



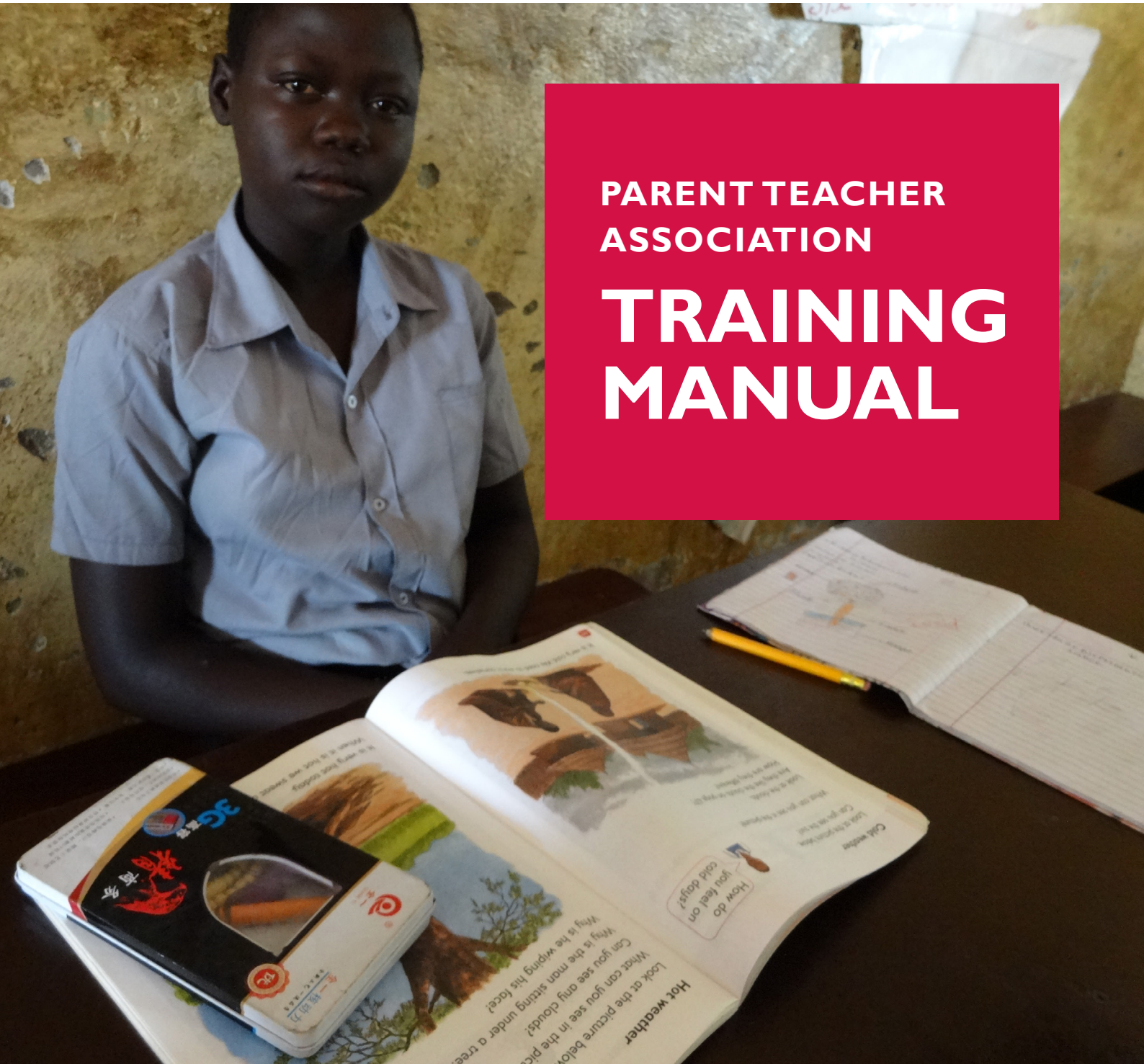
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WINROCK
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ROOM TO LEARN SOUTH SUDAN

Implemented in partnership with FHI 360 and Plan International USA



**PARENT TEACHER
ASSOCIATION**

**TRAINING
MANUAL**

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Preface

Education as a social institution demands efforts and contributions from a range of stakeholder groups, each of which plays a different role. Education takes place most efficiently and effectively when these different groups of stakeholders cooperate and collaborate. Thus, efforts to build a bridge between these groups are essential to maximize their contributions and improve educational outcomes.

The Ministry of Education, Science and Technology (MoEST) and the State Ministries of Education, Science and Technology (SMoEST) acknowledge the role school communities, community leaders and the local authorities play in promoting education in South Sudan. MoEST and SMoEST have committed themselves to strengthening community organizations such as the Parent Teacher Association (PTA), School Management Committee (SMC) and Board of Governors (BOG) to address challenges facing the education sector.

The challenges South Sudan faces today are similar to those faced by most other African countries, particularly those emerging from conflict. Today, more than 1 million children are not enrolled in a formal school or alternative learning program in South Sudan, and the number is increasing every year. To meet the needs of these children, MoEST has put in place the Back to Learning Campaign and the Capitation Grants programs to expand children's access to quality primary education and enhance their chances of staying and succeeding in school. However, inadequate learning spaces, learning materials and suitably qualified teachers are some of the major obstacles faced by this program.

The PTA training program has been developed for early childhood, primary and secondary institutions and may also be used by teacher training institutes. It is designed for parents and teachers who are bound together by the common goal of promoting education for learners in South Sudan. PTAs play a very important role in supporting schools and SMCs/BOGs with resource mobilization, helping schools to understand learners and their home environment and strengthening collaboration between the home and the school.

This PTA Training Manual focuses on the roles and responsibilities of the PTA and explores school community involvement in improving education service delivery so that more children are enrolled, stay in school and learn better. The manual seeks to create awareness among PTAs, parents and communities at large to harness the resources available in our communities that can be used to promote and improve education service delivery.

The trainees who complete the PTA training program are expected to demonstrate knowledge and skills in the creation and maintenance of healthy school-community relationships and in spearheading development in their respective schools.

In the future, MoEST and its development partners would like to see strengthened school community partnership, to ensure all children, particularly girls and children with disabilities, are enrolled and complete high-quality primary and secondary education.

Abdullah Ali Abdullahi
Director General, Directorate of General Education
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MoEST hopes that those who use this manual will find it useful and will offer PTA training that is better harmonized and standardized, and that meets the minimum standards required by MoEST.

Gibson Brown
Director of Primary Education
Directorate of General Education
Ministry of Education, Science and Technology
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List of Abbreviations

BOG	Board of Governors
CMT	Community Monitoring Team
MoEST	Ministry of Education, Science and Technology
NGO	Non-Governmental Organization
PEO	Payam Education Office
PTA	Parent Teacher Association
RtL	Room to Learn
SDMSC	School Disaster Management Sub-Committee
SDP	School Development Plan
SGB	School Governance Body
SMC	School Management Committee
SMoEST	State Ministry of Education, Science and Technology
UNICEF	United Nations Children’s Fund

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Introduction

Objectives of the Training Manual

- Enhance Parent Teacher Association (PTA) capacities to effectively perform their roles and responsibilities.
- Equip the PTA with knowledge and skills to differentiate between roles and the responsibilities of the PTA and the School Management Committee (SMC) and Board of Governor (BOG).
- Increase the knowledge and understanding of the PTA in the basic roles of school administration and the support the PTA provides for school management.
- Promote basic understanding of factors affecting participation of girls, disadvantaged children and children with disabilities in education.
- Equip the PTA with skills in resource mobilization and raising financial and non-financial resources for school improvement.
- Equip the PTA with basic principles of community participation in education and implement appropriate educational advocacy actions that promote access to education programs, retention and school attendance at different levels.
- Enhance PTA capacities to identify hazards that could impact on the continuation of learning and to develop a school emergency preparedness plan.

How to Use the Manual

- Read the entire manual before beginning the training.
- Read the handout and other related texts before each training session.
- Use adult-learning participatory methodologies such as group discussion, brainstorming, storytelling and role play.
- Use the language most participants would understand in the training session to enhance a participatory approach.

Each section of the manual contains the following sub-sections:

- *Session:* Identifies the main topic of the section.
- *Objectives:* Describes what is to be accomplished by the end of the session.
- *Learning outcome:* Describes what participants should be able to learn and do by the end of the session.
- *Time:* Indicates the approximate amount of time allowed for each session.
- *Materials:* Identifies the materials that will be required for the session.
- *Steps:* Provide “step-by-step” instructions to the facilitators on how to facilitate each session.
- *Activities:* These are included in each session, with instructional steps for facilitators and participants to carry out.

Suggestions for Conducting the Training:

1. Seating arrangement

- Ensure that the training hall (room) is adequately arranged to create an environment that is conducive to learning.
- Arrange chairs and tables to allow for easy interaction among the participants and to maintain good contact with the facilitators.

- Place flipcharts where all the participants can easily see them.

2. Ground rules

- Ground rules are standards of behavior that are agreed upon by the facilitator and the participants before the beginning of the first session.
- The standards are a list of the group's expectations for acceptable behavior during the session.
- The list should be placed in the hall for the participants to refer to when the need arises.

3. Expectations

- It is important for facilitators to ask participants about their expectations to assist in identifying their expectations for the training workshop. Expectations also help facilitators understand the group's specific training needs and adapt the training program.
- The list should be placed in the hall for the participants to review at the end of the training.

4. Time management

- Facilitators should ensure effective time management. Effective time management means getting most of the important work accomplished by the end of the day.
- Facilitators should be in charge of starting, stopping or interrupting the exercises. When conducting group work, give time clues such as 10 minutes remaining or take 2 more minutes.

5. Regular review

- Review the materials learnt from each activity. This helps the participants to be clear about their learning progress and skill development.

6. End of session review

- Summarize what has been learnt during the session and link it to the sessions covered earlier.
- Ensure the learning outcomes of the session have been achieved using an end-of-training evaluation tool.

Sample Training Agenda

Note: All session times are approximate and length of time should be based on trainees' skill and knowledge base.

Day 1			
Time	Session	Objective	Outcome
30 min	Welcome	To introduce the trainers and set guidelines to ensure the training is successful	At the end of the session, each participant should know the training guidelines and what is expected.
1 hr	Session 1: School Governing Bodies	To provide each participant with a basic understanding of a Parent Teacher Association, School Management Committee, Board of Governance and Head Teacher's roles and responsibilities.	At the end of the session, each participant should be able to: <ul style="list-style-type: none"> ▪ Explain the different roles of a Parent Teacher Association, School Management Committee and Head Teacher.
1 hr 45 min	Session 2: PTA-School Relationships	To ensure that each participant understands and demonstrates the roles and responsibilities of the PTA.	At the end of the session, each participant should be able to: <ul style="list-style-type: none"> ▪ Explain the roles and responsibilities of the PTA General Membership and Executive Committee.
2 hrs 30 min	Session 3: PTA Executive Committee	To ensure all participants understand and can articulate the duties and responsibilities of PTA Executive Committee.	At the end of the session, each participant should be able to: <ul style="list-style-type: none"> ▪ Explain the composition of the PTA Executive Committee. ▪ Describe the duties and responsibilities of the PTA Executive Committee members. ▪ Describe the election process of the PTA Executive Committee.
Day 2			
1 hr	Session 1: Women's Participation in the PTA	To ensure all participants understand the importance of women's involvement in the PTA.	At the end of the session, each participant should be able to: <ul style="list-style-type: none"> ▪ Explain the positive effects of women's participation in the PTA.

Time	Session	Objective	Outcome
			<ul style="list-style-type: none"> ▪ Provide specific ideas for promoting women’s participation in PTAs.
1 hr 30 min	Session 2: PTA Executive Committee Formation	To provide participants with an understanding of how to form a PTA Executive Committee.	<p>At the end of the session, each participant should be able to:</p> <ul style="list-style-type: none"> ▪ Form a PTA Steering Committee to set up a new PTA Executive Committee. ▪ Elect a PTA Executive Committee. ▪ Develop and submit election protocol.
1 hr	Session 3: PTA Sub- Committees	To enable participants to gain insight into the types of sub-committees the PTA may establish and the values that guide them.	<p>At the end of the session, each participant should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the values that guide the PTA sub-committees. ▪ Explain reasons or purpose for creating sub-committees and membership criteria. ▪ Identify potential PTA sub-committees your PTA may need to create and why.
2 hrs	Session 4: Community Participation	To enhance the participants’ knowledge, understanding and interpretation of community participation in education in South Sudan and how to create an inclusive and engaged PTA.	<p>At the end of the session each participant should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the meaning of community participation. ▪ Review the community participation cycle (problem analysis, design and planning, implementation, monitoring and evaluation) and identify how PTA sub-committees assist with participation cycle. ▪ Describe ways in which PTAs may promote effective community engagement.
Day 3			
1 hr 30 min	Session 1: Gender and Social Inclusion	To ensure all participants understand and demonstrate the importance of gender and social inclusion in education.	<p>At the end of the session each participant should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the concepts of gender and social inclusion

Time	Session	Objective	Outcome
			<ul style="list-style-type: none"> ▪ Identify categories of school-aged children and youth who are out of school. ▪ Devise approaches to encourage out of school children and youth to enroll in school.
1 hr 30 mi	Session 2: Barriers to Boy's and Girl's Participation in Education	To create awareness on the importance of educating disadvantaged girls and boys.	<p>At the end of the session each participant should be able to:</p> <ul style="list-style-type: none"> ▪ Understand barriers to girls' and boys' participation in education. ▪ Devise potential solutions to address those barriers.
2 hrs 45 min	Session 3: Physically Safe and Healthy Learning Environments	To enable each participant to explain what a safe, healthy school entails	<p>At the end of the session, each participant should be able to:</p> <ul style="list-style-type: none"> ▪ Describe three basic components of a physically safe and healthy school. ▪ Identify categories of hazards and the threats they pose for school communities. ▪ Devise strategies to reduce the potential risk of hazards on the school community and produce an emergency preparedness plan.

Day 1

Session 1: School Governing Bodies

Objective: To provide each participant with a basic understanding of a Parent Teacher Association, School Management Committee, Board of Governance and Head Teacher’s roles and responsibilities.

Learning Outcomes: At the end of the session, each participant should be able to:

- Explain the different roles of a Parent Teacher Association, School Management Committee, Board of Governance and Head Teacher.

Time: 1 hr

Step 1: Brainstorm with Participants What They Know about School Governing Bodies	Time: 15 min
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Ask participants:

- What is the typical governing structure of a school?

Write down all participant responses, then display two flipcharts: one titled “PTA,” and one titled “SMC/BOG”.

Ask participants:

- What is a Parent Teacher Association (PTA)?
- What does the PTA do at your school? What do you think its role should be? How many representatives make up a PTA executive committee?
- What is a School Management Committee (SMC)?
- What does the SMC do at your school? What do you think the role of the SMC should be?
- What is a Board of Governors (BOG)?
- What does the BOG do at your school? What do you think its role should be?
- Are any women represented in your PTA? SMC? BOG?
- Why should we involve women in PTAs, SMCs and BOGs?

Write participant responses on the corresponding flipcharts. Keep the list and review at the end of Day 1 training. This will allow the PTA representatives to understand what new information they have learned about PTAs, SMCs and BOGs.

Step 2: Discuss PTA Mandate	Time: 10 min
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Explain to participants the mandate of a School Governing Body.

The School Governing Body (SGB) shall be an authority on all matters related to finance, academic activities, discipline and co-curricular activities and the general welfare of the school (South Sudan Education Act 2012).

There are three school governing bodies:

1. PTA
2. SMC
3. BOG

Ask participants: Ask participants to volunteer reading aloud slowly the definition of PTAs, SMCs and BOGs. Encourage all participants to follow along and ask questions for clarification.

Parent Teacher Association: The Parents Teacher Association is a voluntary association composed of parents whose children attend the primary or secondary school, teachers and any member of the community who is interested in the promotion of the general welfare of children in the school.

School Management Committee: The School Management Committee in a primary school is a governing body responsible for running the school on behalf of the Ministry of Education, Science and Technology. The committee consists of key individuals representing the local community, the PTA, interest groups, teachers and learners of the school, who are appointed by the Government.

Board of Governors: The Board of Governors in secondary schools is a governing body responsible for running the school on behalf of the Ministry of Education, Science and Technology. Its membership consists of key individuals representing the local community, the PTA, interest groups, teachers and learners of the school, who are appointed by the Government.

Step 3: Responsibilities of PTAs, SMCs and BOGs
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Time: 15 min

Ask participants: What specific responsibilities do PTAs, SMCs and BOGs have?

Explain: The PTAs, SMCs and BOGs promote school-based management through the involvement of teachers, parents, learners and community members. Through their varying roles, these governing bodies in the school work together to promote quality teaching and learning environments.

Role Play: Identifying PTA and SMC/BOG Roles

1. Label one side of the room "PTA" and another side of the room "SMC/BOG".
2. Instruct participants to read aloud a role and then walk to the correct side of the room, indicating if the role is that of the PTA or SMC/BOG. Roles for each organization can be found in the matrix below.
3. Periodically stop to discuss the differences in roles, particularly when participants seem unsure.

Roles and Responsibilities of PTA and SMC/BOG

PTA Key Roles	SMC/BOG Key Roles
Disseminate Republic of South Sudan Education Policy	
Helps parents/community understand the main objectives of school, the general educational system, policies and aspirations.	Oversees the implementation of government and education policies and ensures its operation within the legal framework.
Support Enrolment	
Organizes sensitization and awareness campaigns to increase community awareness of the importance of education and to encourage parents to enroll and retain their children in school.	Minimizes premature leavers/dropouts by establishing remedial classes and school clubs, including girls' clubs.
Helps parents to ensure their children go to school regularly and arrive on time and to report absences of their children from school.	Ensures that attendance of learners and teachers is recorded daily.
Support Improvement in Teaching and Learning	
Helps teachers to understand learners and their home environment and strengthens collaboration between the home and the school.	Monitors school and academic performance including actions to improve learner achievement and quality of teaching.
Ensures basic learning needs, such as notebooks, pens and school uniform, are met to enable learning success.	Helps to ensure that the school and classrooms are adequately resourced, have chalkboards and a sufficient number of textbooks.
Improve School Environment and Support Learners' Welfare	
Mobilizes resources in the community that can be used to improve the school environment, the level of learner achievement and the welfare of learners and teachers.	Mobilizes financial and material resources for the school, including applying for grants and funds from local organizations and businesses to improve the school environment.
Ensures security and safety of school children on the way to and from school.	Ensures security of learners and school property and that children are treated humanely and girls have access to female role models.
Support Management and Leadership	

Establishes the vision and mission of the school.	Implements the vision and mission of the school through monitoring of school actions.
Participates and contributes to school development planning and monitoring of school development plan (SDP) activities.	Oversees the school development planning process, and implementation and monitoring of school development plans.
Helps resolve conflicts between the school and the parents/community when they arise.	Helps resolve conflicts between teachers and school administrators.
Monitors school finances and ensures all financial information is recorded and reported to the donors and the PTA General Assembly.	Opens school bank account and manages capitation and other school grants.
Emergency Preparedness and Disaster Risk Reduction	
Oversees development of school emergency preparedness plan.	Participates in developing school emergency preparedness plan and ensures its implementation through monitoring the plan.
Supports school disaster management through the dissemination of early warning messages and community awareness activities.	Ensures that safety measures are taken to reduce risk.
Mobilizes community resources to get children learning as quickly as possible after a crisis.	Works with local education authorities to reopen schools as quickly as possible and to provide the necessary materials for a conducive teaching-learning environment.

Step 4: Share Head Teacher Mandate	Time: 20 min
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Explain: The South Sudan Education Act (2012) specifies that SGBs are not mandated to run the day-to-day administrative affairs of the school. This is the responsibility of the Head Teacher. The Education Act, Article 29 (c), says, “The administrative and professional management of the school shall be the responsibility of the Head Teachers under the supervision of relevant ministries”.

Brainstorm: What specific management responsibilities does the Head Teacher have?

Explain: The Head Teacher is responsible for managing the school, the teaching/learning process and school funds and assets.

Activity:

- Distribute and read the matrix below, which outlines the key responsibilities for each area, as cited in the draft School Governance Policy (2014).
- Ask participants to put a check mark next to the responsibilities they had already brainstormed.
- Ask participants to put a star by the responsibilities that had not yet been mentioned.
- Ask participants to share if any of these responsibilities were new or surprising to them.

Head Teacher’s Roles and Responsibilities

Area	Responsibilities of Head Teacher
Managing the school	<ul style="list-style-type: none"> ▪ Supervises the school’s teaching and non-teaching staff. ▪ Ensures timely preparation of appropriate duty rosters of all staff. ▪ Ensures appropriate day-to-day financial management of the school.
Managing teaching and learning	<ul style="list-style-type: none"> ▪ Supervises teachers’ classroom performance, preparation of lesson plans, schemes of work and other activities. ▪ Ensures appropriate curricula are covered. ▪ Ensures all learners receive appropriate attention and learning support. ▪ Ensures teaching and learning resources are fairly allocated. ▪ Ensures teachers keep appropriate records, including attendance registers, records of learners’ assignments and other work, learners’ marks and/or grades, disciplinary incidents and health and safety matters. ▪ Supervises administration of schools’ internal and external examinations. ▪ Ensures school enrolments and attendance are in accordance with relevant legislation, policies, directives and decisions. ▪ Ensures staff and learners observe rules and regulations of the school. ▪ Organizes staff in-service training and development activities. ▪ Provides leadership and technical support in planning, implementing, monitoring and evaluating the SDPs. ▪ Enforces teachers’ adherence to the code of conduct.
Managing school resources	<ul style="list-style-type: none"> ▪ Ensures safe and secure storage of all school resources including teaching and learning materials. ▪ Ensures school funds are used according to approved plans and budgets. ▪ Ensures accurate inventories and safety of all school assets.

Relationship with SGBs	<ul style="list-style-type: none">▪ Works closely with the SMC/BOG and PTA.▪ Reports to the SMC/BOG, or Payam Education Office, as required.
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Session 2: PTA-School Relationships

Objective: To ensure that each participant understands and demonstrates the roles and responsibilities of the PTA.

Time: 1 hr 45 min

Materials: PTA Roles and Responsibilities and PTA Work with the School poster.

Learning Outcomes: At the end of the session, each participant should be able to:

- Explain the roles and responsibilities of the PTA General Membership and Executive Committee.

Step 1: Brainstorm: PTA Relationship with the School

Time: 15 min

Ask: In plenary, brainstorm suggestions for how to promote a good relationship with the school. Write responses on the flipchart.

Suggestions for how to promote a good relationship:

- Organize regular meetings, at least twice a term, between the Head Teacher and PTA Executive Committee.
- Organize regular visits (at least one per term) by PTA members to the school.
- The school should respect the views of the PTA members and vice-versa. The school and community should respect the PTA's decisions. If the community has concerns about the decisions made they should discuss the concerns with the Payam Education Office.
- The Head Teacher and PTA should be transparent in all administrative and financial matters.
- Ensure the interests of the school supersede personal interests.
- Avoid unnecessary interference by the PTA in the day-to day-administrative activities of the school.

Step 2: Case Study

Time: 30 min

Read aloud: Read aloud the following case study with participants. Write important information on a piece of paper for participants.

Case Study: Kuti Primary School

Kuti Boma has five villages with a population of 10,000 people, of which 4,000 are school-aged children. The community has one primary school (grades 1–8) with 14 teachers. Only 90 learners attend classes.

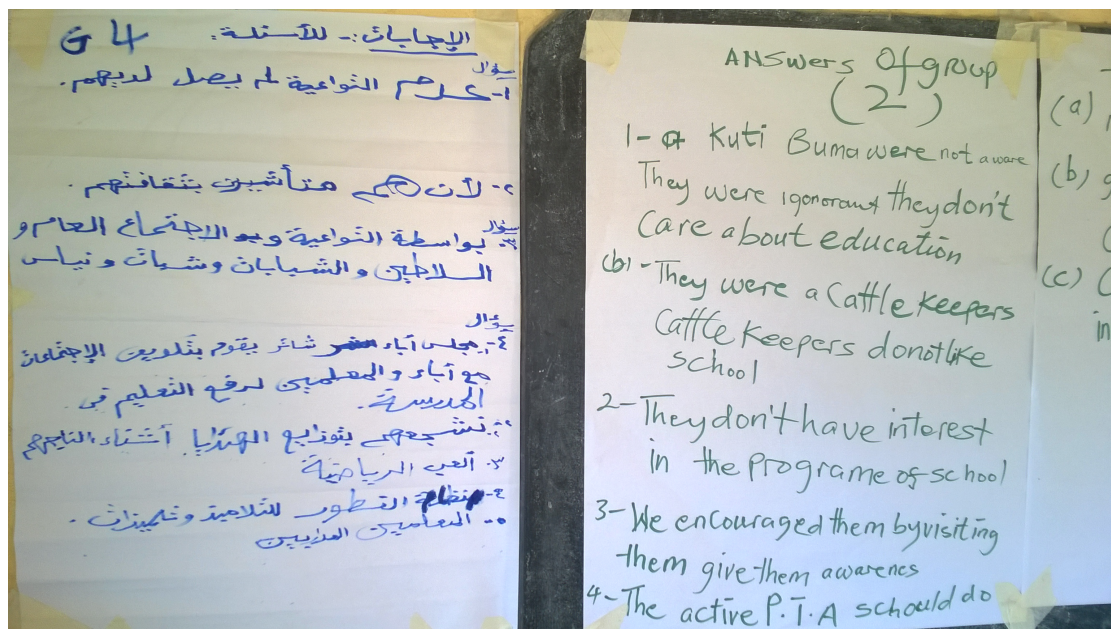
The Head Teacher of Kuti had a consultative meeting with the PTA and the community elders on the following topics: school learning environment, parents' initiative for children's education and SDPs.

This community believes in their traditional lifestyle, in which children help parents to cultivate and herd goats, sheep and cattle. The community uses the dry season for community dances and other activities. The Head Teacher took the initiative of calling for a meeting with PTA and the community elders. Only three people turned up for the meeting. He also called for a parents'/guardians' meeting. Again, very few attended.

Ask participants to discuss in pairs:

1. What are the causes of low enrolment in Kuti Boma?
2. Why do you think people did not turn up for the meetings?
3. How would you encourage greater participation in PTA activities?
4. How do you think an active PTA could help increase enrolment?

Ask participants to share their responses with the larger group.

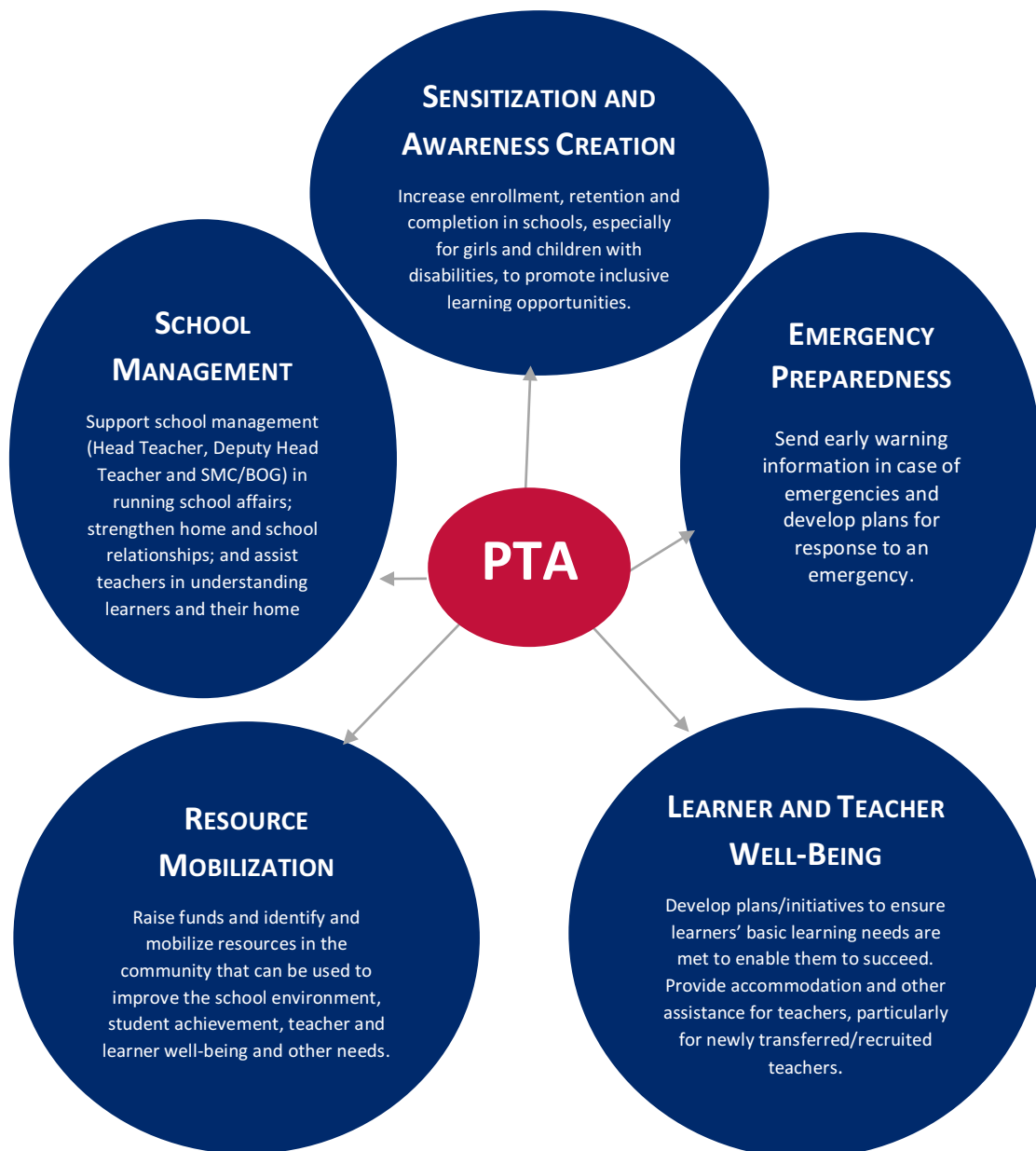


Participant responses to challenges facing Kuti Primary School

Explain: There are five main areas in which a PTA works with the school: 1) sensitization and awareness creation; 2) resource mobilization; 3) school management; 4) emergency preparedness; and 5) learner and teacher well-being.

Distribute: Read aloud the PTA focus areas with the school from the poster.

PTA's Work with the School



Role play activity: Divide participants into small groups. Assign each of the groups one of the focus areas in the diagram above. Tell each group they have 30 minutes to plan out a scenario that describes the focus area. After completing the planning, ask the small group to act out the scenario in front of the large group. Each scenario should only last 2–3 minutes.

Session 3: PTA Executive Committee

Objective: To ensure all participants understand and can articulate the duties and responsibilities of PTA Executive Committee.

Time: 2 hr 30 min

Materials: Handout: Roles and Responsibilities of the PTA Executive Committee Membership

Learning Outcomes: At the end of the session, each participant should be able to:

- Explain the composition of the PTA Executive Committee.
- Describe the duties and responsibilities of the PTA Executive Committee members.
- Describe the election process of the PTA Executive Committee.

Step 1: Discuss the Current PTA and Its Responsibilities

Time: 15 min

Ask: In plenary, ask the participants to explain the composition of their current PTA and its responsibilities.

Write the participants' responses on a flipchart or chalkboard. You can review it at the end of the session to see how participants' views on the PTA have evolved.

Step 2: PTA Membership

Time: 15 min

Distribute: Distribute and read the PTA Membership handout.

Explain: The PTA has two categories of membership: General and Executive.

1. **General Membership** consists of all parents and guardians whose children or dependents are learners in the school and any community member whose contribution is highly recognized by the school community and wishes to belong to the association. The individual will continue to be a member of the PTA as long as he or she has children or dependents in the school or shows an interest in the school.

Criteria for selecting PTA members who have no children/dependents learning in the school:

- People who are respected in the community by virtue of their leadership or other special qualities and the contributions they make to the community.
- People who have participated in development activities through other community projects.
- People who have gone through the formal system of education and have gained useful professional experience in various fields.

- People who have not been through any formal system of education but have useful knowledge and experience in community work.
- People who are willing to participate in school improvement programs.

2. Executive Membership refers to the individuals elected to lead the PTA and to bring into closer relation the home and the school so that parents and teachers may cooperate in the education of school-age children and youth. The PTA Executive Committee consists of 11 members: 5 office bearers and 6 non-office bearers.

The PTA executive office bearers are:

- Chairperson
- Vice Chairperson
- Secretary
- Treasurer
- Secretary of Information

All Executive Committee members, except the Secretary, should be elected by the General Membership, for a period of 1 year. The Head Teacher, by virtue of his or her position, will automatically serve as the secretary of the Executive Committee.

Members may be re-elected to a second and third term of office in succession, thus serving a maximum of 3 consecutive years.

Step 3: Brainstorm Roles and Responsibilities of PTA Executive Committee	Time: 15 min
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Brainstorm:

On a flipchart or chalkboard, write each position (chairperson, vice chairperson, secretary, etc.) with a blank space after it.

Ask participants to brainstorm the roles of each position. Write their responses on the flipchart.

Step 4: PTA Executive Membership Handout	Time: 60 min
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Distribute: Distribute and read the handout. Ask participants which information was already identified in the brainstorming exercise. What additional information do they find on this handout?

PTA Executive Committee Roles and Responsibilities Chart

Position	Responsibilities
Chairperson	<ul style="list-style-type: none"> ▪ Provides overall leadership of the PTA (calls and chairs PTA meetings). ▪ In collaboration with the PTA secretary, draws agenda for the PTA meeting. ▪ Approves the PTA budget/spending. ▪ Serves as signatory to the PTA bank account. ▪ Follows the implementation of PTA-led school activities. ▪ Serves as signatory to all official PTA documents. ▪ Coordinates activities between community members, SMC/BOG and school personnel, which include dissemination of the school vision, mission and objectives. ▪ Represents the PTA at SMC/BOG meetings. ▪ Determines the final vote in case of a tie.
Vice Chairperson	<ul style="list-style-type: none"> ▪ Assumes the chair in the absence of chairperson; arranges and chairs regular meetings of the PTA Executive Committee. ▪ Assists the chairperson in coordinating activities between community stakeholders, SMCs/BOGs and schools. ▪ Performs duties delegated by the chairperson.
Secretary	<ul style="list-style-type: none"> ▪ Prepares the agenda for PTA executive and general meetings in consultation with the chairperson. ▪ Takes and keeps minutes of every meeting of the PTA, including follow-up actions. ▪ Links school activities with PTA. ▪ Requests approval of PTA funding. ▪ Follows the implementation of the resolution of PTA meetings. ▪ Supervises day-to-day activities of the PTA.
Treasurer	<ul style="list-style-type: none"> ▪ Prepares and presents financial reports. ▪ Keeps financial records of the school on PTA-related activities. ▪ Ensures the book of account for PTA-related activities is up to date. ▪ Collects funds for school development. ▪ Presents financial report to PTA members. ▪ Leads the process of PTA budgeting. ▪ Serves as signatory to the PTA bank Account.
Secretary of Information	<ul style="list-style-type: none"> ▪ Links the PTA, community, school and other stakeholders by mobilizing each group in tasks related to school development. ▪ Reports to the PTA secretary the concerns of the community. ▪ Compiles relevant documents and disseminates information to the PTA General Membership. ▪ Mobilizes the community in tasks that are related to school development. ▪ Represents the PTA in meetings related to co-curricular activities (sports, games, cultural functions). <p>[Head Teacher, by virtue of his or her position, will automatically serve as the secretary of the Executive Committee.]</p>
Non-Office Bearers	<ul style="list-style-type: none"> ▪ Attend PTA meetings on a regular basis. ▪ Report to the PTA chairperson community concerns about the school environment. ▪ Assist in community mobilization.

	<ul style="list-style-type: none"> ▪ Represent the PTA in activities in any related functions assigned by the chairperson. ▪ Head sub-committees, e.g., Emergency Preparedness Committee.
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Read aloud: River Crossing Exercise

The River Code Exercise

A woman and two men are going for a wedding. They come to a river swollen by a storm. A strong man comes along and offers to carry the others across the river on his shoulders. He carries the two men across in this way, but the woman refuses to be carried because it is against her culture. The man offers to guide her across by holding her hand. She agrees and successfully crosses the river.

Ask the group the following questions:

- What did you see?
- What did you hear?
- Would you rather be the men who were carried across or the woman who was guided across? Why?
- What advice would you give to the strong man? To the men carried across? And to the woman led across?
- Who do these people represent?
- Have you seen this kind of development in your school or community?
- Is this the kind of development you would like to have?

Summarize the exercise: Explain to participants that for development to be both successful and long lasting, people need to take responsibility for their own progress. They should not rely on others to carry them across the river.

Step 5: Limitations of PTA Authority	Time: 30 min
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Explain: There are limits to PTA authority.

Ask: Ask participants if they can think of an example of a PTA member who has overstepped or abused authority?

Read aloud: Read the limitations of PTA Authority:

- PTA executive members shall not hold or take any personal or professional interest, other than by being a member of the Executive Committee, directly or indirectly in any material or financial assets vested in the PTA, the SMC/BOG or the school.
- Office bearers of the PTA should not be office bearers of the SMC/BOG.

- The PTA should not interfere with the day-to-day administration of the school. This is the responsibility of the Head Teacher.

Ask: Ask participants if they can think of a situation where a PTA member might be required to leave the PTA?

Explain: A PTA executive member may be removed if he or she:

- Has been absent for more than three consecutive PTA meetings without valid reasons.
- Has been convicted of an offense involving fraud or immorality.
- In the opinion of the PTA, is unable or unfit to discharge the function of a member, or is unsuitable to continue as a member because of reasons of prolonged mental disorder or illness or in the event of death.

Step 6: Questions?	Time: 15 min
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Ask: Do participants have questions or comments about any information discussed in this session?

Day 2

Session 1: Women's Participation in the PTA

Objective: To ensure all participants understand the importance of women's involvement in the PTA.

Time: 1 hr

Learning Outcomes: At the end of the session, each participant should be able to:

- Explain the positive effects of women's participation in the PTA.
- Provide specific ideas for promoting women's participation in PTAs.

Step 1: Brainstorm

Time: 20 min

Ask participants:

- How many women are typically represented on the PTA Executive Committee?
- Why are women's perspectives important in the Executive Committee?
- How do you think it might help girls to see women in PTA leadership positions?
- What are the barriers to female participation in PTA leadership positions?

Step 2: Women in the PTA

Time: 25 min

Distribute and read aloud the barriers and actions to promote women's participation.

Ask participants to cover the right-hand column with a piece of paper.

As you read each barrier aloud, ask participants to propose actions that could be taken to overcome it. After participants have offered their ideas, ask them to move the paper to reveal what is in the right-hand column.

Promoting Women's Participation in PTAs

Barrier to women's participation	Actions to promote women's participation
Household responsibilities: Women are busy throughout the day with household chores, including fetching water, collecting firewood, caring for children, cooking, etc.	Hold meetings at convenient times for both men and women. When organizing a PTA meeting, find out the most convenient meeting time for the majority of the individuals involved.
Lack understanding of importance of PTA: Many women lack sufficient understanding and knowledge of the importance of	Sensitize both women and men about the importance of both groups participating in the PTA. A special meeting to sensitize women about their roles may be held to educate

participation in public life, including PTA activities, because of their limited education.	women on their contributions and support to the PTA. Encourage women to enroll in the Basic Adult Literacy Programme.
Female restrictions: Women may be restricted from participating in public life by their families (husbands) or community/societal pressures. Women may have a (perceived) low status within the community.	Create awareness among men about respecting women’s ideas in meetings and supporting their active participation in decision-making. Work with local traditional and religious authorities to hold meetings for men about the importance of all voices being part of a PTA. Ensure appropriate female representation in the PTA with at least two of them as office bearers.
Cultural stereotypes: Women are shy to speak in public for cultural reasons, e.g., women should be seen but not heard.	Encourage women to share their opinions during meetings through a small-group discussion approach to enable them to express their ideas without interference from men.

Step 3: Questions?	Time: 15 min
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Explain: In the next session we will discuss the Executive Committee election process and how to promote women’s participation through election quotas.

Ask: Do participants have questions or comments about any information discussed in this session?

Session 2: PTA Executive Committee Formation

Objective: To provide participants with an understanding of how to form a PTA Executive Committee.

Time: 1 hr 30 min

Learning Outcomes: At the end of the session, each participant should be able to:

- Form a PTA Steering Committee to set up a new PTA Executive Committee.
- Elect a PTA Executive Committee.
- Develop and submit election protocol.

Step 1: Introduction

Time: 15 min

Explain: There are six key steps to forming a PTA Executive Committee. The steps are:

1. Determine if a PTA Executive Committee needs to be formed.
2. Create a Steering Committee to guide the formation of the new PTA Executive Committee.
3. The Steering Committee will invite parents and guardians (General Membership) to a PTA Executive Committee formation meeting and election (held on the same day).
4. The Steering Committee will preside over the election meeting and ensure that there is sufficient diversity among elected candidates.
5. The Steering Committee will announce the election results to the General Assembly.
6. The Steering Committee will report election results to the Payam Education Supervisor.

Step 2: Does the Executive Committee Need to Be (Re)-formed?

Time: 15 min

Ask: How might a community determine if a new Executive Committee is needed?

Distribute: Distribute and read the Executive Committee Formation handout.

Explain: A new PTA Executive Committee will be formed:

- When the school does not have a functional PTA.
- At the expiration of the term of elected members.

The PTA Executive Committee will be reformed when:

- There is a loss of membership by death, dismissal, resignation, illness, etc. or when the active executive members are fewer than seven.
- PTA executive membership is not active in implementing the responsibilities assigned to them.

Explain: A school that does not have a PTA will undertake the following steps, in consultation with the Head Teacher and Payam Education Supervisor.

Step 3: Form a Steering Committee	Time: 15 min
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Explain: Form a Steering Committee that includes the following members:

- Representative from the Payam Education Office. The Payam Education Office is mandated to supervise the conduct of the elections.
- The Head Teacher or, in his or her absence, the Deputy Head Teacher.
- A female representative from the community or the school.
- Two other representatives from the PTA General Membership.

The Steering Committee will provide overall guidance to help establish the PTA Executive Committee. The Committee is responsible for:

- Organizing the elections of PTA Executive Committee.
- Overseeing the PTA Executive Committee election and ensuring accuracy in the counting of votes.
- Declaring results, writing the elections report and sending the report to the Payam Education Authority.

Step 4: Notify Community Members of the PTA Executive Committee for Election	Time: 15 min
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Explain:

The Head Teacher’s task is to set a time, date and place for a community meeting to conduct a PTA Executive Committee election.

His or her next task is to send an invitation to the PTA General Membership to attend the PTA Executive Committee elections meeting:

- Send a written invitation to learners’ parents and guardians to attend a meeting to form a PTA and elect the PTA Executive Committee to run the PTA.
- The letter should bear the title “Formation of PTA and Election of PTA Executive Committee.
- The invitation should be sent 7–14 days before the meeting, depending on the size of the school community and the various occupations of the parents and guardians.
- The letter should indicate the date, time and venue of the proposed PTA meeting.
- Where appropriate, the Head Teacher may also convey the same invitation through the mass media, such as newspapers or FM radio broadcasts.

Step 5: Preside Over the PTA Formation Meeting and the Election	Time: 15 min
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Part I: Explain the importance, composition and structure of the PTA

When community members first arrive to the meeting, the Head Teacher can explain the PTA's roles and responsibilities. This discussion should include the following points:

- What is a PTA?
- How does a PTA work with the school?
- What are the categories of PTA membership?
- What is the composition of the PTA Executive Committee?
- What are the roles and responsibilities of the Executive Committee members?

Part II: Explain the importance of diversity to meeting attendees

Explain: Yesterday, we discussed the importance of women's participation in the PTA. Today we will talk about practical strategies for inclusion of women and other vulnerable groups in the PTA election process.

Ask participants: During the first meeting with parents, how could the Steering Committee ensure all groups are represented on the PTA Executive Committee? For example, how could the community ensure women and other groups are nominated for the PTA Executive Committee?

Discuss: How to promote an inclusive Executive Committee:

- Consider appropriate female representation with a goal of having at least two women as PTA office bearers.
- Consider including an individual with disabilities or an individual who has a relationship with disabled children (e.g., mother, father, household member) to promote inclusiveness and ensure both gender and disability elements (or dimensions) are incorporated into the PTA work.
- Consider how to ensure minorities and other marginalized groups are represented.

Do No Harm

It is important to ensure no group is disadvantaged or marginalized during the formation and/or revitalization of the PTA. When the Steering Committee is formed, ask the group to draft nomination criteria. The criteria outline, among other things, how to ensure there is equitable representation (including female representatives) on the PTA Executive Committee. The draft criteria are shared with the community and are subsequently adopted during the PTA Executive Committee election process.

Part III: Explaining the election process to attendees

Explain: The Head Teacher explains to the assembly the election process.

Clarify to the participants that:

- Two teacher representatives (one male and one female) will be nominated to the PTA Executive Committee.
- The General Membership will elect eight community members for the Executive Committee.

Explain the following steps to meeting participants:

- One person is needed to nominate the candidate and another, to second.
- Encourage participants to nominate individuals who are responsible and respected members of the community and who will work to ensure the PTA is functioning and strong.
- Ask the participants to identify the preferred method of voting (show of hands, queuing, secret ballot, standing vote, etc.).
- The person with highest vote will be declared the winner.
- In case of a TIE, repeat the voting process with the two candidates with the highest number of votes. The candidate with the fewest votes is then eliminated.

Do No Harm

To ensure there is equitable representation for nominations you may ask the following questions:

- Have nominations been received for both male and female candidates?
- Are all groups in the community represented? If not, who is missing and why?

Explain to meeting participants that a written report (protocol) will be submitted to the Payam and County Education Offices.

Step 6: Submit a Protocol to the Payam and County Education Offices
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Time: 15 min

After the election, the Steering Committee submits a written protocol about the election process to the Payam and County Education Offices.

This document should provide the name of the school, the date of the election and the contact information of the PTA Executive Committee members. See example below.

SAMPLE OF PARENT TEACHER ASSOCIATION EXECUTIVE ELECTION PROTOCOL

Name of School: **Date:**

- Head Teacher, Deputy Head Teacher, teachers, PTA members and representatives of the community gathered to elect the PTA Executive Committee, which will support the school management in running school affairs, help teachers to understand learners and their home environment and strengthen collaboration between the home and the school.

The following members were elected to represent our voices in the PTA body. They have confirmed that they understand that the school PTA is a voluntary institution.

Record of Parent Teacher Association Executive Committee Elections

S/No.	Position	Name	Interest group	Gender	Phone
01	Chairperson	XXXXXXXXXXXXX	Parent/Community	Male/Female	098000000
02	Vice Chairperson	YYYYYYYYYYYYY	Parent/Community	Male/Female	
03	Secretary		Head Teacher/ School	Male/Female	
04	Treasurer		Parent/Community	Male/Female	
05	Secretary of Information		Parent/community	Male/Female	
06	Non-Office Bearer 1		Teacher/School	Male/Female	
07	Non-Office Bearer 2		Teacher/School	Male/Female	
08	Non-Office Bearer 3		Parent/Community	Male/Female	
09	Non-Office Bearer 4		Parent/Community	Male/Female	
10	Non-Office Bearer 5		Parent/Community	Male/Female	
11	Non-Office Bearer 6		Parent/Community	Male/Female	

The Steering Committee submits two copies of the protocol to the Payam Education Office (PEO):

- The PEO submits a copy of the protocol to the County Education Office to ensure the County Education Office officially recognizes the PTA Executive Committee members.
- The PEO in collaboration with the Head Teacher plans for the capacity building of the PTA members on their roles.

Session 3: PTA Sub-Committees

Objective: To enable participants to gain insight into the types of sub-committees the PTA may establish and the values that guide them.

Time: 1 hr

Materials: Handout: Types of PTA Sub-Committees

Learning Outcomes: At the end of the session, each participant should be able to:

- Describe the values that guide the PTA sub-committees.
- Explain reasons or purpose for creating sub-committees and membership criteria.
- Identify potential PTA sub-committees your PTA may need to create and why.

Step 1: Explain PTA Sub-Committees

Time: 15 min

Explain: The PTA Executive Committee can create permanent or temporary sub-committees, which the PTA will coordinate.

A sub-committee may be created to help the PTA undertake an activity, such as raising funds for school furniture, or to perform a specific function, such as monitoring the SDP or promoting gender advocacy in the school.

Sub-committee membership: The PTA Chairperson, in consultation with the Executive Committee members, nominates individuals to the sub-committees. Selections to PTA sub-committees should be transparent and equitable.

To ensure sub-committee membership is fair:

- Develop PTA sub-committee criteria. Examples of such criteria might include:
 - Candidate has the relevant skills and qualifications desired.
 - Candidate represents an important constituency, such as women.
- Share the criteria at a general PTA meeting and post it on the school notice board. Nominations should be shared broadly.
- Provide space for community members to give feedback on sub-committee nominees. If community members have any concerns about the sub-committee membership and individual(s) nominated, the general PTA meeting serves as an avenue for individuals to raise concerns.

Step 2: Review the Types of PTA Sub-Committees

Time: 45 min

PTA sub-committees are listed below.

Community Monitoring Team: Community Monitoring Team (CMT) oversees the implementation of the SDP activities. The CMT informs the PTA Executive Committee and the school/learning center on the progress being made on the implementation of key activities in

the SDP. This sub-committee is composed of three members. The head of the sub-committee is a non-office bearer from the Executive Committee, and the other two members are from the General Membership. The Education Act 2012 of the Ministry of Education, Science and Technology South Sudan empowers the PTA to hold the school accountable. The CMT plays an important role in ensuring accountability.

The CMT perform the following roles:

- Monitors the implementation of activities and achievement of objectives associated with:
 - School development plan
 - School community grants
- Informs the PTA Executive and the broader school community on the implementation and achievements of:
 - School development plan
 - School community grants
- Reports (using color coding system, as in example below) to Payam and County Education Offices on the progress made on SDP and the use of grants.

Monthly School Activity Plan	Timeframe				Implementation Progress		
	M1	M2	M3	M4	Not Started	In progress	Completed
Provision of desks and office furniture					Red	Yellow	Green
Formation of games and sports clubs							

School Disaster Management Sub-Committee: The School Disaster Management Sub-Committee (SDMSC) is formed to prepare for and mitigate threats such as emergencies and crises which could impact on:

- The continuation of learning;
- Health and wellbeing of learners and school staff (including psychosocial health);
- Safety of buildings and other material assets belonging to the school.

The SDMSC are responsible for developing practices and engaging in school activities to support school-based disaster risk reduction and preparedness. The SDMSC are also responsible for dissemination of key preparedness messaging and emergency alerts to learners, staff and parents. This sub-committee is composed of six members: four PTA members (two male and two female) and two teachers. The head of the sub-committee is selected from among the PTA non-office bearers, and the other three are from the PTA General Membership.

The SDMSC performs the following roles:

- Advises and assists the PTA Executive Committee and the school or AES learning center on risk prevention, mitigation, emergency preparedness and contingency planning.
- Reviews the school emergency preparedness plan, applies the plan and monitors its implementation.
- Identifies potential hazards, undertakes capacity mapping and risk vulnerability exercises and leads on school safety assessments.
- Conducts, practices and engages in activities for school-based disaster risk reduction and preparedness, including facilitating standard operating procedures, simulation drills, contingency and education continuity plans.
- Works with the children's club to produce and disseminate preparedness messaging and emergency alerts for the school community which is appropriate for children of different ages, gender and disabilities.
- Coordinates and communicates with local authorities (e.g. police, hospitals) and the parents or guardians of learners during crisis situations.
- Holds documented meetings to discuss school-based emergency preparedness issues.
- Advocates for School Development Plans to include emergency preparedness and disaster risk reduction activities.
- Acts as a focal point for rolling assessments that provide information on the interaction between schools and crisis and conflict situations.

Gender and Social Inclusion Advocacy Group: In each community, the PTA will create the Gender and Social Inclusion Advocacy Group as a sub-committee composed of qualified, well-respected members of the community. The advocacy group should consist of four women/mothers and two men/fathers or other male champions. The committee should include at least one person with a disability, whenever possible.

In consultation with the PTA Executive Committee, the PTA chairperson will appoint two female members from among the PTA non-office bearers of the Executive Committee and two women from the General Membership. However, if there are no women on the Executive Committee, all of the women will be appointed from the General Membership. The chairperson will also appoint two men from the General Membership to serve as male champion members of the sub-committee.

The Gender and Social Inclusion Advocacy Group performs the following roles:

- Serves as voices of change in their respective communities, advocating widely against gender disparities and social exclusion in education.
- Advocates for broader participation of girls and disadvantaged children in education, and targets and influences decision makers.
- Creates and implements public advocacy campaigns that include public rallies, media and conferences.
- Promotes enrolment and school completion for girls and children with disabilities.
- Raises awareness about harmful cultural beliefs and practices as well as the benefits of education for girls, children with disabilities and other vulnerable children.

- Mobilizes the local community to support education for both girls and boys and for children with disabilities.
- Provides counselling, support services and mentorship for teenage mothers to enable them to return to school.
- Advocates for school development plans to incorporate gender and social inclusion activities.
- Connects children with disabilities or other special needs to support and protection services.
- Promotes affirmative action policies and recruitment and retention of female and male teachers in collaboration with PTAs and education authorities.
- Reports cases of sexual or physical abuse (including school-related, gender-based violence and abuse of children with disabilities) to authorities and follows up on cases.

Session 4: Community Participation

Objective: To enhance the participants' knowledge, understanding and interpretation of community participation in education in South Sudan and how to create an inclusive and engaged PTA.

Time: 2 hr

Learning Outcomes: At the end of the session each participant should be able to:

- Explain the meaning of community participation.
- Review the community participation cycle (problem analysis, design and planning, implementation, monitoring and evaluation) and identify how PTA sub-committees assist with participation cycle.
- Describe ways in which PTAs may promote effective community engagement.

Step 1: Discuss Case Study

Time: 15 min

Read aloud: Read the case study below and ask participants to work in pairs to discuss the case in detail:

Kwatok Primary School

Kwatok Primary School did not have any primary 1, 2 or 3 learner pass the primary grade exams the last 3 years. In Makengi Primary School, the situation was different. Each year Makengi Primary School celebrated learners' success.

The Payam Education Supervisor was concerned about Kwatok. He knew the school performance could be improved if the PTA worked hard to create the desired learning environment. He organized a peer-learning visit for the Kwatok PTA Executive Committee to learn from the Makengi Primary School.

The Kwatok PTA was amazed by what they found in lower primary classes at Makengi. Young children, including girls, were able to read and write. The Head Teacher explained, "No child at this school goes to primary 4 without knowing how to read and write".

She explained how the school worked with the parents to create Reading Corners. Parents provided vocabulary words, short stories, riddles and songs (which teachers wrote on cards), booklets and charts for learners to read. The Head Teacher explained to the visiting PTA that she had allocated time for reading and writing on the timetable for lower primary classes and assigned reading and writing homework each day. Some parents allowed time for their children to complete their homework in the early hours of the evening, while others bought lamps to enable their children to read in the early hours of the night. These practices helped to build a firm foundation for early reading and writing.

After participants have discussed in pairs, call the group together again. Ask:

- What role do parents play to support the reading program at Makengi Primary School?
- What would be required at your school to emulate the example of Makengi Primary School?
- Who would take the lead in bringing about the desired changes in your school?

Step 2: Who Are Community Members?	Time: 10 min
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Explain:

The information below is from the South Sudan Minimum Standards for Education in Emergencies (2012).

Brainstorm Activity:

Ask participants to brainstorm how each of the following groups can engage with the PTA and the school?

- Village authorities, including chiefs
- County Commissioner
- Payam and Boma Administrators
- PTA members
- Religious and traditional leaders
- Family members: mothers, fathers, grandparents and caregivers
- Girls, boys and youth
- Women's group members
- Social advocacy group members
- Sports group members
- People with disabilities
- School administrators
- Representatives from locally identified vulnerable groups

Step 3: Community Participation	Time: 30 min
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Brainstorm Activity:

Ask participants to:

- Form small groups. Provide each group with a flipchart and a marker.
- Make a list of examples of how the community can engage with the PTA to improve their school environment.
- Briefly share their ideas for community engagement in plenary. In the group's opinion, which types of community involvement are most feasible for their school?

Examples of Community Participation (to add to the discussion)

Action	Example
Contribution of money, materials and labor.	Work with PTA Gender and Social Inclusion Advocacy Group to identify ways men and women may contribute, which do not unfairly burden a population group.
Attendance at PTA/school meetings.	Understand the timetable and work commitments for various population groups. Establish a timeframe that works for the various population groups. For individuals who may not be able to attend, work with PTA secretary of information to find a way to share meeting materials and proceedings.
Participation in school open days.	Work with the Head Teacher to ensure the school is welcoming to all population groups (e.g., internally displaced persons).
Participate in school development planning process by contributing ideas and suggestions and monitoring and evaluating school development plans.	Work with the Head Teacher, teachers and Gender and Social Inclusion Group to ensure community leaders, women, youth and marginalized groups participate in the school development planning process and in monitoring the implementation of the SDP.
Participation in campaigns for fundraising and awareness creation to increase enrolment and retention of children in schools.	The PTA Executive Committee and Gender and Social Inclusion Advocacy Group collaborate with school personnel to visit households with out-of-school learners to determine barriers (particularly for girls and children/youth with disabilities) to school enrolment and attendance. Assumptions for why learners are not in school may be biased or inaccurate.
Encourage community members to visit the school regularly and act as a school advocate.	Work with the Head Teacher to create a welcoming physical environment for family and community members visiting the school. Disseminate calendars of school activities to provide advance notice to parents and guardians. Host open days. (See information on next page.)

Promoting the school (teachers and learners) to participate in community development activities, such as clean-up campaigns or tree planting.	Work with the PTA Gender and Social Inclusion Advocacy Group to identify ways teachers and learners may be involved in community engagement activities.
Encouraging the community to interact with teachers and learners regularly to understand the problem of learners and monitor progress on their performance.	Work with the Head Teacher and Gender and Social Inclusion Advocacy Group to encourage families to participate in school open days.
Urging community members to provide accommodation and other assistance for teachers, particularly newly transferred teachers.	Hold school- and community-based meetings to help parents understand the needs of the school and teachers and thereby be in a position to provide appropriate support.

Explain: Open Days

Parents Day: PTAs invite local government authorities, community leaders, parents and community members to gather at the school to celebrate Parents Day. The day is used to:

- Discuss key issues concerning the school and its activities; it is organised to allow teachers and parents to exchange ideas and make suggestions for improvements.
- Organize social activities with an aim to bring government authorities, traditional leaders, parents and the PTA together to interact and discuss a range of social issues.
- Educate community members on the importance of education, particularly girls' education and inclusive education, which addresses the needs of children with disabilities and other vulnerable groups, such as orphans.

School Visitation Day: School Visitation Day is a day the PTA and SMC/BOG invite parents and special guests to visit the school. Parents are encouraged to participate to have a good understanding of what is expected of their children. This day is important because:

- Parents visit their children's classrooms and receive progress reports from teachers.
- Parents see and participate in the school activities to understand what a school day is like for their children.

Step 4: Community Involvement and Engagement	Time: 20 min
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Explain: The goal of community participation is to move from community involvement to community engagement.

Community involvement: Communication tends to be one way with schools telling parents and communities what should be done. Parents attend meetings but do not engage actively with the school (passive participation).

Effective community engagement: Communication is two way with parents and communities freely expressing their concerns about the school, providing suggestions, etc. and schools listening and being receptive to ideas. The school also expresses their concerns and needs to the parents and communities to listen and respond to, as needed. There is an active and open exchange and activities undertaken between the school and community (active participation).

Effective community engagement promotes greater **trust** between parents and communities and the school.

Explain: There are multiple actions the PTA can undertake to promote community participation and move from community involvement to community engagement. These include:

- *Conducting awareness campaigns* to promote community involvement in education. The campaigns should target parents and community members to help them better understand the benefits their children will gain as a result of their involvement in school programs.
- *Establishing two-way communication channels* and encouraging continuing dialogue between the community and the school. This helps the community understand that the responsibility of educating children cannot fall to the school alone; rather, it requires community involvement to achieve better learning outcomes.
- *Encouraging the school to use the local language* in meetings with parents and community members and in social events organised by the school.
- *Organizing orientation programs for teachers* to brief them on the cultural practices and beliefs of the community and the need to respect the practices.
- *Encouraging effective community participation.* Collaborating with community leaders, chiefs, elders, religious leaders and County Councilors helps to positively promote community participation in education in all community gatherings, occasions/celebrations and meetings.
- *Discussing the learning environment with government authorities* and encouraging community members to talk with local government and education authorities to consider education improvement a priority in their plans.
- *Inviting community members to participate in school open days*, such as School Visitation and Parent Days, and giving parents opportunities to address the gathering with words of encouragement. School Visitation Day and Parents Day are open days organised by the school administration, SMC/BOG and the PTA Executive Committee to raise awareness and sensitize the community on the importance of education.
- *Work with community members to:*
 - Visit the school regularly and interact with teachers and learners to know their problems.
 - Urge community members to provide accommodation and other assistance for teachers, particularly newly transferred teachers.

- Encourage teachers to participate in community programs—such as community development activities, like clean up campaigns and tree planting—to help them socialize and interact with community members.

Step 5: Ways PTA May Assist the School in Identifying Resources	Time: 45 min
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Brainstorm with the participants ways in which the PTA may assist the school in identifying resources in the community for school improvement.

Explain: Community participation starts with identifying and mobilizing resources for the learning environment.

In South Sudan, community resources for learning opportunities are identified and mobilized and used to implement age-appropriate learning opportunities. This means that community members lead the identification and mobilization steps, which include mapping all the resources, deciding when resources are ready to be used, prioritizing education activities and matching resources to education activities. (Source: South Sudan Minimum Standard for Education in Emergencies)



A community-constructed temporary learning space

Mapping activity: Provide participants with a large piece of paper.

Ask participants to draw a map of their school and wider community.

Ask participants to draw or write the various resources available in their community, including:

- *Hard resources* such as land, the church or mosque, livestock, money and food

- *Soft resources* such as PTA members' time and skills, volunteer classroom assistants, school construction, cooking for the school, etc.

Ask: After 30 minutes, ask one or two groups to briefly explain how these resources can help to improve their school.

DAY 3

Session 1: Gender and Social Inclusion in Education

Objective: To ensure all participants understand and demonstrate the importance of gender and social inclusion in education.	Learning Outcomes: At the end of the session each participant should be able to:
Time: 1 hr 30 min	<ul style="list-style-type: none"> ▪ Explain the concepts of gender and social inclusion in education. ▪ Identify categories of school-aged children and youth who are out of school. ▪ Devise approaches to encourage out of school children and youth to enroll in school.
Material: Gender and Social Inclusion Handout	

Step 1: Explain Gender	Time: 10 min
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- Explain that the next two sessions will focus on gender and how to involve the community in promoting equal education opportunities for both girls and boys.

Explain: Gender is used to describe those characteristics of men and women, which are socially constructed, in contrast to those, which are biologically determined.

Definitions: Gender and Sex

Gender	Sex
Based on roles given by society. These roles can change over time.	Universal: Biological characteristics; unchangeable.

Step 2: Exercise on Girls' and Boys' Activities	Time: 30 min
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Divide the participants into four groups (two male groups and two female groups to discuss separately).

Ask each group to fill in the following chart listing all the activities that boys and girls perform during the day (the activities should include work, duties and play).

Time	Activities that girls do	Activities that boys do
Before school		
In school		

After school		
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Step 3: Compare Results	Time: 20 min
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Ask the following questions:

- How many hours do you think girls and boys work per day?
- If boys work more than girls or vice versa, why do you think this is the case?
- What are the implications of the longer working hours of girls and boys with respect to their learning?
- What could be done to give girls and boys more time for learning?

Step 4: Explain the Gender and Social Inclusion Handout	Time: 15 min
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Explain: Social Inclusion in education refers to the provision of equal opportunities to all individuals and groups in society to have access to education regardless of sex, gender, disability, social class or language. In our context, that means ensuring that no child in South Sudan is left out of the education system.

Step 5: Discuss Why Some Children and Youth Are Not in School	Time: 15 min
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Engage participants in answering the following questions:

- List categories of school-aged children and youth who are not in school.
- Why are these children and youth not in school?
- What, in your opinion, could be done to bring them back to school?

Write participants responses on a flipchart/chalkboard and clarify or add relevant information, if any.

Session 2: Barriers to Girls' and Boys' Participation in Education

Objective: To create awareness on the importance of educating disadvantaged girls and boys.

Time: 1 hr 30 min

Learning Outcomes: At the end of the session each participant should be able to:

- Understand barriers to girls' and boys' participation in education.
- Devise potential solutions to address those barriers.

Step 1: Case Study: Salamat Primary School

Time: 30 min

Read aloud: Read aloud the case and explain it to participants before they start discussion.

Case Study: Salamat Primary School

In Salamat Primary and Secondary school, Mr. Tarifa, the math teacher, befriended 15-year-old Tazima, a beautiful and smart learner. Mr. Tarifa began to ask Tazima to remain, alone, after class. He gave Tazima extra attention during school breaks and lunchtime.

As time went on, Tazima's performance in school changed from excellent to average, and then from average to poor. Tazima began to miss classes. She became quiet and seemed distracted.

Ms. Danita, one of Tazima's other teachers, noticed the changes in Tazima and became concerned. One day after school, Ms. Danita saw Mr. Tarifa invite Tazima into his empty classroom.

Ms. Danita raised her concerns with the Head Teacher, but he dismissed the issue. "It is not Mr. Tarifa's fault that Tazima is not performing well in school. And you can't blame him for giving attention to a pretty and weak girl like Tazima". After two months, it was rumored that Tazima was pregnant, and that Mr. Tarifa was responsible for the pregnancy.

Discussion:

1. What are the issues in this case?
2. What is your assessment of Mr. Tarifa's behavior as the math teacher at Salamat Primary School? What of the Head Teacher and female teacher's conduct?
3. If this case happened in your school, what would you do to Mr. Tarifa? Is there anything that can be done to assist Tazima after she became pregnant?

Have each group report their responses to the larger group.

Step 2: Discuss Barriers to Girls' and Boys' Participation in Education	Time: 25 min
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Barriers to girls' participation in education

Explain that sexual abuse of girls is just one of the barriers to girls' education in South Sudan.

Ask participants to sit in small groups and brainstorm additional barriers to girls' education in South Sudan. After 10 minutes, ask groups to share.

Suggestions include:

- Negative attitudes towards girls' education. There is a belief that when girls are enrolled in school, they get spoiled.
- Early and forced marriages.
- Strong cultural norms favoring boys' education when a family has limited resources.
- Poor quality of education that reinforces high dropout of girls.
- School-related gender-based violence, where male peers and teachers harass adolescent girls.
- Inadequate sanitation facilities in schools, such as lack of private and gender-separated latrines.
- Lack or insufficient number of female teachers to act as role models.
- Economic and social demands such as household chores and caring for younger siblings.
- Lack of easy access to educational facilities (long distances).
- The culture of using girls as a babysitters.

Barriers to boys' participation in education

Ask participants to return to their small groups and brainstorm a list of barriers to boy's participation in education. After 10 minutes, ask groups to share.

Example answers may include:

- *Initiation and transition into manhood:* One of the cultural practices in South Sudan is initiation into adulthood. Once boys are initiated, they tend to concentrate on peer group activities, such as cattle rustling, early marriages and family responsibilities. This has led to boys dropping out of school.
- *Lifestyle:* Some communities do not enroll their children in schools as a result of cultural beliefs and lack of awareness about the benefits of education. Pastoral communities value their cattle above education. As a result, a huge number of boys from these communities have no access to schools.
- *Financial constraints:* The economic ability of some parents affects boys' education. Inability of parents to pay school fees makes many boys to drop out of school. Boys from

such backgrounds may begin to fend for themselves and sometimes for their families by engaging in activities such as hawking, shoe shining and running a Boda-Boda business.¹

- *Gang lifestyle:* A number of teenage boys in urban centers in South Sudan drop out of school as a result of peer pressure and join criminal gang groups popularly known in South Sudan as “Niggers”. The gangs are a reflection of what youth consider modern in changing times and what parents and communities perceive as foreign ideas and lifestyles interfering with the local community life.

Step 3: Brainstorm Strategies	Time: 25 min
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Ask participants to:

- Work in small groups and brainstorm strategies for overcoming these barriers.
- Share their answers with the larger group. Write down their responses on a flipchart and clarify or add information, if any.
- Brainstorm as a large group: How could the PTA help implement some of these strategies?

Step 4: Explain the Handout	Time: 10 min
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Read aloud: Approaches to overcome barriers for girls’ and boys’ participation in education include:

- Organizing campaigns to sensitize parents, teachers and learners on the importance and benefits of education for both boys and girls.
- Organizing regular community dialogue groups involving community leaders (chiefs, religious leaders), local government officials, women’s groups and youth leaders, including cattle camp youth leaders, to discuss issues hindering teenage boys’ participation in education and suggest ways to resolve these issues.
- Working with community leaders and local government authorities to formulate community by-laws that can regulate negative cultural practices that affect girls’ and boys’ participation in education.
- Identifying potential women from the community to volunteer as teachers with recommendation for further training and upgrading to full primary/secondary school teachers.
- Mobilizing resources to address some of the economic challenges affecting vulnerable girls’ and boys’ participation in education (school fees, sanitary pads for girls and learning materials)
Mobilizing the community to improve the school environment, such as building separate latrines for girls, boys and physically disabled children and other important infrastructure.

¹: Boda-Bodas are motorbikes widely used in South Sudan as means of transport. They transport passengers as well as goods.

Session 3: Physically Safe and Healthy Learning Environment

Objective: To enable each participant to explain what a safe, healthy school entails

Time: 2 hr 45 min

Materials: Teacher code of conduct for emergency situations

Learning Outcomes: At the end of the session, each participant should be able to:

- Describe three basic components of a physically safe and healthy school.
- Explain the South Sudan Minimum Standard for Education for a safe school.

Step 1: Discuss the Meaning of Physically Safe Learning Environment

Time: 15 min

Explain: There are three key components of a physically safe learning environment:

- Physically safe and healthy school/learning center and surroundings
- Psychosocially positive and friendly school/learning center
- Emergency preparedness and disaster risk reduction

Step 2: Ways PTAs Can Promote Physically Safe Learning Environments

Time: 30 min

In a large group, brainstorm ways the PTA can promote a physically safe and healthy learning environment. Write down participants' responses on a flipchart.

To ensure physically safe school learning environment, PTA members should work to ensure that the school/learning center is:

- Free from anything that may cause harm to children within the school compound
- Away from areas of conflicts, including crossfire and armed forces
- Protected from rain, dust and wind
- Equipped with an adequate number of latrines for girls and boys and is near a water point
- Free of barriers for children with physical disabilities

Step 3: Promoting Psychosocial Well-Being of Learners

Time: 15 min

Explain: Psychological + Social = psychosocial. This involves:

- The mind – feelings, thoughts, beliefs, attitudes and values
- External relations and the environment – interactions with others; social attitudes and values; and social influences of family, peers, school and community

Well-being includes being physically, emotionally and mentally healthy.

In the school context, psychosocial well-being is therefore defined as a situation in which learners' basic social and emotional needs are sufficiently met.

Psychosocial well-being is crucial for effective learning and a healthy and balanced development.

Explain: PTAs can promote a friendly, healthy and conducive learning environment by ensuring:

- Corporal punishment is not used at school.
- Teachers, boys and community members do not sexually harass girls.
- Teachers do not take any actions or use hurtful or abusive language that is physically or psychologically harmful to learners.
- Roads and paths to the school are safe for all learners.

Step 4: Discuss School Disaster Management and Risk Reduction	Time: 15 min
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Explain: People differ in their exposure to risk as a result of their social group, gender, ethnic or other identity, age and other factors.

School disaster management and risk reduction is the process of reducing the negative impact of an emergency or crisis on a school community while strengthening the resilience of the school community to respond to, recover from and mitigate crises and prepare for future emergencies.

This involves conducting a multi-hazard risk assessment in which children, including those with disabilities, should be engaged throughout the assessment and planning process. The aim of school disaster management is to:

- Protect all learners and education workers from death, injury and harm in schools.
- Plan for education continuity in the face of all expected hazards and threats.
- Strengthen risk reduction and resilience through education.
- Reduce the risk of damage to school infrastructure and resources.

Give examples under the categories below:

- Accidents: School structures collapsing on children, play-related accidents (e.g., a child falling out of a tree)
- Diseases: Malaria, diarrhea, cholera, HIV/AIDs, meningitis, respiratory infections
- Natural occurrences: lightning strikes, rainstorms, windstorms, fire, floods, drought, animal bites (including snake bites), heat exhaustion, sinkholes, landslips.
- Man-made occurrences: Cattle rustling, inter-clan conflict, landmines and unexploded ordnance, gunfire, traffic accidents, child recruitment/child soldiers, sexual gender-based violence (SGBV), harassment, theft, assault, looting, anti-social behavior
- Cross-cutting: Forced marriage, early pregnancy, child labor, trauma, malnutrition

Step 5: Explain School Emergency Preparedness Plan	Time: 30 min
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Below are guiding notes to help groups develop a school emergency preparedness plan. Divide the participants into groups by school and ask each group to:

- Complete a hazard assessment table (an example is below) by identifying hazards that may disrupt learning in their school and the frequency of each hazard (how often they occur). List a maximum of 10 hazards.
- Identify the time of the year when the hazards are most likely to occur.

Hazard Assessment		Frequency		
		Yearly	Monthly	Daily
Strength	Weak			e.g., Snake Bite (all year round)
	Medium			
	Strong	e.g., Flash Floods (March to October)		

Step 6: Develop a School Emergency Preparedness Plan	Time: 60 min
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Ask participants to work in their school community groups to develop a plan (see sample on next page). The plan should identify the most common types of threats that could disrupt learning in their school, as listed in **Step 5**. Each group needs to:

- Determine the impact on learning the hazard or disaster may cause.
- Identify responses and mitigation measures that can be taken to reduce the negative impact of the hazard or disaster.
- Identify resources needed to reduce risk and disruption to learning.
- Assign responsibility of each identified risk reduction activity to a person within the school community.
- Plan for continuity of learning in the event of school closures due to disaster (e.g., lessons in a new location, volunteer teachers, homework assignments, radio lessons).

Have each group present their plan briefly to the larger group.

SAMPLE SCHOOL EMERGENCY PREPAREDNESS PLAN

Potential hazard	Impact on learning	Activities (What)	Responsible (Who)	Time frame (When)	Required resources	Education continuation plan	Source
Flash floods	Injuries and even death, classrooms flooded, materials damaged or destroyed, no learning	Build small dykes around the school compound, appropriate land use, environmental awareness, flood defenses, vegetation to absorb water.	PTA/SMC/SD MSC	July, before the rains start	Working tools Appropriate trained laborers	Continue classes in a new location.	Community, Government & non-government organizations (NGOs)
Cholera	Deaths, learning stopped, schools used as temporary treatment centers	Promote good hygiene and sanitation practices, raise awareness on symptoms and treatment pathways.	PTA/SMC/SD MSC	Quarterly	Hygiene promotion materials	Classwork and homework exercises set (to be completed at the learner's home). Radio education programs.	State Ministry of Health, UNICEF, Ministry of Education
Lightning	Deaths, burning down of school structure and/or materials, learning disrupted	Install lightning arrestors.	PTA/SMC/SD MSC	March, before the rainy season	Lightning arrestors, skilled labor	Continue classes in a new location.	Community, Government and NGOs
Stray animals	Death, injuries, disruption of learning	Fence school compound.	PTA/SMC/SD MSC	January	Fencing materials, skilled labor	Catch-up evening, weekend and holiday classes to compensate for school days missed.	Community, NGOs