



MINISTRY OF EDUCATION AND SPORTS

SCHOOL MANAGEMENT COMMITTEE *Handbook*



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Ministry of Education and Sports

SCHOOL MANAGEMENT COMMITTEE HANDBOOK



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Foreword:

We are all aware that Government of Uganda has made a huge investment in the provision of Basic Education. This is so because Education is very important as a tool in our individual and country's emancipation efforts. Everyone needs not to relax.

The UPE guidelines outline every stakeholders responsibility towards uplifting quality in education.

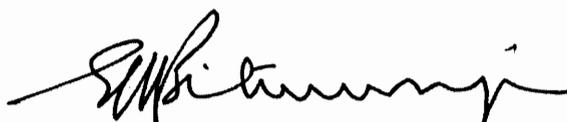
School Management Committees (SMCs) are empowered by law to monitor primary schools. Although many of the SMCs members are not professional educators, they can still make objective and valid judgment on the management and performance of the schools under their care. Statutory Regulations and Guidelines enhance capacity by the SMC to execute their duties.

Involving the SMCs in the management of schools does not mean taking away the role of the Headteachers (professional person). The Headteacher, however, needs support of SMC in order to be able to perform and meet the expected levels of achievement by the school. In light of the foregoing, every primary school must have a functioning SMC hence the need for this handbook.

This handbook sets roles, responsibilities and obligations the SMCs should spearhead and become actively involved in guiding and monitoring the implementation of education policies in primary schools. In this way they will improve quality in basic education in the formal primary school system.

The Ministry of Education and Sports (MoES) is indebted to USAID, which through the Basic Education Policy Support (BEPS) funded the production of this handbook.

I commend this School Management Committee Handbook to all key players and stakeholders in basic education services in Primary Schools in the Country.



Hon. Geraldine Namirembe Bitamazire (MP)
MINISTER OF EDUCATION AND SPORTS

Introduction.

In the on going Education Reform various education managers among whom are School Management Committee (SMC) members are given responsibilities which require training to enable them carry out their duties competently.

The SMC is a statutory body of the school community entrusted with the overall supervision and direction of the operation of a primary school.

Members of the SMC, need to be equipped with skills and knowledge to enable them to execute their responsibilities.

This handbook has been developed to help you to:

- Effectively work and relate with other stakeholders.
- Actively take part in drafting appropriate school plans as well as supervise implementation of these plans.
- Effectively monitor pupils' performance and other stakeholders' involvement in improving quality teaching and learning.
- Monitor discipline and effectively resolve and eliminate related problems.
- Monitor staff performance leading to tangible results in learning.

Table of Content

ABBREVIATIONS	v
ACKNOWLEDGEMENTS.....	vi
CHAPTER 1	1
ADMINISTRATION	1
1.0 What is a School Management Committee?	2
1.1 How are the members of the Committee elected/appointed?	2
1.2 Why do we need a School Management Committee for a Primary School..	3
1.2.1 How a School Management Committee works.....	4
1.2.2 How a School Management Committee work with a Head Teacher.....	4
1.3 Administration roles of School Management Committee	4
1.4 How can School Management Committee meeting be successful?	5
1.5 Planning	6-7
1.6 Finance	8
1.7 Discipline	10
1.8 Security and Safety	11
1.9 Hygiene and Sanitation	12
1.10 Policies and Desired Practices.....	13
CHAPTER 2	14
SUPERVISING/MONITORING ROLES OF SCHOOL MANAGEMENT COMMITTEE	14
2.0 What is the supervisory role of SMC?	14
2.1 Qualities of a good supervisor	14
2.2 Let us examine in details the various stakeholders and areas of supervision shown in the model.....	16
2.2.1 Resources.....	16
2.2.3 School Health and Sanitation	17
2.2.4 Supervision and Monitoring	18
2.2.5 Monitoring School Attendance.....	19
2.2.6 Monitor other Stakeholders.....	20
2.2.7 Monitor school performance.....	20
2.2.8 Welfare of staff and learners	22
2.3 Methods of supervision	23

CHAPTER 3	24
THE CONSULTATIVE ROLE OF THE SCHOOL MANAGEMENT COMMITTEE (SMC)	24
3.0 Why the Consultative Role?	24
3.1 Why Consult	24
3.2 The District Education Officer (DEO)	24
3.2.1 The District Education Officer (DEO)	26
3.2.2 The Headteacher	27
3.2.3 The Teachers	27
3.2.4 The Learners	28
3.2.5 The Community	29
3.2.6 The Parents	29
3.2.7 The Parents Teachers Association	30
3.2.8 Foundation Bodies	30
3.2.9 Non Governmental Organisations	31
3.2.10 Networking among School Management Committees	31
3.2.11 Political Leadership	31
3.2.12 Chief Administrative Officer (CAO)/Town Clerk (TC)	32
3.2.13 Coordinating Centre Tutors (CCTs)	32
SMC Notes	34
Bibliography	35
Annex i - Pupils.....	37
Annex ii - Safe School Contract.....	38
Annex iii - Hygiene Monitoring Tool.....	39
Annex iv - Classroom Monitoring.....	40

Abbreviations

AIDS	-	Acquired Immune Deficiency Syndrome
BEPS	-	Basic Education Policy Support
CAO	-	Chief Administration Officer
CCTs	-	Coordinating Centre Tutors
DEC	-	District Education Committee
DEO	-	District Education Officers
DIS	-	District Inspectors Of Schools
ECD	-	Early Childhood Development
HIV	-	Human Immune Virus
LCs	-	Local Councils
MoES	-	Ministry of Education and Sports
NGO	-	Non-Governmental Organizations
PIASCY-		Presidential Initiative On AIDS Strategy for Communication to Youth
PLE	-	Primary Leaving Examination
SMC	-	School Management Committee
SUPER	-	Support for Uganda Primary Education Reform
STD	-	Sexually Transmitted Diseases
STI	-	Sexually Transmitted Infection
SFG	-	School Facilities Grant
TDMS	-	Teacher Development and Management System
UPE	-	Universal Primary Education
UNICEF-		United Nations International Children's Education Fund.
UPHOLD	-	Uganda Program for Human and Holistic Development.
ESA	-	Education Standards Agency.

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Overall coordination

S.B Onek - Commissioner PPE

Coordinator

C. Mugerwa - Education Officer

Writers/Editors/Field testing

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Primary Schools (Butende and Mitala Maria)

Kabulasoke Core P.T.C.

Soroti Core P.T.C.

Bushenyi Core P.T.C.

Loro Core P.T.C.

Busubizi P.T.C.

Lodonga P.T.C.

Ibanda P.T.C.

Design and layout: Peter Corry

Illustrators:

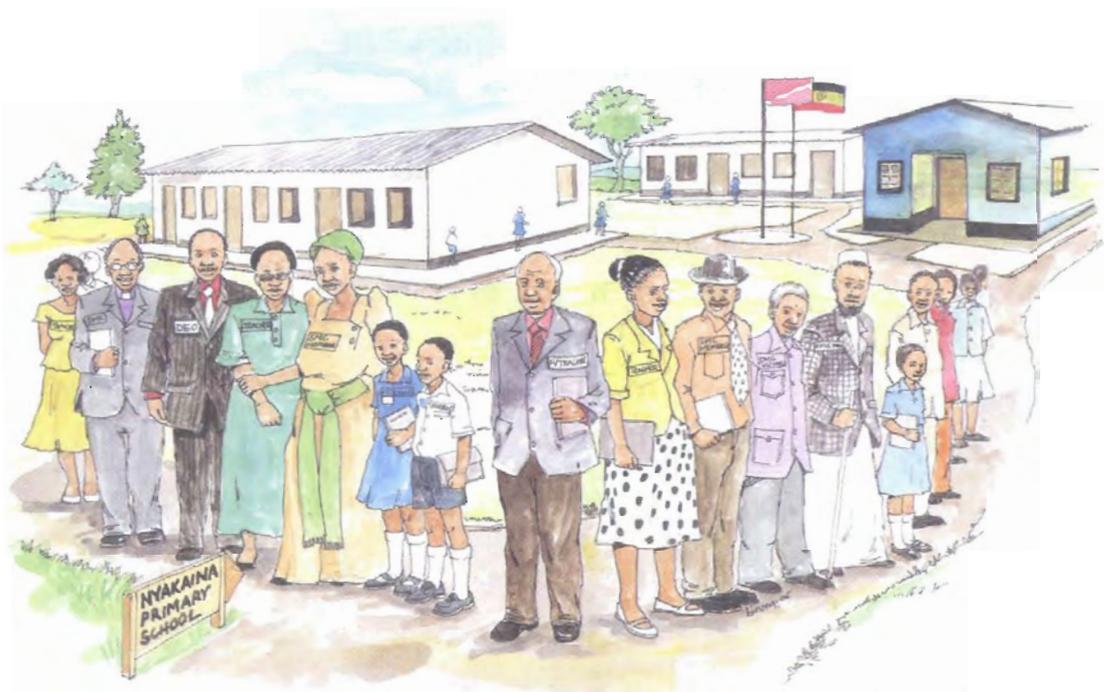
Arnold Birungi

Chapter 1

Administration

The Government Uganda has a responsibility to educate all its citizens. This is done by setting up and supporting a school network that extends all over the country. The government provides teachers, pays their salaries, pays learners' fees and funds textbooks/ other materials, infrastructure and furniture. It also has an obligation to ensure effective use of all the resources through close supervision and monitoring.

The School Management Committee (SMC) is responsible for the administration and efficient management of the school in accordance with the Law.



1.0 What is a School Management Committee?

A School Management Committee is the governing body of a primary school. It is empowered by law to manage primary schools on behalf of the government. The School Management Committee which replaced the former school manager, was put in place by the Education Act 1964, amended in 1969 and subsequently by the Education Bill 2004.



1.1 How does one become a member of the School Management Committee?

According to the Education Act (Management Committees) Amendment Rules 1969, No. 224, parents elect members for appointment by the District Education Committee (DEC) to the School Management.

It also states that the SMC shall be formed by different representations of the following groups:

- The District Education Committee (this includes Local Councils).
- The Parents
- Foundation body



- Old boys/girls
- Teachers
- The Head teacher of the school is the Secretary to the Committee as an “ex-officio” member who records the minutes and gives professional guidance.

Each school must have a School Management Committee.

All Members serve for a period of **one-year** except **the chairperson** whose period of office is **two years**.

Members are eligible for re-election at the end of their term of service.

1.2 Why do we need a School Management Committee for a Primary School?

A School Management Committee works with parents, teachers, learners, the communities, foundation bodies and NGOs on behalf of the government. This helps to ensure effective teaching and learning, effective staff welfare, child friendly environment and daily school governance.

1.2.1 A School Management Committee works with Parent Teachers Association(PTA) and Foundation Bodies (FB).

Teachers and parents combine in a voluntary effort to form a Parents Teachers Association (PTA) for the welfare of pupils, teachers and maintenance of the school.

The School Management Committee:

- Works with the PTA to create a conducive working relationship among the DEO's office, teachers, parents and learners.
- Liaises with the PTA and foundation bodies on how to mobilize and utilize school resources.
- Works with the PTA in promoting the achievement of educational objectives in the schools.
- Works and links the school with Local Communities to facilitate the school.

1.2.2 A School Management Committee works with the Head Teacher

The day to day running of the school and the organization of the teaching and learning processes is the responsibility of the Head Teacher. The management of the school is the responsibility of the School Management Committee.

The School Management Committee must work with the Head Teacher in carrying out the following specified roles:

- Administration.
- Planning, Implementation, Supervision, Monitoring and Evaluation.
- Consultation.

1.3 Administrative roles of A School Management Committee.

The School Management Committee members are required to:

- Work with the school administration, parents, and the community for the success of their school.
- Ensure proper management of the school on behalf of Government by making sure that teachers, parents and learners carry out their specified roles, duties and responsibilities.
- Ensure that effective teaching and learning is going on in the school.

- Ensure that instructional materials like text books are put in the hands of the learners and used.
- Ensure that the teacher's performance is monitored, supervised and appraised regularly.
- Ensure that the school opens at 8:00am and closes at 4:30 pm during working days and that the school follows the Ministry of Education and sports School calendar.
- Sensitize the community, parents, LCs, and teachers to ensure that all school going age children attend school and complete the primary education cycle.
- Keep records of minutes and regularly update the District education committee, LCs, DEO, community leaders, parents, and other stakeholders on the programmes of the school.
- Submit regular reports on academic performance, financial status, infrastructure development, co-curricular activities and discipline in the school.
- Help the Headteacher in following up requests made to the DEO, NGOs, parents and other stakeholders incases of transfer of teachers and Headteachers, general improvement of the schools' infrastructure and all other educational programmes and projects.
- Mobilize and provide resources needed by the school by involving all stakeholders in the development of school programmes.
- Hold regular meetings, at least once every term as stipulated in the statute.

1.4 Conducting a successful meeting.

Meetings are very important for SMC to share information, check progress, plan for the future and to solve problems. When meetings are badly conducted, they discourage members and waste time. Therefore SMC meetings have to be well organised and properly chaired.

The School Management Committee shall consider the following;

Before the meeting:

- Have a purpose for the meeting
- Make proper preparation for example the venue, agenda, etc.
- Timely invitations to members

During the meeting:

- All members need to understand their roles and what is expected of them.
- The meeting starts and ends on time, and time is not wasted.
- Discussions focus on the agenda items.
- Decisions are arrived at with general consensus and recorded.
- The responsibility for taking actions is clear to all and recorded.
- Define resolutions, recommendations and actions.

After the meeting:

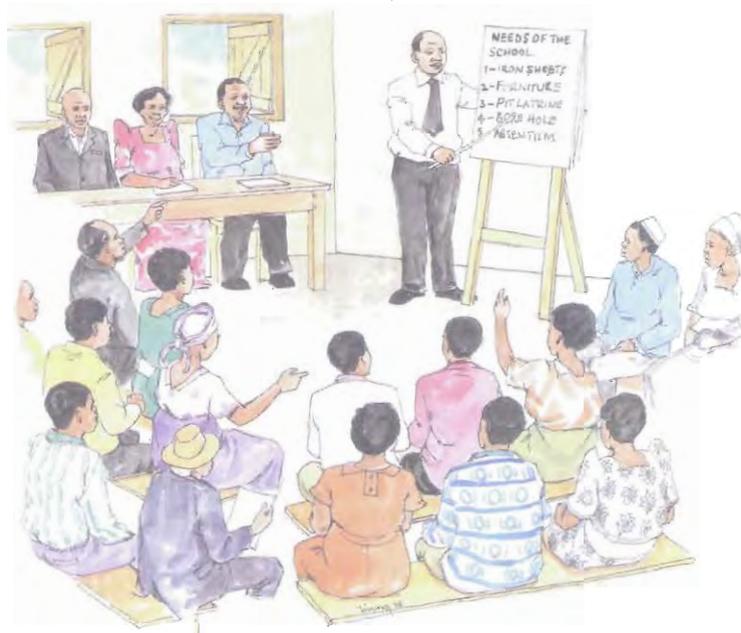
- Minutes are written and distributed.
- Actions to be taken are carried out.
- Agreed actions are monitored.

1.5 Planning:

A school development plan is a practical plan aimed at improving the quality of education offered by the school. For a school to develop, it must have a School Development Plan (SDP).

A school development plan is a written document that members of School Management Committee, parents, teachers and the community want to see implemented in terms of infrastructure and academic performance, in a specified period of time.

A school development plan is made, discussed and approved by the SMC before it is put in practice.

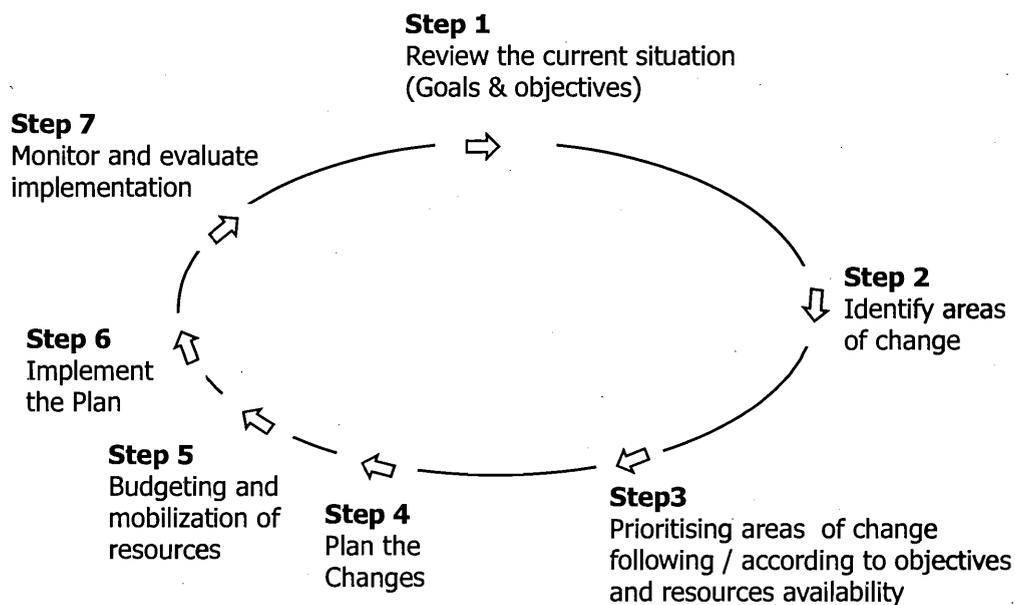


Steps taken while planning:-

You should follow the given steps below to make a school development plan. During the making of the School Development Plan (SDP), an opportunity is given to the school community to come together, reflect and build a shared vision and direction in formulation and implementation of the school for development programmes to achieve primary educational goals and objectives.

The above cycle is a process that never ends. An effective SMC will use such a circle to revise plans and improve performance of the school.

Figure 1: Steps in generating a school development plan.



As a member of the SMC, ensure that your school has approved work plan(s). The plan(s) have to be displayed in the Head Teacher's office and staff room for transparency and giving information to other stakeholders who visit your School.

Below is a sample extract of a school's workplan;

What you want (Target)	What you do (Activities)	By who	When (Time frame)	Resources needed	Cost (Shs)	Results
Constructing 3 classroom block	<ul style="list-style-type: none"> - Choose the site; - Draw a plan; - Select a contractor - Supervise - Monitor the construction; - Give progress reports. 	SMC	March to June 2005	Sand, bricks, timber, iron sheets, cement, money, contractor etc	50M	Completed 3 classroom block

The SMC has to do a lot of work and must work as a team. The law recognises that different members can play different roles, for example, the chairperson, secretary and treasurer. These office bearers are elected democratically from the SMC body at its first meeting.

An effective SMC must execute their duties in a way that helps to run the school well. As a member of the SMC you must be prepared to play your role actively by serving on various sub - committees according to your experience, knowledge and skills.

The School Development Committee chairperson should be a member of the SMC and will have the responsibility to report progress on the implementation of the School Development Plan to the SMC

1.6 Finance

Schools receive Conditional and unconditional Grants from the Government. The funds may be directed to capital development or other educational purposes, for example, Teachers' salaries, UPE Capitation Grant, School Construction and Instructional Materials. Both Government Aided and Private schools must have an approved budget. Government public primary schools under UPE do not collect school fees.

A school can also receive donations from well-wishers. Donations may be in cash, in kind from fundraising functions. Well-wishers of the school may make donations in any form they may choose.

For a school to operate efficiently resources that have been mobilized and received must be managed properly in line with the Local Government Finance and Accounting Regulations of 1998. In this regard, the SMC members will be required to carry out the following roles:

- Receiving and approving monthly and quarterly income and expenditure statements.
- Organizing public fundraising functions such as Auctions, Charity Walks, Concerts, Games & Sports, sale of Art and Crafts products, Donations, Public Appeals etc.
- Getting involved in the opening and operating of the schools accounts (This involves the chairperson/SMC and the Headteacher).
- Receiving, discussing, and approving the school budgets following stated policy guidelines.
- Reporting regularly the financial status and the progress of the school to the parents and other stakeholders.
- Ensuring that income and expenditures are approved and displayed.
- Making sure that the school books of accounts are audited annually.
- Witnessing the delivery of materials bought using Government/Public funds
- Allowing the disposal of any old/unused equipment or materials in consultation with district officials.
- Timely accountability for school funds.
- Ensuring that no unauthorized fees/charges are collected.

A school must have a school finance committee which is comprised of heads of departments.

Activity 1: Read the case study and answer the questions that follow:-

The Headteacher of TEMA Primary school calls a meeting in which he presents the income and expenditures of the previous year. The SMC has been sitting regularly because the Headteacher has been calling a meeting at least once a term where he seeks permission of the SMC on the use of funds. When the expenditures are presented, it is readily accepted.

1. Why did Teema SMC accept the income and expenditures of school budget?
2. What roles have they carried out as SMC in regard to the budget?
3. What roles has the Head Teacher carried out?

Possible responses: -

Reasons of accepting the expenditure

- There is a work plan
- The budget has been discussed and approved by SMC
- The Headteacher has worked closely with the SMC etc

Roles the SMC has to do:-

- Planning for the school
- Approving/Controlling/supervising the income and expenditures of the school budget
- Holding regular meetings
- Fulfilling their duties as SMC in ensuring that all financial expenditures are accounted for properly.

The Head teacher :-

- Consults with the SMC on all matters concerning running of the school.
- Inducts the new SMC and enhance their capacities to play their role.
- Presents the plans and budgets of the school to the SMC for approval.
- Invites the SMC for meetings and guides them in the implementation of education policies and programmes.

Does this happen in your school?

1.7 Discipline

Keeping good discipline in the school is very important because it promotes good behaviour and improved pupil performance.

As a member of the School Management Committee you will have to do the following:

- Ensure that the school community democratically developed rules and regulations and has a disciplinary committee.
- Ensure that teachers and non-teaching staff, learners, and parents conduct themselves according to rules and regulations set by the SMC.
- Sensitize learners, parents, teachers and other stakeholders on their rights, roles and responsibilities.
- Maintain harmony between the school and other various stakeholders.
- Work with security organisations on the protection and safety of the children.
- Reward better performing members of the school.

In case of any indiscipline, the SMC needs to work, within the rules and regulations set by the school.



1.8 Security and Safety

The SMC must ensure that staff, learners and school property are secure from any kind of harm or abuse.

You are therefore required to ensure that the school has:

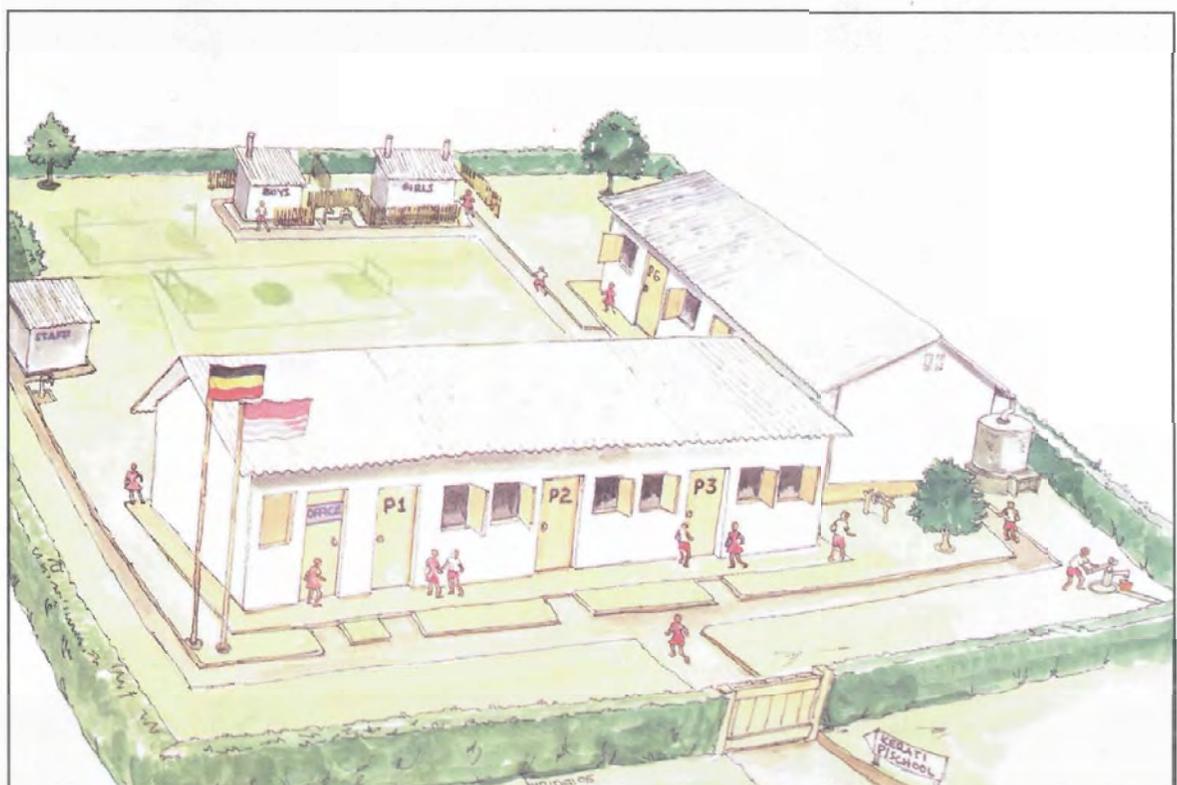
- Its land demarcated.
- Its property safe and well protected.
- A fence and a security guard.
- An equipment store and storage facilities for books and non-book materials.
- Fire fighting equipment.
- A conducive environment, which is free from child abuse, broken bottles, bush, open/uncovered and unclosed pit latrines.
- Its stock checked regularly.
- Child-friendly regulations
- A school safety committee whose members include pupils and teachers.

It is important that pupils and teachers abide by their commitment (See annex I and annex II).

1.9 Hygiene and Sanitation

Good personal hygiene and sanitation are important to learners' health. It is important for the School Management Committee to ensure that the school has:-

- Enough class rooms to accommodate the number of pupils as specified



in the Technical Hand Book/ Schools Facilities Grant (SFG) for Primary Schools.

- Appropriate furniture.
- Enough latrine stances for boys, girls, learners with Special Needs and staff
- Protected and clean sources of water, water tanks and washrooms.
- A first aid kit/Emergency kit.
- Guidance and counseling space.
- A good rubbish disposal.
- The teachers conduct hygiene parades every morning.

A Hygiene and monitoring tool can assist you in this. (Refer to Annex III).

1.10 Policies and Desired Practices.

Its important for the school to keep and regularly make references to the following statutory documents and policy guidelines: -

- The Constitution of Uganda 1995
- The Education Act 1970 - SMC Regulations
- Local Government Act 1997
- The primary school syllabus.
- Universal primary education (UPE) guidelines.
- Special Needs Education(SNE)
- Early childhood edvelopment/ ECD (the establishment of Pre - schools/ Day Care centres).
- Rentention of learners at school.
- Gender issues in schools.
- Putting textbooks in the hands of the learners.
- Presidential initiative on AIDS strategy on communication to youth. (PIASCY)
- Expansion and implementation of primary school construction, using the School Facilities Grant (SFG).
- Accessibility equity and retention of the vulnerable/marginalized groups of children.
- Curriculum reform in the primary school curriculum aimed at the quality of education in schools.
- Guidelines on UPE capitation grants.

As the policy guidelines come in, ensure that you interpret them to the public (stakeholders) and enhance their implementation in your school.

CHAPTER 2

SUPERVISORY ROLES OF SCHOOL MANAGEMENT COMMITTEE

The Government supervises all the schools through SMCs. The make-up and working method of SMC must take care of the interests and concerns of the stakeholder. These are Government, learners, teachers, parents, community, foundation bodies, NGO's and others.

2.0 What is the supervisory role of SMC?

It is a function where member(s) of the SMC from time to time check on how work is done in a primary school by the headteacher, teachers, learners, support staff, parents and the community. In that way, they see that planned activities are done well and on time. This should be done in consultation with other supervisors for example MoES, ESA, DEO, DIS, NGOs, LCs, CCTs and headteachers to minimize misunderstanding and possible duplications.

2.1 Qualities of a good supervisor

- Knowledgeable in school affairs
- A good listener and counselor
- Interested in school affairs
- Patient
- Able to take timely and helpful decisions
- Able to encourage good working relationships among stakeholders

- Transparent and accountable
- Ready to learn
- Empathy (feeling for others)
- Innovative (able to bring out new ideas) and
- Creative

All activities carried out in the school are intended for **quality pupil learning**. You will be required to find out whether the school with support from other stakeholders is providing relevant education to the pupils or not. One way of finding this out is by identifying those stakeholders and conditions which are likely to lead to quality education in the school.

Areas of support: Supervision, Monitoring and Linkages with other stakeholders.

In order to do your supervision well, you will have to use this tool. Some of the areas of SMC supervision are shown in the model below:



2.2 Let us examine in details the various stakeholders and areas of supervision shown in the model :

2.2.1 Resources

As members of the SMC, you will be expected to supervise :-

- Approving the budget and use of UPE funds and other funds for example from projects and donors.
- Usage and protection of school land and property.
- Construction and maintenance of the school buildings.
- Buying and repairing of furniture e.g. desks, chairs, benches, tables.
- Buying, using, storing and repairing of instructional materials.
- Time management e.g. checking on the arrival of staff and learners to school
- Project planning and implementation e.g. tree planting, piggery, School garden.



2.2.3 School Health, hygiene and Sanitation



Sanitation refers to personal and environmental cleanliness. Improved school sanitation and clean environment promote good school health.

As members of the SMC, you will have to supervise the efforts of the school in:-

- Keeping the compound clean,
- Providing clean water, for use by pupils and staff,
- Building, repairing and maintaining clean latrines, toilets, urinals,
- Practicing of good personal and domestic hygiene e.g. controlling, of insects and rodents that can spread diseases e.g. flies, rats, mosquitoes,
- Keeping school utensils and other materials in clean and good stores,
- Tree planting and flower gardens,
- Sensitizing the learners, staff, and community about prevention of HIV/AIDS, Malaria, TB, Cholera.
- Providing separate bathrooms, toilets/pit latrines and sanitary facilities for girls, learners with special needs and staff and
- Provision and use of First Aid Kit/Emergency kit.

2.2.4 Supervision of class room teaching and learning.

Some schools have large number of pupils in one classroom.

It is important as you supervise to ensure that teachers work with pupils in manageable groups for improved teaching and learning

A Classroom monitoring tool will help you in this area. (Refer to Annex IV).



The other areas you will need to supervise include, promotion and maintenance of good discipline of :

■ **Learners**

- Regular attendance
- Good behaviour and self esteem
- Working hard at school
- Helping community
- Cleanliness
- Decent speech
- Communication skills
- Life skills

- **Teachers**
 - Comply with teachers code of conduct
 - Regular attendance
 - Display acceptable behaviour
 - Committed to duty
 - Working as a team
 - Role model for learners.
 - Honest, Accountable.

- **Headteacher:**
 - Comply with Government standing orders
 - Teachers code of conduct
 - Regular attendance
 - Performance contracts and appraisals for teachers
 - Implementing resolutions by PTA, SMC staff (Government policies)
 - Role model for the school and the community
 - Ensuring proper and timely accountability of school resources.

- **Parents and community:-**
 - Guarding against undue interference in school administration
 - Promoting cooperation in the community, parents and school.
 - Sensitize the community and other stake holders on their roles in ensuring proper administration of the school.

- **Support staff**
 - Attending to their duties regularly
 - Being committed to duty
 - Good behaviour
 - Observe Professional Code.

2.2.5 Monitoring school attendance:

As a member of the School Management Committee you will need to check on the effort put in by the school to make the following groups of people attend to work regularly.



- Attendance of Learners – check the registers and attendance board
- Attendance of Staff – check the arrival book
- Attendance of Head teachers – check the arrival book, log book, and Head Teacher’s diary
- Attendance of Parents (e.g. meetings, class days, speech days)
- Checks the visitor’s book and attendance list
- Attendance of Support staff – check attendance card
- Attendance of Community – check visitor’s book, specific activities attendance e.g. speech day and sports day

2.2.6 Monitor other Stakeholders

It is your role as a member of SMC to monitor other stakeholders on their roles and responsibilities as specified in the Universal Primary Education guidelines of 1997

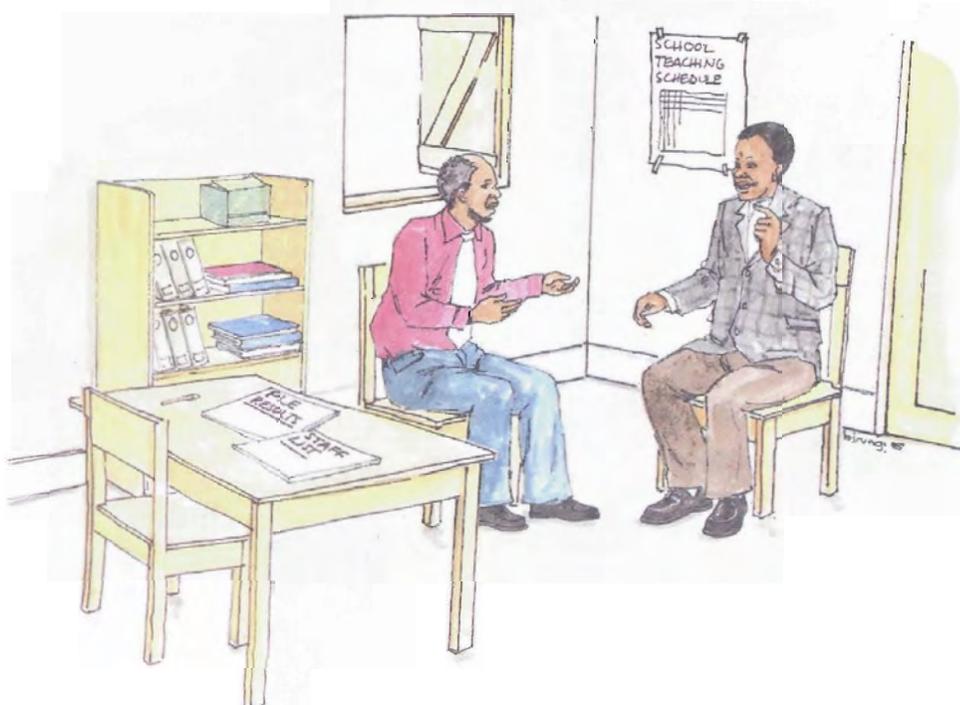
2.2.7 Monitor school performance

From time to time you will have to check on the improvement made by the Head Teacher, staff and learners as given below:

- **Head teacher**
 - Checking on the work done by teachers and their **commitment**
 - In carrying out developmental projects

- **Staff**
 - **Teachers**
 - In teacher's preparation and teaching
 - In guidance and counseling, mentoring and coaching of learners
 - Caters for individual learning needs through continuous assessment and remedial teaching.
 - **Support Staff**
 - In performing their duties well

- **Learners**
 - In obtaining quality learning in and outside class
 - In gaining skills that help the learners to survive well in and out of school for example literacy (reading and writing and numeracy), communication and life skills.
 - Performance in educational achievements.
 - In doing examinations well and avoid examination malpractice





2.2.8 Monitor the welfare of staff and learners

For staff and learners to do their work well, you need to encourage the following:-

- Accommodation and meals for the staff,
- Meals for learners,
- Health kit for both learners and staff and
- Room, mat, mattress for sick learners.

- School Nurse.
- Link to health centres.

2.3 Methods of supervision

The Headteacher is the manager of the school. As members of the SMC, you are expected to conduct regular support supervision . While doing so, it is important that you follow the following steps:

- Visit the school
- Report to Head Teacher
- Sign visitors book
- Choose any of the following methods to carry out your supervisory role
- See what is going on in the school and discuss with the people concerned.
- Read reports and other documents and discuss with the headteacher your findings.
- Talk to the headteacher, teachers, learners, support staff and community about your areas of concern
- Participate in school activities e.g. meetings, open days and games/sports days.

Have you been following these steps?

Remember always to discuss your findings with the headteacher whenever you visit the school.

CHAPTER 3

THE CONSULTATIVE ROLE OF THE SCHOOL MANAGEMENT COMMITTEE (SMC)

3.0 What is Consultation?

It is communicating other stakeholders for sharing information, opinions and advices. This is very essential for an effective SMC.

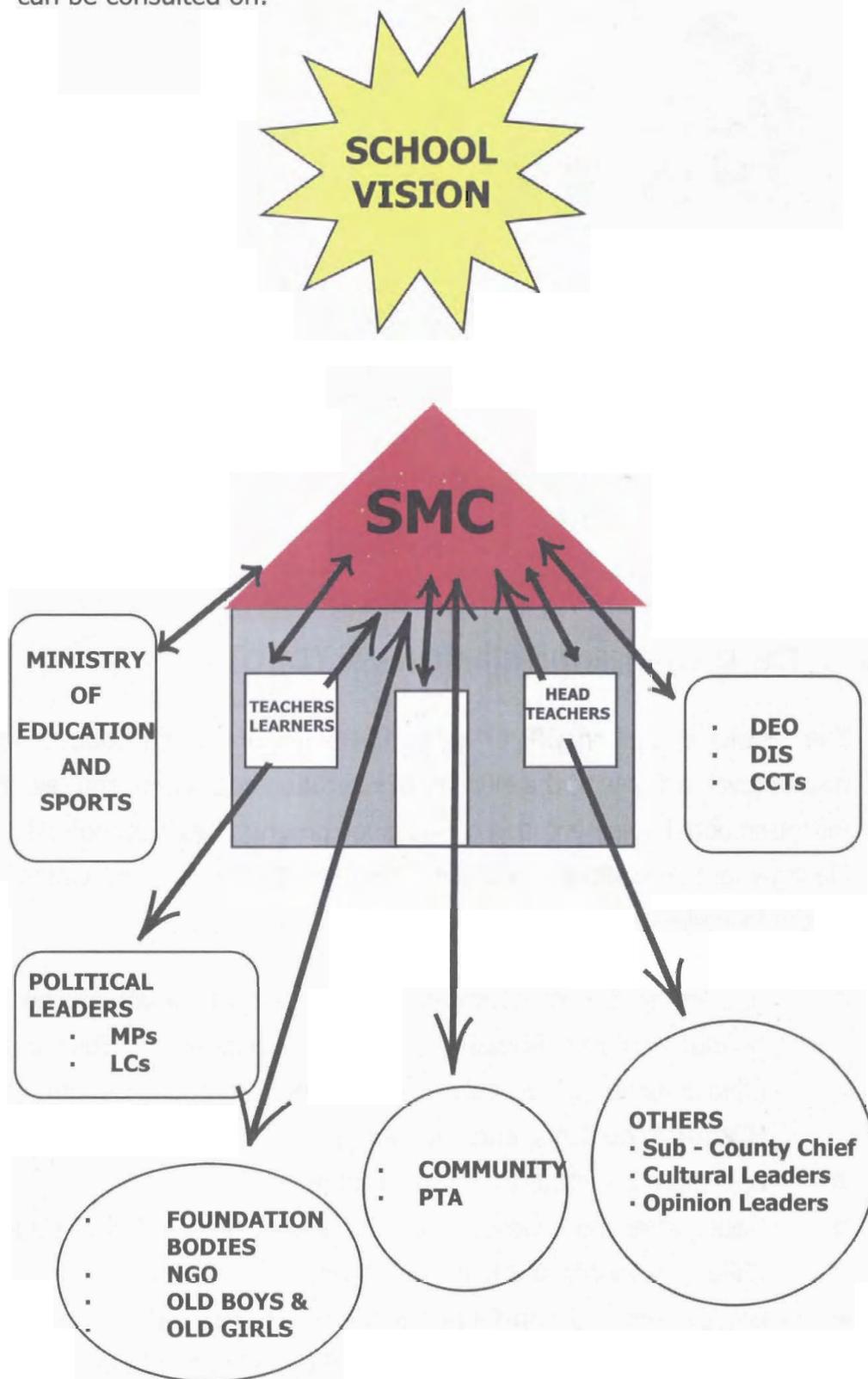
Overleaf are specified stakeholders whom you will consult either formally or informally about your school.

3.1 Why Consult

- School Management Committees consult to get information on various issues in order to make proper decisions.
- School Management Committees should consult to avoid problems and situations that may affect the proper and smooth running of the school, staff and pupils welfare.

3.2 As members of the School Management Committee you may consult or you may be consulted by various stakeholders at different levels, before making major and proper decisions affecting the school.

Below are some of the specified key stakeholders and the possible issues that can be consulted on:





3.2.1 The District Education Officer (DEO)

The District Education Officer is the custodian of all education policies at district level, a link with the Ministry of Education and Sports and responsible for the smooth implementation of education programmes in schools. As School Management Committees you will have to consult the District Education Officer on the following:

- Implementation of education policies e.g. school construction, staff ceiling, Universal Primary Education, Special Needs Education, Girl Child Education, curriculum, enrolment, retention, Gender policies, HIV/AIDS, guidance and counseling
- Use and accountability of school funds
- Issues affecting children e.g. child abuse, Special Needs Education, Children's' Rights and Responsibilities
- Deployment and transfers of headteachers and staff.
- Disciplinary procedures for headteachers, staff and learners
- School calendar, attendance and co-curricular activities e.g. Trips and fairs
- Payroll management and timely payment of staff salaries
- Examination e.g Mock and PLE under UPE Programme.
- School meals and school feeding policies
- Improve and sustain quality education under the UPE Programme.

- School sanitation and health.
- Monitoring and supervising staff.
- Monitoring, inspection and supervision of school programmes
- Protection and security of school assets
- staff development.
- Time of arrival and departure from school
- Education Reforms and innovations.

Regarding the implementation of programs, you will have to consult the District Inspector of Schools regularly.

3.2.2 The Headteacher

Since the Head Teacher is responsible for the day to day running of the school and he implements government policies, you will have to consult your headteacher on the following:

- Professional matters e.g. syllabi, teaching/learning, teachers' qualifications, and learning competencies for each level.
- School culture, history e.g. Vision, Mission, Goal and Objectives.
- School plans, budgets and resources
- Utilization and accountability for school funds
- Enrolment, attendance and staffing
- Discipline, performance and welfare of staff and pupils
- Learners successes, constraints and challenges
- Challenges faced by the school as a whole that negatively affect quality.
- Staff duty allocation supervision and responsibilities
- Sustainability of the school programs.
- Time of arrival and departure from school by learners and staff.
- School calendar and school time table.
- Public Relations matters.
- School health and Sanitation.
- School meals and school feeding policies.
- School examinations and PLE.

3.2.3 The Teachers

Teachers are responsible for the teaching and learning process in and outside the classroom. They organize the curriculum into teachable units, prepare the learning environment and carry out routine assessment of learning achievements in relation to learners' ability to read, write and count to the

expected levels. It is important that as members of the SMC, you consult the teachers on:

- Measures to improve and sustain quality of education.
- Teaching and learning challenges
- Learners attendance
- Learners performance/achievements
- Discipline of staff and learners
- Relationship with headteacher, community, parents, and learners
- School activities e.g. guidance and counseling, co-curricular activities, Sanitation and hygiene etc.
- Staff welfare and motivation
- Teaching/learning requirements e.g instructional material production storage and use.
- Learning competencies (by class level, by subject, etc.)

3.2.4 The Learners

Learners are the final beneficiaries of the teaching and learning programmes in schools. In order to achieve the planned objectives, they need to be motivated and supported in different ways by different stakeholders. It is



your role as a member of the School Management Committee support and guide the learners on:

- Performance achievement and challenges
- Regular attendance
- Personal, peer and teacher discipline
- Health, hygiene, school environment and sanitation.
- Co-curricula programmes and school competencies
- Parental care and support
- Rights and responsibilities
- Personal and school ambitions
- Taking pride in self and the school.

3.2.5 The Community

The community in which the school is located plays an important role in supporting the school. It is therefore your role as a member of the School Management Committee to consult the community on the following:

- Attendance and absenteeism of Headteacher, staff and learners which may be caused by the market days, prevailing climatic conditions, planting, harvesting, domestic chores, sickness etc.
- Community participation in school based development activities and projects e.g. tree planting, compound management, literacy promotion, classroom and latrine construction, library development.
- On strategies to maintain and protect the school property.
- On influential role models in the community.
- Participation in school activities.
- Donations to schools.

3.2.6 The Parents

As members of SMC, you will have to consult the Parents on the following:

- Support to learners efforts (by checking their work, providing a good environment for homework and revision and visiting them at school

especially on open and class days)

- Dropout rates for learners especially the girls and boys in rural districts
- Provision of meals, scholastic materials and uniform.

3.2.7 The Parents Teachers Association

It is your role as a member of the School Management Committee to consult the Parents Teachers Association (PTA) on the following:

- Tracking pupils transfer from school to school (Personal Identification Number)
- Attending PTA meetings and participating in school activities e.g. co-curricular, science fair, open/class days, education week, speech days etc, and offering services as resource persons
- Mobilising for funds to supplement government resources
- Assist teaching staff in handling discipline matters of learners
- Matters of staff and learners' welfare e.g. support to staff housing, feeding, etc.
- How to sustain school programs and to provide change for better performance.

3.2.8 Foundation Bodies

These are individuals, religious groups or communities that start schools. Government supports some of these schools in management and funding (government aided schools). It is important for you as a member of the School Management Committee to consult them on the following:

- Original vision and mission of the school (why the school was established)
- Land issues and school boundaries (ownership and titles)
- Foundation body functions in the schools such as religious holidays, feasts e.g. Saint's days, Easter and Idd.
- Community mobilization and fundraising through their particular congregations and Non Governmental Organisations (sponsorship of learners, improvement on school plant, support to staff welfare etc)
- Moral and spritual upbringing of learners
- Monitoring of school progress
- Linkage with Government and other bodies on educational matters in the school

3.2.9 Non Governmental Organisations (NGO's)

These are voluntary bodies that support school activities or programs in various areas such as:

- Funding of identified school projects (support to provision of school plant and instructional materials)
- Sponsorship of learners e.g provision of uniform and scholastic materials.

Some notable Non Government Organizations are: ACTION AID, Save the Children, Plan International, Adventist Development Relief Agency (ADRA), World Vision, Oxfam, Uganda Women's Efforts to Save Orphans (UWESO) . You will need to consult them from time to time.

3.2.10 Networking among School Management Committees

For the purpose of networking, you will be required to network with SMCs in other schools. This will help you to learn more from their experiences such as:

- Effective School performance and school programmes and activities.
- Linkages with other bodies e.g. Non Government Organisations
- Handling of staff and learners' discipline
- Settling misunderstandings and conflict resolutions.
- Ways of achieving community participation, staff and learners attendance and retention, etc.
- Exchange of experiences will result in better performance

3.2.11 Political Leadership

Politicians are people's representatives at different levels who can influence decisions concerning schools through their committees and councils. It is your role as a member the School Management Committee to consult them on:

- Government policies and by-laws on education
- Budget allocations for school development programmes
- Enrolment and retention campaigns
- Attainment and protection of school land and property

- School hygiene, health, immunization programmes.
- Rights of children
- Resource mobilization
- Roles and responsibilities of the various Boards and Committees at district level and how they relate to schools (District Service Commission, Public Accounts Committee, District Land Board, District Tender Board)

3.2.12 Chief Administrative Officer (CAO)/Town Clerk (TC)

He or she is the chief executive and accounting officer for a district.

- He liaises with the DEO who is in charge of the Education Department.
- On the advice of the DEO, the Chief Administrative Officer declares vacant posts of teachers to the District Service Commission.
- He implements DSC resolution e.g. appointment, disciplinary action etc.
- As members of the SMC, you will have to consult the CAO for effective running of your school.

3.2.13 Coordinating Centre Tutors (CCTs)

- Coordinating Centre Tutors are outreach staff of the Core PTC.
- They serve in coordinating centers in primary schools
- They have the role of support supervision and training Head teachers and teachers within school clusters.
- They may also be called upon to train SMCs or do any other urgent assignment by government.

As members of the SMC you will have to liaise with the CCTs of your school/ area to lay strategies for improved performances and quality education in your school.



Why do School Management Committees have to consult?



They consult to get informed on various issues in order to make proper decisions.



What do School Management Committees consult on?

- 
- < Education policies
 - < School culture & history
 - < Teaching and learning
 - < Community expectations
 - < School funding

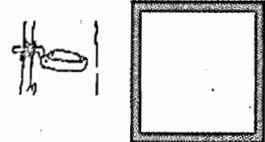
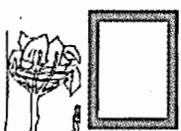
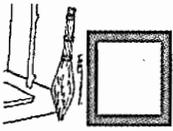
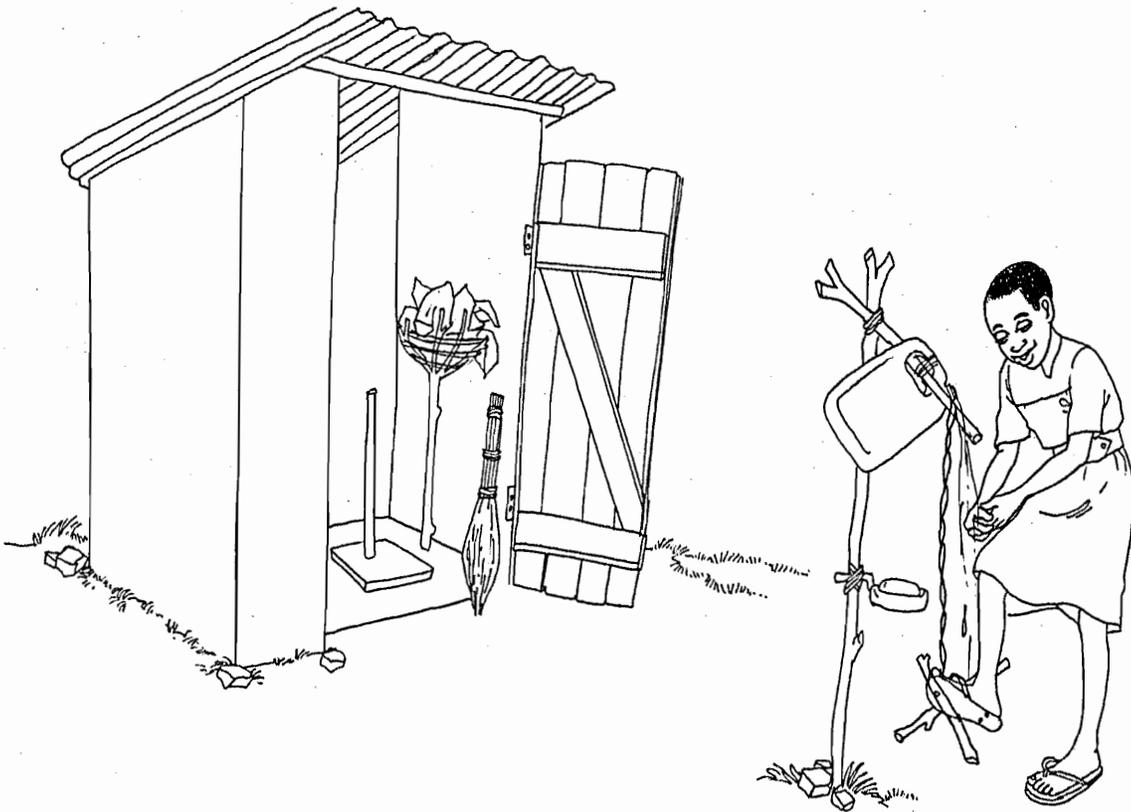
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Annex III

Hygiene Monitoring Tool I

Tick [✓] or say what you can see: 



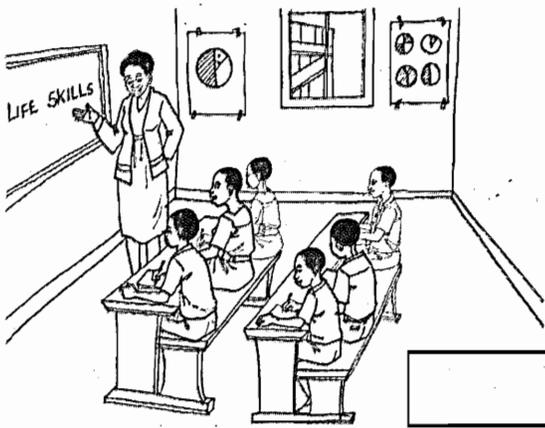
Date _____

Give form to: _____

Annex IV

Classroom Monitoring

Tick what you can see: 



Date.....

Form filled by:.....

This handbook can be used to get you started and help you throughout the whole period as a member of the School Management Committee (SMC).

It has the basic information you need so as to improve your school.



BASIC EDUCATION
AND
POLICY SUPPORT
(BEPS)