which are the results of the C4 Community training) with:

- Their SWOC sheets with information on the situation in their school for each SDP component
- The objectives and targets they have identified so far

Participants discuss which of the community needs correspond, overlap, or complement with the needs (i.e., targets of the school). They need to adjust their School Development Action Plan according to their
findings, adding targets if necessary and indicating that the resource to conduct activities to achieve the target will come from the community (the resource column).

54. Use of PTP grants (10 minutes)

Write 5 different activities that can be paid for from the PTP grant on A4 paper (one activity per A4 paper). Write 5 different activities that cannot be paid from the PTP grant on A4 paper, one per A4. Put them on the wall mixing the activities.

Participants discuss (out loud) which of the activities are "PTP grant" activities and which ones are not. The trainer groups the A4 papers under the heading "PTP grant activity" or "Not a PTP grant activity" according to the instructions given by the participants, without correcting.

After 10 minutes ask participants if they agree. If necessary, the trainer puts activities under the right heading explaining why. This is a good time to mention again that the School Development Action Plan format has a column "resource" where participants need to indicate if the activity is funded using the PTP grant.

55. Plenary feedback (20 minutes)

In a plenary feedback, the facilitator elicits comments from all participants. The facilitator will add his/her own comments and questions as well. Focus the discussion on:

- The community’s contribution to solve (some of) the educational problems of their school
- SDP encourages both school and community to share the responsibility for improving education
- Locally available resources can be used to solve some problems
- The shared responsibility for improving the school, and the role of the community in school improvement
Session 10  Setting targets (continue), identifying activities

Time:  1 hour and 45 minutes

Session objectives:
To assist participants in formulating targets and activities so that they will be able to set them for their School Development Action Plan

Learning outcomes:
By the end of the session participants will be better able to:
• Identify appropriate activities for each target
• Time activities
• Identify resources for activities
• Identify persons responsible for implementation

Trainers have prepared:
Flip chart size School Development Action Plan (Annex 1) for demonstration purposes

Print enough copies of the School Development Action Plan for participants (if possible A3 size) to fill in, plus a number of spare copies.

Session notes

56. Identifying activities (20 minutes)
Explain that activities are a series of actions that need to be taken in order to achieve the targets of the school development plan. Emphasise that:

• A target requires several activities
• That the activities need to be in a logical and chronological sequence (it is no use to conduct training if the training materials are not ready)

Ask participants to identify a series of activities for (at least) one target and fill them in on copy of the school development action plan.

57. Timing activities, identifying how much is needed, who is responsible (55 minutes)
Explain that participants will now fill in the rest of the school development action plan format. They now need to fill in:

• The timing of activities --> when will an activity starts and when it ends
• Who will be responsible for making sure that activities are conducted (as planned)
• What resources may be needed (different type of financial resources, human resources, materials)

To indicate the timing of each activity, start colouring the box in the month the activity starts and end the colouring of boxes in the month the activity ends (the facilitator demonstrates this on the flip-chart). Some activities may be repeated several times, for instance, conducting teacher meetings (these activities could be indicated by colouring every other box creating a dotted line).

By visualising the timing of activities in this way it is easy to see if the sequence of the activities is correct, which activities need to be done first, which activities can be done simultaneously, etc. It also helps to keep an overview of all activities and of what needs to be done at what time.
58. Feedback (30 minutes)

Groups display their school development action plans on the wall. Discuss and appraise the results together. Make participants think about the logic of the activities proposed to achieve the targets. If the actions are conducted in the sequence in which they are proposed will the target be achieved? If not, why not? Are crucial activities missing? Does the sequence of actions need to be changed?

From this point forward, participants can go back and forth between Objectives, Targets, and Activities changing their order or sequence, adding or deleting. Planning equals puzzling -- thinking hard, making sense of it, pondering, wondering, sorting it out, etc.
Session 11  
Timing activities, responsibilities, resources (continued)

Time: 2 hours

Session objectives:
To assist participants in formulating targets and activities so that they will be able to set them for their School Development Action Plan

Learning outcomes:
By the end of the session participants will be able to:
- Formulate objectives
- Set specific, measurable, realistic, affordable, and time-bound targets
- Identify appropriate activities for each target
- Time activities
- Identify resources for activities
- Identify persons responsible for implementation

Trainers have prepared:
3-5 Topics that will guide the focussed group discussion on writing the school development action plan. The purpose of the focussed group discussion is to generate information on problems participants have faced, whether or not they have solved them and how, issues that are misunderstood or understood in different ways, etc.

Check if you have enough spare A3 size copies of the School Development Action Plan (Annex 1) in case participants need to start afresh.

Session notes

59. Going from "where are we now" to "where do we want to be" (1 hour and 30 minutes)

Remind participants that they have to think about all the information they have, such as, SIS forms and charts, school data records, etc. Thinking about and looking at the information again may give them new ideas, change priorities, rephrase targets, etc.

All information they have or can collect (through new techniques like SWOC analysis, problem and solution trees and by talking with different stakeholders) is necessary to complete the school development action plan for their school. WECs will listen in and work with their HTs with the drafting of their school development action plans.

Trainers go from group to group, participant to participant to assist, if necessary. Use the listening chair so that you can listen without disturbing the discussion too much.

60. Plenary feedback (30 minutes)

The trainer has to facilitate a focussed group discussion on the writing of the School Development Action Plan. Start the discussion with asking participants what they think of the writing so far. Let them answer back to the group (not to you) to stimulate a group discussion. Note any problem they discuss, solutions they came up with, issues that are not clear, etc.
Session 12  Head Teachers plan the finalisation of their School Development Action Plan

Time:  1 hour and 45 minutes

Session objectives:
For HTs, with their WECs, to plan a one-year school development action plan

Learning outcomes:
By the end of the session participants will be better able to:
• Begin the SDP process in their school
• Construct an action plan to help the SDP process
• Identify how to seek support from their WEC

Trainers have prepared:
Print enough copies of the format for planning WEC support to HTs (Annex 7) for finalising their School Development Action Plan.

Session notes

61. Purpose of the session (10 minutes)

Explain that participants can continue working on their school development action plan in their small group.

Tell participants that they can also plan the follow-up (what to do next?) in small groups and/or together with their WEC.

62. Complete the School Development Action Plan; Plan the follow-up (50 minutes)

Remind the participants that the School Development Action Plan, which is the result from the School Development Planning training, is not based on information from consultations with stakeholders from their school.

That is why head teachers have to finalise their School Development Action Plan once they are back in school. HT have to discuss and analyse school problems with their teachers, parents, pupils, etc. so that the school development action plan reflects the needs and priorities of those stakeholders.

Head teachers have to organise focused group discussions, SWOC analysis meetings, problem tree analysis and brainstorming solutions with different stakeholders. In their small group, HTs can brainstorm with WECs on:

• What am I going to do now, after this training?
• Who am I going to consult?
• Which skills and techniques am I going to use?
• If I have any problem in making my School Development Action Plan, who can I ask for support? (Master Trainers (Erick, Felister, Grace, Ruth, Uyanjo, Emmanuel) collect District level trainers’ ideas)
• When do I have to be ready with the School Development Action Plan?
• When will I start implementing the School Development Action Plan?
Tell participants that they have to fill in the "what to do next?" Table below:

<table>
<thead>
<tr>
<th>What to do next?</th>
<th>When?</th>
<th>Which stakeholders will be involved?</th>
<th>How will I consult them (which skills and techniques will I use)?</th>
<th>Who will support me?</th>
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It may be important that HTs and WECs agree to meet regularly in the beginning of the finalisation of the School Development Action Plan. The agreements need to be put into the plan.

It may be handy to make the plan in duplicate, one for each HT and one for the WEC.

63. Finish and Farewell (45 minutes)

Give a short ‘how did it go?’ on the whole three days and conclude with any questions participants may still have. Ask them if there are any questions, clarifications, concerns, or other challenges which they would like to ask or share (refer back to any fears or worries expressed on Day 1).

Tell participants what will happen next (finalise with Dan, Carlton):

- WEC will support the completion of the School Development Action Plan by their head teachers (WECs need to copy the "what to do next" Tables from their head teachers)

Thank them all for their contributions and wish them good luck with writing and completing their school development action-plan with their school level stakeholders.
## Annex 1  School Development Action Plan

### School Development Action Plan (1-year action plan) ....

<table>
<thead>
<tr>
<th>Name of the school:</th>
<th>School mission:</th>
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<tbody>
<tr>
<td>Ward:</td>
<td>School year ....</td>
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</table>

### Part 1. School resources and finance

<table>
<thead>
<tr>
<th>Objective:</th>
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<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Resource</th>
<th>How much</th>
<th>Person responsible</th>
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<thead>
<tr>
<th>Target</th>
<th>Activities</th>
<th>Timing</th>
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## Part 2. Teaching and learning

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<th>Objective:</th>
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<th>July</th>
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<th>Nov</th>
<th>Dec</th>
<th>Resource</th>
<th>How much</th>
<th>Person responsible</th>
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<td>Targets</td>
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| Targets    |     |     |     |     |     |      |      |     |     |     |     |     |          |          |                  |
| Activities |     |     |     |     |     |      |      |     |     |     |     |     |          |          |                  |
| Timing     |     |     |     |     |     |      |      |     |     |     |     |     |          |          |                  |

| Targets    |     |     |     |     |     |      |      |     |     |     |     |     |          |          |                  |
| Activities |     |     |     |     |     |      |      |     |     |     |     |     |          |          |                  |
| Timing     |     |     |     |     |     |      |      |     |     |     |     |     |          |          |                  |
### Part 3. Gender responsive, positive school environment

**Objective:**

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<th>Targets</th>
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<th>Activities</th>
<th>Timing</th>
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<th>How much</th>
<th>Person responsible</th>
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### Part 4. School improvement

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| Targets    |     |     |     |     |     |      |      |     |     |     |     |    |          |          |                  |
| Activities |     |     |     |     |     |      |      |     |     |     |     |    |          |          |                  |
| Timing     |     |     |     |     |     |      |      |     |     |     |     |    |          |          |                  |

| Targets    |     |     |     |     |     |      |      |     |     |     |     |    |          |          |                  |
| Activities |     |     |     |     |     |      |      |     |     |     |     |    |          |          |                  |
| Timing     |     |     |     |     |     |      |      |     |     |     |     |    |          |          |                  |
### Part 5. Community involvement

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<td>Targets</td>
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| Targets    |     |     |     |     |     |      |      |     |     |     |     |     |          |           |                  |
| Activities |     |     |     |     |     |      |      |     |     |     |     |     |          |           |                  |
| Timing     |     |     |     |     |     |      |      |     |     |     |     |     |          |           |                  |

| Targets    |     |     |     |     |     |      |      |     |     |     |     |     |          |           |                  |
| Activities |     |     |     |     |     |      |      |     |     |     |     |     |          |           |                  |
| Timing     |     |     |     |     |     |      |      |     |     |     |     |     |          |           |                  |
## Annex 2  SWOC Matrix (all 5 school development action plan parts)

<table>
<thead>
<tr>
<th>SWOC overview matrix</th>
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<tbody>
<tr>
<td><strong>Part:</strong></td>
</tr>
<tr>
<td>1. School resources and finances</td>
</tr>
<tr>
<td>2. Teaching and learning</td>
</tr>
<tr>
<td>3. Gender responsive, positive school environment</td>
</tr>
<tr>
<td>4. School improvement</td>
</tr>
<tr>
<td>5. Community involvement</td>
</tr>
</tbody>
</table>
After having analysed and identified key issues for school improvement, you need to seek the views of the school level stakeholder who needs to be involved in finding a solution.

Who to involve in the "needs identification" depends on the kind of problem you want to discuss and find a solution for. The Table below will help you to plan which stakeholders to involve, how to best involve them, where and when.

<table>
<thead>
<tr>
<th>Who (Some examples of stakeholders that might be involved are given below but who to involve depends on the kind of problem you want to discuss/solve)</th>
<th>How (In this column you may indicate what methods or tools you will use to consult school level stakeholders)</th>
<th>When</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Teacher meetings (focused group discussion)</td>
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<tr>
<td>Girls</td>
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<tr>
<td>Boys</td>
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<td>School committee</td>
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<tr>
<td>WEC</td>
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</tbody>
</table>
**Annex 4  SWOC analysis matrixes**

To determine the Strengths, Weaknesses, Opportunities or Challenges of your school i.e., what is your school good at, what needs to improve, what are the school's opportunities, and what are main barriers for improvement, you can make a SWOC analysis. The matrixes below (one of the SDP components) are an easy way to make such SWOC analysis.

<table>
<thead>
<tr>
<th>School resources (SIS) and finance</th>
<th>Major strengths of the school</th>
<th>Major weaknesses of the school</th>
<th>Main opportunities for the school</th>
<th>Main challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section:</strong></td>
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</tr>
<tr>
<td>School resources</td>
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<tr>
<td>(books, desks, etc.) and infra-structure (building, classrooms, etc)</td>
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<tr>
<td>Human resources</td>
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<tr>
<td>(pupils, teachers, non-teaching staff, S/C)</td>
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<tr>
<td>Financial management</td>
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<tr>
<td>(source of income, expenditure)</td>
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<td></td>
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<tr>
<td>Information collection and recording (SIS) (accuracy, reliability, up-to-date)</td>
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</table>

<table>
<thead>
<tr>
<th>Teaching and learning</th>
<th>Major strengths of the school</th>
<th>Major weaknesses of the school</th>
<th>Main opportunities for the school</th>
<th>Main challenges</th>
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</thead>
<tbody>
<tr>
<td><strong>Section:</strong></td>
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<tr>
<td>Professional development of teachers (INSET training, indoor training, peer-to-peer learning, etc.)</td>
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<tr>
<td>Monitor implementation of PDPs (classroom observations, lesson plans)</td>
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<tr>
<td>School-based support teachers in</td>
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</table>
### Gender responsive school environment

<table>
<thead>
<tr>
<th>Section</th>
<th>Major strengths of the school</th>
<th>Major weaknesses of the school</th>
<th>Main opportunities for the school</th>
<th>Main challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>School data and information interpreted in terms of gender and equity issues</td>
<td></td>
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<tr>
<td>Gender equity in school governance and operations (members of the S/M; school management m/f; prefects m/f; etc)</td>
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<tr>
<td>Teachers applying gender responsive pedagogy (equal distribution of available text books over boys/girls, etc)</td>
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<tr>
<td>Sexual Harassment and Bullying Policy and Procedures</td>
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</table>

### School improvement

<table>
<thead>
<tr>
<th>Section</th>
<th>Major strengths of the school</th>
<th>Major weaknesses of the school</th>
<th>Main opportunities for the school</th>
<th>Main challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>School data and information are collected, recorded and up-to-date (SIS)</td>
<td></td>
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<tr>
<td>Community involvement in school improvement (PTP activities)</td>
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<tr>
<td>Lead and monitor</td>
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<tr>
<td>school development plan implementation</td>
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<td>----------------------------------------</td>
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<tr>
<td>Record progress made (monitoring)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Community involvement and communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
</tr>
<tr>
<td>Community involvement in development planning</td>
</tr>
<tr>
<td>Democratic decision-making</td>
</tr>
<tr>
<td>Communication with community stakeholders on school improvement progress (notice board)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major strengths of the school</th>
<th>Major weaknesses of the school</th>
<th>Main opportunities for the school</th>
<th>Main challenges</th>
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</thead>
</table>
Annex 5  Interview skills

Example role-play for interviews

The interview is between a Head Teacher (interviewer) and a Teacher (interviewee).

The facilitator plays the role of the head teacher. One of the participants will play the role of the teacher.

**Background information on the situation**
The head teacher had noticed (SIS on pupil’s performance) that the reading and writing results of pupils in Standard 3 were dropping. She was surprised because all Std. 1-3 teachers had received INSET training on literacy skills. She checked the SIS professional development chart and noticed that the Std. 3 teacher had not attended. She also looked at the Std. 3 teacher’s lesson plans which were not fully prepared. On top of that, the Std. 3 teacher had been absent or late for class lately. She decided to have a talk with the Std. 3 teacher to find out more about what was going on.

**Preparing your interview**
Make sure you have noted the topics you want to discuss with the teacher on a piece of paper. Prepare possible questions to ask i.e., open-ended questions to gain understanding, or "what", "where", "how many" or "when" questions, to find out what is actually the case rather than interpretations or opinions.

**Suggestions for demonstrating effective interview skills**
When the teacher has entered your office and taken a seat, explain the reason for the interview i.e., that pupil results for reading and writing are dropping. You tell him/her that this is a concern to you and that you want to discuss the issue with him/her.

**Conduct the interview**
- Ask a wide range of questions generating different types of information.
- Listen carefully and, if necessary, repeat the teacher’s answer to make sure you have understood him/her correctly
- When the teacher comes up with matters he/she can not directly influence for example large class size, lack of interest from parents, etc., direct the teacher’s attention to matters he/she can deal with --> properly preparing his/her lesson plans, being on time, attend and apply INSET training skills, etc.

**Example topics for focussed group discussion**

The INSET coordinator conducts the focused group discussion with Standard 1-3 teachers.

The facilitator plays the role of the INSET coordinator. A number of 3-5 participants will play the role of Standard 1-3 teachers.

**Background information on the situation**
All Standard 1-3 teachers have participated in the INSET training on literacy skills.
The INSET coordinator has been informed by the head teacher (classroom observations) that with the exception of 1 teacher, Std. 1-3 teachers were not applying their new teaching skills. The head teacher asked to INSET coordinator to conduct a focused group discussion to find out more about what was going on.

Preparing your FGD
Make sure you have noted the topics you want the teachers to discuss on a piece of paper. Prepare possible questions to make sure that the teachers discuss and share their thoughts on the topics you want to have more information on.

Conduct the FGD
- Share the concerns on the situation with the group. Raise one of the topics you want the teachers to discuss
- Ask them, if necessary, to discuss among themselves, not answering you
- Listen carefully and, if necessary:
  - Steer the discussion back to the topic
  - Trigger the discussion further with an additional topic or broad question
- Make sure that the group discusses matters which relate to their responsibilities and tasks (not for instance lack of parental interest)

Key components of stakeholder interviews/focused discussions
- Informal and conversational yet controlled.
- Use of checklist of key topics or issues, not a formal questionnaire.
- Use of open-ended questions.
- Allows for new issues to arise.

Attributes of good interviewers
- Sensitivity (to various moods, meanings, nuances, expressions, responses etc.)
- Good interpreters (of various moods, meaning nuances, expressions etc.)
- Alert (looking for leads, observing people and things)
- Willing learners
- Good facilitators (ability to make people talk and stimulate information flow)

Tips for conducting successful interviews and discussions
- Prepare well
- Be casual and informal/friendly
- Show willingness to learn
- Active listening
- Be flexible, but keep control
- Probe responses:
  - What? When? Who? Where? How? -- to get the facts right, finding out what is actually the case rather than interpretations or opinions
  - Why? -- to gain deeper understanding
Annex 6  Listening skills and barriers to good listening

By listening actively to what people are saying, you will help them to speak and express their ideas more freely.

When listening you should:

- Show a real interest in the other person.
- Give them your full attention.
- 'Listen' to their non-verbal communication; their body language.
- Accept them as being different to you.
- Accept them as they are.
- Value and respect them as people of equal worth to you.
- Value what they say and make it feel important to you.
- Empathise with them, try to see the world as they see it, try to put yourself in their place with their feelings.

Listening means:

Valuing  Accepting  Empathising

Barriers to good listening

In order to develop effective listening skills, we need to become aware of, and try to eliminate potential barriers to listening. Below are some common "barriers":

- External Distractions. Too much noise or nearby activity can prevent us from listening effectively.

- Thinking Ahead. We think four times faster than we speak. This means that while we are listening, we often let our thoughts race ahead to the next question we wish to ask, or we start thinking about our own concerns or interests.

- Closed Mind. If we think that we already know the answers to the questions we ask, or that we can predict what the other person will say, we won’t listen properly.

- Different Points of View. We do not like to have our own opinions contradicted or challenged. Consequently, when a speaker says something that we do not agree with, or that clashes with what we think, we may unconsciously stop listening.

- Preoccupation with our own ideas. Sometimes people will say things that trigger an idea in our own mind. Instead of listening to them, we start thinking about our own idea, waiting eagerly until we have a chance to make our contribution.

- Note-taking. Although some people find that taking notes can help focus their listening, sometimes it has the opposite effect. If we try to write down everything the speaker is saying we will inevitably lose some of it because the speaker’s words come out faster than we can write them down. Also, when taking notes, it is difficult to maintain eye contact.

Being aware of these and other "barriers" is the first step to overcoming them.
Annex 7  Questioning skills

To conduct a successful meeting, or to facilitate a discussion or conversation also requires effective questioning skills.

Questions have several functions. These include:

To find out basic facts or information. Generally this is information that the respondent knows and can easily access, for example:

- Did you attend the latest INSET training on lesson planning?
- Have you developed your lesson plan for this week?
- Do you record pupil’s progress in reading after each teaching session?

To find out opinions. These questions may be easy to answer, or they may require a little more thought on the part of the participant(s), for example:

- Are you satisfied with the training on literacy skills?
- What is your biggest problem when teaching reading and writing?

To dig below the facts or opinions. These questions usually follow the first two types, probing a little deeper. For example:

- Why are pupil results on writing improving?
- Why do you think that having big books in your classroom is more important than having the school fence repaired?

To prompt reflection. These questions often require respondents to think about things they have never thought about before, for example:

- If you could make one change in the school, what would it be?
- What would you like the school to look like in three years time?

It is important when conducting interviews or conversations to ask a range of questions.

SDP consultations are not only about what people think or want, but why they think or need those things. Asking these kinds of questions helps us to understand people better, and by understanding people we are more able to respond to their needs.
Annex 8  "What to do next" Table

<table>
<thead>
<tr>
<th>What to do next?</th>
<th>When?</th>
<th>Which stakeholders will be involved?</th>
<th>How will I consult them (which skills and techniques will I use)?</th>
<th>Who will support me?</th>
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