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TEACHER EDUCATION PLANNING HANDBOOK

Working together to support teachers' continuing professional development

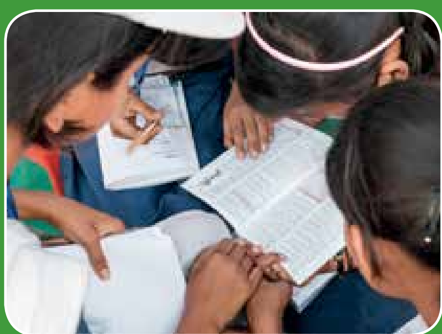
Edited by Dr Martin Wedell

1st edition June 2017





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Contents

Key to sections

- Continuing professional development
- Project management
- Project activity
- Monitoring, evaluation and learning
- Appendices

Abbreviations

CPD	continuing professional development
ICT	Information and Communication Technology
INSET	In-Service Training
M&E	monitoring and evaluation
MEL	monitoring, evaluation and learning
MOOC	Massive Open Online Course
MSC	Most Significant Change
MT	Master Trainer
NCERT	National Council for Educational Research and Training
PPP	Public Private partnerships
RP	resource person
TA	travel allowance

Foreword

The British Council has been supporting the aspirations of learners and teachers of English for much of the last 70 years of its time in India. Over the last ten years we have trained more than 9000 teacher educators who in turn have worked with 1 million teachers in 12 states across the country. Every day those teachers are working with more than 30 million learners. Our programmes have helped teachers develop skills and confidence, supported student-centred learning and had impact across the schools in which we have been working – not only in English.

This handbook has been designed with those teachers in mind and by bringing together the decade-long experience we have had working with policy makers and teachers in India. The handbook provides practical and easy-to-use ideas and tools for all stakeholders involved in the development and implementation of in-service teacher training at state, district and cluster levels for all subject teachers and for similar contexts worldwide.

Effective teacher education and development, resulting in improved outcomes for students, depends on many factors from the understanding of the issues policy makers are trying to address, the quality of the content through to the motivation of the learners. We hope that all those involved in teacher education will find this handbook a useful tool as they continue to transform education systems across India responding to the needs of crores of learners.

The British Council continues to develop its world-class teacher training programmes in partnership with State Governments. Increasingly we are looking at how to put digital and mobile technologies at the heart of this work – responding to the new needs of teachers and students. Over the next five years we plan to support the aspirations of a further 1 million teachers across India with new partnerships and programmes.

Alan Gemmell OBE
Director – British Council India

Notes

Introduction

Dr Martin Wedell, University of Leeds

What is the Teacher Education Planning Handbook (TEPH)?

National educational change initiatives are increasingly frequent worldwide. One reason for this concern with change is that governments wish to enable their citizens to develop the understandings and skills that they believe people will need to enable them individually, and the country as a whole, to prosper in a wider world which is itself changing ever more quickly.

Planning and implementing educational change successfully is extremely difficult, but if we believe that:

> *educational change depends on what teachers do and think – it's as simple and complex as that* (Fullan 2001: 107)

then the provision of support to enable existing teachers to adjust their practices to become more consistent with change aims will almost always be a central element of any proposed educational change initiative.

The TEPH draws on the British Council's extensive experience of participating in teacher education change projects in India and worldwide. Its aim is to help those responsible for leading, managing, planning, designing and providing professional development support (usually in-service training) for teachers to do so in a manner that considers existing realities in their particular provincial or more local context.

Why is the TEPH needed?

While the above quote correctly (in my opinion) notes the central role of teachers in the successful implementation of any educational change, it may unhelpfully (again in my opinion) give the impression that as long as a change

process focuses on 'changing teachers' the desired outcomes will automatically become visible in all classrooms.

This is not so, and research (Levin and Fullan 2008; Wedell 2013) suggests that if we wish to see the desired changes actually happening in classrooms, we need to remember that any educational change is a system-wide phenomenon. Any education system (or subject system within it) is made up of several 'parts' (e.g. the curriculum, the teaching materials, the assessment system). How these then function in practice in a particular context will depend on the ideas and behaviour of a number of 'partners' (e.g. teacher educators, educational administrators, school principals, learners and, representing the wider community, their parents). If teachers are to feel supported in trying out new teaching approaches and behaviours in their own classrooms, all partners need to 'understand' the goals of the change – the change vision in a broadly similar way.

Sadly, there is often little consistency between the various 'parts' of and/or the 'partners' in educational change initiatives (Wedell 2010, 2013). As a result, teachers may get mixed messages during a change process. For example, they may be told that they should teach a new curriculum, but then find that the important exams have not changed to match it. If they do try to teach according to the new curriculum, their learners may not perform well in exams, and they (or their school) may be criticised by district officials, school principals or parents. Alternatively, in-service professional development programmes may be developed, during which teacher educators focus on helping teachers to become confident about using a more interactive, participatory teaching approach. However, when teachers try to use this approach back in their schools, they may find they are criticised by their school principals because their classroom is noisy, or by parents because learners cannot show them what they have 'learned' (e.g. the notes they have copied off the board).

The TEPH aims to raise awareness of educational change as a systemic process, and so of the many 'parts' and 'partners' that need to be considered when thinking about the provision of any large-scale in-service teacher education project. TEPH offers strategies to help those responsible for planning and designing such projects, to appropriately involve the range of 'partners' that will inevitably be involved, and so help teachers to feel understood and supported by those with whom they work and interact in their school and community environments. If teacher educators, school principals, local education administrators and parents all share an understanding of and commitment to the outcomes that the change hopes to bring about, it is more likely that, over time, teachers will begin to achieve these outcomes in their classrooms.

Who is the TEPH for?

In India, as elsewhere, national policy makers usually delegate change planning and design to state- and district-level educational leaders. Such delegation seems sensible, since educational contexts at local levels may vary greatly, and delegation ought to make it easier for planning and design to bear local educational realities in mind.

Often, however, due to misunderstandings about the nature of the change process, contextual differences are ignored. National or local leaders, or both, frequently view change as an event which must take place uniformly across the state or country on a particular date (e.g. the first day of the next school year), rather than as a process that may take many years to become fully understood and acted upon in all classrooms. The results of taking such a 'rational' view are often disappointing.

The materials in the TEPH are designed to help educational administrators and leaders at state and district level to plan, design and therefore actually provide contextually appropriate teacher education programmes. We hope that through looking at, thinking about and using some or all sections of the TEPH, local change leaders will become more consciously aware of the many human and logistical issues they may need to consider as they plan for and carry out teacher education programmes to support national change in their areas.

How can the TEPH be used?

As has been mentioned before, any large-scale educational change is almost always messy and complex. In order to try to make sense of it, the TEPH uses a roughly chronological structure which follows the teacher education programme planning process from initial identification of the most important local needs to the planning and design of teacher education provision based on these needs. It is important to be clear, however, that although we have presented this relatively neat-looking, chronological sequence, in real life plans for and the design of change processes (such as teacher education programmes) very often need readjustment in the light of evidence emerging from the monitoring/evaluation of implementation experience. It is quite normal, therefore, for change planners to find that they have to adjust aspects of their initial plans or their early design several times during the implementation years of a large-scale teacher education project.

There are four main ways in which the TEPH can be used.

1. The different sections of the guide introduce some of the main questions

that we feel it is important to ask, and some of the main factors that we think it is important to consider at each stage of planning and designing contextually appropriate in-service teacher education programmes. The whole guide could therefore be followed step by step by those responsible for these stages of teacher education provision.

2 The TEPH could also be used for reference, to be dipped into for suggestions about what needs to be thought about or considered at a particular stage of planning or designing such in-service programmes.

3 At the beginning of each section a 'Key points' box presents the most pertinent information in the section. Running through the handbook there a number of tasks – each section has at least one. These have been designed as a means for you to engage with the content and apply your knowledge and/or context to the handbook. While some specifically refer to teachers and teacher educators – the questions posed are often also relevant to other stakeholders such as school principals or local educational leaders.

4 Finally, the TEPH represents a set of resource materials for those providing professional development programmes or workshops to help any of the partners in the change process (for example, district education officials, school principals or teacher educators) to understand how to play their roles more effectively during a time of change.

We hope that you find the materials useful for one or more of these purposes, and/or for others that we have not yet considered.

As with any projects we intend to review and improve the handbook based on your feedback. We welcome your feedback and suggestions for the 2nd edition of this handbook. Please send this through our survey link: https://www.surveymonkey.com/r/TEPH

Objectives of the TEPH

We aim to provide a practical handbook which will assist government administrators, education officers and all those responsible to:

- design and plan effective large-scale teacher education models which are based on sound principles of educational change management and reflect the goals of national policy documents
- mitigate risks associated with managing teacher education programmes
- design and use participatory monitoring and evaluation systems.

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Wedell M, 'Understanding our ELT Contexts: The Starting Point for Developing Appropriate ELTE Programme Goals, Content and Processes', in *English Language Teacher Education in a Diverse Environment*, ed. by Powell-Davies P and Gunashekar P (Delhi: British Council, 2013), 30-37

Wedell M, 'More than just 'technology': English language teaching initiatives as complex educational changes', in *Dreams and Realities: Developing countries and the English Language* (London: British Council, 2011), 269-290

What is teacher education?

Key points

- Teacher education is not a singular event.
- For teacher education to be effective it needs to be structured and consistent.

One of the biggest myths around teacher education is that once a teacher is qualified, that is it, they are done. This popular misconception can even be found among teachers too. However, teachers, now more than ever, are under an enormous amount of pressure to help their learners succeed. This pressure comes at them from all directions: parents, colleagues, head teachers, tertiary institutions, academics, the business community, state and national governments, the media (local, national and international) and of course the learners themselves. Indeed, the United Nations Educational, Scientific and Cultural Office (UNESCO) recently declared that 'teachers are the single most influential and powerful force for equity, access and quality in education.' What needs to be established from the outset in this handbook is that the education a teacher receives during their pre-service tenure should be just one small step of many interventions and opportunities over the course of their career.

Why is this important?

Teacher education has entered a new era, and while there is little consensus among parents, teachers, academics, politicians and other stakeholders about which path is best for improving teacher quality, there is no doubt that teacher development is a fundamental aspect of improving learning outcomes.

Pre-service teacher education

Traditionally when people think of teacher education it is normally focused on pre-service. Pre-service teacher education is the education and training a student receives before they take up employment as a teacher. Before starting a pre-service education programme most students would have finished secondary school and hold an academic degree. In India the requirement for what qualifications are needed vary from state to state and can vary again depending on whether their plan is to be a primary or secondary school teacher. While the composition of pre-service programmes may differ, they generally share common components:

- subject content knowledge
- pedagogic content knowledge (teaching methodology and assessing learning)
- understanding how children learn (cognitive and social development)
- teaching practice (opportunities to practise teaching usually under some form of supervision from a senior colleague).

Teachers often value their pre-service training as it can instil confidence, raise their awareness of what is involved in being a teacher and give them a new discourse with which to successfully enter the teaching profession.

In-service teacher education

In-service teacher education can be understood as the continuing education a qualified teacher receives. It is a blanket term that encompasses all the educational and social programmes, both informal and formal, as well as any professional courses, visits or travels a teacher undertakes that serve to improve and develop their teaching skills or knowledge.

While teacher education in India is broadly devised by the central government, its design, implementation and execution is managed at the state level. There are a number of central bodies working across the different states which can provide assistance for in-service training: District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

Currently formal teacher education initiatives across the country are delivered through a variety of modes including:

- workshops
- seminars
- refresher courses
- conferences
- school visits
- observations.

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Informal teacher education activities that are starting to develop across the country are:

- mentoring
- peer support
- teacher activity groups
- teacher study groups
- symposiums.

Due to the diversity across the country, in some states and districts teachers are privy to many opportunities to develop, whereas others have little to no access. This disparity is one factor that engenders differences in the quality of what learners experience in their classroom.

What is the role of the teacher educator?

In recent years, teacher education has gained prominence around the world as a key factor in improving education systems and children's learning outcomes. Central to any system of teacher development are teacher educators – a specialised role which is arguably not as clearly articulated as the role of a teacher.

Teacher educators can act in a variety of ways depending on the needs of the teachers they work with and the context they are working in. An experienced teacher educator will be able to move between these different roles (see glossary for definitions):

Trainer	
Mentor	
Coach	
Observer	
Evaluator	
Facilitator	

Task 1

Look at the qualities listed below. Match a quality to each role in the table above, some qualities will match with more than one role:

inspiring	encouraging	motivating	questioning
listening	involving	committed	knowledgeable
objective	enthusiastic	problem solver	enabling
empathetic	open	supportive	tactful
resourceful	engaging	flexible	humorous

Task 2

Can you think of anyone in your context who has any of these qualities, what roles do they take on? Which qualities do you think they need to develop further to carry out their role.

The British Council's Continuing Professional Development Framework for Teacher Educators (see Appendix 1b) outlines the professional practices, enabling skills and self-awareness features that are required to help teachers develop professionally.

Task 3

Look at the grid below and circle how much you agree or disagree with the statements below about teacher educators.

1	Good teachers make good teacher educators. *Strongly agree / agree/ neutral / disagree / strongly disagree* Comments:
2	Teacher education is about telling teachers what to do. *Strongly agree / agree / neutral / disagree / strongly disagree* Comments:

3	Teacher educators need to know the most up-to-date methods *Strongly agree / agree / neutral / disagree / strongly disagree* Comments:
4	Teacher educators should still teach. *Strongly agree / agree / neutral / disagree / strongly disagree* Comments:
5	Teacher educators need to be highly qualified. *Strongly agree / agree / neutral / disagree / strongly disagree* Comments:
6	Understanding teachers' needs is a key quality of a teacher educator. *Strongly agree / agree / neutral / disagree / strongly disagree* Comments:
7	Teacher educators are good listeners. *Strongly agree / agree / neutral / disagree / strongly disagree* Comments:
8	A good hairstyle is important for a teacher educator. *Strongly agree / agree / neutral / disagree / strongly disagree* Comments:
9	Teacher educators should be committed to their own professional development. *Strongly agree / agree / neutral / disagree / strongly disagree* Comments:

Why is teacher education important?

Recently we have seen a shift in what is expected in education where schools have moved on from being places that purely dispense knowledge to places where learning is guided and facilitated. Developing 21st-century skills to help prepare learners for the workplace of the future is another area being promoted for teachers to add to their teaching repertoire. Indeed, teachers today face an almost insurmountable amount of information regarding what they should be doing in their classroom to be effective teachers. For any new pedagogies to be effective is not possible without adequate support, which includes a schooling ethos and infrastructure that actively endorses such practices.

Adopting a structured and consistent approach to teacher education, one that takes on board and addresses all the different stakeholders (e.g. learners, teachers, teacher educators, head teachers, teacher resource persons), can have a remarkable effect on raising the quality of teacher performance. Below are a few of the proven benefits of what an effective teacher education programme can do:

- instil and support the concept of the teacher as a continuous learner
- provide a platform for them to share their experiences and successes
- increase motivation and retention of teaching staff
- improve learning outcomes.*

For more information:

Institute of Education. *Pre-service and in-service teacher training strategy document.* http://s3.amazonaws.com/inee-assets/resources/IOE_2012_ITT_Strategy_Document.pdf

Unicef. *Making education a priority in the post-2015 development agenda.* https://www.unicef.org/education/files/Making_Education_a_Priority_in_the_Post-2015_Development_Agenda.pdf

*Aslam, M. and Kingdon, G. (2011) What can teachers do to raise pupil achievement?
Golob, H.M. (2012) The impact of teachers' professional development on the results of pupils at national assessment of knowledge

Continuing professional development (CPD)

Key points

- Engaging in continuing professional development (CPD) helps us to develop our skills and knowledge so that we can be as effective as possible in our jobs.
- Assessing our current role and the things we find easy or difficult to do can help us to identify the areas we need to focus on for our CPD.
- Professional development can be done through a wide range of formal and informal activities.

What is CPD?

> *CPD is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organisation and their pupils.* (Padwad and Dixit 2011)

This definition talks about teachers. However, this idea of lifelong continuing professional development can include almost anyone, working in any job. Developing your knowledge and skills over time helps you to become better at your job and progress in your career.

Thinking about your beliefs and values supports us in our day-to-day work. It helps us to meet challenges and find solutions to problems. In the field of education, when teachers, teacher educators, head teachers and administrators develop their professional skills, classroom learning increases.

Why is this important?

Continuing to develop professionally is important for everyone, regardless of your job. This includes developing skills and knowledge and staying up to date with developments within the field or sector you work in.

Task 1

Read these two case studies.

CASE STUDY 1: Usha

I began the first three years of my teaching career as a TGT teacher and language coordinator in a private school in Gurgaon. For the last seven years I've been teaching in a Municipal Corporation School in South Delhi. In terms of my qualifications I hold a B.El.Ed, B.Ed, M.El.Ed (TISS), an MA in English and a qualified NET exam in education.

Over my ten year career I have sought opportunities to develop my capacity as a teacher. I have gained experience in developing curriculum, being a teacher trainer and a language mentor with Disha India. I've worked with professors at NCERT on different projects such as developing content for primary grades, and English e-material creation for grades 8 and 9.

I have also worked with a professor from DIET on a project called: Multilingualism: problem or a solution to a problem. *A particular career highlight was working on a UK based project as a mentor to four mentees where we explored teachers and students as co-researchers in an Indian English language classroom. I presented my experience as a mentor in an international conference.*

Even though during this journey there have been many ups and downs. Shifting from an elite school to a Municipal Corporation School, where children are first generation learners and most of them are underprivileged, was not easy. In the beginning I was dissatisfied that I was not getting positive responses from the children but over a period of time I matured as a teacher. I realised that I was able to create a platform where I can grow professionally and can plan meaningful learning experiences for children, teaching is my passion. In 2017 the South Delhi Municipal Corporation presented me with the Best Teacher award.

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CASE STUDY 2: Anika

I originally started off studying finance and from there I joined HSBC bank. However, after a year of working in HSBC I realised that this wasn't what I wanted to do. With no previous teaching experience I decided to apply for a Certificate in Teaching English to Speakers of Other Languages (CELTA). Happily I was accepted on the course and began a four-week intensive training course, which introduced me to a wide range of pedagogical practices and a depth of subject knowledge that I did not have before.

Once I qualified I began my teaching career which saw me work as a full-time teacher for five years. During this period I gained experience teaching learners with varying levels of English (elementary to upper-intermediate). Also during this period I decided to start my Diploma in English Language Teaching and attended as many in-house teacher development training sessions and activities as possible. I think it was a combination of my professional experience and academic qualifications that gave me the courage to establish my own training institute. Now as a founder and principal trainer in my own training institute I get to design and deliver effective supplementary education programmes in schools across India. None of this would have happened if I had not taken the opportunities that came my way and accepted responsibility for my own learning.

Now whether you are a teacher, a teacher educator or an administrator, think about your career. Is it similar to or different from Usha and Anika? How did your career start? What education have you had? What training have you done? What experience have you got?

On the next page write a short paragraph about your career so far. What access have you had to professional development so far? How has it affected you/your career?

Frameworks for CPD

The British Council has developed frameworks for continuing professional development for teachers and teacher educators as a way for them to map their current skills and knowledge. Thinking about the areas they need to develop and identifying ways to do this helps them to improve and develop appropriate new skills and understanding. The British Council's CPD frameworks for teachers and teacher educators can be found in Appendices 1a and 1b.

In the following tasks, we will show you how the framework works in practice, by applying the concepts to your area of work.

Task 2

What is your role in the education sector? What are the main activities that you are responsible for? Make a list:

-
-
-
-
-
-

Now look at the list of twelve 'professional practices' (skills and knowledge) that are included on the framework for teachers and teacher educators

Professional practices for teachers	Professional practices for teacher educators
Planning lessons and courses	Knowing the subject
Understanding learners	Understanding the teaching context
Managing the lesson	Understanding how teachers learn

Knowing the subject	Planning, managing and moderating teacher learning
Managing resources	Managing and developing learner resources for teachers
Assessing learning	Demonstrating effective teacher behaviour
Integrating ICT	Supporting and mentoring teachers
Taking responsibility for professional development	Monitoring teacher potential and performance
Using inclusive practices	Researching and contributing to the profession
Using multilingual approaches	Taking responsibility for own professional development
Promoting 21st-century skills	
Understanding educational policies and practice	

- Think about the ‘professional practices’ you need to do your job successfully. Are they different from or similar to those listed for teachers?
- What do you need to know to be able to do your job effectively?

Use the suggested headings below to help you make a list of the types of professional practices you need to do your job. You may need to use the prompts more than once.

Professional practices that are important for YOU:
1 Planning...
2 Understanding...
3 Managing/supervising...
4 Knowing about...
5 Knowing how to...
6 Assessing/evaluating...
7 Taking responsibility for...
8 Communicating with...
9
10
11
12
13

Looking at your list above, which professional practices do you think are your strengths and which ones need further development?

Strengths	For further development

Look at the professional practices you identified as needing further development. Think about how you could improve them, what you could do yourself and what external support is available to you. Note your ideas down in the box below.

For more information:

Bolitho, R and Padwad, A (2013) *Continuing Professional Development Lessons from India*
https://issuu.com/britishcouncilindia/docs/cpd_lessons_book?e=1710046/7942502

Hayes, D (2014) *Innovations in Continuing Professional Development of English Language Teachers*
https://issuu.com/britishcouncilindia/docs/e168_innovations_in_cpd_final_web?e=1710046/15036907

Padwad, A and Dixit, K (2011) *Continuing Professional Development: An Annotated Bibliography*
https://issuu.com/britishcouncilindia/docs/cpd_bibliography?e=1710046/15035659

In-service teacher education in India

Key points

- For in-service teacher education to be meaningful it needs to be backed up and supported by government policies and initiatives.
- In India, as elsewhere, states and districts vary in the amount and quality of support that is available to teachers.

In-service teacher education in India is planned and managed by state government bodies in line with policies introduced by the central government's Ministry of Human Resource Development and the National Council for Educational Research and Training.

Why is this important?

It is important to understand how in-service teacher education is structured and managed at a high level so that you can see how more local initiatives are aligned.

Reviewing the structure

Task 1

Read the quote below from the UNESCO English for All Global Monitoring Report. What do you think 'well-managed systems' means? Who is part of the 'system' for in-service teacher education?

> *To solve the learning crisis, all children must have teachers who are trained, motivated and enjoy teaching, who can identify and support weak learners, and who are backed by well-managed systems.* (UNESCO EfA Global Monitoring Report 2013/14: 30)

Note down your ideas here:

The provision of in-service teacher education is delivered at state level, and because of the size and diversity of India, the amount and quality of support and provision for teachers will naturally vary from state to state and district to district. You may be working at any level within this structure in your state and this will affect your role and responsibilities.

Task 2

Draw a simple diagram of the structure of in-service teacher education in your state.

Task 3

Look at your diagram and answer these questions.

- What is your role within this structure of teacher education?
- How well do you think in-service teacher education is supported within your district or state?
- What are three things about the in-service teacher education in your state that already work well?
- Think of three things that you would like to change or develop further to improve the structure of in-service teacher education in your state/district.

For more information:

National website for information on teacher education policy and practice: www.teindia.nic.in

Education for All 2000-2015: achievements and challenges
http://unesdoc.unesco.org/images/0024/002457/245752e.pdf

Policies on in-service teacher education in India are available on the government websites: www.teindia.nic.in and www.ncert.nic.in

Teacher education in your context: What works well? What needs improving?

Key points

- The responsibility of improving teaching does not only lie with the teacher. It's important to take a range of views into consideration when considering what needs to change.
- It is important to recognise and understand the different roles stakeholders can play in supporting the teaching and learning that occurs within a school.

The provision of teacher education in India faces many challenges, especially because of the large number of teachers involved. However, there have also been some excellent initiatives which serve as useful examples for future practice and interventions.

Why is this important?

Reflecting on current practice helps to identify what is working well and what can be improved. This enables more informed planning according to actual needs.

Task 1

Read the quotes from teachers, teacher educators, mentors, learners and administrators below. Do you think these statements are true in your context? Why/Why not?

Head teacher

'We get a lot of training on administrative tasks. We have to give a lot of information to the district education officers and they train us in how to input the data into the computer system.'

Teacher

'I go to about ten days of face-to-face training every year. It's very interactive and I learn a lot of new techniques and ideas that I can use in my classroom.'

Teacher

'I don't get any support from the resource person in my state. He only comes to my school to check on enrolment figures and whether we have all the equipment we need. He never observes my lessons or gives me feedback.'

Administrator

'I don't have time to speak to the teachers in the schools I visit. I have a lot of things I need to check and write reports on, so there's no opportunity to visit the classrooms and watch teachers teaching.'

Administrator

'I go to the cluster-level meetings and listen to the teachers. They talk about their problems and we work on solutions together. They also share ideas for future lessons.'

Teacher educator

'We deliver about ten days' training every year for our teachers. I use a lecture method and the teachers don't seem very interested. I don't think they understand what I am telling them.'

Mentor

'I have six mentees who work in different schools in my cluster. I'm lucky in that all the head teachers in these schools are very supportive and interested in the mentoring programme and how it can help their teachers. My own head teacher was also very supportive and adjusted my timetable so that I have two free afternoons per week. This has really helped make the process of meeting, observing and mentoring my mentees easier.'

Learner

'Our lessons are the same every day, nothing changes. We open the book, read some passages from the book and answer some questions.'

Task 2

Look back at the quotes. Which ones do you think suggest that some change is needed? What needs to be different?

Note your ideas below.

Successful in-service teacher education requires input and participation from all levels – the school head teachers, government administrators, teacher educators, learners and, of course, the teachers themselves. If everyone recognises their responsibility for helping teachers to improve their skills, knowledge and accountability, this will have a positive impact on the learning that takes place in their classrooms.

Models of in-service teacher education

Key points

- Teacher education initiatives can be delivered through various models and sometimes through a combination of models.
- Before selecting a model, it is important to consider their advantages and disadvantages.

In most states, in-service teacher training has historically been done using a cascade model. In this model, a small number of teacher educators (resource persons or Master Trainers) are trained at the state level. These trainers then deliver the same training to teachers.

However, cascade delivery has several challenges. As the National Curriculum Framework for Teacher Education states:

> *These [models] have varying degrees of success in terms of motivating teachers to alter and develop their classroom practice in ways that improve children's learning and provide educationally rich experiences to them.* (2009: 44)

Why is this important?

There are several different ways that in-service teacher education can be achieved, each with its advantages and disadvantages. It's important to consider these and how appropriate different models are for your particular context at different points in time.

> *... the training of teachers is a major area of concern at present, since both pre-service and in-service training of school teachers is extremely inadequate and poorly managed in most states.* (2009: 7)

Although cascade models are frequently used, there are several other ways that in-service teacher education can be managed and delivered.

Task 1

Look at the six ways outlined below.

What do you think are the advantages and disadvantages of each model? Write your ideas below.

	Advantages	Disadvantages
Cascade model This model is described on the previous page. There can be two or more layers to cascade training. For example: In the British Council's Punjab English Language Teaching Initiative, British Council trainers trained 190 Master Trainers. These Master Trainers delivered training to 3,000 secondary school teachers of English across the state.		
Day release model In the British Council's English for All Mumbai project, run in partnership with the Municipal Corporation of Greater Mumbai (MCGM), British Council trainers trained 47 teacher educators (TEs), meeting them one day a week for a total of 120 days over two years. These TEs then delivered training to primary-level MCGM teachers, meeting them one day a week for 20 days spread over two years. In between the face-to-face training sessions, the TEs and teachers were given short tasks and activities to complete which were discussed when they next met, and so helped TEs to identify what they should focus on in subsequent sessions.		

Self-access model The Teach for India programme recruits college graduates and working professionals to serve as full-time teachers in low-income schools for two years. The initiative encourages its volunteer teachers to take responsibility for their own professional development. They use an online platform with a variety of self-access courses and resources for them to access. There is a wide range of topics and the teachers can choose to focus on the areas that they think will be most useful for them.		
Blended and online learning A blend of face-to-face and online training and products can be combined. Online training offers flexibility as it can be done at one's own pace and convenience. Individualised pathways for teachers can be identified, and teachers can interact online with other teachers and complete tasks. Based on performance, teachers can receive credits and certification. Another option is Massive Open Online Courses (MOOCs) where skilled e-moderators moderate participation in the course and discussion.		
Mentoring model Mentoring works well when there is a cadre of experienced Master Trainers or teacher educators within the system who are ready to provide focused, individualised input to small groups of teachers, often one-to-one. In the British Council's English Language Initiative in Secondary Schools (ELISS) project in Maharashtra, mentors worked with 15 teachers each, carrying out various activities, including conducting developmental observations and feedback sessions and holding small INSET sessions.		

Teacher groups A group of university English language professors in Maharashtra have been experimenting with setting up **teacher clubs**, at which teachers meet regularly to share problems and ideas and so support each other's professional development. These are set up independently of the state governments or institutions, and are organised and run by teachers themselves.		
Teacher activity groups (TAGs) There are another kind of teacher group which are a more formalised form of 'teacher clubs' and involve some direction as to the venue, facilitation and content covered. TAG co-ordinators provide mentoring support to teachers in their groups.		

Now compare your answers with the suggested answers given at the end of the handbook.

Task 2

Do you have experience of organising or participating in any of these models?

If you do, does your experience suggest that any of the models could be combined?

Supporting change in the education system

Key points

- Change needs to be carefully managed. Change can cause tension as people are often resistant to it.
- Change is a slow process.
- Support needs to be put in place for all those involved to make the change happen.

Why is this important?

People often don't like change. Thinking through potential barriers to change and different people's likely attitudes towards it helps planners to facilitate the process.

Whatever model of teacher education that you use, a range of people will be affected, so when organising programmes of teacher education and continuing professional development you will need to think about all those who will need to adjust the ways in which they currently teach or work. Some of the people involved might need to adjust what they do and how they work just a little bit; other people might need to change a lot.

Change is not always easy. People can often be resistant to change for a variety for reasons. Teachers, educational leaders and administrators can sometimes not be open to the idea of doing things differently. It's important to recognise that change is a slow process and that many of those involved will need support to make change happen.

Changing what we do and how we do it often involves moving out of our comfort zone and so may be resisted. This is natural and can happen to anyone whenever big changes to existing ideas and practices are proposed.

Some of the factors that can cause negative feelings towards change include:

1. having negative attitudes towards anything that is new and different
2. not understanding the reasons for OR the consequences of the change
3. not trusting the person (or people) who communicates the change
4. worrying about having more work to do and no time to do it
5. having a fear of failure (not being able to make the changes) and so feeling unconfident or worried about looking foolish
6. not being or feeling involved in the decision-making process to make the change
7. feeling that the change leaders' expectations are unrealistic for the actual working context.

When change is managed well, we usually manage to adapt to the new ideas and ways of working that are being introduced and, as they become familiar, our 'comfort zone' expands to include them.

Task

Read the comments below that some teachers have made about making changes to their teaching, and parents' and learners' responses to this. Which of the factors from the list above do you think have caused the different feelings?

What could you say or do to help each of these teachers, parents and learners to cope better with the process of change?

I don't see why we need to change. Everything we have been doing so far has worked fine.

Your response:

How does all of this stuff fit into the curriculum that we've got to cover? There's no time to add extra things!

Your response:

Making these changes is going to take time. Who is going to support me?

Your response:

Who do these people think they are? Coming along and telling me how to teach … what do they know?

Your response:

I need to find out some more information about this methodology and this way of teaching. I don't know where to look!

Your response:

Why are learner-centred lessons better? Aren't teacher-centred lessons easier and more efficient?

Your response:

Our teacher keeps trying to get us to speak English in small groups together in class. It feels strange; we just sit there looking at each other. We don't know what to say.

Your response:

Why is my son telling me he's just playing games in class? He's there to study and get good grades, how does playing games help him?

Your response:

It's important to be aware of people's comfort zones when planning professional development programmes. If we try to move people too far away from their comfort zone too quickly, it can cause feelings of stress or panic. It's important to try to find a balance between encouraging people to be open to working in different ways and suggesting such radical changes to their familiar ways of working that people feel overwhelmed and give up.

Developing a vision for in-service teacher education in your area

Key points

- In-service teacher education can and should extend from disseminating information on new policies to developing skills and knowledge to support a teacher's career progression. It is not limited to professional practices or subject knowledge.
- For an in-service CPD programme to be successful it must involve and have the support of all the professional partners, not just teachers.
- Co-developing a vision is an important part of the change process as it helps to create and sustain a shared sense of purpose.

The National Knowledge Commission's (NKC) Report to the Nation (2007: 7) acknowledged that teachers are 'the single most important element of the school system' and policy documents express the need '... to view the teacher as central to the process of change in school education' (Teacher Education Curriculum Renewal 2006: 2).

In-service teacher education provides the opportunity to update and develop teachers' skills and knowledge. The focus can include:

- developing existing professional practices and subject knowledge
- supporting the implementation of a new curriculum or new textbooks
- providing information about other new policy and administrative changes
- developing skills and knowledge needed for career progression
- building and sustaining motivation and enthusiasm for teaching.

Why is this important?

Teacher education may be centrally managed, but it is important for local-level officials and administrators to have a clear vision of what in-service programmes are trying to achieve, and why.

Task 1

- Looking at the list above, is there anything else that in-service teacher education in your state/district tries to achieve?
- Which of the areas above do you think are the most common areas of focus in in-service teacher education programmes in your state/district?
- Are there any areas above that you feel are not often focused on in your context? Why do you think this is?

What is the vision for in-service teacher education in your context?

Look at the example of an approach to teacher education below. The ultimate goal is providing quality teaching in the classroom.

For any teacher education project or initiative, it is important to think carefully about the vision or overall goal that you are working towards.

Teacher education projects can be designed by examining where you are now (see the 'Doing a needs analysis' section in this book). This can be a good starting point in helping you co-create your vision with your stakeholders. Then consider the challenges that the proposed change will bring to teachers, you and other stakeholders, and the activities and resources that are needed in order to move from the current situation to the ideal scenario.

Task 2

Imagine you are looking through the keyhole of a classroom IN YOUR OWN CONTEXT today. What can you see? What is the teacher doing? What are the learners doing?

Now think about what you would see in your ideal classroom, how is it different from what you see at present?

Who can help co-create the vision?

Successful in-service teacher education programmes that encourage teachers to focus on their CPD can help them to begin to bring their classrooms closer to these 'ideals'. However, to be successful, CPD needs the involvement of and support from all professional participants, not just teachers, thus creating a widely shared sense of purpose. It's important to remember how different people and processes can help to improve the quality of classroom teaching and make positive changes happen.

Developing a vision for in-service teacher education is vital and an important component in the change process. It serves to inspire, motivate and engage not just the teachers but all the professional partners empowering them so that they can enact the vision.

Task 3

- Think back to your 'ideal classroom'. What do you think are the main changes that in-service teacher education should focus on to help make such a classroom more possible? Why?

- Do you think all the professional partners and teachers would agree with your views? Why or why not? What are the implications of this?

Working in partnership

Key points

- Sometimes more can be achieved by joining hands with another organisation or department than by working alone.
- Being clear about what each partner brings to the project means there will be less conflict or disappointment later.

Working in partnership means combining the resources, skills or expertise of two or more organisations for the purpose of getting more value for all involved. The prerequisite for a successful partnership is for all organisations to have a shared purpose. After discussing and negotiating the terms of engagement, it is important for these to be respected by each partner so that the collaboration is mutually beneficial.

Why is this important?

It is now widely acknowledged that if your organisation or institution is able to harness the strengths of their different project partners it will help them achieve project goals more effectively and efficiently.

Identify →	Engage →	Secure →	Manage →	Renew/Close
Organisation(s) working in the same area seeking similar goals	Approach, discuss, negotiate terms of partnership	Formalise partnership by signing necessary agreement	Work together, communicate to achieve shared goals	Renew partnership if project continues or close with necessary documentation

Stages of a partnership

Some of the common types of partnerships in the development/education sector are:

funding partner – the organisation that funds the major portion of the project cost. This can either be a corporate, donor agency or the organisation seeking the intervention

knowledge partner – the organisation that has the skills/expertise required to design, deliver and monitor the initiative to bring about the desired change

delivery partner – the organisation that is responsible for implementing the project activities to achieve the project outcomes.

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It is possible for an organisation to have more than one of the above roles on a project.

Task 1

Think about the teacher education projects you are involved in. Are there organisations other than yours involved? List them here.

What role does each of these organisations play?

Task 2

There are many benefits to working in partnership, but also a number of challenges. Look at the list of challenges below.

- Difference in priorities
- Difference in the culture or values of the partner organisations
- Partners not being clear about their roles
- Mismatch in expectations

Can you add any others? How might you address these challenges if they happened on a project you were working on?

Who needs to support the change?

Key points

- Identifying people who will be affected by the project or can influence it is important so that they can be engaged and consulted at the right time.
- Different stakeholders have varying degrees of interest in or influence on the project. Understanding their roles can help decide the stakeholder management strategy.

Stakeholder mapping

Stakeholders are defined as any persons or organisations that will be involved in and/or affected by the project. These can be funders, education department officials, NGOs, trainers, teachers, learners, parents, etc.

Before embarking on any project, it is important to ensure that you identify all key stakeholders, consider their involvement and discuss and explore how the project may impact on them.

Why is this important?

It is essential that all key stakeholders are identified early on in the project design process, as their role in helping to shape a project's objectives should not be underestimated.

A simple way of doing this is to create a stakeholder list:

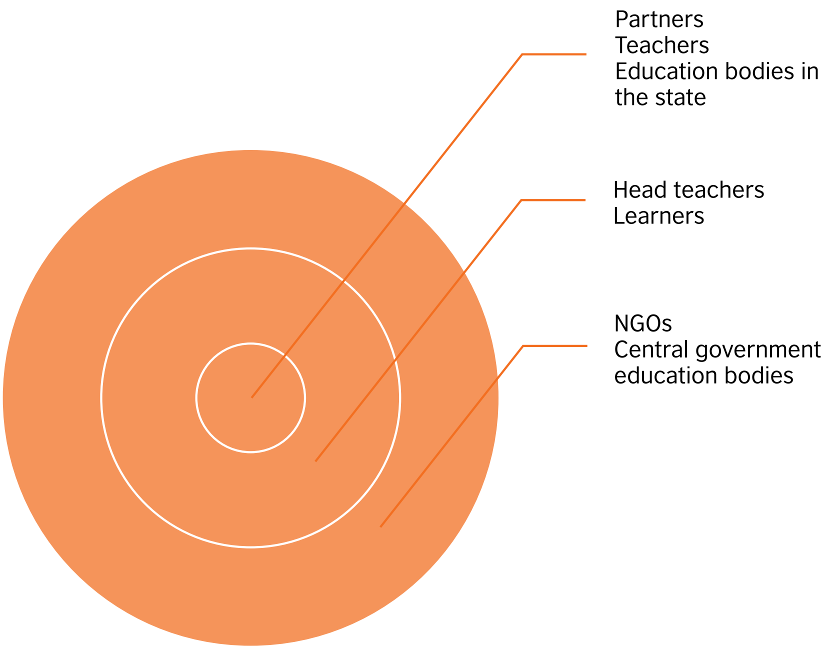
Stakeholder	Role in project	Impact on project	Engagement and management strategy
List name/ organisation that has a role in or is going to be affected by the project	Brief description of their involvement/interest in the project	Rate the value of involvement/ support for the project as high/ medium/low	What communication is needed and how often will this be done?
State education department	*Involved in reviewing the training content*	*High*	*Inform them when they will receive the training content for reviewing* *Set a deadline of when the review should be completed* *Organise a meeting to discuss their review*

The tool above can also be developed to prepare a communication plan. See the 'Communications planning' section in this book.

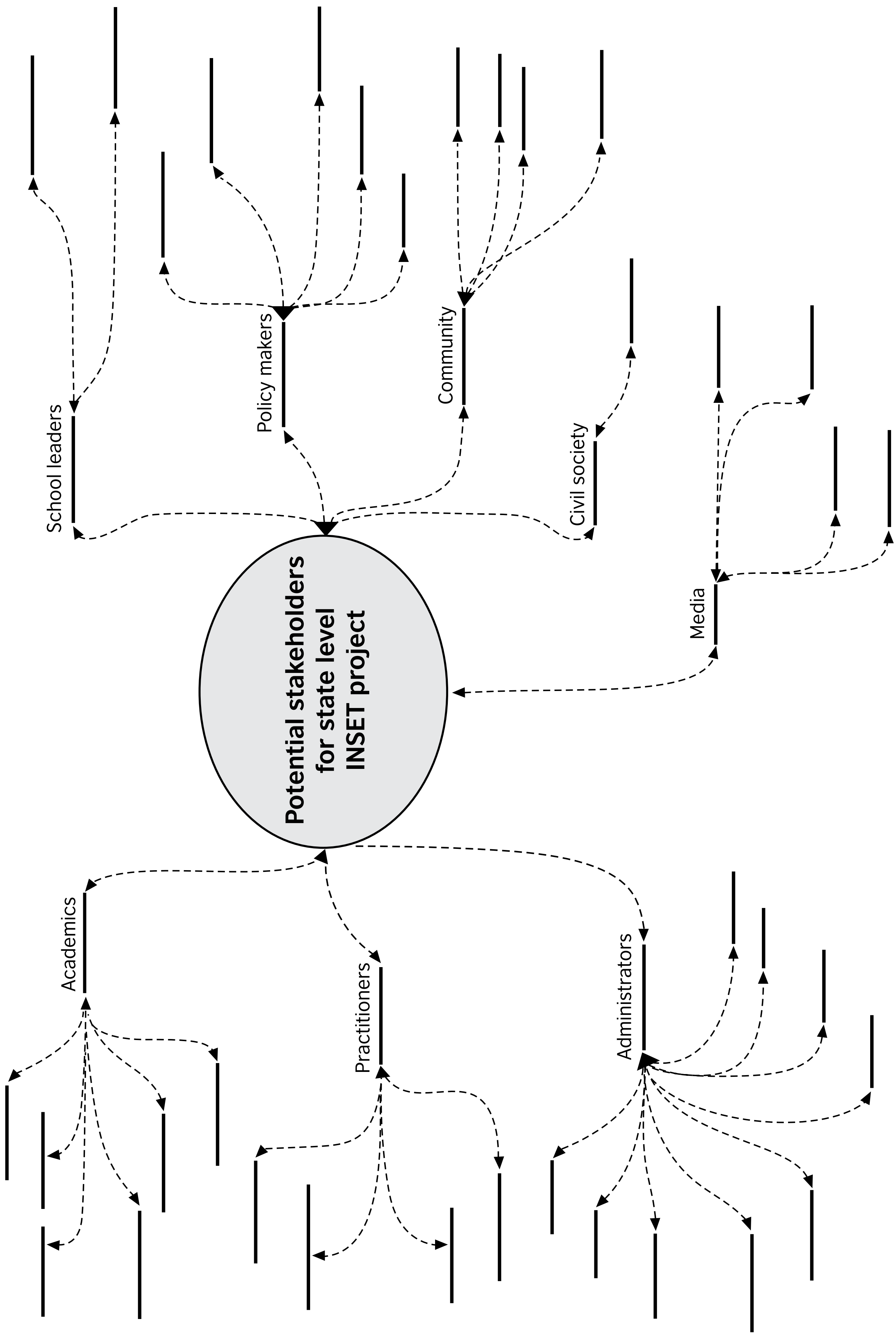
Creating an **onion ring** is another way of articulating the various stakeholders. An onion ring is one way of illustrating the people who are important to the project and the degree of their proximity and interest in the project. This helps decide who to engage with and how often.

1 Create an onion ring diagram with your organisation or department in the centre of it.
2 Then plot your stakeholders according to your relationship with them on the project.

Those that you have to co-ordinate closely with and who have a higher stake should be positioned close to you. Those with whom you have less interaction, but who are nevertheless important, should be on the outer circles.



A **mind map** can be another useful tool for doing this. Look at the sample mind map on the next page. Once you have finished the initial mapping of stakeholder types, it is crucial to identify and record the names of the individuals concerned in each group. All stakeholder maps will need to be updated from time to time during the project.


Potential stakeholders for state level INSET project
School leaders
Policy makers
Community
Civil society
Media
Academics
Practitioners
Administrators

Task

Look at the mind map on the previous page and note down the stakeholders for a state level INSET project that should appear under each category. If there are any stakeholder groups that you feel are missing from the map, list them below.

-
-
-

Establishing a governance structure

Key points

- Any project requires various people to contribute to its different stages and aspects. This should be established in the early stages of the project.
- The government structure provides the system to ensure that there are no barriers to a project meeting its objectives, therefore all reporting mechanisms and decision making processes need to be embedded into the project model.

Large-scale projects are complex and require mutually agreed management structures in which the roles and responsibilities are understood in the same way by all involved. If the governance structure is not clearly agreed from the outset, or if one or more aspects of the structure of the project are not well managed, it is highly likely that other aspects or people will be overburdened and/or confused and the project will then be more likely to fail.

Ideally, the membership of these groups would be agreed at the start of the project and the same members would meet each time to ensure continuity and to maximise understanding of project effectiveness. Ongoing contact over time also helps to ensure that trust is built between partners. Such trust in turn makes it more likely that the lessons learned from the ongoing monitoring of implementation will be honestly shared and discussed, and so acted upon appropriately.

Why is this important?

For a project to succeed, everyone needs to be in agreement about who will be responsible for advising on, planning and implementing different elements of the project. It needs to be clear how progress, risks and challenges will be reported and to whom.

Task

Look at the example of a simple project governance structure bon the next page. Would this kind of structure be appropriate for your project? Why or why not? Would this kind of structure be appropriate for your project? Why or why not?

You can use these guiding questions to help you decide the appropriate governance structure for your working context:

- Which institutions at local and state levels need to be involved?
- Who needs to confirm the final governance structure is appropriate?
- Who needs to be involved in decision making at each level of the structure?
- What kinds of decisions are different stakeholders at each level expected to make and not make?

- How regularly do the different groups need to meet?
- Where should they meet?
- Who organises the meetings and sets the agenda? Who leads the meetings?
- How are decisions recorded and circulated, and to whom?
- If there is a dispute within one group, who should be asked to mediate?
- Which practitioners need to be involved and how will they be selected?
- Have you ensured that all the key stakeholders identified in your stakeholder mapping exercise are appropriately involved and understand their roles?

TEACHER DEVELOPMENT INITIATIVE: GOVERNANCE STRUCTURE

ADVISORY GROUP
Guides key decisions within the project
Focus: vision, concept, financials and legal procedures
Meets: bi-monthly and when required

↕

STEERING GROUP
Guides day-to-day decisions within the project
Focus: planning, logistics, risk management and quality
Meets: monthly

↕

ACADEMIC CORE TEAM (STATE)
Advises on academic content and quality
Focus: content development and review, advise on planning monitoring and mentoring
Meets: bi-monthly and when required

↕

ACADEMIC CORE TEAM (DISTRICT)
Planning, implementation and academic support
Focus: planning at district level, monitoring and mentoring
Meets: monthly

Roles and responsibilities

Key points

- Assigning roles and responsibilities helps all involved understand their contribution to the project's goals.
- If roles and responsibilities have not been clearly communicated to all involved this could prove problematic at a later date.

Identifying people who will contribute to the different aspects and their specific contribution helps formalise their responsibilities.

Agreeing the governance structure is just part of the process of agreeing partner roles and responsibilities. Once that has been done, it is important to consider the roles in more detail. This will help to ensure that everyone understands the part they have to play before the project starts.

Use the guiding questions in the table below and on the following page to note down your ideas about partner roles and responsibilities. This is also a useful way to agree and manage expectations and timelines with all those involved.

Why is this important?

Assigning roles and responsibilities is crucial. If this is not done, the project will not go as planned, there are likely to be delays and conflict, and thus the overall project outcomes will be affected.

Task

Match the planning aspect listed here with the guiding questions in the table below.

- Financial commitment
- Implementation planning
- Logistics
- Communications
- Monitoring and evaluation
- Administration and reporting

Planning aspect	Guiding questions
1	• *Who is responsible for preparing, updating and monitoring the overall project plan?* • *Who will select the core team members and what type of letter of agreement will they be given? What is their role?*

2	• *Who designs the monitoring and evaluation plan and tools?* • *How does the plan align with state norms and requirements for monitoring and evaluation?* • *Who needs to finally authorise the monitoring and evaluation plan and tools?*
3	• *Who will select and check training venues?* • *Who will be responsible for ensuring that all logistical elements are in place at the state level, district level, block level and cluster level?* • *Who will make sure that training materials are printed and arrive on time? Who will provide other resources and stationery?*
4	• *Who is responsible for communicating with the Master Trainers/teacher educators directly? Who will communicate with the teachers? How can we ensure that they receive information at least 2–3 weeks in advance of the training?* • *How is monitoring data and feedback from stakeholders on the training shared between partners and how often?* • *How should partners communicate with each other during training and how often?* • *Who is responsible for resolving logistical issues in the field and how should partners communicate with them?*
5	• *Who is responsible for paying for the training venues, honorarium for Master Trainers (assuming they are not working full-time as teacher educators), materials production, TA/DA, monitoring and evaluation components?* • *How often will invoices be raised? What evidence is required with each invoice?*
6	• *How are records of MT and teacher attendance kept?* • *Are formal reports expected to be written by project partners and, if so, in what format and how frequently?* • *Will any of the reports be published and where?*

You might want to review this and add questions that are more specific to your context.

The table below is an example of how the checklist above could be used to divide responsibilities between partners. Given below is an example of a three-partner project and how the responsibilities could be assigned. (Note that the lists are not exhaustive.) The three partners are:

1. **agency** – the organisation implementing the project
2. **government** – the beneficiary
3. **donor** – the organisation funding the project.

Planning stage	Partner 1: agency	Partner 2: government	Partner 3: donor
Implementation planning	• *prepares academic project plan with partners and detailed plan for their own deliverables* • *recommends core team members* • *designs governance structure for partners to approve*	• *prepares state-wide logistical plan in collaboration with educational officers – shared with partners* • *selects and invites core team members*	• *reviews and comments on academic and logistical plans* • *recommends core team members and approves governance structure*
Monitoring and evaluation (M&E) (see the 'How will we monitor project activity and measure the change?' section for detailed information about M&E)	• *devises and agrees project outcomes* • *develops M&E framework and tools* • *monitors project and prepares monitoring reports*	• *agrees project outcomes* • *contributes to M&E planning* • *monitors project*	• *approves project outcomes* • *advises on M&E plan and tools and adjustments required based on experience* • *periodically monitors project and reviews monitoring reports* • *supports external evaluation*
Logistics	• *checks venues* • *prints materials and sends to Partner 2* • *monitors logistical implementation*	• *books venues* • *pays for venues* • *distributes materials to venues* • *monitors logistical implementation*	• *monitors logistical implementation*
Communication	• *sets up central communications hub* • *feeds back on arrangements to Partner 2*	• *communicates all arrangements to district/cluster administrators and teachers* • *ensures that local school heads know about and understand project aims and outcomes* • *communicates to media*	• *gives feedback on project implementation and progress to project partners*

Financial commitment	• *materials design* • *needs analysis and M&E data collation and analysis*	• *training venues and TA/DA for participants* • *honorarium for MTs (if permanent TEs not available)*	• *funds technical fees for agency* • *funds logistics direct to government*
Administration and reporting	• *records data on trainer progress and attendance* • *writes interim monitoring reports for both partners*	• *monitors attendance lists and provides TA/DA* • *reviews reports and agrees action*	• *reviews reports and agrees action*
Media	• *writes press release and shares with partners for approval* • *updates website information* • *promotes project through social media channels*	• *makes local banners* • *engages local press* • *updates website information* • *informs local teaching population of project through local newsletter*	• *approves all media communications*
Academic approach and technical inputs	• *sets selection criteria for MTs/TEs* • *selects MTs/TEs* • *designs and pilots materials and resources* • *trains MTs/TEs* • *introduces CPD framework*	• *agrees criteria and process for MTs' selection* • *approves MTs* • *reviews pilot data and suggests revisions* • *organises planning workshops before activity* • *considers adoption of frameworks and resources for longer-term use*	• *agrees terms and conditions for MTs/TEs* • *approves academic approach*

Doing a needs analysis

Key points

- A needs analysis is an opportunity to establish and open up communication with potential stakeholders.
- It is important to include as much representation as possible from all the stakeholder groups/professional partners: this will help in building a better understanding of the context.
- When exploring the possibility of conducting a needs analysis, available funds and time need to be carefully considered as the process can be resource-heavy.

Projects are never completely linear – it's normal for project teams to need to revisit plans during the project and make adjustments according to their experiences during project implementation. However, a close assessment of the current situation and context at the beginning of a project and careful planning will help in designing a project that meets the real needs of the stakeholders and beneficiaries.

Understanding the current situation can be achieved in several ways using a variety of sources of information. One of the most common approaches is to do a **needs analysis**.

Why is this important?

Conducting an initial exploration of context for the intervention helps to ensure that project activities are designed to be relevant and useful for the people involved.

The needs analysis initiates the involvement and engagement of all stakeholders. It recognises that the success of a change programme relies on taking account of people's feelings and beliefs, as well as exploring current practice.

Building trust, good relationships and a rapport with those directly affected by the change is a key factor in overcoming challenges and encouraging acceptance. A meaningful engagement process in which people are involved in planning and implementation will increase the likelihood of commitment. Part of this commitment is achieved by providing the necessary training, education and personal rewards to help people align with change. The needs analysis aims to identify what help people are likely to require in order to effect positive change.

Doing a needs analysis opens up communication channels and establishes two-way dialogues with anticipated stakeholders. When the activity is planned and executed sensitively, it also gives the partners or project team the opportunity to establish credibility among other groups that the project might affect.

The primary aims of a needs analysis are to:

- capture the existing situation in schools and classrooms
- explore the current skills and beliefs of all interested parties (stakeholders)
- identify what is needed and why, in order to bridge the gap between the existing situation and the proposed changes
- open communication channels between the project team and the anticipated groups of stakeholders.

Possible outputs:

- a detailed report highlighting the key findings and recommendations emerging from the fieldwork
- a presentation summarising the key findings and recommendations
- recommendations to guide the design and planning of subsequent programmes or projects.

With approval, needs analysis reports can also be made public to contribute to the wider body of knowledge around the current context.

Task 1

Think about the different stakeholder groups for a teacher development project as listed below. Is there any group missing?

- learners
- teachers
- head teachers
- administrators
- ______________
- ______________
- ______________

When planning a teacher education programme:

- which activity/ies will be particularly important for you to be clear about before beginning detailed project design/planning?
- who would you need to talk to or observe to obtain the information you need?
- which views and priorities might members of different groups agree or differ about?

A needs analysis in any context can include the following elements.

Activity and description		Potential objectives
Initial fact finding Captures existing situation relevant to the proposed programme	• Meet with senior stakeholders (internal and external). • Review policy and any previous project documentation. • Review lessons learned from previous interventions.	• Identify intended project scale and scope. • Explore budgetary/resource restrictions that may inform project scope, scale and design.
Decision maker (senior education officials) focus group Finds out about experience and attitudes of decision makers and their vision for the future	• Seek input on training model, dates and other logistical arrangements. • Self-assessment of training or project management skills. • Initial analysis of the current curriculum, syllabus and textbooks and assessments. • Seek academic staff input on training model, dates and other logistical arrangements.	• Determine experience and attitudes to managing and implementing different teacher training models. • Uncover existing beliefs and attitudes about teaching, training and learning. • Determine experience and attitudes in different teacher training techniques and methodologies. • Find out areas where educators would like to have support.
Teacher and learner lesson observation Records different aspects of what currently happens in a lesson	• Observe current teaching methodologies. • Record amount and different types of interaction in class (e.g. teacher/student, pair work and group work, use of language, etc.). • Observe general classroom size, number of students in a class and resources (including ICT) available.	• Understand how resources and materials are currently used in class. • Informally assess the language levels of the teachers and students.
Teacher focus group Finds out about the current situation, feelings and views about future training	• Seek teachers' inputs on training model, dates and other logistical arrangements.	• Uncover existing beliefs and attitudes about teaching and learning. • Find out needs according to teachers' priorities. • Find out teachers' 'real' language levels through a series of interactive speaking activities.

		• Find out what resources are available to teachers in the school and what restrictions they may face. • Find out what teachers think about the current curriculum, syllabus and textbooks.
Teacher questionnaire Finds out about current situation and views on support needed (usually anonymous)	• Self-assessment of language and/or teaching knowledge and skills. • Seek teachers' inputs on training model, dates and other logistical arrangements.	• Uncover existing beliefs and attitudes. • Find out needs according to teachers' priorities. • Find out what resources are available to teachers in the school and what restrictions they may face. • Find out what teachers think about the current curriculum, syllabus and textbooks.
Student focus group Finds out about the current situation and views about the future	• Self-assessment of students' own spoken and written language abilities. • To test whether group and pair work, task-based activities and teamworking generate spoken English among the students.	• Understand the learning process in the classroom from the students' point of view. • Find out students' 'real' language levels through a series of interactive speaking activities. • Find out what students think about their classes and the materials used.
Student questionnaire Finds out about the current situation and views about the future (usually anonymous)	• Triangulate results of teacher questionnaire and observations. • Self-assessment of language skills.	• Find out needs according to students' priorities. • Find out what students think about their classes and the materials used.
Administrators' questionnaire Finds out about past training and views on support needed in the future	• Seek input on training model, dates and other logistical arrangements.	• Uncover existing beliefs and attitudes about teaching, training and learning. • Determine experience and attitudes to different teacher training techniques and methodologies.

Administrators' focus group (principals, inspectors, education officers, coordinators, resource persons, etc.) Finds out about current situation and views on support needed	• Conduct initial analysis of the current curriculum, syllabus and textbooks and assessments. • Seek input on training model, dates and other logistical arrangements. • Seek academic staff inputs on training model, dates and other logistical arrangements.	• Uncover existing beliefs and attitudes about teaching, training and learning. • Determine experience and attitudes to different teacher development approaches and methodologies. • Find out needs according to perceived priorities and perspectives. • Find out areas where educators/administrators would like to have support for their own development.
Teacher educator observation Records different aspects of a training session or other teacher support activity (e.g. mentoring session)	• Observe current training techniques and methodologies. • Record how language is used in the session. • Informally assess the language levels of the teacher educators.	• Assess the training environment. • Understand how resources and materials are currently used.
Teacher educator focus group Finds out about the current situation and views about the future	• Self-assessment of skills for teacher development. • Seek trainers' inputs on training model, dates and other logistical arrangements.	• Uncover existing beliefs and attitudes about teaching, training and learning. • Find out the current levels of teacher training/development experience. • Determine experience and attitudes to different teacher development techniques and methodologies. • Find out areas where educators would like to have support. • Find out the educators' 'real' language levels through informal discussions. • Find out what trainers think about the current curriculum, syllabus and textbooks.

Teacher educator questionnaire Finds out about the current situation and views about the future (usually anonymous)	• Triangulate results from focus group's questionnaire and observations (if applicable).	• Self-assessment of language skills. • Find out needs according to teacher educators' priorities. • Find out what teacher educators think about the current curriculum, syllabus and textbooks.
Venue and/or resource audits	• Explore available ICT for use in communication and project delivery. • Assess systems for maintenance and upkeep of existing and/or proposed resources.	• Find out level of infrastructure available to support an intervention. • Identify existing resources which may be the legacy of previous interventions.

Task 2

Look at the list of activities suggested above.

- Do you think doing a needs analysis of this type is possible in your context? (Why or why not?)

- In terms of time and resources, what are the things you should consider before starting your needs analysis?

It is important to include representation from as many different stakeholder groups as possible at the planning stages of a teacher education intervention. This can include learners, parents, teachers, teacher educators, head teachers, administrators, etc. This will ensure that the voices of all those who will be affected are heard as they understand their need best. The project design can then be tailored to the needs of the target group. Consulting the stakeholders also ensures their buy-in towards the project, thus making it easy to implement the project.

When planning a needs analysis it is important to think beforehand about the available funds and time. The exercise can be time-consuming and may produce a lot of data that can take considerable time and resources to analyse. The scale of the exercise can be agreed based on the considerations of available time and money.

If it is not possible to do such a full needs analysis, it is important to at least spend some time with representatives from the different stakeholder groups discussing the current situation, different needs and how these might be met through an intervention.

Planning for change

Key points

- Planning involves the design of the different aspects and stages of a project or intervention.
- A project plan serves as a guide that can be consulted during different stages and helps to keep the project on track.
- Well-planned projects have a higher chance of running smoothly and therefore a greater chance of the objectives being achieved.

Any kind of change in classroom practice is extremely difficult to achieve and sustain. It becomes even more challenging when there are large numbers of people involved. Change does not happen in a structured or linear way, but is more likely to follow a path of many twists and turns.

Teacher education projects with specific objectives (e.g. to improve the teaching of English reading skills for secondary level students; to improve the English language proficiency levels of teachers, etc.) are the best means of working towards changing classroom practice and improving learning outcomes.

Why is this important?

Supporting people to make changes in the way they work can be a long and protracted process. Careful planning can help to ensure that the change happens more smoothly.

Because local project contexts are different, how projects are experienced at district level is likely to vary, so in one sense we could say that the local-level implementation of a wider project is an individual project in itself. This makes it particularly important to think about how to communicate the reasons for the intended change and what the project hopes to clearly achieve to those whom the change will affect. If we are able to do this, then, despite contextual differences, those affected will share an understanding of the project 'vision', and people in different local settings will work towards that vision in a manner that is appropriate for them.

A project is a managed change process which takes place in a specific context and has been designed to bring about a positive change.

Most local projects are part of a broader (national/state) process of change. One way of thinking about a national change initiative is to describe it as having three stages.

Phase 1: Initiation/planning	The process that leads up to and includes a decision to proceed with an educational change of some kind. This could be a change in curriculum, syllabus, textbooks or methodology, for example, or perhaps all four things at once.
Phase 2: Implementation	Roll-out and initial implementation of the change over time in order to put the plans into practice
Phase 3: Institutionalisation	Embedding of the change into the education system to become the 'new normal' – it is no longer different.

Phases of educational change (adapted from Fullan 2007: 65)*

There are, of course, also other ways of thinking about the stages of a project. One model of the project life cycle, shown in Figure 2 below, suggests that there are six major stages. Monitoring and evaluation runs throughout each stage. (Refer to the MEL section for more information.)

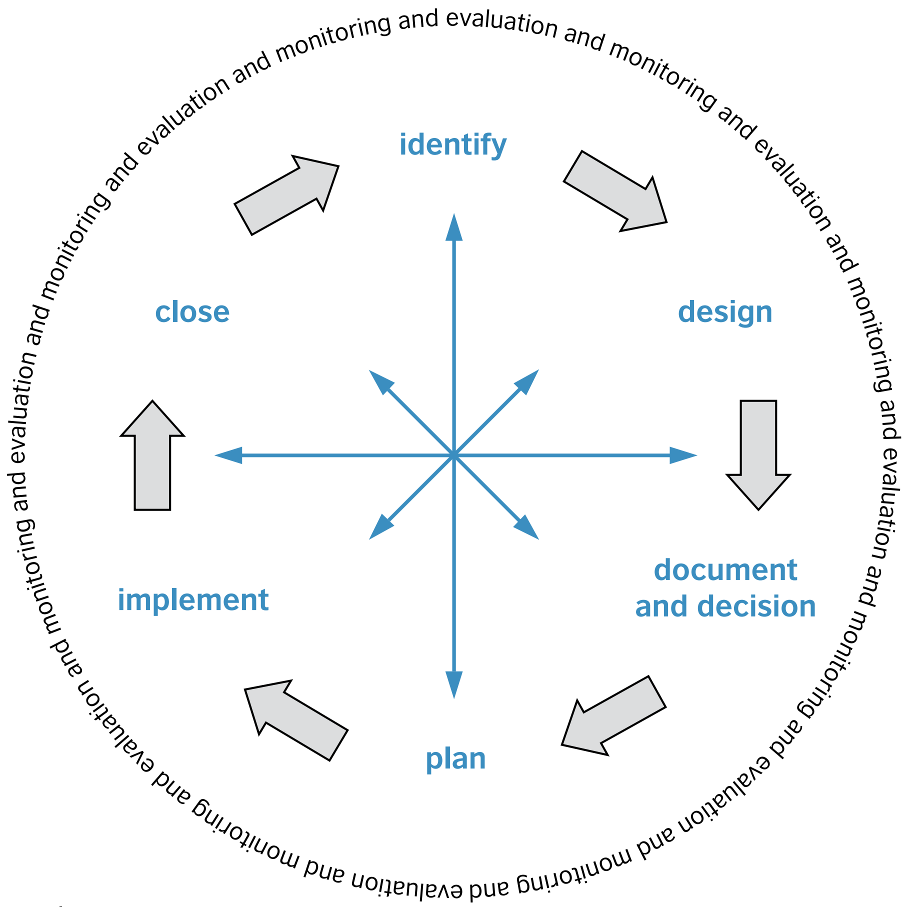
Task

What is your own experience of designing, planning or managing projects?

Can you identify the different stages of designing/planning a project that you have experienced? Which of these have you found easier? Which have been more difficult?

How important do you think it is to plan for all stages of the project at the beginning? Do you think the project plan can be changed during the course of the project?

*Fullan, M. (2007). *The new meaning of educational change*. Routledge.



Model of a project cycle

In this model of a project life cycle, the six stages are:

1 **Identify:** What is the situation at the moment? What is the problem that needs addressing? How do we want the current situation to change (project vision)? Who are ALL the project stakeholders? What are their specific needs?

2 **Design:** How can we improve the situation? How can we help to solve the problems? How can specific needs be met? What are all the possible options for answering these questions?

3 **Document and decision:** What are we going to do within this project? What are our specific objectives and planned outcomes for this project in particular? Who needs to understand these and how will we communicate with them? How long do we need to actively support this project for, if we wish to achieve these outcomes?

4 **Plan:** What activities do we need to do in order to achieve the outcomes and objectives? How will we implement the project design? Who will do what? When? What resources will they need?

5 **Implement:** The project plan is put into practice. There will always be some changes to the original plan as individuals actually try to implement it. Focusing on the intended objectives and outcomes for the project helps to keep it on track, even if some of the project activities need to change.

6 **Close:** The project comes to an end, monitoring and evaluation data is collated for the final time and the project team usually writes an end-of-project report. Not all projects are successful, but there are always many things to learn from all projects. These 'lessons learned' need to be carefully documented so that they can be used to inform later interventions.

It's important to note that this project management cycle is one model of project management – there are many others. See Appendix 2 for an alternative model.

Considering project scope, objectives, outcomes and outputs

Key points

- Once the need is clear and the vision has been developed, the project design process involves deciding the scope, objectives, outcomes and outputs.
- Working out this information is useful in deciding other related areas, such as audience, costing, resources, duration, etc.

A project is a managed change process which takes place in a specific context and is designed to bring about a positive change. At the design stage, it is important to think about the project scope and objectives and also the outputs required to achieve the desired outcomes.

A project's **scope** refers to the size and scale of the project: who is involved or affected and how much it will cost.

The **objectives** of a project refer to the overall purpose, e.g. the changes to the goals of teaching and learning that the project is trying to bring about.

Why is this important?

A project should begin only when there is clarity on its purpose, who it will affect, what change is expected and what will be needed to bring about the change.

The **inputs/activities** refer to everything that has been done, purchased or provided to achieve the outputs.

The **outcomes** of a project are the changes in people's behaviour, knowledge or attitudes that are needed to achieve the above goals, and which are expected to result from participation in the project.

The **outputs** of a project are the resources or services that are developed or delivered during the project to support the participants' achievement of the outcomes.

The results of a needs analysis can help you to identify the overall scope and overall objectives for an intervention. To consider the outcomes and outputs in more detail, it can be very useful to create an outcome map (see the next section, 'Outcome mapping').

Task

Read the definitions of scope, objectives, outcomes and outputs above. Then read the case study about a teacher education project in Punjab. What is the scope of this project? What are the objectives? What are the outcomes? What are the outputs? Write your answers in the table.

CASE STUDY

Punjab English Language Teaching Initiative – Secondary (PELTI-S)

British Council India worked with secondary school English subject teachers in Punjab between 2013 and 2016. This project was run in partnership with the state government under the RMSA programme. The key focus of this project was to improve teachers' English language and classroom skills to enable them to more confidently teach their classes using more learner-centred and communication-focused methodology. To reach large numbers of teachers, we worked with our state partner to identify and train a group of 180 Master Trainers who then took responsibility for delivering direct training to teachers at the district level.

This intervention included a focus on developing the awareness, knowledge and skills of key stakeholder groups whose engagement will facilitate large-scale change: government administrators, head teachers, teacher educators, teachers and, indirectly, parents and learners. We aimed to provide access to a variety of opportunities and resources for the continuing professional development of all stakeholders working within the education system. In Punjab, these were delivered online through our websites, on CDs (a series of audio programmes relating to teaching) and through published resources. We also supported some of the Master Trainers to attend and present papers at conferences.

While the core of the project used a cascade model, we advocated a shift in focus away from face-to-face training and onto individuals taking responsibility for their own development needs, using the face-to-face training as a catalyst for this change and by introducing the British Council's framework of continuing professional development as a potential model. Our overall goal was to create sustainable, long-term impact, improving the teaching and learning of English in all secondary classrooms across the state.

Punjab teacher education project	
Project scope	
Project objectives	

Project inputs/ activities	
Project outcomes	
Project outputs	

To develop a successful project plan, we need to be clear about:

- what the purpose is (objective)
- who or what will need to change in order to achieve that purpose (outcomes)
- what will need to be done or provided to facilitate this change (inputs and outputs).

Outcome mapping

Key points

- Outcome mapping can be an effective tool to help with the planning, monitoring and evaluation of a project.
- It is a participatory tool that works best when all stakeholders are involved in the process.

What is outcome mapping?

Outcome mapping is a methodology for planning, monitoring and evaluating projects that are focused on bringing about sustainable social change. It is a tool that can be used as an alternative to an monitoring, evaluation and learning (MEL) framework. As a methodology, its focus tends to be on project learning which encourages self-assessment.

Why is this important?

Outcome mapping offers a methodology which can be used to generate planning, monitoring and evaluation tools. This enables organisations to record, learn from and report on their successes and the challenges faced during the project cycle.

What does an outcome map do?

At the planning stage of a project, the process of outcome mapping can assist a project team or programme to:

- identify individuals, groups or organisations with whom you will work directly to influence change
- plan and monitor change and identify the strategies needed to sustain those changes
- monitor the internal practices of a project in order to facilitate best practice and lessons learned
- create an evaluation framework to further examine a particular issue or aspect of the project.

Outcome mapping terminology

The terminology that is used in constructing an outcome map can be overwhelming and off-putting. Below, in a box, is a list of some of the key terms used in outcome mapping. Match these terms to their meanings in the table below; keep in mind that these definitions are in relation to outcome mapping as opposed to project management terminology.

Task 1

Match the terms in bold with their meaning:

boundary partners **inputs** **mission** **outcomes** **outputs**

Terms	Definitions
	Generated directly through a project's activities. It includes processes, goods and services, for example: training materials, technical assistance, workshops and action plans.
	An ideal description of how a project plans to support the realisation of its vision. It specifies who the project will work with and the areas it will work in. It does not list all the activities a project will engage in.
	Individuals, groups or organisations a project interacts directly with. These relationships can also create opportunities for influence.
	Resources that are invested into a programme in order to encourage results through the relevant activities.
	Observable changes in the behaviour, relationships, activities and/or actions of a boundary partner that can be directly or indirectly attributed to a project.

Now match your answers with the table given in the suggested answers at the end of the handbook.

The stages in outcome mapping

Key stages of outcome mapping are:

1. **design stage**: this focuses on the who (stakeholders/partners), what (the change that is sought) and why (the vision)
2. **monitoring stage**: this stage provides a framework for the ongoing monitoring of a project's activities and the boundary partners' progress toward the achievement of outcomes
3. **evaluation plan**: this helps the project to recognise its evaluation priorities and develop an evaluation plan that makes good use of its resources and provides strategic benefit to the project.

The outcome mapping process is envisioned to be participatory and therefore, whenever possible, should involve all stakeholders, including a project's partners. It can be an empowering process that helps to build consensus among the different stakeholders. What is more, including all the staff involved in the project's design, execution and evaluation encourages greater ownership of a project's successes, lessons and challenges. You can find a sample of an outcome map in Appendix 3.

Task 2

Do you think outcome mapping could help with your project planning? How confident would you feel about using it?

Note down what you think would be the advantages and disadvantages of using this tool in the box below.

Advantages	Disadvantages

For more information:

Julius N Nyangaga *Outcome mapping an introduction*
https://assets.publishing.service.gov.uk/media/57a08bfeed915d622c001059/pre071212_rich.pdf

Sarah Earl, Fred Carden and Terry Smutylo *Outcome mapping: building learning and reflection into development programs*
http://www.outcomemapping.ca/download/OM_English_final.pdf

Better evaluation: Outcome mapping
http://www.betterevaluation.org/en/plan/approach/outcome_mapping

Communications planning

Key points

- Clear, transparent and regular communication is one of the most important contributors to the success of a project.
- Different tools can be used to communicate with different stakeholders.
- Usually a combination of tools is required, depending on the message or urgency of the message.

It is crucial to establish the most appropriate lines of communication between key stakeholders at the project planning stage. Information needs to be shared in the most appropriate and accessible formats for each target group.

Establishing clear and transparent two-way communication channels will help to build an atmosphere of trust and ownership where all stakeholders and interested parties feel they are involved and are equally valued. Regular communication with all stakeholders ensures that everyone is aware of the progress; they can share challenges, discuss and find solutions when required. This is particularly important in order to quickly identify and act on any aspects of the project that need adjusting.

Why is this important?

Engagement at all levels becomes possible by opening effective communication channels before the start of the programme – and keeping them running through the project cycle too.

Summarising key project information

It is crucial that key project information is agreed and recorded in simple terms which can aid in consistent and clear messaging to all stakeholders. In all cases, the style of communication should be appropriate to the audience and may need to be translated into local languages.

The table on the next page can be used by project partners to agree and record decisions taken. It may not always be possible to have information about everything at the start; the table can be updated as information becomes available. Individual projects may have their specific questions which can also be added to the table.

Task 1

In your groups, complete the table below for any one stakeholder of your project.

Key question	Information agreed by project partners
1 Why are we doing the project?	
2 What are the overall aims and objectives?	
3 Where will the project take place?	
4 How long will the project last?	
5 What is the project called?	
6 Who are the key stakeholders with whom we are working on the project?	
7 What are the roles and responsibilities of key stakeholders?	
8 What are the planned outcomes for different stakeholders?	

9 What support will there be for key stakeholders?	
10 How will we know if the project has been successful?	
11 Where can I find out more?	

Add additional questions and information for any other areas specific to your project, as appropriate.

Communication need not always be about formal notices and circulars. The case studies given below are examples of interesting ways of communicating with different stakeholders.

CASE STUDY 1

TAMIL NADU: Leveraging mobile phones for communicating with stakeholders

The education department in Tamil Nadu had established a 1,500 strong, closed user group mobile network for staff working at all levels across the state. This allowed free access to anyone at any level at any time in an environment where access to internet and emails is extremely restricted. This mobile network proved an invaluable means of communicating not only from head office to district but also district to district and organisation to organisation. SMS became the modus operandi. Many logistical glitches were cleared up swiftly and efficiently on the spot due to the instant accessibility of the relevant team members located across the state.

CASE STUDY 2

MAHARASHTRA: Keeping Master Trainers engaged and motivated

As part of a project in Maharashtra, a WhatsApp group for Master Trainers has been created which is very effective for sharing ideas, information and experiences related to the project. The group members agree the aims and rules of participation at the start.

The group is used by Master Trainers to share things they have done in their work. They post pictures and videos of the activities they have done. They share links to articles they have read. They discuss English language grammar and vocabulary points. To help encourage the Master Trainers to reflect, the British Council team replies with a few questions to help them reflect a bit more critically about what they did, why they did it and how it helped. Over the past couple of years, we have seen some improvement in the level of reflective skills from the people who participate in the discussions more often.

The British Council team occasionally posts messages with a question about teaching / training for the Master Trainers to discuss. The discussion is summarised after a few days.

CASE STUDY 3

KARNATAKA: Orientation workshops for key stakeholders

Another way of ensuring that district- and block-level stakeholders are engaged in your project is to conduct orientation workshops. These workshops can be conducted face-to-face or via Edusat (videoconferencing) by project partners, or digitally via a short introductory film or recorded presentation that can be distributed via the partner's website or on a DVD, USB, SD card or through social media channels such as Facebook or WhatsApp.

An orientation session could cover the following aspects:

1. Information to develop a shared understanding of what has been previously agreed and why. It is important to share the vision and rationale and highlight how this is linked to the broader agenda of raising standards and quality in the classroom. Findings about relevant features of the existing situation from the needs analysis can be shared as well.
2. Opportunity for shared understanding of implementation processes (What will happen when? How will it affect me? What will I be expected to do?). Any project is a shared venture in which all roles matter and all stakeholders need to support each other.
3. Opportunity to raise questions and clarify doubts (this can be done digitally if users are accessing the information through a self-access resource).
4. Discussion about the practical implications of changes in classroom practice for schools, such as:
   - the need for schools/school leaders to support teachers' introduction of pair work and group work (and so some noise) in the classroom
   - why it is important that teachers are taken out of class for training and how this will impact on students

- timetabling issues
- the need for school leaders/district/block leaders to be tolerant and encouraging of teachers' attempts to change their classroom practice and to clarify where they can get support or access further continuing professional development.

5 Agreement on how updates and information about the project will be shared in future, and how often.

Task 2

What is the most appropriate communication channel(s) and language for each group that you will need to communicate with in your role? You may need to break each group down into sub-groups according to your stakeholder map (see 'Stakeholder mapping' in the 'Who needs to support the change?' section). Add any other stakeholders that are important in your context.

Stakeholder	Key messages likely to be of direct concern to those that you need to communicate with	Channel(s) and language	When and how often?
Funding agency			
Senior government officials			
District/block administrators			
School leaders/ head teachers			
Community			
Media			

Now match your answers with the table given in the suggested answers at the end of the handbook.

Risk management

Key points

- Risk is an unavoidable part of project work, but being conscious of and planning solutions to potential risks removes or reduces their impact.
- Risks are not gaps in planning that you fix as you go along. Risks are those things that can go wrong despite the best planning.

Despite the best planning, sometimes projects do not go smoothly. However, this should not deter those involved in designing and delivering projects. When you identify the potential challenges in advance and are aware of how those problems could be avoided, or their impact mitigated, it reduces potential damage to the project.

Risk management should start at the beginning of the project, with the risk assessment documentation regularly reviewed and updated as the project progresses.

Why is this important?

Thinking through the risks that might arise during a project and putting avoidance strategies in place to mitigate them minimises the chances of derailing the project.

Task 1

What problems could arise during project delivery? List some examples based on your experiences to date.

Give an example of when something did not go as planned in a project you have worked on. What were the consequences? How could this problem have been avoided?

Understanding the risk management process

A risk management process has three key stages.

1. **Identification**: Identify those risks that might realistically have an impact on the project. Draw on previous project experience.
2. **Assessment**: Assign probability and impact to each identified risk. Think through which ones are the most serious and which ones must be viewed as priorities.
3. **Planning and implementation of responses**: Put in place and implement a systematic avoidance strategy for dealing with each of the risks that you have prioritised.

Task 2

At what stage of the project should you do a risk analysis?

CASE STUDY

Master Trainer selection

When trying to communicate about Master Trainer selection activities, our experience has highlighted how communication flows slowly through the state to the districts; somewhere along this channel it gets blocked, which then makes it difficult to reach the potential candidates. Consequently, this results in low turn-out at these events and the need to repeat the activity arises, which leads to an increase in expenditure and resources. So in planning the project, poor communication was identified as a possible risk. To mitigate this risk, an extra push on communications was planned before the activity. A strategy of face-to-face meetings with district officials, adverts in local newspapers and other channels like Facebook, WhatsApp and potentially radio were put into place.

Risk management plan

A risk management plan can be documented using a simple tool like the one given below.

Risk	Level (Low/ Medium/ High)	Mitigating action	Person responsible
List the things that you foresee might hinder successful project delivery	Rate the impact of the problem	What action will you take to lessen or remove that impediment?	Who will be responsible for taking the mitigating action?
e.g. Poor turn-out at Master Trainer selection events	*Medium*	• *Use all available communication channels to promote the selection activity.* • *Create positive advocacy around the project to motivate teachers to participate.*	• *Project manager* • *Project head*

Task 3

Note down any potential problems that you foresee around your teacher education activities. Use the risk management tool given above to list the risks you have identified and plan what actions you could take to minimise their impact.

Costing projects

Key points

- Every aspect of the project that is likely to incur a cost needs to be included in the costing to reduce the likelihood of overspending against the project budget.
- Decision makers need to know the entire cost of the initiative to be able to know whether or not to approve the project.

All projects will involve some financial outlay and therefore need an approved budget before they can begin. Some government schemes have their own sanctioned budget for teacher education initiatives. In other cases, institutions may seek funds through partnerships or by bidding for schemes and grants available from a donor agency. In all of these scenarios it is important to cost projects accurately. Any officer/funding agency approving the project will need to know the cost of the initiative before they sign it off, and the project team will be expected to deliver the project without over- or underspending against the agreed budget.

Why is this important?

Costing, once approved, will ensure that required money for delivering the project is sanctioned from an internal budget or raised through a funding agency as the case may be. Spending should be monitored regularly to check that there is no over- or underspending.

Project costing requirements emerge from the design of the project. Once it is agreed which project activities and resources will be required to achieve the project outcomes and objectives, the next step is to break these inputs into sub-activities and list each item that will incur a cost. For example, for the delivery of five days of face-to-face training, costs required will include:

- trainer fees
- coursebooks
- travel tickets
- accommodation
- training venue
- refreshments and meals for the participants, etc.

The basic steps in preparing a costing are:

1. identify all elements in the project which will incur a cost (e.g. trainer fees, resources, TA/DA, meals)
2. identify a realistic unit price (e.g. hotel accommodation per night)
3. identify the number of units (e.g. quantity required/number of people)
4. calculate the total cost for the item – add up the total for the activity costs

5 ensure that you have included any 'hidden' costs, such as office overheads and a realistic estimate of internal staff time that will be required for the project.

While costing will include an estimated unit rate, it is advisable to be as accurate as possible so that there isn't too much variance from the real or actual cost. This might involve some research into market rates.

See the example below of a costing of one activity (Master Trainer training) within a project.

Item	Quantity	Unit cost	Total	Comments
Trainer fee	2x5	3,000	30,000	2 trainers x 5 days @ ₹3,000 per day
Coursebooks	80	75	6,000	80 participants ₹75 per workbook
Tickets	2	10,000	20,000	Flights for 2 trainers @ ₹10,000 each
Accommodation	80+2	1,000x5	410,000	80 participants + 2 trainers @ ₹1,000 per night x 5 nights
Venue hire	2x5	1,000	10,000	2 rooms x 5 days each @ ₹1,000 per day
Meals and refreshments	82x5	200	82,000	82 participants x 5 days @ ₹200 per day

The above unit costs are only suggested for the example shown above. You should use the number of units and unit cost as relevant to your context.

Usually, different government schemes or funding agencies have their own costing templates which have to be completed for requesting project funds.

It is preferable to prepare a costing using Microsoft Excel as this makes it easier to add/delete information and use formulae for calculation, thus reducing the chance of errors.

Costing tool

Item	Quantity	Unit cost	No. of times	Total
Total				

For more information:

To learn Excel online, see these videos:
https://www.youtube.com/user/excelmadeasy

Arranging logistics and operational issues

Key points

- Each activity should be broken down into tasks and agreed and assigned to local implementers.
- The role of local district- and block-level officials is important for successful implementation of the project.
- Arranging logistics can take up a lot of time and should be planned carefully and well in advance.

Before any project design is finalised and the implementation plan is developed, it is crucial to involve the stakeholders who have been identified as local implementers on the ground (see 'Stakeholder mapping' in the 'Who needs to support the change?' section). Local education officers at the district and block levels need time to prepare and plan the implementation of any teacher development programme. Each activity should be broken down into tasks, and responsibilities should be assigned with clear deadlines so that all tasks are complete for the activity to go ahead as per schedule. Be prepared to be flexible to account for any other pressing deadlines that people may have, but ensure that everyone is aware of the knock-on effect of changing deadlines at the last minute.

Why is this important?

Thinking through and planning operational and logistical aspects in advance will ensure that each activity under the project is delivered smoothly. It helps the project team to consider all areas of project delivery and plan for them.

During meetings with district- and block-level education officers, it is important to revisit the agreed list of partner roles and responsibilities to make sure expectations are clear. It is vital that all representatives understand and agree their roles at the outset.

As face-to-face training activities often form the core of teacher development initiatives, all venue arrangements should be made with the utmost care for the smooth delivery of the training as well as the safety of the trainers and participants. The example venue checklist given in Appendix 4a can be used to help you select the right venue.

The guiding questions in the table below can also be used as an agenda to make sure that potential risks, issues and good practice are discussed in an open forum. This is an excellent time to share knowledge of what has worked in the past and what the potential barriers might be.

Check	Points to consider
When	• *When is the training planned? Does it clash with any other training programmes?* • *Term time/holiday time/election time?* • *Length of training?* • *How long will teachers be out of the classroom and what impact will this have?* • *Is the timeline flexible?* • *How often can teachers participate in teacher activity groups?* • *When can teachers deliver their mentoring duties?*
Where	• *Cluster/block/district/state?* • *Residential/day release?* • *Travel options?* • *Proximity questions?* • *Cost implications?* • *Are the venues available for teachers from different schools to run teacher activity groups?*
Inclusive aspects	• *Facilities for disabled teachers available?* • *Residential facilities for female and male teachers?*

Resources and budgets needed	***People*** • *Who is involved?* • *How much of their time will it take?* • *Whose permission do they need? Who needs to be informed of their involvement?*
	Financial • *Who will pay for teacher TA/DA and MT honorarium and when?* • *Who will pay for travel and accommodation for teachers?* • *Are training venues available and suitable?* • *Where will refreshments be arranged from?* • *Who is responsible for materials production?* • *How much will the duplication cost be?* • *What will be the cost of transport to site and distribution cost if not on site?* • *Availability of audio/visual equipment?*
	Technical *(this is key for online training/follow up/ongoing support)* • *Do the schools have computers?* • *Is there internet available in schools?* • *Is there some technical support available for teachers?*
Number of participants per batch	• *Identify lowest number possible, taking into account target number to reach* • *Venue – number and size of rooms?* • *How many batches?*
Responsibilities	• *Produce local responsibility matrix for all staff at all levels*
Communication	• *With state?* • *With other districts?* • *With teachers?* • *With partners?*
Publicity	• *Banners?* • *Website?* • *Flyer?* • *Local newsletters?*
Inauguration ceremony	• *When?* • *Where?* • *Who to invite?* • *Media?* • *Certificates?*

The table given above refers largely to face-to-face training. A similar exercise can be done for other models of teacher development initiatives. While some of the things will remain the same, others will have to be changed for other models. For example, for a self-access model, logistics will be different; instead of training venues, online infrastructure will have to be considered. Some of the above may not be relevant questions for another model of training. For example, if the teachers are participating in the blended training model in their personal time, the question 'How long will teachers be out of the classroom and what impact will this have?' will not be relevant.

After having a detailed discussion with local stakeholders, it is important to prepare and share a detailed activity plan which assigns each activity to the appropriate partners. A Gantt chart and activity task breakdown table can be used for this purpose. These show responsibilities as well as deadlines for when activities need to be completed (see templates in Appendix 4b). Without such a detailed plan, problems such as those outlined in the case below may easily arise.

CASE STUDY

The importance of fixing training dates

During a training needs analysis, different groups of stakeholders were asked to state their 'ideal' time for residential training to take place. Answers varied, so no consensus was reached. At the end of the day a senior decision maker decided that the training should take place during the school holidays. The participants were subsequently invited at very short notice and many declined to attend. This impacted on quality as fewer participants were trained than required, which then meant that there were fewer trained teachers to cascade the training, thus making it impossible to train all the teachers. This also affected the cost as trainers had been flown in and all arrangements made for them and the expected number of participants. All these were wasted. This can adversely affect the reputation of the partners as well as create a negative image of the project.

Task

Identify what problems arose in the case above and how they could have been avoided.

Master Trainer selection

Key points

- Master Trainers can be models, mentors, messengers and facilitators of change.
- It is essential to select Master Trainers carefully.
- There are many things to consider, for example skills, qualifications, experience, motivation, personal qualities, location, availability and costs.

If your project involves training a large number of teachers, the Master Trainers will need to be selected and trained. This group of people can do a variety of tasks depending on their background, skills and knowledge. All selected Master trainers will:

- deliver training to teachers.

Those with more experience might also:

- write training materials
- mentor less experienced teachers
- facilitate teacher groups at the cluster or block level.

Why is this important?

If your model of teacher education involves large numbers, Master Trainers can be selected and trained to help reach these targets. Careful selection and training is important as Master Trainers can be key agents for change.

Selecting and training a specific group of Master Trainers for a project has a number of advantages. These include the following:

- Greater numbers of teachers can be reached because there are more trainers to train/mentor them than may currently be present within the system.
- The Master Trainers develop their own skills and knowledge in the process of learning how to train and mentor other teachers.
- There can be a lasting legacy from the project – these Master Trainers can be used in future for other teacher development initiatives.

However, there are also a number of challenges with selecting and training these people. For example:

- It isn't always easy to find people who have the right skills, knowledge and background to become Master Trainers for your project or programme.
- Many people who would be eligible to be Master Trainers will also have other jobs (e.g. teachers or lecturers). It can be difficult for them to be released to do project work and they may have responsibilities (e.g. to their learners) which need to be managed and balanced with the responsibilities of the new role.

- There might not be any incentives in place for people to become Master Trainers.
- There will always be some who drop out from the original group of Master Trainers selected.
- It can be difficult to get enough Master Trainers from each of the geographical areas where you want to deliver the project – they may need to travel long distances to train or support teachers. This can impact on the diversity of the group of Master Trainers, as in some locations women may be unwilling to travel or stay away from home overnight.

Task 1

Look at the advantages and challenges of selecting and training Master Trainers again. Drawing from your own experience, can you think of any others to add to these lists?

In order to select the right people for the role of a Master Trainer or mentor, you need to consider what their role will be as part of the project and the skills, knowledge and qualities that they need to fulfil this role.

Task 2

Read the case study below. Imagine you are going to select some mentors for this project. Answer these questions:

1. What will the mentors do?
2. What **skills** do the mentors need?
3. What **knowledge** do the mentors need?
4. What would be some useful **personal qualities** for the mentors to have?

Now look at the list of skills, knowledge and qualities that are given on the British Council's teacher educator framework in Appendix 1b. Is it the same as or different from your list?

CASE STUDY

A state government has been running a project to improve the teaching of speaking and listening skills for two years. So far, they have been using a cascade model. To do this, the state selected and trained a group of 800 Master Trainers to deliver a five-day course to groups of teachers across the state. The project has been working well and a large number of teachers have received the initial training. However, it has become clear that the teachers would benefit from some ongoing support to help them implement the ideas they have learned in their classroom teaching. After consulting head teachers, Master Trainers, teachers and district- and block-level officials, the state has decided to introduce a pilot mentoring project to provide more support at the cluster level. The state would like to select the mentors from the existing group of Master Trainers. They will need 80 mentors for the pilot.

There are several ways that teacher educators, Master Trainers and mentors can be selected and their skills, knowledge and qualities assessed.

Selection and assessment methods could include:

- **advertising the opportunity to the target group** (digital channels can help reach as many people as possible, e.g. SMS, WhatsApp messages, posting on Facebook groups or email)
- **initial application** (either distributed in print or online – a link can be sent via SMS or WhatsApp)
- **pen-and-paper assessment** (formal or informal – might include a standardised test of language skills)
- **face-to-face or telephone interviews** (useful for finding out the candidates' motivation for applying for the role and their level of commitment)
- **group discussions** (can show how the candidates respond to other people, their role within the group, etc.).

Task 3

Looking at the methods above, which of these do you think would be the best ways to select and assess the mentors for the case study above?

Along with the skills, experience and qualities of the Master Trainers, there are many other considerations relating to the logistics of doing a teacher selection exercise: costs, availability during the project, etc. A list of questions to consider is given in Appendix 5.

Task 4

Read the list of questions to consider when planning Master Trainer selection in Appendix 5. Look at the six sections:

- Resourcing
- Qualifications, skills, experience and qualities
- Equality, diversity and inclusion
- Training, development and monitoring
- Logistics
- Finance.

Are there any other locally relevant/important questions you might need to think about when planning a Master Trainer selection exercise?

Materials and content development

Key points

- Managing the process of materials development can be time-consuming and this needs to be reflected in the project plan.
- The materials and content to be used within a project need to be context appropriate and clearly linked to the project's vision.

Running alongside the delivery of any teacher education activity is the need for contextually appropriate materials. Whatever materials are selected for the different activities (face-to-face training, self-access learning, skills development through digital platforms, establishment of communities of practice, etc.), they need to be carefully thought through and factored into the project plan/design at the beginning.

Why is this important?

The materials used in any teacher education activity are what the teachers take home with them and it's their reference point once they are back in the classroom. Therefore the materials must be contextualised, relevant and inspiring.

Content for teacher education can take a variety of forms and be delivered in several ways. For example, at the British Council we have developed content to help teachers' development that includes:

- face-to-face training materials and trainers' notes
- classroom films with accompanying workbook
- radio programmes
- research reports relating to English language teaching
- online courses
- mobile apps, etc.

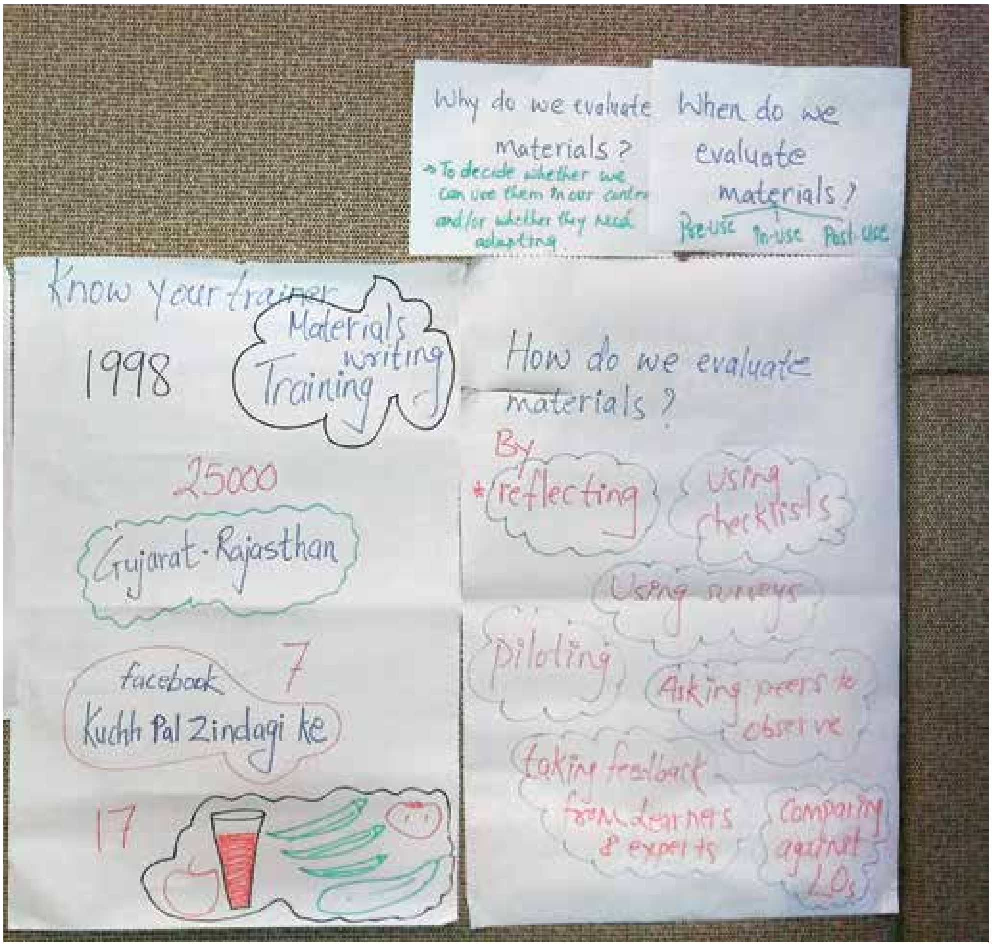
The development of content for a teacher development project is essentially a project in itself and should not be taken lightly. Before starting any content development, decisions need to be made in relation to the points outlined below.

Who is responsible for developing the material?

From the outset it is important to agree roles (internally and externally) regarding who will be responsible for the different parts of the material development process. This then needs to be communicated to the different teams across the project.

Roles and responsibilities for this process would normally include:

- the costing of the time the material development will take and identifying who/which budget will pay for it
- writing/adapting the material



- checking the quality of the material
- piloting and revising the material
- printing the material
- delivering the material to the target users
- monitoring and evaluating the effectiveness of the material within the project.

Time management

Time is something you need to be wary of when planning for content development, it is a recursive process with a lot of back and forth as feedback is sought and incorporated. It is not uncommon for it to take longer than was initially planned and this needs to be factored into your activity timeline and risk management tool.

What content should be included in the material?

The two main drivers which will help shape the content of the materials are:

- ensuring the material is aligned to the participants' teaching context and curriculum as well as the project's vision (this is usually informed at the needs analysis stage)
- the delivery method that will be used (e.g. face-to-face, online, mobile, etc.).

Who owns the material?

It is important to establish from the start, especially if you are working with partners, who has the copyright to the content that is being developed. In most cases it is the employer not the employee who can rightfully claim copyright. Copyright generally gives the holder the exclusive right to do and authorise others to do the following:

- reproduce the material in copies
- distribute copies to the public
- display the material publicly
- prepare derivative material based on the original material.

Assessing participants' learning

It's important to think about how you will assess participants' learning as a result of using the material. This is also an opportunity to check in and make sure the content is effective and relevant for both the trainer and the participants.

Task

Read the case study below. What could have been done to avoid the situation? What kinds of consequences do you think arose from this situation?

CASE STUDY

A materials writer was engaged to write materials for a training programme. The task involved adapting some material and writing new modules. When the material was received ten days before the start of the training, it was found that the material did not meet the standards, there was lack of attention to detail, the ideas for the new content were flawed and the material adapted did not take into consideration the need for localisation. There were also several errors in the formatting. The person responsible for the project's material development claimed that clear instructions were given about content and layout. The material writer claimed that he did as he was instructed. It was found that this assignment was given over the phone and there was no documentation to find out what went wrong.

Monitoring, evaluation and learning

Key points

- Any teacher education in-service project or programme should include the development of a monitoring, evaluation and learning framework.
- Monitoring refers to the tracking of project input and activities to make sure that these are happening as expected. Evaluation looks at the overall impact of the project on the target beneficiaries.
- To demonstrate the impact of a project it is recommended that a baseline, midline and endline study is conducted as a means to measure the change.
- It is crucial that all stages of the project are regularly reviewed to establish what is working, what is not working and why. This information can then be used to strengthen current projects. It can also be used to inform the design and delivery of future projects.

Establishing a monitoring, evaluation and learning (MEL) framework

Monitoring and evaluation is important for any project or programme. We monitor and evaluate progress to check:

- whether or not planned activities have taken place
- whether or not our targets are being reached (e.g. number of people receiving training or resources, money spent, etc.)
- whether or not project beneficiaries are learning what we want them to learn
- whether or not there is any change in the way that beneficiaries are behaving or acting
- whether or not the project is contributing to long-term impact
- the lessons we learn while we do the project, to strengthen the project and to inform future interventions.

Why is this important?

Monitoring allows you to increase the effectiveness of your activities and decrease unintentional negative consequences. It helps you to make more informed decisions and engage effectively with your stakeholders.

To summarise, we **monitor the project activities**, **evaluate the change** that is taking place and **record the lessons we are learning** as we do the project.

Look at the example of a plan for a project below. The plan is shown in the form of a simplified outcome map. In this example, only one of the beneficiary groups is shown. In a real project, there will usually be more stakeholders and more activities (leading to greater learning, action and programme outcomes).

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Beneficiary	Experiences (activities and inputs)	Learning that takes place	Action as a result of the experiences	Project outcomes
English language teachers	A ten-day training course on teaching reading skills, divided into two blocks of five days A DVD of films showing real teachers using the techniques from the training and a self-access workbook with exercises and activities	Teachers increase their knowledge of learner-centred methodology and terminology for teaching reading	Teachers use the approaches and activities they have learned in their own classrooms and reflect on these	Teachers facilitate more effective English language reading lessons in their classrooms

Task 1

Look at the outcome map above. Imagine you are managing this project. What are the things you will need to monitor? Complete the table below.

MONITORING					
What activities need to be monitored?	**How** will they be monitored? What **tools** will you use?	**When** and **where** will they be monitored?	**Who** will do the monitoring?	**How much** will the monitoring cost?	**What** will you do with the results of the monitoring?

As described at the start of this section, monitoring generally focuses on whether or not activities have taken place, using the planned resources (including money), etc. Evaluation focuses on the learning and changes in behaviour that take place as a result of the intervention. It can also focus on **engagement**: did the participants enjoy the training? Did they report finding it useful? Research has shown that if participants are engaged, they are more likely to learn. Therefore, it is important to explore the levels of engagement with each activity – low levels of engagement might explain low levels of learning and action (and vice versa).

Task 2

Look again at the simplified outcome map. Complete the evaluation table on the following page for this example project.

In order to show the difference that a project has made to a group of beneficiaries, it is recommended that you do a **baseline study** before the activity begins to assess the level of knowledge, skills and current practice of the target audience. When the same group (or representatives from the same group) are tested at a later date (e.g. during the **midline** or **endline studies**), you can compare the results with the baseline and draw some tentative conclusions about whether or not the project or programme is bringing about the changes that you intended.*

As well as measuring impact by comparing skills and knowledge at the beginning and at the end of the project, evaluation can also be done by comparing a group who participated in the project with a group who did not. The latter group is called a **control group**. This group is evaluated in the same way as the project beneficiaries, but they don't receive the same input as part of the project. This can help to show whether or not the intervention is directly bringing about change, or if the change would most likely have taken place because of other factors within the environment or other programmes that the stakeholders are involved in. However, to set up a control group which is equal to the experimental group in every other way can be very difficult, particularly in an educational context. Establishing and then maintaining the control group for the duration of the project cycle when they are not receiving any input in the project can be very challenging. This is why it is often omitted from a project's MEL framework.

Documenting and acting on lessons learned

We've looked at the M (monitoring) and E (evaluation) of MEL, but the L (learning) is equally important and often neglected during project planning and implementation. There is always a huge amount that can be learned through the delivery of a project – even if (perhaps especially if) the project is not considered to be 'successful' – i.e. the expected learning did not seem to take place or the learning was not translated into action, and programme outcomes were not achieved. At all stages of a project, it is important to review what is working or not working and why. This can help to improve the project as it continues, but can also inform the design and delivery of projects in future. One way of recording learning is by maintaining a 'Lessons learned' document. An example of one of these is given in Appendix 6.

*There is some scope to use your needs analysis as your baseline study. However, this is not a problem-free transition. Issues would invariably arise in trying to secure that those who participated in the needs analysis are able to participate in both the mid- and endline studies, which at such an early stage in the project design would be very difficult to guarantee.

EVALUATION						
	What needs to be evaluated? What will show you that engagement/ learning/action/ outcomes have been achieved?	**How** will it be evaluated? What **tools** will you use?	**When** and **where** will you do the evaluation?	**Who** will do the evaluation?	**How much** will the evaluation cost?	**What** will you do with the results of the evaluation?
Engagement						
Learning						
Action						
Legacy						

In an attempt to effectively monitor, evaluate and learn in a project, it is often tempting to collect huge amounts of data which can be very difficult to manage and analyse. Planning how the monitoring and evaluation of your project will be done is an essential step in the design of any intervention, and should include thinking about what is realistic in terms of time and budget. When people do not plan this before the project begins, there can be many problems with accurately reporting activity that has taken place, what the project has achieved and the **impact** of the intervention, or with there being too much data and not enough resources to use it appropriately in reporting.

Finally, it is worth noting that many donor organisations will require an external evaluation of a project to objectively check what the return has been on their investment. Even if this is not the case, it is important to monitor and evaluate your project internally too, so as to understand what is happening as a result of the intervention and what might be improved.

For more information:

Peersman, G. (2014). *Overview: Data Collection and Analysis Methods in Impact Evaluation*, Methodological Briefs: Impact Evaluation. 10, UNICEF Office of Research, Florence https://www.unicef-irc.org/publications/pdf/brief_10_data_collection_analysis_eng.pdf

Developing data collection tools

Key points

- Identifying what key information (or data) you need to collect will help guide your choice of data collection tools.
- Quantitative data is information that can be measured and verified.
- Qualitative data helps you understand how and why a project is working. It can also serve as a tool to uncover unexpected opportunities and obstacles.

Identifying what information about the change you need to collect, the way you will collect it, the tools that you will use and the way that the information is to be analysed are all important considerations at the planning stage of any project or programme.

Information can be collected in many ways. You can collect **quantitative** and/or **qualitative data**. The type and amount of data you decide to collect can vary between projects and programmes. Most often, quantitative data is analysed first while qualitative looks deeper into the trends identified in the numerical data.

Why is this important?

If we get the data collection tools right, it enables us to take information and turn it into evidence of change (or the absence of this). It can also help highlight what further action is needed to bring about change.

There are a number of different **data collection tools** which can be used to collect quantitative and qualitative data, e.g. a questionnaire or an interview. The table below shows some of the different data collection tools which might be used in a teacher education project.

Task 1

Complete the column below as to whether the data tool listed is qualitative or quantitative. Tick (✓) the ways of collecting data you are currently familiar with. Check any terminology you are unsure of in the glossary.

Data collection tool	Qualitative OR quantitative?	Are you familiar with the tool? (✓/×)
Administrative data (e.g. data on absenteeism)		
Case studies		
Checklists		
Focus groups		
Interviews		
Observations		
Opinionnaire/attitude scale		
Surveys/questionnaire		
Tests		

For more information:

Monitoring and evaluation studies
http://www.mnestudies.com/monitoring/methods-tools-collecting-me-data

How to create a monitoring and evaluation (M&E) system – step-by-step guide
http://www.tools4dev.org/resources/how-to-create-an-monitoring-and-evaluation-system/

Data collection methods
http://mypeer.org.au/monitoring-evaluation/data-collection-methods/

Most Significant Change (MSC)

Most Significant Change (MSC) is a technique that can be used in monitoring, evaluation and learning (MEL) to look at the impact of a project from the point of view of stakeholders on the ground. It involves recording, analysing and selecting stories from project participants and beneficiaries on significant changes they have seen or experienced in the field. How this differs from the more traditional monitoring and evaluating tools is that it takes a **participatory approach**, involving many different project stakeholders selecting and analysing data from the stories. It is through working together that they are able to identify and choose those which are most meaningful.

The MSC technique was developed by Rick Davies in 1996 while he was working on a large-scale project in Bangladesh and has since been developed by a number of other contributors.

MSC stories provide **qualitative data** that can show how the intended outcomes of a project match (or don't match) what is happening on the ground, while also revealing unexpected outcomes that can demonstrate the impact of a project. The MSC technique is not a standalone tool; rather, it is intended to supplement other more quantitative approaches to MEL and is carried out on an ongoing basis throughout a project.

The MSC process

Davies and Dart (2005) outline a ten-step process for implementing MSC:

Step 1: Raising interest by introducing MSC to a range of stakeholders

Step 2: Involving stakeholders in deciding what broad areas of change will be monitored

Step 3: Deciding how often changes will be monitored and reported

Step 4: Collecting stories of change from project participants in the field

Step 5: Discussing, analysing and selecting stories that represent the most significant change

Step 6: Documenting reasons why stories were selected or not and feeding this back to participants in the field

Step 7: Verifying stories by visiting the places where the stories described took place

Step 8: Quantifying the extent to which the most significant changes in one location have taken place in other locations

Step 9: Carrying out a secondary analysis where the MSC process itself is monitored

Step 10: Revising the MSC process, taking into account what has been learned.

The heart of the MSC process could be said to be Steps 4–7. The collection of stories, Step 4, involves asking project participants in the field a question such as 'Looking back over the last month, what do you think has been the most significant change?' This can start a discussion around different changes that have happened and through probing questions leads to finding out which one was the most important. Stories collected during Step 4 are then passed on to another group of stakeholders to read, discuss and analyse until finally they select the ones they feel are the most significant of all. This step is essential as the stories chosen represent what the group feel is important and feedback for each story is given back to the person who originally wrote/told the story.

Why use MSC stories?

People like and remember stories. They can deal with complex issues and can also carry hard or difficult messages which can help explain why things did or did not work.

Critics of the approach often see it as collecting anecdotal stories without any hard data. However, if done as intended, the content from MSC stories can also be analysed in order to provide quantitative and qualitative data on the number and kinds of changes taking place in some areas compared to others and the different kinds of factors involved in making those changes happen.

MSC stories are not enough on their own during MEL. They can, however, supplement MEL data by providing a necessary counterpoint, one that contains an authentic voice from participants on the ground where the project is taking place. It's a welcome addition that could help shift an MEL framework's over-reliance on numerical data to communicate change.

For more information:

The 'Most Significant Change' (MSC) Technique – A Guide to Its Use www.mande.co.uk/docs/MSCGuide.pdf
This is **the** key resource on MSC and available to download for free on Rick Davies' website.

Jess Dart – Most Significant Change Part 1 – YouTube video www.youtube.com/watch?hl=en-GB&gl=SG&v=H32FTygl-Zs
This is the first of five videos from a one-hour workshop introducing MSC delivered by Jess Dart. Highly recommended.

Most Significant Change – Beyond Numbers – YouTube video by UNICEF India https://www.youtube.com/watch?v=NkuJ69zKScU
This short video by UNICEF explains the MSC process through a project UNICEF ran in India.

Data analysis and interpretation

Key points

- Making generalisations from a small sample size is possible but it needs to be carefully mediated and acknowledged that they are tentative.
- Identifying trends, patterns and themes is an integral part of the analysis process of quantitative and qualitative data.

Once the data has been collected the next step is to analyse and interpret it; this can be a challenging but equally fascinating process. The amount and type of data you have will be determined by the qualitative (descriptive) or quantitative (statistical) tools used. As you may have seen in previous sections (e.g. Doing a needs analysis), to build a complete picture of a situation or intervention normally requires a **mixed-methods approach**. This means that you will have data from many different sources, both qualitative and quantitative, to analyse and synthesise. Below are some points for you to consider when trying to interpret the data you have collected.

Why is this important?

The purpose of analysing data is to obtain useful and usable information, while interpreting data is the process of attaching meaning to it. When done well this enables you to make informed decisions regarding a project's design, activities and delivery model.

Sample size vs generalisation

Trying to establish the size of your sample can be tricky – ideally the bigger the better, as this gives you greater statistical power to make definite generalisations. In reality it is not usually possible to collect data from all project stakeholders due to budget, feasibility and time. One way around this is to use **proximal similarity;** this model allows you to generalise the findings from your sample, with some confidence, to other people that are similar to those in your sample. While proximal similarity is not perfect, it does at least allow you to make tentative generalisations which contain some **external validity**. Without this your findings will not be credible.

Trends and patterns

When analysing quantitative data you will need to try and identify any trends and/or patterns that emerge. A **trend** is a specific direction of something changing over a period of time whereas a **pattern** is a series of data that noticeably repeats itself. You can then seek to understand what factors influenced these trends or patterns (possibly with the help of qualitative data), and draw conclusions. For example, if data from classroom observations of primary teachers suggests that they are using more activities in the classroom during the first two years of the project, you can then analyse focus group feedback to try to identify what factors may have contributed to this, such as developmental feedback and support from mentors. You could then conclude by recommending that mentors seem to have a positive effect on teachers' use of classroom activities, and recommend that they continue to give developmental feedback and support.

Themes

When you have a very large amount of textual information (e.g. focus groups, interviews), one way of analysing this data is to look for recurring themes to help identify any trends A **theme** can be described as a patterned response or meaning within the (textual) data set which can help build an understanding of the data.

Synthesising data

As you examine your data, look out for similarities or differences between findings from the different sources of data. For instance, how do the themes from your interview data match or contradict those from your observations. You can then use this point of **triangulation**. This is a useful way to cross-verify your data and strengthen its validity, to help explain why something is or is not happening.

Task

Look at the terms in bold in this section and their definitions in the glossary. Which of these terms would you like to find out more about? Which of these terms are relevant to your professional practice?

For more information:

MOOCs can be a great way of developing your understanding and knowledge around data analysis and interpretation.

https://www.povertyactionlab.org/training/online-courses
http://evalpartners.org/
https://www.futurelearn.com/

Reporting

Key points

- Reporting is a way of documenting and sharing project progress.
- Reporting should be done based on the outcomes agreed for the project.
- It is important to be honest about things that did not go as planned and recommend corrective action so that there are no surprises at project closure.

Documenting and sharing updates with key project stakeholders is a useful way of keeping them informed and sustaining their interest in the project. Reports are an opportunity to communicate how a project is progressing both its success and challenges, its activities and lessons learned to stakeholders. If any changes were made for improving project implementation, those can be included too, to record them in writing (though formal approvals should have been sought at the time when they were made).

Why is this important?

Reporting is a way of keeping key stakeholders up to date on the project achievements, challenges, if any, and recommendations for the future.

Reports are useful not only for those involved in the project but also as a reference for the future. They can be consulted to see what worked or didn't work in the past and apply lessons learned.

Reporting is done at various stages and in various ways. Some common types of reports for teacher education projects are:

- needs analysis report
- activity report
- monitoring, evaluation and learning (MEL) report
- quarterly report
- annual report
- end-of-project report
- mid-project report
- impact report
- financial report.

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The type of reporting, required templates and frequency are normally agreed with the key stakeholders at the start of the project.

While the format and contents of the various reports can vary, some of the common headings that go into reports are as follows.

- Executive summary
- Background/Summary of the activity/project
- Recommendations
- MEL data
- Next steps
- Appendices.

These sections may need sub-sections. For example MEL will include data collection process, graphs/charts, analysis of the data, lessons learned, etc.

Reporting timelines should also be included in the project planning, as collating, compiling and analysing data can take up a lot of time.

Task 1

Have you been involved in writing any of these types of reports? What has your experience been like? Did you face any challenges? If yes, what were they?

Based on your experience complete the following table.

Type of report	Frequency during project lifetime	Audience
Needs analysis report		
Activity report		
Monitoring, evaluation and learning MEL report		
Quarterly report		
Annual report		
End-of-project report		
Mid-project report		
Impact report		
Financial report		

Celebrating success

Key points

- A project's participants should be acknowledged and celebrated for their contribution.
- Events should give an opportunity to project participants to showcase their work to their peers and seniors and voice their successes and challenges.

Managing projects is hard work. Inevitably over the course of a project challenges will arise and in order for everyone to stay positive and motivated it is important to recognise and celebrate a project's milestones and successes.

There are several things a project team can do to celebrate its successes.

Why is this important?

An acknowledgement and appreciation of people's hard work keeps them motivated and inspires them to do even better.

Certificate distribution ceremony

At the end of each year, and especially at the end of the final year of the project, a ceremony can be organised to congratulate the Master Trainers/teacher educators. If a project has donor involvement then this is something they can contribute to as well.

Symposiums

Another way of celebrating a project's achievements, experiences and learning is by organising a symposium. This could be a full-day event where teacher educators deliver sessions on any project-specific topic for other participants and stakeholders. Alternatively they could showcase their work via presentations, poster presentations, journals and any other resource materials they may have produced during the project. The event could also include certificate distribution to the project participants.

Participants feel motivated when they are felicitated by a senior member of the government, education minister, etc., so they can be invited to these events. Endorsement by senior stakeholders makes teachers/teacher educators feel positive about their contributions.

Media coverage – sharing information with a wider audience through coverage in the local media is another way of motivating project participants. Success stories can be shared on the organisation's/project's social media channels. Recognition by seniors and peers can boost the morale of the participants.

Institutionalisation

Key points

- The best projects are planned and designed with the aim of bringing about or contributing to long-term systemic change.
- The change brought about should become a way of working on teacher education and should not be treated as a one-off event.
- Investment of time and resources in a project is worthwhile if it continues to provide benefits long after it has ended.

When a project ends, the work that started with the project shouldn't end with it. When you set the vision for your project, you should be clear about what change you hope to bring about in the current system as a result of the intervention, and be realistic about how long this will take and how the project will contribute to the longer-term goal.

During the course of the project's delivery it is important to put measures in place that will help the improvements and/or processes made by the initiative to become institutionalised. For example, if you set out to create a cadre of teacher educators for your state to deliver a specific project, you should aim to formalise the role so that the teacher educators who have been selected and trained are able to continue being a resource for the state and deliver teacher education activities in future.

Why is this important?

When initiating a project you should be thinking about the legacy you want to create. The question here is, what do you want remain after the project closes and are the mechanisms in place for you to assess you have achieved your intended legacy?

For change to become institutionalised, buy-in from the most senior stakeholder(s) is imperative. It is important for them to understand the project in its entirety, its achievements and how its continuity can continue to provide benefits. To enable this, regular reporting is fundamental in keeping this group apprised of the project's progress; it can also be used as a launch pad to make recommendations for future initiatives.

For change to become better institutionalised in the classroom, time needs to be apportioned to teacher education initiatives to encourage teachers to take responsibility for their professional development. Support also needs to be given to help them identify what they can do to support each other.

Task 1

Read the case study below and identify what measures were taken by the teacher educators to try and institutionalise their learning.

CASE STUDY

In Bihar, a significant number of teacher educators demonstrated the ability to work autonomously on their own CPD. The project has collected anecdotal evidence of teacher educators using their own initiative to network with local teachers, to maintain communication with course participants either face-to-face or by phone and to conduct informal classroom observations. Surveys in 2015 and 2016 showed that, for many teacher educators (and teachers) in Bihar, access to information technology is limited; however, 27 per cent of teacher educators have their own laptop and a number of teacher educators have made use of electronic resources to identify resources for their own classrooms and for other teachers and to communicate with each other through Facebook and in particular through WhatsApp. When asked to identify the advantages of making use of information technology for continuing professional development purposes, teacher educators stated:

- *Regarding our personal development I'd say this platform is the best example for day-to-day discussion . . . enriching ourselves with new ideas . . . really beneficial . . . sometimes when I need some help for any lesson I get the help off the Internet to make my concepts clearer.*
- *I think most of us use technology for our personal professional development: that is why we are here on this platform where we are sharing and exchanging our views and ideas . . . we use our smartphones and our dear 'Google uncle'.*

Another opportunity to institutionalise best practice and lessons learned can occur when a project finishes. This final phase involves consolidating a project's outputs, resources and documentation, all of which can serve as a means to institutionalise the processes put in place to bring about change. It is a time to underline what has been achieved during the project and assess what scope there is to replicate it elsewhere, perhaps in another district, as all the project's tools are tried and tested. Therefore, it is imperative that all outputs, resources and documentation be collected and collated accordingly (perhaps as a 'project toolkit' or 'project in a box') so that others can put them to good use.

It is also advisable that a strategy for analysing a project's impact after its lifetime be put into place. More often than not this is neglected, as it can be quite expensive and teams move on to other work and priorities after a project's closure. However, if done, it can yield excellent data, providing valuable insights into a project's longer-term impact, often providing surprising results on unintended benefits.

Task 2

Read the excerpts below. What conclusions can be drawn from the trainers' and participants' comments regarding the project's impact in terms of institutionalisation?

'If textbooks get changed then it will be very helpful for us to use techniques we learned from the training in the classroom. The examination system should also change as we cannot incorporate new learning for students who are going to be assessed on different parameters.'

'The techniques we've been shown in the training have helped learners to understand the text of the lessons from their books, and have made it easier for them to memorise questions and answers.'

'Exams need very different techniques from those learned during the training; they require students to cram and pass.'

'Students only learn English to pass the exam, they learn answers by heart; not really through the techniques we learnt during the training.'

Now compare your answers with the suggested answers given at the end of the handbook.

Appendices

Appendix 1a: Continuing professional development framework for teachers of English

Choosing professional development pathways for English language teachers

Awareness: you have heard of the professional practice.

Understanding: you know what the professional practice means and why it is important.

Engagement: you demonstrate competency in this professional practice at work.

Integration: you demonstrate a high level of competency in this professional practice and it consistently informs what you do at work.

Appendix 1b: Continuing professional development framework for teacher educators

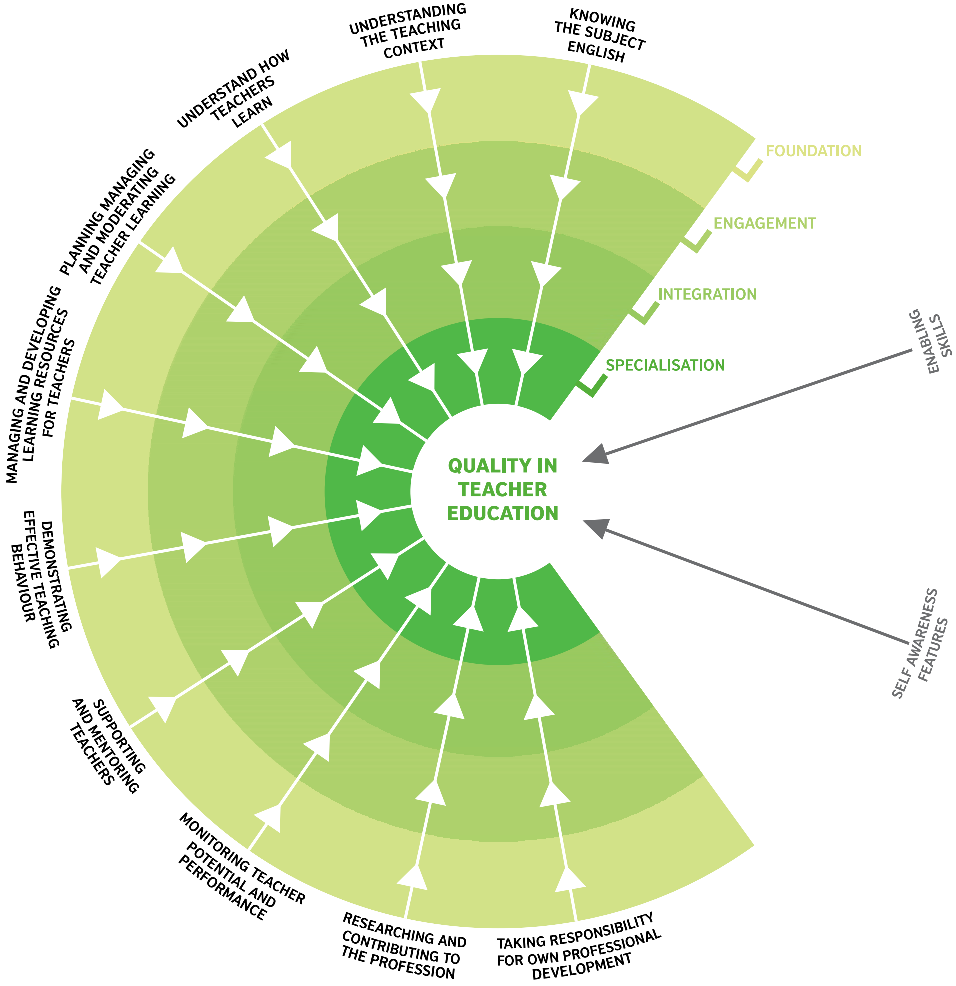
Stages of development

1. Foundation
You have the foundation of teaching skills and knowledge on which to build your role as a teacher educator.

2. Engagement
You have developed your skills and knowledge as a teacher educator through practical experience and professional learning.

3. Integration
You have achieved a high level of competence as a teacher educator.

4. Specialisation
You act as a point of reference for other teacher educators and as a source of expert opinion.



Professional practices

- Knowing the subject
- Understanding the teaching context
- Understanding how teachers learn
- Planning, managing and moderating teacher learning
- Managing and developing learning resources for teachers
- Demonstrating effective teaching behaviour
- Supporting and mentoring teachers
- Mentoring teacher potential and performance
- Researching and contributing to the profession
- Taking responsibility for your own professional development

Enabling skills

- Communicating effectively
- Teamworking skills
- Thinking critically
- Building relationships
- Effective organisational skills
- Increasing motivation
- Leadership/supervisory skills

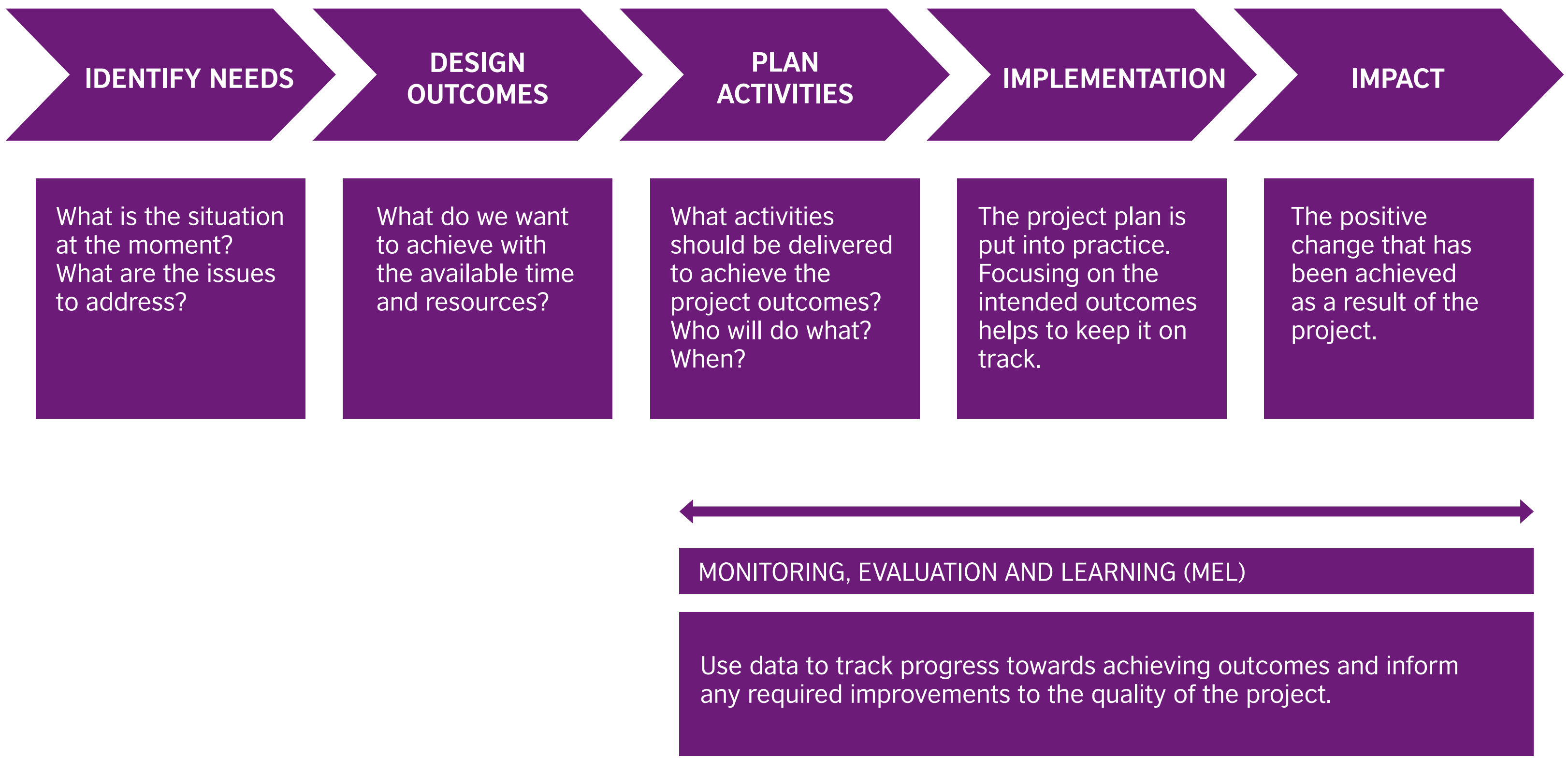
Self-awareness features

- Openness
- Conscientiousness
- Interactivity
- Empathy
- Resilience

Further details can be found at:
https://www.britishcouncil.org/education/schools/teaching-for-success

Appendix 2: An alternative model of project planning

Start by identifying the needs. Once you know what the need are, work out the ‘impact’ that you want to achieve. Then work backwards to complete the rest.



Appendix 3: Outcome map for Project X

Audience – who we work with	What do they expect?	What do they learn?	What do they do as a result?	Legacy outcomes
Teachers	Attend CPD training Join online forums for teachers Familiarisation with resources available for teachers	Increased knowledge of CPD and English language teaching Awareness of resources available	Use available resources to improve their English teaching skills Use English language in class	Improved quality of language teaching/ learning in class CPD becomes an essential part of the teachers' professional life
School principals	Training on the concept of CPD/ familiarisation	Increased knowledge of what CPD is Principals will be able to identify the development needs of teachers	Support teachers in CPD	Transition from Hindi medium to English medium Standard of English teaching in the school improves
Mentors	Mentoring skills course/training Attend CPD training	Knowledge and skills necessary to be a mentor Co-deliver CPD training with Master Trainers	Support teachers Use available resources to become better teachers/mentors	Become successful mentors facilitating the transition to English medium

Appendix 4a: Venue checklist

Particulars	Yes/ No
Suitability of training venues	
Is the venue centrally located?	
Is it accessible for all participants, including the disabled?	
Is the venue big enough for the number of participants expected?	
Are there enough suitable chairs and tables?	
Is the seating arrangement flexible?	
Is there enough space for participants to move around the room during the training activities?	
Is there a white/blackboard?	
Is there enough chalk/markers and dusters?	
Is there a reliable electricity supply?	
Is there a reliable generator?	
Is the audio-visual equipment available or does it need to be arranged?	
Is the audio-visual equipment in working condition?	
Is there adequate ventilation?	
Is there a supply of drinking water?	
Is the lighting appropriate? Are the tube lights/fans in good working condition?	
Is the room quiet enough? (e.g. free from traffic noise, other classroom noise)	
Will there be access to the rooms outside training time?	
Can the rooms be locked and opened when needed by British Council staff?	
Is there enough wall space for displays?	
Is there a dustbin?	
Refreshments	
Is tea and coffee available?	
If not, can it be brought in?	
Is suitable food available on-site or nearby?	
If not, is there an alternative arrangement?	

Is there a separate room available where the participants can eat?	
Will the area be cleaned regularly?	
Bathroom and toilet facilities	
Are the toilets accessible for everyone?	
Are there separate toilets for males and females?	
Is there a constant water supply?	
Are they cleaned regularly?	
Residential facilities (if available)	
Are the residential facilities close to the training facility?	
If not, are there any transport arrangements between the residence and training facility?	
Are there separate room facilities for males and females?	
Is drinking water available?	
Is food available of reasonable quality and price?	
Is there a regular water supply?	
Is there a regular electricity supply?	

Appendix 4b: Gantt chart and activity task breakdown

Examples of a Gantt chart and activity task breakdown are given below. The Gantt chart should list all planned activities. Each activity can be broken down into tasks using the activity task breakdown.

Gantt chart

The activity calendar/schedule is a project manager's core tool. The schedule (also called a Gantt chart) shows you the overall timescale of a project and when each activity starts and finishes. Once you have developed the full list of activities to be carried out, this can be summarised in an Excel workbook and then used as the basis for planning and managing implementation.

Last updated: [date]	Lead	Dates	Status	6-June	13-June	20-June	27-June
Selection of State Resource Group	Project manager	7 June	complete				
Year 2 Block 2 Training of Master Trainers (7 days)	Project manager	13-19 June	confirmed				
State Resource Group workshop	Project manager	28 June – 1 July	pending				

Activity tasks breakdown

Once the schedule is ready, each activity can be broken down into tasks. Each task should be assigned to a person and a deadline set. This helps understand the scope of work and is a way of distributing responsibility and keeping track of deadlines. For example:

Last updated: [date]	Task lead	Dates	Status	6-June	13-June	20-June
Master Trainer training						
Agree dates with partners						
Get sign off for dates						
Organise venues						
Inform district officials about training dates						
Inform Master Trainers about training dates						

Appendix 5: Questions to consider when planning the selection of Master Trainers

Resourcing
• Who will be involved in the selection of the Master Trainers? What will their responsibilities be?
• How many Master Trainers do you need for your project?
Qualifications, skills, experience and qualities
• What qualifications do they need?
• Do they need to have training experience?
• Do they need certain language or subject skills?
• Do they need other specialist skills for this project?
• What qualities do they need to have?
• Are there enough people who are likely to have these skills, experience and qualities?
• How will you measure whether or not candidates have the skills, experience, qualifications and qualities that they need?
Equality, diversity and inclusion
• Who are your target groups for the advertisement?
• How will you ensure diversity within the group of teacher educators that are selected to ensure that there is representation from all religions, gender, age etc.?
• How will you ensure that the selection is fair and transparent?
• Will there be any problems with the relationship between the Master Trainers and the teachers they will work with (e.g. status, relative experience, background, etc.)?
Training, development and monitoring
• What training will the Master Trainers do to ensure they are ready to perform their role in the project?
• What ongoing support will you provide for this group during the project?
• How will you monitor the Master Trainers' performance during the project? How will you give them feedback on this?

Logistics
• Where and how will you advertise the opportunity?
• Where will you do the selection activity?
• How will you ensure that the Master Trainers are available to do the activities you need them to do?
• How will you communicate with the selected Master Trainers?
• How will you ensure that this group is able to reach the locations where the teachers are based?
Finance
• How much will the selection exercise cost?
• Can you save money and/or time by doing some of the selection online or by telephone?
• Will the Master Trainers be offered any additional payment for their work in this role?
• How will you cover travel costs to do the training activity?
• What allowances will the Master Trainers receive?
• What budget(s) will cover these costs?

Appendix 6: Documenting lessons learned template

Description of issue	Date entered	Entered by	Project stage	Learning	Implementation of this learning	Implementation date	Evidence entered by
A lot of candidates came for an ELT project MT selection who did not have the required level of English.	21 Feb 2015	Project manager	Master Trainer selection	They couldn't be selected. They had travelled from all over the state. To avoid this in the future, it was decided that applications will be invited through an online process and only those candidates shortlisted will be called for the face-to-face selection exercise.	Online selection process was set up before the next MT selection was conducted. Only shortlisted candidates were invited.	June 2015	Project manager

Suggested answers

Models of in-service teacher education

	Advantages	Disadvantages
Cascade model	• Can reach large numbers of teachers easily • Time efficient – large number of teachers can receive training quickly • Creates a cadre of skilled Master Trainers for the state	• Dilution of training • Need to take a lot of time to develop skills of Master Trainers • Potential misinterpretation of the training by Master Trainers and teachers at the grassroots level
Day release model	• A teacher needs to be away from the classroom once a week rather than the whole time • Provides scope for ongoing support as teachers can practise ideas from the training and then discuss with their trainer/peers the following week	• It will take longer for the project to reach all teachers • Administration/logistics of which teachers will receive training and when is more demanding
Self-access model	• Lower costs of administration • Teachers don't need to travel • Teachers' classes don't need to be covered or cancelled as training can be done in own time • Teachers can develop at their own pace	• Dependent on teachers' access to technology/digital literacy skills • Teachers need to have motivation and autonomy • No face-to-face contact so no opportunities to practise micro-teaching/face-to-face learning
Blended and online learning	• Offers flexibility to do professional development at one's own pace • International quality content provides an opportunity to learn global best practices	• Requires reliable ICT infrastructure and digital literacy skills/support • Requires motivation on the part of the individual teachers
Mentoring model	• Teachers receive ongoing support throughout the year • Mentors have good local knowledge of their mentees' contexts • Sustainability is easier to ensure if the mentoring system is adopted long term	• Need to ensure mentors are trained and skilled in appropriately supporting teachers • Mentors' classes need to be covered regularly so that they can visit their mentees

Teacher groups	• Self-directed by teachers so it will meet their specific needs • Informal, gives teachers opportunities to discuss and share ideas on their teaching and learning • Relatively low cost for the state	• Lack of direction • Difficulty for new teachers to join once a bond has been formed by the original teachers who started the group • May be difficult to sustain long term

Communications planning

Stakeholder	Key messages likely to be of direct concern to those that you need to communicate with	Channel(s) and language	When and how often?
Funding agency	Project plans and updates Risks Impact	• Email updates • Project presentations • Meetings • Reports • Events	• Regular • After key milestones • Monthly/ fortnightly • Quarterly and end of year • Quarterly • After key milestones
Senior government officials	The project is seen as developing the skills of the teachers. Updates on current and future project delivery plans.	• Meetings • Invitation to events	• At start of the project and key stages • After key milestones
District/block administrators	The project plan and the support required from them for smooth delivery of the project.	• Orientation session at the start of the project • Regular updates to keep them informed	• Before start of project • Before each field activity
School leaders/ head teachers	The project plan and the support required from them for smooth delivery of the project.	• Edusat session or face-to-face session delivered by district/block officials • Regular updates to keep them informed	• Before start of project • Before each field activity

Community		• Focus group discussions • Community leaders invited to events	• During needs analysis • After key milestones
Media	Positive image of the project in the local media. The project is seen as developing the professional skills of the teachers. Current and future project delivery plans.	• Press briefings • Invitation to events	• Before start of project and then at key stages • After key milestones

Outcome mapping definitions

Terms	Definitions
outputs	Generated directly through a project's activities. It includes processes, goods and services, for example: training materials, technical assistance, workshops and action plans.
mission	An ideal description of how a project plans to support the realisation of its vision. It specifies who the project will work with and the areas it will work in. It does not list all the activities a project will engage in.
boundary partners	Individuals, groups or organisations a project interacts directly with. These relationships can also create opportunities for influence.
inputs	Resources that are invested into a programme in order to encourage results through the relevant activities.
outcomes	Observable changes in the behaviour, relationships, activities and/or actions of a boundary partner that can be directly or indirectly attributed to a project.

Institutionalisation: Task 2 commentary

Has institutionalisation been achieved?

Institutionalisation has not been achieved.

It is evident from the excerpts that there was a big disconnect between the training received, the teachers' classroom reality and their learners' expectations. While there is some appreciation of the new techniques and the value they could bring to the learners, the training was not aligned with how their learners are assessed, which appears to revolve around some form of rote learning. This mismatch of training techniques and the reality on the ground means there is little incentive for teachers to bring their newly learned techniques to the classroom. Therefore the chance of this project contributing to a systemic change to how teachers teach will be low to none.

How could this have been avoided?

- **Do a needs analysis**: this process helps you get a snapshot of what is happening on the ground. It is also an excellent opportunity to speak to all the different stakeholders (e.g. head teachers, teachers, learners, state officials) and get their perspective on what is needed and why. Once this information has been collected it can then inform project design to ensure it aligns with what is needed on the ground, will add value and be applied.
- **Monitoring and evaluation**: working against an M&E plan is a great way to check in with what is going on and whether it is working. It is a good time to collect feedback from all the different stakeholders to ensure the trainings are fulfilling everyone's expectations. If they are not then this is the time to revisit the activities and tailor them accordingly.
- **Managing expectations**: there can be a tendency to rush through change and expect immediate, long-term results. Change does not occur in a vacuum and it cannot really ever be attributed to one thing. Normally lots of little things need to be in a state of flux for change to take root. In this particular case there was no point in trying to inculcate new teaching techniques when the curriculum and assessment remained exactly the same.
  To create lasting systemic change a holistic approach needs to be taken, one that takes into account not just one component, e.g. the teaching, but also the teachers, learners, textbooks, curriculum, assessment criteria and processes, the school's environment and infrastructure.

Glossary

Administrative data: is similar to a survey but with the source of data being administrative records rather than direct contact with respondents.

Attitude scales: are designed to measure and quantify the attitude of a respondent or of a group of respondents towards specific issues, institutions or groups of people. The most commonly used scale is the Likert scale which follows a five-point rating system, for example: *Strongly agree*; *agree*; *neither agree nor disagree*; *disagree*; *strongly disagree.*

Baseline study: is designed to provide information against which to monitor and assess a project's progress and effectiveness during implementation and after the project is completed. The baseline study should be conducted prior to any project activities.

Beneficiaries: there are two types of beneficiaries: direct and indirect. Direct beneficiaries refers to those who participate directly in a project (e.g. teachers) and gain a benefit. Indirect beneficiaries refers to those who are not immediately engaged during project activities.

Case studies: are stories that can present and describe realistic, complex and contextually rich situations, producing qualitative data.

Checklists: can be simple lists of criteria that can be marked as present or absent, or they can provide space for observer comments. They are a useful way to structure a person's observation or evaluation. They can provide consistency over time or between observers.

Coach: differs from a mentor because the relationship is not defined by experience. Coaching is objective and question led so the person being coached is guided to find their own answers.

Control group: is a group in a project which shares exactly the same characteristics as the group receiving the intervention; it is then used as the benchmark, often at the end of a project, to measure how effective the intervention is.

Endline study: is conducted after a project has finished and it measures how much has changed since the baseline study.

Evaluator: is a person who assesses and determines the quality of a performance (lesson) or product (textbook). They normally provide feedback so that the performance or product can be improved.

External validity: refers to the extent to which the results from a study can be generalised to other situations and groups in society.

Facilitator: is skilled in managing group dynamics and processes. They are able to offer everyone in a group the opportunity to express their ideas, evaluate what they are learning, and feel as if they are part of a team.

Focus groups: are carefully planned discussion, ideally conducted with five to ten selected participants. Their purpose is to encourage the participants to share their perceptions and points of view without the expectation of reaching a consensus. They are a means to gather opinions.

Interviews: are used to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. Interviews are most effective as a data collection tool when little is already known or where detailed insights are required from individual participants.

Master Trainers: are mostly experienced teachers who have been identified for their excellence in teaching skills. Most work full-time within the education systems they operate in and they are tasked with delivering specific training in a cascade model of training.

Mentor: is an experienced individual who guides and supports less experienced teachers. The relationship normally ends when the less experienced teacher (mentee) is confident or capable enough to continue without any support or guidance.

Midline study: is conducted at the midpoint of a project. It is an opportunity to revise or better define a project's outcomes and timelines, as well as identify its successes and lessons learned. It can be used internally and externally for communication purposes too.

Mind map: is a graphic technique that helps show a hierarchical relationship between the whole and its parts. It normally revolves around a single concept which is normally situated in the middle of the mind map.

Mixed-methods approach: is a method for conducting research that includes collecting, analysing and integrating both qualitative and quantitative research.

Needs analysis: is the process of identifying and evaluating the needs of a specific community or other defined population of people.

Observations: are a process where an observer sits in on a class/training to collect data on teachers, teacher educators and Master Trainers as a means to describe and evaluate their skills and knowledge.

Observer: refers to the person doing the observation.

Opinionnaire: is a questionnaire designed to elicit views on matters of opinion from which generalisations can be collated.

Outcome mapping: is a methodology for planning and assessing projects which aim to bring about change to a social/development phenomenon.

Patterns: refer to a series of data that repeats.

Programme: a group of related **projects** managed in a co-ordinated way.

Project: a temporary series of activities which could facilitate a sustainable change in a service or process.

Project objective: describes what the project is hoping to achieve and the planned short- and medium-term effects on the target group.

Project outcomes: refer to the changes in behaviour that have occurred due to a project's outputs.

Project outputs: refer to what was actually delivered during the course of a project, for example training activities and yearly reports.

Proximal similarity: is a generalisation model that allows you to generalise the findings from your sample, with some confidence, to other people that are similar to those in your sample. The generalisation is never a certain one but rather one to an extent.

Questionnaires: are a research tool which consist of a series of questions and other prompts as a means to gather information from respondents. They are often designed for the purpose of collecting statistical data.

Stakeholder: refers to anyone that has an interest in a project and can influence its success.

Survey: see **questionnaires**.

Teacher educator: is a broader role compared to a Master Trainer. Alongside delivering training they might also be involved in supporting teachers through, for example, mentoring and observations as well.

Themes: refer to recurring patterns within a textual data set that describe why something is happening.

Trainer: refers to a person who carries out teacher training activities either face-to-face or online.

Trends: refer to a general change in direction over time.

Triangulation: is a process of verification that involves multiple data sources to produce a valid and credible understanding about a situation.

Notes

Notes

The Teacher Education Planning Handbook provides advice and strategies drawing on the British Council's experience of working in partnership on teacher education projects in India, South Asia and around the world. We aim to provide a practical handbook which will assist government administrators, education officers and all those responsible to:

- design and plan effective large-scale teacher education models which are based on sound principles of educational change management and reflect the goals of national policy documents
- mitigate risks associated with managing teacher education programmes
- design and use participatory monitoring and evaluation systems.

We welcome your feedback and suggestions for the 2nd edition of this handbook. Please send this through our survey link: **https://www.surveymonkey.com/r/TEPH**

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