Facilitator's Guide: A Seminar on Improving the Quality of Education

By

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Based on a Workshop held in Conakry, Guinea, 9/24/94 to 10/4/94

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FACILITATOR’S GUIDE

for

A SEMINAR ON IMPROVING THE QUALITY OF EDUCATION

Based on a Workshop held in Conakry, Guinea, 9/29/94 to 10/1/94

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List of Objectives
This guide has been conceived and elaborated to assist people who wish to conduct a workshop that will help educators determine which factors influence school effectiveness in a given education system. The guide presents basic information on the approach that the facilitator should present and outlines the organization, conduct, and output for a sequence of working sessions. In the working sessions, small groups (1) choose the key factors that determine effectiveness in the system, (2) prioritize them, and (3) prepare a "network diagram" that shows how they relate to each other. If the facilitator feels a discussion of the system's learning objectives will assist groups in identifying the determining factors, a session to define the system's learning objectives may precede the three other working sessions. Guidelines are also provided on the facilitators' and participants' roles and on materials needed for the seminar. Examples of the seminar's products are in the annexes.
ACKNOWLEDGEMENTS

This Facilitators' Guide has evolved more than it has been authored. The basic approach outlined by the authors with a group of Guinean educators in late 1994 codifies a process that had already been used with other Guinean educators, with primary school teachers in Kenya, with education officials in Uganda, with participants from five African countries who participated in an Economic Development Institute (EDI) seminar, with educational researchers in Madagascar, and with researchers and primary school heads in Senegal. Since the Guide was drafted, comments on it have been received from World Bank colleagues, from educators from the countries already mentioned, and from additional participants in two more EDI seminars; and the authors have conducted additional seminars themselves. Throughout, we have moved between French (the original) and English versions of the text.

We thank all those people who contributed to the Guide’s development, and we are particularly grateful to the Guineans who stayed on after three days of hard work to help us summarize what they had just been through. Also, we are grateful to everyone we have worked with, in Madagascar and elsewhere, for contributing to the goal at which this Guide is aimed: the shift of emphasis in educational planning from system issues to school-based, child-centered issues.
This guide has been conceived and elaborated by a group charged with disseminating a method which has been developed by the World Bank to help educators determine which factors influence school effectiveness. The determination of these factors in a given setting can help local officials to develop implementable projects that will improve student learning. The process summarized here is indicative of how a seminar can be conducted to produce the results described below. However, each facilitator should adapt this process to the target audience and to local realities.

This guide has been developed with assistance from the participants of a seminar held in Conakry, Guinea, from September 29 to October 1, 1994.

I. Objectives of the Seminar

By the end of the seminar, each participant should be able:

- To identify factors determining school effectiveness and to prepare a list of priority factors for their own education system;
- To establish a framework of the priority factors that shows their interrelationships.

II. Expected Results

Each workshop should produce:

- A list of factors determining school effectiveness;
- A list of 5-8 priority factors (see examples from Madagascar, Senegal and Swaziland in Annex 1);
- A diagram summarizing interactions among the priority factors (see examples from Madagascar and Swaziland in Annex 2);
III. **The different Steps to Follow**

1. **The organizer should present:**

   - The objectives of the education system in which the participants are involved (see examples from Madagascar, Senegal and Swaziland in Annex 3); if these are not available for the system, a working session to allow participants’ groups to produce these should precede the other sessions.

   - A definition of the quality of education that includes:
     - An improvement in the environment in which children learn;
     - An improvement in the knowledge, attitudes and skills of the learners.

   - The following four principles upon which the workshop is based:
     - The school and the class constitute the key elements in the improvement of the quality of education
     - All elements in a school interact to increase academic performance and they should not be considered in isolation
     - To improve the quality of education provided, each school should consider experiences from other education system
     - Each school needs stimulation from the outside in the form of both ideas and inputs.

   - The black box model of the school system (see Annex 4)

2. **Work groups for the seminar can then be formed taking into account:**

   - Participants’ positions and functions (either to form groups of homogenous or varied membership);

   - The distribution into groups of 6-8 persons across a maximum of 5 groups;

   - The rotation of the reporter and chairperson role for each of the three working sessions of the working groups.
3. **OPTIONAL Introductory Working Sessions:**

**Theme:** Identification of expected learning outcomes

- **Assignment of Group Task:** To list the major learning outcomes expected of students who complete the cycle (primary, junior secondary, senior secondary). Each group can be asked to complete the following sentence: "By the end of (primary) school the student should be able to: . . ."

- **Group Work (duration: 60 min.):** Listing of the critical learning outcomes (between 5 and 8) (NB. The facilitator needs to ensure that this session does not exceed its time limit, thus taking away the time from the more practical discussions that follow).

- **Plenary session (30-45 min.)**
  - Presentation of each group’s work by each reporter with the facilitators acting as moderators
  - Each reporter replies to participants’ questions or remarks;
  - Comments and conclusions by the facilitators as appropriate and helpful.
4. **First Working Sessions:**

**Theme:** Choice of determining factors

- **Assignment of Group Task:** To identify the factors related to schools which participants think contribute significantly to student academic performance (without establishing priorities among them). The following categories of factors can be used to help each group specify the observable characteristics of an effective school in their system:

  - Learning activities
  - Learning materials
  - Personnel (teachers and staff)
  - Management
  - Buildings and equipment
  - The community

- **Group Work (duration: 90 min):** Listing of the determining factors (not more than 3-4 under each heading)

- **Plenary session (30-45 min.)**
  - Presentation of each group’s work by each reporter with the facilitators acting as moderators
  - Each reporter replies to participants’ questions or remarks;
  - Comments and conclusions by the facilitators as appropriate and helpful.
5. **Second Working Session**

**Theme:** Prioritization of the factors identified in the first working session

- **Assignment of Group Task:** To select and clarify the 5 to 8 highest priority factors from among those identified in the first working session, using information from international research on school effectiveness and school improvement (Annex A of AFTHR Technical Note No. 14 to be given to participants);

- **Group Work (90 min.):**
  
  ◦ Select the priority factors from among those identified in the first working session;

  ◦ Improve the definition of these factors, making them more specific and more measurable.

- **Plenary Session (30 min.):**
  
  ◦ Presentation of each group’s results;

  ◦ Each reporter replies to participants’ questions and remarks;

  ◦ Comments and conclusions by the facilitators as appropriate and helpful.
6. **Third Working Session**

- **Theme:** Preparation of a network diagram of the important factors, showing how they relate to each other;

- **Group Work (90 min.)**
  - Write each priority factor's name on a separate small piece of paper (no more than 6” x 6”)
  - Arrange the pieces of paper for each factor on a table to show how they relate to each other, taking into account the suggestions and comment of all the members of the group and penciling in arrows to show the direction of connection between factors
  - Finalize the diagram of the network of factors by indicating clearly, with the arrows, the relationships among the factors and hang the completed diagram on the wall.

- **Plenary Session (30-45 min.)**
  - Presentation of each group's results
  - Each reporter replies to participants' questions or remarks
  - Comments and conclusions by the facilitators as appropriate and helpful.

NB: In this discussion there are no right answers. All ideas should be accepted. It is up to the participants in each group to decide how to resolve differences of opinion in the group.
IV. The Facilitators and participants roles necessary to attain the expected results.

1. The facilitators' role is:
   - To guide participants
   - To allow participants to express themselves freely
   - To avoid making corrections (there are no “correct” replies)

2. The participants' role is:
   - In each working session, to prepare their ideas individually before sharing them with the group.
   - To share their ideas with other members of the group and to listen receptively to others’ ideas in order to reach a group consensus
   - To consider the comments and suggestions of the facilitators.

3. Organizers and participants should try to establish a climate of reciprocal confidence

V. Materials Needed for a Seminar of about 40 Participants

1. Supplies:
   - Note-pads, pencils, erasers, pens, large poster paper sheets on an easel (one for each group), felt-tip markers, scotch tape, chalk, stapler, blank paper;

2. Documentation:
   - This facilities’ guide, relevant local documents on the goals and objectives of the education system and on current strategies for improving education; Annex A in AFTHR Technical Note No. 14, “Planning and Monitoring the Quality of Primary Education in Sub-Saharan Africa,” Human Resources and Poverty Division, Africa Technical Department, the World Bank, March 1994;

3. Costs:
   - Food, per diems, coffee breaks, transportation, miscellaneous.
ANNEX 1

SWAZILAND

Priority Grouping of Hypothesized Factors That Determine School Effectiveness

TEACHING/LEARNING PROCESS

- Variety of individualized and group learning activities

ENABLELING CONDITIONS

- An adequately qualified head of school
- Regular supervision to enhance effective management
- Adequately qualified teachers
- Regular in-service training for teachers
- A positive, cooperative attitude in the community towards the development of the school

SUPPORTING INPUTS

- Textbooks and Teachers Guides
- Chalkboards
- Stationary (paper, pens, pencils, rulers)
- Learning aids (other than textbooks)
- Adequate well-maintained and furnished classrooms
ANNEX I

MADAGASCAR

List of Priority Factors Determining School Effectiveness

July, 1993

(Inputs)

1. Community Support
   1.1 Functional and attractive school compound
   1.2 Sufficient types and quantities of equipment
   1.3 Financial and/or material support
   1.4 Frequent exchanges:
      School - parents
      School - community
   1.5 Monitoring of children's health
   1.6 Supply of potable water

(Black Box)

2. Learning Materials
   2.1 One textbook in the basic subjects per two students
   2.2 A teacher's guide in each subject
   2.3 Sufficient individual school supplies
   2.4 Sufficient class teaching aids

3. Effective leadership
   3.1 Professionalization of the (school) Director's role
   3.2 Autonomy of the School Director
   3.3 Training of the Director, including monitoring and evaluation.

4. Competent Corps of teachers
   4.1 Self-training assisted by the Director
   4.2 Permanent teacher support ("encadrement") assured by the Director
   4.3 Upgrading of general knowledge (of subject matter taught)

5. High expectation of student performance
   5.1 Establish clear academic and social goals
   5.2 Communicate these goals to students and parents
   5.3 Reward student effort
   5.4 Give responsibility to students.
6. Positive teacher attitudes
   6.1 Confidence in their ability to teach
   6.2 Cooperation among teachers
   6.3 Dedication and care
   6.4 Teaching responds to the community's expectations.

7. Effective learning activities
   7.1 Optimization of students' time devoted to studies
   7.2 Diversity of teaching methods
   7.3 Frequent evaluation of students (+ diagnostic)
   7.4 Frequent homework

8. Optimal working conditions
   8.1 One teacher per class
   8.2 One class per section
   8.3 Stability in posts
   8.4 Order and discipline
   8.5 Number of students per class

   (Results)

9. (Student) Participation
   9.1 Daily attendance
   9.2 Promotions to the next class
   9.3 Percentage of students in grade one
   9.4 Percentage of students who enter the next class
      (after grade 5)

10. Academic results
    10.1 Percentage of students who can read and write
    10.2 Percentage of students who are at ease in arithmetic
    10.3 Percentage of students who are at ease in solving mathematics problems

11. Social skills
    11.1 Express rational, empirical, and egalitarian convictions
    11.2 Know how to communicate with others
    11.3 Participation in socio-political life

12. Economic success
    12.1 Higher productivity at work
    12.2 Higher income compared to others with the same level of education.
ANNEX I

SENEGAL

List of Sixteen (16) Important Factors

1. Effective leadership
2. Development of teachers
3. Competent teachers
4. Positive teacher attitudes
5. Sufficient time for (school) work
6. Good school climate
7. Sufficient teaching material
8. Complete cycle (all grades)
9. Salaries of personnel
10. Community support
11. Initial training of teachers
12. A well-structured and adapted program
13. Infrastructure and equipment
14. Frequent homework
15. Student participation
16. Community participation
ANNEX 2

Swaziland Conceptual Framework for the Improvement of Quality in Primary Schools

General Environment
- Government policy and budget
- Social, economic, and political conditions

Human Inputs
- Regular supervision to enhance management
- Regular in-service training for teachers

Enabling Conditions
- Adequately qualified head of school
- Adequately qualified teachers
- Presence of textbooks and teachers' guides

Material Inputs
- Stationary
- Chalkboards
- Learning Aids

Educational Activities
- Language
- Numeracy
- Problem solving
- Practical ethics
- Work ethics
- Values

A variety of individualized and group learning activities

A positive cooperative attitude in the community

Adequate well-maintained classrooms
ANNEX 2

Madagascar

MADAGASCAR: Hypothetical Network of Priority Factors that Determine Primary School Effectiveness (Before research)

CONTEXT

The School

- Positive Attitude of Teachers
- Optimal Conditions of Work
- Director's Management
- Expectations of High Performance
- Classroom Learning Activities
- Competent Teaching Staff
- Teaching Materials
- Condition of School
- Government Contribution
- Contribution of Parents and the Community

Repetition
Academic Results
ANNEX 3

SENEGAL

List of Objectives

A. Objectives Related to Quality

At the end of the elementary cycle the child is capable of:

1. Observing and analyzing (to be able to synthesize and criticize)
2. Situating him/herself within his/her cultural values
3. Mastering the basic elements of logical and mathematical thought
4. Mastering the tools of expression and communication
5. Utilizing basic production techniques
6. Demonstrating artistic creativity
7. Practicing with others sports activities according to one’s physical aptitudes
8. Demonstrating civic responsibility and patriotism in order to fit into society

B. Objectives Related to Access and (Internal) Efficiency

1. Raise the school enrollment rate to 65% in 1998
2. Increase the enrollment rate of girls
3. Reduce the drop-out rate
4. Reduce the repetition rate
5. Ensure that 80% of enrolled students complete the elementary cycle
6. Ensure that all students do at least five years of schooling
ANNEX 3

Madagascar

Goals and Objectives of Primary Education

Summary of Student’s Exit Profile from Grades 5(T5)

At the completion of primary school, the student should be able to do the following FIVE “things:”

1) To utilize the essential learning tools: reading, writing, calculation, problem-solving.
2) To communicate correctly in MALAGASY
3) To apply in daily life the knowledge acquired at school
4) To appreciate different values: social, cultural spiritual, moral, environment
5) To develop the taste and the desire for learning and personal development

GOALS

To ACQUIRE a scientific view of the world
To DEVELOP individual and collective creativity
To PARTICIPATE effectively in the resolution of daily problems in one’s community and the environment
To ASSUME one’s duties and to defend one’s rights in his/her life
ANNEX 3

Swaziland

Educational Objectives
for Primary Education in Swaziland

When a student completes Grade 7 he should be able to:

- speak, read and write effectively in both official languages (siSwati and English);
- use basic numeracy skills in solving day to day problems;
- think logically using acquired skills to solve daily problems;
- apply basic, practical life skills drawn from practical subjects offered at primary school level;
- establish a good work ethic manifested by self-discipline, time-consciousness and judicious use of leisure time;
- display sound values based on beliefs and moral conduct which is demonstrated by pride in Swazi culture, tolerance for others and appreciation of the environment
ANNEX 4

A BLACK BOX MODEL OF SCHOOLING

THE CONTEXT

Supporting Inputs

THE SCHOOL

Children

STUDENT OUTCOMES