



EdQual

A Research Programme Consortium on
Implementing Education Quality in Low Income Countries



**Report on a
NEEDS ANALYSIS WORKSHOP
with
HEADTEACHERS & WARD EDUCATION COORDINATORS
for
LEADERSHIP & MANAGEMENT OF CHANGE FOR
QUALITY IMPROVEMENT PROJECT
of the EdQual Research Programme Consortium**

**15th – 16th FEBRUARY 2007
NJUWENI HOTEL, KIBAHA
TANZANIA**

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Acknowledgements

The needs analysis workshop was coordinated by Dr. Hillary Dachi from the Faculty of Education, University of Dar es Salaam in his capacity as Institutional Coordinator of EdQual at the University of Dar es Salaam. He was assisted by Mr. Boniface Raymond, the EdQual administrator in Tanzania. Dr. Ndibalema Alhponse facilitated the workshop.

The workshop programme was designed by Dr. George Oduro, University of Cape Coast, Ghana in his role as lead researcher of the Leadership & Management of Change. Dr. Hillary Dachi, Dr. Ndibalema Alphonse (University of Dar es Salaam), Prof. Leon Tikly (University of Bristol), Dr. Mike Fertig (University of Bath), Dr. Rita Chawla-Duggan (University of Bath), Dr. John Lowe (University of Bath) and Dr. Angeline Barrett (University of Bristol) also contributed towards preparation of the programme.

This report is based on notes taken by Mrs. Dorothy Phumbwe, who acted as rapporteur throughout the two day workshop. The English draft of the report was prepared by Dr. Angeline Barrett, University of Bristol, and it was translated into Swahili by Mrs. Dorothy Phumbwe.

The EdQual Leadership & Management Team would like to thank all the headteachers and ward education coordinators whose contributions to the workshop are represented in this report.

INTRODUCTION



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Introduction

EdQual Research Programme Consortium

EdQual is a Research Programme Consortium researching the implementation of education quality in low income countries. It is funded by the UK's Department for International Development. The consortium is made out of six university departments in Africa and UK. These are:

- Graduate School of Education, University of Bristol, UK (lead institute)
- Department of Educational Planning & Administration, Faculty of Education, University of Dar es Salaam, Tanzania
- Institute of Educational Planning & Administration, University of Cape Coast, Ghana
- Department of Education, University of Bath, UK
- Kigali Institute of Education, Rwanda
- Education Policy Unit, University of the Witwatersrand, Johannesburg, South Africa

Over the five years from 2005-2010, EdQual will be conducting five research projects concerned with different aspects of education quality and supporting four smaller projects.

More information on EdQual can be found at <http://www.edqual.org/>.

EdQual's Leadership & Management of Change project

Leadership and Management of Change for Quality Improvement is one of EdQual's five projects. It is mainly concerned with leadership of primary schools in decentralizing education systems. The project aims to develop models of effective leadership relevant to disadvantaged learners in difficult delivery contexts, most especially in the countries of Ghana, Tanzania and Pakistan.

The project is led by Dr. George Oduro at the Institute for Educational Planning and Administration, University of Cape Coast, Ghana. Its activities in Tanzania are coordinated and led by Dr. Hillary Dachi in the Faculty of Education, University of Dar es Salaam.

The project has the following objectives:

1. to identify existing effective practice in leading and managing change and encouraging community participation in primary schools in Ghana and Tanzania through means of a baseline survey and observation of practice in schools;
2. to work with headteachers identified as effective to develop their practice further through action research and to develop in-country models of effective leadership;
3. to develop a tool kit that will support headteachers to implement models of effective leadership;
4. to trial the tool kit in Ghana, Tanzania and Pakistan and refine it in ways that are relevant to the particular country contexts.

The broad questions that will guide the study are:

1. What role can educational leaders play in helping communities to fight poverty?
 - Making education relevant to sustainable development?

- Assisting in the fight against HIV/AIDS
 - Promoting inclusion for marginalised groups
2. What can educational leaders do to ensure gender equity?
 - Promoting girls attendance and participation, reducing drop out
 - Tackling sexual violence and harassment
 - Ensuring access to all areas of the curriculum
 - Promoting access and participation of women in management and leadership positions in both urban and rural contexts
 1. How have educational leadership roles changed within transitional decentralised systems in Ghana and Tanzania? E.g.
 - Managing devolved budgets
 - Mobilising resources
 - Enhancing school governance and community involvement
 - Ensuring accountability
 - Engaging school stakeholders in global issues and actions
 2. What is the role of educational leaders in meeting the quality imperative?
 - Teacher professional development
 - Mobilising and managing resources for quality improvement
 - Maintaining a culture of effective teaching and learning
 - Promoting new technologies
 - Encouraging parental and community involvement in children's learning
 - Health education and promotion
 - Facilitating small-scale innovation, research and dissemination
 3. How can effectiveness be developed within decentralized system?
 4. What factors explain the current perceptions of leadership in disadvantaged contexts?
 5. What model of training will be appropriate for preparing leaders in Ghana, Tanzania and Pakistan?

Purpose of the needs analysis workshop

There were three types of participants at the workshop:

1. Headteachers or rural and urban primary schools in the Regions of Dar es Salaam, Pwani (districts of Mkuranga, Kibaha Town Council and Kibaha Rural) and Morogoro (districts of Morogoro Municipality and Morogoro Rural);
2. Ward Education Coordinators from the same districts;
3. EdQual researchers on the Leadership & Management of Change project from the University of Dar es Salaam, University of Cape Coast and University of Bristol.

The needs analysis was the first activity to be carried out by the *Leadership & Management of Change project* in Tanzania. The purpose of the workshop was to create an opportunity for primary school heads and Ward Education Coordinators to:

1. Reflect on their role and understand how their leadership impacts on achieving quality education in disadvantaged contexts;
2. Talk about key school-based leadership issues that need to be tackled in order to achieve improvement targets;
3. Identify critical competencies they require to perform their professional tasks efficiently and effectively;
4. Share ideas about successful leadership practices within difficult contexts.

Report of the needs analysis workshop

Participants at the workshop requested a hand-out based on proceedings. The workshop coordinators were impressed by the depth of discussion and quality of analysis that participants applied to their work, most especially on the second day. It was felt that other headteachers, ward education coordinators and all those concerned with improving leadership in Tanzanian primary schools would be interested in a summary of the proceedings.

SUMMARY OF PROCEEDINGS

Day 1 – Envisioning school development and overcoming obstacles



Envisioning School Development

- Where do you want your school to be in 5 years time? 7
- What have you done in last year to achieve these goals? 7
- Open discussion 9

Obstacles to Achieving Goals for School Development

- What preoccupied you last week? 10
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- Open discussion 13

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Day 1 – Envisioning school development and overcoming obstacles

Envisioning school development

Activity

Participants were asked to reflect on the following questions on their own and then discuss them in groups of six.

1(a) Where do you want your school to be in 5 years time?

1(b) What have you done in the last year to achieve these goals?

Where do you want your school to be in 5 years time?	What have you done in the last year to achieve these goals?
1 Instructional Leadership	
1 (a) Academic and examination performance To improve academic performance and increase pass rates To increase the pass rate in national standard 4 & 7 examinations to 95% To improve the performance of standard 7 pupils to 75% achieving class A and B	Supervision of academic activities effectively – through effective coverage of the syllabi and setting exercises and tests To give tests and cover the contents of the syllabi comprehensively and on time Increased pass rates and decreased repetition rates throughout school Visited nearby schools which did well in past years so as to learn from them
1 (b) Teaching strategies The use of teaching and learning resources and participatory approach To have a special programme of extra tuition classes for difficult topics	The use of teaching and learning resources and participatory approach Improved the teaching methodology – tried to overcome constraints e.g. by provision of extra tuition classes.
2 School infrastructure	
To construct and improve the buildings including classes, toilets, teachers' houses, libraries, stores so that there are enough buildings for the number of pupils in the school.	Mobilised community involvement in the construction of classes and teachers houses. Used funds raised from school innovation projects and the capitation grant to fund construction. Planned construction projects on basis of the number of pupils.
3 Mobilising and managing resources	
Increase teaching and learning materials, including books To have a school vehicle	Acquired more teaching and learning resources Acquired more furniture

Where do you want your school to be in 5 years time?	What have you done in the last year to achieve these goals?
4 Meeting learners' needs	
<p>4 (a) Pupil-friendly environment To improve teaching and learning environment. Creation of pupil-friendly environment – through having a green environment and playgrounds, attractive furniture, buildings, libraries. To visit nearby schools which performed well so as to learn how to reduce truancy and dropouts e.g. attractive environment can reduce truancy; challenging outdated customs and traditions can reduce the number of drop-outs especially amongst girls</p>	<p>To visit nearby schools which performed well so as to learn how to reduce truancy and dropout. Planted trees and grasses Creation of friendly environment Reduced truancy and drop-out rates through good environment and good teaching and learning environment Provided education concerning HIV/AIDS matters so as reduce infection rate among pupils and stigmatization of bereaved pupils.</p>
<p>4 (b) Meeting learners' physical needs To establish a feeding programme – provide lunch for pupils</p>	
5. Managing staff and students	
<p>5 (a) Recruiting and retaining teachers To have enough teachers To have enough qualified teachers. Cooperation between teachers, pupils, community and other stakeholders, including district officials in attracting qualified teachers. To have enough teachers' houses To provide frequent transport for teachers</p>	<p>Dialogued with district officials so as to increase number of teachers</p>
<p>5 (b) Motivation and discipline To increase motivation of teachers, students and non-teaching staff in order to raise performance To improve discipline among school members To reduce truancy</p>	<p>Reduced truancy and drop-out rates through good environment and good teaching and learning environment</p>
<p>5 (c) Professional development To motivate teachers to improve their academic professional development To provide seminars and workshops whenever there are changes in syllabi.</p>	
<p>5 (e) Standard 1 enrolments To enroll standard 1 pupils To increase standard enrolment to 100%</p>	<p>Increased the enrolment rate of standard 1 pupils to 100% The enrollment rate in some cases reached more than 100%.</p>

Where do you want your school to be in 5 years time?	What have you done in the last year to achieve these goals?
6 Relations with the local community	
6 (a) School-community relations To improve school-community relationship To have effective cooperation among stakeholders	Increased cooperation between pupils, teachers and community members Increased the cooperation between village leaders and school
6 (b) Influence attitudes within community To convince the society to change outdated customs and traditions To convince the society to change customs, traditions and norms which hinder effective achievement of quality education	Called meetings with community members to educate them the importance of education

Open discussion

During the feedback session when the groups came together to report on their discussion the following issues provoked some discussion:

Is 75% pass rate in class A and B an appropriate goal?

The question was raised and debated as to whether a school should aim for 75% of its pupils to achieve the two highest pass rates, A and B, or whether a better goal is for 95% or more of the pupils to achieve a pass that would enable them to gain admission to a secondary school. The example was given of a school where none of the pupils achieved a high enough pass to gain admission to secondary school in the first round of selection but nearly all were admitted in the second round.

Meeting the needs of pupils who will not continue to secondary school

Some participants pointed out that generally primary schools provide inadequate preparation for those pupils who will not continue to secondary school. These comments arose from the reality in Tanzania that it is extremely unlikely that more than 50% of primary school pupils will continue onto secondary school in the near future. It is regrettable that Education for Self-Reliance is now dormant as we need to develop the skills and competencies that standard 7 leavers will need, including those who will not continue on to secondary school. See page 15 for more on this.

Having enough *qualified* teachers

One participant emphasized that it is not enough for a school to attract and retain the right number of teachers but to have the right number of *qualified* teachers.

How can you claim to have more than 100% enrolment?

This arises when a school enrolls pupils from neighbouring catchment areas. In some cases, children are unable to get a place at their nearest school.

Obstacles to achieving goals for school development

Activity

Participants were asked to reflect individually and then discuss in groups the following questions:

- i. What are the things that preoccupied you last week?
- ii. What were the obstacles or challenges encountered in trying to attain your school objectives?
- iii. How did you overcome the obstacles? What are the things that helped you to reach some or all the objectives?
- iv. Who was involved?

The groups then reported on their discussion to the whole workshop.

What preoccupied you last week? – Summary of responses

0. Teaching & administration

- Teaching;
- General administrative matters;
- Report writing – monthly report, pupils' report.

1. Instructional leadership

(Also listed under 5 – managing staff and students).

- Hold meeting with teachers concerning the paradigm shift from traditional way of teaching to child – centered curriculum (participatory method);
- Internal subject assessment of teachers e.g. internal assessment of teachers in classrooms.

2. School infrastructure

- Supervision of classroom construction.

3. Mobilising and managing resources

- Getting teaching and learning materials from the District Education Office.

4. Meeting learners' needs

No activities mentioned.

5. Managing staff and students

- Hold meeting with teachers concerning the paradigm shift from traditional way of teaching to child – centered curriculum (participatory method);
- Internal subject assessment of teachers e.g. observation of teachers' classroom practice;
- Registration of standard 1 pupils.

6. Relations with the local community

- Hold meeting between standard 7 pupils, parents and teachers.

Overcoming obstacles and challenges – responses by group

What challenges were encountered in attaining your school objectives?	How did you overcome the obstacles?	Who was involved?
<ul style="list-style-type: none"> i. Could not teach effectively because of administrative activities; ii. Lack of money for transport, allowance, photocopying and secretarial work. 	<ul style="list-style-type: none"> i. Delegate my teaching responsibilities to a suitably qualified teacher; ii. Borrow money from self reliance fund; iii. Ask assistance from the community e.g. ask parents to assist in photocopying some of the materials 	<ul style="list-style-type: none"> i. Community ii. School committee iii. Parents iv. Teachers v. Village and ward leaders – Ward Education Coordinator and District Education Officers
<ul style="list-style-type: none"> i. Under-valuing of education by the community and hence low contribution to school matters; ii. Non availability of funds for executing some school functions e.g. fares for official visits, paying waters bills; iii. Outdated customs and traditions which prevent children from attending school. 	<ul style="list-style-type: none"> i. Called meetings involving community to sensitize parents on the importance of education; ii. Mobilise district leaders to come and talk with people on the importance of education; iii. Established rules and regulation so as to reduce truancy and drop-outs rates; iv. Educating parents. 	<ul style="list-style-type: none"> i. Community development Officer ii. Village government Officials iii. Village councilor iv. Ward Community Development Officer v. Ward Education Coordinator
<ul style="list-style-type: none"> i. Some parents with low level of education had low level of understanding concerning extra tuition classes; ii. Teachers did not understand the paradigm shift in the curriculum. We only had syllabi but no teachers' and pupils' text books. 	<ul style="list-style-type: none"> i. More educated community members convinced parents with low levels of education to contribute to education matters; ii. Went to district inspectorate office and persuaded trainers to teach teachers about the new paradigm shift; iii. Provision of handouts for teachers; 	<p>Sought cooperation from various stakeholders - WEC, Hamlet chairman, Ward Councilor and the community surrounding the schools.</p>

What challenges were encountered in attaining your school objectives?	How did you overcome the obstacles?	Who was involved?
	iv. Sought advice on good school leadership.	
<ul style="list-style-type: none"> i. Bureaucracy and red tape in getting necessary services in the district offices; ii. Inadequate training about the new curriculum of social studies (History, Civics & Geography); iii. Poor response from the community in solving school problems. 	<p>Convened meeting with village leaders, school committees and teachers. However there are still constraints, there is still poor response from the community and teachers have not yet participated in training.</p>	<p>Cooperation between all the stakeholders.</p>
<ul style="list-style-type: none"> i. Registration of standard 1 could not be completed within the prescribed time; ii. Poor community response; iii. Poor delivery of the contractor on a building project; iv. Inadequate funds. 	<p>Increased registration time.</p>	<p>Head teacher, school committee, village government, teacher in charge of construction, Municipal council officers.</p>

Open discussion

During the feedback session the following questions provoked discussion:

Is it necessary or desirable for the headteacher to teach?

Reasons why headteachers should teach

- i. The shortage of teachers makes it necessary that headteachers teach;
- ii. Teaching is a profession, you don't feel like a full member of your profession if you are not teaching;
- iii. You have to teach in order to understand what is happening in the classrooms.

Reasons why headteachers should not teach

- i. The headteacher is concerned with fund-raising and lack of funds is currently the most urgent challenge facing schools;
- ii. Securing teaching and learning materials from the district education office is time-consuming;
- iii. There is no law to determine whether the headteacher should teach or not. However, headteachers should not commit themselves to teach if this prevents them from being effective in carrying out their administrative duties.

Why headteachers need to be experienced teachers

Teachers have specialized knowledge and expertise. We should avoid the situation where people with no teaching experience become heads of schools.

Response D: Ghanaian Experience

There are two types of headteacher in Ghana:

- i. Detached Head teacher – these are professional teachers who lead large schools and hence they have many administrative responsibilities. They are not expected to teach because doing so would be detrimental to their effectiveness in carrying out their administrative and leadership responsibilities
- ii. In smaller schools the headteacher has to teach. They teach all subjects to one class as is normal in Ghana.

Researchers' reflections on day 1 of workshop

Researchers met at the end of day 1 to reflect on the day's proceedings, remind ourselves of the workshop purpose and plan in detail the next days' activities.

The feedback that groups, most especially for the envisioning exercise, had been remarkably uniform. Discussions seemed to be restricted to familiar 'safe' themes. The exercise on overcoming obstacles had not achieved its purpose of identifying best practice.

It was clear that headteachers considered securing resources and developing school infrastructure as being extremely important elements of their work and that these activities are also time-consuming.

There were times when open discussion engaged with complex problems related to instructional leadership (should a school aim for a few of its pupils to achieve highly or all pupils to achieve adequately). Some issues that related to resources or infrastructure – e.g. establishing feeding programmes or 'greening' the environment – also indicated that participants were thinking about how they could meet learners' multiple needs. The use of the phrase 'child-friendly environment' suggested that teachers took a holistic view of learners as having physical and emotional as well as academic needs. However, so far the workshop had not stimulated creative problem-solving in relation to meeting learners' needs.

A list of issues to explore in the next day was drawn up that was based both on the themes that had arisen during day 1 and the main research questions that the *leadership & management of change project* was seeking to address (see pages 2-3). It was decided that members of the research team should play a facilitating role by making one researcher available to clarify each theme.

Day 2 – discussion of specific topics



1. Building & strengthening the relationship between school and the community
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 2. Instructional leadership to improve academic performance 17
 3. Headteacher competencies for a decentralising system 18
 4. Creating a child-friendly school environment 19
 5. Mobilising managing resources in schools 20
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Day 2 – discussion of specific topics

Six discussion topics were identified and introduced to the whole workshop. These were:

1. Building and strengthening the relationship between the school and community
2. Instructional leadership to improve academic performance
3. Headteacher competences for a decentralizing education system
4. Creating a child-friendly school environment
5. Mobilising and managing resources in schools
6. Motivation and personal development of teachers

Participants were divided into six groups and each group was allocated two topics to discuss. Groups were asked to address the following cross-cutting issues:

1. Competencies and skills that headteachers require
2. Gender
3. Impact of expansion on quality
4. socio-affective needs of disadvantaged children
5. HIV/AIDS
6. Culture

The feedback from the two groups that discussed each subject is summarized below together with open discussion during the feedback session.

1. Building & strengthening the relationship between the school and the community

Participation and communication channels

- The school committee should be elected by the community;
- Create various communication channels including regular meetings to report on important issues pertaining school management such as school accounts and academic developments, including changes to the curriculum;
- Arrange open days, so parents and the community can see what the school is doing. Parents can be invited to the school by standard;
- Hold *harambee* for school-building projects and involve parents and the community in improving the school compound;
- Invite local government officials to participate in school activities;
- Ensure that teachers demonstrate solidarity with the local community through attending important events such as funerals, weddings and official government events.

Awareness-raising in the community

- In relation to gender, headteachers need to educate parents that all chores should be done by both girls and boys, including making tea and cleaning the school compound;
- Ensure that boys and girls enjoy equal access to all services.

Communication with parents of children with discipline or academic problems

The headteacher should either call parents to school or visit them at home to discuss discipline issues of individual children and involve parents in solving such problems.

This issue was the subject of some open discussion. Some of the points made were:

- The headteacher should communicate with parents/guardians about children's academic performance. Parents should try to follow their children's academic progress and take the initiative to raise the matter with the school if they believe their child is under-achieving. Teachers and parents should cooperate in solving pupils' problems.
- Home visits allow headteachers to find out about the child's home environment.
- Some children, who do not live with their parents, are given heavy physical work to do before school so that they are too tired to engage in class. In such circumstances, the headteacher should talk to the child's guardians.

2. Instructional leadership to improve academic performance

Supervision of teaching & learning activities

- Headteacher can call regular meetings on curriculum matters especially when there are changes in the curriculum;
- Headteachers should supervise teaching effectively to make sure that lessons are being taught as and when timetabled;
- Headteacher should ensure that school activities, such as monthly and end of year exams are conducted as and when they should;
- Ensure discipline amongst staff and students;
- Motivate teachers and students.

Enabling inputs and environment

- Secure resources for academic and other activities, such as sports events;
- Secure sufficient resources to enable teachers to carry out their work and to meet basic needs of all students;
- Ensure that enrolment is gender-sensitive.

Competencies for Instructional Leadership

- Headteacher needs to be academically competent;
- Headteacher needs support and training for administrative responsibilities, e.g. managing budgets;
- Headteacher needs to be able to delegate authority.

The second group divided instructional leadership into three areas: skills, knowledge and values & attitudes.

1. Skills

- Make sure you have the right kind of materials in school so as to impart skills such as farming, sports etc depending on the school environment;
- Involve community and other stakeholders in securing equipment for practical subjects;
- Establish school projects that support skill-development.

2. Knowledge

- Make sure the school has enough teachers with knowledge and skills to deliver the full curriculum;
- Encourage use of participatory techniques;
- Assess pupils regularly through tests, examinations and projects;
- Establish a school library;
- Use of extra curricular activities to support teaching and learning – such as subject-based clubs, visits and workshops.

3. Values and attitudes

- Pupils should be encouraged to hold themselves with self respect and dignity;
- Pupils can practice leadership skills through participating in student councils;
- Hold events such as cultural days;
- Sing patriotic and national songs, display the national flag;
- Establish a school band.

3. Headteacher competencies for a decentralising system

1. Competencies for managing people

- Leadership training for leading teachers, students and the community including understanding of group psychology;
- Be discerning in managing people and skilled in conflict-resolution;
- Counseling skills;
- To be able to identify problems and problem-solve in and outside of the school;
- Be able to delegate authority to the deputy headteacher;
- To be able to delegate authority at the same time as ensuring that those given responsibilities are accountable.

2. Competencies for managing material resources

- To be able to supervise materials & books belonging to the school;
- To be creative in finding ways to resource the school;
- To be able to supervise building construction;
- To delegate authority to the teachers allocated special responsibility for construction and the store.

3. Competencies for financial management

- Fund-raising;
- Monitoring and controlling funds;
- Book-keeping skills;

- To delegate authority to the school bursar.

4. Competencies for instructional leadership

- Be knowledgeable academically so as to supervise academic activities and teaching;
- Supervise examinations;
- Assess achievement and deal with challenges;
- Make sure teachers have teaching and learning materials;
- Establish academic committees and subject clubs;
- Delegate activities to academic master.

4. Creating a child-friendly school environment

Characteristics of a child-friendly school environment

The school environment should be attractive to children in various ways in order to motivate pupils to like school e.g. attractive and green environment, attractive buildings, creation of friendly atmosphere, counseling services, positive reinforcement, good communication and close relationship between pupils, parents and teachers

Ways of identifying pupils' needs

- The head teacher should be attentive to pupils by asking them questions, observing them, monitor attendance, monitoring academic performance and having frequent discussions with parents.
- Establish and maintain communication channels with pupils, parents and teachers. For example through visiting parents and pupils at home, talking to pupils in school meetings and calling meetings with prefects and teachers.

What affects children emotionally

Punitive language; stigmatization due to poverty, illness or disability; negativity and name-calling e.g. *mzungu*, *zeruzeru*, *macho kumchuzi*, *makengeza*, *kiguru*, *mlemavu* cause a child to be unhappy emotionally at school.

What we can do to make the school more child-friendly

- We can educate students to be loving and helpful towards one another;
- Establish clear school rules that prohibit verbal abuse and bullying;
- Identify reasons why the environment may cause pupils not to attend school, like:
 - Administration of corporal punishment;
 - Use of harsh language in and outside the classrooms;
 - Not listening to pupils' problems;
 - Students bullying and bragging others;
 - Stigmatization due to illness, poverty, disability;
 - Lack of food during school hours;
 - Poor learning environment e.g. sitting on dusty floors, lack of toilets.
 - Threatening surroundings around the school e.g. drug addicts lounging near the school – pupils may fear molestation;
 - Male teachers making advances on girls;
- Have capacity within school to counsel traumatized pupils;
- Punishment of bullies;

- Corporal punishment should be administered according to national guidelines and not indiscriminately. It should be used minimally or not at all*;
- Teachers who do not adhere to professional ethics are disciplined appropriately;
- Discuss pupils' problems, including emotional problems, with parents;
- Provide practical assistance in small ways, e.g. by giving pens, books and uniforms to those most in need;
- Advise parents to recognise when their child is unwell and make proper use of medical facilities.

*There was some open discussion of whether it was feasible to abolish corporal punishment. The view was expressed that this depends on the school's social context.

5. Mobilising and managing resources in schools

Types of resources

- Movable – furniture (shelves, cupboards, desks, tables and chairs) and teaching & learning resources;
- Non-movable – buildings (e.g. classes, toilets, offices and library);
- Financial funds.

Sources of income

- Development and Capitation grants from the government;
- Community;
- Donor agencies e.g. World Vision;
- Rents charged to petty businesses entering the school compound, e.g. people selling snacks;
- School farm.

Delegation of responsibility for resources

Certain teachers are assigned special responsibility for construction, overseeing resources kept in the store, the library, ledger & petty cash book and the school bank account. The headteacher has overall responsibility but is assisted by these teachers. The headteacher's role includes ensuring that movement of resources is recorded.

Deploying resources

- Collect data to inform deployment of resources;
- Prioritise teachers' and pupils' needs;
- Consult with the school committee, community and parents.

Problems associated with mobilising resources

- Community view education as unimportant and therefore do not contribute adequately to the school;
- Lack of awareness within the education system around special education needs means that insufficient resources are made available for pupils with special needs.

Problems associated with managing resources

- Lack of reliable school transport;

- The rise in the cost of materials or high inflation rate;
- Never enough funds;
- Lack of proper storage for resources;
- Lack of reliable security guards;
- Large student numbers increases rate of deterioration of facilities, e.g. furniture, decoration and latrines have short lifetime.

6. Motivation and personal development of teachers

Creating a motivating environment for teachers

- Work for availability of decent and reasonable housing;
- Encourage community to be accommodative towards teachers;
- Take a lead in establishing a culture of teachers helping each other, e.g. with funeral expenses and activities;
- Establish a revolving fund to support teachers with small problems;
- Listen to teachers' problems, including personal and family problems;
- Establish a routine of taking tea together in the mornings;
- Encourage teachers to like their work;
- Praise and reward good work.

Motivating teachers to develop professionally

- Establish subject clubs and internal peer seminars focused on difficult topics;
- Facilitate visits by external trainers;
- Allow teachers to attend external seminars;
- Ensure availability of ready-made teaching and learning resources;
- Encourage and assist teachers' to develop their careers.

Researchers' reflections on Day 2

The quality of discussion within groups was much richer on day 2. Groups discussing '*child-friendly environment*' analysed the ways in which schools are unfriendly and may even be places where children are threatened and bullied. Groups addressing various topics thought about the learning needs of pupils, including those with special needs. Those groups discussing '*teacher motivation*' considered the learning needs of teachers. Discussion of 'instructional leadership' was based on identification of the full range of learning objectives in primary schools, taking account of skill development and attitudinal/behavioural objectives as well as performance in academic examinations.

Two lessons for the improvement of leadership and management of schools can be drawn from this workshop. Firstly, there is much to be learnt from existing best practice. Headteachers in Tanzania are actively seeking creative ways to tackle the challenges facing their schools. Principal among these challenges is the creation of a school environment that is conducive to teaching and learning. This means securing and renewing resources, which is particularly demanding at a time of rapid expansion in enrolments. It means finding ways to meet both teachers' and pupils' practical needs, such as food to keep them going during the school day. It also means making the school a safe and supportive environment, where pupils and teachers care for each other and abusive behaviour is not tolerated. In other words, a conducive environment for teaching and learning is one that provides for the whole child. The next step in the research must be to identify the most effective strategies that headteachers are using to improve their schools in order to make this experience and wisdom available to other headteachers.

The second lesson that we learnt is the power of bringing headteachers together to share ideas. The workshop was a learning experience for all participants. The next step is to think about how support networks can be established through which headteachers can share ideas about school leadership and learn from each others' experience. Learning through sharing can happen on a local level and also at the international level. The Ghanaian participants observed that there are many similarities between the Tanzanian and Ghanaian contexts and schools in each country face many of the same challenges.