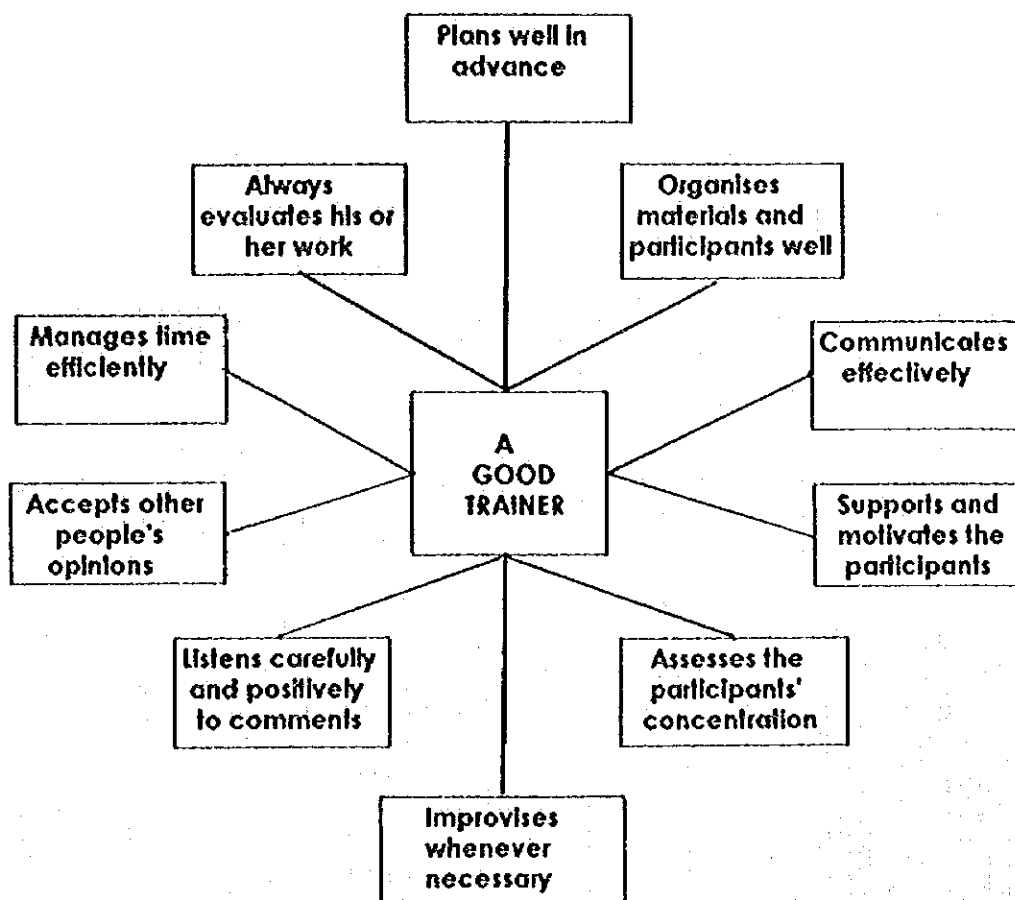


5. THE QUALITIES OF A GOOD TRAINER



TAC TUTOR WORKSHEET 2 H

TASKS

- (i) In groups, plan a one-day workshop for teachers in your zone in Science, Maths, or English. Identify levels, subject and topics, and use the guidelines given on pages 51/52 to work out the actual programme for the day.
- (ii) Having worked out the programme, look in more detail at the content of the course. In groups, decide on the actual mode of delivery, tasks, and data you will use for each topic.
- (iii) Back in your zones, carry out the same exercise with your zonal subject panel or training team, including the zonal inspector if she/he is to participate in the workshop.
- (iv) How often do you hold in-service workshops? Have you held any ones in a specific school, rather than a full zonal workshop? What might be the advantages of a school-based workshop? How many teachers normally attend your workshops?

I. USING THE TAC HANDBOOKS EFFECTIVELY

1. WHAT ARE THE TAC HANDBOOKS ?

Every District and Zonal TAC in the country should possess a number of TAC Handbooks for **English, Maths, and Science**, and also this handbook - **The TAC Tutor**.

Each subject has about 10 handbooks concentrating on different areas of the Primary Syllabus, and usually divided between Lower and Upper Primary Materials. Many TACs will have two sets of handbooks, those produced in the late 1980s by the PCTEP programme, and the revised versions produced by the SPRED project in the 1994-5 period.

2. HOW CAN THEY BE UTILISED ?

These handbooks are important tools of trade for TAC Tutors, and must be looked after carefully. They should be covered with polythene, and stamped like all the library books, and kept in a secure place in the TAC Tutor's office.

They can be used for a variety of purposes :

- as useful reference materials on the curriculum for TAC Tutors and Inspectors to refer to when giving advice to teachers.
- as reference materials that can be looked at by teachers visiting the TAC for advice and assistance (under the supervision of the TAC Tutor.)
- as key resource materials for TAC Tutors when running in-service courses for teachers in English, Maths., and Science.

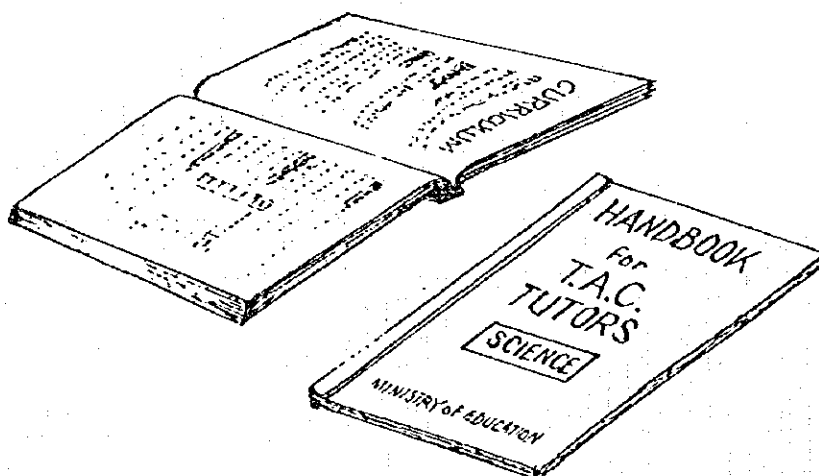
3. HOW CAN THE HANDBOOKS BE USED ON IN-SERVICE COURSES ?

The materials in the handbooks are actually purposely designed for in-servicing teachers, and include both **TRAINERS' NOTES** (advice on activities the trainer can do) and **TEACHERS' WORKSHEETS** (suggestions for various tasks and activities that the trainer can get participants to do). *It is important that the trainer reads the materials thoroughly beforehand, and understands the areas he or she is going to cover in the seminar.*

Several of the handbooks have guidelines on how to use them for in-service courses, but in general, the following procedure can be followed :

- i) Decide how much time is actually available for the course.
- ii) Decide on how many topics can be covered in that time.
- iii) Select those sections from the TAC Handbook that will help teachers most in the chosen topics.
- iv) Make sure teachers have been told to bring any supplementary materials such as coursebooks, materials, lesson plans, schemes of work, notebooks and pens, raw materials for making learning aids, etc.

- v) Prepare any additional materials or samples of learning aids that the handbooks recommend for the courses.
- vii) Consider in what form the materials from the handbook can be presented :
- a) Verbally, in lecture form.
 - b) Selected sections typed on a stencil and duplicated as a handout.
 - c) Key points written on the chalkboard in note form.
 - d) Key points written on manilla charts, or on newsprint flip-charts for participants to refer to later.
 - e) Tasks copied on to pieces of paper and distributed to group leaders to read out.



TAC TUTOR WORKSHEET 2 I

TASKS

- (i) Look at the one-day programme you planned from the *TAC Tutor Worksheet 2 H* (page 59). Find a *TAC Handbook* that has suitable information about the topics chosen and then do the following :
- a) Select the amount of materials you require.
 - b) Use some of the material in lecture form.
 - c) Write out on newsprint/bb key points from the material that you would like teachers to refer to, or copy down.
 - d) Write out tasks that you would like teachers to do in pairs, groups, or individually, using the material in the handbooks.
 - e) Prepare a handout for duplication, summarising the key points from the materials in the handbook you have used.

SECTION THREE
THE MANAGEMENT OF TEACHERS'
ADVISORY CENTRES

A. THE FUNCTIONS OF TACS

B. LIBRARY ORGANISATION

**C. USING CLASS READERS
EFFECTIVELY**

**D. MANAGEMENT OF OTHER
RESOURCES**

E. FINANCIAL MANAGEMENT

F. TAC DEVELOPMENT

A. THE FUNCTIONS OF TACS

1. GUIDELINES

In addition to understanding her role as a TAC Tutor, Mrs. Taki also needs to know exactly what a **Teachers Advisory Centre** is supposed to provide. By reading through the **policy document** on the Development, Organisation and Management of Teacher Advisory Centres and Teachers' Resource Centres, she has been able to determine exactly what is expected of a TAC. She finds the guidelines, below, useful :

FUNCTIONS OF TEACHERS' ADVISORY CENTRES

- 1.1 To provide a focal point for in-service courses, induction courses, and syllabus orientation for teachers.
- 1.2 To provide resources for teachers in the form of professional books, textbooks, pupils' readers, and reference texts.
- 1.3 To supply equipment and resources for the production of learning/teaching materials, and develop the skills for making them.
- 1.4 To provide audio-visual resources, particularly in the form of audio-tapes and accompanying booklets from the Kenya Institute of Education.
- 1.5 To co-ordinate the work of subject panels at all levels and ensure their effectiveness.
- 1.6 To assist in the co-ordination of evaluation and assessment in schools, train teachers in testing procedures, and analyse results in addition to marking procedures.
- 1.7 To provide a focal point for research, data collection, and evaluation of the curriculum.
- 1.8 To act as a centre for information on the curriculum, examinations, staff development and general educational developments.
- 1.9 To provide professional guidance and counselling to teachers.
- 1.10 To provide a support service for teachers in the form of visits to schools to advise on teaching techniques and selection of books, demonstrate lessons, and follow-up problems noted by inspectors.
- 1.11 To act as a link between schools and institutions such as Kenya Institute of Education, Kenya National Examinations Council, Kenya Education Staff Training Institute, Inspectorate, colleges and universities.
- 1.12 To provide a social base for developing links between teachers and other sections of the community, including parents, leaders and professional people.

Mrs. Taki has been able to identify from this list of functions, key management areas that she needs to concentrate on. Some of the basic **ADMINISTRATIVE** areas are dealt with in the section on TAC Administration. However, there are sections of the TAC that require more specific management skills.

One of the major aspects mentioned in the policy document is the provision of resources to schools. (1.1) Mrs. Taki has gradually developed a wide collection of resources, including books, stationery and tools, and it is this that she spends a lot of time working on, when she is in the TAC. In particular she has had to handle the question of **LIBRARY ORGANISATION**.

There are numerous systems for recording and loaning out books, but Mrs. Taki has over the years found one approach particularly useful for the small library that she has, and it is this system that is described in the next unit.

2. BASIC RESOURCES THAT CAN BE FOUND IN A TAC

Every Teachers' Advisory Centre will take time to build up resources, but each TAC Tutor should aim at acquiring all or some of the following :

BOOKS/MAGAZINES

Teachers' reference books
Library books
Syllabuses
Coursebooks
Teachers Guides
Magazines/Newspapers
(Pied Crow/Rainbow etc.)
Catalogues

NON-BOOK MATERIALS

Audio Tapes (KIE)
Video Tapes (KIE)
Slides and Photopacks (KIE)
Charts/Ready-made Posters
Basic Tools (for making aids)

B. LIBRARY ORGANISATION

1. What to do when you first receive books for the TAC

- a) Check the books received against the packing list/invoice.
- b) Stamp the books.
- c) Divide them into piles according to subjects.
- d) Enter them in the accession register.
- e) Catalogue them.
- f) Cover with polythene jackets.
- g) Check all books have been properly processed.
- h) Organise storage and display of books.
- i) Organise the borrowing system.

2. What does an ACCESSION REGISTER look like ?

You can use any reasonably large hardback ledger, but ideally the following headings should be included :

Date	No.	Author	Title	Cat.	Pub.	Price	Source	Comments
30/3/94	01	Gondwe W.	Guitar Wizard	CR	MAC.	95/-	SPRED	
" "	02	" "	" "	"	"	"	"	
" "	03	Foster J.	The One that Got Away	CR	Oxford	90/-	DEO	

EXPLANATION :

1. Always enter the day's **date** and the **number** according to the order in which you are entering the books. Simply start with 01 and continue in sequence (10, 11, 12, 50, 51, 100 etc.) depending on the actual quantity of books you are processing. Even if there are several books of the same title, they each have their own different number.
2. Enter the **author** by writing the family name first, and the initials of the personal names afterwards. If there are two or more **authors**, write the **first name** only followed by **et al** which means 'and others'.
3. The **Category** depends on the system of identification you are using . For example, if a novel forms part of a set of **class readers** or a mixed **class library set**, you can use an abbreviation such as **CR** or **CL**. If however the book is a **teachers' reference** book, or a **Science, Poetry or Drama** book on its own, it might have abbreviations such as **TR, Sc, P, D** etc.
4. The **publisher** will usually be indicated on the front pages or cover/spine of the book, and the **price** can often be obtained from catalogue lists or invoices/receipts.
5. The **source** indicates where the book was received from. It might be a donation from SPRED or another donor such as a publisher, embassy or service club, or it might have been purchased by the TAC itself.
6. **Comments** will only be needed if the book has been damaged, stolen, or withdrawn. Usually, if it is lost, and a replacement is bought, a **new number** will be given for the replacement.

3. What does cataloguing involve ?

It means that details of each book are filed on a simple **INDEX CARD** in alphabetical order, according to either **AUTHOR** or **TITLE**. If a teacher wants to check if you have a certain title of a book in stock, or a certain writer in stock, you can check the catalogue to see if it is there. For **TACs**, it is likely that **TITLES** will be remembered better and therefore it is advisable to file the cards alphabetically according to **TITLE**

EXAMPLE OF INDEX OR CATALOGUE CARD

TITLE
AUTHOR
NUMBER OF BOOKS

4. How are books stamped, covered, stored and displayed ?

The books should be stamped with the name of the centre in several places, not just on the first page. The accession number of the book can also be entered in several places. The books should then be covered in clear polythene to protect them from dirt and wear and tear.

Covering Books

You can buy polythene from local shops or KGGCU stores cheaply, usually per metre. Choose middle-weight thickness, neither too thick nor too thin. Lay the length of polythene on a long table, to see how many books can be covered.

IMPORTANT : Allow enough stretch space so that at least 2 cms. of polythene extends into the inside cover of the book and also that the cover allows the book to lie comfortably, and not curl up.

USE SELLOTAPE, BUT MAKE SURE THE SELLOTAPE IS STUCK TO THE POLYTHENE ITSELF, NOT TO THE BOOK, SO THAT A KIND OF JACKET IS FORMED.

Storage and Display

The books should be placed on shelves, or in cupboards or cartons that are clearly labelled according to subject or category e.g. **English, Science, Syllabuses, Class Readers etc.** If you have multiple copies of the same book, do not display all the books, but simply one sample and keep the rest locked away. Also if you have a mixed class library set in a book box that schools can borrow as a whole set, display a card only, with the name of the set (e.g. **Book Box E3**) the standards for which the books are suitable (e.g. **Std. 4 and 5, or Std. 6 and 7**), and on the back of the card a list of all the titles in the set or book box. The actual box of books should be kept securely in a store. If a teacher wishes to check the type of books, the box can always be brought out briefly for checking under supervision of the TAC Tutor.

5. How can book losses be reduced ?

Good organisation and realistic precautions can reduce losses through carelessness or theft. **Displays** can help if, as mentioned in the above section, not all the books are displayed when it is not necessary. **One sample** is enough for multiple copies. Always make sure the shelves can all be seen from the TAC Tutor's desk, and do not allow library users to wander around the shelves *without supervision*. Ask them politely to *leave all bags/coats at the entrance or on desks outside, (which is a normal library requirement)*. It is less embarrassing to do this than to ask someone to open a bag because you suspect a book has been placed there. Keep books in a room with grills on the windows and locks on the door. Make sure only you and any other authorised person have access to the storeroom or store-cupboard.

6. What system can be used for borrowing and keeping records ?

Membership

The membership of the centre must be related to the actual resources available. If schools are to borrow books regularly, charging a small membership fee will both raise revenue and increase the seriousness with which teachers and schools handle the books. However you cannot charge a fee when you have no books to lend, so be realistic about resources and the size of your membership. If you have very few sets of **class readers** or **class libraries** do not allow one school to borrow too many sets, and also set a **short time limit** on borrowing. It may be possible to lend out more **teacher reference books** than class readers. The fees you charge should be discussed with the headteachers and TAC Management Committee, and you must take into account the costs of maintaining the books.

Rules and regulations for borrowing

There must be a clear set of guidelines for all borrowers, concerning such aspects as membership fees, time limits for borrowing, penalties for late returns or lost/damaged books, and deposits. It is a good idea to have a kind of **deposit** or **caution money** from each school to guard against deliberate hoarding of books. Membership can be withdrawn from any school that does not return books, and the school reported to the AEO/DEO. *When a book is lost, the teacher or school must either replace the book itself, or provide the equivalent or current cost of the book before being allowed to borrow again.*

Control of monies

Once a TAC starts receiving monies it is **essential** to open a savings account with 2-3 signatories (usually the TAC Tutor, Chairman of the TAC Management Committee, Zonal Inspector etc.) . Any such accounts will be scrutinised by District Auditors from time to time. The TAC will normally hold the cheque book/savings book. *It is not recommended that such membership monies be mixed up with other funds in AEO's or DEO's/CEO'S office as it may be difficult to extract later, when needed.*

BORROWING SYSTEM

1. Each book should have inserted, just inside the cover, a small envelope pasted to the cover, so that a simple **ticket** made from manilla card can be inserted in the envelope. The ticket can be written out as follows :

Title: Author: Accession No:

2. Each school will have a similar envelope with the membership number on it. When a teacher from that particular school takes a book out the ticket is removed from its pocket in the book and placed in the membership pocket e.g.:

GUITAR WIZARD GONDWE W.
MEMBER NO: 32

If there is a set of class readers only the first book in the set needs to have a ticket in it. On that ticket is written in pencil, the number of books in that set.

DATE STAMP

Each book will also have a date form pasted in the inside page of the book. When the ticket is removed, the date of return must be written (or stamped) on the form, so that the teacher knows when the book is due back. On return, the date is then crossed out or cancelled. An example of a date form is given below:

KIMBUNI TEACHERS ADVISORY CENTRE P.O. Box 360, KIMBUNI	
DATE OF RETURN	DATE OF RETURN
5th SEPT, 1995	
20th SEPT, 1995	
10th OCT, 1995	

BORROWING FORM AND FILING SYSTEM

Since the TAC needs to have a record of the date of return, and also proof that the teacher has borrowed the book, it is advisable to have two other support systems. One is a simple form (see **form A on next page**) which is filled in by the teacher after receiving the book. Copies of these forms can be kept in a simple spring file. The other is a **filing system** where the members envelopes with book tickets in, are kept in a wooden **box file** in which index cards/manilla cards with **dates of the month** and **names of the months** are kept. It is important to place the membership envelope with the book ticket against the **card bearing the date of return** in the box file.

LATE RETURNS

When the above systems indicate that a book or set of books is overdue, it is important to have a reminder letter/form that can be sent out to schools. There should also be a system of **fines** for late books. An example of this kind of form is given below :

KIMBUNI TEACHERS' ADVISORY CENTRE P.O. BOX 360 KIMBUNI	
To : Member No :	Date :
This is to remind you that the book(s)/magazine(s) you have borrowed should be returned immediately. The due return date was :, so fines are being incurred on a daily basis.	
From : The Centre Tutor	

RECORDS OF MEMBER SCHOOLS

It is important to keep a file with a record of details about each member school, especially how much they have paid as members, deposits and any debts. An example is given of this in **Form B on page 70**.


7. What sort of classification system can be used in the TAC ?

For the number of books that a TAC is likely to have, it is sufficient to simply have each book identified by the **accession number** and then have **clearly labelled sections** on the shelves such as **ENGLISH, MATHS, SCIENCE, CLASS LIBRARIES, CLASS READERS, etc.** If a TAC Tutor wants to involve himself/herself in the complexities of the Dewey Decimal System for non-fiction, it is best to use a simplified version. In most TACs the number of books will not justify the effort involved. Any Dewey Decimal numbers used will need to be written in the books, on the tickets, and on the catalogue cards.

FORM A

SCHOOLS LOANS RECORD - KIMBUNI TAC

SCHOOL NAMEST. PATRICKS..... NO. OF SETS ALLOWED4..... MEMBERSHIP NO.32.....

TITLE	AUTHOR	NO. OF COPIES	BORROWING TEACHER'S PRINTED NAME & SIGNATURE	DATE DUE BACK	DATE RETURNED	COMMENTS
GUITAR WIZARD	W. GONDWE	20	F. NJAGE 	12/5/95	10/5/95	Good condition

FORM B

INFORMATION ON SCHOOL MEMBERSHIP - KIMBUNI TAC

YEAR1995.....

SHEET NO.4.....

NO.	SCHOOL	ZONE	ANNUAL SUBSCRIPTION	DEPOSIT	MEMBERSHIP FEE	DEBTS
1.	St. Patrick's F.P.S.	Kimbuni	Sh. 400 (1/- per pupil)	Sh. 500	Sh. 250	None

C. USING CLASS READERS EFFECTIVELY

1. THE BOOK-BOX RATIONALE

One of the most effective ways of encouraging use of class readers is to develop book-boxes filled with carefully selected titles, which can be borrowed from the TACs by schools. The selection in the boxes is designed to assist teachers with the right level and approach to use in supplementary reading. Basically the book-boxes should consist of 5 or 6 different titles in sets of 8, making 40-48 books altogether. If the book-boxes are constructed of wood or light metal, they will protect the books properly as they are being carried from TAC to school, and from class to class.

It is usually useful to select books in upper primary for two levels, namely : **Standard 4-5, Standard 6-8**. The criteria used in their selection should include :

- | | |
|---------------------------------|--|
| A. Level of Language | Is the book appropriate for the language competence of upper primary pupils ? |
| B. Interest | Will the pupils actually enjoy reading the story or stories ? |
| C. Cultural Relevance | Is the book appropriate for the pupils background, upbringing and cultural experience ? |
| D. Layout / Presentation | Is the book attractively illustrated with suitable size print, and is the binding strong enough ? |
| E. Gender | Does the book portray positive attitudes to girls and boys and avoid stereotyping of male and female roles ? |

The books are therefore selected for **GROUP READING** and it is important to explain what the rationale is behind group reading.

2. WHAT ARE THE BENEFITS OF GROUP READING ?

Group Reading involves selection of 5 or 6 titles for a class which are then read in groups of 6,7, or 8 depending on class size. The group reads the books under close supervision by the teacher and carries out various group, pairs and individual activities encouraged by the teacher. After completing the books, the groups exchange titles with other groups, and in this way it is possible for the pupils to read 4 to 5 different titles in one term.

Ideally groups should be chosen according to ability so that the easier books can be given to the weaker readers, and the slightly more advanced to the average readers and so on. **It is important, however, that each group has a strong group leader who should be a reasonable competent reader.**

The rationale behind group reading includes the following :

- A. It enables teachers to guide and monitor the pupils development much more effectively, rather like guided composition does for writing skills.
- B. Pupils still have opportunities for individual reading but can get help from peers when necessary.

- C. If groups are graded carefully it is easier to select books according to the strengths and weaknesses of the group.
- D. If group leaders are selected carefully, weak readers can be supported by them and other group members, especially in vocabulary and comprehension skills.
- E. Teachers actually have more time to monitor, identify weak readers, and assist them while the group is working.
- F. Group reading usually provides a faster turn over of titles than ONE class reader being read by the whole class. Thus there is greater variety for the pupils and they enjoy reading more.
- G. It is easier for the teachers to read and familiarise themselves with 5 or 6 titles than 40 different titles in a class library. Teachers can therefore assist the pupils better because they know the books well.
- H. There are a greater range of activities that a teacher can carry out with groups effectively, rather than with individuals.
- I. Weak readers will find it easier to gain confidence reading aloud in groups rather than in front of the whole class.

3. **ACTIVITIES THAT SHOULD BE CARRIED OUT BEFORE LOANING BOOK-BOXES**

FIRST STEPS

Carry out the same procedures that are listed in **B 1 LIBRARY ORGANISATION** on page 64.

PREPARATION OF BOOKS FOR BORROWING

- a) Number each set of books from 1 - 8, adding the initials of the title before each number for easy identification. (e.g. BM 6 = Battle of Mogori No. 6)
- b) Cover the books with clear polythene, making sure you stick the sellotape on the polythene only, to make a jacket, and **NOT TO THE BOOK ITSELF.**
- c) Prepare lending cards and pockets for each box.
- d) Prepare a clear way of recording who has the boxes at any one time, especially for quick reference. Each school should have membership number, card, and ticket.

DESIGNING AND PREPARING READING CARDS

Each title in the book-box selection should be given a reading card. This consists of a series of tasks and activities based on sections or chapters of a book. They can be written out on a manilla card (or piece of paper glued to a card) and then kept in the book-boxes along with the books. Group leaders will use this card to ask their

fellow group members questions about the books. Recognition/spelling of new words, and exercises on vocabulary can also be included in the cards. Teachers will also find the cards useful for checking the progress and understanding of the pupils. Make sure the cards are cut out to the correct size so they fit in the boxes. Like the books, the cards need care and attention so they can last as long as possible :

- a) Cover the cards carefully with 3 " sellotape, or self-adhesive plastic on **BOTH SIDES** of the card.
- b) Place each card inside a polythene bag, and staple the bag close to the edges of the card. Cut away the surplus polythene.
- c) If a card seems to be damaged or is getting stained, photocopy the card, cut out the paper to the correct size of the box, and paste the paper onto manilla card. Then cover the card as already mentioned in a) and b).

PREPARATION OF SCHOOLS FOR BORROWING

- a) Meet with headteachers and TAC Management Committee to decide on a system of borrowing (or how to integrate the book-boxes into any present system you have).
- b) Decide on how many book-boxes a school can have at any one time. If a book-box for Standards 4-5 is borrowed, it should be possible for all streams to use the book-box in one term, if library lesson are timetabled separately for each class.
- c) Make sure that there is some financial back-up for maintenance, repair, replacement and development of the book box system.
- d) Hold awareness sessions for headteachers on the usefulness and importance of a good reading programme.
- e) Train all teachers who will be using the book-box scheme on how to use it and how to manage the reading groups.
- f) Develop a PILOT SCHOOL near your TAC first, to use the book-box system properly, and use this pilot school for activities d) and e) above. If the SPRED training film is available from the District TAC, show this to the teachers.

4. GROUP READING ACTIVITIES

First, divide the class into groups of weak and average readers. These can be identified by giving all pupils pre-reading tests, including asking them to read short sections, recognize and spell words, and answer questions. Select appropriate titles for each group bearing in mind their level of reading ability. Choose group leaders for each group carefully, so that even the weaker groups have leaders who are reasonably competent readers.)

After dividing the class into their groups, give out the books. Let them look at the front cover first, and ask them to guess what some of the story might be about. While this is happening, go to each group and tell them a little about the story or about similar events to the story they are reading. This helps to interest the pupils, and also enables the weaker ones to get some idea of what they are going to read.

ORAL ACTIVITIES

- A) Set short sections for the group to read aloud, either page by page, or sentence by sentence. Listen carefully to each group to determine those who have problems.
- B) Occasionally ask a pupil who has difficulty to read to you individually, and try to help him/her.
- C) Ask groups simple oral questions about what they are reading.
- D) Give groups questions on a reading card, which they try to answer orally in the group.
- E) Ask groups to spell certain words, use them in a sentence or give meanings.
- F) Occasionally, the teacher can read aloud certain sections to provide a model to the pupils in each group.
- G) Groups take turns to tell other groups briefly about what they have read, what they liked or didn't like.

READING ACTIVITIES

- A) Give a certain section to each group to read **silently** as individuals. After reading they should try to answer one or two questions on a reading card, first individually, then as a group.
- B) Sometimes, the group can break into pairs, read silently, and then try to work out the meanings of given words, in pairs.
- C) Group reads silently then answers questions either in pairs or in the group as a whole from the reading card.
- D) Ask group to read a certain section as fast as possible and time each member.
- E) Ask the group to read through a certain section and put their hands up when they have found a specific word you have given them. Make sure they understand that word.

WRITTEN ACTIVITIES

- A) Ask the group to read through a certain section and write down answers to questions. Initially this can be done as a group with ONE group secretary writing down the answers. It can then be done in pairs and individually.
- B) Let the group copy certain key words and phrases down.
- C) Ask the group/individuals to write down the spellings of certain words, and use them in a sentence to show they understand their meaning.
- D) Ask the group to write a simple report telling the main idea of the story, the main characters, and what they liked about it. If there are many stories, they can select one to write about.

- E) Ask the group to draw pictures based on events from the story (stories) they have read, and colour them. They can write a simple description of the event under the picture.

GENERAL

- A) Keep a record of the progress and strengths/weaknesses of the pupils.
- B) Keep a chart on the wall to show which groups have read which books. Invent attractive names for each group.
- C) Give them a similar test (or the same one) as you gave at the beginning before reading, when they have finished each book. Compare and see if there is any improvement.

TAC TUTOR WORKSHEETS 3 B and 3 C

TASKS

- (i) What kind of library system do you have in your TAC? Does it enable you to see quickly who has borrowed books and who has still to return books?
- (ii) What steps have you taken to look after the books in your TAC? Are they covered and repaired regularly? How are you going about getting funds for care and maintenance of your library?
- (iii) Hold a workshop with your teachers to devise reading cards for all the books in your library, whether they are part of a book-box, or just single books. These cards should be properly covered as instructed, and given out when the books are borrowed. An example of a reading card can be found in the TAC Handbook: *Reading in the Upper Primary Classes*.

D. MANAGEMENT OF OTHER RESOURCES

1. NON-BOOK RESOURCES IN A TAC

In most TACs, apart from books, there are often a wide range of other resources that can be seen. It should be noted that **all items in the TAC** whether books or other resources, must first be entered in the **Master Inventory** when they are received. The other resources either come under the heading of **permanent/ expendable** items or **consumable** items that will be borrowed and used up. Mrs. Taki has several of both kinds of resources in her TAC including the following :

PERMANENT/EXPENDABLE

- Duplicating machine
- Metre Ruler
- Typewriter
- Workshop Tools
- Assorted Ready-Made Visual Aids
- Improvised Science Kits
- Improvised Maths Kits
- Stapler
- Paper Punch
- Guillotine
- Scissors
- Rubber Stamps
- Educational Magazines (e.g. Pied Crow)/ Education Sections in Newspapers

In addition, permanent resources can include the basic furnishings such as tables, chairs, desks, shelves and cupboards. They all make up the various amenities that the TAC possesses.

CONSUMABLES

- Manilla
- Newsprint
- Sugar paper
- Brown Paper
- Marker Pens
- Sellotape
- Glue
- Drawing Pins
- Old Plastic Containers
- Powder Paints
- Old Newspapers
- Cardboard Cartons
- Scrap pieces of wood
- Bottle-tops
- Soap packets

2. KEEPING RECORDS OF ALL RESOURCES

For purposes of planning, and also, of accountability, it is essential that every TAC Tutor can show he or she has a complete record of what resources are in the TAC or how they have been used. A spot check by the audit office, DEO, or even a

potential donor could put TAC Tutors in an embarrassing situation, if they are not up to date with their records. In order to manage her resources properly, Mrs. Taki keeps two Stores Ledgers in addition to her Master Inventory - one for permanent and expendable items, and one for consumable items. Below are samples from the pages of both, showing how they should be filled in.

PERMANENT/ EXPENDABLE

5 <u>SCISSORS</u> Departmental Description								RECEIPTS	
Date	From Whom Received	Receipt Voucher No.	RATE		RECEIPTS FROM INVENTORY HOLDERS		New Receipts		
			Shs.	cts.	Inventory No.	No.			
9/5/94	MOUNTAIN BOOKSHOP	43291	50	-	2	4			
21/8/95	MOUNTAIN BOOKSHOP	59423	60	-	2	6			

Each item needs a separate sheet in the Permanent Stores Ledger, which is obtainable from most bookshops. In the examples given, the cost of the item, and the number of items obtained are included. If permanent items are loaned out, or borrowed, then the issues section would be filled in, as shown below:

5							F.O. 2/1
ISSUES							
Date	To Whom Issued	Issue Voucher No. or Signature	ISSUES TO INVENTORY HOLDERS		Permanent Transfers or Write-off	Stores Stock Balance	Total Balance on Charge
			Inventory No.	No.			
30/1/95	MR. INSIREKITA	<i>[Signature]</i>	2	3		7	10

CONSUMABLES

4 RECEIPTS AND ISSUES										TUBES OF GLUE Departmental Description	
Date	From whom Received or to whom Issued	RATE		Receipt Voucher No.	Requisition No.	Unit	Number Received	Number Issued	Balance in Stock	Issue Voucher No. or Signature	
		Sh.	cts.								
10/3/95	MOUNTAIN BOOKSHOP	30	-	9207		TUBE	20	-	20	JEL	
12/3/95								2	18	JEL	
25/3/95								4	14	JEL	
8/4/95								2	12	JEL	

RECEIPTS AND ISSUES										MANILA PAPER 5 Departmental Description	
Date	From whom Received or to whom Issued	RATE		Receipt Voucher No.	Requisition No.	Unit	Number Received	Number Issued	Balance in Stock	Issue Voucher No. or Signature	
		Sh.	cts.								
4/2/95	MOUNTAIN BOOKSHOP	12	-	4729		REAM	500	50	450	JEL	
8/4/95								120	330	JEL	
21/4/95								80	250	JEL	
22/4/95								40	210	JEL	

In the case of the Consumable Stores Ledger indicate the cost per unit, the type of unit the item usually comes in, the actual physical number of items, the number issued, the balance in stock, and signature of the officer concerned (the TAC Tutor) to confirm the issue. This ledger can also be purchased from most bookshops.

E. FINANCIAL MANAGEMENT

1. THE IMPORTANCE OF KEEPING ACCOUNTS

As a government employee who sometimes has to handle money, a TAC Tutor is required to keep some account of his/her financial transactions. In addition, if you are asking a sponsor for money to support the TAC, that sponsor may want to see whether you handle your financial affairs properly. The **TAC Management Committee**, too, will require periodic reports on income and expenditure, to enable them to plan ahead and monitor the progress of the TAC.

2. THE NEED FOR A BANK ACCOUNT

At present, it may be that since TAC Tutors handle very little actual cash, there seems to be no need for a bank account. However, as can be seen from the section on TAC Development, it is now expected that TAC Tutors will raise funds to maintain the TAC and its resources from a variety of sources. Once money starts coming in, it will be necessary to start a bank account. Normally, there will be two signatories to the account: the treasurer of the **TAC Management Committee** and the TAC Tutor. A third signatory can be appointed in case one of the above members is absent.

3. MAINTAINING GOOD CASH RECORDS

Mrs. Taki used to be a headteacher and already has some experience of simple book-keeping, which is sufficient for the TAC accounts. Basically she maintains three kinds of cash records:

- a) A Cash Book
- b) A Cash Ledger Book
- c) A File for Petty Cash Vouchers/Receipts

On the following pages are some examples of how each kind of record is kept, with a simple explanation for each type of entry. *Note that all monies, whether incoming or outgoing, should be recorded daily.*

CASH BOOK

- a) Open the cash book so that you have a double page. On the left-hand page, you enter the money that you receive for the TAC. (the **income**)
- b) On this page, write down the **date** you receive the money, where the money is received from (the **source**) and also the **amount** received. If some or all of the money is put into the TAC bank account, this should be written in the column marked **bank**. *Avoid spending money which is supposed to be banked.*
- c) On the right-hand page, you write down the money you spend on buying items for the TAC, making journeys, etc. (the **expenditure**)
- d) On this page, write down the **date** you spent the money, **who** or **what** you gave the money to (**particulars**) and also the **cash** you spent. Also, whenever money is put into the **bank**, this should also be written down as **expenditure**. Any cheques drawn on the bank must be indicated in the column marked **bank**.

- e) At the end of each month you will need to **balance** the accounts, before presenting them to the TAC Management Committee. This is how you do it :
- f) On the **right-hand page**, total up all the **amounts** you have spent on different items, including the money put in the bank. Write this total down at the bottom of the column. Add up the column marked **bank** also, and write the total down.
- g) On the **left-hand side (the Income)**, add up all the money received under the heading **cash**. Write the total in pencil initially. Then add up the column marked **bank** and write the total in pencil.
- h) Now subtract the total of expenditure (**cash**) on the **right-hand side** from the total for **cash** on the left-hand side. This will give you the **balance**. This balance should be written below the **total** on the **right hand side**, and added up. Do the same with the total for **bank** on the right hand side.
- i) The final totals for **cash** and **bank** on the **right-hand page** should now be the same as the two totals written in pencil on the **left-hand side**. Write out these totals in **ink** on the **same horizontal line** as the totals on the right-hand page. This now means that the accounts for the month have been **balanced**.
- j) The amounts under **Balance** on the right-hand page for **cash** and **bank** will be brought forward (**B/F**) to the next month's accounts.
- k) The actual amount of money you have in the TAC is the balance of **cash** and **money in the bank** combined.

N.B. The column marked **F/No.** that is **Folio Number**, is used mainly for indicating **petty cash voucher numbers**, and the **serial numbers of cheques**.

CASH LEDGER

This is a way of giving information on the amount of money received from individual sources, and also the amount of money spent on different items in the TAC. For example, it is important to know how much money has been received from perhaps **School Subscriptions** or from the **TAC Management Committee** over a period of time. Similarly, you will need to know how much you have spent, for example on **Stationery**, as opposed to **Materials for Visual Aids**. As can be seen from the examples below, it is simple to fill the ledger in. The procedure is as follows :

- a) Using the two sets of columns on each page, write down the headings :

DATE	PARTICULARS	DR (DEBIT)	DATE	PARTICULARS	CR (CREDIT)
------	-------------	------------	------	-------------	-------------

- b) If you have spent money on an item (**expenditure**) fill in first columns, giving the **date** you spent the money, the **exact item** you bought, (**particulars**), the **folio number** of the **petty cash voucher**, and actual amount under the column headed **DR**.
- c) If you have received money from a certain source (**Income**), fill in the second set of columns, that is, the **date** money was received, the **particulars (cash or cheque)**, and the amount in the column headed **CR**.
- d) Note that the items or sources are written at the top of each page in the ledger.

STATIONERY

3

DATE	PARTICULARS	DR	DATE	PARTICULARS	CR
6/5/15	BOOKS	800 =			

4

SCHOOL SUBSCRIPTIONS

DATE	PARTICULARS	DR	DATE	PARTICULARS	CR
			11/5/15	CASH	3000 =

5

MATERIALS FOR VISUAL AIDS

DATE	PARTICULARS	DR	DATE	PARTICULARS	CR
12/5/15	SCRAP TIMBER	1500 =			


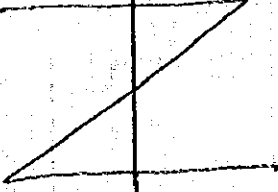

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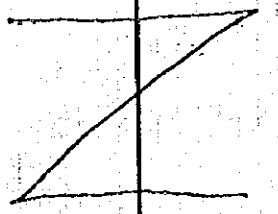

TAC MANAGEMENT COMMITTEE

DATE	PARTICULARS	DR	DATE	PARTICULARS	CR
			5/5/15	CASH	10000 =

PETTY CASH VOUCHERS AND RECEIPTS

The Petty Cash Vouchers are used to indicate what the money has been taken out for, (or given to someone for). They should also be attached to the receipts, once the purchases have been made, or the services paid for, and kept carefully in a file. Each Petty Cash Voucher must be given a **folio number**, so that it can be recorded in the cash ledger, and traced easily. Examples of the Vouchers are given below :

	Name of the Co. KIMBUNI ZONAL TAC		PETTY CASH VOUCHER No. I	
			Date 6th May 1995	
	A/C.		Shs.	Cts.
Purchase of stationery from Mountain Bookshop		800	=	
Shs. <u>Eight Hundred Only</u>				
TOTAL				
Checked by Authorised by MRS. TAKI		A/c. Code	Signature of Recipient 	

	Name of the Co. KIMBUNI ZONAL TAC		PETTY CASH VOUCHER No. 2	
			Date 18th May 1995	
	A/C.		Shs.	Cts.
Purchase of screws and nails from Kimbuni General Store		700	=	
Shs. <u>Seven Hundred Only</u>				
TOTAL				
Checked by Authorised by MRS. TAKI		A/c. Code	Signature of Recipient 	

F. TAC DEVELOPMENT

1. THE TAC MANAGEMENT COMMITTEE

Most TACs have limited facilities, and it is the TAC Tutor's responsibility to try and improve the existing situation. This can only be done by involving other interested parties in developing the range of services offered by the Teachers' Advisory Centre. Existing Zonal Education Committees are useful, but they have a wide variety of areas to fund, and usually very little money reaches the TAC.

It is essential, therefore, that every TAC has its own **TAC MANAGEMENT COMMITTEE**. Mrs. Taki started her own Management Committee once she had settled down and got to know the zone well. The basic composition of TAC Management Committees had been laid down by the District TAC Tutor, after a planning meeting with the District Education Officer, District Inspectors, headteachers and community leaders. The Management Committee in Kimbuni is comprised of the following members :

- a) The Chairman of one of the Parent-Teacher Associations (**CHAIRMAN**)
- b) The TAC Tutor (Mrs. Taki) **SECRETARY**
- c) The Chairperson of the Zonal Headteachers' Association (**TREASURER**)
- d) The Zonal Inspector (Mr. Insipeketa)
- e) Another experienced headteacher
- f) Two teachers from Zonal Subject Panels (representing lower/upper primary)
- g) A prominent local businessman
- h) The area chief

N.B. The choice of officers is flexible, and can include KNUT representatives, PTC lecturers, Zonal Parents' Association representatives, religious leaders, and NGO representatives.

In forming the committee, Mrs. Taki had in mind the need to consult opinions at all levels of education in the zone, but also to maintain strong links with the local community, which would be needed when funds were being sought.

The Management Committee meets at least **once every term** to review progress, hear reports from Mrs. Taki and Mr. Insipeketa, and to plan future developments and activities. During its first meeting it drew up clear **terms of reference** so that every member of the committee knew the **FUNCTIONS** of the committee clearly.

TERMS OF REFERENCE FOR KIMBUNI TAC MANAGEMENT COMMITTEE

The committee will :

1. Meet at least once a term.
2. Review the activities carried out by the TAC Tutor in that term.
3. Monitor and review the financial status of the TAC.
4. Make recommendations on future TAC activities.
5. Give suggestions for additional resources in the TAC.
6. Make recommendations for general improvement of the TAC facilities.
7. Work out the budget required for TAC activities, additional resources, and improvements.
8. Set guidelines on membership fees, subscriptions, and rules for use of the centre.
9. Plan and implement various fund-raising activities by community mobilisation.

Through this committee, Mrs. Taki has been able to publicise the work of the TAC in such a way as to attract further support for its development. Part of this success is due to her approach to public relations.

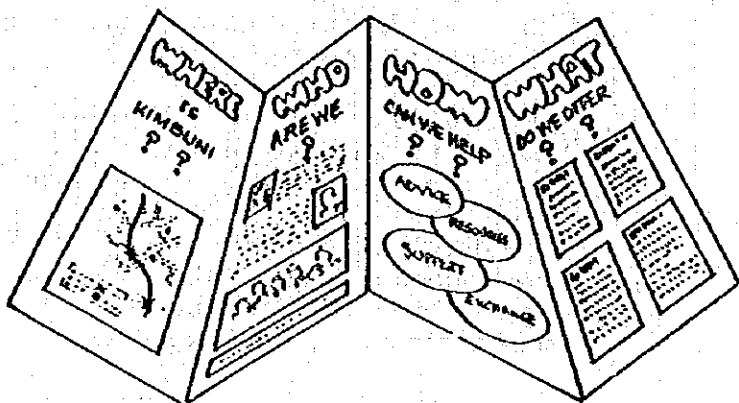
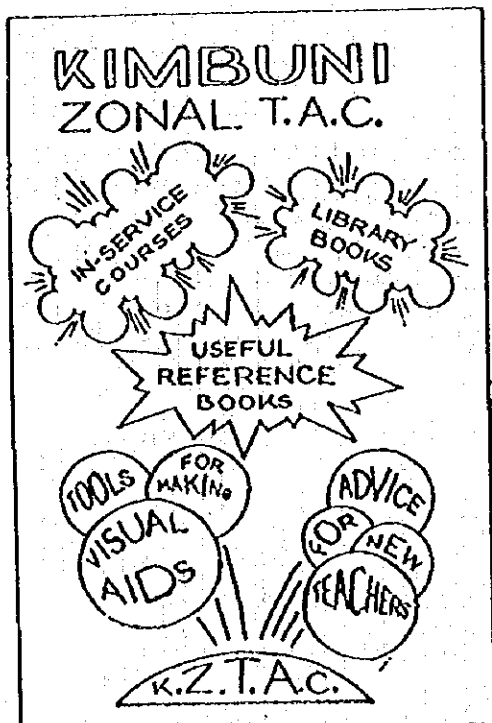
2. PUBLIC RELATIONS

When Mrs. Taki first came to Kimbuni zone, she found that the centre was not fully utilised by teachers and the community. Unit C in Section One on Establishing Professional Relationships illustrates how Mrs. Taki went about meeting a wide variety of people, and finding out how she could assist them. This is what is meant by establishing good public relations.

In addition to meeting key people in the zone, Mrs. Taki also realised that the facilities and activities of the TAC needed to be advertised, and teachers encouraged to visit the TAC. Since teachers thought there was nothing useful they could get from the TAC, it was up to Mrs. Taki to take steps to improve their awareness of what the TAC could offer.

Apart from establishing the management committee, Mrs. Taki now uses a variety of methods to attract teachers and other members of the community to come to the TAC. These include the following :

1. Posters and Notices outside the TAC and in Schools, advertising the services.



2. Newsletters/Publicity 'Flyers' about courses and resources printed on the duplicating machine and circulated to schools and offices in the zone.

3. Special competitions with prizes organised by the TAC (e.g. composition writing)
4. Publicity through key people on the management committee (e.g. headteachers informing colleagues about how useful the centre is.)

5. Keeping the TAC attractive and clean, by repainting it, and covering the walls with samples of visual aids, and various information posters.
6. Encouraging the community to make use of the meeting room in the TAC for various functions such as adult literacy classes, women's self-help groups, and health seminars (when the centre is not being used by teachers).
7. Sending out duplicated lists of books available in the TAC, useful extracts from reference texts, and also carrying some readers to schools to display to the teachers.
8. Newspaper articles, radio interviews, and speeches explaining what has been done by the TAC already, and what is needed for the future.

Often, Mrs. Taki finds that teachers just do not realise when a reader is suitable, or when a reference book can actually help in their teaching. Often it means selecting passages and chapters, for them to see, so they are convinced it is worth visiting the TAC. Unless they are made aware, they may not realise, for example, how much difference a few class readers can make to their pupils, and how much they will be enjoyed by the children.

3. FUND-RAISING

One of the most important aspects of a TAC Tutor's job is increasingly going to be the need to sustain the TAC and its resources by raising funds. Apart from a few donations, very little money is usually forthcoming outside the zone, and the District Education Office has little to spare for TAC developments. Initially, Mrs. Taki had received books and stationery through the Strengthening of Primary Education Project (SPRED), but she quickly realised that in a few years, most of these resources would need repairing or replenishing. With the help of the TAC Management Committee, she set about identifying where the main sources of funding or supply of materials could come from. They eventually drew up a list as follows :

1. Subscriptions levied from all schools using books and materials in the centre, (and cleared by the District Education Board).
2. Fines for late returns, and caution money/deposits that are forfeited.
3. Harambee meetings with specially invited guests.
4. Support or sponsorship from local businessmen.
5. Free books or specimen copies from local publishers.
6. Donations from different religious groups.
7. Raffles with prizes, and sponsored walks.
8. Hiring out the TAC hall to non-educational groups.
9. Levying a small charge for services such as :
typing, duplicating, making posters, visual aids etc.

10. Seeking support from local Non Governmental Organisations, and also international agencies such as Ranfurly Library Service, Link, Aga Khan Foundation, UNESCO, ASALS, Plan International, Voluntary Service Overseas, Action Aid, and other donors.

By virtue of combining several of these sources of materials and funds, Mrs. Taki has been able to make great improvements to her TAC and the services it can offer.

4. LINKS WITH PRIMARY TEACHERS' COLLEGES, AND KENYA INSTITUTE OF EDUCATION

In Section One, we saw how Mrs. Taki had established good relationships with the only Primary Teachers' College in the District. There is a Learning Resource Centre in the college, and occasionally, Mrs. Taki is able to borrow materials from it. In addition, she uses quite a few resource persons from the college staff to assist on her in-service courses.

In return, Mrs. Taki is frequently called to the college to give talks to the student-teachers, especially before teaching practice. She explains the functions of the TAC to them, and explains how they can improvise learning aids. Through these sessions, student-teachers in Kimbuni Primary Teachers' College are now aware of the assistance they can get from Teachers' Advisory Centres. In fact, with help from Mrs. Taki, they have set up a small-scale TAC in the college where they take turns to assist the nearest primary school, and their own colleagues. As a result, they are now sensitized about the availability of support in the field from TAC Tutors.

From time to time, Mrs. Taki also writes to, or visits the Kenya Institute of Education in Nairobi. They have a wide collection of resources, including a tape-copying service for all their radio programmes. This is popular with the teachers, for often they cannot listen to the radio at the appropriate time. Mrs. Taki is also able to get access to booklets and other resources from KIE, and occasionally invites specialists in certain subjects from the Institute, to run courses for her key resource teachers.

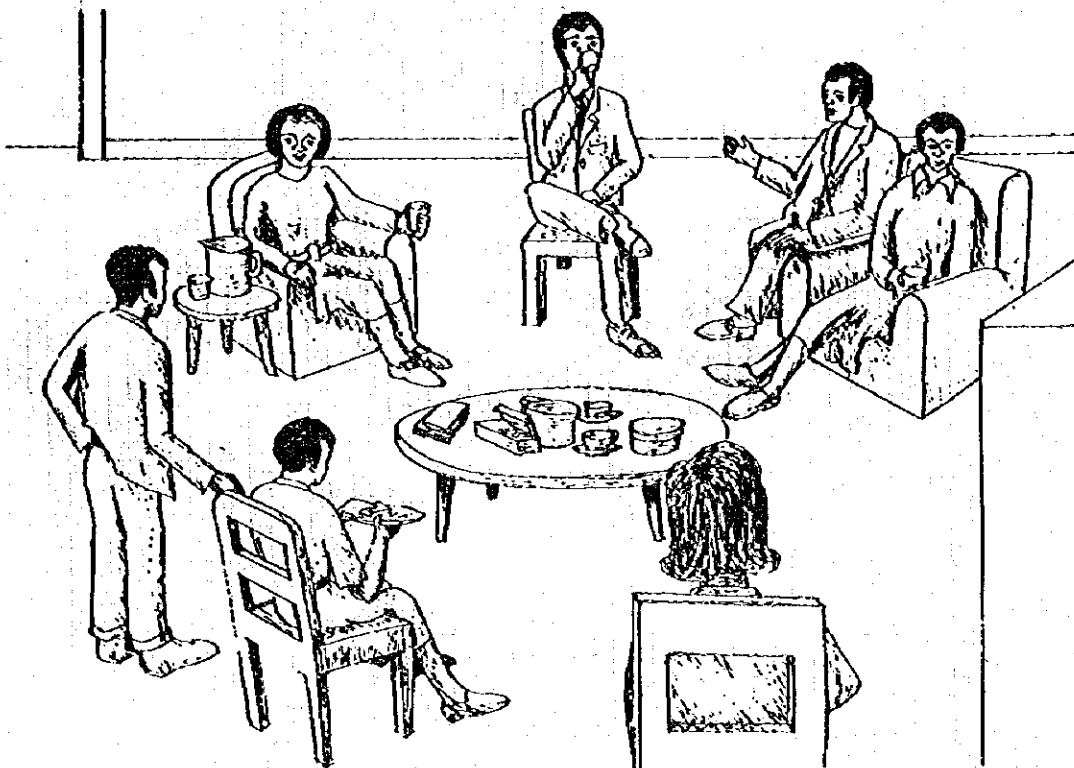
5. THE TAC AS A SOCIAL AND COMMUNITY CENTRE

SOCIAL CENTRE

One important way of attracting teachers and headteachers to make use of the TAC, is to encourage them to view it as a social as well as an educational centre. In many rural communities, there are comparatively few recreational centres for both men and women, and this provides a chance for an enterprising tutor to develop this aspect of the TAC.

Mrs. Taki has adopted a policy of having the TAC open on Saturday mornings for teachers from nearby schools to wander in, have a chat, and take some refreshments. She has arranged for tea, sodas, and biscuits to be made available, at a reasonable charge. In addition, as a result of her fund-raising activities, she has acquired some indoor games such as Chess, Scrabble, and so on.

Another idea she has developed is a small book club where members come and exchange novels and other books they are reading for relaxation. She has also managed to use some of the funds to build up a small fiction library of modern, 'light' novels and short stories, that teachers and other educational officers can borrow for leisure reading.



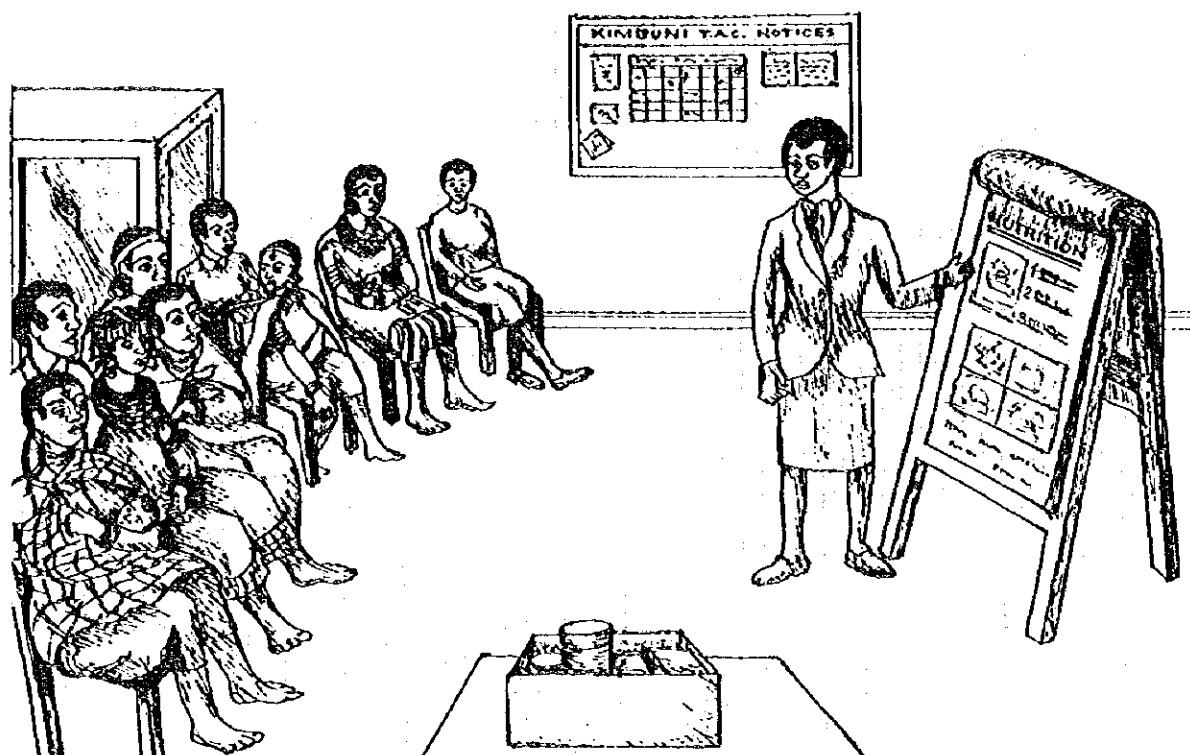
Through all the above initiatives, Kimbuni TAC has become a place where teachers naturally congregate, and hold many informal as well as formal meetings. This ensures that it gets the kind of support Mrs. Taki wants. However, she has also worked hard to make the TAC appeal to the community as a whole.

COMMUNITY CENTRE

Although Mrs. Taki's first priority has been to make the TAC effective in providing professional services to teachers in terms of in-service courses and learning resources, she has always realised the value of linking it with the community she lives with. Since she understands that having a good public image of the TAC means she is more likely to get financial support when it is required, she has tried the following initiatives to involve the community :

- a) Providing a natural meeting hall for a wide variety of activities such as self-help groups, development/harambee meetings, and even councillors' meetings. For strictly non-educational meetings she has now worked out a system of charges that are reasonable, and contribute to the maintenance of the TAC.
- b) Providing free facilities for adult education classes, and special community awareness initiatives on health, agriculture and environment.
- c) Helping to organise special workshops, seminars, and meetings that are of interest and benefit to the community.
- d) Encouraging children to come to the centre at certain times over the weekend to read books and magazines under supervision.

Mrs. Taki has worked out a rotational system of helpers to help her run these programmes.



TAC TUTOR WORKSHEET 3 F

TASKS

- (i) In pairs or groups, discuss what kind of people you would expect to be members of the *TAC Management Committee*. Draw up a final list, and compare it with your own *Management Committee*.
- (ii) In pairs or groups, compare the different kinds of activities your own *Management Committees* have been doing so far. Come up with recommendations for further functions you would like them to carry out.
- (iii) Discuss different kinds of material or financial support you could obtain to improve your TAC, and suggest how the *TAC Management Committee* could assist in acquiring this support.
- (iv) How much is the local community involved in your TAC? Do they use it for any activities? Think of some other ways you can mobilise the community in your zone to support the TAC and help improve its facilities.
- (v) With the help of the *TAC Management Committee*, identify a major project you want to undertake to improve the TAC. Identify a possible donor or NGO, and write a detailed proposal for them, giving the aims, costs involved, and benefits of the project.

SECTION FOUR
DEVELOPMENT OF TAC FACILITIES

- A. ADAPTING A SCHOOL CLASSROOM**
- B. LOW COST TAC BUILDINGS**
- C. INSTRUCTIONS AND BUILDING PLANS**
- D. BUILDING MATERIALS AND STANDARD EQUIPMENT FOR A TAC**

A. ADAPTING A SCHOOL CLASSROOM

1. THE ADVANTAGES OF ADAPTING BUILDINGS

Kimbuni Teachers' Advisory Centre is a converted classroom in St. Patrick's Primary School. She has found that by careful planning, most classrooms can be quite adequate for a TAC. In most districts, the development of TACs in schools, using a classroom or similar building donated by the school, is the best solution. There are several reasons for this :

- a) It is much cheaper to convert an existing building, than attempt to build a new one.
- b) Most classrooms offer enough room for TAC activities compared to an Area Education office where TAC Tutors may have to share facilities with inspectors in very cramped conditions.
- c) Most headteachers recognize the advantages of having the TAC Tutor nearby because of the close support that can be given to the school. Therefore, the TAC Tutor is working in a positive environment.
- d) By having the TAC in a school compound, it is much easier to develop the School-Based Teacher development model that was mentioned in Section Two. It is simpler to organise demonstration lessons, and also to develop links with subject panels, and key resource teachers.

Before setting out to consider raising money to build a new TAC, every TAC Tutor should seriously consider the implications. **Is it better to have a half-finished building standing around as a monument to failure, or an old, but functional building that continues to attract community and schools support ?**

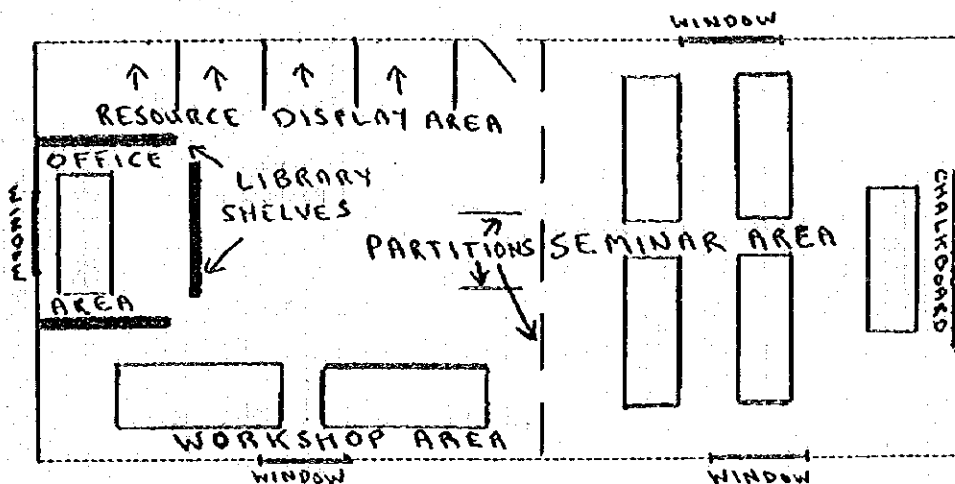
2. HOW TO ADAPT AN EXISTING CLASSROOM

Mrs. Taki has used simple partitions made of wood frames, papyrus, bamboo or sacking, to divide up the basic classroom space. As a result, she has been able to create the following sections :

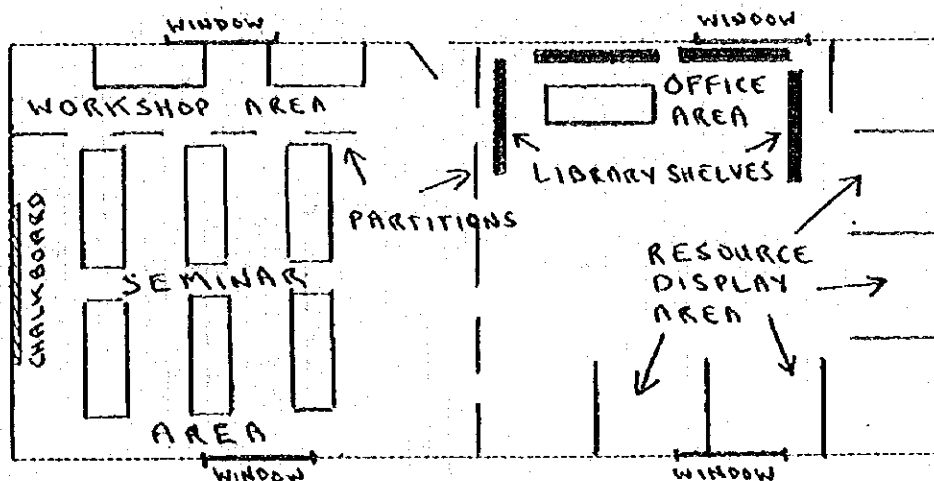
- a) Office/library/ Store Area
- b) Display Area
- c) Meeting/ Seminar /Classroom Area (for courses)
- d) Workshop Area (for making aids)

A plan of her TAC is given on the next page, to illustrate these sections. In addition, an alternative plan of an adapted TAC is given, to show the possible variations.

MRS. TAKI'S TAC



AN ALTERNATIVE PLAN



3. HOW TO MAKE SIMPLE PARTITIONS

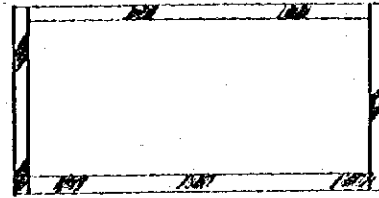
In both Mrs. Taki's TAC and in the alternative design, much use has been made of partitions. Partitions can be constructed very simply by making wooden frames, then nailing papyrus or bamboo matting to the frames. Such partitions are light and easy to move around, but can also be used for displaying visual aids and notices. This is how you make the partitions:

MATERIALS NEEDED

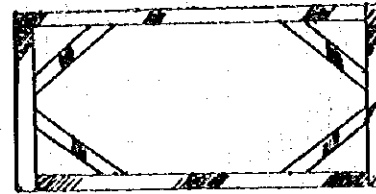
- a) 2 pieces of wood 2 metres in length, 5 cm. wide, 2.5 cm. thick
- b) 2 pieces of wood 1 metre in length, 5 cm. wide, 2.5 cm. thick
- c) 8 pieces of wood 30 cm. in length, 5 cm. wide, 2.5 cm. thick
- d) 1 papyrus or bamboo mat, 2m. by 1 m.
- e) 12 wood screws (4 - 5 cm. long)
- f) 32 nails (about 2 cm. long)
- g) Drawing pins, tacks or paper clips

INSTRUCTIONS

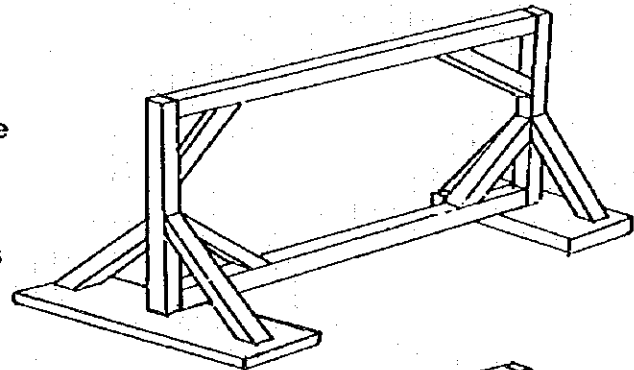
1. Join the four longer pieces of wood to form a rectangle 2 metres by 1 metre.



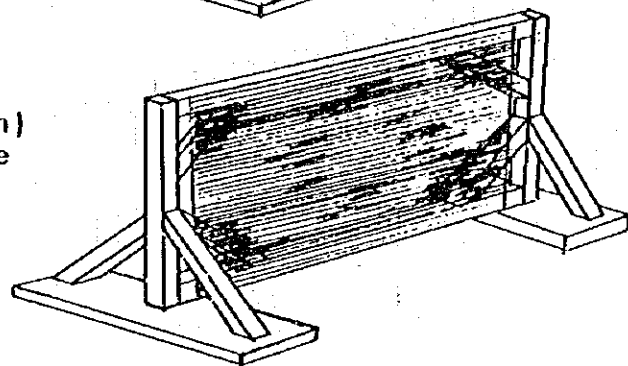
2. Nail a 30 cm. piece of wood across each corner of the frame, to make it rigid.



3. Attach feet to the bottom of the frame using the remaining pieces of wood on each foot.



4. Strengthen the structure by fixing cross pieces of 30 cm. wood on each foot.



5. Pin the papyrus mat (or sacking cloth) to one side of the frame to act as the display surface.

TAC TUTOR WORKSHEET 4 A

TASKS

- (i) Compare the plan of Mrs. Taki's TAC with the alternative design below. Which one do you prefer? Give your reasons.
- (ii) Describe what kind of TAC facilities you have. Are you satisfied with your TAC facilities? Would a move to an empty classroom in a school give you more space and scope for activities?
- (iii) Imagine you are able to move to an old classroom or similar building. Make a sketch plan of how you would use the space, and also carry out a costing of the materials you would need to renovate and improve the facilities.

B. LOW COST TAC BUILDINGS

1. THE BASIC REQUIREMENTS

If sufficient funds can be raised to put up a purpose - built Teachers' Advisory Centre, such as the ones built by the SPRED project, it makes a difference if certain materials and technologies are easily available. In addition, it is essential that good local masons and carpenters are available to make use of the materials and technology. The basic requirements are as follows :

MATERIALS

Sisal

Murram

Sand

Ballast/Small Stones

LOW COST TECHNOLOGY

Sisal Fibre Cement Tiles

Stabilised Soil Block Making

If such technology is not available it will be necessary to use cement blocks, coral stone, or whatever stone is quarried locally, along with corrugated iron roofing sheets, nails, cement, timber etc. from the local hardware store.

Transport is another basic factor, as all materials (including water if it is not on site) will have to be carried to the site in addition to the materials from the hardware store.

2. GENERAL GUIDELINES ON DESIGN AND CONSTRUCTION

The basic design for a TAC, such as the one used in the SPRED project (and approved by the Ministry of Education architect) consists of a lecture room, (which includes space for workshop and display areas), a library-cum-store, and an office for the TAC Tutor. Some communities managed to collect money to make an additional office for the Zonal Inspector, and also to enlarge the library.

ROOFS

Sisal Fibre Cement tiles are cooler, less noisy during rain and more attractive. However it is easier to use corrugated iron sheets, because of the following constraints connected with making the tiles :

- a) Quality control in production
- b) Breakages during transport.
- c) Access to good sand, sisal and water.
- d) Setting up the tile-making plants
- e) Expensive labour costs.
- f) Time-consuming process.
- g) Cost of cement.
- h) Poor tile-fixing techniques.

DOORS

1. One external door (2045 x 815 mm) made of cypress wood, and if possible framed, and braced. Two lever mortise locks and three 100 mm butt hinges.
2. Two internal doors (2045 x 815 mm) either T & G batten doors with one drop and padlock, with Tee hinges or 2045 x 815 mm plywood-faced flush doors with mortise lock and butt hinges.

SHELVING

Shelving usually consists of 250 x 25 mm cypress. There can be three rows of shelving of 3 metres long, which is adequate for the size of the room.

SOFTBOARDS

Five softboard sheets of 2400mm x 1200mm were supplied to the SPRED TACs. Two and a half sheets were fixed on the gable wall in the classroom, half a sheet on the back wall facing the library, then one sheet on the gable wall in the library-cum-store, and one sheet in the TAC Tutor's office, fixed on the inside of the gable wall. These softboards are important for trainers and teachers to be able to pin charts, drawings, and any other information needed for classes and courses.

INTERNAL FINISHING

All internal walls should be plastered with a 13mm sand and cement plaster mix with a "NIL" finish. This means a mixture of pure cement and water to give the walls a smooth finish.

All internal floors should have a 25mm sand and cement floor screed, again with a "NIL" finish. Red or green oxide can be used with the "Nil" to give it a decorative finish.

PAINTING

All internal walls should be given two coats of white plastic emulsion. This gives the building a bright conducive atmosphere.

All timber i.e. doors, windows, shelving, moulding around softboards, fascia boards, verge boards should be given one coat of emulsion and two coats of gloss. The chalkboard needs two coats of **MATT** blackboard paint.

This process of painting will protect the building materials for a maximum of five years on the outside, and eight years on the inside. Colours can be the community's choice, but light colours are better for the inside of the building.

FURNITURE

The furniture in the TAC could consist of the following :

1. Tables
2. Stools
3. Hard back chairs
4. Cupboards/Shelves
5. TAC Tutors' Desk

There is scope for a lot of variation in furniture depending on the money available and local preference. All furniture should be painted with one coat of emulsion and two coats of gloss, which will give it longer life. Furniture should be made from hardwood if possible, e.g. camphor, blue gum, Elgon teak. If this is not possible, then first grade cypress should be used. Furniture should never be made out of pine which will always shrink or warp.

C. INSTRUCTIONS AND BUILDING PLANS

1. INTRODUCTION

It is actually quite difficult to talk of 'low cost' TAC buildings with the present cost of building materials. The advice given in this section does try to keep the costs as low as possible, while making sure that the centre is presentable and will stay up for at least 20 years, provided there is maintenance when needed.

2. FOUNDATIONS AND SLAB

The centre foundation and slab should be kept to the standards of the attached drawings. This is probably the most important part of the building, and the dimensions should be adhered to.

3. WALLS

Again, according to the drawing, the first four courses can be rough, undressed stone. There is no need for expensive dressing. The same stone can be used for the stone piers. If stone is not available then clay-burnt bricks can be used. The concrete sill is not absolutely necessary, as it is an additional expense.

4. WINDOWS

Windows can be plain shutters constructed of rough 100 x 25 mm wood bought from local sawmills, as can the 100 x 50 mm wood for the window frames.

5. GABLE WALLS

From the four courses of stone, again off-cuts from the local saw-mill are adequate for the gable walls. This also cuts out expensive plastering for the inside of the wall.

6. DOORS

Local timber 100 x 25mm can be made into T and G batten doors with an aldrop and padlock for security.

7. PLASTERING

There is no need for plastering on the inside. At the end of the day, it is only decorative, and is not necessary for a working building.

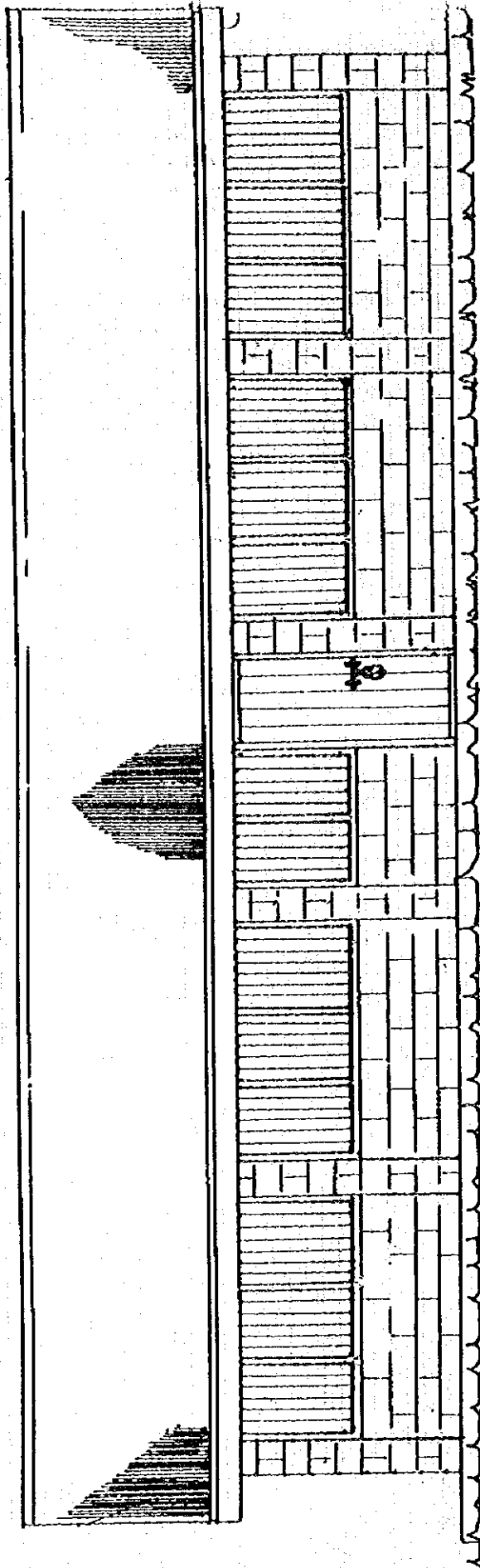
8. FLOORS

Normally you would need a sand and cement screed, but you could also use a murrum floor as long as it is well compacted. The murrum from the foundation excavations could be used for this purpose.

9. ROOFS

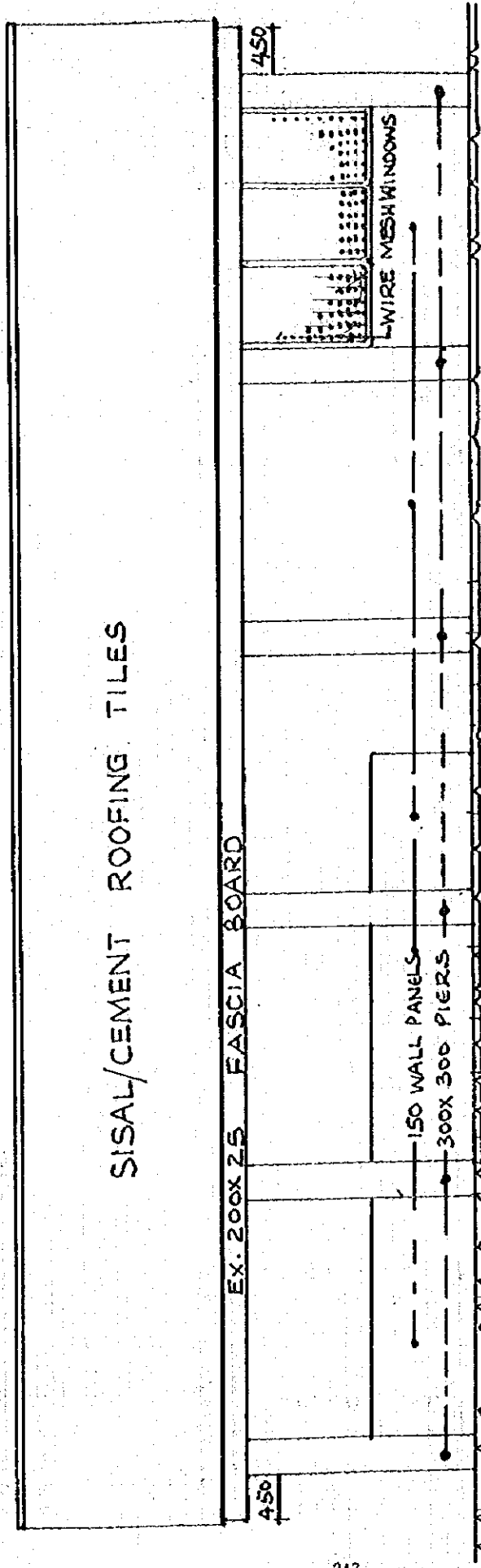
Trusses can be made from bamboo, local trees, or off-cuts from the local saw-mills. As the roof will normally be made of corrugated iron sheets, it does not need the heavy-duty timber, which is required for tiles. The cheapest gauge of corrugated iron sheet is 32 gauge, which is ample for this type of building, even though it is noisy when it rains.

To keep costs down, do not supply softboard paint and expensive locks for doors. Again the TAC Committee can always hold harambees in future to augment missing items. In particular, it is important to provide toilet facilities, as a priority.

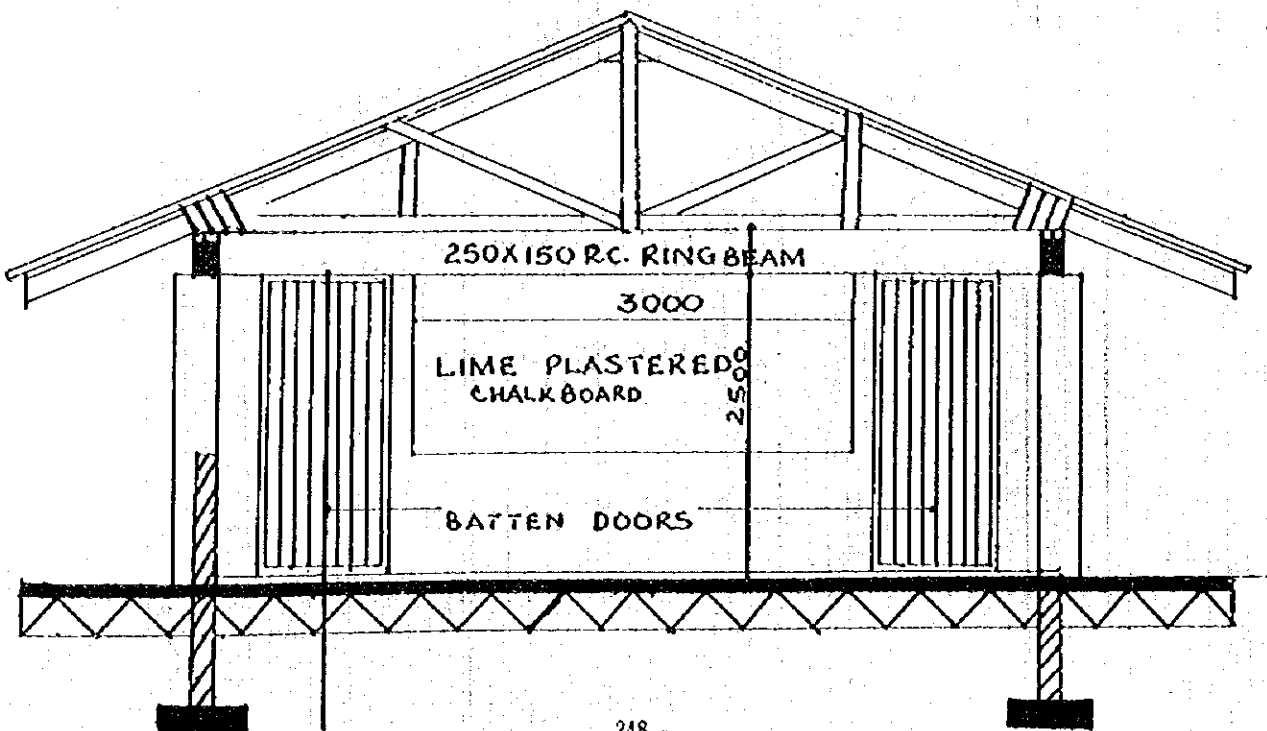
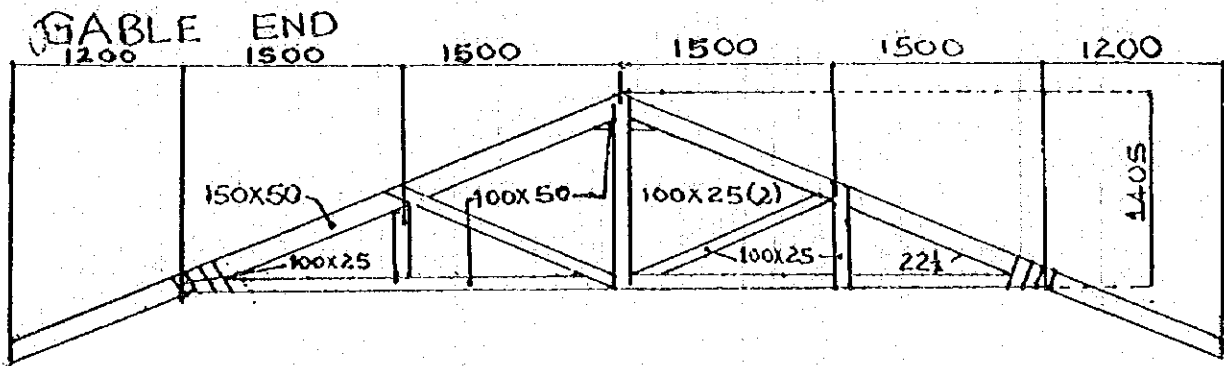
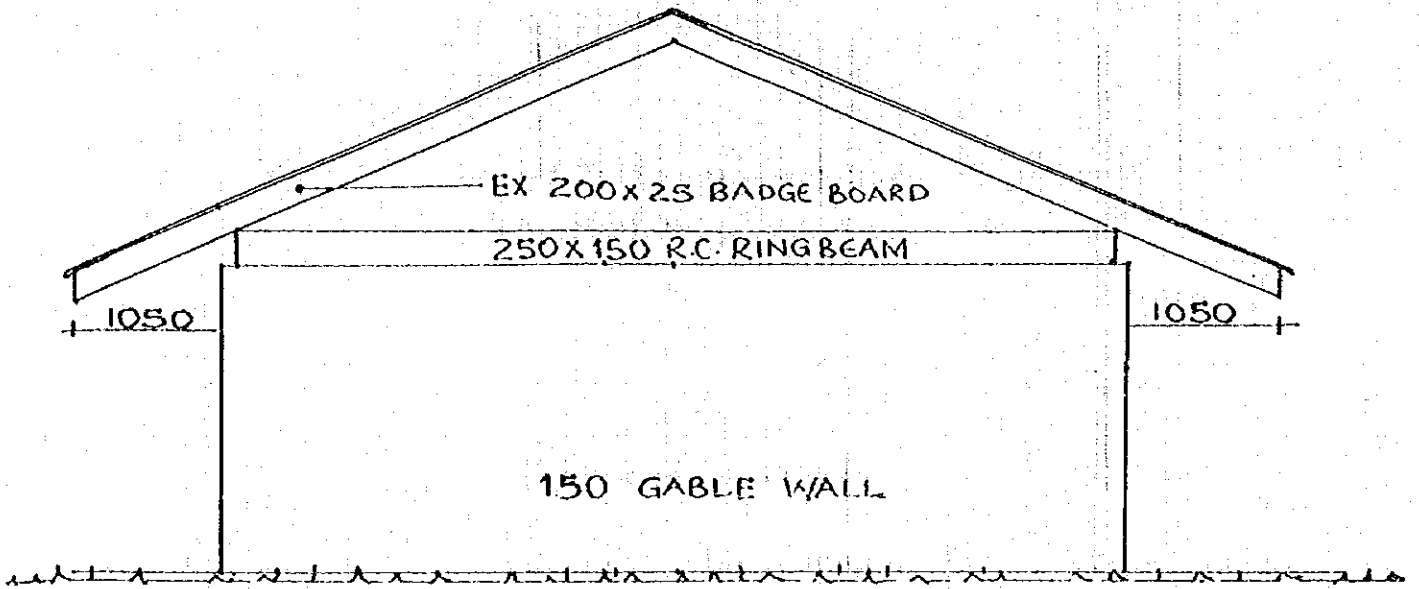


PROPOSED LOW COST TEACHERS' ADVISORY CENTRE

SISAL/CEMENT ROOFING TILES



FRONT ELEVATION

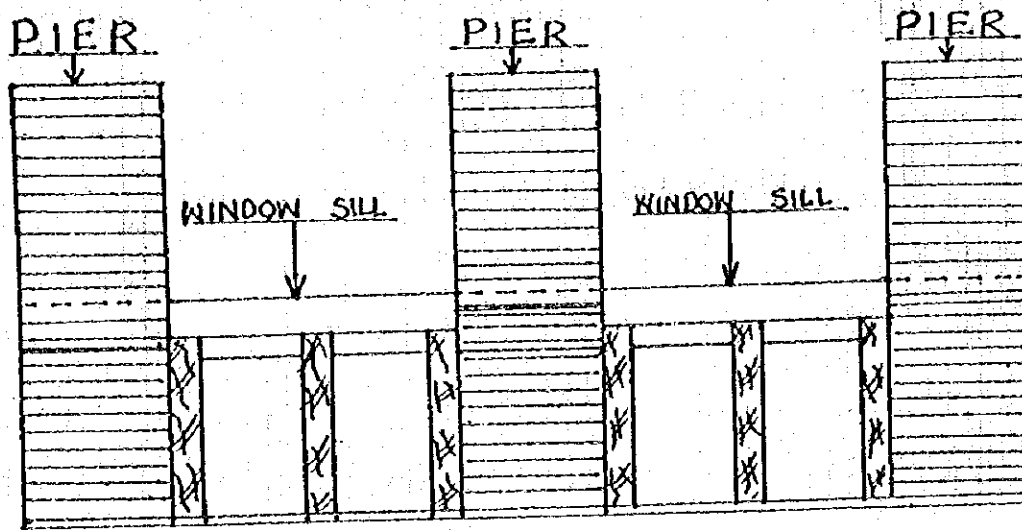


WALLS

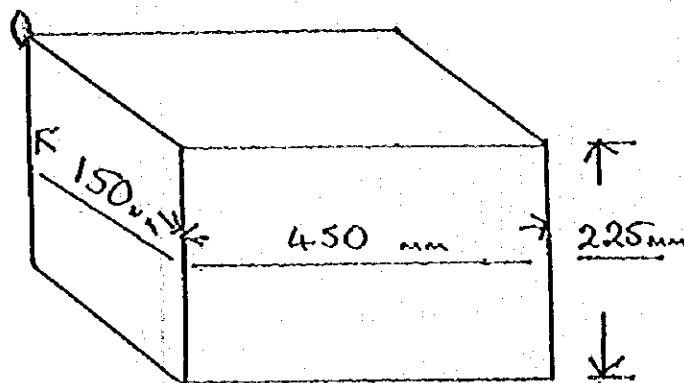
The walls are normally constructed of cement blocks - 16 courses on gables, and 4 courses on front and back. Ring beams are usually constructed after 10 courses.

In very hot climates it is advisable to have two extra courses above the ring beams for better ventilation.

On both back and front walls, there will be pier sections to add strength to the wall and building. These piers are normally the width of two blocks. If the gables are wider than 8 metres, then a pier in the centre is advisable.



When constructing walls, the builder should put barbed wire or similar material to avoid cracking in the wall construction.



STANDARD SIZE
OF CEMENT BLOCKS

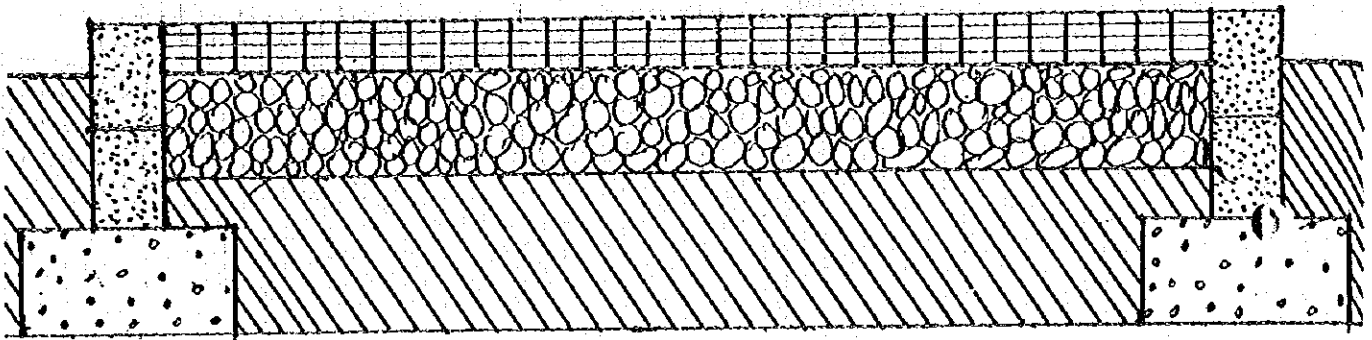
SPECIFICATIONS OF BUILDINGS

FOUNDATIONS

It is recommended that a 450mm deep foundation trench, with a 225mm strip trench should be dug. This is standard but of course depends on what type of soil is prevalent. If it is black cotton soil, then a heavy duty foundation is needed.

FLOOR SLAB

After digging the strip foundation, concrete blocks, size 450mm x 225 x 150mm are used to make a foundation wall approx. two courses high.



REFERENCE GRID



SOIL



B.R.C.
WIRE



STRIP
TRENCH



HARD
CORE



CEMENT
BLOCKS

The above drawing is of a **BASIC STRIP TRENCH**. There should be two rows of blocks, then a layer of polythene for moisture control, then a 100mm concrete slab with B.R.C. to strengthen the slab. B.R.C. will also help to prevent cracking in the floor slab.

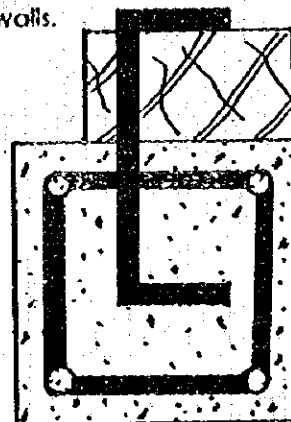
RING BEAMS

Ring beams should be incorporated into the construction of the TAC. The size used in the diagrams are 250mm x 150mm and are made with a strong mixture of concrete with a metal "cage" to reinforce the beam.

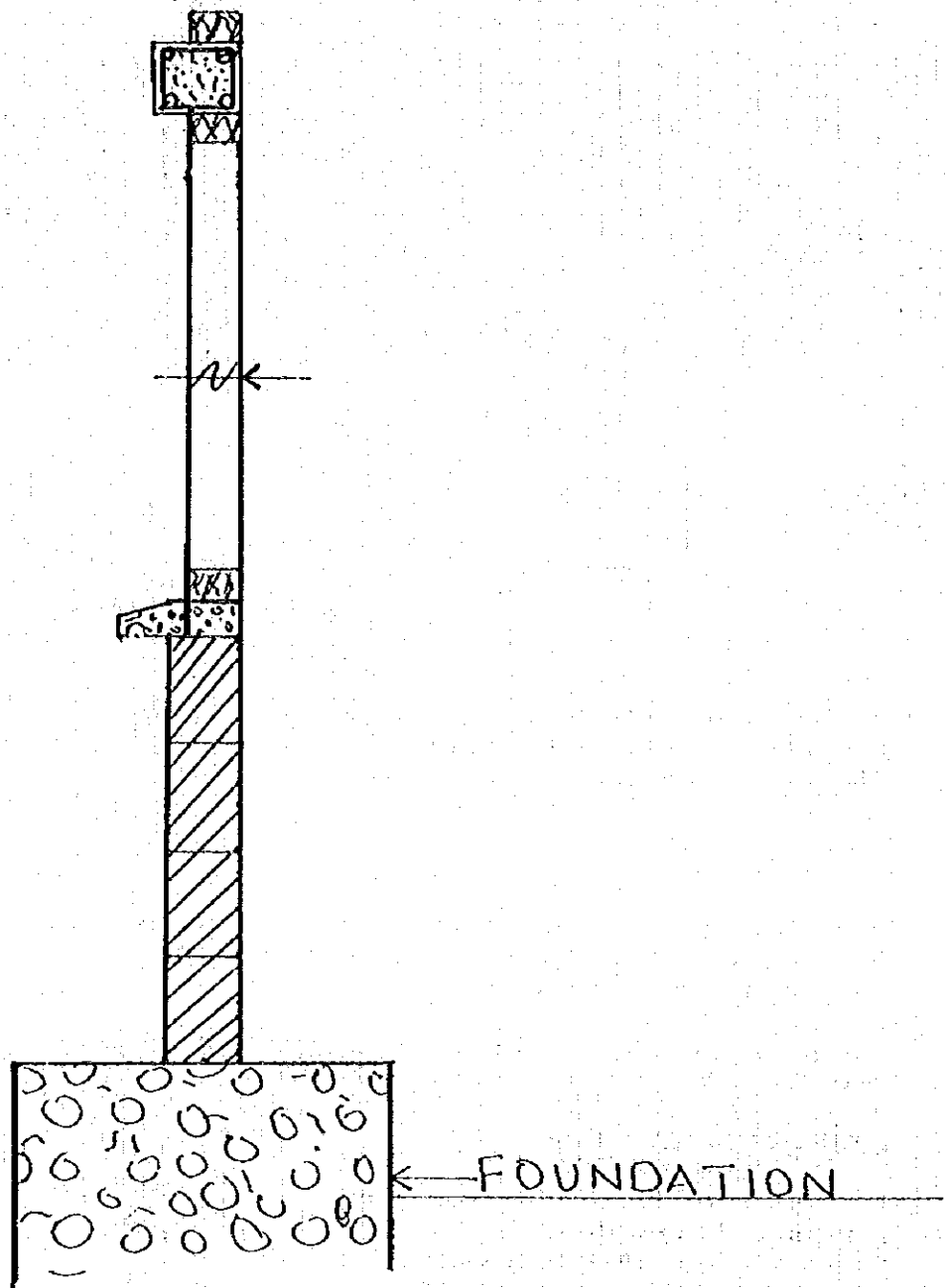
For this design, the ring beam is only needed on the front and back walls, and there is no need for them to be constructed on the gable walls.

FIXING OF THE WALL PLATE

Fixing of the wall plate is vital, because of the possibility of strong winds or gales taking away the roof. A simple method can be used to achieve this, as is shown in the diagram on the right.



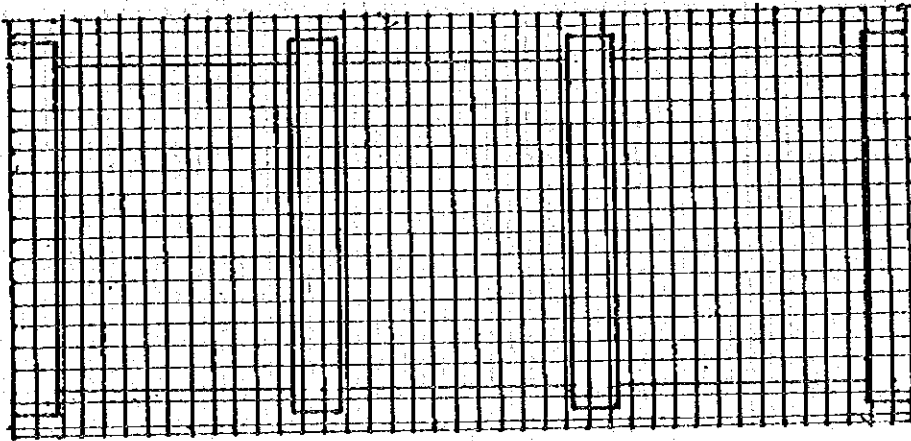
TYPICAL WALL SECTION OF TAC



WINDOWS

The standard construction should use 100mm x 50mm cypress if possible. Size of windows is 2400mm x 1200 mm. covered with 2400mm x 1200mm x 6mm wire mesh. Timber shutters can also be added for greater security or protection from dust. Glass louvers are also possible, but are an expensive method.

WIRE MESH WINDOW



SUMMARY OF DIMENSIONS FOR BUILDING

- ROOF** - Sisal-Cement Roofing Tiles - 800 mm x 250 x 8 mm thick
- Battens** - 50 x 25mm at MAX 400 c/c
- Trusses** - 11 No. 3 trusses at MAX. 1200 c/c secured to wall plate with hoop irons
- Wall Plate** - 100 x 50mm wall plate bolted to R.C. Ring Beam at MAX 2400 c/c
- Fascia and Barge Boards** - 200 x 25mm

RING BEAM



4 no. 5 13 H.T. Steel Bars
6 at Max. 400 c/c

WALLING

150 mm thick stabilise soil blockwalling or other approved material.
Wall Piers - 300mm x 300mm

DOORS

25mm thick lockable batten doors in EX 100mm x 50 mm frames

WINDOWS

50 mm wire mesh in EX 100mm x 50mm frames

FLOORS

MIN. 25 mm thick sand/cement screed

SUB-STRUCTURE (Applies to Stable Soil Conditions Only)

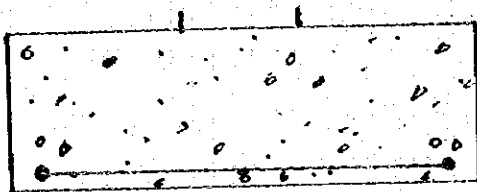
100 mm concrete floor slab

50 mm blinding

250 mm hard core

MIN. 750 mm. deep 150 mm Foundation Wall

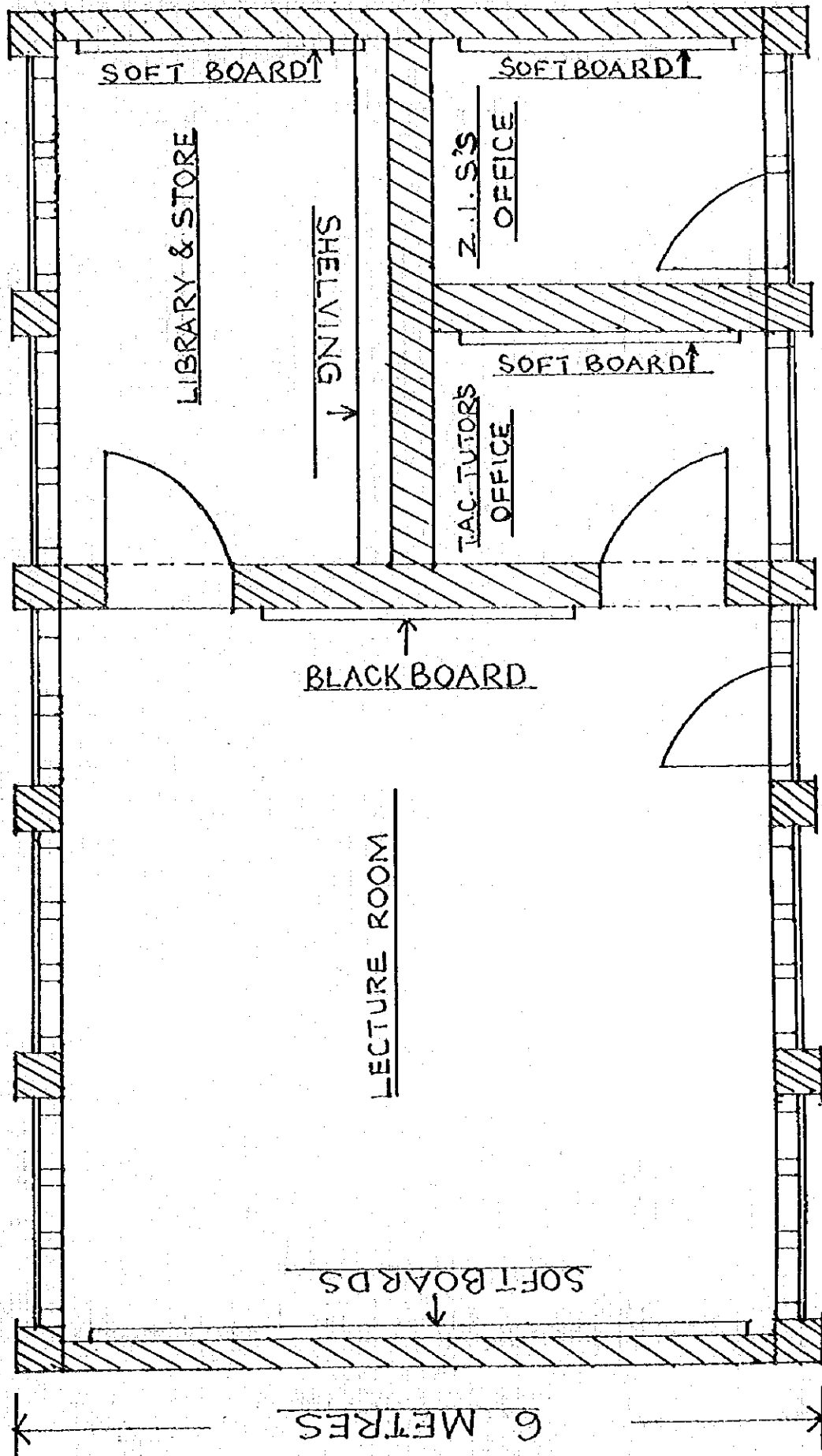
600 x 200 mm deep concrete strip foundation as detail below :



3 No. 3 13 H.T. Steel Bars
6 at MAX. 600 c/c

FOUNDATION BASE under piers as above but 750mm x 750mm square
and with 4 No. 5 13 H.T. Steel Bars in each direction

EXTENSION OF STANDARD BUILDING - (NB - NOT TO SCALE)



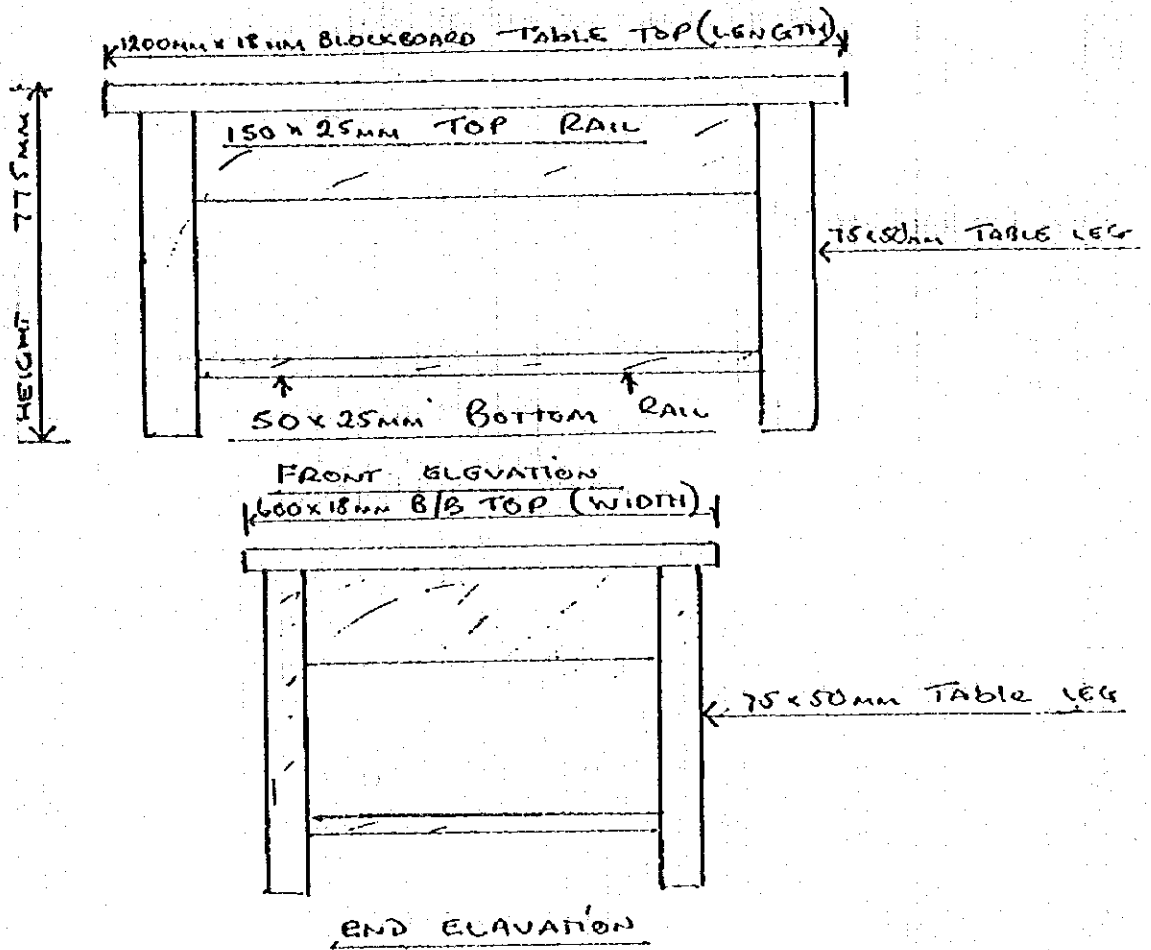
6 METRES

9.500 METRES

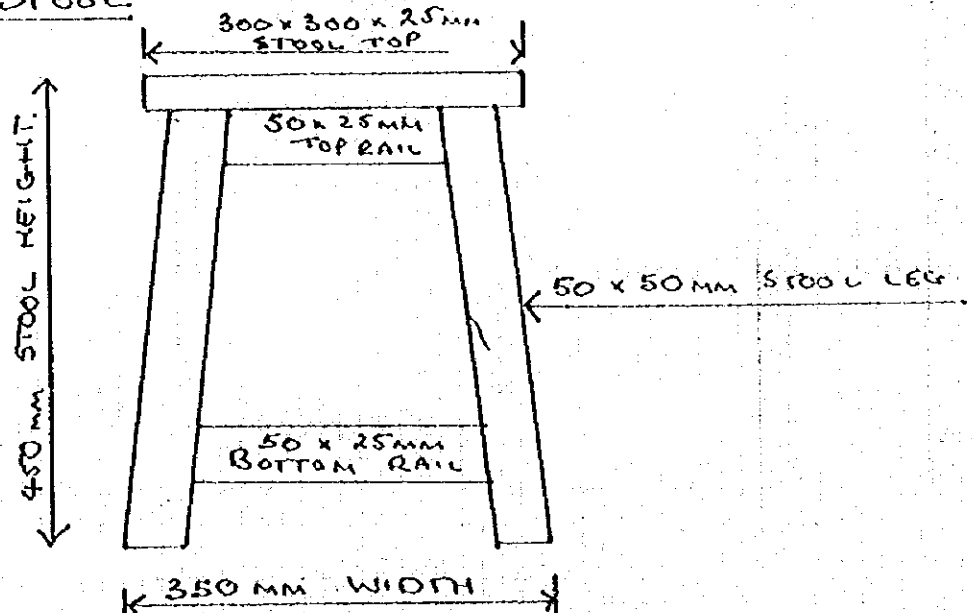
METRES * 3 METRES

TYPICAL FURNITURE DRAWINGS

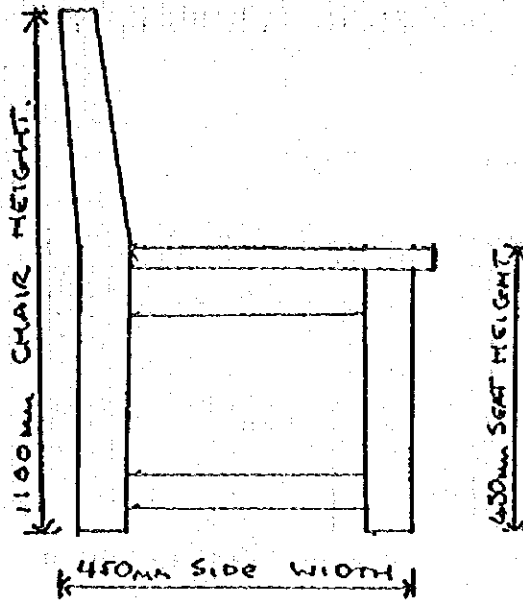
CLASSROOM TABLES



CLASSROOM STOOL



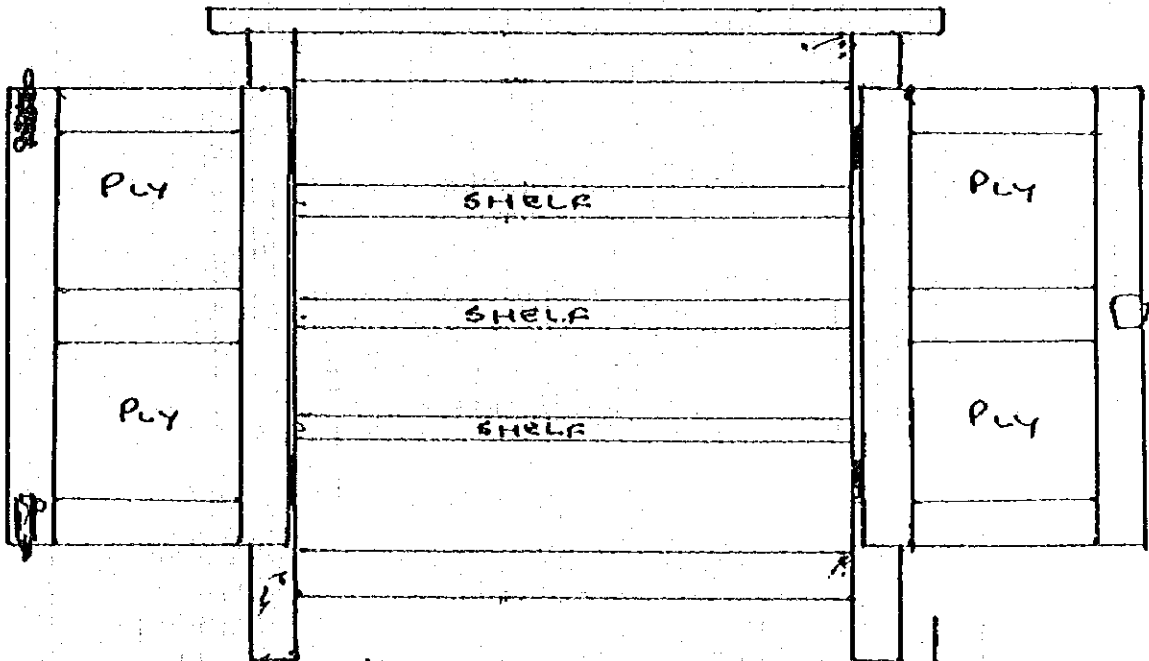
HARD CHAIRS



CHAIR MEASUREMENTS

BACK LEGS 1100 x 75 x 40 mm
 FRONT LEGS 450 x 40 x 40 mm
 TOP RAIL 60 x 30 mm
 BOTTOM RAIL 50 x 30 mm
 CHAIR SEAT 500 x 500 x 25 mm

LIBRARY CUPBOARD



HEIGHT = 2550 mm. c/BOARD LEGS: 1550 x 75 x 50 mm
 LENGTH = 2300 mm. c/BOARD RAILS: 50 x 50 mm
 WIDTH = 450 mm. c/BOARD SHELVES 450 x 2300 x 25 mm
 TOP = 2400 mm. c/BOARD TOP: 2400 x 450 x 25 mm
 c/BOARD Door Panels, Side Panels, Back of Cupboard 6mm Ply
 H/Ware 2 Door Handles, 1 c/BOARD lock 2 25mm Tower Bolts.
 Mullion & Rails 60 x 25 mm

D. BUILDING MATERIALS AND STANDARD EQUIPMENT FOR A TAC

1. LIST OF MATERIALS REQUIRED FOR BUILDING THE TAC

ITEM	ITEM DESCRIPTION	QUANTITY
1.	CEMENT	250 BAGS
2.	ROUND BARS	12 PCS.
3.	ROUND BARS	4 PCS
4.	TIMBER 100 x 50 mm	2,050 FT.
5.	TIMBER 150 x 50 mm	450 FT.
6.	TIMBER 100 x 25 mm	300 FT.
7.	FASCIA BOARD 200 x 25 mm	200 FT.
8.	SHELVING 250 x 25 mm	150 FT.
9.	NAILS 150 mm	25 KG.
10.	NAILS 125 mm	25 KG.
11.	NAILS 100 mm	25 KG.
12.	NAILS 75 mm	25 KG.
13.	NAILS 50 mm	25 KG.
14.	ROOFING NAILS	20 KG.
15.	BLACK WOOD PRESERVATIVE	40 LTS.
16.	TURPENTINE	30 LTS.
17.	WELD MESH 8 G	13 SHEETS
18.	MORTISE LOCK	3 PCS.
19.	HINGES 100 mm	9 PCS.
20.	ALDROPS 300 mm	3 PCS.
21.	PADLOCKS "265"	3 PCS.
22.	VITOLI GOLD GLOSS PAINT	4 x 4 LTS.
23.	SUNBURST EMULSION	4 x 4 LTS.
24.	EMERY PAPERS	10 PCS.
25.	POLYFILLA	1 KG. PKT.
26.	SHELF BRACKETS 200 x 250 mm	40 PCS.
27.	WOOD SCREWS 75 mm x 10 G	1 PKT.
28.	WOOD SCREWS 38 mm x 8 G	1 PKT.
29.	WOOD SCREWS 50 mm x 8 G	1 PKT.
30.	WHITE ECON. PLASTIC EMULSION	40 LTS.
31.	PAINT BRUSHES 100 mm	3 PCS.
32.	PAINT BRUSHES 50 mm	3 PCS.
33.	U - NAILS	25 KGS.
34.	SOFTBOARD 2400 mm x 1200 mm	5 SHEETS
35.	MOULDING TIMBER 50 x 18 mm	300 FT.
36.	ANT KILLER	5 BOTTLES
37.	B.R.C. SIZE 66	1 ROLL
38.	HOOP IRON	20 KGS.
39.	BINDING WIRE	15 KGS.
40.	IRON SHEETS 26 G x 3 MTS.	50 PCS.
41.	IRON SHEETS 26 G x 2 MTS.	50 PCS.
42.	RIDGE CAPS 2 MTS. x 30 G	10 PCS.
43.	CYPRESS DOOR T & G	3 PCS.
44.	CYPRESS FRAMES 100 x 75 mm	3 PCS.
45.	SAND 77 TONS	11 LOADS
46.	BALLAST 21 TONS	3 LOADS
47.	HARDCORE 21 TONS	3 LOADS

2. TOOLS REQUIRED FOR BUILDING THE TAC

ITEM	ITEM DESCRIPTION	QUANTITY
1.	WHEELBARROWS	2 PCS.
2.	MORTAR KARAIS	3 PCS.
3.	SHOVELS	3 PCS.
4.	JEMBES	2 PCS.
5.	OIL DRUMS	2 PCS.
6.	METAL BUCKETS	1 PC

3. LIST OF MATERIALS FOR MAKING THE FURNITURE

ITEM	ITEM DESCRIPTION	QUANTITY
1.	BLOCKBOARD 2400 x 1200 x 25mm	6 PCS.
2.	PLYWOOD 2400 x 1200 x 3 mm	2 PCS.
3.	CYPRESS 300 x 25 mm	25 FT.
4.	CYPRESS 75 x 50 mm	200 FT.
5.	CYPRESS 60 x 30 mm	150 FT.
6.	CYPRESS 50 x 25 mm	450 FT.
7.	CYPRESS 50 x 50 mm	150 FT.
8.	CYPRESS 150 x 25 mm	150 FT.

4. STANDARD EQUIPMENT FOR A TAC

Not every TAC can hope to have all the following items, but the aim of providing this list is to assist TAC Tutors and their TAC Management Committees in planning and developing the TAC and its resources :

Chalk
 Board Rubber
 Guillotine
 Scissors
 Stapler and Staples
 Hammer
 Handsaw
 Hacksaw
 Hand-drill/drill bits
 Nails
 Screwdriver
 Screws
 Stanley Knives
 Plastic Ruler
 Metre Ruler
 Chalkboard Protractor
 Chalkboard Compasses
 Sellotape
 Glue

Polythene
 Paints/Crayons
 Felt Marker Pens
 Bros/ Pencils
 Manila/Sugar paper/Newsprint/Carlons
 Foolscap (lined) / Tracing Paper
 Stamp/ Stamp Pad
 Drawing Pins/ Panel Pins/ Blu-Tak
 Paper Punch / Paper Clips
 Thread/Needles/ Thimbles
 Pencil/Ink Erasers
 Typewriter/ Ribbons
 Typing Paper
 Duplicating Machine
 Duplicating Ink
 Duplicating Paper
 Duplicating Stencils and Pen
 Correcting Fluid (stencils)
 Radio Cassette Recorder/Tapes

APPENDIX

TEACHER ADVISORY CENTRE SUPERVISION FORM

Date

District

Zone

1. Tutor Details

Name

TSC/Personnel No :

length of time as TAC

Tutor (a) In total

(b) In this centre

2. Statistics

Number of primary schools served by TAC

Number of teachers served by TAC

ATS

S1

P1

P2

P3

UT

Number of pupils in the zone

Male

Female.....

3. Physical Environment (comments on the number and types of rooms available, size of rooms, whether borrowed/rented, and location)

.....

.....

.....

.....

.....

4. Records (Availability and Utilisation)

- Log Book
-
- Visitors' Book
-
- Teachers' Consultation Visits Book
-
- Inventory
-
- Courses Record Book/File
-
- Library Books Lending Records
-
- Accession Register
-
- Equipment Lending Records
-
- School Files
-
- Subject Panel Files
-
- Monthly Work Programme/Reports
-
- Evaluation Tests/KCPE File
-
- TAC Management Committee File
-
- Cash Book/Cash Ledger

5. Equipment

Furniture

.....

.....

Books available :

TYPE	QUANTITY
Syllabuses
Course Books
Teachers' Guides
Reference Books
Library Books/Readers

General Resources/ Equipment

TYPE	QUANTITY
Audio Tapes
Video Tapes
Slides/Photopacks
Charts
Models/ Packs
Typewriter
Duplicating machine
Others :

6. Display

Comment on the following aspects :

Designation of Subject Areas

.....

Age (How current are the displays ?)

.....

Relevance (to syllabus materials currently in use)

Attractiveness (Quality of lettering, layout and arrangement)

Examples of children's work

Examples of Information Charts (maps, lists of schools etc.)

7. Utilisation of TAC/TAC Tutor Activities

Number of courses held in the past (a) term (b) year

TYPES OF COURSES

NO. OF PARTICIPANTS

.....
.....
.....
.....
.....

Numbers of visits to schools in the past (a) term (b) year

Reasons for visits

Number of teachers visiting the TAC in the past year

ATS
S1
P1
P2
P3
UT

Reasons for visits

Other official visits (DEO, DTAC Tutors, DDSIs etc)

Number of meetings attended in the past (a) term (b) year

Types of meetings

8. Development Plans

Is there an active TAC Management Committee ?

If so, who are the members of the Committee ?

What projects have been undertaken ?

Is the TAC receiving funds/materials from any sources ?

If so, what are these sources ?

Are these funds properly accounted for ?

What projects is the TAC Management Committee planning ?

How much is the community involved in the TAC ?

9. General Comments (not included in the above sections)

Name of Supervisor Designation Signature

6. Kisii ディストリクトで発行されている現職教員研修の修了証書



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

CERTIFICATE AWARDED TO

.....

As a participant at the District

**IN-SERVICE COURSE FOR SECONDARY
TEACHERS OF** _____

Held at _____

On _____

The following topics were covered:-

Course Co-ordinator

District Education Officer