

Facilitator's Guide for Introduction of the District Education Meetings



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Guidance to Facilitators

How Facilitators organise their workshops

- Split up the total number of participants into smaller groups so that each Facilitator is responsible for facilitating one smaller group (for example, if there are 3 Facilitators and a total of 60 participants, each of the Facilitators will work with a group of 20 participants).

What Facilitators need to prepare before the workshop sessions start:

- Read the text for each session in this Facilitator's guide
- Prepare each session in advance making sure you have **enough copies** of:
 - The participant's workbook
 - The guidelines on DEM
 - Flipchart papers with explanations, figures, etc. *prepared in advance*
 - Blank flipchart paper, marker pens, note books, pens
 - Computer, projector, screen and extension leads for the first day

How Facilitators organise group work:

Make sure participants understand **Task, Time and Feedback** before they start to work in small groups:

- **Task:** Make sure that participants understand clearly what they have to do (this is really a “MUST” if participants are doing group work)
- **Time:** Make sure participants know exactly how long they have. Make sure each small group appoints a timekeeper to make sure that the group sticks to the timing
- **Feedback:** Make sure that each small group appoints a note taker/ reporter. Make sure that the participants know what they have to report in plenary. Tell them that there is a time limit for each feedback.

Facilitator tips and tricks:

- **Use the experience and knowledge of the participants as the starting point:**
The head teachers and WEOs know a great deal already, and your challenge as a Facilitator is to draw this out and add new ideas and concepts.
- **Make sure that all participants are active throughout the workshop** including during introductions, in plenary sessions, during small group work, and when participants work in pairs using:
 - *Buzz sessions* in the middle of a plenary explanation. Ask participants to turn to their partners and discuss their own experience of an issue or their understanding of a particular term. These buzzes are *short*, and reporting back is done in a brief plenary discussion chaired by the Facilitator.
 - *Brainstorming* sessions in which larger groups of participants consider a topic or issue and try to come up with a list of related concerns or experiences.
 - Use *energizers and songs* to break up sessions.
- **Make regular eye contact with all participants and try to learn and use their names**

- 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.
- 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 has 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.

Day 1 District Education Meeting

Time	Activity	Methods and content	Resources
07:30-08:00	Registration of participants		
08:00-09:45	Session 1 Introduction to the District Education Meeting as a Community of Learning	<ol style="list-style-type: none"> 1. Welcome and introduction Opening Remarks REO and RTL 2. Ice breaking 3. Current situation for school improvement 4. Plenary feedback 	Enough copies of participants' handbooks Flip chart sized paper, marker pens, masking tape A4 paper, pens Evaluation Forms
09:45-10:15			
10:15-12:00	Session 2 The purpose of District Education Meeting	<ol style="list-style-type: none"> 5. The DEM Story so far - PowerPoint 6 The benefits of the DEM 7. Plenary feedback 8. Session Recap 	Flip chart sized paper, marker pens, masking tape A4 paper, pens Projector, screen, computer and leads
12:00-13:00			
13:00-14:45	Session 3 Preparing and Planning of the District Education Meeting	<ol style="list-style-type: none"> 9. The DEM Planning Team and the role of the DEM Representative 10. The DEM Template and Planning for a meeting 11. Example plans for the first 3 meetings 12. The facilitation of the DEM 13. Plenary Feedback & Discussion 	Enough copies of Prepared Meeting Plans (Annex A, B, C, D, E & H) Flip chart sized paper, marker pens, masking tape A4 paper, pens
14:45-15:15			
15:15-17:00	Session 4 Importance of Discussion Topics and the Topic Framework for the Year	<ol style="list-style-type: none"> 14. What topics are suitable 15. Form a list of topics 16. Plenary Feedback 17. Reflection on the rationale for choosing topics 18. Vote to select the top 10 topics 19. Sharing the Year Framework 20 Wrap up the day 	Flip chart papers with text for activity 17 Example Framework - Annex F Flip chart sized paper, marker pens, masking tape A4 paper, pens

Session 1

Introduction to the training and to the DEM as a Community of Learning

Time: 1 hour and 45 minutes (105 minutes)

Session objective:

To raise participants' awareness of District Education Meetings (DEMs) and their aim of supporting school improvement.

To understand how the District Education Meeting fits in with other Communities of Learning

Learning outcome:

By the end of the session participants will be able to explain:

How the District Education Meeting fits in with other Communities of Learning

What the District Education Meeting is and how it differs from what they are presently doing

Facilitators have prepared:

- The room set-up: make sure that all participants can see the Facilitator
- Enough copies of participants' handbooks
- A flip chart paper as pictured in the figure given below.

Session notes

1. Welcome and introduction

(20 minutes)

Welcome participants to the workshop and briefly explain the objectives of the workshop. Explain that you will guide and facilitate the process and that the participants will be very active during workshop sessions (like in the SPMM training).

Announce any domestic arrangements including session times and note these on a flip chart paper:

- At what time, do we start (8:00 am), break, have lunch, end (5:00pm)
- Methodology, working in pairs, small groups
- **Importance of appointing a reporter/note-taker for feedback sessions**

Ask participants what house rules or arrangements they want to be included and note them on the flip chart. Make sure that the flip chart paper will stay on the wall for the whole duration of the workshop.

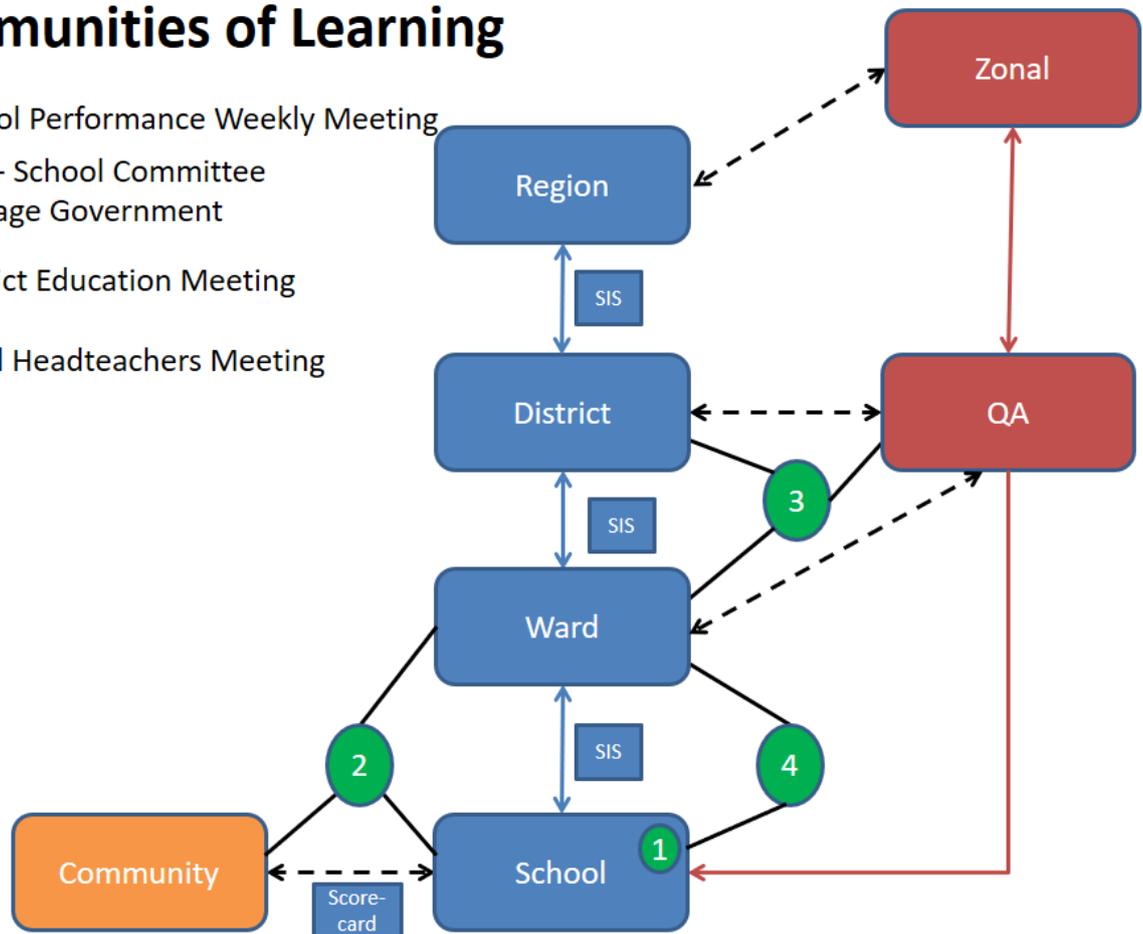
Do not forget to hand out the evaluation forms for participants to fill in as the training proceeds.

Explain

How this training on the District Education Meeting is another Community of Learning and how it links to School Weekly Meetings, Community and Ward Head Teacher meetings for School Performance Management

Communities of Learning

- 1 School Performance Weekly Meeting
- 2 PTP + School Committee + Village Government
- 3 District Education Meeting
- 4 Ward Headteachers Meeting



The WEO is involved in each of the 'Communities of Learning'. This makes the WEO Key for all school improvement.

1 The new School Weekly Meeting is for head teacher and teachers to improve the school performance.

2 The Community Meetings involve parents and community in school developments and support for the pupils and school.

3 The Ward Head Teacher Meeting is for sharing and capacity building of head teachers, discussion of issues and school Improvement.

4 The DEM is a forum for the Quality Assurers, District Education Officers, and Ward Education Officers to share District issues for school improvement. It provides specific support for the WEOs work.

Explain that in this workshop the participants will appreciate that the District Education Meeting is a monthly meeting that includes the Education Officers from the District, Quality Assurers and Ward Education Officers.

The name District Education meeting, DEM, was decided at the Tabora Regional review workshop of LGA officers, QAs, RAO, RAS and Zonal QA in November 2016. Previously it had been referred to as the DEO's Meeting for Education Officers for WEOs with QAs.

Point to Emphasise

The DEM is a formal District meeting working across the ministries, from the Prime Minister's Office and from the Ministry of Education, to provide a joined-up view, and support for school improvement.

Give each participant a copy of the Participant's Handbook. Go through the booklet

2. Ice breaking, energising exercise

(25 minutes)

Divide the participants into 3 groups; group 1 will pretend to be WEOs, group 2 will pretend to be QAs and group 3 will be Officers. Give each group a flipchart paper and marker pens.

Ask each group to discuss how they affect school improvement and to write down their ideas on the flipchart paper. The first group to finish will call out "BINGO". This group will then put their flipchart on the wall. Continue until the 3 groups are finished.

- What are the key points?
- We will reflect on these issues throughout the 2 days.

3. Current Responsibility for school improvement across the District

(35 minutes)

Make sure each small group has a flipchart paper and marker pens. Remind the groups that they have to choose one person who will take notes and report back in plenary.

Ask the participants to discuss how schools are being managed now. The purpose of this exercise is to get the participants' views on their **responsibility for school improvement across the District**.

4. Plenary feedback and Summary

(25 minutes)

Each group puts their flip chart on the wall. Ask the groups to read each others' list of responsibilities. Facilitator now guides the summary feedback by using the following questions:

- Which of your tasks have most impact on school improvement?
- On what tasks do you spend most of your time?
- Which of the tasks and responsibilities help you to implement your school improvement?
-

Points to emphasise:

Through the Communities of Learning the Districts must make sure that

- teaching and learning are improved
- pupils' standards are improving
- schools are made accountable
- financial concerns are discussed such as IGA grants
- communities are engaged with their schools
- information is received and passed on through reports

- financial concerns are discussed such as IGA grants

This is a ***joint responsibility!***

To work jointly there needs to be a special time set aside, called the DEM

- Deal with issues related to teaching and learning when they arise
- Share and strengthen District Education improvement
- Enable communication to be more effective

Session 2 The purpose of the District Education Meeting

Time: 1 hour and 45 minutes (105 minutes)

Session objectives:

- To share the aims of the 2 day DEM training
- To enable participants to understand the purpose of DEM
- To show the DEM is a tool to support school improvement across the District
- To link the DEM to other 'Communities of Learnings'.

Learning outcomes:

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

- Explain how the DEM supports school improvement
- Understand the difference between DEO with WEO meetings and the DEM
- Understand the relationship of the DEM with the other 'Communities of Learning'

Facilitators have prepared:

- The computer, projector and screen position. Bring extension leads.
- The room layout so that all participants can see the screen
- Sufficient flip-chart papers, marker pens, masking tape, A4 paper, pens

Session Notes

5. The story of the DEM so far PowerPoint presentation (40 minutes)

To share aims of the training and the story of the pilot DEMs held in Tabora Region.

Ask for questions and responses from the group.

6. Small group work: Benefits of the DEM (20 minutes)

Make sure each small group has a flipchart paper and marker pens. Remind the groups that they have to choose one person who will take notes and report back in plenary.

- What benefit is there for QAs, WEOs and District Officers to meet monthly to raise the quality of education in the District?
- What is Different about the DEM?

7. Plenary feedback (30 minutes)

Ask each group in turn to tell you their answers (maximum 2 answers). Then go around again until all the points are covered. Ask groups not to duplicate what others have said.

Note key points (not every word) from groups on a flip chart.

The benefits of the DEM

Points to emphasise:

- Joint understanding of the contributions from everyone and sharing of ideas
- Shared actions agreed for joint school improvement in the District

- Valuing and capacity-building of all participants at the meeting, especially the WEOs
- Shared successes and new innovations
-
- The Importance of the relationship of the DEM to the other 'Communities of Learning'
- Importance of sharing the "Community of Learning" Meeting Reports

Improving school performance is teamwork!

What is Different about the DEM?

DEO meetings with WEOs focus on, among others items:

- Administrative duties, complying with Ministry requirements
- Informing staff about Ministry circulars and directions
- Discussing students' performance

DEM is a **tool for improving school performance**:

- Discussions focus on how to improve education in the district
- Decisions are made collectively as a 'Community of Learning'
- Solutions are found, instead of problems, by WEOs with QAs and Education Officers working together
- Commitment and responsibility for school improvement are shared and agreed, with follow-up
- Opportunity for QAs and Officers to capacity-build the WEOs
- WEOs take on responsibility for finding solutions

8. Session Recap

(15 minutes recap)

Briefly explain how we see DEM meetings:

- To build up common understanding and approach for raising standards and quality of education throughout the District
 - For QAs to contribute their expertise and for WEOs to inform them about schools in the district
 - For LGA to receive information to formulate their plans for support, coaching and encouraging schools as well as prioritizing their plan for education improvement and funding
 - For information flow between QAs, Education Officers and WEOs about activities in the past month and forthcoming activities for coming month
- To review progress of district initiatives and to get feedback about programmes,
- To focus on issues for raising the quality of education in the district: to set up training activities and support autonomous school development
- To provide an opportunity for WEOs, QAs and Education Officers to have a monthly 'Community of Learning' meeting, to come up with ideas and to find ways to solve problems for school improvement

Session 3 Preparation and Planning for the District Education Meeting

Time: 1 hour and 45 minutes (105 minutes)

Session objective:

The objective of the session is to give participants the opportunity to understand the importance of the planning and preparation for the DEM.

The Session will outline the roles and responsibility of the Preparation Team and the DEM Representative

Learning outcomes:

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

- Know about the importance of the planning and preparation for the DEM
- Understand the responsibility of the Preparation Team and the role of the DEM Representative
- Understand the importance of facilitation and participatory methods
- View three plans prepared for the first meetings in Tabora
- Design a DEM

Facilitators have prepared:

- Copies of Annexes A, B, C, D, E and H for all participants
- Sufficient flipchart papers, marker pens, masking tape, A4 paper, pens

Session notes

9. The Responsibilities of the Preparation Team and the Role of the DEM Representative (20 minutes)

Read and go through The Responsibilities of the Preparation Team and the Role of the DEM Representative **Annex A**

Explain the role of the DEM Representative as the person who coordinates the meeting and the actions of the Team.

Look at the Agenda and the logistics

Go over the key purpose of the Meeting

Make sure that participants understand that the key purposes of the DEM Preparation and Planning Meeting are:

- To work as a team, QAs, WEOs and Education Officers preparing the meeting together
- To look at what should be followed up from the previous meetings
- To prepare the agenda and main topic for the next meeting
- To identify facilitators and select participatory methods
- QAs, WEOs and Education Officers are a team for preparing the meeting together
- To review last DEM meeting's successes and share ideas that work well
- To jointly determine what actions, they are going to take to improve the DEM

To meet monthly

10. The District Education Meeting template

(15 minutes)

Read and share the DEM Template together.

Annex B

Timing

The date and the timing of the DEM is flexible according to the District. In some districts the dates for the year have been set in advance.

Chakula

Explain that chai is flexible and give examples of practice in various Districts. Some have chai, some have lunch, some have soda and biscuit, some have nothing. Each District should consider and decide about chakula according to its budget. However, the meeting's timing will depend on the arrangements for refreshment.

Facilitation and Participatory Methods

Facilitation and Participatory Methods are key to the way the DEM works. For the discussion to be successful we need to use lessons we learnt from the SPMM - Weekly Meeting Training about Effective Communication - being non-judgemental and using 'Twiga' behaviour.

Other Logistics

The plan should indicate who is facilitating the times of the session and the materials needed.

Points to emphasise:

Communication and responses are **effective** when you use **giraffe** language:

- Understand yourself --> ***I feel ... because I need ...***
- Understand the other person --> ***Do you feel ... because you need ... ?***

Communication and responses are **ineffective** when you use **jackal** language:

- Blaming the other --> ***I feel ... because you..... !!!***
- Blaming the situation --> ***I could not... because the internet was not working***

The importance of using observations instead of opinions or judgements when communicating

The difficulty we have in identifying and expressing feelings

The effect of using effective communication skills on others, it keeps the communication "open"

11. Introduce the Example Plans for DEM 1, 2 and 3 used in Tabora (10 minutes)

Plan 1 is the first meeting: Introducing the DEM and looking at its benefits **Annex C**

Plan 2 is reviewing the SDP **Annex D**

Plan 3 is looking at WEO reports **Annex E with Annex H**

12. Large group work: The facilitation of the Meeting (30 minutes)

Divide the room into 3 groups: group 1 review Plan 1, group 2 review Plan 2 and group 3 review plan 3. Make sure each group has a flipchart paper and marker pens and able to view their plan. Remind the groups that they have to choose one person who will take notes and report back in plenary.

Ask the participants to discuss the meeting:

- What methods are used for the facilitation of this DEM?
- Who is responsible for the leading the DEM?
- What are the main benefits and outcomes of DEM?

13. Plenary feedback and discussion (30 minutes)

Each group puts their flip chart on the wall. Ask the groups to read a gallery walk.

- What are your observations?
- What other issues have you picked up?

Facilitator now guides the summary feedback by emphasising the following points.

Key points to emphasise:

Facilitation Methods used are:

discussion, group brainstorm, role play, analysis and scrutiny of documents using shared criteria, think pair & share, question and answer

Responsibility for leading the meeting

It is team work. In later meetings, the WEOs have taken an active part

The DEM Representative is the person who coordinates the meeting and the actions of the Team.

Benefits of the Meeting

Shared experience and common understanding of the contributions from everyone.

Shared actions agreed for joint school improvement in the District.

Valuing and capacity-building of all participants at the meeting, especially the WEOs.

Session 4

Importance of Discussion Topics and the Topic Framework for the Year

Time: 1 hour and 45 minutes (105 minutes)

Session objectives:

- To raise participants' understanding of the breadth and scope of the DEM though the use of topics over the year
- To raise participants' awareness of possible challenges to achieve quality education

Learning outcomes:

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

- understand the importance of the selected topic for each DEM.
- produce a balanced list of topics to be considered for DEM.

Facilitators have prepared:

- Sufficient flip-chart papers, marker pens, masking tape, A4 paper, pens
- Flipchart paper(s) with questions written for the topic reflection in Activity 17.
- 2 colleagues to be tally counters for the voting in Activity 18.
- Copies of example Framework.

Annex F

Key points to emphasise:

The DEM is aimed to Improve school development and to raise pupil performance and standards

The DEM is for improving the understanding of key issues or topics that need clarification

The DEM is for finding solutions and reaching a way forward

The DEM is for improving the capacity of all stakeholders

Topics chosen should be those a DEM can make an impact on, especially focused on Teaching and Learning and Community Engagement

Try to gain a balance of topics over the year including:

Community, Teaching and Learning, School Management, Monitoring and Evaluation

Topics can be repeated over the years because the topics are important and there will be new participants.

The meeting is not for administration or for instructing WEOs but for learning and improving school performance.

NB. Discussion about piki piki, per-diems, infrastructure or lack of teachers is not something the meeting can alter so this should be kept to a minimum.

14. What topics might be included in the DEM?

(5 minutes)

Facilitator introduces the session by sharing some of the topics which have been selected by DEMs in Tabora Region:

- Working with challenging head teachers
- Understanding the New Curriculum
- Improving Teacher Attendance in Classrooms

15

- Analysis of the completion and quality of School Development Plans
- Analysis and quality of WEO reports and visits

Topics should:

- Lead to improved school development and to raise pupil standards
- Be relevant and find solutions and a way forward

Topics should *not*:

- Be mainly for administration and instructing WEOs
- Be about piki piki, per-diems, infrastructure or lack of teachers

15 Small Group Work; Form a list of Topics

(15 minutes)

Divide the room into 6 groups.

Make sure each group has a flipchart paper and marker pens. Remind the groups that they have to choose one person who will take notes and report back in plenary.

Ask the participants to make a list of topics that could be covered in a DEM.

As soon as possible put lists up on the wall and request each group reporter to stand by their sheet with a pen.

16. Plenary feedback List of topics

(15 minutes)

Group 1 reports back. Other groups should cross through any topic if they also have the same one. Then the other groups report in turn.

17. Individual and Small Group Work; Reflection on the rationale for choosing topics

(total 30 minutes)

Facilitator reads the question and explain the importance of each in the choosing of the topics for the DEM.

- Which topics are most relevant?
- Which topics will have the most impact on teaching and learning?
- Which topics are the most challenging to make a difference?
- Which topics will lead to raising standards in schools?
- Which topics can be selected to provide the best coverage over a year?

Each person reflects on the questions and jots down their reasons for their answers **(5 minutes)**

Then discuss in groups their reflections and explanations for their choices. **(15 minutes)**

Facilitator leads whole group discussion (10 minutes):

- Did any group agree on any of the questions/answers? Disagreement is not surprising as there are no right answers and we will all have different choices.
- Did anyone have difficulty understanding or answering any of the questions?

Key points to emphasise:

The aim of the meeting is to improve school development and to raise pupil standards

The meeting is for improving the understanding of key issues or topics that need clarification

The meeting is for finding solutions and reaching a way forward

The meeting should lead to the improvement of the work of all stakeholders

Topics chosen should be those a DEM can make an impact on, especially focused on Teaching and Learning

Try to gain a balance of topics over the year including:
Community, Teaching and Learning, School Management, Monitoring and Evaluation
Topics can be repeated over the years.

The meeting is not for administration or for instructing WEOs.
Discussion about piki piki, per-diems, infrastructure or lack of teachers is not something the meeting can alter so this should be kept to a minimum.

18. Vote to select the top 10 Topics

(20 minutes)

Facilitator explains that the group is now going to vote to select the best 10 topics. Each person can have 3 votes only. *"You can only choose three topics to vote for. I am going to trust you to only vote three times. I will go down the list. At each topic those wanting to vote that topic can put their hand up and my colleagues will count-up the total votes."*

Go down the list asking for hands up each time and write by each topic the total votes counted for that topic. Keep the pace going so this activity does not become tedious.

After the voting, mark the first 10 topics with a star.

Facilitator asks the group "has this provided us with a balanced list of topics for one year? Does it include:

- Community
- Teaching and Learning
- Leadership and Management
- Monitoring and Evaluation?"

19. Sharing the Year Framework

(10 Minutes)

The voting activity to select the topics was completed at many of the DEMs in Tabora. The WEOs, Officers and QAs voted and decided on the topics for the year. These were then written up on a Framework. This framework is one you can use yourselves.

Read and share the example of a LGA Framework.

Annex F

Is there a balance of topics over the year?

- Community
- Teaching and Learning
- Leadership and Management
- Training

Topics can be repeated over the years to reinforce, to update and to help newcomers.

20 Wrap Up the Day

(5 minutes)

"Today we have looked at the DEM, the aims of the Meeting and the planning for the DEM and Preparing the year's Topic Framework.

Tomorrow we need to be here to register at 7.30 and start session at 08.00

We shall be looking at developing the professionalism of the WEOs and preparing for DEMs in this Region."

Before leaving check that each District has brought along with them 5 examples of WEO reports from their District.

Finish with a Song

Day 2 Preparing and carrying out a DEM

	Activity	Methods and content	Resources
08:00-09:45	Session 5 Expectations of the WEOs and building their Professional Capacity	21. Introduction and recap Day 1 22. The Role of the WEO 23. Building the capacity of the WEOs 24. Gallery walk and feedback 25. The link between the work of WEOs and QAs	Flip chart sized paper, marker pens, masking tape A4 paper, pens Ball Text written for Activity 23 WEO Job description- Annex G
09:45-10:15			
10:15-12:00	Session 6 Follow Up, Support and Review of the District Education Meeting	26. Icebreaker and Reflection - Forced Choices 27. Follow Up Support and Feedback 28. Plenary 29. WEO Reports 30 Sharing the Best Reports	Flip chart sized paper, marker pens, masking tape A4 paper, pens Large numbers cards 0,5 &10. 5 WEO reports form each District Text written for 3 groups in Activity 27 Copies of Annexes E, H & J List of Forced Choice statements
12:00-13:00			
13:00-14:45	Session 7 Planning a District Education Meeting	31. Introduction 32. DEM Planning and Preparation Meeting 33. Plenary feedback 34. Q&A, wrap up	Flip chart sized paper, marker pens, masking tape A4 paper, pens Copies of DEM template Annex B Topic List from Session 4
14:45-15:15			
15:15-17:00	Session 8 What will happen after the training? Wrap up	35. Recap the DEM 36. Q&A, Wrap up 37. What to do after the training? 38. Summary of the 2 days 39. Concluding Remarks and Farewell	Weekly HT-Teachers' meeting - guidelines, one for each participant Evaluation Forms Text and Chart Annex I

Session 5 Expectations of the WEOs and building their Professional Capacity

Time: 1 hour and 45 minutes (105 minutes)

Session objectives:

- To raise awareness of the potential the DEM has for raising the professional capacity of the WEOs
- To refresh the participants' knowledge of the WEOs Role
- To show a continuum between the work of the WEOs and QAs

Learning outcomes:

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

- Explain the impact the WEOs can make on raising standards in schools
- Explain how the DEM can support WEOs to improve their performance
- Explain the continuum and overlap between the WEO and QA work

Facilitators have prepared:

- Ball to use for warm up
- Question about the work of WEOs in activity 23 pre-written on a flip chart paper
- Have sufficient copies of the WEO's Job Description – **Annex G**
- Flipcharts and marker pens
- Facilitators Tips

Session notes

21. Introduction and recap of Day 1 (10 minutes)

To start the day with a song and ask everybody to stand in a circle. Pass a ball across the room to each other. On receipt of the ball each person introduces himself or herself and provides a reflection on yesterday's training.

22. The role of the WEO (15 minutes)

Ask participants to sit in small groups.

Tell participants that this morning they will look at the role of the WEOs and how the DEM meeting can build up their professional capacity.

The WEOs are the first line support for schools and as such can make a very important Impact on school development.

Quickly go through the WEO's Job description.

Annex G

23. Building the capacity of WEOs (25 minutes)

Make sure each group has a flipchart paper and marker pens. Remind the groups that they have to choose one person who will take notes and report back in plenary.

- What professional improvement do we wish for WEO performance?
Ni utalamu gani unaohitajika katika kuboresha utendaji wa WEO?

- How can WEOs make an impact on raising standards in schools?
Ni kwa namna gani WEO italeta matokeo katika katika kuinua viwango mashuleni?
- How can we support WEOs to improve their performance?
Tunawezaje kuwasaidia WEO katika kuboresha utendaji wao?
- Give examples of WEOs working well who can share valuable experiences with others

24. Gallery walk and feedback

(40 minutes)

Ask the groups to display their sheets on the wall. Give everyone ten minutes to walk around reading each others' work. Encourage participants to note down any comments/questions they have, or any additions they would like to make.

After ten minutes, hold a plenary discussion about what issues they came up with for the DEM and why they chose them. Give participants an opportunity to ask their questions etc. Note key remarks on a flip chart paper.

Emphasise that for the DEM meetings, the issues need to be related to what WEOs can do to improve their performance or issues WEOs can influence indirectly.

25. The continuum between the work of WEOs and Quality Assurers

(15 minutes)

Explain

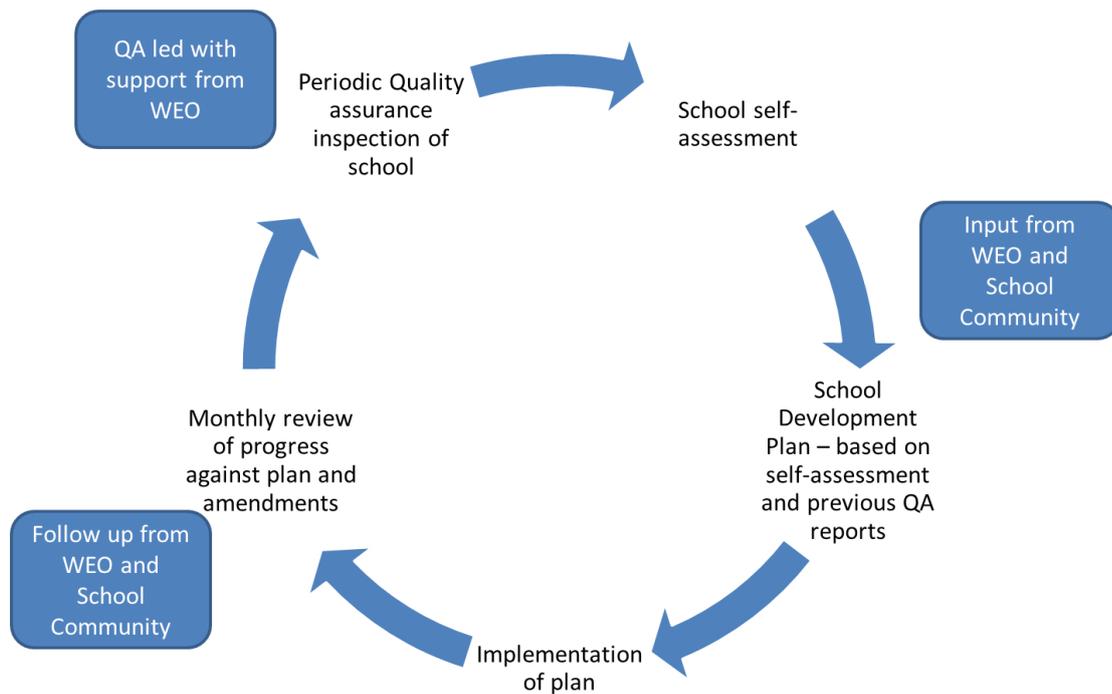
Traditionally Quality Assurers were known as Inspectors of Schools and their major role was to inspect schools which is essentially judgemental in nature. This is followed by face to face feedback and a written report.

However, due to the reform that is going on within the Inspection Department, Inspectors are now called Quality assurers. School Inspectors are now External Supervisors. The Ministry of Education and Science and technology (MoEST) is developing a new Quality Assurance Framework with more roles for the WEO as Principle Officer at ward Level. The WEOs' major roles are to: -

- (i) advise the DQAO on all matters concerning quality of education in the ward
- (ii) support and review the SDP and School- Self Evaluation process and its implementation
- (iii) empower the head teacher as an internal supervisor at the school.

Internal quality assurance

The head teacher is expected to be an internal supervisor at the school. The head teacher is responsible for preparing School Self Evaluation which looks critically at the school in order to improve further the quality of provision and performance at the school. It is becoming more important to accept and promote school self-evaluation as a valuable and essential way of raising the standards of achievement in schools. This is closely linked to the SDP process and the Community of Learning -Weekly Meeting. The WEO ensure these activities are all implemented.

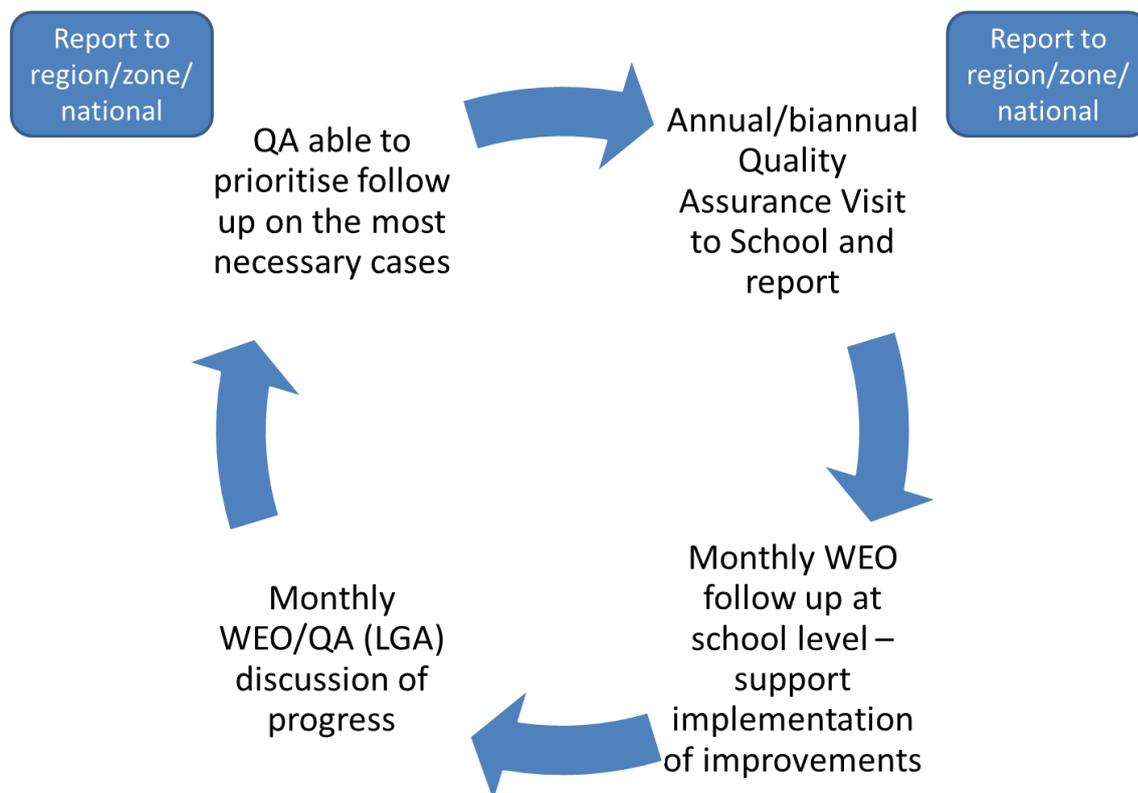


External Quality Assurance Process

The WEO provides regular External Supervision twice per month or more.

The WEO supports the head teacher in the process of self-review and can assist in the preparation of the written report in preparation for the inspection.

The WEO is also charged to advise the District Quality Assurance Officer In charge on matters pertaining to quality assurance of schools in the ward.



One example of changes already happening:

In Sikonge, Tabora WEOs have been together in twos and threes to review their schools and collect data for key aspects of school improvement. They have reported back to the DEM their findings and areas for improvement. These areas formed the topic framework for their DEM over the coming months with specific support from the QAs.

Do you have any similar situations where WEOs and QAs are working very closely?

Key Points to emphasise:

That the framework for inspection is changing to be more developmental in nature.

Schools need to self-evaluate their own development for school improvement.

WEOs need to support head teachers with self-review and so assist the school prepare for its inspection.

WEOs and QAs need to work closely together to have a joint appreciation of the self-evaluation process and its links to inspection.

Session 6 The Follow Up, Support and Review of the DEM and Reflection

Time: 1 hour and 45 minutes (105 minutes)

Session objectives:

To raise participants' awareness of the need to follow-up and support the DEMs.

To raise participants' awareness of the need to review and monitor the outcomes and impact of these meetings.

To agree systems for doing this.

To appreciate the importance of the reporting and feedback.

Learning outcomes:

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

- Explain how to support the DEM:
 - systems for monitoring the meetings
 - improve timely reports and feedback
 - issues of delegation and support
 - issues of cooperation and support from the Region and Zonal QAs
- Explain issues related to capacity building

Facilitators have prepared:

- Prepared Numbers 0, 5 and 10 for the Forced Choices activity. Place 0 and 10 either end of the room and 5 in the middle. You want people to hear each others' comments and explanations, so allow for this in the distance between 0 to 10.
- List of Forced Choice Questions for activity 26
- Make sure that all District Officers should have their 5 WEO reports with them.
- The 3 previously prepared cards for the 3 groups in activity 27
- Copies of Annex E DEM plan and Annex H WEO Visits and Report Writing
- Copies of Annex J Responsibilities and Reporting processes

Key points to emphasise:

That support will be required initially especially from the EQUIP –T team and DEO

That the WEO report is crucial and refer to Annex E DEM plan and Annex H WEO visits and Report Writing

That Participants know what to do after the meeting for supporting and monitoring the DEM

26. Ice- breaker and Reflection; Forced Choices

(15 minutes)

Zero on one side through to 10 on the other, 5 is in the middle.

Explain that you will read out a statement and they have to place themselves on the line from 0 to 10 depending on how strongly they agree or disagree with the statement.

10 means they completely agree

0 means they completely disagree

You will then read out the first statement and after the participants have found their position ask some of them to explain their reason for taking that place in the room.

Sometimes you may ask them if they want to change their position now they have heard the explanation from others.

After a little discussion, you go on to the next statement.

Statements

- Tanzania offers free education
- The education in the region has improved for most pupils in the region
- I think the DEMs will be important
- I think the DEMs should be mandatory
- I think the DEMs should happen every month, whatever else is going on
- I think the DEMs should be fitted in when they can
- I think there is a benefit from DEMs for everyone
- I think the WEOs will benefit from DEMs
- I think the District can provide the funds for materials for DEMs
- I think the District can provide the funds for chakula for the DEMs

27. Follow Up Support and Feedback for the DEM

(25 minutes)

Introduction

From experience the DEM, like many other initiatives, has needed support.

Facilitator explain the need some support including

- It is good when the ADQA and DEO takes a personal interest and attends some or part of the meetings. It shows the WEOs and the facilitators the DEM is valued.
- To offer support to the Planning Team
- To encourage the meetings to take place
- To support and share information
- To pick up concerns such as a change of a key member of the DEM Planning Team

Facilitator to explain the need for some **Feedback** from the DEM

- There is a need to share the issues and decisions made at the DEM meeting
- There is need to know of the success and challenges of the DEM
- There is a need to for others to understand and contribute appropriately to the DEM
- This includes sharing of Reports and Minutes of meetings

Group Activity

Ask participants to make 3 Groups.

Ensure the groups are all about the same size, but

- Group 1 are all Regional and Zonal staff with other participants

- Group 2 are all DEO and ADQA with other participants
- Group 3 are all EQUIP-T staff with other participants

Make sure each group has a flipchart paper and marker pens. Remind the groups that they have to choose one person who will take notes and report back in plenary.

Each group has its own list of questions related to its members.

Group 1 are all Regional and Zonal staff with other participants.

- What information do the REO and Zonal Staff require from these meetings?
- What difference do the REO and Zonal want these meetings to make?
- How will they know about the developments and discussions of WEOs?
- How do they know of successes and challenges?
- How do they support LGA commitment to the meetings and WEO report feedback?
- What support do the QAs and LGA need from the Regional Staff and Zonal Staff to sustain these meetings?
- What support can be provided to sustain these meetings?

Group 2 are all Regional and Zonal staff with other participants.

- What information do the DEO and Quality Assurer Staff require from these meetings?
- What difference do the DEO and Quality Assurer Staff want these meetings to make?
- How will they know about the developments and discussions of WEOs?
- How do they know of successes and challenges?
- How do they support commitment to the meetings and WEO report feedback?
- What support do the Regional Staff and Zonal Staff need from the QAs and LGA to sustain these meetings?
- What support can be provided to sustain these meetings?

Group 3 are all EQUIP-T staff with other participants.

- What information does EQUIP-T require from these meetings?
- What difference do the EQUIP-T Staff want these meetings to make?
- How will they know about the developments and discussions of WEOs?
- How do they know of successes and challenges?
- How do they support the DEMs and WEO report feedback?
- What support can be provided to sustain these meetings?

28 Plenary

(30 minutes)

The three groups feedback one at a time and clarify the points made.
The facilitator should ask at the end:

- What feedback does each group need?
- What feedback will each group provide about the DEM?
- What support will each group give for the DEM?
- What actions are related to REO, Zonal, District Officers, ADQA and EQUIP-T?

- Finally, to share the suggested Responsibilities and Reporting processes **Annex J**

Key points to emphasise:

The Zonal, REO, ADQA and DEO all need to take a personal interest in the DEM:

- To show the WEOs and the facilitators the DEM is valued
- To offer support to the Planning Team
- To encourage the meetings to take place
- To support and share information
- To pick up concerns from the meeting
- To support change of a key member of the DEM Planning Team
- To share the issues and decisions made at the DEM for District improvements
- To know of the success and challenges of the DEM
- To participate occasionally and contribute appropriately to the DEM
- By reading WEO Reports, to understand and provide individual support for WEOs and their Wards
- To read the DEM minutes
- To provide relevant feedback and reports

29 WEO Reports

(20 minutes)

The facilitator should ask the teams to sit in their District Groups. Regional staff to please share themselves around the District groups.

“You will be in these groups for the rest of the day so arrange yourselves comfortably.”

Introduction

Facilitator explains the WEO report is crucial for gaining feedback about the schools, communities and the WEO's work.

Each District has brought along 5 samples of the report which we are now going to look at and at the end pick out the best report.

Questions to ask yourselves as you go through the 5 reports through the reports are:

- Does the report have a date and title?
- What was the purpose of the visit?
- What were the main successes, challenges and solutions identified at the school?
- What procedures/methods were applied by the WEO?
- What advice did the WEO give at the visit?
- What action was agreed for school improvement and by when?
- Which report is the best?
- Why have you chosen this to be the best report?

30, Sharing of the best WEO Reports

(15 minutes)

Briefly each group shares the best report and explains why they have chosen it.

Facilitator brings together the general ideas. A good report should tell you:

- Why the visit took place?
- What happened during the WEO visit?
- What changes/decisions were made?
- What follow-up or continued support is required

Indicate that they may like to use **Annex E** DEM Plan for Improving WEO Written Reports with the supporting paper **Annex H**.

WEOs should have monthly feedback on the quality of their reports and on the follow-up on the school improvement progress made since the last report.

Session 7 Planning a District Education Meeting

Time: 1 hour and 45 minutes (105 minutes)

Session objective:

To give participants the opportunity to practise planning and preparing a DEM.

Learning outcomes:

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

- appreciate they are working as a team to prepare and plan the DEM
- design their own plan
- prepare the meeting, including the participatory facilitation of the topic

Facilitators have prepared:

- Flip chart papers with list of topics from the previous Day
- The DEM Template Plan Annex B
- Sufficient flip-chart papers, marker pens, masking tape, A4 paper, pens

Session notes

31. Introduction

(15 minutes)

Start with a song or Energiser

Facilitator explains they are going to quickly brainstorm the agenda for a DEM Preparation Meeting.

- Decide the topic/s
- Ensure the facilitation of the topic is prepared which will use interactive methods
- Agree the facilitators for the parts of the meeting
- Arrange for the materials to be available
- Arrange the timings and date of the meeting
- Arrange and prepare the venue
- Arrange the seating
- Be at the venue to welcome everyone on arrival
- Arrange for chai/lunch if there is budget for it
- Be clear who is responsible for which aspect of the coming DEM

Key points

To arrange the timings and date of the meeting. If possible, fix these at the start of the year.

E.g. the first Friday of the month.

To be at the venue to welcome everyone on arrival

On a separate sheet, brainstorm a list of facilitation methods:

- Reflection
- Brainstorm
- Role Play
- Think pair share

- Group discussion and feedback
- Question and Answer

32. ROLE PLAY - DEM Planning and Preparation Meeting

(40 minutes)

The participants will work in District groups. Ask the groups to choose one person to play these roles:

- The DEM Representative Officer chairperson
- The District Education Officer, DAO/DSLO Responsible for EQUIP or other appropriate Officers
- Representatives from the QAs
- 2 WEOs

Explain that they are now having a Planning and Preparation Meeting for the DEM.

- They will then plan the coming month's DEM.
- They will need to choose a topic from yesterday's selected topics.
- They will need to ensure they are using facilitation and participatory methods.
- They will need to ensure they have covered all the points listed on the agenda.
- The DEM Template Annex B may be of help.

33. Plenary feedback

(40 minutes)

Ask the participants to share their plans, especially the detailed facilitation of the topic, one group at a time.

34. Questions and Answers, wrap up

(10 minutes)

Ask participants what questions or concerns they still have about preparing for a DEM Meeting.

Session 8 What will happen after the training?

Time: 1 hour and 45 minutes (105 minutes)

Session objective:

The objective of the session is to give participants the opportunity to think about, share and come up with ideas on how to introduce the DEM meeting in their Districts.

Identify the areas for continued support and who will provide it.

Learning outcomes:

By the end of the session participants will have a plan indicating what to do after this training and from whom they can get support if necessary.

Facilitators have prepared:

- Evaluation forms, one for each participant
- Sufficient flip-chart papers, marker pens, masking tape, A4 paper, pens
- Copies of Annex I – the “What to do after the Training” chart.

Session notes

35. Recap DEM; small group work (25 minutes)

Ask participants to discuss in small groups what they have learned about the "when", "how long", "purpose of the DEMs", "role of the team", "DEM formats", "the importance of the Topic and its facilitation" and "the role of the DEM Rep" in relation to the DEM.

36. Questions and Answers, Wrap up (15 minutes)

Participants can raise any further questions.

37. Planning "What to do after the training" (45 minutes)

Tell participants that they will start organising DEMs once they are back in their Districts. They will also start following-up on DEMs.

In the District groups discuss the following questions and fill in the chart. **Annex I**

Facilitator goes around the groups assisting and supporting the completion of the chart.

After this training, what do we have to do next?	When will we do what?	How will we prepare and facilitate the DEM? Which tools will we use?	What do we have to do after the DEM meeting to support and follow up?	Who will support us?
<i>Inform the WEOS about the DEM</i>				

<i>Agree on a day and time</i>				

38. Summary of the two days

(15 minutes)

Summarise the 2 days, emphasising that DEM meetings are District management tools for school improvement. Ask participants how they feel now compared to the first day?

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.

Thank them all for their contributions and wish them good luck with introducing and facilitating DEM meetings and the follow-up, and effective communication.

Do not forget to collect the evaluation forms from the participants.

39. Concluding Remarks and Farewell

(10 Minutes)