Module 2: Operational Manual for District Level INSET

Users:

All personnel at the district level, including DTST and DEO

Objectives of this Module

Module 2 is an operation manual that describes the general operation of the In-Service Training (INSET) activities at the district level. It elaborates how the INSET activities can be planned, implemented and evaluated efficiently. It highlights how to improve the INSET activities by utilising lessons learnt from similar activities conducted in the past. Module 2 also explains how to manage human resource of the INSET activities. In addition, the module shows some ways of raising public awareness about INSET.

The INSET activities at the district level are designed to strengthen the competencies of INSET key players at the district level as well as at the school level. It is expected that the use of this manual in the implementation of the INSET activities, will help enhance the competencies of the INSET key players at the district level. Head Teachers (HT) and Curriculum Leaders (CL), who play a vital role in School-based INSET (SBI) and Cluster-based INSET (CBI), will receive training/orientation on the use of this manual. It is believed that HT and CL will successfully support and facilitate SBI/CBI after receiving the training/orientation.

The Appendices provide procedures and content of specific INSET activities. These are:

Annual Implementation Workshop, HT Orientation, CL Orientation, CL Sourcebook Training, Information Exchange Seminar, other workshops and Monitoring for SBI/CBI.

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1. Plan-Do-See Cycle and Improve

This section describes procedures that ensure efficient delivery of INSET activities. INSET activities can be systematically organised using the following stages.

- **P**lan stage: Planning
- **D**o stage: Implementation
- **S**ee stage: Monitoring and evaluation

1.1. Plan-Do-See Cycle

The Plan-Do-See Cycle starts from "Plan" and move to "Do". "Do" is followed by "See". The main idea of this cycle is that proper planning (Plan) is always needed before implementation (Do); after implementation (Do) it is also necessary to carry out systematic monitoring and evaluation (See). What this procedures emphasises is the cycle that brings about continuous progress.

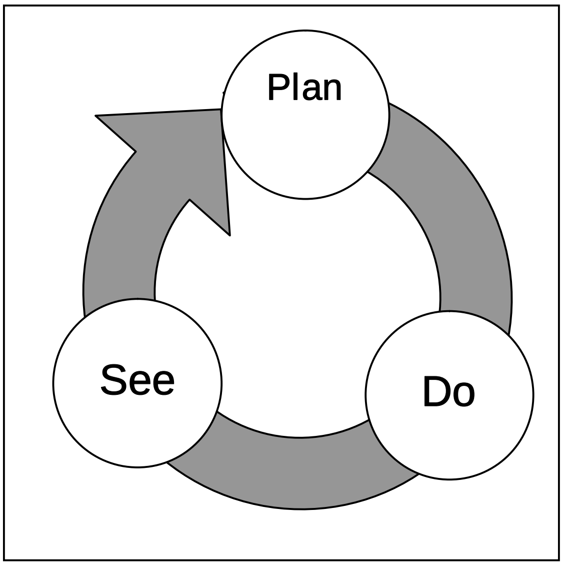


Figure 1: Plan-Do-See Cycle

1.2. "Improve"

Through conducting the Plan-Do-See Cycle, implementers are expected to gain various insights and experiences about the operation of the INSET activities. They need to identify which of these experiences are more important and helpful in the implementation of the INSET activities. By doing so, suggestions for a better operation should be made. This suggestion should **improve** the operation of the next cycle, leading to a continuous progress. A Plan-Do-See Cycle should improve the whole process of the next cycle.

To help this continuous progress occur, it should be noted that a better planning is particularly needed. One must use suggestions from a previous cycle to improve the planning of the next cycle. A helpful suggestion should be made through monitoring and evaluating in the See stage. Thus, monitoring and evaluation (**See**) are crucial to the next cycle. Although the whole cycle improves the next cycle, it is often the See stage that **improves** the next planning (**Plan**). Wise use of "See" improves "Plan".

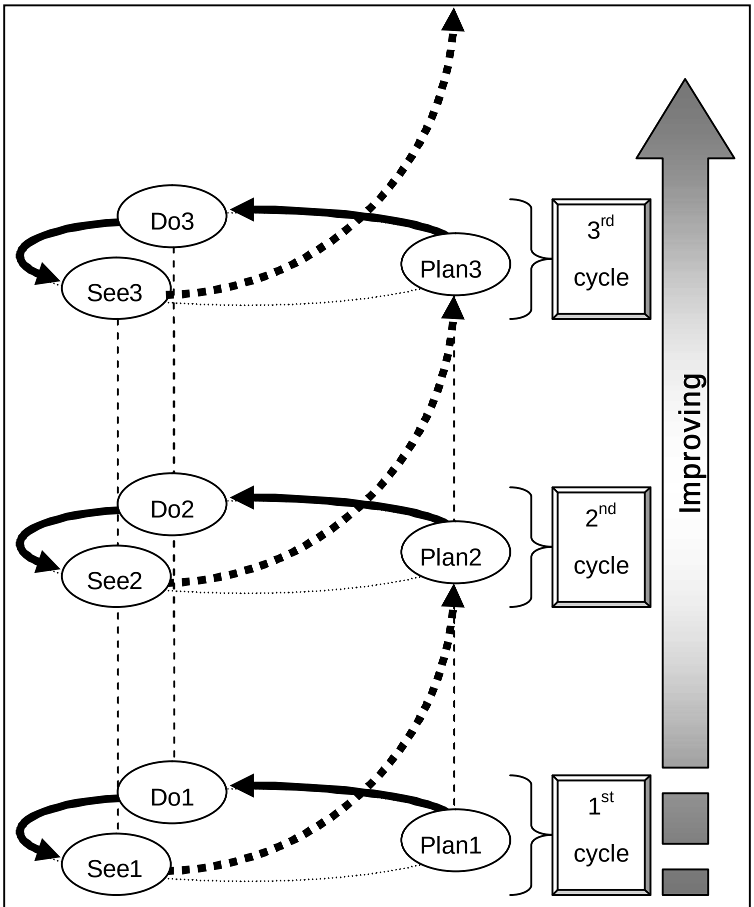


Figure 2: Spiral model for the improvement of Plan-Do-See Cycle

Figure 2 illustrates the idea of improving the Plan-Do-See Cycle. Note that the results of See stage (monitoring and evaluation) are specifically used in Plan stage (planning). The second cycle (shown in the middle of the figure) improves its activities by utilising lessons learnt from the first cycle (bottom of the figure). Likewise, the third cycle (top of the figure) improves its activities based on experiences from the second cycle. In this way, the quality of administration and training content is expected to improve continuously.

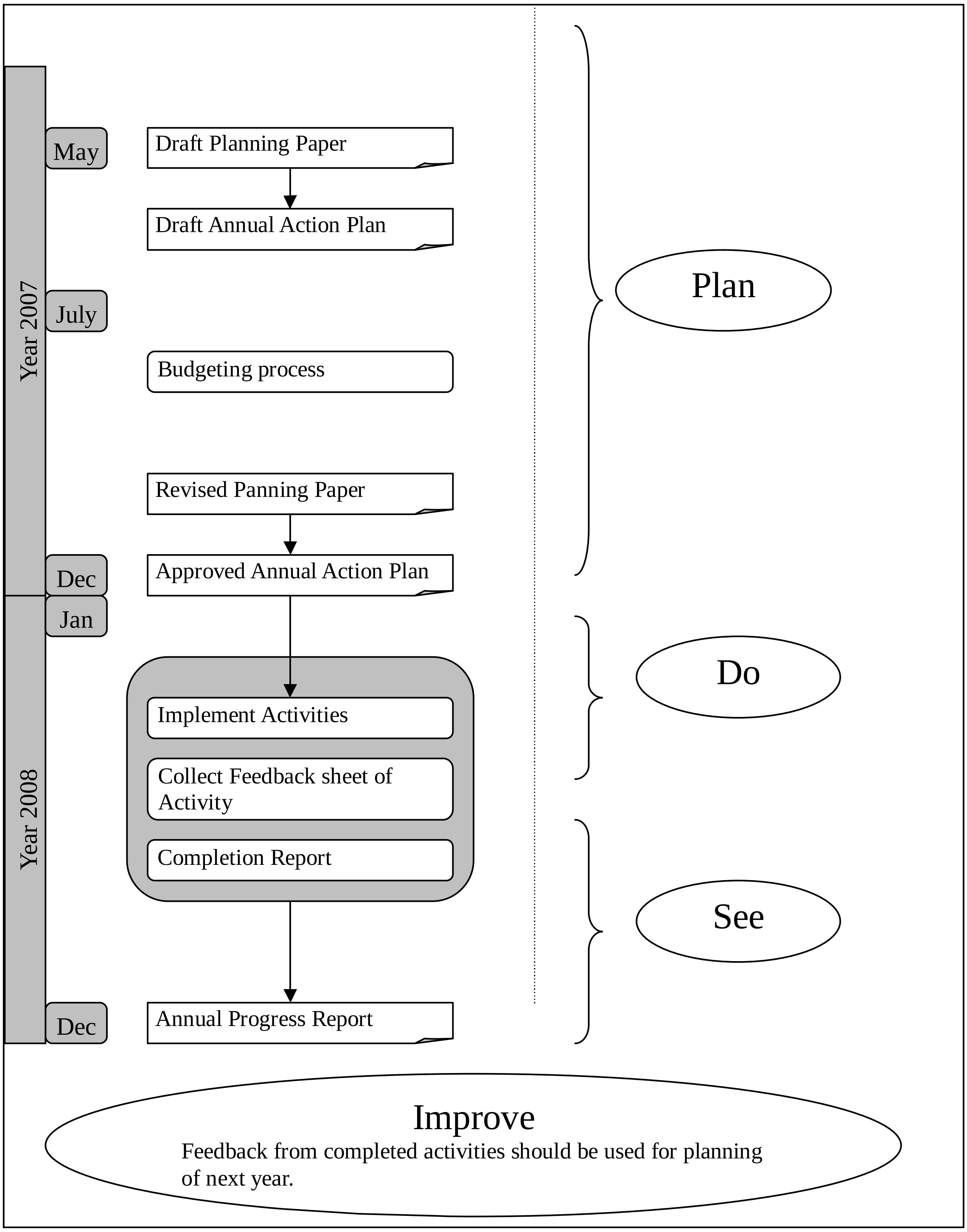


Figure 3: Plan-Do-See Cycle and INSET procedure

To ensure successful implementation (Do) of INSET activities, it is significantly important to plan the INSET activities well ahead. For example, INSET activities for the year 2008 require their planning in the year 2007, a year ahead. This is shown in Figure 3 above. Monitoring and evaluation (See) follow the implementation of the INSET activities. Feedback from completed INSET activities should improve planning of INSET activities in the following year.

1.3. Linkage between existing education activities and INSET programme

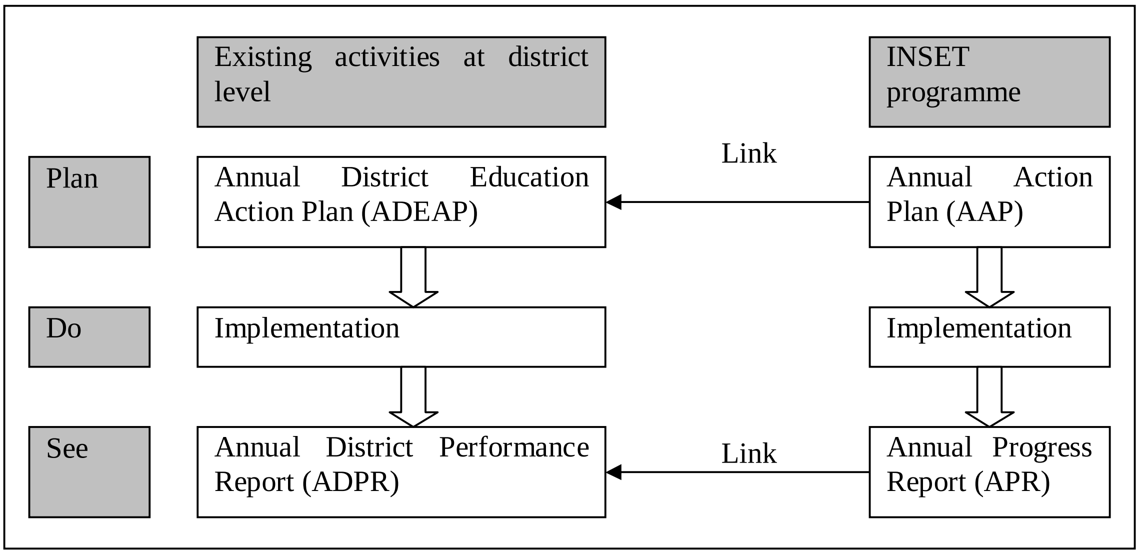


Figure 4: Linkage between Existing Education Activities and INSET Programme

The Plan-Do-See cycle is already used in the cycle of planning, budgeting, monitoring and evaluation at the district level. Annual District Education Action Plan (ADEAP) is a summarization of “Plan” stage in the district; whereas Annual District Performance Report (ADPR) is a summarization of “See” stage.

When comparing the existing process of educational activities at the district level and INSET programme, there is not a significant difference. Annual Action Plan (AAP), which is a summarization of “Plan” stage in the INSET programme, is equivalent to ADEAP. Likewise, Annual Progress Report (APR) of the INSET programme is equivalent to ADPR.

It should be noted that INSET programme is under the existing process. For example, ADEAP takes responsibility for the budget of a district. Thus, summary of AAP should be put into ADEAP. Therefore, AAP should be completed before ADEAP is completed.

Correspondingly, summary of APR should be put into ADPR. Therefore, APR should be completed before ADPR’s completion.

In the future, the process of INSET programme should be integrated fully into the existing process of educational activities at the district level.

1.4. Comparison of tasks between District INSET unit and DTST

During the Plan-Do-See cycle, DIU and DTST have distinct tasks for each stage. Table 1 shows the tasks of them along the cycle separately.

Table 1: Comparison of Tasks between District INSET Unit (DIU) and District Teacher Support Team (DTST) during Plan-Do-See Cycle

	DIU	DTST
Plan	• Prepare Planning Paper (PP) of each Activity with support from DTST.	• Support DIU to prepare draft PP
	• Complete Draft AAP and transfer it to NIU.	• Support DIU to complete Draft AAP.
	• Go through budgeting process with budgeting officers.	• N/A
	• Revise PP of each activity to meet budget approved.	• Support DIU to revise PP of each activity.
	• Complete "Approved AAP" and transfer it to NIU.	• Support DIU to complete "Approved AAP".
	• Mobilise human and capital resources to meet with AAP.	• N/A
Do	• As an administrator, support DTST to implement INSET programmes at the district level	• Implement INSET programmes at the district level.
		• CL training: – Deliver SBI/CBI methodology. – Lead participatory sessions on class observation, lesson study, and INSET monitoring. – Familiarise CL with the use of Sourcebook, which of the key reference document for CL training and SBI/CBI.
		• Information Exchange Seminar: – Facilitate it. – Review implementation of SBI/CBI. – Share information on good practices. – Share information on use of sourcebook.
	• Collect "Activity Completion Sheet (ACS)" that DTST prepared and transfer it to NIU.	• Prepare ACS on each activity and submit it to DIU. – Conduct training needs assessment of teachers from Information Exchange Seminar feedback and head teacher monitoring reports. – Assess impact of SBI/CBI using monitoring reports from head teacher and Circuit Supervisors (CS)
See	• Support DTST to Monitor INSET programme at the district level.	• Monitor INSET programme at the district level.
	• Complete "Annual Progress Report (APR)" with collected Completion Report which DTST prepared. • Transfer it to NIU.	• Support DIU to complete "APR".

DIU and DTST also have different tasks for SBI/CBI. Table 2 shows the tasks of them separately.

Table 2: Comparison of Tasks between DIU and DTST for SBI/CBI

	DIU	DTST
SBI / CBI	Support DTST for a better SBI/CBI	• Support CL, HT and CS to conduct SBI/CBI. • Assist teachers to gain expertise in their subject areas • Establish clear expectations and constructive working relationships with HTs and teachers in schools • Evaluate teaching and use the analysis to inform effective practice and areas of improvement, and take action to further improve the quality of teaching

2. Operation manual at the “Plan” stage

The “Plan” stage is a key stage for the success of the whole INSET programme. This stage mainly involves the planning of district level INSET activities and an action plan for the year.

2.1. Roles and Responsibilities

The DIU is in charge of planning INSET activities at the district level and the DTST needs to support DIU in the course of planning. After finalising the plan for the INSET activities, they develop an action plan for the year.

The plan of an INSET activity is called “Planning Paper (PP)”. The **DIU** and the **head of DTST** are responsible for writing the PP.

The action plan for the year is called “Annual Action Plan (AAP)”. **DIU** and **head of DTST** are also responsible for drawing up the “AAP”.

Note that it is important to make a **draft** of every PP and a draft of AAP.

Table 3 summarises roles and responsibilities of DIU and DTST at the Plan stage.

Table 3: Roles and responsibilities of DIU at the Plan stage

Groups	Roles and Responsibilities
DIU and Head of DTST	• Draw up **Planning Papers (PP)** (including drafts) of INSET activities with support from **DTST**. • Draw up **Annual Action Plan (AAP)** (including a draft).
DTST	• Support DIU to prepare **PP** of each activity.

2.2. Procedures in “Plan” stage

2.2.1. Overall procedures

Generally, the planning of INSET activities follows the procedures written below.

1. DIU and DTST members select INSET activities to be conducted in the district, depending on their needs.
2. DIU and head of DTST prepare a draft PP for each of the selected INSET activities with support from the other DTST members.
3. DIU and head of DTST draw up a draft AAP based on the prepared PP.
4. The draft of AAP, incorporated into ADEAP, is reviewed for budgeting.
5. DIU and head of DTST revise the drafts of PP when necessary.
6. AAP is approved (ideally, as a component of the ADEAP) by District Director of Education (DDE).

Figure 5 shows the flow of the processes at the "Plan" Stage.

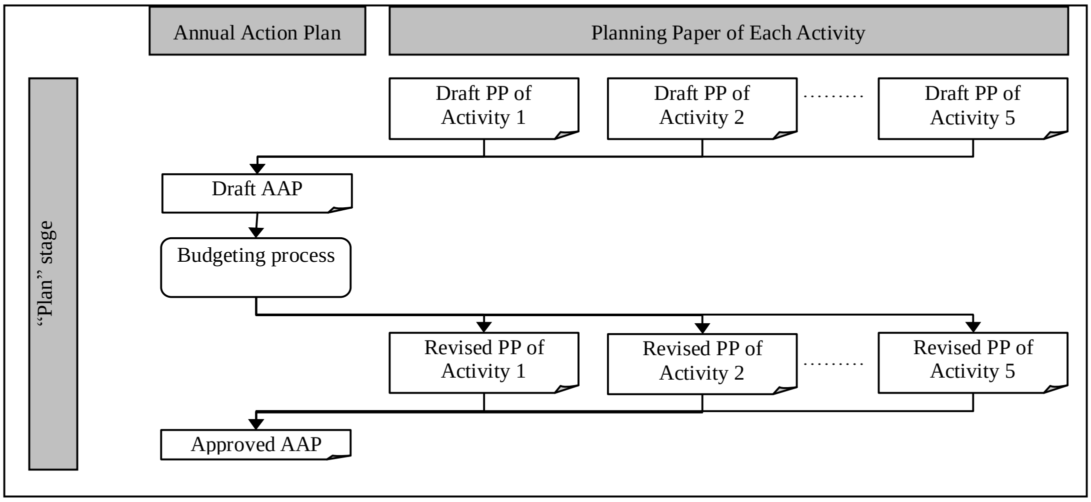


Figure 5: Flow of the Processes at the Plan Stage

As it can be seen, writing the PP and the AAP is a very important and major task at the planning stage. The following sections explain how to write the PP and AAP.

2.2.2. Planning Paper

The Planning Paper (PP) comprises two major elements: **planning** and **budgeting**. There are separate forms prepared for the planning and budgeting parts in the PP, namely "PP for Activity (Form 1 (1/4))" and "Planning of Budget for Activity (to be provided as an electronic document, Form 1 (4/4))". Every INSET activity requires both of them as shown in Figure 6 below:

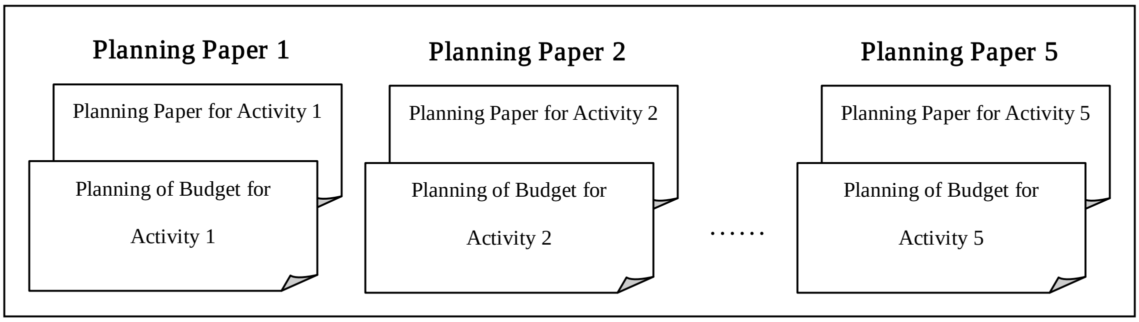


Figure 6: Composition of PP

When writing the PP, there are several points to be considered. Some of these arrangements are shown below.

- Participants
- Trainers/facilitators
- Location
- Timing
- Budget

It is very important to utilize lessons learnt from the previous year when considering these arrangements for the planning. The following explains the arrangements in detail.

1. Participants

- Determine how many times the INSET activity should be organised to cover all the expected participants in the district.

  For example, if the total number of expected participants is 100 and one workshop accommodates 20 people at a time, it means that the same workshop should be organised 5 times to cover all. In other words, the INSET should be organised in 5 batches.

- Avoid inviting those who have already participated in the training with similar content.

  To make the training cost-effective, it is necessary to determine the appropriate number of participants to invite. When planning the number of participants, check the Record of Orientation/Training for HT and CL (ROOT) form, which is the record that provides information on the Orientation/Training that HTs and CLs have already participated in. This process should help the planner to avoid inviting the same person again. Use the form “List of Participants” (Form 1 (2-3/4)).

- Increase attendance rate at the training programme

  Get a confirmation of attendance from the participants well in advance of the INSET activity. This process should help the planner to avoid ordering meals for those who are not coming. Make participants’ attendance sheet.

2. Trainers/facilitators

- Facilitators for each INSET activity are described in Appendix 1 of this module. The HT and CL will have been trained as facilitators of SBI/CBI activities through the HT/CL orientation, and CL training.

3. Location

The venue for the INSET activity should be decided considering the number of the participants and facilities they need. A suitable venue would be:

- Centrally located in the district or located in each cluster (easily accessible for participants); and
- Large enough to accommodate all participants.
- A place with the necessary equipment.

To ensure cost effectiveness, the training budget has to be reasonably utilised. Where possible it is proposed that public facilities such as Senior Secondary School (SSS), Teacher Training College (TTC) and schools are used as venues for the INSET activities. Cost of transport and accommodation should be kept at the minimum.

4. Timing

Some of the INSET activities need to be carried out earlier than others. For example, HT Orientation must be done before CL Orientation as HT Orientation deals with the selection of CL, which partly determines the success of CL Orientation. Recommended sequence of orientation and training is shown below.

1) HT Orientation → 2) CL Orientation → 3) CL Sourcebook Training

When planning INSET activities, it is important to take the academic calendar of the District/School activities into consideration. The activities should be planned in such a way that they do not clash with other activities such as culture, sports, etc.

It is also important to consider the availability of the trainers/facilitators. They might be engaged in some other activities on the schedules for the INSET activities. It is necessary to check the schedules of the trainers/facilitators before the INSET activities take place. This should be discussed in the Annual Implementation Workshop. This means that the organisers have to plan the Annual Implementation Workshop prior to the other INSET activities.

5. Budget

Securing funds is crucial to the running of the INSET programme. It is, thus, significantly important to involve the district assembly. Consider securing funds not only from the consolidated funds of the Ministry, but also from other sources. Examples of other sources are shown below.

Table 4: Sources of Funding

Main Source of funds for INSET			Others
GOG (Service Activity)	GOG (Capitation Grant)	District Assembly Common Fund	– Development Partners' funding – NGOs support – Internally Generated Funds

2.2.3. Annual Action Plan (AAP)

The Annual Action Plan (AAP) is made up of:

- Cover Page (Form 2 (1/3))
- Summary of Activities and Budget (Form 2 (2/3))
- Summary of Schedules (Form 2 (3/3))
- PP of all the INSET activities (Form 1)

2.2.4. Budgeting process

Budgeting process varies depending on the source of funding. The possible sources are shown in Table 4.

If the source is the GOG (service activity), DIU has the responsibility to incorporate the budget of the AAP into the ADEAP, to ensure that the needed funds for the district level INSET activities will be catered for under the district's annual budget plan.

2.2.5. Revised PP and Approved AAP

In the light of the budget approved, a revision of the PP and the AAP takes place. The revision often requires a cut-down of cost. Effective ways of cutting down cost are presented below.

- Reduce the number of participants
- Reduce the number of training programmes to be organised
- Cut down the unit cost
- Change the venue for the activity to reduce the travel cost.

2.3. Submission of Documents with Schedules

For smooth planning, developing a schedule is strictly required. Figure 7 shows documents required at the "Plan" stage and recommended submission schedule. It should be noted that the schedule shown is based on the schedule of the Medium Term Expenditure Framework (MTEF), provided the source of funding is GOG (service activity). Obviously, preparation and submission of the required documents need to be linked with the district's annual planning and budgeting cycle. Those documents are also supposed to be sent to the National INSET unit (NIU), so that the NIU can make a large contribution in order for the planners to improve their planning and budgeting indicated in the documents.

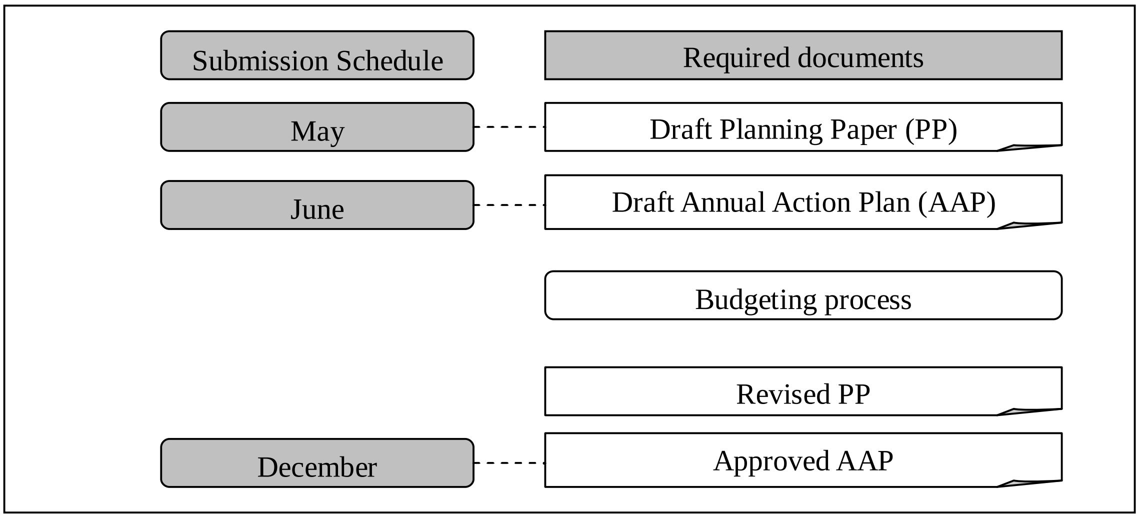


Figure 7: Documents Required at the Plan Stage and Recommended Submission Schedule

3. Operation manual at the "Do" stage

This section explains how to carry out the "Do" stage, bearing in mind the general procedures of the INSET activities at the district level. The specific procedures and content of each can be found in Appendix 1 of this module.

Table 5 shows the training/orientation programmes, which are supposed to be implemented at district level:

Table 5: List of Training/Orientation Programmes at the District Level

No.	Training/Orientation	Trainer/Facilitator	Page
1	HT Orientation	DTST	pp.39-45
2	CL Orientation	DTST	pp.46-51
3	CL Sourcebook Training	DTST	pp.52-62
4	Information Exchange Seminar	DIU, DTST	pp.63-66
5	Annual Implementation Workshop	DIU, DTST	p.67
6	Other Elective Workshop	HT, CL, Teachers or Others	pp.68-71

3.1. Roles and Responsibilities

As you can see from Table 4, DTST is supposed to be the key player in the implementation of the training/orientation programmes at the district level. DIU also has the responsibility of conducting some activities such as Information Exchange Seminar and Annual Implementation Workshop with the cooperation of the DTST. However, DIU is basically expected to support DTST to implement the training/orientation programmes. You can see a more detailed list of roles and responsibilities for each activity in the appendices of this manual.

3.2. Procedures at the "Do" stage

3.2.1. Overall Procedures

At the Do stage, there are mainly four steps, namely Resource Preparatory Meeting, Confirmation, Preparation and Implementation. An explanation of each of the steps is given below. Figure 8 shows the steps.

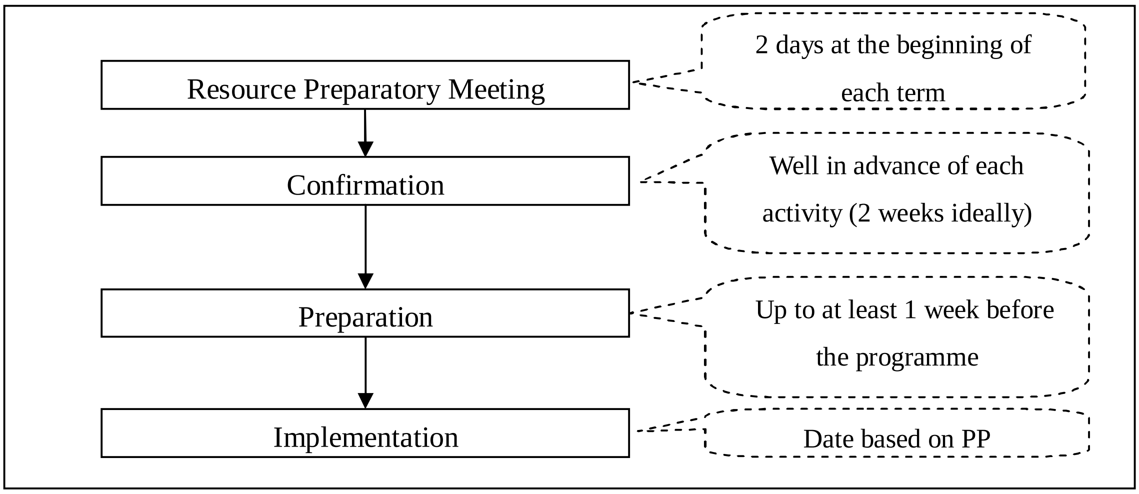


Figure 8: Steps of “Do” Stage

3.2.2. Resource Preparatory Meeting

A Resource Preparatory Meeting is supposed to be held at the beginning of each term for two days. DIU is in charge of holding the meeting. In the meeting, the DIU, DTST and CS are expected to gather and discuss all the activities in the term, so that each of the activities will be well planned and properly prepared.

Especially, there is the need to confirm that the following have been catered for: budget, trainer/facilitator, time schedule, venue, participants, accommodation and transport (if necessary) and so on.

3.2.3. Confirmation

It is important to ensure whether all the arrangements that should be made at the “Plan” stage are in place or not. This confirmation process should lead to a smooth implementation of the INSET activities. The confirmation needs to be done well in advance of the INSET activities. (Two weeks before ideally) DIU is mainly in charge of carrying out the confirmation process.

Table 6 shows some important arrangements that need reconfirmation

Table 6: Procedure for Implementing the “Do” Stage

Arrangements	What to confirm
Budget	Make sure that the funds have been deposited in the accounts of District Education Office (DEO) before inviting participants. Otherwise the planned training/orientation programme would have to be postponed.
Trainers/facilitators	Confirm that trainers/facilitators will be able to come.
Training facilities/venues	Secure the training facility/venues. Confirm that suitable rooms are provided for the activities. The criteria for selecting a room for training are described at the “Plan” stage.
Participants	Notify the participants well in advance and get confirmation from them to increase attendance rate. For example, make that for the CS, HT orientation, invitation letters (Form 5) etc. are available to notify the participants.
Accommodation	Provide accommodation if the district has decided to budget it in the PP. This is not the case for non-residential INSET.
Transport	Prepare appropriate travel allowance in accordance with the district’s decision. This must be budgeted for in the PP.

3.2.4. Preparation of needed materials

Before implementing the training/orientation, trainer/facilitators are supposed to prepare all the necessary items related to the training/orientation such as handouts (up to at least 1 week before the programme), stationery/items, meals and so on.

The trainer/facilitators need to prepare the following in accordance with the total number of participants who have confirmed their attendance:

1. Handouts (including Daily Evaluation Sheet, Participants' Feedback Questionnaire, etc.)
2. Related documents (attendance record, receipt for per diem, T&T etc.)
3. Stationery/items for participants, if needed
4. Stationery/items for facilitators/trainers (e.g. flipchart)
5. Snacks and meals, if needed
6. Travel allowance if needed.

The District must also ensure that other materials needed for the training such as markers, manila cards, etc. are provided for an effective workshop.

3.2.5. Implementation

Recommended contents of each training/orientation are described in the appendices of this Module.

Here, we are going to see the procedures to be followed in the general contents such as Opening Ceremony and Closing Ceremony. In addition, you can find the explanation on Completion of Evaluation Sheet and Recapitulation of Last Day's Programme, so that you can also include them in the training/orientation programme if necessary.

1) Opening Ceremony

The Opening Ceremony is common to all the training/orientation activities. You are already used to the procedure, but let's check it again as a summary. Table 4 shows the suggested steps for the Opening Ceremony. Of course, you can rearrange them to suit your local situation.

Table 7: Suggested Steps for the "Opening Ceremony"

Step 0	Registration	Before starting, the trainer/facilitator asks participants to register. If necessary, the trainer/facilitator can ask participants to give their expectations by using the Pre-Course Questionnaire.
Step 1 (5 mins)	Prayer	Trainer/facilitator invites one of the participants to pray for the success of the training/orientation.
Step 2 (5 mins)	Introduction of Chairperson and Opening Remarks	Trainer/facilitator introduces the chairperson and invites him/her to give opening remarks to the participants.
Step 3 (10 mins)	Introduction of Participants	Trainer/facilitator invites all the participants to introduce themselves briefly.

Step 4 (5 mins)	Confirmation of the objectives and agenda of training/orientation	Trainer/facilitator confirms the objectives and agenda of the training/orientation with the participants to ensure that all the items on the programme are effectively addressed.
Step 5 (5 mins)	Selection of Course Prefect (CP)	Trainer/facilitator selects a CP among the participants based on the participants' recommendation.

2) Closing Ceremony

The Closing Ceremony is another activity that is generally held at the end of INSET activities. Table 8 shows the suggested steps for the Closing Ceremony.

Table 8: Suggested Steps for the "Closing Ceremony"

Step 1 (10 mins)	Completion of Feedback Questionnaire Sheet	Trainer/facilitator gives participants Feedback Questionnaire Sheet (see page 21), and the participants fill them.
Step 2 (15 mins)	Open Forum	Trainer/facilitator asks the participants to present their questions, observations and suggestions on the whole programme. Trainer/facilitator and special guests help to address some of the concerns raised.
Step 3 (5 mins)	Closing Remarks	Trainer/facilitator invites one of the special guests to give closing remarks to the participants.
Step 3 (5 mins)	CP's Report	Trainer/facilitator invites CP to report on the whole programme.
Step 4 (3 mins)	Vote of thanks	Trainer/facilitator invites one of the participants to give the vote of thanks.
Step 4 (2 mins)	Closing prayer	Trainer/facilitator invites one of the participants to give the closing prayer.

3) Completion of Daily Evaluation Sheet

When INSET activities are conducted for several days, trainers/facilitators need to meet after each day's session to reflect on the day's activities in order to improve on the subsequent ones. Completion of Daily Evaluation Sheet (Form 6) is used to get feedback from the participants, so that the trainer/facilitators can make the necessary arrangements for the next day's programme.

At the close of each day's session, facilitators should give participants enough time to complete the sheets. This will help to review the day's activities in order to take corrective measures to improve on the programme for the subsequent days. This period can be critically used to look at the comments made by participants. Their comments should be taken into consideration in the subsequent days' sessions. They can also be used to plan other INSET programmes.

Table 9: Suggested Steps for the "Completion of Daily Evaluation Sheet"

Step 1 (10 mins)	Completion of Evaluation Sheet	Trainer/facilitator gives participants Daily Evaluation Sheets, and the participants fill them.
Step 2 (2 mins)	Closing	Trainer/facilitator closes the day's session.

4) Recapitulation of Previous Day's Programme

One of the participants will be selected as a Course Prefect (CP) to represent the group. The CP is supposed to recapitulate the previous day's programme briefly at the beginning of the next day's programme. Facilitators will also set a period for such recapitulation.

Table 10: Suggested Steps for "Recapitulation of Previous Day's Programme"

Step 1 (2 mins)	Opening	Trainer/facilitator opens the day's programme with greetings and gives the necessary instructions.
Step 2 (5 mins)	Recapitulation	Trainer/facilitator invites CP to give other participants the recapitulation of the previous day's programme.

4. Operational Manual for "See" Stage (Monitoring and Evaluation)

The "See" Stage is made up of Monitoring and Evaluation (M&E). Monitoring is an ongoing process that helps to see the progress of the programme. Evaluation is done at a particular point in time such as at the end of the year with the view to analysing /assessing the progress of the programme. As monitoring and evaluation are interrelated processes, this section does not draw a distinction between them. M&E allows all stakeholders to improve the activity/programme planning, implementation methods, and quality of results.

This section mainly explains how to manage (i.e. write and distribute) the formatted M&E sheets. As those sheets cover all the indicators for M&E, a proper management of those sheets leads to an effective M&E of the activities/programme. In addition, the process of completing those sheets helps improve activities for the following year. For example, the sheet contains questions about advantages and challenges of the activity implemented. This can provide an opportunity to analyse reasons for the advantages and deficiencies, and solutions for the deficiencies. He/She can plan the following year's training programmes with these analyses in focus.

It must be noted that the M&E of SBI/CBI are different from M&E of the training/orientations at the district level, such as HT/CL orientation, CL sourcebook training and so on. This section describes the M&E of the training/orientation programmes at the district level and the M&E of SBI/CBI respectively.

4.1. M&E Structure in the Programme

The structure of M&E in the INSET programme is not a formality and a bureaucratic procedure of reporting to authorities but a process to improve the activities. The programme has three monitoring and feedback approaches: monitoring from higher level; self-monitoring; and feedback through the sourcebook.

Monitoring from higher level is the main approach in the system. Each level should report its activities to the level above it, and monitor/give feedback to the one below it. For example, NIU monitors district activities and gives constructive feedback to the district. DIU/DTST monitors school activities and gives useful feedback to the school. The process is a top-down approach in which the higher level supports the one below it.

In addition, in the process of reporting to a higher level there is an opportunity to monitor one's own activities. This is called self-monitoring. Self-monitoring can:

- Collect more relevant and better evidence on the effectiveness and impact of their activities;
- Identify practical ways to improve their activities;
- Assess the efficiency of their activities;
- Enhance greater ownership of the programme; and
- Develop monitoring skills.

Feedback through the sourcebook is an indirect approach from the national level to the district/school level. NIU assesses the needs of districts/schools through their reports. The modified sourcebook will fully incorporate the users' needs.

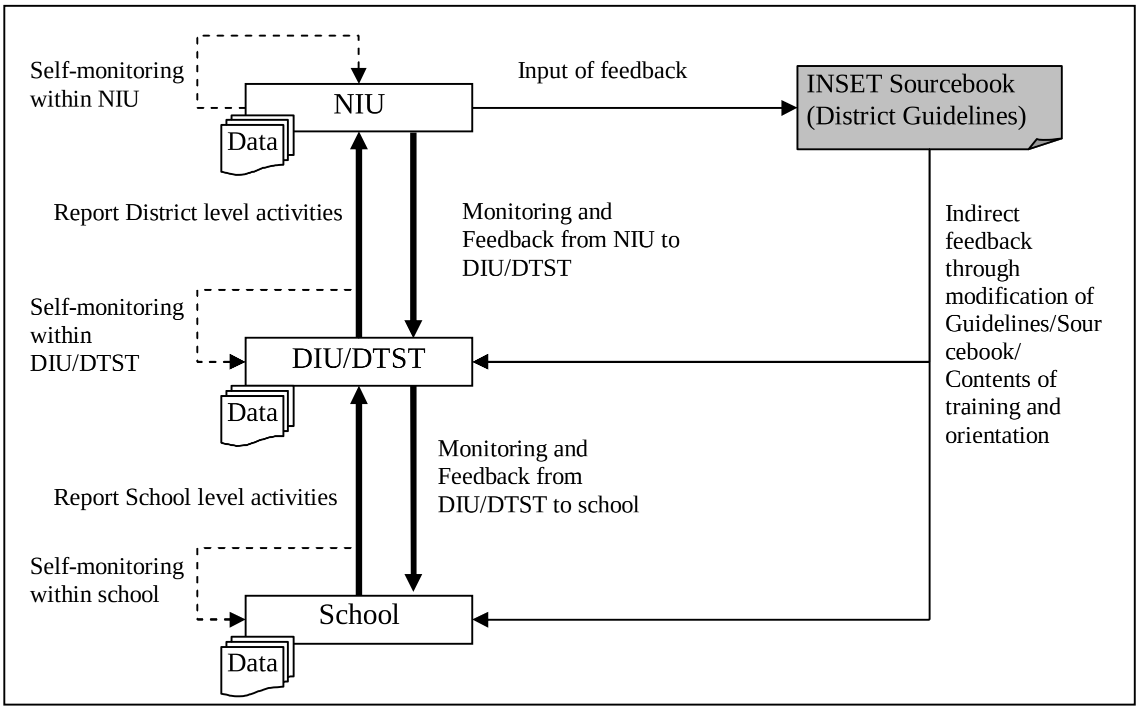


Figure 9: M&E Structure

This section focuses on M&E at district level, i.e. feedback to school level and self-improvement of district level.

4.2. Roles and Responsibilities

Table 11 shows the roles and responsibilities of each group for the M&E at the district level.

Table 11: Roles and Responsibilities of Key Groups for the M&E at the District Level

Group	M&E of training/orientations at district level	M&E of SBI/CBI
DIU	1) Prepare Activity Completion Sheet (ACS) a) Write ACS for the activities that DIU facilitates. b) Collect ACS (non-budget part) from DTST for activities that DTST facilitates c) Write budget part of ACS. d) Combine and finalise ACSs 2) Write APR and send it to NIU	1) Collate all feedback from school level, DTST and CS Obtain SBI Record Sheet and SBI/CBI Activity Observation Sheet from CS and store those sheets 2) Report to NIU a) Input the data from the sheets into the Monitoring Sheet in excel file which will be provided by NIU b) E-mail the file with data to NIU through the address which will be provided. If e-mail does not work, save data in a floppy disk or CD-ROM and post it.

Group	M&E of training/orientations at district level	M&E of SBI/CBI
DTST	1) Prepare ACS (non-budget Part) a) Collect Feedback Questionnaire Sheet (FQS) from participants and examine them b) Write ACS (non-budget part) including the results of Feedback Questionnaires c) Submit the ACS (non-budget part) to DIU	1) Monitor SBI/CBI and report to DIU a) Monitor SBI/CBI activities b) Write SBI/CBI Activity Observation Sheet for schools monitored and submit to DIU 2) Give Feedback to Schools a) Give schools helpful suggestions about SBI/CBI activities at post-activity discussion b) Obtain record of post-activity discussion so that DTST can present them at Information Exchange Seminar as a case study
CS	N/A	1) Help foster communication links between DEO and school a) Visit respective schools to obtain SBI Record Sheet and Summary of SBI/CBI Observation Sheet b) Submit the sheets to DIU c) Deliver feedback from schools to DIU

Note: DIU can invite NIU to monitor INSET activities at the district level, and ask them to give comments or suggestions from their monitoring.

4.3. Sheets for the M&E of training/orientations at district level

4.3.1. Summary of Required Documents

M&E of training/orientation programmes at the district level require the following M&E documents in Table 12.

Table 12: Summary of Required Documents

Documents	Its Role
Feedback Questionnaire Sheet (FQS)	This is used by participants of training/orientation programmes to evaluate activities (See Form 7)
Activity Completion Sheet (ACS) (Budget & Non-budget)	Facilitators use this sheet to report on each activity (See Form 3) to DIU
Annual Progress Report (APR)	Using this format, DIU writes a report of the annual activities at the district level. DIU needs to evaluate the annual activities well, so that they can draw up an improved Annual Implementation Plan for the following year. (See Form 4)

4.3.2. Purpose and procedure for using each document

1) Feedback Questionnaire Sheet (FQS)

Purpose

FQS is used in order to improve operation of future activities or training/orientation to reflect participants' opinions.

Procedure

1. Trainer/facilitator distributes the form at the beginning of the closing ceremony and collects them after the session.
2. Make sure that all participants have completed the sheet and submitted it before they leave the training grounds.
3. It is a good idea that facilitators ask participants to submit the sheets before they receive Per Diem (if it is to be paid).
4. Facilitators read the collected sheets carefully in order to find out how participants evaluate the activity.

Note that the collected sheets should be kept properly, so that they can be submitted to DIU afterwards, and then to the DIU together with the ACS.

2) Activity Completion Sheet (ACS)

Purpose

ACS is used in order to keep a record of implemented activities and their evaluation. The sheet has two parts: the budget and non-budget parts. The Non-budget part consists of a report about the activity implementation and a summary of questionnaires submitted by participants. The budget-part specifies the use of the budget.

Procedure

The Trainer/facilitator is requested to fill in the ACS after implementing an activity. DTST is in charge of writing it for HT/CL Orientation and CL Sourcebook Training. DIU is responsible for organising Information Exchange Seminar, Workshop and Annual Implementation Workshop.

1. When filling in the sheet, it is necessary to refer to the PP and FQS.
2. Submit the sheets within two weeks after an activity.
3. The sheets should be submitted to DIU together with FQS.
4. DIU stores the sheets for two years.

> It is significantly important to compare the implemented activity with PP (your original plan). By doing so, one can analyse which part of the planning has worked well and which part did not. These analyses should be put in the ACS.

3) Annual Progress Report (APR)

Purpose

The Annual Progress Report (APR) is used in order to monitor the progress of activities annually in the district. DIU will write the report based on the Approved AAP and ACS. The report should include:

- Progress of the activities, based on the extent to which the activities were completed in

relation to the AAP approved at the beginning of the year,
- Good points and constraints encountered, and
- Suggestions for preparing better PPs for the following year.

Procedure

1. Collect the documents related to INSET programmes in the district, such as AAP, PP and Activity Completion Sheet.

2. Compare papers at planning stage (AAP and PPs) and actual implementation report (ACS) in order to find inadequacies in the plan for the current year, and to get suggestions for planning for the following year. In comparing those documents, the following aspects are supposed to be considered;

   a) Participants: How desirable was the attendance rate of each training/orientation?
      Were any of the participants invited repeatedly?
   b) Trainers/facilitators: How effective was the distribution of resource persons?
      How effective was the facilitation of each training/orientation?
   c) Location: How appropriate was the venue for each training/orientation?
   d) Timing: How well was the time scheduled for each training/orientation?
   e) Budget: How appropriate was the budgeting?
   f) Content: How suitable/relevant was the content of each training/orientation?

3. Prepare the Report including the suggestions, so that by referring to the report, the planners can make a more appropriate plan for the following year.

4. The sheets should be submitted to NIU at the APR Seminar in July by electronic file and paper.

Make sure that the APR is prepared comparing the results with the AAP.

4.3.3. Flow of sheets for M&E of training/orientation at the district level

Figure 10 is the general procedure for M&E of training/orientations at the district level. It shows the flow of feedback sheets and reports required. These feedback sheets and reports are; 1) FQS, 2) ACS, and 3) APR. The arrows indicate the directions.

In Figure 10, Trainer/facilitator refers to those who implement activities at the district level. For instance, HT/CL orientation and CL sourcebook training are implemented by DTST. In this case, the trainer/facilitator refers to DTST members. But, Information management seminar, Annual implementation workshop and other workshops are implemented by DIU and DTST. In this case, the trainer/facilitator refers to DIU and DTST.

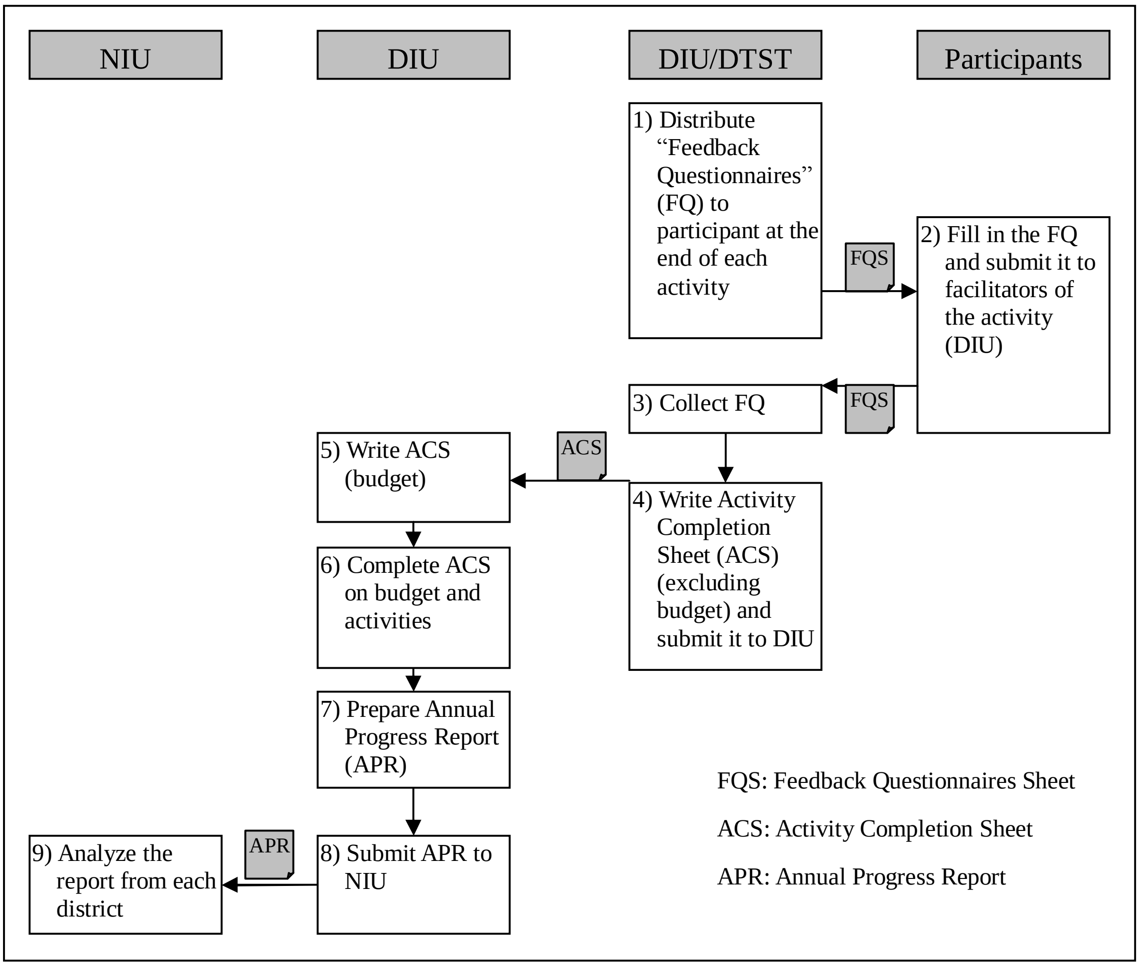


Figure 10: Flow of Sheets for M&E of Training/Orientations at the District Level

4.3.4. Submission Schedule

Table 13 shows the necessary documents for the M&E of the training/orientations at the district level with recommended schedule of submission to NIU.

Table 13: Schedule for Submitting Documents for M&E of training/orientations

Document	Person in charge	Support	Recommended submission schedule
Participants' FQS	Facilitator (DTST or DIU)	N/A	At the end of an activity
ACS (non-budget)	Facilitator (DTST or DIU)	N/A	Within two weeks after an activity
ACS (budget)	DIU	N/A	Within two weeks after an activity
Annual Progress Report (APR)	DIU	N/A	December

4.4. Sheets for the M&E of SBI/CBI

4.4.1. Summary of Required Documents

It is required that the following documents in Table 14 be used for M&E of SBI/CBI.

Table 14: Summary of required documents for M&E of SBI/CBI

Document	Its Role
SBI/CBI Activity Observation Sheet	Colleague teachers and DTST use this to evaluate SBI/CBI activities. DTST makes comments at post-activity discussion using this sheet.
SBI/CBI Implementation Summary	This consists of Questionnaire, Description of Challenges, and copy of Record on Post-Activity Discussion. This is used to monitor quality of SBI/CBI activities.
SBI/CBI Data Sheet	This is filled by HT and sent to DIU. This describes overall information about SBI/CBI implemented.
Excel file of SBI/CBI Data	This is used to collect and organise important information (quantitative) from summary of SBI/CBI data sheets.
Field Monitoring Sheet for SBI/CBI	DTST writes the result of his/her monitoring in the sheet.

4.4.2. Purpose and procedure for using each document

M&E of SBI/CBI should be done at the school level (by HT/CL/Colleague Teacher) as well as by DTST, and shared at both District and National levels. This section explains the details of SBI/CBI Activity Observation Sheet, SBI/CBI Implementation Summary, and Excel file with SBI/CBI Information, as these three files will be written by DTST/DIU. You can find detailed explanation and standardised forms for other documents in Module 3.

1) SBI/CBI Activity Observation Sheet

Purpose

The SBI/CBI activity observation sheet includes attendants' comments made during SBI/CBI activity. When DTST members observe SBI/CBI activity, they fill in this sheet. The sheet consists of columns for recording strong points and points for discussion (issues) about the implemented SBI/CBI. In the post-activity discussion, colleague teachers can use the sheets to share their opinion.

Procedure

1. In observing activity, DTST fills in the sheet.
2. DTST participates in post-activity discussion and gives comments with regard to what he/she refers to the sheets.
3. CL collects the sheets after the post-activity discussion and submits them to HT.
4. HT files the sheets and stores them.

2) SBI/CBI Implementation Summary

Purpose

The SBI/CBI implementation summary consists of questionnaires about the conduct of SBI/CBI, description of challenges, and record of post-activity discussion. DIU collects the sheets from all the schools that conducted SBI/CBI activities, and utilises them to monitor management and quality of the activity.

Procedure

1. HT writes SBI/CBI Implementation Summary after SBI/CBI activity.
2. CS collects the sheet and submits it to DIU.
3. DIU includes opinions/ suggestions raised from the sheet when planning training programme.

3) SBI/CBI Data Sheet

Purpose

This file contains basic information about SBI/CBI such as School Code and Name, Term and Year of Implementation, Type of Activity and Subject. This data sheet should be filled by the HT and submitted to DIU through CS. The DIU uses the sheet for monitoring the progress of SBI/CBI activity, e.g. how many schools have implemented SBI/CBI in a term; and what subject is likely to be used for SBI/CBI.

Procedure

1. HT prepares the sheet after conducting SBI/CBI activity, and submits it to CS.
2. CS passes the sheet to DIU.
3. DIU files the sheet, and gives feedback to schools.

4) Excel file of SBI/CBI Data

Purpose

The excel file extracts information on SBI/CBI from SBI/CBI Data Sheet. This helps NIU to manage the data of SBI/CBI implementation, as the National level does not need all the data shown in “SBI/CBI Data Sheet.”

Procedure

1. The excel file will be provided by NIU.
2. After DIU obtains “SBI/CBI Data Sheet” from CS, it should input the data into the file.
3. After inputting the data, email the file to NIU. If a district has no email, burn the data

into CD or floppy disk and pass it to NIU by post or deliver it directly (when NIU visits the district).

5) Field Monitoring Sheet for SBI/CBI

Purpose

DTST uses the SBI/CBI Monitoring Sheet when monitoring SBI/CBI activities at schools. The sheet contains sections on interviewing the HT and CL about planning and improving SBI/CBI. For details, please refer to Activity 7 in Appendix 1 of this module.

Procedure

1. DTST uses the sheet while interviewing HT and CL during SBI/CBI Monitoring.
2. After each of the interviews, DTST gives feedback/advice to the HT and CL with regard to the questions asked.
3. At the Information Exchange Seminar, DTST utilises the sheets and describes the current situations concerning SBI/CBI

4.4.3. Flow of sheets for M&E of SBI/CBI

Figure 11 shows the flow of feedback sheets and reports required. The arrows indicate the directions.

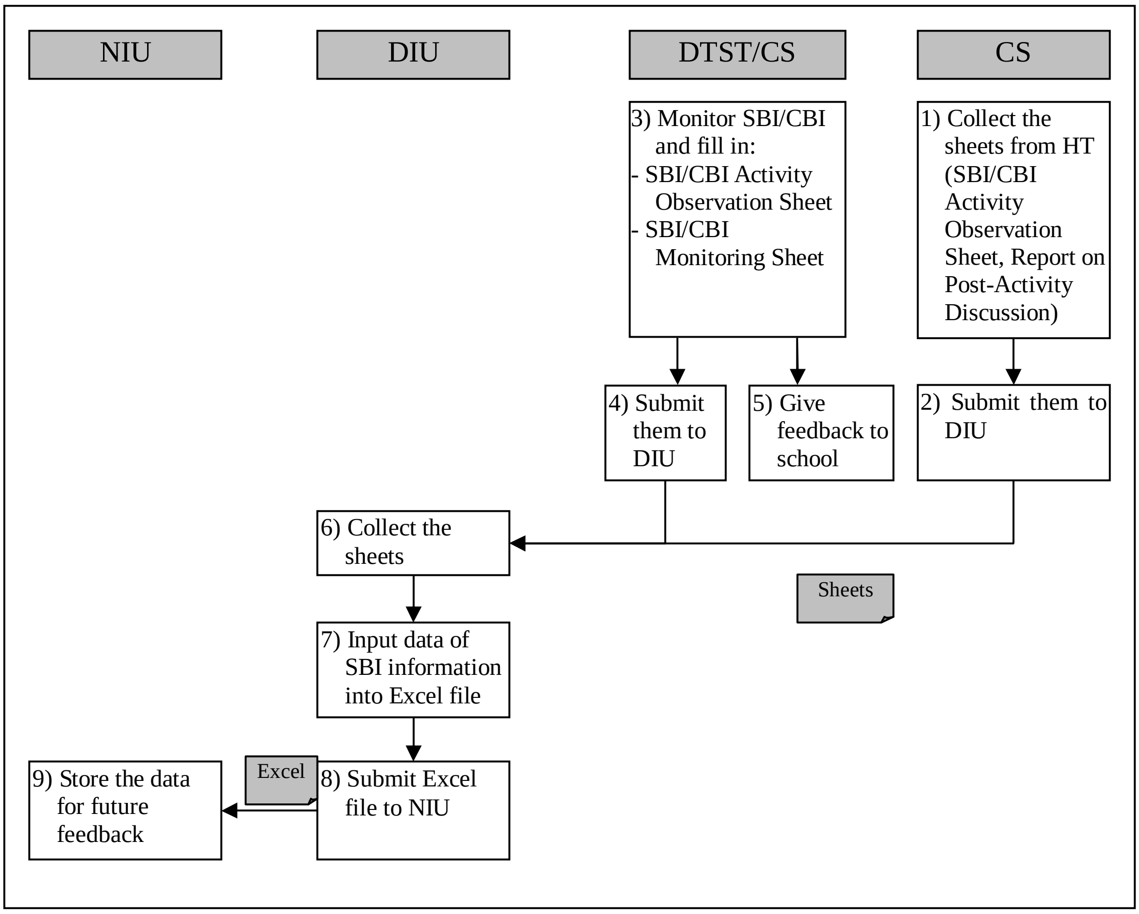


Figure 11: The flow of the Sheets for M&E of SBI/CBI

4.4.4. Submission Schedule

Table 15 shows the necessary documents for the M&E of SBI/CBI with recommended schedule of submission.

Table 15: Submission Schedule of Documents for M&E of SBI/CBI

Document	Writer	Recommended Time Frame
SBI/CBI Activity Observation Sheet	Colleague Teacher/ DTST	Just after SBI/CBI activity
SBI/CBI Implementation Summary	HT	Within two weeks after each activity
SBI/CBI Data Sheet	HT	Within two weeks after each activity
Excel file of SBI/CBI Information	DIU	End of each term
Field Monitoring Sheet for SBI/CBI	DTST	Within two weeks after DTST’s school visit

5. Human Resource Management

In the INSET programme, Human Resource Management is another crucial aspect for the success of the programme. This section describes two main points, namely the selection of INSET key players and the record of the INSET key players.

5.1. Selection of the INSET key players

The DIU, DTST, Head Teacher (HT) and CL are the INSET key players at the district and school levels. DIU and HT must select DTST and CL respectively. The selections should be done before the commencement of the relevant INSET activities. For example, CLs need to be selected before CL orientation.

Figure 12 shows the lines of responsibility in the selection of the INSET key players.

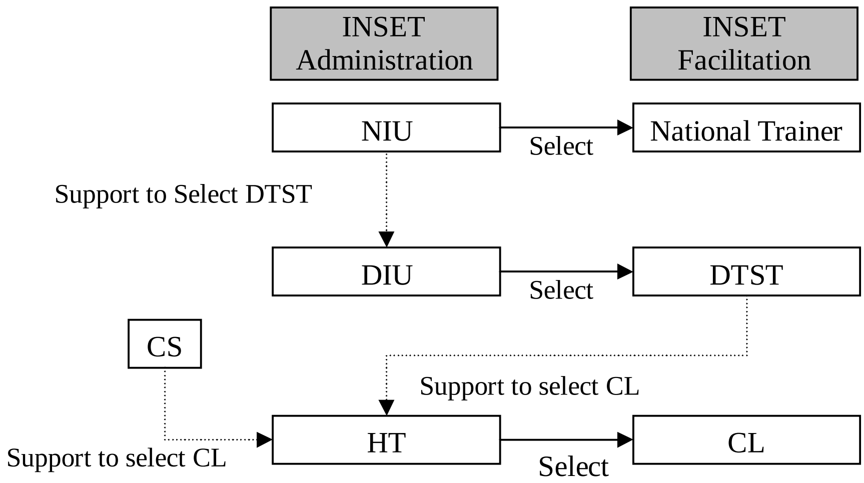


Figure 12: Personnel to Select INSET Key Players

5.1.1. Selection of DTST

1) Recommended Criteria for Selection
   - Professional and academic qualification in education
   - Preferably a first degree with specialisation in Science/Maths/English related subjects
   - Tutors in Teacher Training Colleges (TTCs), Senior Secondary Schools (SSS) and/or DEO officers with a minimum of 5 years teaching experience
   - Evidence of being abreast with current methods of teaching basic Science, Maths and other subjects
2) Recommended Composition of DTST
   - District Training Officer
   - Three persons who are/have been circuit supervisors or head teachers
   - Two persons who have English teaching experience
   - Two persons who have Science teaching experience

- Two persons who have Mathematics teaching experience

3) Method of Selection
   - Nomination by DDEs
   - Screening of Curriculum Vitae by Task Force (DDE, District Training Officer and DIU), interview, or/and recruitment

5.1.2. Selection of CL

1) Recommended Criteria for Selecting CL

   Essential
   - Qualified professional teachers in basic schools
   - At least 3 years teaching experience in primary school
   - Interest in and subject matter knowledge in Science/Mathematics

   Desirable
   - Evidence of INSET attendance
   - Highly motivated in instructional skills
   - Leadership skills
   - Able to cooperate with HTs

2) Method of Selection
   - After HT selects a teacher as CL, the HT submits the CL Recommendation Form (Form 1 in Module 3) to DIU.
   - The DIU gives the form to DTST.
   - The DTST reads the form carefully and out their signature as the approval of DTST in the form if the selection is well considered. (The approval should be done before the CL participates CL orientation.)
   - If the DTST decides that the selection is unsuitable, DTST should inform the decision to the HT as soon as possible.

5.2. Record of the INSET key players

The DIU has the responsibility to keep record of all the INSET key players. Table 16 shows the types of forms that are used to keep the record.

Table 16: List of data to be managed for human resource management

Form	Section in charge	Supported by
List of DIU members (Form 10 in Appendix 2)	DIU	N/A
List of DTST members (Form 11 in Appendix 2)	DIU	DTST
Record of Orientation/Training for HT and CL (ROOT)	DIU	DTST

5.2.1. List of DIU and DTST members

The list of DIU members is used to keep the record of background information about the DIU members. The information includes position in DEO, academic background and major subject area with experience, career history and so on.

The list of DTST members is used to keep the record of background information about the DTST members. The information includes position in their organisations, academic background and major subject area with experience, career history and so on.

Note that DIU has the responsibility to send the list of DIU and DTST members to NIU.

5.2.2. Record of Orientation/Training for HT and CL (ROOT)

It is important to keep record of the attendance at the ROOT is the record that proves which Orientation/Training HTs and CLs have already participated in. This section describes the processes of recording orientation/training activities.

1) Roles and Responsibilities

DIU

- Manage and update the “ROOT.”
- Transfer ROOT to NIU termly by e-mail or post.

DTST

- Prepare and record attendance sheet for HT /CL Orientation and CL Sourcebook Training programmes.
- Report it to DIU (for updating ROOT).

2) Updating ROOT

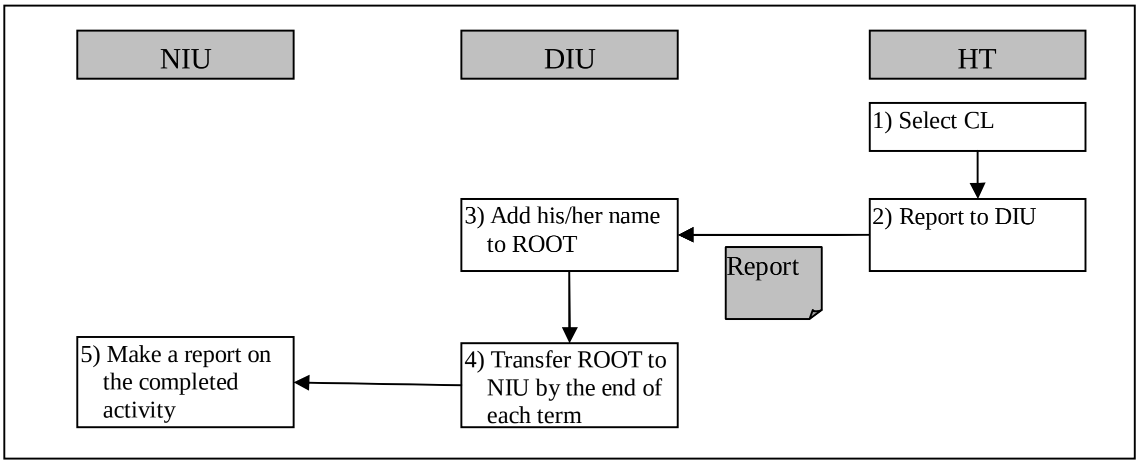
DIU should update the ROOT when the events shown in Table 17 occur.

Table 17: Opportunity to Update ROOT

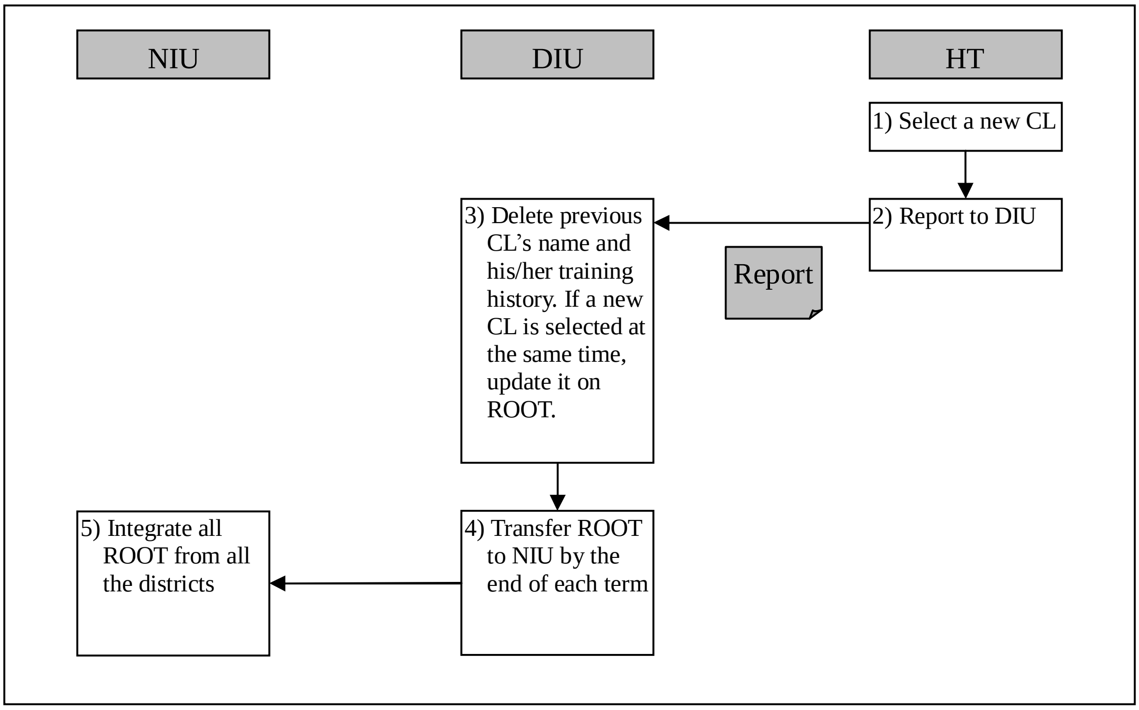
Category		DIU’s Action	DTST’s Action
Change in personnel	When CL is selected.	• Add CL’s name on ROOT.	
	When CL leaves the school and another teacher is selected as CL.	• Delete CL’s name and his/her training history. If new CL is selected at the same time, update it on ROOT.	
	When HT is replaced.	• Delete HT’s name and his/her training history. • Add the name of new HT.	
Implementation of HT/CL orientation or CL training		• Add their attendance to ROOT.	• Take their attendance and submit it to DIU

The following shows the procedures of updating ROOT depending on particular events.

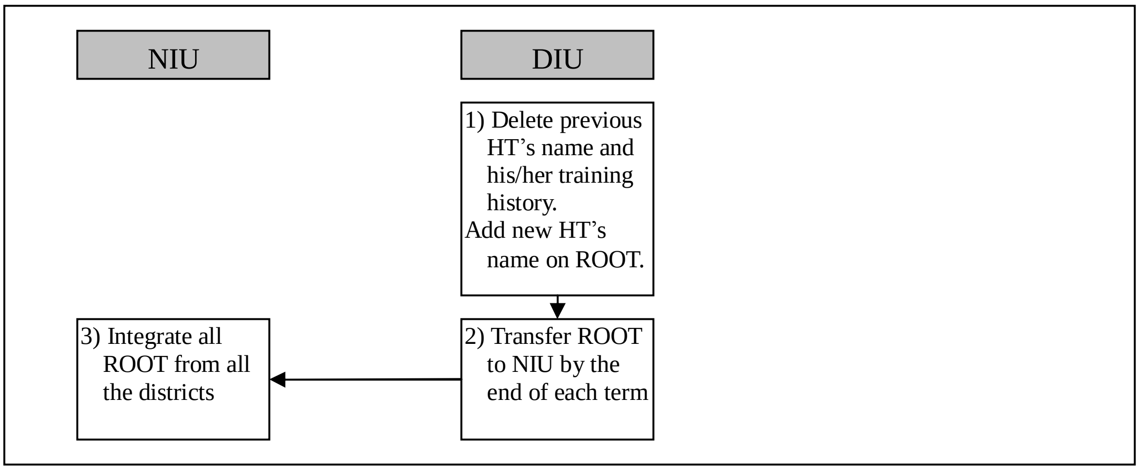
i) When CL is selected



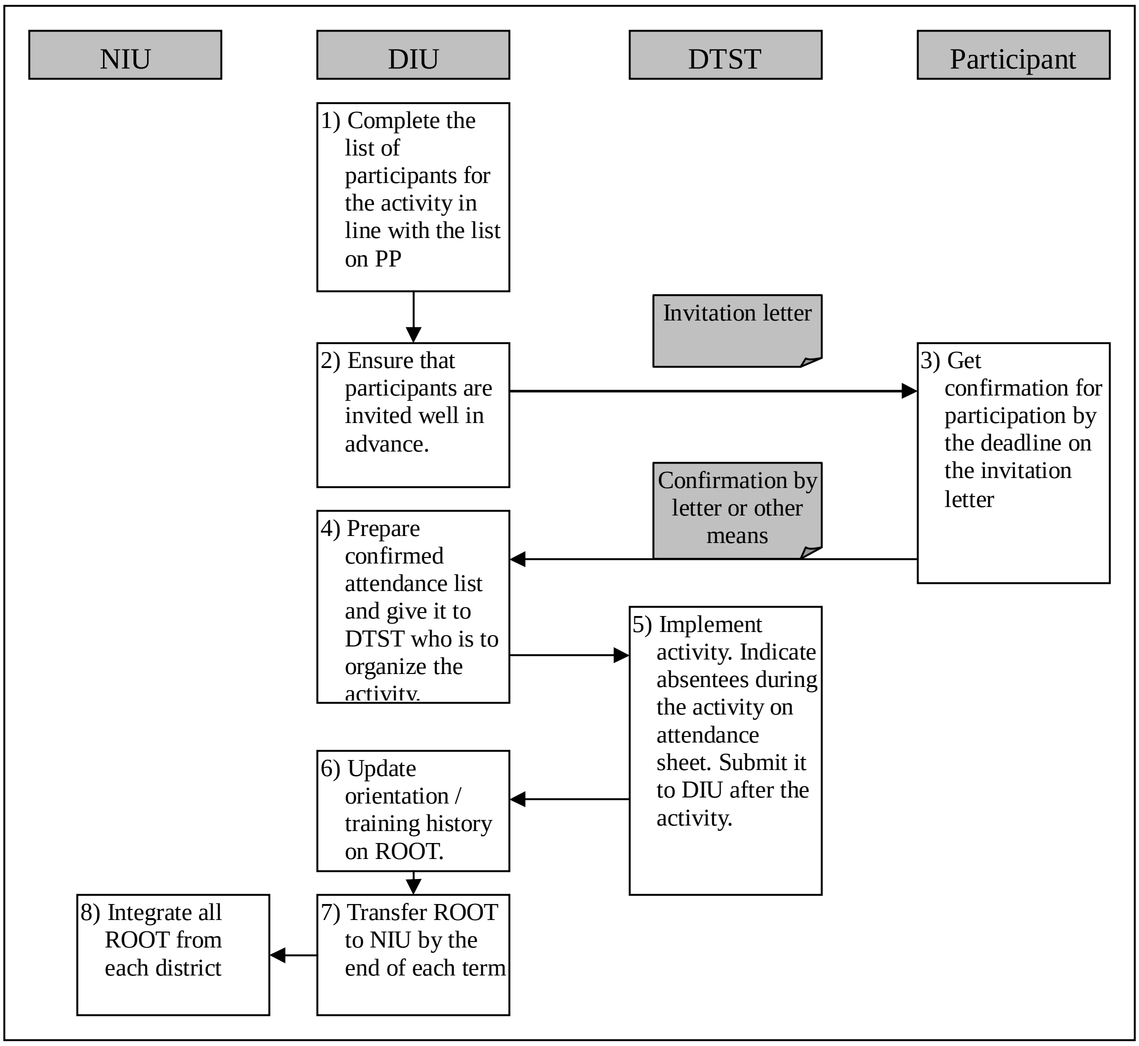
ii) When CL leaves the school and another teacher is selected as CL



iii) When HT is replaced



iv) When HT orientation, CL orientation or CL training are implemented



3) How to Record

Table 18 is an example of how to fill the ROOT form.

Table 18: How to Fill ROOT and Some Sample Data.

School		General Info		Head teacher			CL1				
Administrative code	School Name	Type	Locality	Name	Date of Ori	Remark	Name	Date of Ori	Date of SB trg (1)	Date of SB trg (2)	Remark
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
101010001	A.T.T.C. DEMONSTRATION PRIMARY & KINDERGARTEN	Public	AKROKERRI								
101010002	ABOABO II CONFIDENCE INSTITUTION COMPLEX SCHOOL	Privately Registered	ABOABO II								

1. Fill in administrative code of the school
2. Fill in school name
3. Fill in school type (private or public)
4. Fill in locality of the school
5. Fill in name of head teacher of the school
6. Fill in date the HT took the orientation
7. Put any remark about HT
8. Fill in name of CL of the school
9. Fill in the date the CL took the orientation
10. Fill in the date of the 1st Sourcebook training session for CL (5 days)
11. Fill in the date of the 2nd Sourcebook training session for CL (5 days)
12. Put any remark about HT

6. Operational Manual for Dissemination and raising public awareness

6.1. Overview of Dissemination and Public Awareness Raising

Dissemination and Public awareness raising are the processes whereby related information about SBI/CBI and INSET Programme is delivered to groups of people (chiefs, district assemblies, DEOs, NGOs, teachers and parents). The purposes of dissemination and public awareness creation are as follows:

- To ensure that key stakeholders in the community are sensitised enough to be aware of the goals and benefits of the programme
- To encourage teachers and heads of schools to do their best to achieve the goals;
- To give other stakeholders in the district a sense of involvement, commitment and confidence in the efforts of the INSET Programme.

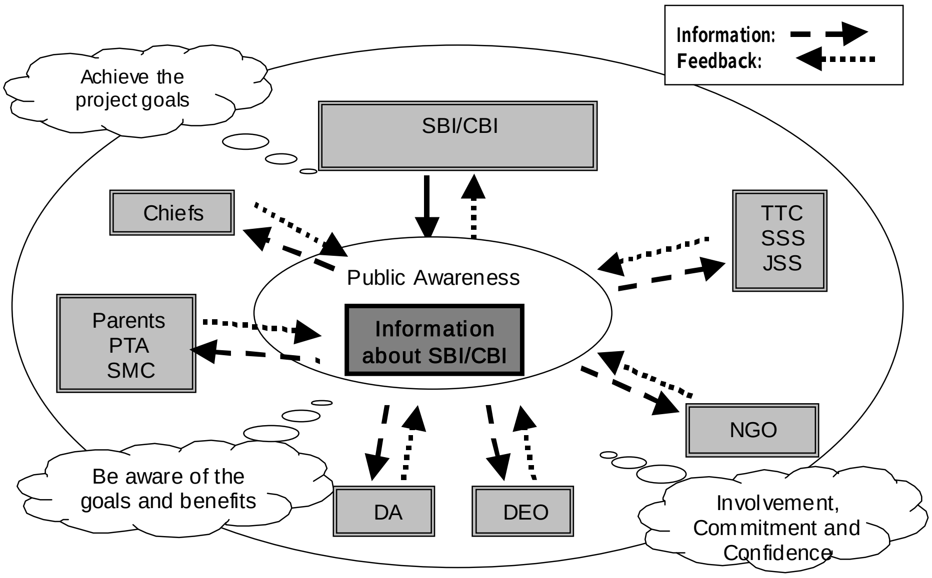


Figure 13: Purposes of Creating Awareness for Various Stakeholders

6.2. Activities for Dissemination and Public Awareness Creation

This section explains the types of activities and their operation

1) Dissemination Meeting

Before any INSET is organised in any district, dissemination meeting will be encouraged among the key district stakeholders.

Table 19: Overview of Dissemination Meeting

Organiser	DIU
Purpose	• To sensitise key stakeholders in the district about the project's plans for district level INSET • To enhance understanding about district INSET programmes • To reinforce good working relations between the schools and the communities
Duration	One Day
Expected members	Chiefs, PTAs, SMCs, TTCs, District Assemblies, NGOs, DEOs, SSS, Junior Secondary School (JSS)
Suggested Contents	• Implications on INSET Budget at the district level • Sustainability of INSET at the district level • Ownership of INSET programmes • The present situation of Science and Mathematics teaching in the schools • Collaboration with other interventions in the education sector in the districts • Exchange of ideas on general education issues in the districts
Example of Time schedule	8:30 Arrival and Registration 9:00 Opening 9:15 Outline and Present Situation of INSET Project 10:00 Break 10:30 Discussion about INSET Project – what is needed, and how to ensure its sustainability- 12:30 Closing

2) Brochure

A brochure to explain the contents of the INSET project will be distributed to DEO. The DEO can distribute them to places where information about INSET is needed, e.g. Community, Schools PTAs, District Assemblies, NGOs, etc.

3) Newsletters

Newsletters will be circulated regularly (two times a year) by the National INSET Unit. This will contain information and news about the INSET Project activities, such as events, orientation, and training. They will be sent to the DEO by post and email. DEO can contribute to the contents. The DEO can also develop its own newsletter for circulation at the district level.

4) Website

The INSET Project is going to have its own website under the MOE's website (http://ted.edughana.net/inset/). This website should include practical resources for teachers and learning materials for pupils as well as related documents for the INSET programme. The National INSET Unit will maintain and update the website, but the DIU can contribute to updating the website by sending reports and comments to NIU.

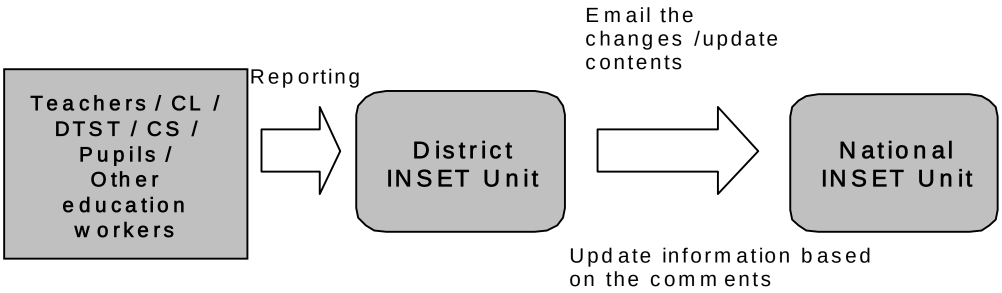


Figure 14: How to contribute to the INSET website

6.3. Other Proposed Dissemination and Public Awareness

Each district can plan its own activities to disseminate and raise public awareness, based on its local situation. The following table shows examples. Please refer to “Operational Manual for Do stage” in Section 3 of this module for information on the use of funds to implement those activities.

Table 20: Examples of Activities for Dissemination and Public Awareness Creation

Activity	Organiser	Description
Stakeholder seminars	DIU	They can share information about the successes and challenges of the district INSET programmes and strategize for improvement
PTA and SMC meetings	HT	At PTA and SMC meetings, the HT can stimulate interest in INSET Project and other general educational issues in the schools.
Giving a Speech at a local festival	DIU	Speech or discussion can be included in the programme for the local festivals. Since many local people attend festivals, public awareness creation will be effectively done.
Science and Maths Fairs and Quizzes	DIU School	They can increase interest of Science and Maths among students and the general public. More emphasis should be placed on participation than on competition among school children.
Printing of calendars	DIU	DIU can print calendars with workshop pictures at national and district levels.
Producing souvenirs (such as T-shirts and pens) for INSET	DIU	DIU can make its own souvenirs with INSET Project name printed and distribute them among stakeholders/ public.