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 operational manual that describes the general operation of the In-Service Training (INSET) activities at the district level. It elaborates on 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 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.

Module 2 contains appendices which provide procedures and content of specific INSET activities. These are: Orientation and Sourcebook Training for HT and CS, CL Orientation, CL Sourcebook Training, Information Exchange Seminar, Annual Implementation Meeting, other workshops and Field Monitoring for SBI/CBI.

Table of Contents:

Unit 1: “Plan-Do-See” Cycle and “Improve” 3
1.1. “Plan-Do-See” Cycle 3
1.2. “Improve” 3
1.3. Linkage between DEO Activities and INSET programmes 6
Unit 2: Operational manual at the “Plan” stage 7
2.1. Overall procedures and Roles and Responsibilities 7
2.2. Procedures of each step 8
2.2.1. Annual INSET Action Plan (AIAP) 8
2.2.2. Integration with other activities 10
Unit 3: Operational Manual at the “Do” stage (Implementation) 11
3.1. Overall procedures, Roles and Responsibilities 11
3.2. Procedures of each step 12

3.2.1. Annual Implementation Meeting.......... 12
3.2.2. Confirmation 12
3.2.3. Resource Preparatory Meeting (RPM) 13
3.2.4. Implementation.......... 13
Unit 4: Operational Manual for “See” Stage (M & E).......... 16
4.1. Importance of “See” stage 16
4.2. Overall procedures, Roles and Responsibilities.......... 18
4.3. Procedures for Activity Implementation Report (AIR).......... 20
4.3.1. AIR for District Activity 20
4.3.2. AIR for SBI/CBI 23
4.4. Procedures for Annual INSET Progress Report (AIPR) 25
Unit 5: Human Resource Management 27
5.1. Selection Criteria and Process of the INSET Key Players.......... 27
5.1.1. Selection of DTST.......... 27
5.1.2. Selection of CL.......... 28
5.2. Records of the INSET Key Players and Orientation/Training History 28
5.2.1. List of DIC and DTST members 28
5.2.2. Records of Orientation/Training for HT and CL (ROOT) 29
Unit 6: Operational Manual for Sensitization and Public Awareness Creation 31
6.1. Overview of Sensitization and Public Awareness Creation 31
6.2. Activities for Sensitization and Public Awareness Creation 31
6.3. Other Examples of Sensitization and Public Awareness Creation 33

Appendix 1: INSET Activities at the District Level.......... 35
Appendix 2: Sample Forms for the INSET Programme at the District Level.......... 71

Unit 1: "Plan-Do-See" Cycle and "Improve"

This unit describes procedures that ensure efficient delivery of INSET activities. INSET activities can be systematically organized 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 moves 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 these procedures emphasise is the cycle that brings about continuous progress.

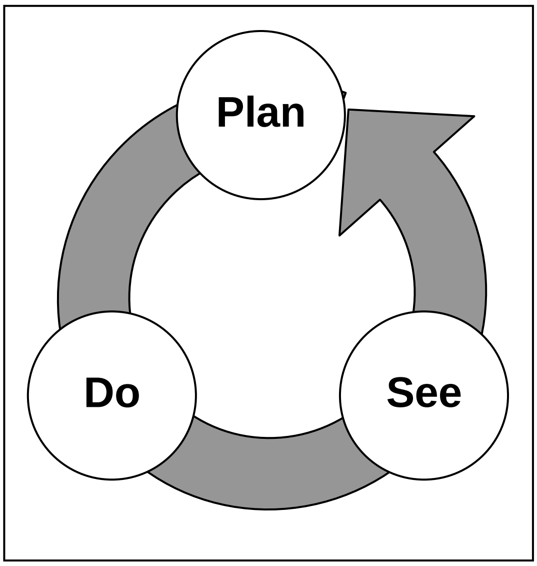

Figure 1: "Plan-Do-See" Cycle

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 could be made. These suggestions should **"Improve"** the operation of the next cycle, leading to continuous progress. A "Plan-Do-See" Cycle should improve the whole process in 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 evaluation 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".

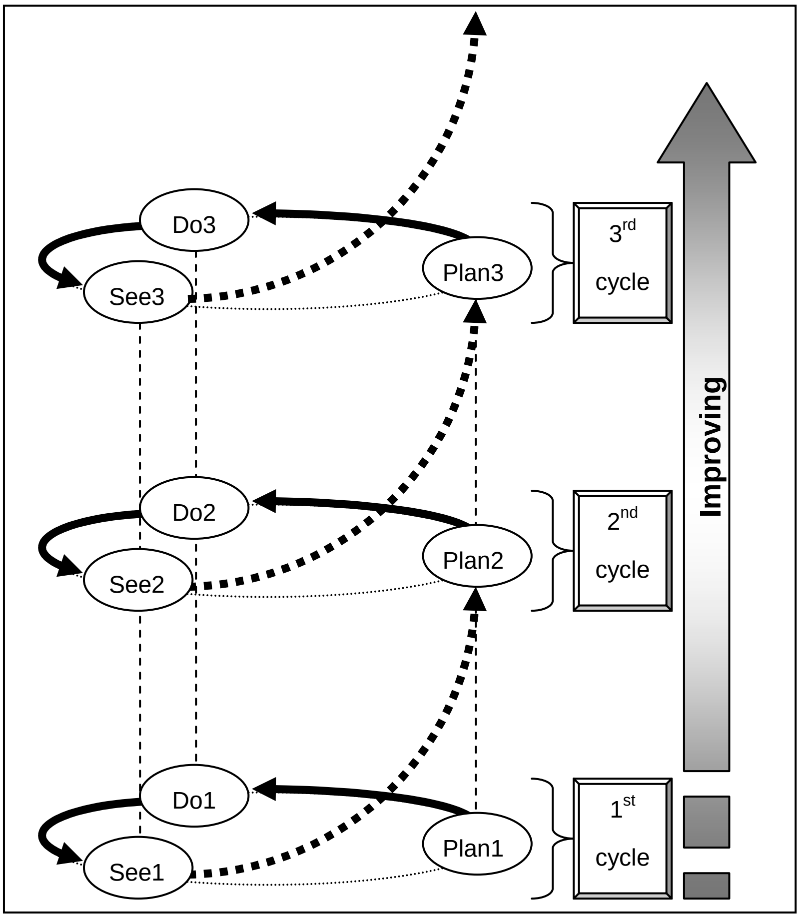

Figure 2: Spiral model for the improvement of "Plan-Do-See Cycle"

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 content of training is expected to improve continuously.

Figure 3 shows the concrete process of improving INSET activity. Note that each stage of "Plan", "Do" and "See" does not exist independently, but intertwine each other and overlap. The figure also shows how INSET activity follows "Plan-Do-See" Cycle. (Note that "Plan-Do-See" does not exist independently, but overlaps each other sometimes.)

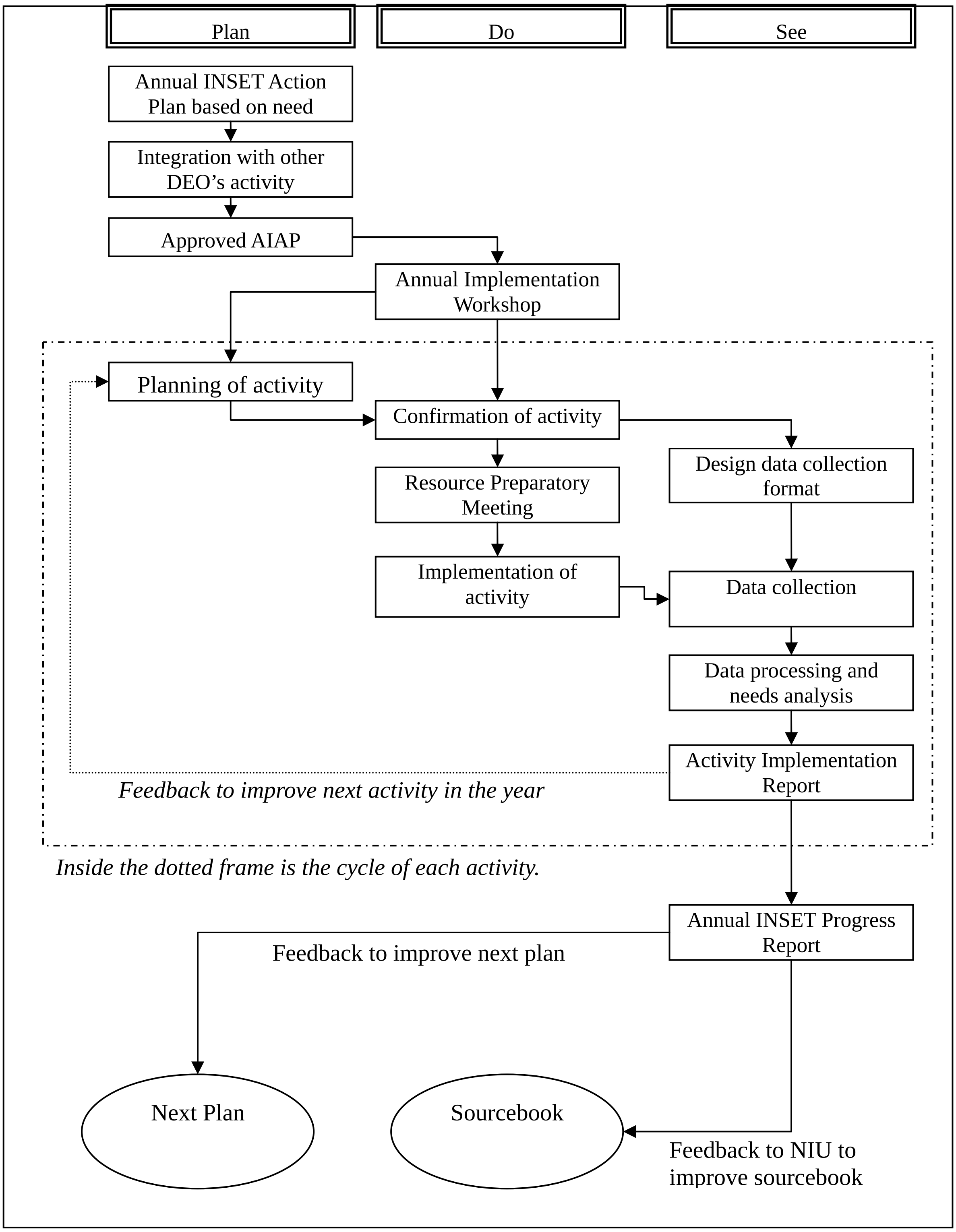

Figure 3: "Plan-Do-See" Cycle and INSET procedure

1.3. Linkage between DEO Activities and INSET programmes

In the planning, budgeting, monitoring and evaluation cycle at the district level the Plan-Do-See cycle is made use of. The Annual District Education Action Plan (ADEAP) is equivalent to the "Plan" stage whereas the Annual District Performance Report (ADPR) is also equivalent to the "See" stage of the INSET programmes.

Educational activities at the district level and INSET programmes are, therefore, not different. For example, the Annual INSET Progress Report (AIPR) of the INSET programmes is equivalent to ADPR.

It should be noted that INSET is a district programme, therefore, AIAP should be incorporated into the district documents, namely DESP, ADEOP, ADEAP etc.

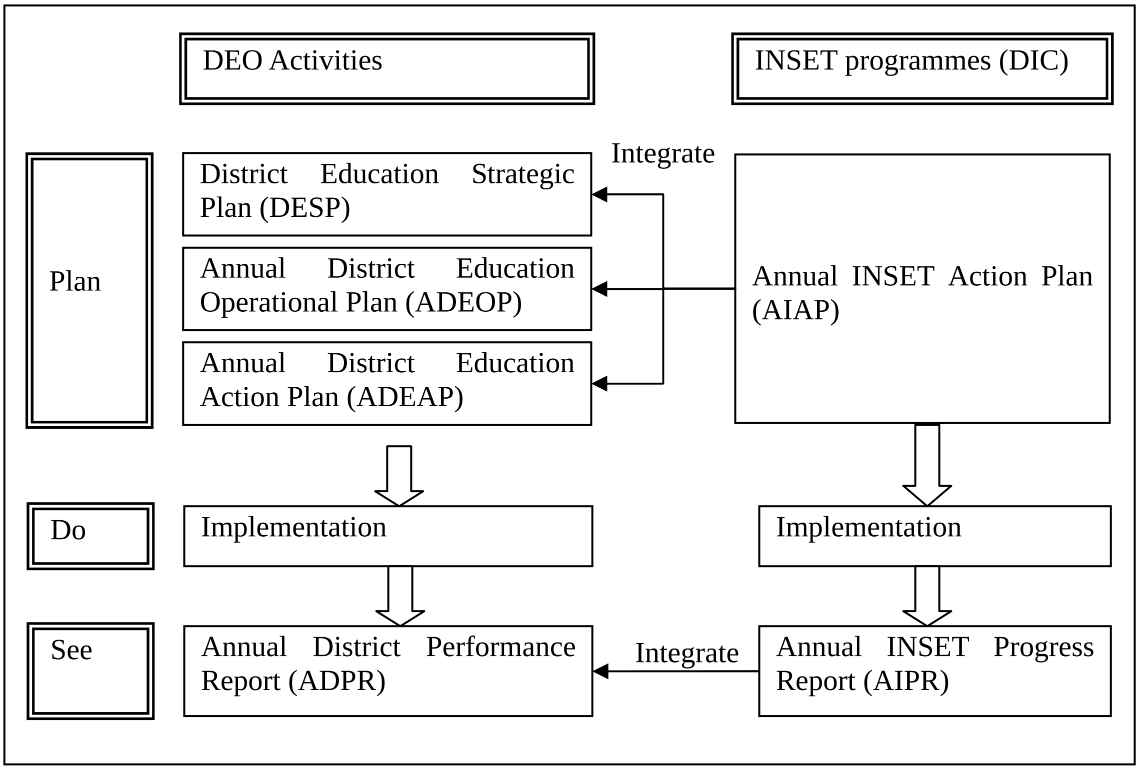

Figure 4: Linkage between DEO Activities and INSET Programme

Unit 2: Operational 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.

<u>Required Output from "Plan" stage</u>
Appropriate "Plan" so that implementer can implement activities at "Do" stage

2.1. Overall procedures and Roles and Responsibilities

Figure 5 shows a typical procedure for the planning of INSET activities in a district.

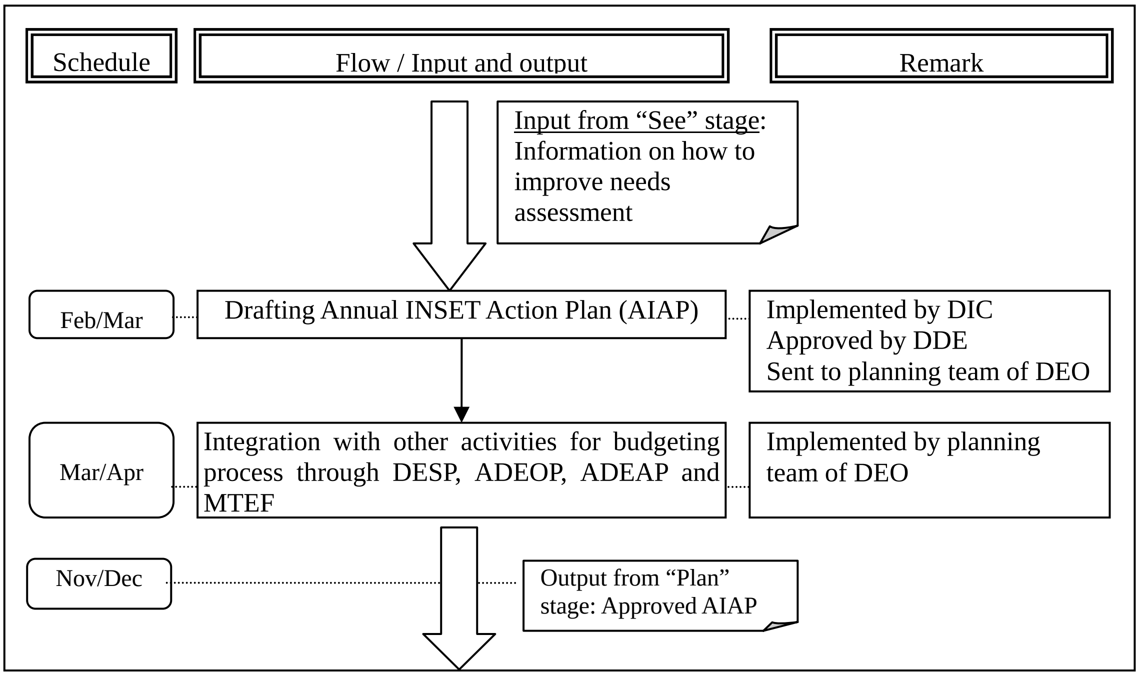

Figure 5: Steps of "Plan" Stage

The DIC is in charge of planning INSET activities at the district level. But the DTO plays the greatest role in the planning among DIC. The DTO serves as a coordinator for needs assessment, drafts Annual INSET Action Plan (AIAP) and hands it over to the appropriate planning team to integrate INSET with other activities so that INSET would be part of DESP, ADEOP, ADEAP and MTEF.

For smooth planning, it is strictly required to develop a schedule. It should be noted that the schedule shown in Figure 5 is based on the schedule of GOG (service activity). Obviously, preparation and submission of the required documents need to correspond with the district's annual planning and budgeting cycle stated in the figure above.

The details of each procedure are shown in the next section.

2.2. Procedures of each step

2.2.1. Annual INSET Action Plan (AIAP)

The action plan of the INSET for the year is called “Annual INSET Action Plan (AIAP)”. **DIC** is responsible for drawing up the “AIAP”. The Annual INSET Action Plan (AIAP) is made up of:

– Summary of Activities and Budget (*Format D of ADEAP*)
– Detailed Costing Sheet (*from “Work Plan for service and investment”*)

Tips for planning activity: Use of Needs Analysis

Use the result of needs analysis to determine

✓ the strategy of an annual activity
✓ the strategy of each activity

Every INSET activity requires a Detailed Costing Sheet (DCS). 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.

Tips for Planning: Participants

✓ Determine how many times the INSET activity should be organized 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 organized 5 times to cover all of them. In other words, the INSET should be organized in 5 batches of 20 participants each.

✓ Avoid inviting those who have already participated in the training and had 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 complete an attendance sheet.

Tips for Planning: Resource Persons

✓ Resource Persons for each INSET activity are described in Appendix 1 of this module. The HT and CL will have been trained as resource persons of SBI/CBI activities through the HT/CL orientation, and CL training.

Tips for Planning: 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 managed. Where possible, public facilities, such as Senior High School (SHS), Teacher Training College (TTC) and schools, could be used as venues for the INSET activities. Cost of transport and accommodation should be kept at the minimum.

Tips for Planning: 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. The 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 co-curricula activities such as culture, sports and games.

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 confirm their schedules before the INSET activities take place. This should be discussed at the Annual Implementation Workshop. This means that the organizers have to plan the Annual Implementation Workshop prior to the other INSET activities.

Tips for Planning: 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.

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

2.2.2. Integration with other activities

A completed AIAP is to be submitted to DDE. After approval from DDE, DIC is to submit it to the district budget and planning team to integrate INSET activity into the budget.

If the source is the GOG (service activity), DIC has the responsibility to incorporate the budget of the AIAP into the MTEF, to ensure that the needed funds for the district level INSET activities will be catered for under the district's annual budget plan. To integrate INSET into MTEF, DIC is to coordinate with the planning team in DEO to put INSET into the process through DESP, ADEOP, ADEAP and MTEF. Therefore, AIAP must be completed by March.

Unit 3: Operational Manual at the "Do" stage (Implementation)

This unit explains how to carry out the "Do" stage, bearing in mind the general procedures of the INSET activities at the district level.

<u>Required Output from "Do" stage</u>

Appropriate implementation of each activity

The specific procedures and content are in *Appendix 1* of this module. The following table shows the training/orientation programmes, which are to be implemented at district level:

Table 1: List of Training/Orientation Programmes at the District Level

No.	Training/Orientation	Trainer/Facilitator	Page
1	Orientation and Sourcebook Training for HT and CS	DIC / DTST	pp.36-41
2	CL Orientation	DIC	pp.42-47
3	CL Sourcebook Training	DIC / DTST	pp.48-58
4	Information Exchange Seminar	DIC, DTST	pp.59-62
5	Annual Implementation Meeting	DIC	p.63
6	Examples of Workshops/Meetings	HT, CL, Teachers or Others	pp.64-66

From Table 1, it can be seen that DIC is the key player in the implementation of the training/ orientation programmes at the district level whiles the DTST provide subject expertise. A more detailed list of roles and responsibilities for each activity can be seen in the appendices of this module.

3.1. Overall procedures, Roles and Responsibilities

At the "Do" stage, there are mainly four steps, namely *Annual Implementation Meeting, Confirmation, Resource Preparatory Meeting (RPM), and Implementation*. Figure 6 shows the steps.

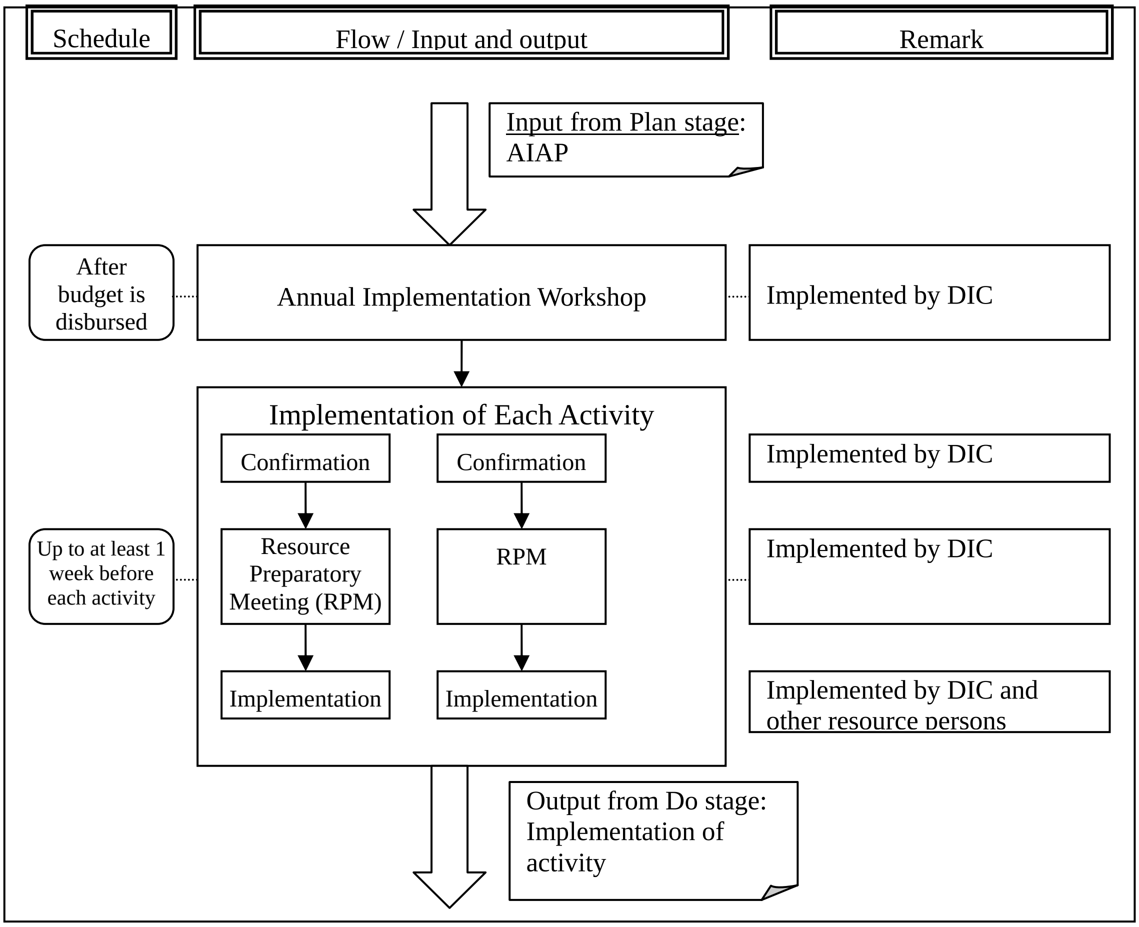

Figure 6: Steps of "Do" Stage

3.2. Procedures of each step

3.2.1. Annual Implementation Meeting

After the budget for service activity is disbursed, an Annual Implementation Meeting must be held before any other INSET activities at the district level is carried out. DIC is in charge of these workshops. It is during these workshops that the DIC, DTST and CS meet to discuss all the activities planned for the year (refer to page 63: *Appendix 1, Activity 5*).

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.

3.2.2. Confirmation

It is important to find out 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 DIC is in charge of carrying out the confirmation process. The confirmation needs to be done well in advance of the INSET activities (ideally, two weeks before).

The following table shows some important arrangements that need reconfirmation

Table 2: Procedure for Implementing the "Do" Stage

Arrangements	What to confirm
Budget	Be certain 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.
Resource persons	Confirm that resource persons will be able to come.
Training facilities/venue(s)	Secure the training facilities/venue(s). 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, ensure that for the CS, HT orientation, invitation letters etc. are sent to the participants on time.
Accommodation	Provide accommodation if necessary. In the case for non-residential INSET, this does not apply.
Transport	Prepare appropriate travel allowance in accordance with the district's decision. This must be budgeted for in the PP.

3.2.3. Resource Preparatory Meeting (RPM)

RPM takes into consideration the following:

- Role allocation;
- Drawing of a time table;
- Production of handouts (including Daily Evaluation Sheet, Participants' Feedback Questionnaire, etc.);
- Production of related documents (attendance records, receipt for per diem, T&T etc.);
- Procurement of stationery/items for resource persons/participants (e.g. newsprint, manila cards, etc.);
- Procurement of stationery/items for facilitators/trainers (e.g. flipchart) ;
- Provision of snacks and meals, if necessary; and
- Payment of travel allowance if necessary.

3.2.4. Implementation

Recommended contents of each training/orientation are described in the *Appendix 1* (refer to page 35-66: *INSET Activities at the District Level*) of this Module.

Apart from the contents, *Opening* and *Closing Ceremonies, Completion of Evaluation Sheet* and *Recapitulation of Last Day's Programme* are provided below for reference purposes.

The opening and closing ceremonies are common to all the training/orientation activities. The following table shows the suggested steps for the opening and closing ceremonies. However, these could be modified to suit local conditions.

Sample session: Opening Ceremony

Before starting, the resource persons ask participants to register. If necessary, the resource persons can ask participants to give their expectations by using the Pre-Course Questionnaire. Some participants are selected as Course Prefect (CP) in this ceremony.

Step 1 (5 mins)	Opening Prayer	Resource persons invite one of the participants to pray for the success of the training/orientation.
Step 2 (5 mins)	Introduction of Chairperson and Opening Remarks	Resource persons introduce the chairperson and invite him/her to give opening remarks to the participants.
Step 3 (10 mins)	Introduction of Participants / Resource persons	Resource persons invite all the participants to introduce themselves briefly.
Step 4 (5 mins)	Welcome address	Given by host, DDE, DIC, etc.
Step 5 (5 mins)	Chairman’s closing remarks	By chairman
Step 6 (5 mins)	Vote of Thanks/ Closing prayer	By participants

Sample session: Closing Ceremony

Step 1 (10 mins)	Completion of Feedback Questionnaire Sheet	Resource persons give participants Feedback Questionnaire Sheet (see appendix 3), and the participants fill them.
Step 2 (15 mins)	Open Forum	Resource persons ask 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	Resource persons invite one of the special guests to give closing remarks to the participants.
Step 4 (5 mins)	CP’s Report	Resource persons invite CP to report on the whole programme.
Step 5 (3 mins)	Vote of thanks	Resource persons invite one of the participants to give the vote of thanks.
Step 6 (2 mins)	Closing prayer	Resource persons invite one of the participants to give the closing prayer.

Sample session: 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 subsequent ones. A *Daily Evaluation Sheet* (refer to page 110: *Appendix 2, Form 2*) 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.

Step 1 (10 mins)	Completion of Evaluation Sheet	Resource persons give participants Daily Evaluation Sheets, and the participants fill them.
Step 2 (2 mins)	Closing	Resource persons close the day's session.

Sample session: Recapitulation of Previous Day's Programme

One of the participants will be selected as a CP to represent the group. The CP is supposed to appoint a participant to write and present the recap of the previous day's activities briefly at the beginning of the each day's programme. Facilitators should also set a period for such recapitulation.

Step 1 (2 mins)	Opening	Resource persons open the day's programme with greetings and give the necessary instructions.
Step 2 (5 mins)	Recapitulation	Resource persons invite appointed participant to give other participants the recapitulation of the previous day's programme/activity.

Unit 4: Operational Manual for "See" Stage (M & E)

This unit explains how to carry out the "See" stage, bearing in mind the general procedures of the INSET activities at the district level.

Required Output from "See" stage
Appropriate information to improve planning at "Plan" stage

All the steps in "See" stage are targeted to this output. The "See" Stage is made up of Monitoring and Evaluation (M&E) so that the output from "See" gives necessary information to appropriate persons including DIC.

4.1. Importance of "See" stage

The "See" stage is a starting point of the next "Plan" stage, as it provides information needed for planning. In other words, the proper designing of "See" stage to obtain appropriate information is a key for better planning.

To provide appropriate information to "Plan" stage, the identification of "GAPs" is needed.

What is "GAP" in this module?

A "GAP" is the difference between expectation and reality. For example,

- between where it is and where it should be;
- between what you had and what you wanted to have;
- between what you planned and what you implemented; and
- between what you estimated and what you actually spent.

Why do we need to identify "GAP"?

If a good plan has been made then what needs to be done at the implementation stage is to just follow the initial plan. But in case there is the need to modify the plan before implementing the activity, then it means there were inappropriate issues in the initial plan. Identifying this gap and reducing it in the next plan help make a better plan. Therefore, identification of "GAP" is important. Once you identify "GAP", you can always plan better.

Types of "GAP"

The sourcebook categorizes "GAPs" into three major types, namely *Administrative GAP*, *Facilitation GAP* and *Need GAP*.

1) Administrative GAP

This is the gap between what is planned and what is implemented. It is quite difficult to implement an activity based exactly on initial plan, as accidental/contingency issues may arise. Some examples are:

✓ *Financial GAP* between:
  - estimation and actual expense;
  - budget requested and budget approved; and
  - budget approved and budget disbursed.

- ✓ *Timing GAP* (postponement of the activity) between initial plan and actual implementation due to:
  - delay of budget disbursement; and
  - clash with other activities.

- ✓ *Attendance rate GAP* between initial plan and actual as a result of:
  - insufficient notification; and
  - bad weather.

The typical way to reduce these gaps is to study past trends and extrapolate it for the planning. For example, you can predict when the budget will be disbursed from past trends. This improvement could be done by self-questioning and is therefore called ***self-improvement***.

2) Facilitation GAP

This is the gap between expected competency level and acquired competence in terms of facilitating INSET activities. Some causes of the gap are as follows:

- Inability of DEO to identify the competence required of resource persons;
- Lack of communication with TTC/SHS's principal to select a qualified person; and
- Insufficient communication with resource person before the activity. This creates insufficient preparation by resource persons.

This creates lower quality of activity than DEO's expectation. But this gap is one of the easiest to reduce, as DIC can control almost everything to improve.

3) Need GAP

This is the gap between activity implementation and recipients' needs. Even though recipients' needs are taken into consideration before an activity is planned and implemented, the gap could occur. This is the most difficult gap to eliminate completely, as demands and needs may change from time to time and individual needs and demands also differ.

Needs and demands are similar. However, they differ in meaning in this Sourcebook as follows.

- ✓ Recipients' demand: This is a request from participants themselves. The major means to identify this is to assess participants' request using questionnaire, open forum, interviews, etc.

- ✓ Recipients' need: Participants cannot identify sometimes what they really need to improve themselves. Therefore, finding their need by a third party like DDE, DIC, DTST, CS, HT etc is effective and needed. This could be done mainly by monitoring, direct observation, etc.

Some examples of this gap are

- ✓ Gap between recipients' demand and activity implementation. For instance,
  - Poor delivery of contents due to lack of material, financial resource etc;
  - Inappropriate location of venue;
  - Lack of facilities;
  - Timing of implementation, due to unavailability of resource person or delay of budget disbursement;
  - Length of duration of activity, as a result of lack of financial resource, etc;
  - Incompetent facilitation, because of lack of qualified human resource in the district;
  - Feeding: poor (quantity, quality, delay etc); and
  - Accommodation.

This gap (between recipients' demand and activity implementation) could be identified by questionnaire, open forum, interviews etc, as this is caused by not meeting participants' demand. Satisfaction level of participants depends, sometimes, on the rate of this gap.

- ✓ Participants' low performance after the activity due to
  - Ineffective lesson delivery;
  - Incompetence of resource persons to handle the activity;
  - Improper selection of contents which can negatively affect participants' performance; and
  - Lack of follow-up activity.

This gap can be identified by questionnaire, direct observation during an activity and monitoring after the activity.

When districts plan activities after identifying recipients' needs, they must prioritize. Accepting all of recipients' needs is of course impossible. But when you prioritize, you must be careful, as some issues may clash. For example, an after-school programme might increase teacher's competence, but it might reduce their motivation and might increase their attrition rate. Prioritizing in consideration with need is called ***<u>Needs Assessment</u>***.

4.2. Overall procedures, Roles and Responsibilities

The "See" stage at the district level consists of two main activities. The first one is the M&E of each district activity, and the second is the M&E of SBI/CBI. The results of these activities are shown in two reports, namely *Activity Implementation Report (AIR) for District Activity* (refer to page 77-94: *Appendix 2, Report Form 2-1, 2-2, 2-3, 2-4 and 2-5*) and *AIR for SBI/CBI* (refer to page 95-100: *Appendix 2, Report Form3*). Then, these reports are annually analysed, summarized and compiled into the *Annual INSET Progress Report (AIPR)* (refer to page 101-107: *Appendix 2, Report Form 4*).

The DIC is in charge of the AIRs and AIPR. After the DDE approves, the AIPR is to be integrated into *Annual District Performance Report (ADPR)*, and the copy of the AIPR is to be submitted to NIU.

Through studying the AIRs and AIPR, the DIC and DDE can reflect on the year's INSET programme at district level including district activities and SBI/CBI and find out the gaps between the planned and implemented programme. This will help them to improve upon the next year's programme.

The following table shows the contents of each report above.

Table 3: Contents of AIRs and AIPR

AIR for District Activities 1. Information from DIC (Attendance, Budget) 2. Information from *Feedback Questionnaire Sheet* – Logistics issues (Timing, Notification, Resource Persons, Programme) – Content issues (Content, Improvement of the Content) **AIR for SBI/CBI** 1. Information from DIC – Collection of SBI/CBI Operation Summary from schools – Implementation of SBI/CBI Field Monitoring 2. Information from *SBI/CBI Operation Summary* – Organization of SBI/CBI (Timing, TLM, Participants, Challenge, Good Points) – Data on Implementation of SBI/CBI (Average number of participants, Number of SBI/CBI, Type of Activity, Class, Subject) – Number of Sourcebook 3. Information from *SBI/CBI Field Monitoring Sheet* – Preparation of SBI/CBI (Needs Assessment, Preparation) – Implementation of SBI/CBI (Pre-Delivery Discussion, Delivery, Post-Delivery Discussion) – Improvement of SBI/CBI (Improvement of SBI/CBI Preparation, Improvement of Daily Practice of Teaching and Learning)	**AIPR** 1. About District Activities – List of District Activities (Activity Name, Implementation Date, Budget, Expense) – Summary Report on Each Activity (Attendance, Budget Timing, Notification, Resource Persons, Programme, Content, Improvement of the Content) 2. About SBI/CBI – Collection of SBI/CBI Operation Summary – Implementation of SBI/CBI Field Monitoring – Data on Implementation of SBI/CBI(Average number of participants, Number of SBI/CBI, Type of Activity, Class, Subject) – Summary Report on SBI/CBI(Organization, Preparation, Implementation, Improvement) – Summary Report on Sourcebook

The following figure shows the overall procedures for making AIRs and AIPR.

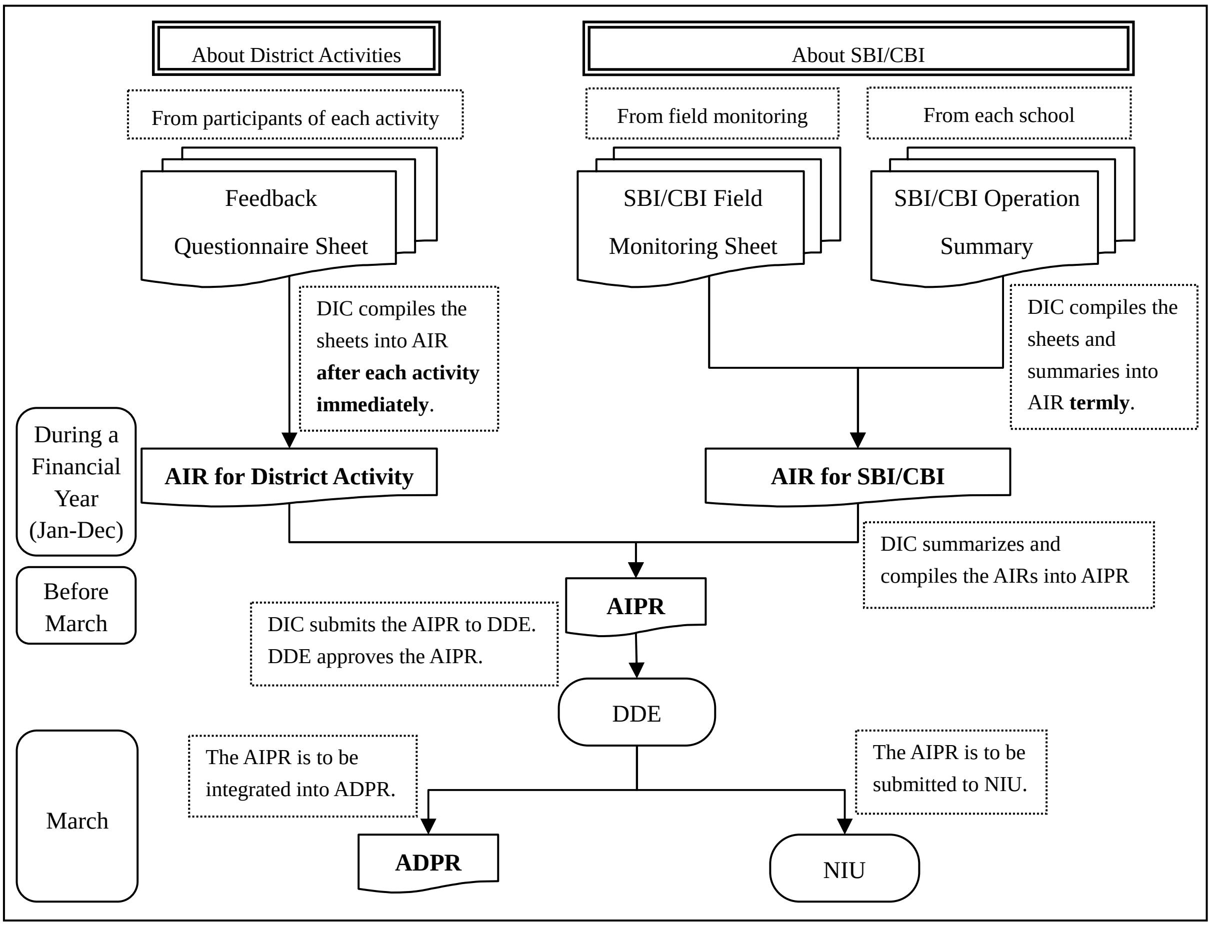

Figure 7: Overall Procedure for AIRs and AIPR

More details for making these reports are explained in the next sessions.

4.3. Procedures for Activity Implementation Report (AIR)

Purpose

- To provide the DDE (who is the main decision maker) with appropriate information for the next activity; and
- To give opportunity to organizers (namely DIC) to review the activity and improve upon the next activity.

To achieve these purposes, the DIC must prepare AIRs about district activities and SBI/CBI during **a Financial Year (from January to December in the year).** While the *AIR for District Activity* is to be prepared **after implementing each activity immediately**, the *AIR for SBI/CBI* is to be prepared **termly**.

4.3.1. AIR for District Activity

This AIR is prepared in order to reflect and analyze each of the implemented activities, and to improve for the next batch of activities at the district level.

The following figure shows the procedures for making *AIR for District Activity*.

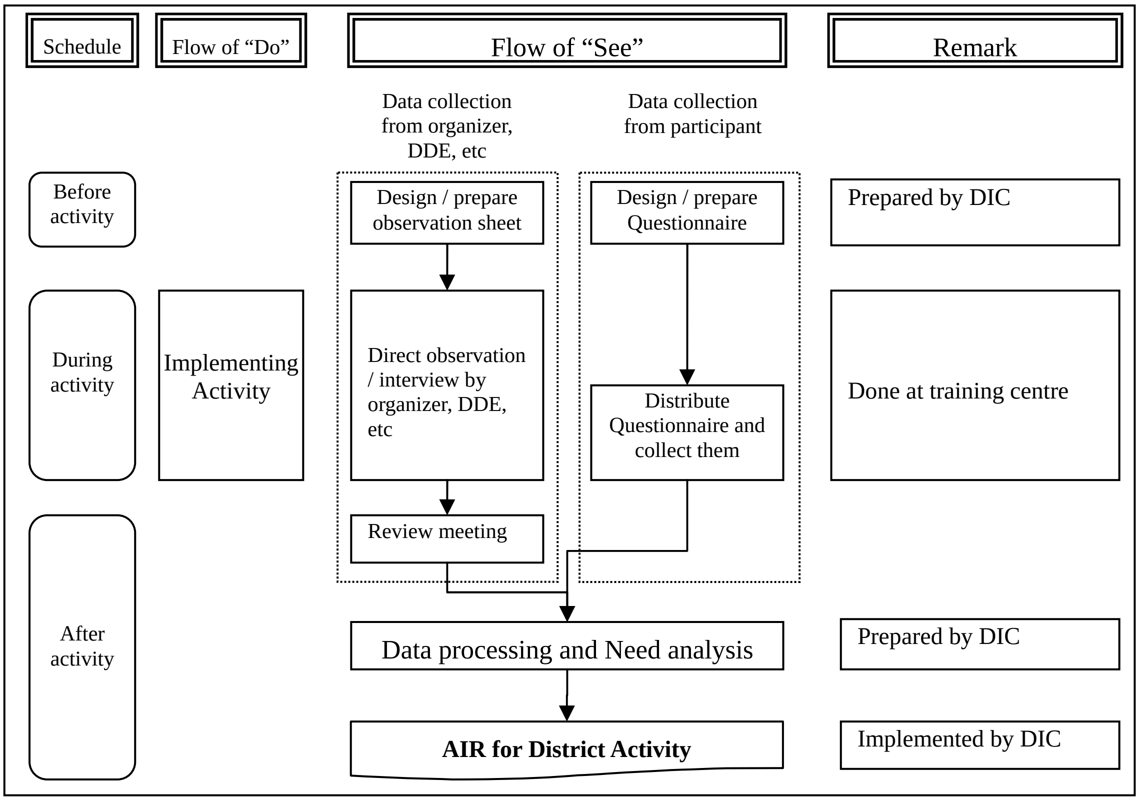

Figure 8: Procedure for Making AIR for District Activity

1) Preparation of Data Collection Tools

Firstly, the DIC needs to prepare tools to collect necessary data on each district activity. Table 4 shows matrix of M&E tools which can be used during the activities.

Table 4: Matrix of M&E tools for Orientation / Sourcebook Training for HT and CL

Tools		Observer/participants			Point of view	
		DDE	Organizer	HT/CL	Logistics	Contents
Daily Evaluation Sheet			Review	Fill in	✓	✓
Feedback Questionnaire Sheet	Logistics issues		Review	Fill in	✓	
	Content issues		Review	Fill in		✓
Attendance sheet			Record	Fill in	✓	
Open Forum		Participate	Participate	Participate	✓	✓
Direct Observation and feedback at review meeting		Monitor	Observe		✓	✓

The *Feedback Questionnaire Sheet* consists of two forms, namely *Logistics* and *Content* issues. While the form for *Logistics* issues (refer to page 111: *Appendix 2, Form 3*) is used for any district activities, the one for *Content* issues (refer to page 112-115: *Appendix 2, Form 4-1, 4-2, 4-3 and 4-4*) is prepared for each of the activities. Therefore, the DIC must prepare the feedback questionnaire sheet combining adequate form on content issues with the form on logistics issues.

2) Data Collection

The DIC collects necessary data using the above tools during and after the activities. The following list shows the tips for data collection.

Tips for Data Collection

1. Distribute the form at the beginning of the closing ceremony and collect them after the session;
2. Make sure that all participants complete the sheets and submit them before they leave the training grounds;
3. Ask participants to submit the sheets before they receive Per Diem (if it is to be paid); and
4. Reading the collected feedback sheets carefully in order to find out how participants evaluated the activity.

3) Data Processing and Needs Analysis

The AIR for District Activity consists of the following information:

Table 5: Information in AIR for District Activity (its Source and Kind of Data)

Source		Contents	Type of Data	
			Quantitative	Qualitative
AIAP and Attendance Records		Attendance	✓	
AIAP and Expenses		Budget	✓	
Feedback Questionnaire Sheet	Logistics issues	Timing	✓	✓
		Notification	✓	
		Resource Persons	✓	✓
		Programme	✓	✓
	Content issues	Content	✓	
		Improvement of the Content		✓

Both quantitative and qualitative data will be used gathered with the following indicators: *Timing*, *Notification*, *Resource Persons*, *Programme* and *Content*. However, only quantitative data will be gathered for *Attendance* and *Budget*.

Attendance and *Budget* are to be calculated based on AIAP, the attendance records and the activity's expense. The *Timing*, *Notification*, *Resource Persons*, *Programme* and *Content* are to be calculated using the tally methods (refer to the Tips below) based on the result of the feedback questionnaire sheets from the participants.

Tips for How to use Tally Method

Sample question: 2. Timing

2-1. Was the timing of the activity appropriate for you? .... Yes ☐ No ☐

Sort out the responses and tally each response and fill the number of respondent.

Sample question: Was the timing of the activity appropriate for you?	Tally	Number of respondents
Yes	~~////~~ ~~////~~ ~~////~~ ~~////~~ ///	23
No	~~////~~ ~~////~~ ~~////~~ //	17
No Response	///	3
Answered wrongly	~~////~~ //	7
Total		50

Samples of "answered wrongly" are:

- When respondent ticked both of "Yes" and "No"
- When respondent ticked in between "Yes" and "No".

Timing, *Notification*, *Resource Persons*, *Programme* and *Improvement of the Content* will be analyzed and summarized based on the participants' comments expressed in the feedback questionnaire sheets.

The DIC also put their own comments and suggestions into the AIR based on their observations during the activities.

4) Report Writing

Finally, the DIC completes the AIR following the data processing and needs analysis. When the DIC writes the AIR, it is important to always keep in mind the gaps on district activities described in section 4.1.

After completion, submit it to DDE immediately and have the approval of the DDE.

4.3.2. AIR for SBI/CBI

This AIR is prepared termly in order to reflect the analysis for the implemented SBI/CBI, and to improve upon the next SBI/CBI.

The following figure shows the procedures for making AIR for SBI/CBI.

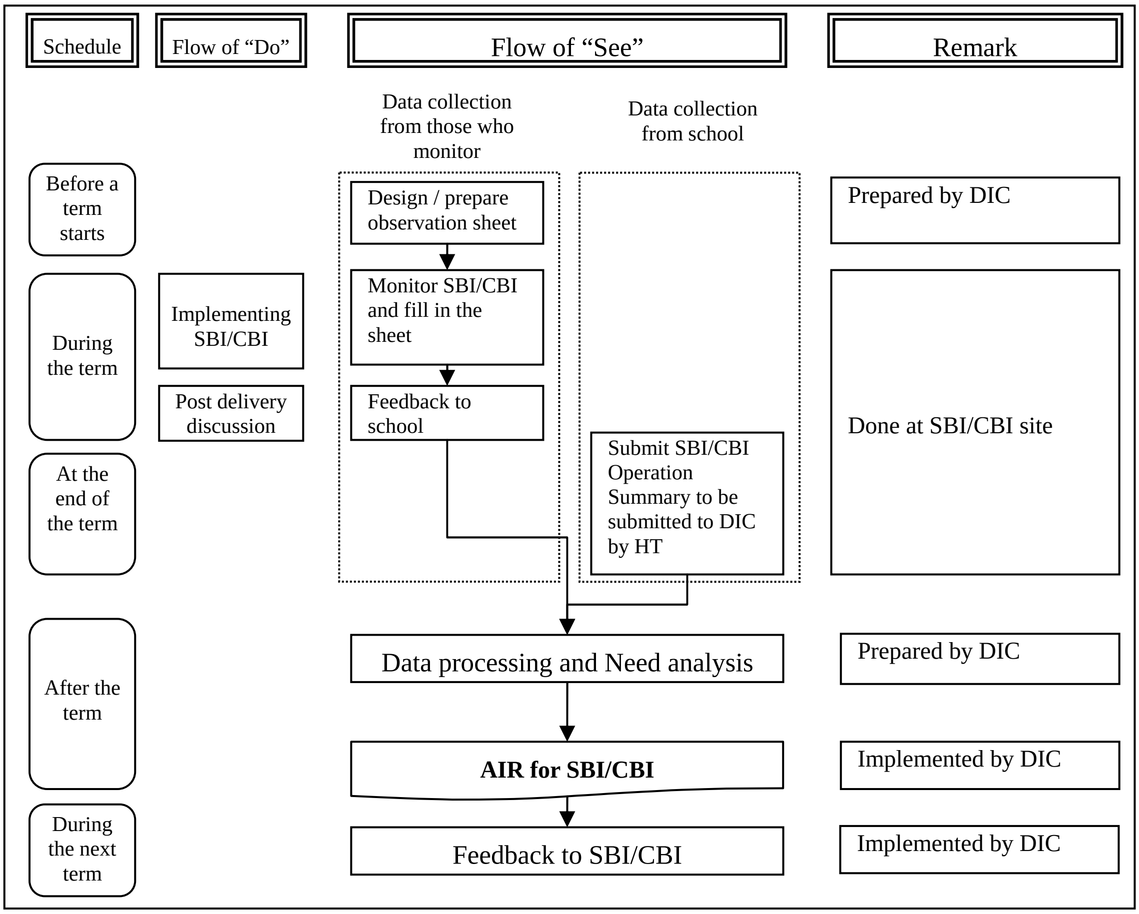

Figure 9: Procedure for Making AIR for SBI/CBI

1) Preparation of Data Collection Tools

To monitor and evaluate SBI/CBI, there are two ways of doing it. The first one is based on the data collection, and the second is based on the direct observation from schools (field monitoring).

Table 6 shows the matrix of M&E tools which can be used for the monitoring and evaluation SBI/CBI.

Table 6: Matrix of M&E tools for SBI/CBI

Tools	Observer			Point of view	
	DDE, DIC, DTST, CS	Organizer (CL/HT)	Teachers	Logistics	Content
Records of Post delivery discussion	Participate	Participate	Participate	✓	✓
SBI/CBI Operation Summary	Fill in by HT			✓	✓
Direct Observation (SBI/CBI Field Monitoring sheet)	Observe by DIC/DTST /CS			✓	✓

The *SBI/CBI Operation Summary* (refer to page 118-119: *Appendix 2, Form 6*) is to be submitted **termly** by all schools in the district.

The DIC plans, organizes and implements field monitoring of SBI/CBI. For the monitoring, *SBI/CBI Field Monitoring Sheet* (refer to page 116-117: *Appendix 2, Form 5*) is to be used by monitors (DIC, DTST or CS).

2) Data Collection

The collection of information for SBI/CBI from schools is slightly different from the information obtained by the DIC/CS through their observation and monitoring of SBI/CBI.

The following lists tips for distributing and collecting the SBI/CBI operation summary for M&E of SBI/CBI.

Tips for Data Collection from SBI/CBI Operation Summary

1. HT is to submit SBI/CBI Operation Summary to DIC mainly through CS.
2. Anybody who monitored the SBI/CBI should submit reports (*SBI/CBI Observation Sheet* and *SBI/CBI Field Monitoring Sheet*) to DIC too.
3. DIC is to compile data and review (See next step)

While collecting information of SBI/CBI through *SBI/CBI Operation Summary*, it is also important that the DIC conducts the field monitoring for SBI/CBI from the different viewpoints from schools (for more details, refer to page 67-69 in this module: *Appendix 1, Activity 7: Field Monitoring for SBI/CBI*).

3) Data Processing and Needs Analysis

AIR for SBI/CBI consists of the following information:

Table 7: Information in AIR for SBI/CBI (its Source and Kind of Data)

Source		Contents	Type of Data	
			Quantitative	Qualitative
SBI/CBI Operation Summary	Organization of SBI/CBI	Timing	✓	✓
		TLM	✓	✓
		Participants	✓	✓
		Challenges		✓
		Good Points		✓
	Data on Implementation of SBI/CBI	Average number of participants	✓	
		Number of SBI/CBI	✓	
		Type of Activity	✓	
		Class	✓	
		Subject	✓	
	Sourcebook	Number of Sourcebook	✓	
SBI/CBI Field Monitoring Sheet	Preparation of SBI/CBI	Needs Assessment	✓	✓
		Preparation	✓	✓
	Implementation of SBI/CBI	Pre-Delivery Discussion	✓	
		Delivery	✓	
		Post-Delivery Discussion	✓	
	Improvement of SBI/CBI	SBI/CBI Preparation	✓	✓
		Daily Practice of Teaching and Learning	✓	✓

The contents indicated as quantitative data are to be calculated using the tally methods based on the result of SBI/CBI operation summaries and SBI/CBI field monitoring sheets.

The contents indicated as qualitative data are to be analyzed and summarized based on the participants' comments expressed in the SBI/CBI operation summaries and SBI/CBI field monitoring sheets.

4) Report Writing

Finally, the DIC completes the AIR following the data processing and needs analysis. As the HT of each school submits the SBI/CBI operation summary at the end of each term, the DIC prepares the AIR termly after collecting the summaries. When the DIC writes the AIR, it is important to always keep in mind the gaps on SBI/CBI described in section 4.1.

After completion, the DIC submits the AIR immediately to the DDE.

4.4. Procedures for Annual INSET Progress Report (AIPR)

Purpose

- To give appropriate information to decision maker (DDE) for the next year's strategy
- To give opportunity to the organizers (the DIC) to review the activity and improve upon the next year's plan
- To assess the impact of the INSET programme on teachers'/pupils' performance (mainly by DIC/CSs' monitoring)

To achieve these purposes, the DIC must prepare AIPR **annually** based on the all AIRs during **the Financial Year (from January to December in the year)** and submit the report to DDE **before March of the following year**. After the DDE approves, the AIPR is to be integrated into the **Annual District Performance Report (ADPR)[1] in March each year**, and its copy is to be sent to NIU. In addition, the AIPR is to be referred to when preparing the following year's action plan on INSET.

The AIPR should include the summarized data and the summary reports on implemented INSET programme at the district level, and suggestions for the next year's programme. When writing the AIPR, the DIC should always keep in mind the gaps described in section 4.1.

Figure 10 shows the procedures for making AIPR.

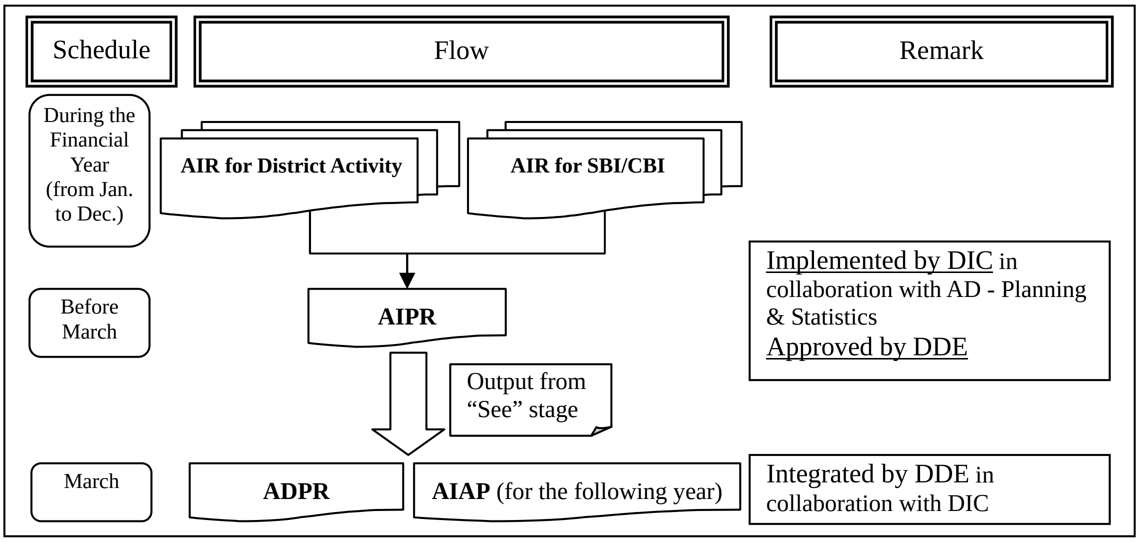

Figure 10: Procedure for Making AIPR

AIPR consists of the following information.

Table 8: Information in AIPR

Part	Content	Quantitative	Qualitative
Activities and their budget report	Activity Name, Implementation, Date, Implementing unit, Fund Sources, Cost estimated, Actual Cost, Number of participants/expected participants	✓	
Recommendations on Whole INSET Programme at the District Level	Good Points of the activities, Constraints Encountered, Impact Observed on Teachers/Pupils' Performance, Suggestions for the next year's activities		✓
Summary Report on Each District Activity	Statistical Data on District Activity (Number of HT and CL, Number of HT and CL Trained, Completion Rate, Number of Each Activity Implemented)	✓	
	Comments and Suggestions from *AIR for District Activity* (Attendance, Budget, Timing, Notification, Resource Persons, Programme, Content, Improvement of the Contents (Good Points/Challenges), Summary of the Activity)		✓
Summary Report on SBI/CBI	Statistical Data on SBI/CBI (Average Number of Participants, Number of SBI/CBI, Type of Activity, Class, Subject, Number of Sourcebook)	✓	
	Comments and Suggestions from *AIR for SBI/CBI* (Needs Assessment, Preparation, Pre-Delivery Discussion, Delivery, Post-Delivery Discussion, Improvement of SBI/CBI Preparation, Improvement of Daily Practice of Teaching and Learning, Any Other Comments)		✓

[1] ADPR is to be submitted **by 30th April each year**. More details of ADPR are shown in the following:
Policy Research, Monitoring and Evaluation Unit (2006). *Training and Working Manual –Policy Research, Monitoring and Evaluation for District and Regional Education Personnel*. Accra, PBME Division, MOESS Ghana.

Unit 5: Human Resource Management

Human Resource Management is another crucial aspect for the success of the INSET programme. This unit describes two main points: i) the selection criteria and process; and ii) the records of the INSET key players.

5.1. Selection Criteria and Process of the INSET Key Players

The DIC, DTST, CS, Head Teacher (HT) and CL are the key players of the INSET at the district and school levels. DIC 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 their orientation.

The following figure shows the lines of responsibility in the selection of the INSET key players.

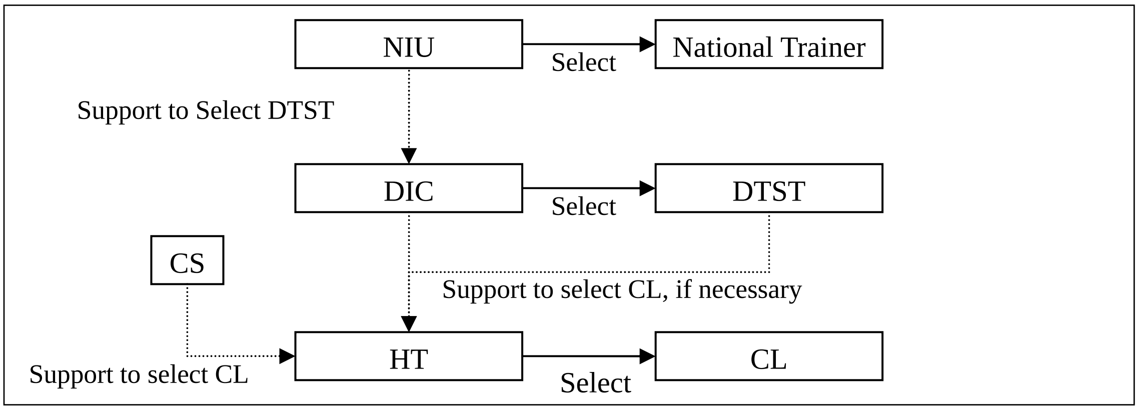

Figure 11: Personnel to Select INSET Key Players

5.1.1. Selection of DTST

<u>Recommended Criteria for Selection</u>

- ✓ Professional and academic qualification in education
- ✓ Preferably a first degree with specialisation in Science/Maths/English or other subjects
- ✓ Tutors in Teacher Training Colleges (TTCs), Senior High Schools (SHS) and/or DEO officers with a minimum of 5 years teaching experience
- ✓ Evidence of being abreast with current methods of teaching English, basic Science, Maths and other subjects

<u>Composition of DTST</u>

Minimum of two (2) persons and maximum of six (6) persons per subject who have teaching experience in the following subjects:

- – Mathematics
- – Science
- – English/Other subjects

<u>Method of Selection</u>

- ✓ Nomination by DIC
- ✓ Screening of Curriculum Vitae by DIC, interview, or/and recruitment

5.1.2. Selection of CL

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 English/Science/Mathematics/etc.

Desirable

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

Method of Selection

- After HT selects a teacher as CL, the HT submits the *CL Recommendation Form* (refer to page 46 in *Module 3*, *Form 1*) to DIC.
- If the DIC decides that the selection is unsuitable, the DIC informs the HT as soon as possible.

5.2. Records of the INSET Key Players and Orientation/Training History

Keeping records of INSET key players helps INSET implementers, namely DIC and NIU to make a proper strategy by referring to the records. The DIC has the responsibility to keep records of all the INSET key players and their training history. The following table shows the types of records to be kept.

Table 9: Type of Records of the INSET Key Players

Form	Section in charge	Supported by
List of DIC members (refer to page 106: *Appendix 2, Report Form 4*)	DIC	N/A
List of DTST members (refer to page 107: *Appendix 2, Report Form 4*)	DIC	DTST
Records of Orientation/Training for HT and CL (ROOT) (refer to page 120: *Appendix 2, Form 7*)	DIC	DTST

5.2.1. List of DIC and DTST members

The list of DIC and DTST members is used to keep the records of background information about the DIC and DTST members. The information is to be sent to NIU when DIC sends AIPR to NIU.

The purpose of usage of information

For NIU

- To clarify if DIC and DTST members are properly selected;
- To keep contact addresses of members

For DIC

- To update contact addresses of members periodically

Process of update

- DIC updates the list of DIC and DTST members when preparing AIPR.
- DIC submits AIPR to NIU after DDE approves it.

The *List of DIC members* includes position in DEO, academic background and major subject area with teaching experience and so on (refer to page 106: *Appendix 2, Report Form 4*).

The *List of DTST members* contains the records of background information about the DTST members. The information includes position in their organizations, academic background and major subject area with teaching experience and so on (refer to page 107: *Appendix 2, Report Form 4*).

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

Keeping records (history) of orientation/training for HT and CL helps the district, for instance, to:

- ✓ Avoid double invitation to those who have received the orientation/training already. This benefit enhances financial efficiency.
- ✓ Recruit and train new faces to take the position of those who need to be replaced without delay.

To reach this purpose, the module suggests using recording format named *Records of Orientation/Training for HT and CL (ROOT)*. However, note that DIC ***<u>does not need</u>*** to send these records to NIU.

<u>Records of Orientation/Training for HT and CL (ROOT)</u>

The ROOT supports DIC to record which orientation and training HTs and CLs have already participated in. It contains the following information:

- ✓ School Code and Name;
- ✓ Name of HT/CL; and
- ✓ Date of Attendance (month/year).

The DIC should update the ROOT when the events shown in the following table occur.

Table 10: Events for Updating ROOT

Category		DIC'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		✓ Take and add their attendance to ROOT.

The following table is an example of how to fill the ROOT (refer to page 120: *Appendix 2, Form 7*).

Table 11: How to Fill ROOT and Some Sample Data.

School		General Info		Head teacher			CL1				
Code	Name	Type	Locality	Name	Date of Ori/trg	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 went through the orientation/training
(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 CL

Unit 6: Operational Manual for Sensitization and Public Awareness Creation

6.1. Overview of Sensitization and Public Awareness Creation

Sensitization and Public awareness creation 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 sensitization 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.

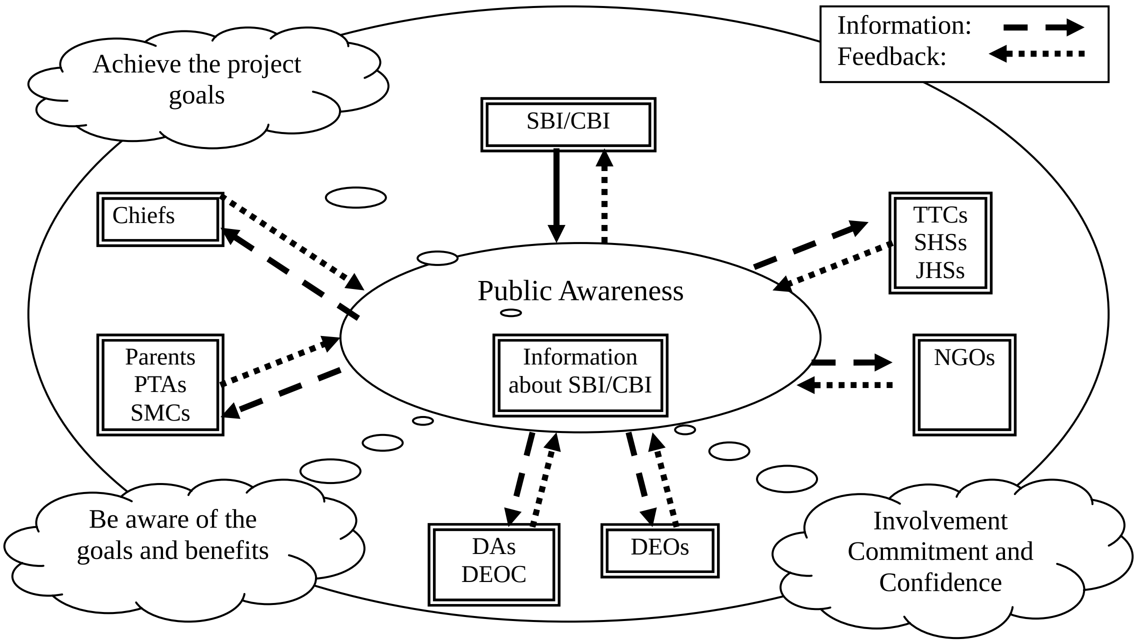

Figure 12: Purposes of Awareness Creation for Various Stakeholders

6.2. Activities for Sensitization and Public Awareness Creation

This section explains the types of activities and their operations.

Sensitization Meeting

Before any INSET is introduced in any district, sensitization should be carried out among the key district stakeholders.

Table 12: Overview of Sensitization Meeting

Organizer	DIC
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 participants	Chiefs, PTAs, SMCs, TTCs, DEOC, NGOs, DEOs, SHS, JHS
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

Brochure

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

Newsletters

Newsletters will be distributed regularly (twice a year) by the National INSET Unit. These will contain information and news about the INSET Project activities, such as events, orientation, and training. DEO can contribute to the contents by contacting NIU via telephone, emails, text messages, etc. The DEO can also develop its own newsletter for circulation at the district level in consultation with the NIU which can provide necessary information, e.g. cost information, editing, etc.

Website

The INSET Project will create 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 DIC can contribute to updating the website by sending reports and comments to NIU.

6.3. Other Examples of Sensitization and Public Awareness Creation

Each district can plan its own activities to disseminate and create public awareness, based on its local situation.

The following table shows examples. Please refer to "Operational Manual for Do stage" in Unit 3 of this module for information on the use of funds to implement those activities.

Table 13: Examples of Activities for Sensitization and Public Awareness Creation

Activity	Organizer	Description
Stakeholder seminars	DIC	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	DIC	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	DIC 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	DIC	DIC can print calendars with pictures of INSET activities at national and district levels.
Producing souvenirs (such as T-shirts and pens) for INSET	DIC	DIC can make its own souvenirs with INSET Project name printed and distributed among stakeholders/ public.