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# School-community/PTA Training

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## Training Guide

MOE and CESLY Program

4/30/2010

<b>TRAINING SET UP .....</b>	<b>3</b>
<b>SESSION DESCRIPTIONS .....</b>	<b>8</b>
<b>WELCOME AND INTRODUCTION .....</b>	<b>9</b>
<b>ROLES AND RESPONSIBILITIES AND.....</b>	<b>11</b>
<b>TEAM BUILDING.....</b>	<b>11</b>
<b>GOVERNANCE &amp; MANAGEMENT.....</b>	<b>14</b>
<b>INSTRUCTIONAL MATERIALS MANAGEMENT.....</b>	<b>16</b>
<b>MANAGING ALTERNATIVE ENERGY.....</b>	<b>19</b>
<b>REPORTING AND INFORMATION SHARING .....</b>	<b>22</b>
<b>SCHOOL- LEVEL EXPERIENCE SHARING CIRCLES.....</b>	<b>24</b>
<b>NETWORKING &amp; ADVOCACY.....</b>	<b>26</b>
<b>SCHOOL SAFETY &amp; GENDER VIOLENCE .....</b>	<b>29</b>
<b>PROMOTING THE ROLE OF FEMALES.....</b>	<b>31</b>
<b>PSYCHO-SOCIAL SUPPORT FOR STUDENTS.....</b>	<b>33</b>
<b>CIVIC EDUCATION .....</b>	<b>35</b>
<b>SERVICE LEARNING AND WORK READINESS.....</b>	<b>38</b>
<b>TRACKING &amp; COMMUNICATING EDUCATIONAL PERFORMANCE.....</b>	<b>42</b>
<b>ENROLLMENT AND ACCESS TO EDUCATION .....</b>	<b>44</b>
<b>PROMOTION OF COMMUNITY BASED READING .....</b>	<b>46</b>
<b>FINANCIAL MANAGEMENT .....</b>	<b>50</b>
<b>BUDGET .....</b>	<b>52</b>
<b>INCOME AND RESOURCE GENERATION.....</b>	<b>55</b>
<b>TUTORIALS.....</b>	<b>57</b>
<b>PLANNING &amp; PROJECT MANAGEMENT.....</b>	<b>61</b>
<b>CESLY SMALL GRANTS .....</b>	<b>64</b>
<b>PLAN OF ACTION DEVELOPMENT .....</b>	<b>67</b>

## SCHOOL COMMUNITY TRAINING

### Training set up

- I. **WHEN?** First series beginning March 16, for 4 days  
Next training session held every other week throughout the month of March into April until all sites are covered

4 training sessions held in one county simultaneously, managed by 1 LRC staff in each location.

II. **WHERE:** *Training Venue*

In clusters of 3-5 schools, held at a CESLY school site

III. *What Type?* *Training Modality*

Community Gathering/Training session

IV. *What's Needed?:* **CHECKLIST OF SUPPLIES AND MATERIALS, PREPARATION TASKS, TRANSPORTATION NEEDS**

Flipcharts

markers

tape

Copy of PTA Development and Operational Manual

Copy of school plans for each CESLY school (developed at Inservice and Youth Volunteer Training)

V. *Who comes?* **PARTICIPANTS**

PTA Chairperson, Vice Chairperson, Secretary and Treasurer Then we added the CYI, an administrator, a youth Representative, women representative and the Town Chief or local authority. This we thought we represent a cross section of the school-community rather than just PTA Officials

From each school:

4 PTA Officers- (Chairperson, Vice Chairperson, Secretary and Treasure

Youth volunteer (CYI or NYVS)

1 Student/Youth Representative –50 %Female

1 Women's Representative

1 School administrator

1 Town Chief /Local Administrator or Law Enforcement Officer

Total -9 attendees from one site

27 attendees in one session from three CESLY sites

## VI. *Who Facilitates?*

PTA Focal Person

1 LRC staff member –

(one of the trainers serves as notetaker for all sessions where recording is needed)

(one of the following individuals:

Team Leader

Training Officer

Community Participation Officer

Work Readiness Facilitators)

Collaboration with local MoE Office and the County and District level ALP Focal Persons in planning and implementing this entire training

## VII. *Why is it needed? Rationale*

The training is needed because historically communities have seen schools as an outside institution. The training seeks to strengthen the school-community relationship so that communities take ownership for schools and for the education progress of their students.

## VIII. *What for? Goal and Objectives*

The goal of the training is to strengthen the school-community relationship so that communities take ownership for schools and for the education progress of their students.

Specifically the training seeks to strengthen PTA and community stakeholder capacity in the areas of:

- governance and management
- net working and advocacy
- tracking and communicating education performance
- financial management
- planning and project management

## IX. *What's the Result? Outcome*

Community stakeholders and PTA members build specific skills that support the immediate goals of the activities at the school level, but in the long term, resulting in more sustained engagement of the community in school activities and in support of education.

## X. *What happened?*

Evaluation or post-test will be conducted to see whether participants achieved training objectives. Nightly backstopping meetings will also be conducted.

## XI. *How Feedback is incorporated?*

Since the training will be held in a series of sessions every other week, LRC staff will take written and verbal feedback from the first session and feed it to the CESLY technical staff. this feedback will be used and incorporate it to improve the design of the consecutive training sessions.

## XII. WHAT? Training Topics schedule

	<b>DAY 1</b>		<b>DAY 2</b>		<b>DAY 3</b>		<b>DAY 4</b>
7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST
7:30	REGISTRATION	7:30	REGISTRATION	7:30	REGISTRATION	7:30	REGISTRATION
8:00	WELCOME / HOUSE KEEPING	8:00	RE-CAP	8:00	RE-CAP	8:00	RE-CAP
8:15	INTRODUCTION	8:15	<b>NETWORKING &amp; ADVOCACY</b>	8:15	<b>TRACKING &amp; COMMUNICATING EDUCATIONAL PERFORMANCE</b>	8:15	<b>PLANNING &amp; PROJECT MANAGEMENT</b>
8:30	ROLES AND RESPONSIBILITIES AND TEAM BUILDING	9:15	SCHOOL SAFETY & GENDER VIOLENCE	9:15	ENROLLMENT AND ACCESS TO EDUCATION	9:15	CESLY SMALL GRANTS
10:00	<b>GOVERNANCE &amp; MANAGEMENT</b>	10:15	BREAK	11:00	BREAK	10:15	PLAN OF ACTION DEVELOPMENT
11:00	BREAK	10:20	PROMOTING THE ROLE OF FEMALES	11:05	TUTORIALS	12:00	LUNCH BREAK
11:00	GOVERNANCE & MANAGEMENT CONTINUED	12:00	LUNCH BREAK	12:00	LUNCH BREAK		DEPARTURE
12:00	LUNCH BREAK	1:00	PSYCHO-SOCIAL SUPPORT FOR STUDENTS	1:00	<b>FINANCIAL MANAGEMENT</b>		
1:00	INSTRUCTIONAL MATERIALS MANAGEMENT	2:30	CIVIC EDUCATION AND PEACE STRENGTHENING	2:00	RESOURCE MOBILIZATION AND INCOME GENERATION		
2:00	MANAGING ALTERNATIVE ENERGY	3:30	SERVICE LEARNING AND WORK READINESS	3:30	BUDGET, FINANCIAL RECORDS AND FINANCIAL REPORTING		
3:00	REPORTING AND INFORMATION SHARING	4:30	PROMOTION OF COMMUNITY BASED READING				

4:00	(CONTINGENCY PERIOD)	5:30	SUPPER	5:30	SUPPER		
5:30	SUPPER	6:30	BACKSTOPPING CHECK- IN	6:30	BACKSTOPPING CHECK- IN		
6:30	BACKSTOPPING CHECK-IN						

# Session Descriptions

## *House Keeping*

**Objective:** communicate logistical info on the training

**Duration:** 15 minutes

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

Trainer should cover:

- Timeliness
- Schedule
- Cellphones
- LRC specific housekeeping guidelines

other issues related to ground rules to abide by during the training

Participants introduce names to one another.

## Welcome and Introduction

**Objective:** To orient participants to CESLY project and to training

**Duration:** 15 min

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

Trainer should take the key messages below and bulletize the main points and explain the project and the training in clear language at the level of comprehension of the attendees.

*Key points:*

Overview of CESLY

Core Education Skills for Liberian Youth  
(CESLY)

- The overall purpose of the CESLY program is to improve educational opportunities and outcomes for Liberian youth and young adults. The implementing partners for CESLY are Education Development Center, YMCA of Liberia, and RTI, International, working closely with the Ministry of Education.

1. *Accelerated Learning (ALP)* -Ensure that youth currently enrolled in the final two years of the current Accelerated Learning Program receive a quality education.

2. *Nonformal Education Program (NFE)* Work with the Ministry of Education to develop, implement, monitor and evaluate a new Non-formal Education System.

3. *Teaching Capacity* Improve the capacity of ALP/NFE teachers to teach reading and math and implement approaches that improve learning outcomes for participants across both education delivery mechanisms

4. *Community Support of Education* Mobilize and build capacity of community organizations (e.g. PTAs) to improve and sustain ALP/ALPP and NFE programs in their communities. Community Youth Facilitators also engage communities in CESLY goals

5. *Work Readiness Activities*- Build work readiness skills in youth and help to engage youth in service learning, apprenticeships, and other employment-related opportunities

6. *MOE Capacity*- Enhance Ministry of Education capacity in cross-cutting areas touched by CESLY nonformal programs

*Purpose Of The School Community Training*

The goal of the training is to strengthen the school-community relationship so that communities take ownership for schools and for the education progress of their students.

Specifically the training seeks to strengthen PTA and community stakeholder capacity in the areas of:

- governance and management
- net working and advocacy
- tracking and communicating education performance
- financial management
- planning and project management

*The result of the training is:*

Community stakeholders and PTA members build specific skills that support the immediate goals of the activities at the school level, but in the long term, resulting in more sustained engagement of the community in school activities and in support of education.

# Roles and Responsibilities and Team Building

**Objective:** participants visualize how the collaboration of each school actor affects a students' Performance

**Outcome:** participants take ownership of their role in helping a student progress

**Duration:** 1.5 hours

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

## STEP 1:

Briefly present the roles and responsibilities of each of the following school community -level actors in the project.

School

To help the student get a quality education

Parent teacher association

To engage community in school activities and in support of education.

Youth volunteers (Community youth interns, National Youth Service Volunteers)

To support all activities of the school and school community to help reach goals

Community members

To lend support and backing to progress of school community activities

Club

to engage youth in extracurricular activities that support learning goals

Local authorities

To ensure, along with all other school community actors, that the school is a safe place

Discuss each of the roles with the group. Ask for example of how community stakeholders would imagine what these roles look like in action

Describe how and why it is necessary to share information and to collaborate

## STEP 2:

Activity One person volunteers to be the "learner".

This person is blindfolded and taken outside.

The trainer tells the learner and participants.

In every community, each actor has a role in guiding the learner and helping achieve the learner's objective. But in this community there is a weak link. What happens when one link is weak.

Trainer gives guidance to one group of actors and one volunteer goes to the learners and walk them to their next destination.

Trainer designates one group as the weak link. This group, when instructed to guide the learner, they should not move and watch the learner seeing what the learner does to try and get to the next destination.

The trainer can use their discretion in determining which group or groups should be designated as the weak link. When that group is called upon, they should not move. The learner should have to wander around the room trying to get to the next destination without guidance.

Each of the following groups is sent to one corner or section of the training room.

- School
- Parent teacher association
- Youth volunteers
- Community members
- Local authority

The learner is brought from outside into the center of the room.

Trainer calls out instructions:

*Community Members encourage the youth to go back to school*

(one volunteer guides the learner from the center of the classroom to the location of the school staff person )

*School staff take the learner into the school and provide a quality education*

(one volunteer from the school staff takes the learner to a group of desks designated as the school )

*The student wanders away from the school.*

(Let the learner wander away and roam around the room. The trainer should allow enough time for the volunteer to get thoroughly disoriented)

*PTA checks on enrollment and guides the learner back to school*

(PTA guides the student back to the school)

*Youth volunteer conducts tutoring and helps student move to the next grade/level in school.*

(Youth volunteer moves the learner from one group of desks to another to show progress)

*The learner's rights are violated at school and the learner leaves school completely*

(Trainer takes the learner outside)

*Local authorities intervene to bring the learner back to school and make the school a safe environment for continuing education.*

(Local authority goes outside and gets the learner and returns them to school. Trainer can encourage clapping and cheering at this point to culminate the activity)

**STEP 3:**

Conduct debriefing.

How did the learner feel when she was guided?

How did the learner feel when she was not guided? Was it difficult to reach the destination?

How did the school community feel and what were their observations ?

How does this relate to collaboration in carrying out roles and responsibilities?

## Governance & Management

**Objective:** to assess each PTA in the areas of governance and management

To establish plans for improvement

**Outcome:** participants have clear vision of what good governance looks like and a clear framework of how to move forward to achieve this

**Duration:** 2 hours

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:** ( See PTA Operational Manual pg. 7-12)

**Activities:**

### STEP 1:

The trainer should create a vision of what governance and management of a community based organization looks like.

Ask participants to create a vision, based on their own ideas and experiences.

After they create such a vision,

Present the following vision statement to them, putting the key concepts in words comprehensible by the community.

Ask them to compare and contrast. Do they want to modify their own vision to include any of the elements of the vision below?

### VISION OF GOOD GOVERNANCE AND MANAGEMENT

Guided by their vision, mission and shared core values, effective community organizations have a functioning structure in place with a high level of participation by all members who fully understand their roles and responsibilities. Through strong leadership, cohesive team work and a basic management structure that is in place, the PTA is able to develop and implement education improvement plans based on the educational needs of their children; transparently manage their finances and keep records and reports of their efforts; as well as successfully work with school administrators, officials and other stakeholders to improve the quality of education at their school.

### STEP 2: ASSESSMENT TOOL

Group the participants by CESLY site.

Ask the three groups to answer the following questions about their own community:

The trainer should use the PTA assessment guide to describe the 1-6 scale and the description of three measures of:

Getting Started

Developing

Functioning Effectively

Make sure that the standards are read and out presented on each PTA assessment guide so that the audience gets an idea of what each of the categories on the scale would look like for each question.

Have one literate person in the group (or the trainer/ LRC staff member) record the answers on the PTA assessment tool for each community.

1. Does the community have a functional PTA?
2. Do PTA members have an understanding of their roles and responsibilities?
3. Does the PTA have a clear vision, mission or core value?
4. Does the PTA have a constitution or by-laws?
5. Does the PTA have an organizational structure?
6. How was the PTA officers selected?
7. How decisions in the PTA are made?
8. How do the PTA members work?
9. Does the PTA have a management in place?
10. Is a PTA reporting mechanism in place?
11. Do they meet?
12. Is there an opportunity for PTA to improve their knowledge and skills to better help them function properly?

#### STEP 3:

Go through each of the 12 steps.

On each question, ask the three groups to deliver their answers.

Then the trainer presents clear direction about what is needed to move upwards on the scale on each particular item, and discusses with the three teams, what steps each would need to take to achieve that goal.

(Example. Does the PTA have a reporting mechanism in place.

Each group reports what they have. The trainer explains what a reporting mechanism, would look like, how it could be implemented. Each community discusses and decides what they plan to do to institute a reporting mechanism. The trainer who is taking notes records the decisions of each group)

Utilize the PTA resource manual as a guide for particular areas which need strengthening

(PTA Org, structure and functions, page 3-6

Pta subcommittee – page 13

planning and conducting meetings page 24

etc.

# Instructional Materials Management

**Objective:** to enable school and other actors to manage instructional materials effectively

**Outcome:** each actor understands their role in effective management.

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers, plan created at the Inservice Teacher Training Workshop

**Activities:**

## STEP 1:

- Take a pen. Get ready to draw a picture.
- If you were to visit an accelerated learning classroom today, and you wanted to see the instructional materials for the classroom, what would you find? Where are there? How are they stored? Where are they stored? Who is using them? Who is not using them? Who is responsible to care for them?
- Now draw a picture of what you would like to see.....

## STEP 2:

### What are instructional materials?

- Instructional materials are items that are used to aid in the transference of learning information from one to another. Teachers may use instructional materials to aid in the teaching of subject matter for a class.
- Instructional materials could include:
  - Audio/Visual aids
  - Books
  - Articles for the classroom
  - Materials for project development
  - The locally developed materials discussed in the next session
- What are other names for these materials?
- Some call them instructional materials, while others may call them learning or teaching aids.

### What is Instructional Materials Management?

Instructional Materials Management is the organization and coordination of the instructional activities and materials in accordance with certain policies to achieve clearly defined learning objectives.

### Who is responsible to manage the materials?

- Management of the instructional materials/resources of Public Schools is a responsibility shared by the school authorities, PTA and district education staff with supervisory or administrative responsibility for instructional programs.

### What are the principal's responsibilities?

- The duties and responsibilities of principals for instructional materials management and care include:

- **Proper Use of Instructional Materials** - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that the school maintains a collection of textbooks and ancillary instructional materials sufficient to support the instructional program in all courses offered by the school.
- **Security and Safety of Instructional Materials** - Ensure that materials are kept in safe and secure storage to avoid theft and damage to the materials by termites, rats, etc. and moisture.
- **Communicate to Parents the Manner in Which Instructional Materials Are Used in the Curriculum** – Effectively communicate to parents, through the PTA meetings the manner in which instructional materials are used to implement the curricular objectives of the school.
- **Conservation and Care** - Principals shall ascertain by inspection, and ensure that all instructional materials issued to the school are cared for properly.
- **Accounting for Instructional Materials** - Ensure that all instructional materials are fully and properly accounted for.

#### **What are the teachers' responsibilities?**

- The duties and responsibilities of teachers for instructional materials management and care include:
- **Proper Use of Instructional Materials** - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that lesson plans reflect the appropriate materials for the grade level and that the plan is used for instruction.
- **Use of Materials by Students** - Ensure that students use the materials given them during class and for assignments and homework.

#### **What are the PTA's responsibilities?**

Elicit suggestions from the audience and document these on a flip chart.  
Use PTA manual as a reference

### **STEP 3:**

#### **SCHOOL LEVEL PLANS**

Join in groups, according to school.

Each principal brings the school level plan for instructional management developed at Inservice Training.

( If that plan is missing or has not been created, the group creates it)

The group reviews the following items:

- What types of materials are to be included
- Where materials are stored

- How they are secured
- How their use by students will be maximized
- Who holds what responsibilities
- How school level actors will support teachers and principals to manage the materials effectively
- What should happen when instructional materials are not being managed correctly

## Managing Alternative Energy

**Objective:** To raise awareness about Taa-bora lamp, and how it promotes school enrollment  
To establish clear plans for managing the lanterns

**Outcome:**

By the end of this session, participants will be able to State what Taa Bora Solar Energy lanterns are, understand role in supporting school usage, and clearly identify the management plan

**Duration: 1 hour**

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

**STEP 1:**

Solar Energy

- Definition solar energy
- Importance of solar energy/ Taa-bora

**Learning points:** Solar refers to the sun. Energy is the capacity for action. Solar energy saves the environment

The Taa-bora lamp is important to consider because:

- It saves money
- The materials used are easily found
- The light is rechargeable
- The light is sold with a charger that also charges your cell phone
- The light can be used as a lamp, touch light, study light, etc.
- The light can also be install permanently
- It can also be used for service learning and income generation projects

Advantages and disadvantages of our lighting sources

Type of light	Advantages	Disadvantages
Candle	It gives light It is available	Develop poor eye sight It is expensive over a long period It burns properties
Lantern	It gives light It is available	Develop poor eye sight It's expensive over a long period It burns properties It's expensive to maintain
Vovo/Jack-O-Lantern	It gives light It is available It's cheap	Develop poor eye sight It burns properties Develop serious health hazard

Flash light	It gives light It is available	Develop poor eye sight It's expensive over a long period Can easily spoil Regular change of batteries may pose serious health hazard
Taa-bora	It gives light It is available It is inexpensive over a long period It is very bright	The disposal of it's batteries after three (3) years

**Durability**

(longevity of the equipment)

Battery ---- 3yrs

Solar panel ---- 10yrs

LED (light emitting dio) ---- 100yrs

**STEP 2**

What is the role of school community actors in supporting in Taa Bora?

Taa bora will be established in every Youth Night school. During Semester 2 of the school year. In most schools, this will act as an encouragement to help youth stay enrolled.

The role of school community actors is to support the school's

- effective use of Taa Bora
- attention to protect and maintaining of Taa Bora

In certain particular sites in each county, the program will implement a pilot activity to test out the viability of students using Taa Bora for income generation. Youth in those particular sites will receive further instructions as the income generation pilots are rolled out.

During Semester 2 of the school year, training of several youth in Taa Bora assembly will occur, after which these youth, along with the work readiness facilitators will assemble the Taa Bora lanterns.

Following this, the Taa Bora is the property of the schools to manage and maintain. It will be schools that have the responsibility of keeping them for years to come or letting them fall into disrepair.

**STEP 3**

Each CESLY School site sits in its own group and establishes a plan for managing the alternative energy source.

Your plan should include:

- Where materials are stored
- Who holds what responsibility for managing the materials?
- Who holds what responsibility for securing the materials?
- Who holds what responsibility for maintaining the materials?

- What should happen when the lanterns are not being managed correctly?
- What should happen when the lanterns break?  
(explain how youth will be trained in assembling and fixing them)

## Reporting and information sharing

**Objective:** to become familiar with the School Level Experience Sharing Circle  
To become familiar with the PTA manual reporting guidelines

**Outcome:** PTA members practice skills in reporting and sharing

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers, copy of all CESLY school-level plans prepared at the Inservice and CYI workshops

### Activities:

#### STEP 1:

Trainer discusses this School-level experience sharing and the roles of each of the community stakeholders in contributing to it.

Distribute the following handout on School –level Experience sharing. (see next page)

Trainer solicits information from each school administrator on the regular timing and location of the regular experience sharing circle, and all community stakeholders in that site are informed and commit to attend.

Trainer brings out the collection of copies of all CESLY school-level plans prepared at the In-service and CYI workshops, showing participants what the topics of the plans are, and how these will be drawn upon during this training and later at the school level.

#### STEP 2:

Trainer discusses reporting specific to PTAs, referencing the PTA manual.

#### What is reporting

Reporting is communication of events to the embers and community at regular intervals.

Reporting involves an analysis of the trends and patterns that are revealed from the daily and weekly records collected overtime, and allows the PTA to clearly communicate its achievements and challenges.

#### PTAs report on their own activities

The key reasons for a PTA to report on its own activities is to ensure that all TPA members and leadership understand the organization's financial position, assets to date and events and activities both ongoing and upcoming.

PTA working with school administrators, teacher's students and support staff.

#### STEP 3:

Participants are given an opportunity to practice preparing a PTA report which they would present at a CESLY School level Experience Sharing circle

## School- level Experience Sharing Circles

**WHAT:** Experience Sharing Circles at a school participating in the CESLY program are a mechanism for local actors in the school and around the school to share information, learn from one another, identify solutions to problems and coordinate their activities.

**WHEN:** Experience Sharing Circles will be conducted on a monthly basis in each school. During in-service a time and regular meeting date should have been established. All LRCs should keep a record of these to coordinate visits at the time of the circles.

**WHO:** ALP regular teachers, ALP night teachers and administrators together, along with CESLY volunteers, PTA representative attend. Other interested community members should feel welcome to attend. Females should be encouraged to attend.

**WHO FACILITATES?** Teachers, principals and youth volunteers (NYVS volunteers & Community Youth Interns) will be involved in helping to facilitate and stimulate these discussions.

**WHO DOCUMENTS?** Through first Experience Sharing Circles, CYIs, School administrator, teacher and youth volunteer designate who should be the one to document the progress updates on the plan.

### **WHAT IS THE AGENDA TO BE COVERED AT EACH MEETING:**

#### **1. CESLY MESSAGES**

Any content or messages from the project *-(CESLY will use the experience sharing circle as a communication medium when there is new information /messages to be conveyed)*

2. **LESSONS LEARNED** Teachers' lessons learned while striving to implement what they learned in the in-service training  
Other school actors lessons learned while striving to implement CESLY activities
3. **CHALLENGES** -Challenges faced and how teachers found solutions to overcoming these challenges  
Challenges faced by other school community actors and how they found solutions to overcoming these challenges

#### **4. PROGRESS ON PLANS**

Report out and progress updates on school level plans

Firstly teachers should give a general report on academic achievement and progress, particularly in reading scores, among students.

Next, youth volunteers should report on enrollment, persistence and community engagement activities.

Then the following specific plans will be reported on by teachers and youth volunteers:

- commitment to attendance, punctuality and time on task
- promoting a culture of reading
- instructional materials management
- conducting tutorial sessions
- school safety and prevention of gender violence plan
- continuing mastery of core content

## RE-CAP OF DAY 2

**Objective:** to review the content learned the previous day

**Outcome:** All participants refresh their memory on the content of the previous day before consuming new content

**Duration:** 15 min

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

STEP 1:

Invite the volunteer from the previous night to deliver recap.

If the person delivers more than one key point on each session, limit their presentation to one key point.

STEP 2:

Select a volunteer to do the daily recap for next day and clearly describe instructions limiting the time to 10 minutes.

Trainer should explain that a recap is to repeat in detail everything that happened the previous day, but rather to highlight the most key points.

The participants should highlight one key main point from each session the previous day.

# Networking & Advocacy

**Objective:** to assess each PTA in the areas of networking and advocacy

To establish plans for improvement

**Outcome:** participants have clear vision of what good networking and advocacy looks like and a clear framework of how to move forward to achieve this

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:** PTA manual page 37

**Activities:**

## STEP 1:

*Trainer presents the background on what advocacy is according to the PTA manual*

### What is advocacy?

Advocacy is raising awareness of a certain point of view for an issue. An example of advocating for a particular issue is attempt to persuade others of the importance of their active participation in the PTA to promote the welfare of the child and you in the home, school, community and place of worship through gender and peace building.

### Why do PTAs advocate.

PTAs should advocate for students, teachers, parents and youth groups

### Levels of advocacy:

#### Local community level advocacy

- Notices and communication with individual community members about issues concerning the school's children.
- Distributing public educational materials about school issues
- Organizing community meetings, including the DEO to address concerns about the school
- Discussions with key community members about key issues concern the school and how these issues can be addressed at the local level

#### County Level Advocacy

- PTA members write letters to county level education officers about issues affecting the schools in the county
- PTA members invite the CEO to a PTA meeting to discuss issues affecting all schools in the county
- PTA members attend meeting at the county level to inform the education officers of the issues affecting schools in the county

### National level advocacy

- PTA member write letters to the national level officer to discuss issues affecting all schools in Liberia. PTA members attend national level meetings to represent all of the schools in their county

Networking is defined as reaching out, communicating and collaborating with other organizations to achieve progress on issues that a community wants to advocate for

#### STEP 2:

Ask participants to create a vision of advocacy and networking, based on their own ideas and experiences.

After they create such a vision,

Present the following vision statement to them, putting the key concepts in words comprehensible by the community.

Ask them to compare and contrast. Do they want to modify their own vision to include any of the elements of the vision below?

#### VISION OF GOOD NETWORKING AND ADVOCACY

Organizations that are able to effectively network and advocate for improved education have identified the educational issues that affect teaching and learning, integrate those needs into an advocacy agenda to garner the support of their members as well as school and municipal officials. They do not work in isolation but rather establish good relationships with those who can play a role in improving education, from people right in their community and school to government officials, NGOs and businesses at the municipal level. They also form coalitions with other organizations and groups interested in improving education to further their cause.

#### STEP 2: ASSESSMENT TOOL

Group the participants by CESLY site.

Ask the three groups to answer the following questions about their own community:

The trainer should use the PTA assessment guide to describe the 1-6 scale and the description of three measures of:

Getting Started

Developing

Functioning Effectively

Make sure that the standards are read and out presented on each PTA assessment guide so that the audience gets an idea of what each of the categories on the scale would look like for each question.

Have one literate person in the group (or the trainer/ LRC staff member) record the answers on the PTA assessment tool for each community.

1. Is the PTA able to engage members in discussing and responding to school education needs?
2. How does the PTA works in relation to school administration and teachers?
3. How effective is the PTA in working with other local authorities regarding school improvement?

**STEP 3:**

Go through each of the questions.

On each question, ask the three groups to deliver their answers.

Then the trainer presents clear direction about what is needed to move upwards on the scale on each particular item, and discusses with the three teams, what steps each would need to take to achieve that goal.

## School Safety & Gender Violence

**Objective:** to mobilize school community actors to take action in making school a safe place

**Outcome:** each type of school level actors takes ownership for school level plan

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers, plan created at the Inservice Teacher Training Workshop

**Activities:**

### STEP 1:

DISCUSSION WITH LARGE GROUP (20 min)

(Arrange chairs in a circle)

Ask the group:

What are the characteristics of a safe school?

What kind of events can happen at a school that would make students feel unsafe?

(participants identify characteristics and one person writes these on the wall)

Is this a problem in our own ALP schools? Can you think of instances in which unsafe things happened at schools? How did that affect student's participation?

(Generate group dialogue, citing various instances of unsafe events...)

Let's think about different kinds of unsafe events:

(use the list they generated. Also make sure that the following topics are on the list, if the group feels these are relevant in their areas:

- Theft/Snatching
- Excessive beating of students
- Verbal abuse or demeaning of students.
- Fighting or physical aggression among students.
- Sexual abuse of students by students or community members
- Sexual abuse of students by school staff

Do you think any of these events are preventable?

How do you think they could be prevented?

(generate some group discussion)

Generate a list of strategies that a school and community around the school could take in order to prevent the problem from occurring. Ask them to think about how teachers, principals, PTAs, community members, local government bodies and others should be involve in the strategies.

**STEP 3:**  
**SCHOOL SAFETY PLANS**

Get into groups according to your schools.

Review the school safety plan created at the Inservice Teacher Training (or create one if it is missing or absent)

The components of the school safety plan are:

- What issues/problems will you address?
- What actions will you take to prevent each of these ?
- What actions will you take to respond if the event happens?
- Who is involved in each action?
- Who is responsible for ensuring each action happens?
- How will you operationalize (or put the plan into action) once you get back to your school?

When reviewing the existing plan (or creating if nonexistent) focus on the delineation of the roles and responsibilities of each of the type of school level actors present:

- PTA
- Youth volunteers
- Student/Youth Representatives
- Women's Representatives
- School administrator
- Town Chief /Local Administrator or Law Enforcement Officer

## Promoting the role of females

**Objective:** To build the capacity of school community actors to promote and support

- Actions to create girl-friendly school environments
- Encouragement of females to enter the teaching profession
- Support of female teachers

**Outcome:** At the end of the session, participants will be able to:

Identify specific ways to promote female participation in CESLY activities.

With the end results of full participation of girls and women- as community members, as students, as teachers.

**Duration:** 1 hour, 40 min

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:** (see PTA Operational Manual pg. 19-21)

**Activities:**

### STEP 1:

Participants identify what barriers they think:

- prevent girls from enrolling in school
- prevent girls from staying enrolled through out the school year.
- Inhibit girls from entering the teaching profession.

Trainer engages in dialogue making sure that sensitive topics like gender violence are directly addressed and that when females have contributions to offer to the conversation, these are not sidelined.

(if participants have trouble eliciting barriers, see page 20 of the PTA manual)

### STEP 2:

Participants together brainstorm strategies they could accomplish to:

- Help girls enroll in school
- Help girls stay enrolled through out the school year.
- Prevent girls from experiencing gender violence at school
- Encourage girls to enter the teaching profession.
- Support females who are teachers to able to complete their work

(if participants have trouble eliciting barriers, see page 20 of the PTA manual)

### STEP 3:

Participants divide into groups by school and make a school-level plan for addressing the following issues.

- Help girls enroll in school
- Help girls stay enrolled through out the school year.

- Prevent girls from experiencing gender violence at school
- Encourage girls to enter the teaching profession.
- Support females who are teachers to able to complete their work

This plan is documented and a copy is given to the LRC staff trainer, who will reproduce it and return one copy to the school administrator, one to the PTA and one to the LRC.

## Psycho-social support for students

**Objective:** • Creating awareness in the community of the psycho-social problems and introducing preventive action in which the community, school and families can actively participate.

• Supporting school drop outs and adolescents by offering pieces to about the importance of school and mentoring them

**Outcome:** At the end of the session participant will be able to:

Have basic understanding of psycho-social problem

Know 3-4 ways it affects peoples interaction with one another and schooling

List 5 ways we can help people with psycho-social problem

Outline 5 simple steps one can use to support our students

**Duration: 1.5 hours**

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

### STEP 1

*Trainer puts the following excerpt into a format comprehensible to learners*

During the war, children and adolescents came under severe stress. They were constantly confronted by their parents' anxiety for their safety; their movements were restricted; they missed school and were cut off from their friends. The educational system was seriously disrupted. Classes were interrupted or continued in incredible conditions and even without books, and even without qualified teachers. As a result countless children suffered psychological distress. Some psychological problems are already evident, but most will be expressed at some time in the future. Post-war period has to adopt a psycho-socio helping approach to help our brothers and sisters develop an attitude for better and quality education and a better way to live with other people in the community.

Trainer: Ask participant if there are psycho-social problems that relate to their community and how school students are affected by this.

Facilitator list the effects on the poster sheet

Facilitator summarizes the effects and relate it to psycho-social problems

### STEP 2

Formulating how to provide psycho social support

*Trainer should summarize the following excerpt into language comprehensible to learners*

Psycho social support activities have a dual purpose. Firstly, they are for children/adolescents who require socialization in a safe environment where they can explore their doubts and problems and thereby receive group support and understanding. Groups provide an opportunity to explore and heal while exposed to a variety of people with different ethnic and social backgrounds and with a palette of beliefs, values, attitudes and priorities.

Secondly, psycho-social support activities provide an invaluable chance for early detection of disturbances and appropriate intervention. Prevention work is particularly important in case of adolescents who are more likely than other groups to engage in high-risk behaviours and their consequences. It also provides an opportunity for social affirmation, development of skills and abilities, and constructive use of spare time.

Parents often need counseling and advice on how to cope with changes that their children are facing in the period of adolescence, as well as advice on how to cope with children with special needs.

Ask participants for culturally appropriate approaches for providing psycho-social support and facilitator lists these on poster sheet

These might include:

- PTA advising students
- Group counseling
- One on one counseling

Etc.

The trainer should then help formulate a plan with each type of participant for providing psychosocial support . The plan should include

- a) concrete actions that can be implemented
- b) specific roles and responsibilities of youth volunteers, PTAs and youth clubs, women's representatives and others present.

The plan should be recorded for each type of participant group and shared with the LRC staff to form part of the school level psycho social support plan

STEP 3:

If time allow, participants should model and carry out a role model demonstrating how they would conduct psychosocial support for a student in need of assistance.

# Civic Education

**Objective:** how to relate the concept to the practical implementation of civic education in the CESLY school community

**Outcome:** at the end of the session, Participants will understand how they can contribute to peace strengthening and civic education activities

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:** (See PTA Operational Manual pg. 15-18)

## Activities:

### Conflict Management

#### STEP 1

Review the PTA Manual contents on conflict management

#### What is conflict?

A conflict is a disagreement or misunderstanding between two or more individuals or groups.  
What kinds of school related conflicts can the PTA handle?

#### What are the signs of conflicts?

Why is it important for the PTA to manage school related conflicts?

Conflict management reduces tension between the communities and the school or between key players in the school

Promotes unity and trust

Supports good administration

Maintains close links between the community and school

Contributes to a healthy and safe learning environment.

#### How to resolve conflict?

Conflict can be dealt with in a variety of ways

Step one: preparation

Recognize that there is a conflict and that it has to be solved

Identify the parties

Identify the causes of the conflicts

Analyze the needs and interests of the parties

Identify a common ground

Work for a creative solution that will satisfy both parties

Plan how you will handle the discussion

Invite the parties

Step 2:

The four phases of conflict

### Introduction

Talk about general things  
Seek to build the relationship

### Exploration

Present the issue or problem  
Ask each part to explain his/her side  
Ask many questions from both sides  
Listen carefully and makes sure you fully understand the viewpoints, needs, and interest of both sides

### Problem solving

Convince both parties they have to work together to find a solution  
Discuss the problem openly  
Work out a way of sorting the problems that will please both sides

### Agreement

Come to a clear agreement between the parties  
Specify the commitment of both parties  
Let the parties shake hands, eat together or share kola nuts

### STEP 2:

Engage participants in a role play showing how they would manage conflict that occurs around a CESLY school

### STEP 3:

#### Peace and civic education

Peace and civic education refers to basic learning of

- human rights,
- responsible citizenship,
- tolerance,
- cooperation and
- good governance.

#### Role of School Community

- CESLY school and surrounding community should be a place where civic education and peace strengthening is practiced and role modeled.
- Volunteers and CESLY project activities guide young people at the school and at the community level to become aware of civic responsibilities
- CESLY school communities should take ownership of civic responsibilities
- School community stakeholder serve as role models for youth. They must apply these principles in their own lives in order to be role models.

### STEP 4:

Each CESLY school site should work together to develop a plan for how to support civic education and peace strengthening activities around a school site.

For each community stakeholder represented at the training, the following questions should be addressed:

What role does the stakeholder have?

What activities can this stakeholder undertake to support peace strengthening and civic education in the school?

These questions should be explored for the following groups.

- PTA Officers-
- Youth volunteer
- Student/Youth Representative
- Women's Representative
- School administrator
- Town Chief /Local Administrator or Law Enforcement Officer

Outcomes should be documented as part of the school –level plans on peace strengthening and civic education.

## Service Learning and Work Readiness

**Objective:** To understand the work readiness components of the project

**Outcome:** At the end of the session, participants will be able to:

- To understand the work readiness components of the project
- Understand how school community actors can contribute
- Be willing to make work readiness and service learning linkages

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:** For further description of service learning see page 50 of the PTA manual

**Activities:**

### STEP 1:

*Trainer should verbally summarize the following information in a language comprehensible to participants.*

The USAID CESLY project is intended to address the lack of basic education opportunities for youth and prepare youth with the life skills and work readiness skills to be ready for the world of work.

The accelerated learning program will involve youth in work readiness activities and the nonformal education programs will design component with work readiness activities

Work Readiness has 3 phases

1. Development of educational content in work readiness
2. Guidance and Counseling
3. Placement into Work readiness options

#### 1. Development of educational content

During year 1 of CESLY, students will engage in service learning.

During year 2 of CESLY, a work-related learning program will be delivered through the new nonformal education program.

What is service learning?

Service Learning in which students perform curriculum-linked service to their schools and communities; Community service and Service Learning are proven ways for youth to build citizenship skills, practice communication skills, build confidence, develop employability skills, and build the social capital necessary for launching micro-enterprises and finding employment. Service learning is an activity that begins in the classroom and then moves as a class out into the community.

CESLY will ask school community members to build on/strengthen service learning component and find ways of enabling youth to engage in service learning activities.

## 2. Career guidance and counseling

There is also a lack of capacity and understanding of basic youth labor market support systems, such as apprenticeships, mentoring, internships, information on labor market opportunities; and career counseling.

Work Readiness Facilitators work on rolling this out across each county, visiting each CESLY site, counseling students and helping youth volunteers, teachers and others to engage students in continuous counseling.

## 3. Placement into Post- program options

CESLY will carry out an “accompaniment phase” to help students move into post-program options after accelerated learning or nonformal education within six (6) months of finishing the program

- further education- junior secondary school,
- skills training,
- apprenticeships or self employment,
- Work in the formal economy.

CESLY links public and private sector partnerships into development of opportunities for youth so school community members have a role to play in identifying local post program options.

The program seeks to place youth in :

- Service learning
- Internships
- mentorships,
- vocational and skills training,
- workforce development programs
- jobs
- other forms of formal and non-formal livelihoods
- 

Work readiness facilitators will track graduates to gather lessons of what is working and what is not

## **STEP 2:**

Participants should gather according to CESLY site and brainstorm on any opportunities they are able to make for linkages within the following areas of work readiness.

- Service learning
- Internships
- mentorships,
- vocational and skills training,
- workforce development programs
- jobs
- other forms of formal and non-formal livelihoods

Distribute the apprenticeship survey and ask community to take part in locating additional options.

CESLY will have about 5,000 youth graduating, so we need every apprenticeship option that can be found.

### **RE-CAP OF DAY 3**

**Objective:** to review the content learned the previous day

**Outcome:** All participants refresh their memory on the content of the previous day before consuming new content

**Duration:** 15 min

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

STEP 1:

Invite the volunteer from the previous night to deliver recap.

If the person delivers more than one key point on each session, limit their presentation to one key point.

STEP 2:

Select a volunteer to do the daily recap for next day and clearly describe instructions limiting the time to 10 minutes.

Trainer should explain that a recap is to repeat in detail everything that happened the previous day, but rather to highlight the most key points.

The participants should highlight one key main point from each session the previous day.

# Tracking & Communicating Educational Performance

**Objective:** to assess each PTA in the areas of tracking & communicating educational performance

To establish plans for improvement

**Outcome:** participants have clear vision of what good networking and advocacy looks like and a clear framework of how to move forward to achieve this

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:**

**Activities:**

## STEP 1:

The trainer should create a vision of what tracking & communicating educational performance by a community based organization looks like.

Ask participants to create a vision, based on their own ideas and experiences.

After they create such a vision,

Present the following vision statement to them, putting the key concepts in words comprehensible by the community.

Ask them to compare and contrast. Do they want to modify their own vision to include any of the elements of the vision below?

## VISION OF GOOD TRACKING & COMMUNICATING EDUCATIONAL PERFORMANCE

PTA have an active role to play in following what is going on at the school and in identifying what they can do to help improve teaching and learning. The PTA should interact regularly with the school and systematically collect and integrate education performance information and data to appropriately plan for education improvement in their school. Through such processes the PTA will become active players in improving education in their communities.

## STEP 2: ASSESSMENT TOOL

Group the participants by CESLY site.

Ask the three groups to answer the following questions about their own community:

The trainer should use the PTA assessment guide to describe the 1-6 scale and the description of three measures of:

Getting Started

Developing

Functioning Effectively

Make sure that the standards are read and out presented on each PTA assessment guide so that the audience gets an idea of what each of the categories on the scale would look like for each question.

Have one literate person in the group (or the trainer/ LRC staff member) record the answers on the PTA assessment tool for each community.

1. Does the PTA monitor education issues affecting the school?
2. Is the PTA aware of information on education issues from the school?
3. Does the PTA have any information regarding the performance result of students in the formal and alternative school system?

### STEP 3:

Go through each of the questions.

On each question, ask the three groups to deliver their answers.

Then the trainer presents clear direction about what is needed to move upwards on the scale on each particular item, and discusses with the three teams, what steps each would need to take to achieve that goal.

## Enrollment and Access to education

**Objective:** To maintain the current enrolment in all schools

- To prevent drop out

**Outcome:** At end of the session, participants will be able to identify the role of each school community actor in maintaining enrollment

**Duration:**

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

STEP 1:

Engage in group discussion

Ask participants to:

List at least 3 reasons why some students drop out of school completely

List at least 3 ways school community actors can help students stay in school

(prompt participants with the following if they do not already mention these)

- collect update from school (Student's Attendance)
- Gather information on students' progress
- Conduct regular follow up in school on delinquent students to ensure that enrolment is maintained
- Visit individuals, homes and families...
- provide psycho-social support to struggling students
- Contact with school authorities on the progress of students

**STEP 2**

Facilitator ask participants to break up in groups, by type of actor ( PTA together, student representatives together, etc.)

Each group identifies particular strategies that it can do to help keep students enrolled

**STEP 3**

REVIEW PLANS.

Review the plan made by the CYI at the CYI training for community level promotion of enrollment and prevention of drop out

The campaign should include:

Actions

Persons involved

Timeline

Modify and updated this plan with the input of all the school community actors present. Each individual should take ownership of their role in the plan.

A copy of the plan should be given to the LRC staff member.

## Promotion of community based Reading

**Objective:** familiarize participants with culture of reading

**Outcome:** at the end of the session, participants will have a clear plan for undertaking culture of reading activities in their CESLY community

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

### STEP 1:

#### GROUP PRESENTATION ON CULTURE OF READING

What is a culture of reading? (*Training explaining that culture here means a habit or practice of reading. Make sure that should not lead off track into a discussion of culture in general, as happened in the In-service Training* )

Do you think we have this culture in Liberia? In our classrooms?  
(and you can stimulate debate among the participants)

Why would we want to promote a culture of reading?

*Trainer leads an interactive discussion with participants*

*Trainer summarizes the following statement in your own words in language that is understood by the learners.*

Reading is one of the fundamental building blocks of learning. Becoming a skilled and adaptable reader enhances the chances of success at school and beyond.

Reading is not just for school, it is for life. Reading, in all its variety, is vital to our becoming better informed; have a better understanding of ourselves and others; and to our development as thoughtful, constructive contributors to a democratic and cohesive society.

A nation's economic health, social health, development, and competitiveness all depends on its level of literacy and the ability of its people to read widely for practical purposes and for pleasure.

This means making the current generation more aware of the pleasure and importance of reading in daily life, and ensuring that they have the level of literacy skills required in modern society.

Without a Culture of Reading....

- Chalk and talk dominates classroom interactions.
- There is a lack of reading materials available to most teachers and students.
- Many possible gains for individual as well as the nation are lost

## GROUP PRESENTATION

Trainer should ask participants to generate ideas on how a culture of reading could be promoted at the local level. Let them elicit ideas. Prompt them with the follow ideas if these are not already brought up. (Bullets can be written on flipcharts but italicized text should be conveyed only verbally )

### Strategies for Promoting a Culture of Reading OUTSIDE the classroom

- Link activities outside the classroom with those inside the classroom.
  - *For example, utilize reading materials developed inside the classroom to decorate the school compound or other community buildings.*
- Sponsor competitions and contests can be conducted in addition to National Reading Day in which:
  - *Students compete in spelling bees*
  - *students read a book and then must answer questions on the book*
  - *students produce their own stories, books, essays, dramas, poems or other written work*
  - *family-based competitions drawing on oral traditions, in which a learner writes down a family story transcribed in mother tongue one side, and translated in English on the next (for instance, a grandmother is the storyteller while the youth serves as a scribe)*
  - *Schools that demonstrate the greatest change in EGRA assessments win prizes*
  - *Competitions can be within a school and between schools.*
  - *Prizes could include:*
    - *public praise in the school assembly*
    - *and a place in the list of winners*
    - *a small prize*
- Establish a school yard or community bulletin board.
  - *Populate it with reading material that is interesting and engaging for onlookers.*
  - *Use the bulletin board as a type of newspaper, with current events and recognition of youth who have excelled in reading*
  - *Engage community in making signage at the community level*
- Establish Reading-Focused Clubs
  - *These clubs can be engaged in several child-led activities such as debates, discussions, exhibitions, and drama, with reading as a core skill to be strengthened in each activity. The underlying purpose of the clubs could be to address barriers and challenges in the children's schooling experiences and educational process or focus on particular topics.*
- Establish soccer matches linked with culture of reading activities,
  - *as a way of linking out-of-school youth into the promotion of a reading. Form teams mixing high and low-level readers, older and younger, pressure on the better ones to help others.*
- Invite “Reading Ambassadors” visits schools and communities

- *to promote reading providing an informal, interactive forum for children and youth to focus on improving reading and writing skills (CESLY volunteers, such as Community Youth Interns and National Youth Service Volunteers, Peace Corps Volunteers, IFESH Volunteers, can be utilized as Reading Ambassadors)*
- Promote other reading-focused extracurricular activities
  - *field trips, service projects or other engaging activities that give students the opportunity to be exposed to and to practice reading*

*Trainer asks:*

WHO can promote a culture of reading at the community level?

*After getting ideas from participants prompt them with the following ideas.*

- Teachers and volunteers can engage peers, out-of-school youth, family members and literate community members in reading activities, as competition judges, as service project coordinators, as oral storytellers, etc. Certificates can be presented to community members who are exemplary in volunteering their time.
- The CESLY project has recruited Community Youth Interns and National Youth Service Volunteers who can take an active role in promoting a culture of reading.

STEP 2:

National Reading Day

*Trainer should share the following plans for National Reading Day, summarizing and making the information relevant to participants in comprehensible language.*

For the first concrete activity, to be implemented in all CESLY sites, National Reading will be celebrated across Liberia.

The local committees will be charged with the responsibility to solicit the services of people in the educational field to serve as judges in the reading completion as well as other professional people to serve as keynote speakers.

Public Primary schools which will be identified will do an intra-class competition to find winners for each class in the competition. Levels 2 and 3 of the ALP Regular and Youth schools will also be involved in the competition at the various county levels.

The competition itself will consist of giving students passages from selected reading books of their grade level to read and then answer questions drawn from the text. Judges will tune their hearing for pronunciation, enunciation and comprehension.

Once the team for the county is determined by the competition, all the teams will converge on Monrovia for the final competition. If PTAs are involved, arrangements can be made through the Ministry of Education PTA Section for families to host students from the other counties.

At the level of the intra-school and inter-school competitions, climax should feature other activities such as reading or writing exhibitions, recitations and poem reading and a keynote address to be delivered by an illustrious personality. Other schools should be invited to take part in the program climaxing the competition.

STEP 3:

**STEP 3**

Divide into groups by school .

Let participants know that during the Inservice Training each school developed a culture of reading school level plan.

Firstly, each CESLY site should plan for National Reading Day and how this will be operationalized at the school level.

Secondly, school community actors should review the School-level Culture of Reading plans and enhance them.

Then join with schools to support, operationalize and enhance the plans that were generated during In-service training.

Let each group generate a list of strategies that a school and community around the school could take in order to promote a culture of reading. Ask them to think about how teachers, principals, PTAs, community members, local government bodies and others should be involved in the strategies.

# Financial Management

**Objective:** to assess each PTA in the areas of tracking & communicating educational performance

To establish plans for improvement

**Outcome:** participants have clear vision of what good networking and advocacy looks like and a clear framework of how to move forward to achieve this

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:** (See PTA Operational Manual pg. 28-29)

**Activities:**

## STEP 1:

The trainer should create a vision of what financial management by a community based organization looks like.

Ask participants to create a vision, based on their own ideas and experiences.

After they create such a vision,

Present the following vision statement to them, putting the key concepts in words comprehensible by the community.

Ask them to compare and contrast. Do they want to modify their own vision to include any of the elements of the vision below?

## VISION OF GOOD FINANCIAL MANAGEMENT

*Effective organizations manage their own bank accounts and have reliable, transparent financial systems in place. All part of sound financial management, budgeting, bookkeeping, and keeping financial records and reports help organizations monitor their spending and enables them to be accountable to their members and communities.*

## STEP 2: ASSESSMENT TOOL

Group the participants by CESLY site.

Ask the three groups to answer the following questions about their own community:

The trainer should use the PTA assessment guide to describe the 1-6 scale and the description of three measures of:

Getting Started

Developing

Functioning Effectively

Make sure that the standards are read and out presented on each PTA assessment guide so that the audience gets an idea of what each of the categories on the scale would look like for each question.

Have one literate person in the group (or the trainer/ LRC staff member) record the answers on the PTA assessment tool for each community.

1. Does the PTA have a bank account?
2. Does the PTA have a simple book keeping method?
3. Does the PTA use any limited budgeting practice when planning a project?
4. Does the PTA have any receipt or invoice system?
5. Does the PTA have any financial reporting system?

**STEP 3:**

Go through each of the questions.

On each question, ask the three groups to deliver their answers.

Then the trainer presents clear direction about what is needed to move upwards on the scale on each particular item, and discusses with the three teams, what steps each would need to take to achieve that goal.

# Budget

**Objective:** to teach stakeholders how to make a budget and keep simple financial recording

**Outcome:** At the end of session, participants can identify the basic components of budgeting and financial reporting

**Duration:**

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:** content taken from page 34 in PTA Manual

**Activities:**

## STEP 1:

*Trainer takes the following information and presents it in a way that is comprehensible to participants.*

### What is a budget

A budget is plan which outlines who money is to be spent within a specific time. It details:

### The sources of income

- How much you expect to receive from each source
- Than activities that you will undertake and how much each activity will cost in terms of material and money

### How to make a budget

- Assess your sources of income and estimate how much you will get from each source
  - Member ship dues
  - Income generating activities
  - Donation
  - Other
- Total the amount expected
- Determine the activities you wish to undertake
- Estimate the type and quantity of materials and service you will need to carry out out the activities
- Find out how much the materials and services cost

## **Financial Record Keeping**

### Why do we keep financial records?

To know how much PTA funders were collected, how much was spent and how much is left

To show what the PTA is doing with the contributions paid by the member and community so that the PTA earns the trust of the community

To allow the community all PTA members and other parties to see exactly what the PTA's income and expense are and where the money is going

To keep track of member ship dues

### People involved in record keeping

Financial secretary

Treasurer

### What are the roles of the Financial secretary ?

- Collects dues, contributions and other funds and hands them over to the Treasurer
- Prepare and keeps financial records
  - Cash receipts
  - Cash book
  - Contribution book
  - Asset log
  
- Collaborates with the treasurer to prepare financial reports

### Types of Financial records

#### Contribution book

This book records the payment of dues and commitments. It shows those who have paid their contributions.

### What are the roles of the Treasurer?

- Receives PTA funds for safekeeping
- Disburses cash on approval of the PTA chairperson
- Cosigns checks or vouchers with the chairperson
- Works with the financial secretary to prepare financial reports
- Participates in budget preparation

### Receipts

Always give a receipt when you receive money from somebody

Make the receipt in duplicate

Give the original to the person who has given you the money and keep the duplicate for the records

Always ask for a receipt when you spend money or buy something

### Key features of a receipt

- Date
- Name of the person or group making the payment
- Amount paid in words and numbers
- Reason for the payment
- Balance due
- Your name and signature

### **Financial Reports**

Why do we make financial reports?

To show the financial position of the PTA to other members

To win the confidence of the other PTA members, the community and other stakeholders.

### Cash book

In this book, we record, the daily financial transactions of the PTA

It shows how much is collected, how much is spent and how much is left.

The book also makes it easier for an outsider to inspect the books and understand what has been going on

It makes it easier for the financial secretary and the treasurer to make financial reports.

### Key features of a cash book

Date of the transaction

Description of the transaction

Amount received or spent

Balance cash left

Signature of person recording the transaction

The treasurer must safely keep all receipts and authority notes to support the entries in the cash book.

### Component of a financial report

In every financial report one attempts to answer the following questions.

How much did you receive and from where.

How much did you spend and on what

How much is left

### PTA money handling:

PTA bank account needs signatures by:

- PTA chairperson
- Principal
- Financial secretary

If there is no bank available, the treasurer must keep the money and the cash records.

# Income and Resource Generation

**Objective:** to teach stakeholders how to mobilize resources

**Outcome:** at the end of the session, participants are able to raise funds and generate income

**Duration:** 1.5 hours

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:** PTA manual page 28-29

**Activities:**

## STEP 1:

*Trainer takes the following information and presents it in a way that is comprehensible to participants.*

Many of the activities PTAs are engaged in require funding. In order to be self-sufficient; the PTAs must be able to raise funds for themselves. In the PTA plan, the members need to discuss how much money they will need and how they can make this money based on the resources they currently have. Some examples of income-generating activities include; rice mills, oil palm farm, rice farms, piggy banks.

What are resources? (elicit suggestions from the group, supplement with the following)

The materials, money and people available to carry out a project.

Why mobilize resources? (elicit suggestions from the group supplement with the following)

We mobilize resources in the PTA to help promote and provide the ways and means to meet the school's operational and developmental needs. These can be the provision of instructional materials, extra-curricular or recreational activities or the presentation of awards to pupils and teachers as a form of motivation. The PTA can be involved in the compensation of teachers or the undertaking of renovation and construction of the community school.

The PTA in the community mobilizes to support the welfare of the school, teachers and students.

What are strategies for a community to mobilize resources?

*(elicit suggestions from the group supplement with the following)*

- Talk to the elders and chiefs about donating or allowing use of land
- Call community people together and explain to them what the PTA needs to do and ask them to help with the work
- Select or call carpenters, masons, farmers, nurses or other professionals and ask them to help.
- Ask groups, business people, government officials and wealthy individuals to help.

Outside the Community

- Write appeal letters to companies and groups in these letters clearly explain what you want to achieve and how it will benefit the school and community and what you want them to contribute.
- Ask the local government officials to support the PTA with ideas, services or materials.

- Write project proposal to NGOS and internal partners ask them for development assistance

**STEP 3:**

Gather into groups by each CESLY school site. Make a well documented plan how your school site plans to mobilize resources.

**STEP 3:**

Income generating activities

*Trainer takes the following information and presents it in a way that is comprehensible to participants.*

Many of the activities PTAs engage in require funding. In order to be self sufficient PTAs must be able to raise funds for themselves.

In the PTA plan, the members need to discuss how much money they will need and how they can make this money based on the resources they currently have.

Sources of Income and how to generate income

All income generation activities need to generate money from the surround community by selling a product or service. To do this it is important to make what the PTA is selling.

The major source of income for most schools is the registrar fees charged for junior and senior secondarily levels. Something the funds are not adequate to meet all the needs of the school. If a PTA is well established and organized it can explore income source to assist the school.

Some examples of Income Generation Activities include:

- Making PTA farms
- Piggery
- Payment of PTA member dues each seers
- Work with the school to organize dun raising activities such as queen contest and recreational activities.
- Rice Mill in areas where there are large rice farms and on her mill available.

If money is raised by the PTA there must be careful manage of the funds by the PTA to sensor schools and children benefit

**STEP 4:**

Gather into groups by each CESLY school site. Make a well documented plan how your school site plans to generate income.

# Tutorials

**Objective:** Build Knowledge and skills on how to conduct effective tutorial sessions

**Outcome:** At the end of the session, participants will be able to:

- 1) Ensure that tutorial sessions are mobilized in the community
- 2) Support effective functioning of the tutorials

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

## STEP 1:

### GROUP PRESENTATION

Show of hands.

How many of you know of tutorial sessions occurring in your schools ?

Ask the group- what kind of learners do you think should participate in tutorial sessions?

(Supplement the list they generate, with the following if not already covered.)

Learners facing a number of types of challenges may benefit from tutoring.

- Responsibilities at home (income generation, search for food, domestic/farm responsibilities)
- Readjustment after displacement/war
- Gender-based responsibilities (domestic care, child care)
- Enrolling in semester late
- Extended absence due to labor, illness or any reason identified above
- Having repeated a grade
- Learning in second language
- Disability
- Any student who is not scoring above 70% will benefit from tutoring

Brainstorm how you think tutorial can be useful for learners .....

(elicit knowledge from the group and supplement with the following ..)

- a place where learners clarify their knowledge gaps in understanding the lesson presented for the day
- a place where learners get support to complete homework correctly
- a place where learners learners to catch up if they have been absent or missed content

What is Peer to Peer Learner Support?

- Cooperative and peer learning helps those who are ahead teach those further behind. This builds and reinforces the skills of the more advanced readers/learners and strengthens the skills of the slower learners
- Peer to Peer Learner Support can be utilized both inside and outside the Classroom

## **STEP 2**

### **PUTTING TUTORIALS INTO PRACTICE**

Trainer Presents Content:

#### Timing

CESLY suggests that tutorial sessions occur just after class, for 40 minutes, and that all learners participate in some kind of tutorial so that all learners depart from school at the same time.

( Instituting this kind of a plan will maximize participation and minimize student peer pressure not to attend tutorials)

#### Who participates in conducting tutorials?

- Teachers/school staff
- Volunteers
- Peers

## **STEP 3:**

### **REVIEWING PLANS**

Review the Tutorial plan created at the In-service and CYI training sessions.

- Location of the tutorial
- Timing of the tutorial
- Frequency of the tutorial session
- Which person or persons are engaged in conducting a tutorial
- What the plan for follow up on monitoring the tutorial is
- Who has responsibility for follow up monitoring
- What the content of the tutorial will be

Discuss whether the plan has been operationalized. If not, how will the each actor engage in operationalizing it?

#### Troubleshooting: What is the role of each school community actor if, ...

What if students refuse to come?

What if participation dwindles gradually?

What if a school staff member is not cooperative?

What if the person providing tutorial demonstrates absences?



#### **DAY 4 RE-CAP**

**Objective:** to review the content learned the previous day

**Outcome:** All participants refresh their memory on the content of the previous day before consuming new content

**Duration:** 15 min

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

STEP 1:

Invite the volunteer from the previous night to deliver recap.

If the person delivers more than one key point on each session, limit their presentation to one key point.

STEP 2:

Select a volunteer to do the daily recap for next day and clearly describe instructions limiting the time to 10 minutes.

Trainer should explain that a recap is to repeat in detail everything that happened the previous day, but rather to highlight the most key points.

The participants should highlight one key main point from each session the previous day.

# Planning & Project Management

**Objective:** to assess each PTA in the areas of planning and project management

To establish plans for improvement

**Outcome:** participants have clear vision of what good networking and advocacy looks like and a clear framework of how to move forward to achieve this

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Resources:** Planning (See PTA Manual pg. 22-23)

Reporting (see PTA Operational Manual pg. 40 )

## **Activities:**

### STEP 1:

The trainer should create a vision of what planning and project management by a community based organization looks like.

Use PTA Manual as a resource (p. 28)

### What is a plan?

A plan is an outline of the main activities the PTA intends to carry out within a specific time frame to achieve specific objectives.

### Why do we plan?

It serves to guide the PTA in its day to day operations

It focuses the attention of the PTA on the success of specific goals

It records the assignment of responsibilities to the PTA subcommittee for carrying out the specific tasks.

It helps the PTA and partners to assess the work of the PTA over time.

Who should be involved in the planning

PTA executive committee members

PTA sub committee members

Community leaders

PTA members, including women

### What kind of plans do the PTAs use?

Activity plans

Action plans

### How are PTA Activity Plans prepared?

Set goals for what the PTA wants to do with the school

Determine the activities the PTA will carry out to accomplish the objective

Determine the expected outputs of each activity

Assign a person group to carry out the steps

Set a time frame for carrying out each activity

**STEP 2:**

Ask participants to create a vision of how their PTA plans , based on their own ideas and experiences.

After they create such a vision,

Present the following vision statement to them, putting the key concepts in words comprehensible by the community.

Ask them to compare and contrast. Do they want to modify their own vision to include any of the elements of the vision below?

**VISION OF GOOD PLANNING AND PROJECT MANAGEMENT**

*Effective organizations develop long and short term plans for programming. They know how to mobilize resources within the community and from other sources and they are able to implement and monitor their plans effectively. they share information about their project, including results and successes, with the larger community on a regular basis.*

**STEP 2: ASSESSMENT TOOL**

Group the participants by CESLY site.

Ask the three groups to answer the following questions about their own community:

The trainer should use the PTA assessment guide to describe the 1-6 scale and the description of three measures of:

Getting Started

Developing

Functioning Effectively

Make sure that the standards are read and out presented on each PTA assessment guide so that the audience gets an idea of what each of the categories on the scale would look like for each question.

Have one literate person in the group (or the trainer/ LRC staff member) record the answers on the PTA assessment tool for each community.

1. Is the PTA involved in developing work plan?
2. Does the PTA have an annual plan?
3. Are key stakeholders engaged in planning to improve education?
4. Does the PTA raise funds?
5. How effective is the PTA in mobilizing resources?
6. To what extent is the PTA able to manage and implement plans?
7. How accountable is the PTA in implementing projects?

**STEP 3:**

Go through each of the questions.

On each question, ask the three groups to deliver their answers.  
Then the trainer presents clear direction about what is needed to move upwards on the scale on each particular item, and discusses with the three teams, what steps each would need to take to achieve that goal.

**STEP 4:**

Collect all the school level plans that each CESLY has worked on throughout the week

First review the plans to assess viability and ability to implement after having learned more about planning and project management in today's session.

## **CESLY Small Grants**

**Objective:** raise basic awareness among community stakeholders on grants

**Outcome:** after school community stakeholders will be able to prepare for what types of grants they would like to apply for.

**Duration:** 1 hour

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

### **STEP 1:**

*Trainer should summarize the following information about grants in language comprehensible to the participants. If many of participants are literate you may wish to distribute a handout containing the following information.*

Step 1 addresses presentation of information. Action planning is undertaken in the second session.

CESLY plans to implement a small grants portfolio in support of improved education outcomes for students in six counties around Liberia - Montserrado, Bong, Lofa, Nimba, Grand Gedeh, and Maryland.

This grant program is expected to contribute to increased quality of education for local beneficiaries, access to education opportunities by community members, and heightened capacity among local organizations to implement education programs. School staff and PTAs will be engaged in the monitoring and tracking of program outcomes as part of the in-kind grant program, while local organizations will be exposed to a variety of capacity building opportunities. The grant component is expected to contribute to key local education outcomes, based on the unique priorities of each.

### ***In Kind School Grants***

The first focus of one portion of the portfolio will be in-kind contributions to schools and communities in the form of education materials and supplies for activities aimed to promote a habit of reading at the community level.

Some of the in-kind materials will be provided uniformly to each school; these will generally be reading materials, basic school supplies, and learning tools to improve reading skills. Additional in-kind grants may be made individually based on proposals from the communities for support of activities that encourage a culture of reading.

### ***County Level Grants***

The second portion of the grant portfolio will be issued to qualified NGOs as grants for programming that responds to community priorities. In the second component of the grants program, NGOs legally registered to operate in Liberia will be and currently active in the county (ies) for which they are applying will be eligible. The selected agency or agencies will receive funding in the form of a grant from EDC averaging \$60,000 each, with a maximum of six grants for the six counties. These NGOs will work with the community-based organizations in CESLY sites to operationalize activities.

Four thematic areas have been identified as primary grant making priorities. Following are the theme areas:

- Student and Teacher Achievement

The NGO grantee will implement a program of teacher and student merit-based awards in each CESLY community. All awards will be one-time awards presented at the closing of the school year in June and all must be based on merit, i.e. performance-based achievement.

- Work Readiness

Each grantee may administer a set of inputs and activities that will promote the development of income generating potential for young adults or impart to its unemployed youth the habits, attitudes, knowledge, and quality standards that contribute to success in generating income.

- Local Capacity Building for PTAs and other education-oriented organizations

Each grantee may administer a set of inputs and activities that will contribute to the capacity building of institutions concerned about the effective education of the communities' children and young adults, such as PTAs or School Management Committees. These activities should support or enhance educational goals while also providing institutions with opportunities for growth, engagement in educational support programs and self-improvement. Examples could include campaigns to encourage school attendance, retention, as well as age appropriate enrollment, promotion of a culture of reading, community-based tutoring programs, and/or the development of youth life skills in conflict resolution, civic education, health, healthy behaviors, environment and conservation. Other possibilities might include the establishment of mechanisms for protecting instructional materials, development of alternative energy sources, creative ways to encourage critical thinking at the school/community level, and the establishment and strengthening of school clubs to carry out CESLY goals.

- Gender Equity

Each grantee may administer a set of inputs and activities that will promote girls' as well as boys' education; provide a level playing field for all students; reduce gender exploitation, abuse, or harassment at school; and provide a school environment that is friendly and encouraging to all. These activities/inputs may be at the local, county or national level.

These four areas may be expanded upon in consultation with community stakeholders and CESLY.

***In Kind Application Timeline***

Item	Date
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Target Dates for circulation of In-Kind Applications	March 22, 2010 September 20, 2010
School Based meetings to complete Applications	March 22-April 9, 2010 Sept 20-October 8, 2010
Deadline for receiving final Applications	April 30, 2010 October 29, 2010
Distribution Target Date for In-Kind Materials	June 15, 2010 December 15, 2010

*County Level Grants Timeline*

<b>Item</b>	<b>Date</b>
Date of Releasing Request for Application	March 22, 2010
Meetings to be held in LRC of each of the 6 participating counties by	March 29, 2010
Deadline for Receipt of Proposals	April 12, 2010
Intended Date for Notification to Applicants on Application Status*	April 19-23, 2010

## Plan of Action Development

**Objective:** to engage community stakeholders in planning for in-kind and county level grants

**Outcome:** specific plans for each CESLY community that can easily be shown and used as a basis for dialogue when legally registered NGOs

**Duration:** 1 hour and 45 minutes

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

STEP 1:

### Planning for In-kind Grants

CESLY officers based at the Learning Resource Centers in the six counties will work with schools and PTAs to develop work plans and proposals to support activities organized by community members to encourage reading among local residents. Materials for this initiative might include awards for competitions, footballs and jerseys to promote formation of youth reading clubs, community promotion campaigns, or other possibilities identified in discussion with local stakeholders and community leaders.

Look at in-kind grants. While many items will be provided uniformly to all schools, Schools do have the ability to apply for grants that promote a culture of reading.

Review the activities planned for culture of reading. What activities would the community wish to elaborate on, in order to apply for a small grant. The maximum amount allowable to apply for is \$100 per school.

### STEP 2

Look at the 4 areas of the county level grants.

Each community should develop an action strategy around one of the thematic areas where it would like to engage in dialogue with a legally registered NGO in Liberia for a grant in their county.

Select one of the thematic areas for focus.

- Work Readiness
- Local Capacity Building for PTAs and other education-oriented organizations
- Gender Equity

Plans should clearly state:

Thematic Area:

Goal:

Activity Description:

Desired Outcome:

Actors Involved and responsibility of each:  
Timeline: