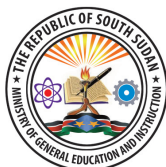




TRAINING MANUAL VOLUMES:

Parent Teacher Association (PTA)
School Management Committees & Board of Governors

September, 2016



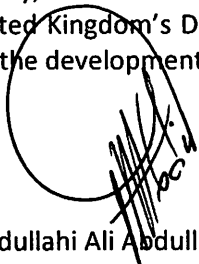
Acknowledgements

The *Training Manuals Volume for School Governing Bodies (TMV-SGB)* currently includes two manuals for preparing members of school governing bodies for their roles and responsibilities: the USAID-funded Room to Learn (RtL) South Sudan Training Manual for Parent Teacher Associations and the DFID-funded Girls' Education South Sudan (GESS) School Governance Toolkit- Guide for School Management Committees and Boards of Governors. Both manuals have been endorsed for use by the Ministry of General Education and Instruction (MoGEI).

The entire staff of the Directorates of General Education and Quality Promotion and Assurance (MoGEI) provided guidance during the development, review, and validation of the two training manuals. A special thank you to the following individuals who assisted in the development of content: Mr. Amot Okony, Director General- Directorate of Quality Promotion and Assurance; Mr. Victor Akuk, Director of Quality Promotion and Assurance; Mr. John Lujang, Deputy Director for Quality Promotion; Mr. Bullen Daniel, Assistant Director- Curriculum Development Centre; Mr. Gibson Brown, Director of Primary Education; Mr. Nhial Johnson, Deputy Director of Secondary Education; Ms. Zeinab Yezinai, Deputy Director, Life Skills and Nutrition; Mr. Kur Ayai, Senior Inspector of Primary Education; and Mr. Deng Simon, Inspector of Primary Education. We would like to thank all the other MoGEI officials who participated in the validation process: Mr. George Ali, Development Partner Office; Mr. Mading Manyok, Department of Examinations; Mr. Clement Kajokole, M&E Officer; and Mr. Gabriel Nuul, Deputy Director, Accelerated Learning Programme.

We would like to thank the dedicated teachers, education administrators, community members, and learners across South Sudan, who provided inspiration for the training manuals. It is our sincere hope that the *Training Manuals Volume for School Governing Bodies Volume* will be expanded over time and also be a valuable resource for improving access to education and improving education quality for all early childhood development education (ECDE), primary and secondary school-aged children and youth in South Sudan. Interested individuals should also refer to the *Handbook for Members of Parent Teacher Associations, School Management Committees and Boards of Governors*.

Finally, we would like to thank the United States Agency for International Development (USAID) and the United Kingdom's Department for International Development (DFID) which provided generous support for the development and production of the *Training Manuals Volume for School Governing Bodies*.



Abdullahi Ali Abdullahi

Director General

Directorate of Basic and Secondary Education

Ministry of General Education and Instruction

Republic of South Sudan

Introduction

Who Requested the *Training Manuals Volume for School Governing Bodies (TMV-SGB)*?

The Ministry of General Education and Instruction (MoGEI) Department of Quality Promotion and Instruction requested that development partners in the Technical Working Group on School Governance assist in the compilation of a unified product that could be used nationwide to enhance the understanding of school governance at the local level and build the capacity of members of Parent Teachers Associations (PTAs), School Management Committees (SMCs) and Boards of Governors (BoGs).

What is the *Training Manuals Volume for School Governing Bodies*?

The *Training Manuals Volume for School Governing Bodies* currently includes two MoGEI-supported training manuals: 1) the *Parent Teacher Association Training Manual* through the USAID-funded Room to Learn (RtL) South Sudan project and 2) the *School Governance Toolkit- Guide for School Management Committees and Boards of Governors* through the UKAID-funded Girls' Education South Sudan programme (GESS). The *Volume* brings together existing training resources in one package. Both training manuals currently included in the *Volume* have been vetted and endorsed by the MoGEI.

Who Uses the *Training Manuals Volume for School Governing Bodies*?

The *Training Manuals Volume for School Governing Bodies* is intended to be used by facilitators who provide capacity development for members of PTAs, SMCs, and BoGs to help them understand their respective roles, responsibilities, and actions. The *TMV-SGB* can also be of value to local-level education administrators at the county and payam education offices and to Head Teachers at primary and secondary schools. Others, such as education development partners, may also find the *TMV-SGB* a useful tool as they undertake capacity building work with school governing bodies.

How Should the *Training Manuals Volume for School Governing Bodies* Be Used?

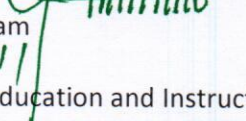
The *TMV-SGB* can be used during capacity building workshops for PTA, SMC, and BoG members or as the basis for training of trainers workshops. The *TMV-SGB* can also be kept at the county education office, the payam education office or the school as a reference document.

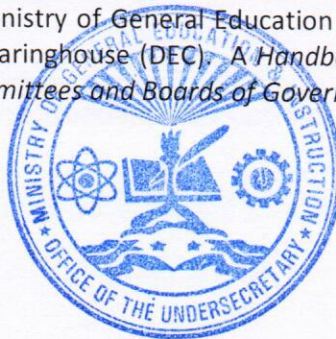
Is the *Training Manuals Volume for School Governing Bodies* Complete?

The *TMV-SGB* currently includes two training manuals that are in a binder. It is anticipated that over time the Ministry of General Education and Instruction and its education development partners will add to the training resources for PTAs, SMCs and BoGs and include these in the binder as well.

How Will the *Training Manuals Volume for School Governing Bodies* Be Made Available?

The *TMV-SGB* is available online through the Ministry of General Education and Instruction and online through the USAID Development Experience Clearinghouse (DEC). A *Handbook for Members of Parent Teachers Associations, School Management Committees and Boards of Governors* is also available.


Michael Lopuke Lotyam
Undersecretary
Ministry of General Education and Instruction
Republic of South Sudan





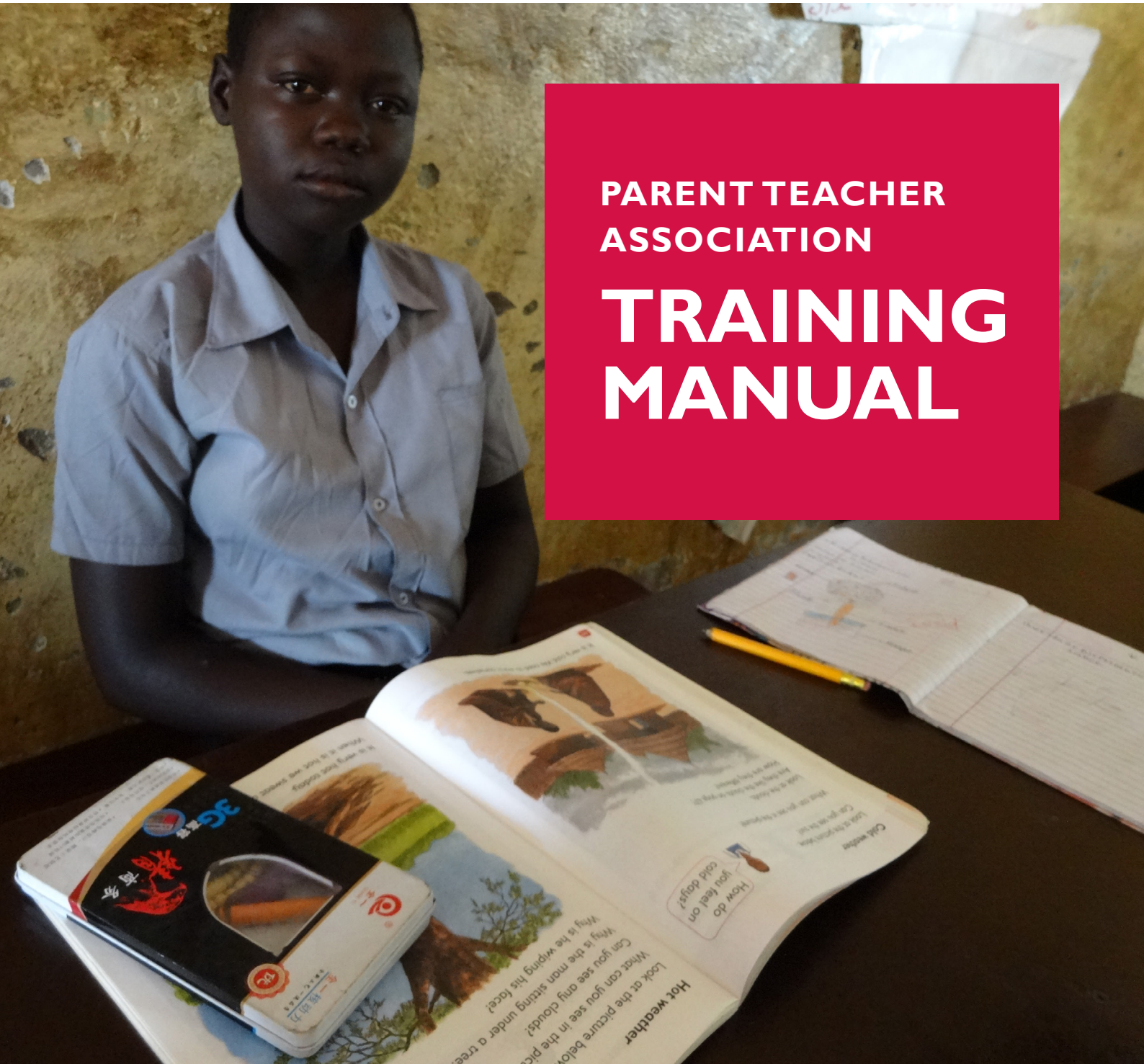
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ROOM TO LEARN SOUTH SUDAN

Implemented in partnership with FHI 360 and Plan International USA



**PARENT TEACHER
ASSOCIATION**

**TRAINING
MANUAL**

This manual is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Winrock International and do not necessarily reflect the views of USAID or the United States Government.

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
Ministry of Education, Science and Technology, Juba

Acknowledgements

This PTA Training Manual is a product of a joint undertaking by the Ministry of Education, Science and Technology (MoEST) and the USAID-funded Room to Learn (RtL) South Sudan project implemented by Winrock International in partnership with FHI 360 and Plan International. A very special thanks to Deng Simon, MoEST Inspector of Primary Education; Sarafino Tisa Salvastore, MOEST Senior Inspector of Early Childhood Development; Omwomny Terensio Johnson, MOEST Senior Inspector of Secondary Education; and Mr. Kanju Yakuma, Education Capacity Building Specialist (RtL) for leading the development of this manual.

The entire staff of the Directorate of General Education (MoEST) provided guidance during the development, review and validation of this manual. A special thank you to the following individuals who assisted in its review and validation: Mr. Abdullahi Ali, Director General, Directorate of General Education, MoEST; Ms. Joy Gordon, Director of Gender; Mr. Gabriel Nuul, Deputy Director of Pastoralist Education; Ms. Mary Simon, Deputy Director, Early Childhood Development; Mr. Malual Manyok Deng, Senior Inspector of Gender; and Ms. Lube Hanan, Inspector of Alternative Learning Programme.

We thank the RtL Education and Community Engagement team for their technical guidance and valuable contributions: Mr. Alex Alubisia, Director of Education and Community Engagement; Dr. Edreda Tuwangye, Curriculum and Material Development Specialist; Mr. Andebo Pax Pascal, Teacher Development Specialist; Mr. Mathew Masai, Emergency Preparedness Manager; Ms Louise Leak, Emergency Preparedness Specialist; and Mrs. Margaret Ayite, Gender and Social Inclusion Specialist.

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
December 2015

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 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
--	---------------------

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
--

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.

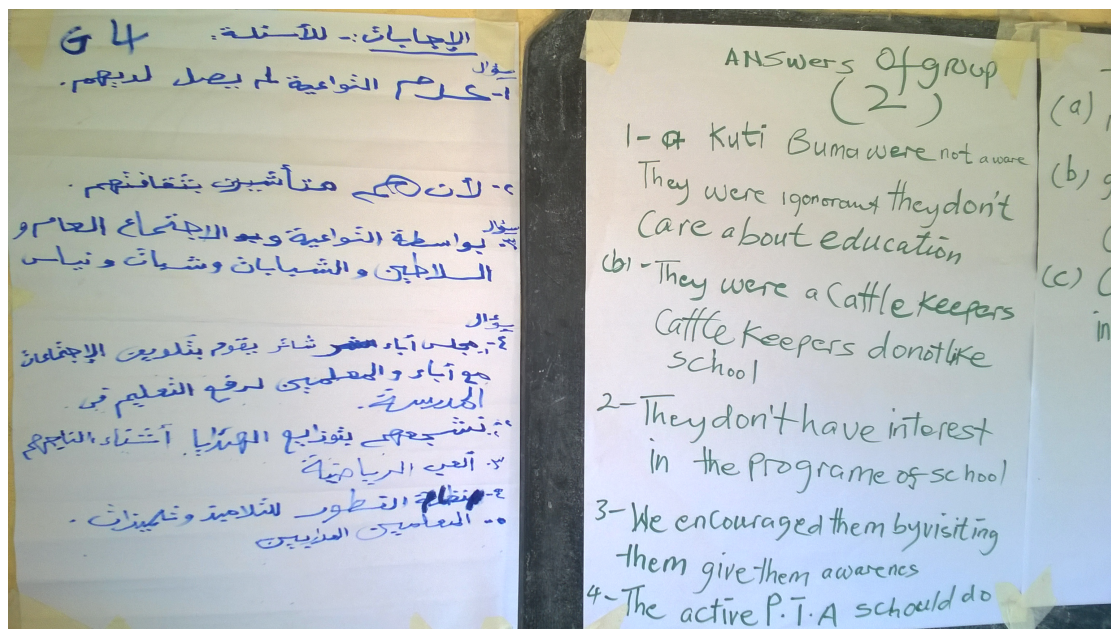
The Head Teacher of Kuti had a consultative meeting with the PTA and the community elders on the following topics: school learning environment, parents' initiative for children's education and SDPs.

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.

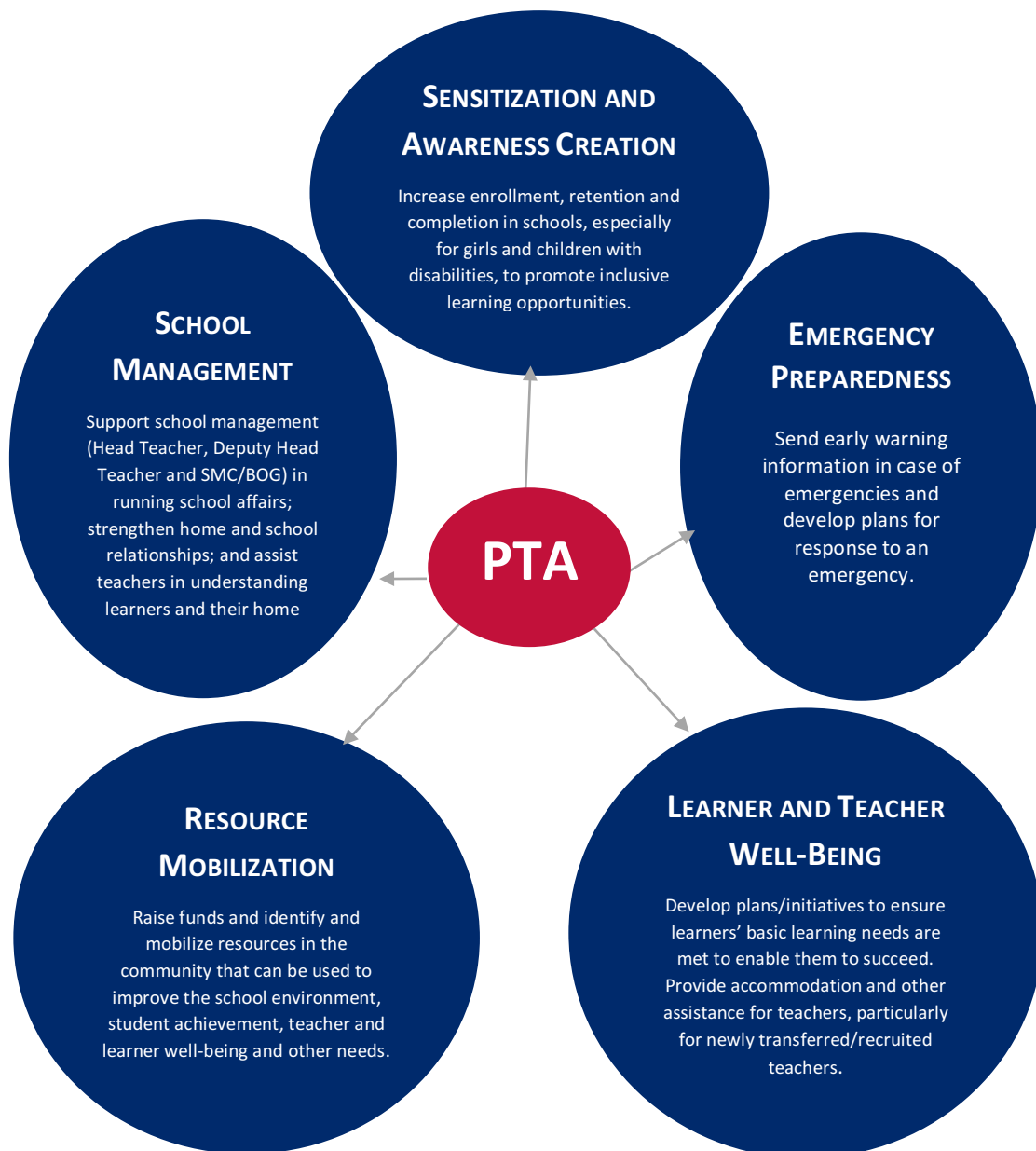


Participant responses to challenges facing Kuti Primary School

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
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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
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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
Activities					Red	Yellow	Green
Provision of desks and office furniture							
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



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SMC/BoG diagnostics

Category	Results to be achieved during the training	
	Description of the result	Is the result achieved?
Importance of education, school governance overview and set up of a SMC/BoG	1. Election of the SMC/BoG members is carried out in accordance with the School Governance Policy	
	2. SMC/BoG is an inclusive body, with Head Girl and Head Boy included as members	
	3. At least 5 members of the SMC/BoG are female	
	4. Chairperson of the SMC/BoG is appointed and knows her/his duties	
	5. Secretary of the SMC/BoG is appointed and knows her/his duties	
	6. A list of the elected SMC/BoG members (with their contact numbers) is displayed in the school	
Conducting effective SMC/BoG meetings	1. There is evidence that SMC/BoG members meet regularly	
	2. Records of the SMC/BoG meetings are signed, kept in SMC/BoG file and available for review	
	3. Head Girl, Head Boy and female SMC/BoG members share their thoughts and ideas during the meeting	

SMC/BoG diagnostics (continued)

SMC/BoG participation in setting school vision, school mission and assessing school needs	1. More than half of the SMC/BoG members participate in setting the school vision and school mission	
	2. More than half of the SMC/BoG members participate in school self-evaluation process	
	3. There is evidence that school data (enrolment, attendance, performance) was taken into account during the school self-evaluation process	
	4. Records of school self-evaluation are kept	
Involving community and setting inclusive school development priorities	1. Members of the SMC/BoG discuss the findings of the school self-evaluation with PTA and wider community	
	2. Priorities for school development are set	
	3. School development priorities include actions directly improving students' and teachers' performance	
	4. School development priorities include actions improving wellbeing and achievement of girls, students with special needs and other at-risk learners	
	5. School development priorities include library development/maintenance activities	
	6. There is evidence that school data (enrolment, attendance, school self-evaluation) was taken into account during the process of setting school priorities	
	7. School development priorities include low-cost, medium-cost and high-cost activities	

Recording school development objectives and writing School Development Plan	1. More than half of the SMC/BoG members participate in recording school development priorities in the School Development Plan	
	2. School Development Plan is approved by school leadership and Payam Education Supervisor	
	3. School Development Plan has measurable objectives and targets	
	4. School Development Plan identifies required resources and their source	
	5. School Development Plan is feasible and leads to sustainable results	
	6. School Development Plan includes low-cost, medium-cost and high-cost activities	
	7. School Development Plan takes into account needs of girls, learners with special needs and other at-risk students	
	8. School Development Plan prioritises improvement of learning outcomes for girls and boys	
	9. School Development Plan includes library development/maintenance activities	
	10. School Development Plan is displayed in the school	

Writing School Budget	1. Head teacher, SMC/BoG Chair and the SMC/BoG Treasurer are the signatories of the school bank account	
	2. School has a School Budget	
	3. More than half of the SMC/BoG members participate in passing the School Budget	
	4. School Budget includes income projections	
	5. School Budget specifies surplus or deficit projections	
	6. School Budget specifies investments in Physical Inputs, Learning Quality and General Support	
	7. School Budget is signed by the head teacher and SMC/BoG Chair person	
	8. School Budget is quality assured by the Payam Authority	
Setting partnerships for school development and mobilising funds	1. SMC/BoG formed a fund-raising sub-committee which is actively mobilising funds for school development	
	2. SMC/BoG fund-raising sub-committee developed fund-raising strategies	
	3. SMC/BoG fund-raising sub-committee implements fund-raising strategies	
	4. School has at least one active partnership with a CBO, NGO, business partner or private donors assisting in school development	

Managing school funds	1. Cash ledger is available and signed by the Treasurer and the Chair person	
	2. All cash transactions are recorded in the cash ledger	
	3. The cash ledger is up-to-date	
	4. All financial records in the cash ledger are accurate and certified by the treasurer	
	5. Payment order vouchers are kept in school financial file	
	6. Cheque receipts are kept in school financial file	
	7. Bank statements are kept in school financial file	
	8. Receipts for all purchases are kept in school financial file	
	9. Petty cash vouchers are kept in school financial file	
	10. School has a safe box	
	11. All cash deposited in the school safe is counted and recorded weekly on the cash count form	
	12. School financial file is up-to-date, kept in a safe place and is available for review	
	13. School financial situation is reviewed by the SMC/BoG members at the beginning and end of each school term	
	14. At least half of the SMC/BoG members review school financial reports twice a year	

Managing school assets	1. School keeps its equipment safeguarded in classroom, school store, or guarded school ground	
	2. Store record/assets register is up-to-date and available for review	
	3. School equipment is numbered	
	4. Quantity of each asset is recorded	
	5. All assets are valued	
	6. Asset acquisition and disposal dates and methods are recorded	
	7. School has an asset maintenance plan, and budget for asset maintenance is specified	
	8. All asset maintenance activities are recorded and quality checked by the SMC/BoG	
Implementing school development activities and keeping records	1. Records of school development activities are kept in the School Development File	
	2. There is evidence of implementation of activities stated in the School Development Plan	
	3. SMC/BoG takes corrective actions in case there is delay on activities planned in the School Development Plan	
Promoting inclusive school	1. At least half of the SMC/BoG members are trained in inclusive education policy, gender mainstreaming and creating a conducive learning environment for girls and other at-risk learners	
	2. SMC/BoG actively supports cash transfer initiatives	

Module 1:

What is the problem?

The community does not value education.



List of expected training results:

- SMC/BoG members appreciate that everyone has the right to education
- SMC/BoG members recognise the responsibilities of communities and the Government to provide education for all children
- SMC/BoG members are able to identify activities SMC/BoG can undertake to help the community understand the value of education
- SMC/BoG members understand the link between education and the awareness of own rights
- SMC/BoG members are able to articulate the benefits of education
- SMC/BoG members are able to analyse what girls see as a benefit of education
- SMC/BoG members are able to identify activities SMC/BoG can undertake to help the community understand the benefits of education

Session 1:

Everybody has right to education

Some community members ask why children should go to school. Others are reluctant to send their children to school. Others send only selected children to schools. SMC/BoG members will come across such community members. The following session will help the SMC/BoG members appreciate that everyone has the right to education and will be able to articulate supporting arguments.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- Appreciate that everyone has the right to education
- Recognise the responsibilities of communities and the Government to provide an education for all children
- Identify activities SMC/BoG can undertake to help the community understand the value of education

Duration: 60 minutes



Materials

- Cards with written statements. The statements are listed below
- Manila paper
- Markers

Girls and boys have equal right to education;
Children from cattle camps do not have the right to education;
Parents have to pay for all costs of education;
Government has to pay for all costs of education;
Children with disabilities do not have the right to be educated;
Once a girl is married she does not have the right to be educated;
Education makes children take healthier decisions;
Educated children benefit their families;
Educated children make their families richer;
A teenager who never started at school has the right to education;



Preparation

- Write statements on cards and put them around the walls.
- Write the objectives of the session on a flipchart.



Activities

1. Greet the participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show objectives on a flipchart).
4. Walk around the room with the participants, stop near each of the statements and read each statement out. Once you have walked participants through all the statements, ask them to think about the statements and mark the statements they think are true.
5. Ask participants to take their seats and review the marked answers.



Tip to the trainer:

If some participants cannot read, in a very subtle way pair them with members who can read well. Encourage members to help each other and help others by reading the statements out.

6. Read each statement, and comment on how many people thought the statement is true.
7. Ask participants if they are surprised about anything. Clarify any misunderstandings. Reinforce statements that everybody, girls, boys, children with special needs, children from cattle camps, married girls, and others have an equal right to education.
8. Ice breaker
9. Ask participants about their experiences of coming across community members who do not send their children to school. Ask participants how they can convince community members that school is for everybody.
10. Divide participants in two groups. Give each group half of a manila paper sheet and a few markers. Ask participants to make a poster illustrating an activity the SMC/BoG can implement to inform community members about the right of their daughters and sons to education. Give each group 20 min. to prepare their poster.
11. Ask the groups to present their posters and explain the ideas captured on the poster the group prepared.

Hopefully the groups will illustrate similar ideas to:

- **Organise meeting with a Chief;**
- **Ask a Priest or Imam to speak about the right to education in the church or mosque;**
- **Organise a community dialogue;**
- **Organise an exhibition of students' work at school and invite community members to come and see the work students do;**
- **Organise a Parents' Day and ask two parents to give testimony about how they changed their ideas about education and sent their children to school;**
- **Encourage the community to listen to the "Our school" radio programme.**

12. Connect the two posters and make one poster out of the two posters. Put the poster on the SMC/BoG board. Ask participants to decide which activity they will organise first.
13. After participants decide what activity they will do first, help them to plan the activity.
14. Wrap up the session.

Session 2:

Benefits of education

Some community members believe in education. Some do not know how education can benefit them and their children. Others never speak or think about education. The following session will help the SMC/BoG members to appreciate the benefits of education and to articulate arguments demonstrating the value of education.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- understand the link between education and an awareness of own rights
- articulate the benefits of education
- analyse what girls see as a benefit of education
- identify activities SMC/BoG can undertake to help the community understand the benefits of education

Duration: 60 minutes



Materials

- Scenario 1 (below)
- “Our School” radio programme episode 1 “Benefits of education”
- Flipchart, manila paper
- Markers

Scenario 1:

One day two mothers were discussing whether it is worth sending their daughters to school. One mother, named Keji, thought that education can help her daughter to learn how to read and find a job in the future contributing to the house income. Another mother, named Roda, thought that her daughter is now too old to go to school and that she had lost her right to education.

Mama Keji said: "If I am sick and my daughter can read she can read instructions on medicine and help me get better. In the future, after she finishes school she can find a job and bring money home."

Mama Roda said: "My daughter is too old now. She has now lost her right to learn how to read."

Mama Keji said: "Nobody can lose their right to education, whether old or young, girl or boy, able or disable."

Mama Roda, who never went to school, said: "One time I heard a village man saying that a teenage boy going to P1 has no right to be in P1 as he takes the place of younger children."

Mama Keji said: "The village man was wrong. Mama Roda, everybody has the right to education, your daughter too. Better start education late than never."



Preparation

1. Read and learn the scenario, so you can say it like a story.
2. Before the session check that the SD Card and the radio work.
3. Write the objectives of the session on a flipchart.



Activities

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show objectives on a flipchart).
4. Tell participants the story of Mama Keji and Mama Roda (Scenario 1).

5. Ask participants the following questions:
 - a. Why did Mama Roda think her daughter has no right to education?
 - b. What could have made Mama Roda think that her daughter has no right to education?
 - c. What are the benefits of education?
6. Conclude the session by reinforcing the statements:
 - a. Everybody has the right to education despite the age, race, ethnicity, gender, language he or she speaks, and abilities;
 - b. Uneducated people might not be aware of their rights and it might be easier to misinform them;
 - c. Educated people can read; this can help them read instruction on medicine; they can also calculate, and that can help them open a business and earn money.
7. Tell participants that now they will listen to the voices of girls from their state. Switch on episode 1 of the “Our School” radio programme and listen to what the girls think about the benefits school gives them.
8. After the radio programme ask participants the following questions:
 - a. Why do girls want to go to school?
 - b. How does the school benefit the girls?
 - c. What dreams do the girls have for their future?
9. Summarise the answers and points discussed by the radio programme by highlighting that children want to go to school as they believe that school will give them new skills and that through education they will be able to find a good job in the future.
10. Ask participants to brainstorm about activities they can organise in the community to raise community awareness about the benefits of education.
11. After the SMC/BoG makes a list of possible activities, ask the SMC/BoG members which activity they would like to conduct first.
12. After the agreement is reached, help the SMC/BoG to plan the activity.

Hopefully the groups will illustrate similar ideas to:

- **Organise a community drama on the benefits of education;**
- **Organise a door-to-door campaign to speak about the benefits of education to parents who do not send their children to school;**
- **Organise an exhibition of students' work at school and invite community members to come and see the work students do;**
- **Organise a Parents' Day and ask two parents to give testimony how education is changing their children's life;**
- **Organise a listening club and play Episode 1 of the "Our School" radio programme.**

13. Wrap up the session.

Module 2:

What is the problem?

The SMC/BoG does not know what a good school is.

Members prioritise building fences or the head teacher's office rather than classrooms; they buy fridges rather than books; they build toilets, but keep them locked...



List of expected training results:

- SMC/BoG members are able to explain the purpose and the value of a school
- SMC/BoG members are able to explain what makes a good school

Session 1:

What is a good school?

Some communities do not have schools in their localities. Others do. Some community members do not see the value of having a school in their locality; others say that a school is the centre of life. The following session will help SMC/BoG members to identify the purpose and value of a school and understand what makes a good school.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- explain the purpose and value of a school
- explain what makes a good school

Duration: 30 minutes



Materials

- Flipchart, manila paper
- Pens
- School development tree picture
- Minimum Standards booklet (visual and written)



Preparation

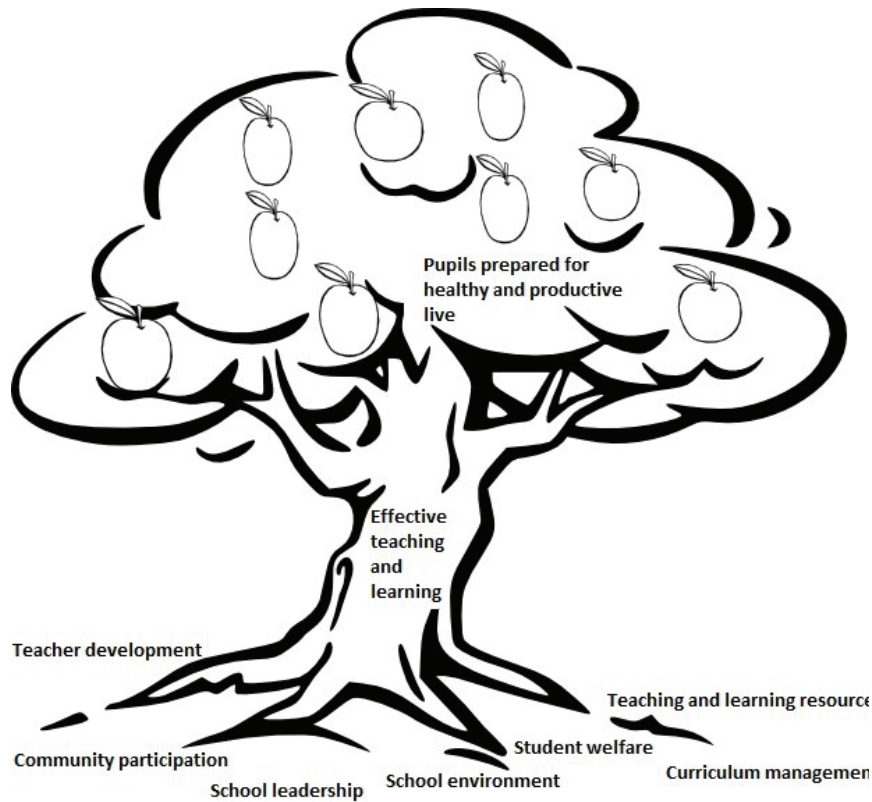
1. Write the objectives of the session on a flipchart.

Activities



1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show objectives on a flipchart).
4. Ask participants to say/finish the sentence: "My name is, and I think what makes a good school is"

5. Summarise the responses by saying that as we have just heard, many factors make a good school. Those factors include: a good teacher, an active head teacher and strong leadership, a safe and conducive learning environment and many other factors.
6. Explain that the factors making a school a good school can be pictured as a tree.



7. Explain that the government has thought of all those factors and documented them in a booklet called Minimum Standards. Tell participants that in a moment you will show them the Minimum Standards booklet.
8. Ask participants to count themselves of 1-4 and remember their own number.
9. Group the participants accordingly to their number, and ask the participants to sit in the new groups.
10. Give each of the groups a copy of the Minimum Standards booklet. Ask the groups to review one part (school leadership, school environment and students' welfare, curriculum management, teacher development and learning materials) of the Minimum Standards booklet (visual and written).

11. Give each group 15 minutes for a review. Move around the groups and help with the review of the Minimum Standards.
12. After the group work ask participants to discuss in the plenary and give feedback on their first observations on what makes a good school in terms of school leadership, school environment and students' welfare, curriculum management, teacher development and teaching and learning materials (ask participants to reflect on these aspects in relation to the Minimum Standards). Give 5 minutes for general feedback.
13. Wrap up the session by inviting participants to the next session during which they will find out who is responsible for improvement of schools and for providing quality education to all children.

Module 3:

What is the problem?

The SMC/BoG members do not take responsibility for making the school a good school.



List of expected training results:

- SMC/BoG members are able to name the stakeholders involved in making the school good
- SMC/BoG members are able to explain the importance and the relationships between the stakeholders involved in making the school good
- SMC/BoG members are able to explain why it is important that the SMC/BoG participates in the life of the school

Session 1:

Who is responsible for improving schools?

Some communities think that creating and improving schools is the responsibility of the government. Other communities take responsibility for creating and making schools better. The following session will help the SMC/BoG members to understand who is involved in making schools effective.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- name the stakeholders involved in making the school good
- explain the importance and relationships between the stakeholders involved in making the school good

Duration: 45 minutes



Materials

- Ball with a string
- Flipchart, manila paper
- Markers



Preparation

1. Wool rug
2. Write the objectives of the session on a flipchart



Tasks

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.

3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to brainstorm who is involved in making the school good.
5. Write the list of stakeholders on a flipchart.

Hopefully the groups will illustrate similar ideas to:

- **National and State Ministry of Education;**
- **County Education Staff;**
- **Payam Education Staff;**
- **Head Teacher;**
- **Parent Teacher Association;**
- **School Management Committee/Board of Governors;**
- **Teachers;**
- **Parents;**
- **Pupils;**
- **Community members.**

6. When about ten stakeholders have been identified, ask the group to make a circle.
7. Give each participant a label with a name of the stakeholder they represent. Make sure each participant represents one group of stakeholders.
8. Give one participant a wool rug and explain that the wool rug symbolizes various links and connections between different stakeholders.
9. Ask the participant who holds the wool rug to throw it to another person standing in the circle, while keeping the wool string in his/her fingers. The person who throws the rug needs to explain why the role of that particular Stakeholder is important. The person who catches the rug names another Stakeholder and explains why co-operation with that person will be important and throws the rug to the person who represents that Stakeholder, while keeping a piece of the wool string in his/her fingers.

10. Keep throwing the wool rug until participants run out of ideas and until you have made a web.
11. Discuss the importance of each of the Stakeholders in the school development. Ask the participants to imagine what could happen to the web if one of the Stakeholders would not be active.
12. Ask the participant who represents the SMC/BoG to release the wool string from his/her fingers.
13. Ask another participant who represents PES to release the wool string from his/her fingers. Discuss with participants what happened to the web and what other observations they have about the web?
14. Wrap up the session by asking participants to recall the list of stakeholders and briefly explain why all stakeholders are important in making the school good.

Session 2:

Why participation in school improvement is important

Some community members participate in the school life very actively. Others do not participate at all even if they have their own children in the school. Others prioritise cultivating, and other everyday tasks. The below session will help the participants to understand the value of making the school good.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- explain why it is important that they participate in the life of school

Duration: 30 minutes



Materials

- “The enormous cassava” story (visual and written)

The Enormous Cassava

One day a man in a village planted cassava. He prepared the ground for planting; he planted cassava woody cuttings upright in the soil with the sloping end up. He carefully cut the tops at an angle to prevent the water sitting on them and causing them to rot. He watered the cuttings just enough for them to grow new and healthy buds. Every day he went to his field to check how the plants were doing. All plants grew healthily, and one was growing bigger and bigger. Several months passed, and the time for harvest came.

The village man went to his field with a panga to harvest his cassava roots. He harvested all roots, but one. The root was enormous, huge. He had never seen such a big root before. He tried to harvest it alone but he failed. He called for his wife to help him. They tried together, the village man and his wife, but they could not unearth the root. They called for their son. They tried again. They did not succeed. They dug up, pulled and nothing. They could not take it out. They called for their daughter. She rushed out to help the family to dig up the root. They dug, they pulled, they tried, but nothing happened. They called for another daughter. Again, the village man, the wife, the son, the daughter and another daughter pulled, dug up, and pulled again and nothing happened. They called for a neighbour. The neighbour came to help. The village man, his wife, their son, the two daughters and the neighbour they pulled, dug up, pulled again and nothing happened. The wife called for a friend. The village man, the wife, the son, the daughters, the neighbour and the wife's friend pulled, dug up, pulled again and nothing happened. They called for a strong man. The village man, his wife, his son, two daughters, the neighbour, the wife's friend and the strong man pulled and dug up, pulled again, and nothing. A little boy was observing all the efforts and offered to help. So there they were: the village man, his wife, his son, two daughters, the neighbour, the wife's friend, the strong man and the little boy pulled, dug up, and pulled, and pulled again and suddenly they all bounced, they made it, they unearthed the enormous cassava. The village man looked at the root and said: "I could not have made it without your help. The root is too big. Even the strong man could not help alone, we all had to pull, and only with the help of the little boy we made it. Thank you all very much. I will now divide the root and give everybody in the village a piece so nobody goes hungry this year".



Preparation

1. Read and learn “The enormous cassava” story.
2. Prepare artefacts for “The enormous cassava” story.
3. Write the objectives of the session on a flipchart.



Activities

1. Greet participants and ask them to sit down.
2. Agree the rules for today’s session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask for a volunteer and explain that you will now tell a story, and the volunteer will help you act it.
5. Read the story, and involve participants in acting out the story.
6. After the story ask the participants to reflect on the story. Ask them to imagine that the cassava symbolizes their school. Ask the participants to share their reflections and thoughts.
7. Wrap up the session by reinforcing the message that the help of everybody is needed to improve the school. The head teacher, the government, the community, the business people and the students. Just like in the story. The task of improving the school is enormous, but if many will contribute the school will be made better.

Module 4:

What is the problem?

The school does not have an active SMC/BoG.



List of the expected training results:

- PTA members are able to explain that the SMC/BoG members are chosen via elections
- PTA members are able to elect SMC/BoG members
- Elections of the SMC/BoG members are carried out in accordance with the School Governance Policy
- SMC/BoG is an inclusive body, with Head Girl and Head Boy included as members
- At least 5 members of the SMC/BoG are female
- Chairperson of the SMC/BoG is appointed and knows his/her duties
- Secretary of the SMC/BoG is appointed and knows his/her duties
- Treasurer of the SMC/BoG is appointed and knows his/her duties
- Sub-committee on school leadership is formed and members understand their duties
- Sub-committee on school environment is formed and members understand their duties
- Sub-committee on school library and teaching materials is formed and members understand their duties
- Sub-committee on students' welfare is formed and members understand their duties
- Sub-committee on curriculum management is formed and members understand their duties
- Sub-committee on teacher development is formed and members understand their duties
- Sub-committee on community participation is formed and members understand their duties
- A list of the elected SMC/BoG members (with their contact numbers) is displayed in the school
- A list of sub-committee members (with their contact numbers) is displayed in the school.

Session 1:

How to organise elections for members of SMC/BoG

Some community members might not be aware who chooses the members of the SMC/BoG. Others might not know how to become a member. The following session will help the participants to understand that SMC/BoG members are elected for their roles.

This session is meant for the whole PTA and the school community.



Objectives

By the end of the session, the participants will be able to:

- explain that the SMC/BoG members are elected
- elect the SMC/BoG members

Duration: 150 minutes



Materials

- A box with a lid
- Curtain or a box which can serve as a voting screen
- Manila paper
- Paper
- Pens
- Ballots
- “List of the SMC/BoG members” template
- Ink
- Procedure of elections



Preparation

1. Plan a PTA meeting or a community meeting in advance. Inform the PTA/community that during the next meeting elections to the SMC/BoG will take place.
2. Read and learn the procedure for elections.
3. Prepare the manila paper to record the names, responsibilities and contact details of the members.
4. Find out the names of people interested in joining SMC/BoG.
5. Prepare enough ballots for all PTA members and school leadership with names or symbols of people interested in becoming SMC/BoG member.
6. Prepare the box in a way it can serve as a ballot box. Seal the box with a tape; make a small whole in the lid so that the ballots can be inserted through the whole into the box.
7. Prepare voting space, which can ensure privacy and secrecy of the vote.



Activities

1. Greet the participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Explain the objective of the meeting by saying that today we have gathered to elect the members of the SMC/BoG.
4. Explain to participants that elections to the SMC/BoG are a very important event in the school's life as the SMC/BoG members are there to help the school to develop and improve. Emphasise that only active members will contribute to the school development and will help to make the school good.
5. Explain the procedure of the elections.
6. Facilitate elections.
7. After the elections announce the break.
8. Organise counting of the votes.
9. Announce the membership and congratulate the new members. Motivate the newly-elected members by emphasising the importance of their new role. Appeal to the community to support the new members' efforts in improving the school.

10. Ask the SMC/BoG Secretary to hang a list of the newly elected SMC/BoG members on the SMC/BoG board and store a copy of the list in the SMC/BoG file.
11. Wrap up the session by thanking the community for taking part in the elections. Invite the newly-elected Chairperson of the SMC/BoG to speak to the community and close the gathering.

Session 2:

What is the role of the SMC/BoG in the school?

Some schools have SMC/BoG, others have PTA, and some of the schools do not have either. Some SMCs/BoGs are not active or they do not understand the role they need to play in the school. The next session will help the participants to understand the purpose and role of the SMC/BoG.

This session is meant for the whole PTA and the school community.



Objectives

By the end of the session, the participants will be able to:

- explain their understanding of what the SMC/BOG role is
- explain what the policy makers want the SMC/BoG to do in school

Duration: 45 minutes



Materials

- Flipchart, manila paper
- Markers
- School Governance Policy.
- Cards with written statements. Statements are listed below.

- **The vision of the stakeholders is that every school has an SMC/BoG.**
- **SMC/BoG is a voluntary body that represents the community in decision making at the school level.**
- **SMC/BoG meets regularly and organises activities which improve the school and help the school to meet the Minimum Standards.**
- **SMC/BoG also organises activities which improve students' achievement and the quality of teachers.**
- **SMC/BoG members support enrolment and attendance, plan school development activities, and manage school funds, including capitation and other grants.**
- **SMC/BoG members check what happens in the school, mobilise local support for school development and involve parents in activities to raise student achievement.**



Preparation

1. Write the statements on cards and hang them around the room on the walls.
2. Write the objectives of the session on a flipchart.



Activities

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show objectives on a flipchart).
4. Ask participants to discuss in pairs what they think an SMC/BoG is for, and what it should do in the school.
5. Give participants 5 minutes to discuss.
6. In the plenary, ask selected participants to share their ideas.

7. Write the ideas on a flipchart without challenging the ideas.

Hopefully the groups will illustrate similar ideas to:

- **SMC/BoG mobilises the community to send their children to school.**
- **SMC/BoG members follow up on children who have dropped-out from school.**
- **SMC/BoG members organise support for the school, for example organise the community to donate a cow, which can be sold and money used for school activities.**
- **SMC/BoG helps poor children to enrol.**
- **SMC/BoG helps to keep the school environment clean and safe for children.**
- **SMC/BoG helps the school to organise a school garden.**
- **SMC/BoG helps to keep the head teacher accountable for school funds.**

8. Tell participants that there is a new School Governance Policy. Point to the statements presented on the wall and explain to participants that they summarise the School Governance Policy. Read the statements.
9. Ask participants to walk around the room, read the statements and discuss in pairs whether they agree with the statements, whether there is anything in the Policy that sounds surprising to them or difficult.
10. Give 5 minutes for the discussion.
11. Discuss the statements briefly. If any participant raises any concerns or difficulties with the policy and you cannot clarify them, document the concern on a fresh flipchart and promise participants you will seek clarification from the County Education Director and get back to the participants with the answer.

12. Wrap up the session by saying that:

- a. Different views on the roles and responsibilities of the SMC/BoG are acceptable. The main policy represents the collective view based on the input from the communities and the government.
- b. SMC/BoG in different schools can have slightly different priorities as long as they work towards helping the school to meet the Minimum Standards.

Session 3:

Who are the members of the SMC/BoG and what are their roles?

Once the SMC/BoG members are elected they need to understand their roles and responsibilities to be able to perform their tasks effectively. The following session will help the members to understand their specific tasks.

This session is meant for the whole PTA and the school community.



Objectives

By the end of the session, the participants will be able to:

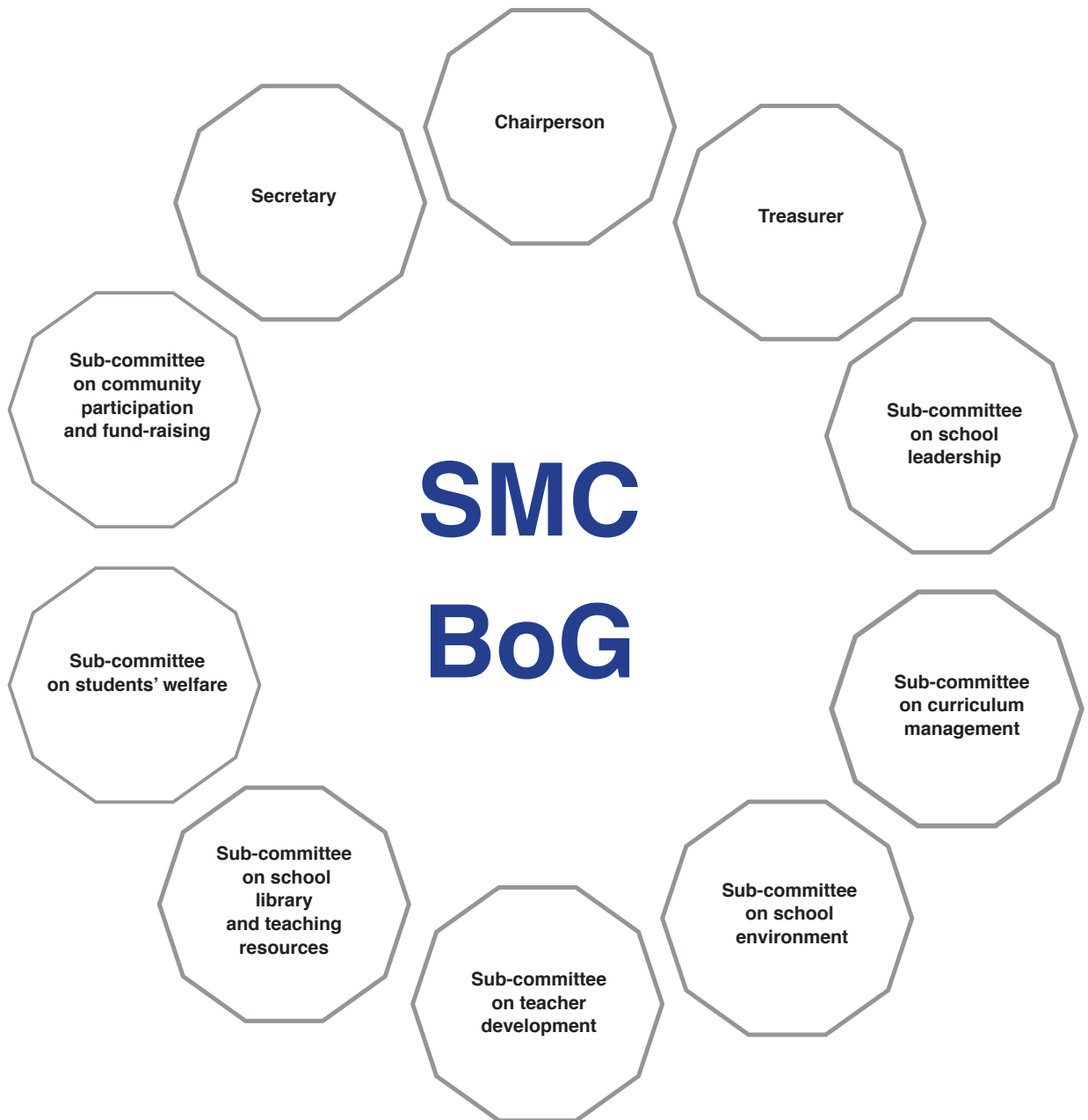
- explain their specific roles and responsibilities
- explain the roles and responsibilities of other SMC/BoG members
- identify membership of sub-committees

Duration: 60 minutes



Materials

- Manila paper
- Markers
- Decagons with roles and responsibilities
- Title decagon cards
- Stapler
- Sub-committee membership list



Write each of the following roles (marked with a bullet) on separate octagons:

Chairperson

- Ensures active membership in SMC/BoG
- In collaboration with the Secretary prepares the agenda of SMC/BoG meetings
- Arranges and chairs SMC/BoG meetings
- Reports SMC/BoG achievements and liaises with PTA
- Helps to mobilise the community to support school improvement

Secretary

- Organises and distributes notifications about SMC/BoG activities and events
- In consultation with the Chairperson prepares the agenda for SMC/BoG meetings
- Keeps records of SMC/BoG activities, including minutes of meetings and work plans

Treasurer

- With inputs from sub-committees prepares and presents the School Budget and financial reports
- Advises SMC/BoG members on financial management procedures
- Prepares and keeps financial documentation including cash ledger, vouchers, receipts, bank statements

Sub-committee on school leadership

- Promotes school vision and school mission
- With inputs from other sub-committees writes and presents the School Development Plan to the SMC/BoG
- Manages school funds
- Ensures that the school has all necessary policies in place and that their content is in line with national policies
- Ensures that the school terms and holidays commence and end as per the School

Calendar, to promote the required 840 hours of instruction per Academic Year (210 days multiplied by 6 periods of 40 minutes)

- Promotes financial and in-kind support for the school
- Identifies projects and activities, writes project proposals and mobilises resources

Sub-committee on curriculum management

- Oversees observance of the school calendar and the composite timetable
- Ensures the delivery of 840 hours of instruction per Academic Year
- Conducts termly review meetings to check the progress of delivery and coverage of the National Curriculum
- Assists in mobilising resources for curriculum development issues
- Advises school leadership with regards to the implementation and monitoring of the homework policy

Sub-committee on school environment

- Ensures implementation of and monitors policy on staff and student discipline
- Ensures implementation of and monitors policy on maintenance of school buildings, school furniture, equipment and assets. Manages all aspects of the school premises, including construction on new building, fences, maintenance and cleaning
- Promotes a safe and healthy school environment
- Manages assets and keeps asset records up-to-date. Checks school furniture every term, verifies numbers against the asset register and the condition of the furniture. Carries out and arranges for repairs

Sub-committee on students' welfare

- Manages school feeding programme and school garden
- Assists in mobilising resources for school feeding programme and support for managing school garden
- Ensures that school has a timetable for co-curricular activities
- Promotes co-curricular activities for students
- Ensures that school has a zero tolerance policy on sexual harassment
- Ensures that school has a zero tolerance policy on corporal punishment

Sub-committee on teacher development

- Ensures that all staff observe the policy on staff discipline. Provides guidance and counselling to staff. Serves as a disciplinary committee
- Ensures that school has an induction programme for teachers who are new to the school
- Seeks and promotes staff development opportunities, recommends teachers for training and further studies
- Together with school leadership, identifies relevant training needs
- Together with school leadership, designs appropriate actions to address teacher training needs

Sub-committee on school library and teaching resources

- Establishes and manages proper storage of teaching and learning resources
- Ensures access and utilisation of teaching and learning resources including textbooks, reference materials and locally-made teaching and learning resources
- Develops and promotes the policy on locally-made teaching and learning resources
- Facilitates the training of teachers in development and production of relevant teaching and learning resources
- Keeps a register of teaching and learning resources
- Ensures that the school has a school library or a reading corner
- Develops and promotes the policy on school library
- Assists in mobilising funds and resources for the acquisition and management of teaching and learning materials, including books and resources for the school library

Sub-committee on community participation and fund-raising

- Every term organises Parents' Day
- Actively mobilises funds, resources and support for the school from the community, local businesses, and local organisations
- Develops, writes and implements fund-raising strategies
- Organises and promotes special school events: Sports Day, Girls' Education Day, and other celebrations

- Follows up with the community leaders and community members on students who dropped-out and on out-of-school children
- Involves the community in discussions on the school development priorities
- Promotes the School Development Plan in the community
- Sets partnerships for school development



Preparation:

1. Prepare cards with roles and responsibilities of the SMC/BoG members
2. Prepare title cards stating the interest group name
3. Write the objectives of the session on a flipchart.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Divide participants into 3 groups.
5. Give each group a set of cards (each set of cards includes a title decagon, decagons with roles and responsibilities).
6. Explain to the participants that each group will be tasked to match the titles of the interest group with their roles and responsibilities.
7. Ask the group to sort the cards into the appropriate responsibilities for each sub-committee.
8. Give each group 15 minutes. Walk around and offer clarification should any of the groups have any questions or difficulties.
9. Ask each of the groups to give feedback about their assignment. Should there be disagreements on roles and responsibilities of different committees, offer clarification.

10. After all roles and responsibilities for various sub-committees are agreed, make a little book of responsibilities of each of the sub-committees by stapling the title decagon to the decagons explaining the roles and responsibilities of the sub-committee.

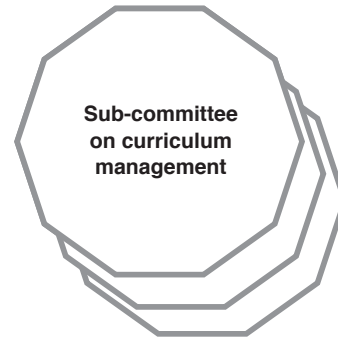
11. Ask participants to volunteer their time to work in sub-committees.

12. Help the Secretary to note names of participants on the membership list of the various sub-committees.

13. Hang the list of sub-committee members near the SMC/BoG membership poster.

14. Ask participants where they want to keep their little books of responsibilities. You can propose that they pin the little books next to the SMC/BoG membership poster, or that they prepare a special board. Encourage participants to keep the little books of responsibilities in an accessible place in school, so that they can always refer to them should they want to confirm sub-committee responsibilities.

15. Wrap up the session and store the books in the agreed place (board or else). Recap responsibilities of the various sub-committees while storing the books.



Module 5:

What is the problem?

The SMC/BoG meetings are irregular or ineffective, with few members participating.



List of the expected training results:

- SMC/BoG members are able to explain how to organise and hold an effective meeting
- SMC/BoG members are able to explain the meeting rules
- SMC/BoG members are able to explain the format of the SMC/BoG meeting
- SMC/BoG members are able to appreciate the value of the time the SMC/BoG members contribute to the work of the SMC/BoG
- SMC/BoG has an outline calendar for the SMC/BoG meetings
- SMC/BoG has an announcement board
- SMC/BoG displays a calendar of the SMC/BoG meetings on the announcement board
- SMC/BoG members are able to work as a team
- Head Girl, Head Boy, female and other traditionally under-represented members share their thoughts and ideas during the SMC/BoG meetings
- SMC/BoG keeps minutes of the SMC/BoG meetings
- SMC/BoG keeps records of attendees in the SMC/BoG meetings
- SMC/BoG has a training log
- SMC/BoG has a meeting file

Session 1:

How to organise an effective meeting

Some SMC/BoG meet and do not keep records of the decisions taken by the members. Others keep records of the decisions, but do not keep attendance sheet. Some SMC/BoG meet but do not make the best out of their meetings. The following session will help the SMC/BoG to identify the format of an effective meeting.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- explain how to organise and hold an effective meeting
- explain meeting rules
- explain the format of the SMC/BoG meeting

Duration: 60 minutes



Materials

- Manila paper
- Markers
- Meeting scenarios (Meeting scenarios are available below)
- A4 notebook
- Pens

Scenario 1

Meeting starts. **Chairperson** welcomes members. There is no Agenda for the meeting.

Chairperson asks the **Secretary** to read agreements of the previous meeting. **Secretary** does not have records of the previous meeting.

Members are trying to remember what was agreed during the previous meeting.

Representative of women's group raises the issue that teachers do not make use of textbooks.

A PTA representative says that the school ground is dirty.

Head Girl and **Head Boy** are quiet during the whole meeting.

No minutes are taken. **Chairperson** closes the meeting.

Scenario 2

Meeting starts. **Chairperson** welcomes members, checks and makes record of the attendance, shares a short Agenda for the meeting and reminds the members of the meeting rules.

Chairperson asks the **Secretary** to read agreements of the previous meeting.

Secretary reads the previous meeting records and points to the agreed decisions. Members confirm that the record is true by signing the minutes.

Sub-committee on school library and teaching resources raises issue of no textbook cupboards in the classrooms, which makes it hard for teachers to carry textbooks to the class and as the result textbooks are in the store and not used.

Sub-committee on school environment raises issue that school does not have a rubbish bin, which makes the school grounds unsafe and dirty.

Student representatives report that some students do not eat breakfast and are hungry while at school.

Chairperson facilitates discussion on the way forward. Decisions to build the rubbish pit and to buy shelves for keeping textbooks in the classrooms are agreed. **Chairperson** asks the **Treasurer** to estimate the cost of purchase of the shelves and to estimate the cost of a school feeding programme and building a school garden.

Secretary keeps record of the meeting and decisions taken.

Chairperson asks whether there is any other issue members want to discuss.

Members do not raise any other issues.

Chairperson announces the date and time of the next meeting and writes it on the school board.

Chairperson thanks members for participation, and closes the meeting.



Preparation

1. Print the scenarios.
2. Write the objectives of the session on a flipchart.



Activities

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to tell you how they normally organise the meeting.

Hopefully the groups will illustrate similar ideas to:

The Chairperson together with the Secretary prepares the agenda. The Secretary distributes the notification about the meeting together with the agenda. The notification says where, on what day and at what time the meeting will take place.

5. Confirm that it is the Chairperson, together with the Secretary, who makes arrangements for the SMC/BoG meetings. If one of them is absent, the meeting can still go ahead.
6. Ask for 7 volunteers to help you act the scenarios (Chairperson, Secretary, Women's Representative, Head Boy, Head Girl, PTA representative). Let each of them pick one card with a written role play for him/her. Identify their roles by writing their titles on paper tags. Ask them to form a circle in the middle of the room and act the first scenario.
7. Ask participants to reflect on scenario 1 by asking the following questions:
 - a. What did you observe about this meeting?
 - b. Was the meeting effective?
 - c. What went wrong?

8. Invite participants to read and act out the second scenario. Ask the volunteers to pick their roles again. Identify the volunteers using paper tags (Chairperson, Secretary, Representative of a sub-committee on school environment, representative of a sub-committee on school library, Student representatives, Treasurer). Brief the volunteers one-on-one to prepare them for the role play. Ask volunteers to act their roles.
9. Ask participants to reflect on scenario 2 by asking the following questions:
 - a. What did you observe about this meeting?
 - b. Was the meeting effective?
 - c. Was there any difference between the scenario 1 and scenario 2 meetings?
 - d. Which meeting was more effective?
10. Ask participants to reflect on the format of the meeting in scenario 2. Write the suggested meeting format on manila paper in the form of a poster. Give the poster to the Chairperson and ask him/her to place the poster on the SMC/BoG board so that they can follow the format during every meeting.
11. Wrap up the session

Session 2:

How to plan and schedule an SMC/BoG meeting

Some SMC/BoG meetings are planned last minute and on an ad hoc basis without long enough notice for the members to make time for the meeting. This means that some SMC/BoG members are frequently absent from meetings, do not know about meetings, or come late or leave early. The following session will help participants to make a schedule for meetings.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- appreciate the value of the time SMC/BoG members contribute to the work of the SMC/BoG
- prepare an outline calendar for the SMC/BoG meetings

- arrange space on a school board for announcements of the SMC/BoG meetings

Duration: 60 minutes



Materials

- SMC/BoG meeting calendar example
- Template of an SMC/BoG calendar
- Paper
- Pens
- Domino bricks



Preparation

1. Ensure that there is an SMC/BoG board in the school.
2. Prepare domino pieces on a table before the session.
3. Write the objectives of the session on a flipchart.
4. Bring example of an SMC/BoG meeting calendar.

How to set-up dominos (domuna) for this activity?

Set up a line of dominos. Dominos should stand on their short side and be close enough to knock the next one over.



Activities

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).

4. Ask participants to stand in a circle around the table/space where you have set up the dominos. Ask participants to watch what happens when you knock the first domino over. Set up the dominos again. This time take several dominos out of the middle so that there is a gap in the line. Knock the first one over and watch what happens. Set the dominos up one more time, but do not knock the first one down.
5. Ask the participants to imagine that the dominos represent the SMC/BoG members who are set to do a task. If all the members are present and on time, they can accomplish their task.
6. Ask participants to reflect on what will happen to the task:
 - a. if some dominos are not in line (or are not paying attention, or are not participating)?
 - b. if one of the dominos is late or wasting time?
 - c. if dominos do not take action?
 - d. How does that affect other members of the SMC/BoG?
7. Conclude the activity by reinforcing the message that being on time and respecting each other's time is important. Add that members of the SMC/BoG might be busy people who want their time to be used effectively. It is therefore very important to keep the members informed of the calendar of the SMC/BoG meetings, organise the meetings in advance, start and finish the meetings promptly.
8. Demonstrate a few examples of SMC/BoG meeting calendars. Explain that there are many ways of keeping SMCs/BoGs' calendar of meetings. Explain that one of the easiest ways to keep everybody informed of the meetings is to keep an annual calendar. Demonstrate the template. Let all members look at the template.
9. Give an sample calendar to each member. Ask each member to read out a date and a day of an SMC/BoG meeting in different months to practise decoding the dates.
10. Give SMC/BoG a copy of their own meeting calendar. Ask the SMC/BoG Secretary to mark a date of the next meeting in the calendar.
11. Ask one of the members to hang the calendar on the SMC/BoG board. Let other members see the calendar on the board.
12. Wrap up the session.

Session 3:

How to ensure that all members feel welcome to participate in SMC/BoG and share their ideas during the meeting

Some SMC/BoG members might feel more shy to share their ideas than others. This is not necessarily because they have fewer thoughts to share, but because their personality type might be more quiet. This might be particularly true for younger members, or traditionally under-represented members. It is important however that they participate actively in the life of school and in the SMC/BoG activities. The following set of activities will help the SMC/BoG members to appreciate each other's actions and views.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- work as a team to accomplish a task

Duration: 60 minutes



Materials:

- Manila paper
- Markers
- Balloons
- String
- Flower made of manila paper



Preparation:

1. Read and learn the instructions of the "Water Balloon Volleyball".
2. If there is no volleyball net in the school grounds set a string between two trees or two poles. Set it at the height you would normally set a volleyball net.
3. Fill a balloon with water.
4. Prepare a flower from manila paper.
5. Write the objectives of the session on a flipchart.



Tip to the SMC/BoG trainer:

One of the responsibilities of an effective trainer is to harness the diverse and different talents and personalities of SMC/BoG members.

As a trainer you will come across SMC/BoG members who are very talkative and dominate the group, and members who are shy and quiet.

It is important to remember that different people can contribute differently. For quiet people to contribute to the meetings actively and share their ideas you as a trainer need to create a climate where they feel comfortable to be in the centre of attention. Speak with the shy people during the break, build their trust towards you, and ask them how they would like to contribute. Allow contributions verbally or in writing, or through drawings, and anonymous contributions.

Train the whole group in a way that all ideas are appreciated and valued. Organise a few team building exercises so that the SMC/BoG becomes a true goal-oriented team.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask each participant to finish the sentence: "If I was to tell you a story based on my life the title would be, because"
5. Invite participants to follow you to the place where you set up the string or a net. Divide the participants into two teams. Explain the rules of the "Water Balloon Volleyball".
6. Give each group one piece of fabric. Each team member must have both hands on the fabric. Place a balloon filled with water on the fabric of one team. Ask the team to volley the balloon over the net/string to the other team. The idea is to try to save the balloon from falling by keeping it bouncing over the net from one team to the other. Play for 10 minutes.

7. Ask each of the participants to reflect on the “Water Balloon Volleyball” by asking the following questions:
8. What did you like about the game?
9. What was challenging?
10. Ask participants whether they think they could flip the balloon without the help of other team members. Spend a couple of minutes discussing the observations.
11. Return to the training venue/classroom.
12. Hang the centre of a flower on the SMC/BoG board. Give one petal of the flower to each of the participants. Ask each participant to draw on the petal one symbol (or write one word) that represents their talent and skills. Ask each member to attach her/his petal to the flower centre.
13. Ask participants to imagine that one petal drops, or does not contribute actively to the SMC/BoG meetings. What would happen? Remove one petal. Ask participants to reflect on what skills they lost.
14. Remove another petal. Ask participants what skills they lost.
15. Remove another petal. Ask participants about their observations.
16. Remove another petal until you have removed most of the petals. Invite participants to share their reflections on what happened to the beautiful, colourful flower full of skills and talents.
17. Ask participants to imagine that they can change the fate of the flower by taking care of the petals. You can water the petals by sharing your skills with other members. You can feed the petals by sharing ideas. You can throw sunshine on the petals by being a friend and keeping in touch with each other.
18. Take one petal and attach it to the flower centre. While doing that, make a promise:
Example: I promise that I will always feed the petals by organising training and providing advice.
19. Give the remaining dropped petals to participants. And ask them to attach them back at the centre of the flower. Ask participants who are attaching the petals back at the flower centre to make one promise to the group.
Example: I promise that I will always feed the petals by attending meetings and sharing ideas.
20. Once the flower is created again, write in the middle of the flower “SMC” or “BoG”.
21. Place the SMC/BoG flower on the SMC/BoG board.
22. Wrap up the session

Session 4:

How to keep records of SMC/BoG meetings

Some SMCs/BoGs find it challenging to keep records of their meetings. Some SMCs/BoGs do not know how to keep records, what templates to use and where to keep the records. The following session will help the SMC/BoG to create a meeting record book and include in it all the information that is needed.

This session is meant for the Secretary, Chairperson and School Officer. You can cluster participants from 3 or 4 schools in one venue.



Objectives

By the end of the session, the participants will be able to:

- keep records of the SMC/BoG meetings
- identify the place where meeting records will be kept (accessible and safe)
- explain that records of the meetings are signed

Duration: 60 – 90 min



Materials

- Example of SMC/BoG meeting file
- Example of SMC/BoG meeting calendar
- Template for SMC/BoG meeting minutes
- Template for SMC/BoG attendance sheet
- Template for SMC/BoG training log
- A4 notebook



Preparation

1. Prepare an example or two of SMC/BoG meeting files, or borrow a good example from a neighbouring school.
2. Print templates for SMC/BoG meeting minutes, attendance sheet and training log.
3. Ask the Secretary to bring to the training the SMC/BoG meeting file, if they have one.

4. If they do not have an SMC/BoG meeting file, ask them to bring an A4 notebook to the training.
5. Write the objectives of the session on a flipchart.



Activities

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to brainstorm why taking minutes at the meeting is important.

Hopefully they will illustrate similar ideas to:

- **To capture the essence of the meeting.**
- **To make a record of decisions taken and agreements on the way forward.**
- **To track actions.**
- **To serve as a source of information on SMC/BoG activities.**
- **To have a reference point.**
- **To have a reminder of discussion points, decisions, next steps.**

5. Show a few examples of good meeting files from neighbouring schools (or if you clustered members from different schools ask them to swap their meeting files for this exercise).

6. Divide participants into 3 groups and give each group one example of a meeting records file. Ask the groups to appraise the records by focusing on the following aspects:
 - a. What type of information is included in the meeting records?
The meeting file should have following records:
 - I. Agenda
 - II. Calendar of SMC/BoG meetings (past and future)
 - III. Attendance sheet
 - IV. Date and time of the meeting
 - V. Minutes and key decisions
 - VI. Signatures
 - VII. Training log
 - b. What materials were used to create the meeting record/file?
 - I. A4 notebook or a file
 - c. Other observations.
7. Discuss with the groups what they found out about the meeting files they were reviewing. Ask participants whether they would improve the record/file in any way? Were there any important records missing? Were there any special, additional records added that are useful? What did you like about the file?
8. Ice breaker
9. Collect the reviewed files from participants. Give the files back to the SMC/BoG to which they belong. If they belong to the SMC/BoG participants present, return the files and ask the participants to form groups representing one SMC/BoG. If you have only one group – work with one.
10. If the SMC/BoG has a meeting file, ask the SMC/BoG representatives to improve it by adding templates for collecting information that is missing in the current file. If the SMC/BoG does not keep a meeting file, ask them to prepare it now using the A4 notebook they brought.
11. Give each group the templates of all necessary records that should be kept in the file. Ask the SMC/BoG members to now copy the templates to the file. Give enough time to each group to finish preparing the file. If the group is finished, you may release them.
12. Wrap up the session.

Module 6:

What is the problem?

School does not have a long-term plan on how to improve and develop.



List of the expected training results:

- School has a SMART vision statement
- School has a SMART mission statement

Session 1:

How to set up a school vision statement

Some schools have a clear vision of what they want to achieve. Others do not. Some schools involve SMC/BoG members in setting the school vision and others do not. The following session will help the SMC/BoG to set long-term goals for the school and its strategic direction.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- appreciate the need for a school vision statement
- write a school vision statement that is specific, measurable, attainable, realistic and time bound

Duration: 60 minutes



Materials

- Manila paper
- Paper
- Markers
- Pens
- Examples of school vision statements written on manila paper

Set 1: examples of school vision statements

1. By 2020 all students who enrol are retained in school, can read and write in English at their class level and promote peace values.
2. By 2020 attendance of students is at least 90%. All enrolled students are retained and sit the end-of-school examination.
3. By 2020 girls' drop-out is reduced to 5%, all P8 students sit PSLE and 80% of P8 students pass PSLE with score of at least 60%.

Set 2: examples of school vision statements

1. Be educated and serve the nation.
2. Creation of conducive learning environment for students.
3. Promote quality learning and development for the school.
4. I need my school to have a good standard and quality education.



Preparation

1. Write examples of school vision statements from set 1 on separate sheets of manila paper.
2. Write examples of school vision statements from set 2 on separate sheets of paper.
3. Write the objectives of the session on a flipchart.



Activities

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).

4. Ask participants to brainstorm about what a school vision is.

Hopefully the groups will illustrate similar ideas to:

- **School vision is a statement that describes a school's long-term goals.**
- **School vision describes the future state towards which the school works to achieve.**
- **School vision is a statement of aspiration.**

5. Summarise the responses by reinforcing the message that a school vision or a vision statement outlines the school's strategic direction, is a picture of its desired future and its long-term goals.
6. Ask participants why it is important to have a school vision statement.

Hopefully the groups will illustrate similar ideas to:

- **A school vision inspires, challenges and motivates the pupils, teachers and community.**
- **It helps to focus school objectives and plans.**
- **It helps to focus school development activities towards the longer-term goal.**

7. Summarise the responses by reinforcing the message that a school vision is to inspire, challenge and motivate school community, teachers and students to work towards a long-term goal.
8. Explain to participants that a good school vision:
 - a. Is linked to National Vision and Education Policy
 - b. Focused on teaching and learning
 - c. Written in clear and easy-to-understand language
 - d. Represents the views and values of all stakeholder groups
 - e. Is developed in a participatory manner.

9. Explain that the quality of a school vision statement can be easily checked by applying SMART lenses. A good school vision statements is SMART, which means that it is:
 - a. Specific: with clearly stated objectives
 - b. Measurable: with progress easy to be measured objectives
 - c. Achievable: with objectives limited to targets that are achievable within the set timeframe
 - d. Realistic: with objectives taking into account the school's staff and material capacity
 - e. Time bound: with set time frame for achieving stated objectives.
10. Demonstrate a few examples of good vision statements from other schools (use Set 1 of the vision statement examples). Ask the participants to briefly appraise the examples by applying the SMART lenses.
11. Divide the participants into 3 groups. Give each group a vision statement from another school (use Set 2 of the vision statement examples). Ask groups to appraise the vision statements using the SMART lenses. Give the groups 5 minutes to do the task.
12. Ask each group to feed back on the vision statements using the SMART lenses. You can ask supporting questions:
 - a. Was the vision statement specific, with clearly stated objectives?
 - b. Was the vision statement measurable?
 - c. Was the vision statement achievable with objectives limited to targets that are achievable?
 - d. Was the vision statement realistic, taking into account the school's capacity?
 - e. Was the vision statement time bound with a set time frame for achieving stated objectives?
13. Choose one example of the vision statement from Set 2. Ask participants to rewrite the statement so that it keeps its intended focus, but is still SMART.
14. Ask the participants whether their school has a vision statement. If it does, ask them to appraise it using SMART lenses and rewrite it in the way that it is SMART.
15. If the school does not have a vision statement, ask participants to brainstorm about words or ideas that they feel represent the values of their school. Note the words

on the flipchart. Ask participants to agree a list of 5 words or ideas only. Jointly draft a SMART school vision statement taking into account words/ideas representing school values.

16. After the school vision statement is drafted, ask participants which stakeholders should be consulted about the school vision statement. Make a list of these stakeholders and jointly plan for consultations.
17. Wrap up the session.

Ensure that after consultations, the school vision statement is written on manila paper and is placed on the school board, in the head teacher's office and in the staff room, as well as communicated to students, parents and the wider community.

Session 2:

How to set up school mission statement

Some schools have a school vision statement, but do not have a mission statement. Others have mission statements, but they are not linked to the vision statement. The following session will help SMC/BoG members to elaborate how they will achieve their long-term goals and note it in the form of a school mission statement.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- write a SMART school mission statement that explains how the school vision statement will be met.

Duration: 45 min

Materials:

- Flipchart
- Manila paper
- Markers
- Paper
- Pens

Examples of school mission statements

1. Ensure that by 2017 all lower primary classes have a dedicated class teacher who teaches them all subjects. By 2017 reduce teacher to student ratio in lower primary to 1:40. Ensure that at least 840 hours are spent every Academic Year on teaching and learning. Use textbooks and create a conducive learning environment by organising classroom displays and promoting peace messages.
2. Every Academic Year organise at least 3 school events open for parents and community members and promoting messages on school attendance. Follow up on all frequently absent students who are at risk of dropping out, provide them with additional support and retain them in school until the end of the cycle. Report all cases of planned early marriages.



Preparation:

1. Ask participants to bring their school vision statement.
2. Write example of mission statements from other schools on a flipchart.
3. Write the objectives of the session on a flipchart.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to recall what a school vision statement is and what characteristics it has to have.
5. Ask participants to recall what SMART means. Note the SMART features on a flipchart.
6. Write the school vision statement on a flipchart and explain that while the vision statement is linked to the national education priorities, the mission statement explains how the vision will be achieved. The school mission statement needs to be written in a clear language and be SMART.

7. Demonstrate and briefly discuss examples of school mission statements from other schools.
8. Ask participants to brainstorm how they want to achieve the school vision. Note all their ideas on a flipchart.
9. Ask participants to decide a timeframe by when they want to achieve some of the targets. Encourage participants to use SMART lenses when formulating statements. Note the statements. Jointly make corrections to the draft mission statement. Jointly check whether the draft mission statement is SMART.
10. After the mission statement is drafted, ensure that the mission statement is hung in the head teacher's office, the staff office, on a school board and communicated with students, parents and community members.
11. Wrap up the session.

Module 7:

What is the problem?

The SMC/BoG does not know how to set priorities for school development.



List of the expected training results:

- SMC/BoG members are able to assess school needs
- SMC/BoG keeps records of the school needs assessment in the school development file
- SMC/BoG members are able to prioritise school needs
- School development priorities include actions directly improving students' and teachers' performance
- School development priorities include actions improving the wellbeing and achievements of girls, students with special needs and other at-risk or hard-to-reach learners.
- School development priorities include library development/maintenance activities.
- School development priorities include no-cost, low-cost, medium-cost and high-cost activities.

Session 1:

How to assess school needs

Analysing school needs is the first step to making informed decisions about the direction of school development. Many schools find it difficult to prioritise their needs. There are many examples of schools that build a head teacher's office or an expensive fence before they build a classroom. The following session will help SMCs/BoGs to assess the school needs.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- explain how to organise and hold an effective meeting
- explain meeting rules
- explain the format of the SMC/BoG meeting

Duration: 60 minutes



Materials

- Manila paper
- Markers
- Minimum standards booklet



Preparation:

1. Ensure that all SMC/BoG sub-committee members are invited to the training.
2. Read and analyse the school self-evaluation tools.
3. Write the objectives of the session on a flipchart.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to brainstorm why it is important to regularly assess school strengths and weaknesses.
5. Explain that to help the school to focus the school needs assessment the Minimum Standards booklet may be used.
6. Show participants a copy of the Minimum Standards booklet. Let every person quickly scan through the Minimum Standards booklet. Explain that in today's session the SMC/BoG will have a chance to use the Minimum Standards booklet.
7. Group the participants in sub-committees.
 - a. Group 1: Sub-committee on school leadership
 - b. Group 2: Sub-committee on curriculum management and sub-committee on teacher development
 - c. Group 3: Sub-committee on school environment and sub-committee on school library and teaching resources
 - d. Group 4: Sub-committee on students' welfare
 - e. Group 5: Sub-committee on community participation
8. Give each sub-committee the relevant parts of the Minimum Standards booklet and ask sub-committee members to work through the booklet. Encourage the sub-committee members to walk around the school, if that is what the school needs assessment process requires. Give each sub-committee 30 - 45 min. to work through the Minimum Standards. Offer support to groups.

9. Ask the sub-committees to give summary feedback regarding their part of the assessment. Give each sub-committee 10 minutes for feedback. Note the main points from each of the sub-committees on a flipchart (we will need that flipchart in the next sessions).
10. Collect the parts of the Minimum Standards booklet, attach them together. Give the booklet to the Chairperson and ask the Secretary to keep it in the SMC/BoG file.
11. Wrap up the session and ask the Secretary to bring the school self-evaluation booklet to the next session.

Session 2:

How to prioritise school needs

Some schools find it difficult to prioritise school needs. They take decisions to build a concrete fence, rather than a classroom. They build toilets, but keep them locked for fear that students will make them dirty. They build a head teacher's office, but classrooms do not have blackboards, or they buy fridges for the schools. This session will help the SMC/BoG members to focus their efforts on the most important factors affecting students' performance and well-being.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- use school needs assessment findings to prioritise school development actions

Duration: 60 minutes



Materials

- Flipchart
- Markers
- School self-evaluation booklet
- Feedback flipchart from the school needs assessment session
- School vision and mission statement



Preparation:

1. Remind the SMC/BoG Chairperson to bring the school self-evaluation booklet to the session.
2. Ask SMC/BoG members to bring the school vision and mission statements to the training.
3. Prepare 8 flipcharts divided into 4 sections (no-cost needs, low-cost needs, medium-cost needs and high-cost needs).
4. Write the objectives of the session on a flipchart.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Hang the feedback flipchart from the school self-evaluation session on a wall and ask participants to recall findings from the school self-evaluation session.
5. Explain that, as the school self-evaluation session proved, the school has many needs. It is important to make a choice of which of these needs must be tackled first to ensure students' safety, wellbeing and learning.
6. Explain that one way to prioritise needs is to divide the needs into four groups:
 - a. **No-cost needs.** Those school challenges that do not require any money to be fixed. For example checking students' attendance daily.
 - b. **Low-cost needs.** Those school challenges that only require a small amount of money to be tackled. For example buying manila paper and markers for teachers for preparing classroom display and teaching resources.
 - c. **Medium-cost needs.** Those school challenges that require bigger amounts of money in order to be tackled. For example buying chairs for students.
 - d. **High-cost needs.** Those school challenges that require a large amount of money in order to be tackled. For example building a classroom.

7. Give each sub-committee the part of school self-assessment booklet they worked on in the previous session. Ask sub-committees to categorise the needs from their section into no-cost, low-cost, medium-cost and high-cost needs. Ask the sub-committees to note these needs on a flipchart. Give each group 15 minutes to complete the task.
8. Ask sub-committees to present their flipcharts.
9. Hang a flipchart (divided into 4 sections) on the wall and while sub-committees present their flipcharts, prepare a summary flipchart.
10. Agree with participants that, since there is no-cost to dealing with some of the school challenges, these challenges should be tackled first.
11. Jointly look through the list of low-cost needs. Check whether the sub-committees will be able to tackle them all. Prioritise if necessary.
12. Ask participants to look through the list of medium-cost and high-cost needs and decide which of them the sub-committees should try to tackle first. Agree on one or two medium- to high-cost needs to be tackled. Ask participants to link those priorities to the school mission and vision.
13. Mark on the flipchart which priorities sub-committees will be working on.
14. Collect the school self-evaluation tools, create a school self-evaluation booklet. Collect the summary and group flipcharts, fold them and ask the Chairperson to keep them in the SMC/BoG file.
15. Encourage the SMC/BoG members to share the school self-evaluation findings and priorities with the PTA and the wider community.
16. Wrap up the session.

Module 8:

What is the problem?

The SMC/BoG does not know how to make a record of the school development priorities in the School Development Plan or the SMC/BoG does not follow the plan.



List of the expected training results:

- School has a School Development Plan
- School Development Plan has measurable objectives and targets
- School Development Plan identifies required resources
- School Development Plan includes no-cost, low-costs, medium-cost and high-cost activities
- School Development Plan takes into account the needs of girls, learners with special needs and other at-risk students
- School Development Plan prioritises the improvement of learning outcomes for girls and boys
- School Development Plan includes library development/maintenance activities
- School Development Plan is displayed on the school board
- School Development Plan is approved by school leadership and the Payam Education Supervisor
- School Development Plan has an associated School Budget
- School Budget includes income projections
- School Budget specifies investments in physical inputs, learning quality and general support
- School Budget is signed by the head teacher, SMC/BoG Chairperson and SMC/BoG Treasurer
- School Budget is quality assured by the Payam Authority

Session 1:

Why and how to make record of the school development priorities

Some schools implement their school development activities without a plan. Others have plan, but when they implement school development activities they do not use the plan to guide their decisions and actions. That results in different activities being planned and being implemented. The following session will help SMC/BoG members to appreciate the value of the School Development Plan.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- appreciate the value of the School Development Plan

Duration: 30 minutes



Materials

- School vision and mission statements
- Flipchart
- Markers
- Scenarios

Scenario 1

SMC/BoG members jointly write School Development Plan. The SMC/BoG agreed to introduce a homework policy in the school, buy manila paper and stationery for teachers to prepare teaching resources and classroom displays, and to make each classroom a talking classroom. All members are happy with the School Development Plan.

Chairperson takes the plan and puts it in a school cupboard.

An NGO worker comes and wants to borrow the plan to make a copy. Chairperson gives the NGO worker the plan.

After the holidays, SMC/BoG meets to discuss implementation of the School Development Plan, but they cannot find it.

One member remembers that the NGO worker borrowed the plan but never returned it.

In the absence of a School Development Plan, one member proposes to buy a fridge for the school. Some members are upset and say that this was not part of the plan. Others support the idea. The SMC/BoG buys the fridge.

At the end of the Academic Year students' exam results are low. Classrooms still look gloomy and there are no teaching resources in the school.

Scenario 2

SMC/BoG members jointly write School Development Plan. The SMC/BoG agreed to introduce a homework policy in the school, buy manila paper and stationery for teachers to prepare teaching resources and classroom displays, and to make each classroom a talking classroom. All members are happy with the School Development Plan.

Chairperson takes the plan and hangs it on the SMC/BoG board. The Chairperson calls for a community meeting and explains what is planned for the new Academic Year.

When the new Academic Year starts, the SMC/BoG members meet to discuss implementation of the School Development Plan. One member wants to buy a fridge for the school. The SMC/BoG Chairperson points out the plan hanging on the SMC/BoG board and says it was not included in the plan and that there are other priorities.

SMC/BoG members follow the plan. Every month teachers add new teaching resources and hang new materials on the classroom walls. Classrooms start looking colourful and informative. Students like spending time in the classroom and say that the displays help them remember facts. At the end of the Academic Year SMC/BoG members are surprised that students' exam results are much better than last year.



Preparation:

1. Ask SMC/BoG members to bring the school vision and mission statements to the training.
2. Prepare and read the scenarios.



Actions:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to brainstorm about what a School Development Plan is and why it is worth having a plan.
5. Summarise the ideas by reinforcing the message that a plan is like a map. It helps to stay focused on the task and to track progress. It is a tool to manage risks, increase efficiency and keep financial control. It helps to give direction, take decisions and motivate people.
6. Ask participants who is involved in the school development planning process.
7. Summarise the ideas by reinforcing the message that in successful schools a wide range of stakeholders is involved in the school development planning, including women and men, teachers, parents, students and community members. The school development planning process is led by the head teacher with the help of SMC/BoG.
8. Read out Scenario 1. Ask participants to reflect on Scenario 1 by asking the following questions:
 - a. Did SMC/BoG follow the plan?
 - b. What happened at the end of the Academic Year?
9. Reflect on the situation and ask participants to look at another scenario.
10. Read out Scenario 2. Ask participants to reflect on Scenario 2 by asking the following questions:
 - a. Did SMC/BoG follow the plan?
 - b. What happened at the end of the Academic Year?

11. Ask participants to reflect on the scenarios and discuss what the value of the School Development Plan is.
12. Wrap up the session.

Session 2:

How to write School Development Plan

All schools are required to write an annual School Development Plan. Some schools write the School Development Plan only for activities that will be paid for from the Capitation Grant, rather than for all school development activities. The following session will help the SMC/BoG members to make a record of all planned activities in the School Development Plan.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- make a record of all school development activities in the School Development Plan template.

Duration: 90 minutes



Materials

- Flipchart
- Markers
- School Development Plan Template
- Sample School Development Plan
- School Development Planning Cycle poster
- Summary flipchart with noted school priorities (no-cost, low-cost, medium-cost and high-cost)



Preparation:

1. Write the objectives of the session on a flipchart.
2. Ask Chairperson to bring their last year's School Development Plan to the training session.
3. Ask Chairperson to bring the summary flipchart with noted school priorities (no-cost, low-cost, medium-cost and high-cost) to the training session.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to recall why it is necessary to write a School Development Plan, and to recall what information should be included in the School Development Plan.

Hopefully the groups will illustrate similar ideas to:

- **Basic information about the school**
- **Prioritised school needs**
- **Actions to tackle school needs**
- **Timeframe when the actions will be taken**
- **Cost of the actions**
- **Person responsible for the actions**

5. Demonstrate an example of a School Development Plan. Discuss with participants the format and information included in the plan.

6. Hang the summary flipchart with noted school priorities for development on the wall (this was prepared during the session on prioritising school needs). Explain that all the priority needs agreed to be tackled this year will be recorded in the School Development Plan. Whether they have no cost, low cost, medium cost or high cost, they will be included in the School Development Plan.
7. Explain the School Development Plan template.
8. Jointly fill the template using the list of priority needs recorded on the summary flipchart from session “How to prioritise school needs?”
9. Review the template, remind the Chairperson and the head teacher that the School Development Plan needs to be checked by the Payam Education Supervisor, discussed with the community and hung on the SMC/BoG board.
10. Wrap up the session

Session 3:

How to write a School Budget

All schools are required to cost the School Development Plan and make a record of the estimated costs in the School Budget. Some schools write both the School Development Plan and School Budget only for activities financed by the Capitation Grant, rather than for all school development activities. The following session will help the SMC/BoG members to cost all planned activities and make a record of these estimated costs in the form of the School Budget.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session, the participants will be able to:

- make a record of costs of all school development activities in the School Budget template.

Duration: 90 minutes



Materials

- Flipchart
- Markers
- School Development Plan Template

- Sample School Development Plan
- School Development Planning Cycle poster
- Summary flipchart with noted school priorities (no-cost, low-cost, medium-cost and high-cost)



Preparation:

1. Write the objectives of the session on a flipchart.
2. Ask Chairperson to bring their School Development Plan to the training session.
3. Ask Chairperson to bring the summary flipchart with noted school priorities (no-cost, low-cost, medium-cost and high-cost) to the training session.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to recall why it is necessary to write a School Development Plan, and to recall what information should be included in the School Development Plan.

Hopefully the groups will illustrate similar ideas to:

- **Basic information about the school**
- **Prioritised school needs**
- **Actions to tackle school needs**
- **Timeframe when the actions will be taken**
- **Cost of the actions**
- **Person responsible for the actions**

5. Bring participants' attention to the costs of the school development activities. Explain that the costs of activities in the School Development Plan are explained in more detailed in the School Budget.
6. Demonstrate a sample School Development Plan and School Budget and explain the links between the School Development Plan and the School Budget.
7. Hang the summary flipchart with noted school priorities on the wall (this was prepared during the session on prioritising school needs). Remind participants that all the priority needs agreed to be tackled this year are recorded in the School Development Plan. Explain that costs of these activities will be only briefly mentioned in the School Development Plan and explained in detail in the School Budget.
8. Explain the School Budget template.
9. Jointly fill the School Budget template using the list of activities recorded in the School Development Plan.
10. Ensure that participants understand that the School Development Plan and School Budget are tools which guide and organise implementation of school development activities.
11. After the School Budget is written, jointly review information included in the School Budget and make links with information included in the School Development Plan.
12. Remind the Chairperson and the head teacher that the School Development Plan and the School Budget need to be checked by the Payam Education Supervisor, discussed with the community and hung on the SMC/BoG board. Help the SMC/BoG Chairperson to schedule a visit to Payam office in order to submit the School Development Plan and School Budget for checking and approval.
13. Wrap up the session.

Module 9:

What is the problem?

The school has many needs and has limited resources.



List of the expected training results:

- School has a sub-committee on community participation and fund-raising
- Members of the sub-committee on community participation and fund-raising are able to explain their roles and responsibilities
- School has a calendar of events
- School has a strategy for raising funds for school development
- The sub-committee on community participation and fund-raising has a list of potential partners for school development

Session 1:

What are the roles and responsibilities of the sub-committee for community participation and fund-raising?

Some schools organise their school events last minute and spend little time planning the events. The result is that schools spend time attending parents' days and other events, but participation is low and does not result with increased involvement of parents in the school life or increased funds available for the school. The session below will help the SMC/BoG sub-committee on community participation and fund-raising to understand their roles and responsibilities and schedule the school events in advance.

This session is meant for a sub-committee on community participation and fund raising.



Objectives

By the end of the session, the participants will be able to:

- explain roles and responsibilities of the sub-committee on community participation and fund-raising
- prepare a schedule of school events
- assign focal points for each of the event.



Duration: 45 minutes

Materials

- Copies of decagon booklet with roles and responsibilities of a sub-committee on community participation and fund-raising.

Preparation

1. Ensure that a sub-committee on community participation and fund-raising is invited for the training sessions.

Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.

3. Tell participants what the objectives of this session are (show objectives on a flipchart).
4. Ask participants to recall the roles and responsibilities of the sub-committee on community participation and fund-raising.

Hopefully participants will name some of the roles noted in the SMC/BoG decagons.

Roles of the sub-committee on community participation and fund-raising

- **Organises Parents' Day every term**
- **Actively mobilises funds, resources and support for the school from the community, local business, and local organisations**
- **Develops, writes and implements fund-raising strategies**
- **Organises and promotes special school events: Sports Day, Girls' Education Day, and other celebrations**

5. Ask participants whether they have had any experience and success in involving communities in school development and fulfilling their roles. Ask participants to give examples of events and actions they took part in in the past.
6. Divide participants into 2 groups and ask each group to reflect on a past event by noting the following information:
 - a. What was the event/action?
 - b. Why did we succeed?
 - c. What did we learn?
 - d. How much time did the preparation take?
 - e. How much did the event cost?
 - f. How did the school benefit from the event?
 - g. What will we do better next time?Give each group up to 15 minutes for reflection.

7. Ask participants to share their thoughts on why the events were successful and what could be done better next time.

Hopefully participants will point out some of the following factors of success:

- **The event was planned in advance**
- **The event was advertised through different channels (through students, SMC/BoG, PTA, Teachers, Parents, Community Leaders, Church/Mosque)**
- **The event had clearly stated goals**
- **The event was cost effective**

Hopefully participants will point out how improvements can be made:

- **Local Chiefs can further promote the event**
- **The event plan needs to be detailed and costed**
- **The goals of the event must be linked to or benefit the School Development Plan**
- **Events need to be well planned**

8. Ask participants what events they have planned for this/next academic year.
9. Make a list of the event ideas and propose to prepare a calendar of events for this/the next academic year with established dates.

10. Hang a calendar template on the wall and ask participants to plan dates of the following events:
 - a. Parents' day (every term)
 - b. Special events (Girls' Education Day, Sports Day, Independence Day, International Literacy Day)
 - c. Back to school campaign (following up on students who have dropped-out)
 - d. School Development Day
 - e. Open Day

Hopefully you will arrive at a plan similar to the example below:



CalendarLabr.com

11. Ask participants to assign their names as persons responsible for a particular event, note the names in the calendar.
12. After activities are scheduled in the events calendar and persons responsible for the event are assigned, ask one participant to hang the calendar of events on the SMC/BoG board.
13. Wrap up the session by inviting participants to the next session during which they will find out how to prepare a fund-raising strategy for the school.

Session 2:

How to raise funds for the school

Schools struggle to raise money for school development and as a result the school environment is poor, school meals are not available and teachers' welfare activities are few. The session below will help the SMC/BoG sub-committee on community participation and fund-raising to strategize their effort to collect funds for the school.

This session is meant for a sub-committee on community participation and fund-raising.



Objectives

By the end of the session, the participants will be able to:

- explain the strategy for involving the community in the life of the school
- explain the strategy for raising funds for school development

Duration: 90 minutes



Materials

- Calendar of school events
- Event cards



Preparation:

1. Ensure that the members of the sub-committee on community participation and fund-raising are invited to the training session.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show objectives on a flipchart).
4. Hang the "Calendar of school events" on the board and ask the persons responsible for each event to describe the event they are responsible for by noting on "Event Cards" the following details of the event:
 - a. Name of the event

- b. Date of the event
 - c. Name of the person responsible for the event
 - d. Objective of the event
 - e. Materials needed for the event
 - f. Preparation required
 - g. List of invitees
 - h. Advertisement
 - i. Tasks related to the event.
5. Ask participants to present their respective events.
6. Discuss with participants all the respective events focusing on objectives of the events and the list of invitees. Ensure that the objectives are specific, measurable and that they benefit the school.

Hopefully participants will name some of the roles noted in the SMC/BoG decagons.

Roles of the sub-committee on community participation and fund-raising

- **Objectives of Parents' Day:**
 - To strengthen parents' participation in school life
 - To make parents aware of school needs
 - To make parents proud of their children's school work
 - To make parents want to support the school through donations, volunteering time, etc.
 - To collect at least 300 SSPs from parents, selling tea/water, selling students' work
- **Sports Day**
 - To make the school known in the community
 - To make the community proud of high sports achievements of the school
 - To use the Sports Day as a fund-raising opportunity by selling tea/water/tickets during the event
 - To make the school known to local businesses and attract donations
 - To attract at least 1 volunteer who could run an after-school sports club for students
 - To collect at least 200 SSPs from parents, community members and local businesses for the development of the school

- **International Literacy Day**
 - To make the community aware of the importance of reading skills
 - To promote reading amongst the students
 - To promote the school in the local community
 - To use the International Literacy Day as a fund-raising opportunity for purchasing books for the school
 - To use the Day as an opportunity to collect second-hand books and attract donations from local businesses, parents and local organisations
 - To collect at least 5 books and 300 SSPs for the development of the school library

- **Open Day**
 - To make the community aware of students' work
 - To promote the school in the local community
 - To use the Day as a fund-raising opportunity by selling tea/biscuits and other refreshments
 - To showcase students' work

- **Back to School Campaign**
 - To make the community aware of the school calendar
 - To make parents aware of the term dates
 - To promote the school in the local community
 - To attract out-of-school children into school
 - To attract donations from local farmers, businesses and organisations (for example promote a practice amongst the parents to donate a goat or porridge to the school at the beginning of the school year, so that it can be used for school meals)

- **School Development Day**
 - To make the community aware of the work the SMC/BoG has done to improve the school
 - To show an improved school environment/equipment/learning materials to the local community and parents
 - To promote the school as a caring school and school that wants to change
 - To make the community aware of the School Development Plan
 - To make the community aware of the school needs
 - To attract donations for the school
 - To collect at least 500 SSPs for the School Development Fund
 - To attract at least 1 volunteer to help the school achieve its school development goals

7. Summarise the review of school events by reinforcing the message that all activities have to have clear objectives and they all have to contribute to school development either by increasing the school's profile in the community or by raising funds for school development.
8. Collect the "Event Cards", staple them together and put them in a folder entitled: "School Fund Raising Strategy".
9. Discuss with participants the value of the strategy, and reinforce the message – that the strategy will only be good if it will be implemented. The sub-committee must make sure that the planned activities are actively implemented.
10. Wrap up the session by inviting participants to the next session in which they will learn how to set up a partnership for school development.

Session 3:

How to establish partnership for school development

Schools often do not make the best out of their location and their surrounding community. They are rarely pro-active in approaching organisations and businesses in their locality for support for the school and school development activities. The session below will help the SMC/BoG sub-committee on community participation and fund-raising to set up local partnerships for school development.

This session is meant for a sub-committee on community participation and fund-raising.



Objectives

By the end of the session, the participants will be able to:

- explain why partnerships are important for the school
- make a list of potential local partners and link the list to school development activities

Duration: 60 minutes



Materials

- Flipchart
- Manila paper
- School Development Plan



Preparation:

1. Ask the sub-committee to bring a copy of the School Development Plan to the session.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. On manila paper, make a record of the session rules.
3. Tell participants what the objectives of this session are (show objectives on a flipchart).
4. Ask participants what the word "partnership" means to them. Note synonyms on a flipchart.

Hopefully they will say similar things to:

- **It means to work together towards the same goal**
- **It means to help each other**
- **It means to share responsibilities, achievements and challenges**
- **It means co-operation**
- **It means joint interest and joint action**

5. Summarise the ideas and explain what a partnership is.
6. Ask the sub-committee whether their school already has or previously had a partnership with any organisation or business. Discuss the characteristics of that partnership. In case the school has no previous experience of partnerships, brainstorm about characteristics of a partnership.

Hopefully participants will have similar ideas to:

- **More than two entities/organisations work together in a partnership**
- **A partnership has a goal**
- **A partnership allows goals to be achieved more quickly**
- **Partners have clearly stated responsibilities and roles**
- **A partnership has an agreed timeline**

7. Divide participants into 2 groups and ask one group to note the opportunities and ask the second group to note the possible challenges of a partnership between a school and another organisation. If the school has had previous experience of working in a partnership, ask the groups to list the opportunities and challenges related to that partnership.

Hopefully the groups will arrive at a similar list to:

Opportunities	Challenges
Allows goals to be achieved more quickly	May be time consuming
Helps to increase knowledge and skills	May require changing some of the existing beliefs and practices
Helps to raise performance	May cause conflicts if timeline or communication are not clear
Helps to raise additional funds	
Increases access to unique resources and benefits	
Increases profile of the school in community	
Increases transparency	

8. Ask the groups to present their work. Discuss the points briefly.
9. Hang the School Development Plan on a board/the wall and review the Plan together with the sub-committee.
10. Pick the first activity from the School Development Plan and brainstorm with participants which organisations or groups of individuals could be interested in supporting the school to achieve this activity.

For example:

- **Problem: Blackboards in the school are of a low quality and need painting.**
- **Possible partners:**
 - Shops selling paint.
 - Local builders.
 - Other schools.
- **What can partners contribute?**
 - Shop assistants may be asked whether they could contribute paint or paint-brushes for painting the blackboards. Alternatively they can be asked for a discounted price for the paint and equipment.
 - Local builders may be asked to volunteer their time and lend their paintbrushes and other equipment for painting the blackboards.
 - Other, neighbouring schools might also need to paint their blackboards. Paint can be bought in bigger cans and paintbrushes and equipment may be shared between the schools.

- **Problem: School does not offer a school meal, and children stay at school hungry.**
- **Possible partners:**
 - Local farmers
 - Parents who are farmers
 - Local restaurants
 - WFP
- **What can partners contribute?**
 - Farmers and parents can be asked to donate animals (cows and goats), harvested crops, seeds or to volunteer time for setting up a school garden.
 - WFP, farmers and parents can also be asked to donate food items for the school meal.
 - Parents can be asked to help the school to build a kitchen and a food store.
 - Local restaurants can be asked to offer school meals to students at a reduced price.

11. Divide participants into 2 groups. Pick one activity from the School Development Plan for each of the groups. Ask each group to make a list of possible partners for the activity they were given.
12. Ask the groups to present their ideas.
13. Ask each of the group to assign a person or a small team to approach listed partners and ask them for help.
14. Set and note deadlines for approaching the possible partners.
15. Wrap up the session by encouraging the sub-committee to reach out to the listed partners and to try to bring additional resources/skills/volunteers to the school.

Module 10:

What is the problem?

The SMC/BoG does not make efficient use of the school funds.



List of the expected training results:

- The SMC/BoG members know where they can source funds for school development
- The SMC/BoG members know the requirements they need to meet to qualify for the Capitation Grant
- The SMC/BoG members know how to keep the school funds safe
- The school has a safe box
- School has a Financial File
- The SMC/BoG has records of school funds deposited in the bank
- The SMC/BoG has records of funds deposited in the school safe box
- The SMC/BoG has records of all school income
- The SMC/BoG has records of school expenditure
- The SMC/BoG has an up-to-date Cash Ledger

Session 1:

Where does the money for school development come from?

Schools operate with funds received from different sources. Some schools collect school development fees, some organise fund raising events, some qualify for Capitation Grants. The following session will help the school to understand the sources of school funding.

This session is meant for the SMC/BoG Chairperson, the Secretary and the Treasurer.



Objectives

By the end of this session the SMC/BoG members will be able to:

- list various sources of school funding
- explain the requirements the school need to meet to qualify for the Capitation Grant

Duration: 30 minutes



Materials

- Markers
- Flipchart
- School Development Planning and Budgeting Pack
- Pens



Preparation:

1. Write the objectives of the session on a flipchart.
2. Invite the Chairperson, the Secretary and the Treasurer for the training.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.

3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to brainstorm on what the sources of school funds are.

Hopefully they will have similar ideas to the list below:

- **Parents' contribution;**
- **Capitation grant;**
- **Grants from other donors or other organisations;**
- **Fund-raising events;**
- **Donations from individuals;**
- **Donations from businesses.**

5. Summarise the ideas SMC/BoG members shared and explain that schools have to be pro-active in securing their funds.
6. Explain to the participants that one source of school funds the school can count on is the Capitation Grant. Tell the SMC/BoG members that the Capitation Grant is paid by the Government and is available for all not-for-profit schools in South Sudan. Explain to the participants that to receive the Capitation Grant on time, the school will have to meet certain requirements.
7. Ask participants to name the requirements they need to meet to receive the Capitation Grant on time.

Hopefully they will have similar ideas to the below list:

- **Submit Pupils Admission Register to PES by the end of February**
- **Have a school bank account**
- **Have an active SMC/BoG**
- **Have a School Development Plan**
- **Have a School Budget and financial report**
- **Have a record of daily students' attendance**

8. Check with participants whether their school meets all the criteria to qualify for the Capitation Grant.
9. If the school meets all the criteria, discuss their experience of receiving capitation grants in the past. Ask whether the Capitation Grant was received on time, investigate some of the challenges the school faced in relation to the Capitation Grants. Discuss with the participants how to overcome those challenges in the future.
10. If the school does not meet the Capitation Grants criteria, work with the participants to ensure that the school meets all the criteria. This can take more than one visit to ensure that the school meets all the criteria.
11. Wrap up the session and set up the date for the next session.

Session 2:

How to keep school funds safe

Schools operate with funds received from different sources. Some schools collect school development fees, some organise fund-raising events, some qualify for Capitation Grants. The following session will help the school to understand the sources of school funding.

This session is meant for the SMC/BoG Chairperson, the Secretary and the Treasurer.



Objectives

By the end of this session the SMC/BoG members will be able to:

- know how to keep the school funds safe
- make arrangements to put in place a school safe box
- know how to keep a record of finances deposited in the school safe box

Duration: 60 minutes



Materials

- Markers
- Flipchart
- Pens
- Template of the cash count form



Preparation:

1. Write the objectives of the session on a flipchart.
2. Invite the Chairperson, the Secretary and the Treasurer for the session.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask the participants to discuss in pairs how to keep school funds safe.
5. Ask participants to discuss some of the concerns relating to keeping cash in the school.
6. Ask participants to identify the place to store small amounts of cash in the school. Check the safety of the identified place.
7. If the school does not have a safe box, help the participants to plan for the purchase of the safe box. Make arrangements for placing securely the safe box in the school.
8. Wrap up the session.

Session 3:

How to keep track of the school funds

Schools operate with funds received from different sources. Some schools collect school development funds from parents, some organise fund-raising events, most schools receive Capitation Grants. All of the school funds need to be tracked and accounted for. The session below will help the SMC/BoG members to understand how to keep track of school funds.

This session is meant for the SMC/BoG Chairperson, the Secretary and the Treasurer.



Objectives

By the end of this session the participants will:

- be able to explain which documents are required to keep of the school funds.
- have a School Financial File

Duration: 60 minutes



Materials

- Sample financial file
- Sample of a Bank Statement
- Sample of a Cash Receipt
- Sample of a Cash Count



Preparation:

1. Ask the SMC/Bog Secretary to bring all financial records and receipts to the training session
2. Buy a file for the school
3. Print the template of the following financial forms:
 - a. Bank Statement
 - b. Cash Receipt
 - c. Cash Count Form



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants whether they have an existing system for keeping track of the School Funds. Discuss it briefly.
5. Divide participants into groups. Give each group a sample Financial File for the review. Ask participants to review the Financial File and answer the following questions:
 - a. What documents are kept in the file to track school funds deposited in a bank?
 - b. What documents are kept in the file to track school funds deposited in the school safe box?
 - c. What documents are kept in the file to keep track of the money paid by parents?
6. Ask the groups for feedback.
7. Demonstrate a sample Bank Statement and explain to the participants that the Bank Statement is used to track the school funds deposited in the bank.
8. Ask the participants to open their school Financial File and physically check whether they can find Bank Statements in the File.
9. Ask the participants to make sure that from now on, all Bank Statements are kept in the Financial File. Ask participants to open their File and put the Bank Statements in the File, in date order.
10. Give the participants 10 minutes to complete this task.
11. Demonstrate a sample Cash Count Form and explain to the participants that the Cash Count Form is used to track the school funds deposited in the safe box.
12. Ask the participants to open their school Financial File and physically check whether they can find Cash Count Forms in the File.

13. Ask the participants to make sure that from now on, all Cash Count Forms are kept in the Financial File. Ask participants to open their File and put the Cash Count Forms in the File, in date order. If they did not bring any Cash Count Forms, and they have not used them before, demonstrate how to use the Cash Count Forms, and give a sample form to the school, and ask them to put it in the Financial File. They can use the Cash Count Form sample to prepare their own Cash Count Forms.
14. Give the participants 10 minutes to complete the task.
15. Demonstrate a sample Cash Receipt and explain to the participants that the Cash Receipt is used to track the incoming funds to school.
16. Ask the participants to open their school Financial File and physically check whether they can find any Cash Receipt Forms (or any other document tracking the incoming funds) in the File.
17. Ask the participants to make sure that from now on, all copies of the Cash Receipts or any other document tracking the incoming funds should be kept in the Financial File. Ask participants to open their File and put the Cash Receipts (or a list of payments or any other documents tracking the incoming funds) in the File, in date order.
18. Give the participants 15 minutes to complete the task.
19. Explain to participants that now that they have a Financial File, it will help the school to keep a track of the School Funds. Explain that in the next session the participants will learn how to keep a record of school expenditure in the Financial File.
20. Wrap up the session.

Session 3:

How to document school expenditure

Schools spend money on chalk, desks, building materials, reference books, teaching and learning materials, payment for volunteer teachers and many other items. All schools are required to account for their funds to the SMC/BoG, PTA, wider community and the Government. Many schools do not account for their expenditure. Some do not know how to do it. The following session will help the SMC/BoG members to understand how to keep a track of school expenditure.

This session is meant for the SMC/BoG Chairperson, the Secretary and the Treasurer.



Objectives

By the end of this session the participants will:

- be able to explain which documents are required to keep a track of the school expenditure.
- be able to account for school expenditure.
- have a School Financial File.

Duration: 90 minutes



Materials

- Sample Financial File
- Sample of a Receipt
- Sample of a Payment Order Voucher
- Sample Cash Ledger



Preparation:

1. Ask the SMC/Bog Secretary to bring all financial records and receipts to the training.
2. Print a template of the following financial forms:
 - a. Receipt
 - b. Payment Order
 - c. Cash Ledger



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to recall what financial documents are kept in the Financial File to keep track of the School Funds. Explain to participants that in this session they will learn about the documents kept in the Financial File to track school expenditure and account for it.
5. Divide participants into groups. Give each group a sample Financial File for the review. Ask participants to review the Financial File and answer the following questions:
 - a. What documents are kept in the file to track school expenditure?
 - b. What documents are kept in the file to account for the school expenditure?
6. Ask the groups for feedback.
7. Demonstrate a sample Receipt and explain to the participants that the Receipt is used to track the cost of the items purchased for the school.
8. Ask the participants to open their school Financial File and physically check whether they can find Receipts in the File.
9. Ask the participants to make sure that from now on, all Receipts should be kept in the Financial File. Ask participants to open their File and put the Receipts in the File, in date order. Show participants how to arrange and describe the Receipts.
10. Give the participants 20 minutes to complete the task.
11. Demonstrate a sample Purchase Order Voucher and explain to the participants that the Payment Order Voucher is used to track the services the school orders and pays for.
12. Ask the participants to open their school Financial File and physically check whether they can find Payment Order Vouchers in the File.

13. Ask the participants to make sure that from now on, all Payment Order Vouchers are kept in the Financial File. Ask participants to open their File and put the Payment Order Voucher in the File, in date order. If they did not bring any Payment Order Vouchers, and they have not used them before, demonstrate how to use the Payment Order Voucher, and give a sample form to the school, and ask them to put it in the Financial File. The participants can use the Payment Order Voucher sample to prepare their own Payment Order Voucher.
14. Give the participants 15 minutes to complete the task.
15. Demonstrate a sample Cash Ledger and explain to the participants that the Cash Ledger is used to track the incoming funds to school.
16. Ask the participants to open their school Financial File and physically check whether they can find any Cash Ledger Forms in the File.
17. Demonstrate to the participants how to fill in the Cash Ledger and how to use other financial documents (receipts, payment order vouchers, cash count forms, bank statements) as supporting documents for the Cash Ledger.
18. Ask the participants to make sure that from now on, all copies of the Cash Ledger should be kept in the Financial File.
19. Give each school a copy of the Cash Ledger. Ask the participants to fill in the Cash Ledger.
20. Give the participants 30 minutes to complete the task.
21. Check the Cash Ledgers and ask the participants to put the Cash Ledgers in their Financial Files.
22. Explain to participants that now that they have a Financial File, it will help the school to keep the track of the School Funds, School Expenditure and to Account for the school income and school expenditure.
23. Explain to the participants that all the copies of the Financial File must be submitted to the Payam Education Supervisor for checking and approval by the end of November each year.
24. Wrap up the session.

Module 11:

What is the problem?

The school does not have a record of its assets and possessions.



Session 1:

How to keep track of the school assets

Some schools do not know what assets and possessions they have. Many schools keep their assets unorganised and in various locations in the school. As the result some assets needed by students and teachers, even if available at school, are not used as teachers do not know that they exist in the school or they do not know where the assets are. The session below will help the SMC/BoG members to keep track of their assets.

This session is meant for the SMC/BoG Chairperson, The Secretary and the sub-committee on school library and teaching resources, and the sub-committee on the school environment.



Objectives

By the end of the session participants will:

- have an up-to-date list of school assets (School Assets Register)

Duration: 150 minutes



Materials

- A4 notebook (Asset Register)
- Pens
- Sample List of Assets



Preparation:

1. Tell the SMC/BoG Secretary to bring an A4 notebook to the session
2. Invite the SMC/BoG Chairperson, The Secretary and the sub-committee on school library and teaching resources, and the sub-committee on the school environment to the session.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.

3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to brainstorm what assets and possessions the school has.

Hopefully they will have similar ideas to:

- **Desks and chairs**
- **Blackboards**
- **Shelves**
- **Cupboards**
- **Books, reference books, textbooks**
- **Charts and other teaching and learning materials**
- **Science kit**
- **Mathematics kit**
- **Balls**
- **Garden tools**

5. Explain to the participants that keeping a record of the school assets can help the school in safeguarding the assets and also in improving the use of the assets.
6. Demonstrate to the participants how to assign serial numbers and label the school possessions. To avoid confusion with the serial number you can propose to the participants that they can label the equipment by assigning a letter symbolising the location of the equipment, and an individual number to the asset.
For example a desk in the P5 classroom could be labelled: P5.1, another desk in the same classroom could be labelled: P5.2, etc.
7. Explain to the participants that to keep records of the school assets a School Assets Record Template is used. Demonstrate the template to the participants and explain to the participants how to use the tool.
8. Go to the P1 classroom and jointly label and make a record of all assets in the P1 classroom.
9. After the task is accomplished, ask the participants whether they have any questions.

10. Divide the participants according to their membership in the sub-committees. Give each group a printout of the School Assets Record. Explain to the participants that they will be asked to go around the school and label and make a record of all school assets.
11. Ask the SMC/BoG Chairperson and the Secretary to label and make a record of all assets located in the school offices.
12. Ask the sub-committee on the school library and teaching resources to label and make a record of all books, textbooks, reference materials, teaching and learning resources belonging to the school.
13. Ask the sub-committee on the school environment to label and make a record of all equipment in the classrooms.
14. Make records. Give each group two hours to do the task. While the sub-committees are working, walk around the compound and offer help, clarification and support.
15. Once the task is accomplished ask the SMC/BoG Secretary to collect all the school assets records and store them in an assets file.
16. Explain to the participants that in the next session, members will have a chance to sort-out the school storeroom.
17. Wrap up the session.

Session 2:

How to manage the school storeroom

The storerooms in many of the schools are dusty, dirty and unorganised. Teachers often do not have a key to them, and are not aware of what resources are available in them. The session below will help the SMC/BoG members to organise the storeroom and keep a track of the assets kept in the storeroom.

This session is meant for the SMC/BoG Chairperson, the Secretary and the sub-committee on the school environment.



Objectives

By the end of the session participants will:

- have a well-organised storeroom

Duration: 240 – 360 minutes



Materials

- A4 notebook (School Assets Register)
- Pens
- Sample List of Assets
- Cupboard and shelves



Preparation:

1. Tell the SMC/BoG Secretary to bring the School Assets Register to the session.
2. Invite the SMC/BoG Chairperson, The Secretary and the sub-committee on school library and teaching resources, and the sub-committee on the school environment to the session.
3. Jointly with the SMC/BoG Secretary assess the need for cupboards/shelves for the school storeroom.
4. Arrange with the SMC/BoG for the purchase of needed storage cupboards and shelves.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to brainstorm what a good, functional and usefully-organised storeroom should look like.
5. Invite the participants to go with you to the school storeroom, and inspect whether the school storeroom matches the description of a functional storeroom.
6. Invite the participants to organise the storeroom.
7. Divide the participants into 3 groups.
8. Make one group responsible for taking everything out of the storeroom. Make another group responsible for cleaning the storeroom and arranging new shelves and cupboards in the storeroom. Make the third group responsible for labelling and making a record of all assets.
9. Once all three types of jobs are completed, you can ask participants to arrange the assets in a functional way. All books should be arranged and stored on a labelled shelf, so that it is visible what types of books there are and for which level those books are. All stationery should be arranged and stored in one location in the store so that it is easily accessible. Do the same with other assets stored in the school store, Make sure that all assets are labelled, registered and stored on visibly-labelled shelves.
10. After the storeroom is organised, congratulate the participants and thank them for a great effort to organise the storeroom.
11. Arrange for the head teacher to show the storeroom to the teachers and to let them know what resources teachers can find in the storeroom.
12. Ask participants to reflect on how they felt after they had organised the storeroom so well.
13. Ask the head teacher to thank all the members for their great effort.
14. Wrap up the session.

Module 12:

What is the problem?

The SMC/BoG does not keep a record of school development activities.



List of the expected training results:

- School has a school development file
- School development activities are recorded in the school development file

Session 1:

How to keep records of the school development activities

Some schools take school development actions but do not keep any record of these actions. This makes it hard for the school to account for and explain to the community what efforts the school takes to provide a better quality of education for the students. Without records it is hard for the school to explain to the community what additional support is needed. The session below will help the SMC/BoG members to understand which records should be kept.

This session is meant for the SMC/BoG Chairperson and the Secretary. You may lead this session for more than one school at a time.



Objectives

By the end of the session participants will be able to:

- explain why keeping school development records is important
- explain which records should be kept in the School Development File
- create a School Development File



Duration: 90 minutes

Materials

- File
- Flipchart
- Markers
- Sample of the School Development File
- Flipchart with a statement: “Keeping records of school activities is pointless as it is time consuming and it does not bring any benefit to the school”.
- Flipcharts with the following words: “Yes”, “No”, “Yes, but”, “No, but”



Preparation:

1. Prepare a sample School Development File
2. Write the objectives of the session on a flipchart.
3. Ask the SMC/BoG Secretary to bring all records related to the school development to the session.
4. Prepare four flipcharts with the following statements written on them: 1) Yes; 2) Yes, but; 3) No; 4) No, but.
5. Prepare a flipchart with a statement: “Keeping records of school activities is pointless as it is time consuming and it does not bring any benefit to the school”.
6. Ask the SMC/BoG Secretary to buy and bring a file to the session



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today’s session. Make a record on manila paper of the session rules.
3. Tell participants what the objectives of this session are (show objectives on a flipchart).
4. Prepare four flipcharts with the following statements written on them: 1) Yes; 2) Yes, but; 3) No; 4) No, but.
5. Hang on a wall the following statement written on a flipchart:

“Keeping records of school activities is pointless as it is time consuming and it does not bring any benefit to the school”.

6. Read the statement and ask the participants to stand next to the flipchart that is the closest to their opinion about the statement.
7. Ask participants to discuss their opinion and share arguments with other participants standing next to the same statement.
8. After discussions in the small groups are finished and arguments shaped, ask the small groups to share their arguments and viewpoints with the whole group.
9. Summarise the discussion by focusing on the meaning of school development records and the reasons why we need them.
10. Demonstrate to the participants a sample of the School Development File.

11. Describe the type of documents that are kept in the School Development File.
12. Give the file to the SMC/BoG Secretary.
13. Ask the Secretary and the SMC/BoG Chair to arrange all the documents related to the school development in the file. This should include:
 - a. School Development Plan
 - b. List of the SMC/BoG members
 - c. SMC/BoG Meeting Calendar
 - d. SMC/BoG Meeting Minutes
 - e. Fundraising Strategy
 - f. Financial File
 - g. Any other evidence relating to the school development (for example photographs of the work done, reports)
14. Offer help, when needed.
15. Wrap up the session by emphasising that the School Development File must be stored at school, in a safe, but accessible to the SMC/BoG Secretary, place.

Module 13:

What is the problem?

Some SMC/BoG members do not know how to support girls' education.



List of the expected training results:

- SMC/BoG members are able to explain the difference between sex and gender
- SMC/BoG members are able to name strategies helping shy and under-represented participants to contribute to the discussions during meetings
- SMC/BoG members know how to provide support related to cash transfers to girls

Session 1:

How to make the school inclusive

Many schools do not find it easy to avoid replicating gender stereotypes or to promote equality. The following session will help the SMC/BoG members to understand some of the common gender stereotypes.

This session is meant for all SMC/BoG members.



Objectives

By the end of the session participants will be able to:

- identify gender stereotypes that exclude boys and girls from doing certain activities
- differentiate between gender roles and biological factors (sex)

Duration: 60 minutes



Materials

- Description of sex and gender roles
- Flipchart
- Markers



Preparation:

1. Write the objectives of the session on a flipchart.
2. Print out (or write) descriptions of sex and gender roles.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask participants to brainstorm on: **What is inclusion?**

5. Place a set of descriptions of sex and gender roles in front of the participants.
6. Draw the following table on the blackboard:

<i>man</i>	<i>woman</i>	<i>both man and woman</i>

7. Ask each participant to pick one card with a sex or gender role, read aloud what is written on it, choose a category in which to place the word or phrase on the board and write it.
8. Ask participants to work in pairs. Ask participants to discuss in pairs the following questions. Give participants 3 – 5 minutes:
 - a. How is boys' and girls' participation in lessons shaped by the practice of stereotypical roles?
 - b. What can we do to change that?
9. After finishing the exercise, ask the participants: What did you observe during this exercise about sex and gender roles? Ask a few individuals to share their feelings with the whole group.

Participants might have similar ideas to:

- Only sex roles are fixed and based on biological factors. Some words are used either for men or women, e.g. 'beard' is for men, while 'menstruation' is for women only.
- Gender roles are not biological roles. These roles can be different for different communities, depending on the people and places. They are time and context specific and this means that the roles can change from time to time, e.g. now-a-days in many countries, we find both men and women can be good cooks, while being good soldiers at the same time.
- Other words or phrases, such as head of family, bread winner, strong, good fighter etc. are considered men's attributes in some communities. Similarly, good care takers, polite, shy etc. are considered women's attributes in some communities due to cultural and traditional beliefs. These are known as stereotypes.

- Stereotypes can be positive or negative. For example, women are good care takers, loving etc. and men are good farmers, soldiers etc. – these are positive stereotypes. On the other hand, women are poor in Mathematics or Science subjects and men are not good for housework – these are negative stereotypes.
10. Ask the participants another question: How can the learning experience of boys and girls be constrained by gender roles? What can we, as the SMC/BoG members, do about it? Ask a few individuals to share their thoughts with the whole group.

The following points may come up during the discussions:

How is boys' and girls' learning shaped by the practice of stereotypical roles?	Ways to challenge gender roles and change perceptions
1. A lot of household chores deprive girls of the time to study. Hence this practice affects their learning.	1. Meet parents and explain that girls need to have time at home for studying, and that both boys and girls should help with housework so that the burden is shared.
2. Assigning words or phrases such as, strong, bread winner etc. for men can motivate boys to work hard, while weak, shy etc. for girls may discourage them from working hard.	2. Assign the same type of work for boys and girls e.g. sweeping, cooking, washing utensils, going to the market, helping parents etc.
3. Labelling roles as men's or women's affects girls' and boys' learning and overall growth	3. Promote amongst the teachers equal treatment of boys and girls in the classroom.
4. Negative stereotypes create barriers to nurture creativity and development e.g. Mathematics is difficult and therefore, the subject is more suitable for strong people i. e. boys.	4. Keep an eye on adolescent girls and follow-up on all absences at school as frequent absence can be a first sign of a drop-out.
5. Reinforcing stereotypes through everyday practice does not allow for change to take place	5. Ensure the SMC/BoG includes both men and women and boys and girls and that all are encouraged to participate in the discussion.

11. Wrap up the session.

Session 2:

What is the role of the SMC/BoG in supporting cash transfers?

Some SMC/BoG members are not aware of what their roles and responsibilities are in relation to cash transfers to girls. The session below will help the SMC/BoG members to understand how to support cash transfers for girls.

This session is meant for all members of the SMC/BoG.



Objectives

By the end of this session the SMC/BoG members will:

- be able to explain what a cash transfer is
- know their roles in relation to the cash transfer process
- know how to support cash transfer to girls

Duration: 60 minutes



Materials

- Markers
- Flipchart
- Pens



Preparation:

1. Write the objectives of the session on a flipchart.
2. Print out (or write) descriptions of sex and gender roles.



Activities:

1. Greet participants and ask them to sit down.
2. Agree the rules for today's session. Make a record on manila paper of the session rules.
3. Tell participants what the objectives of this session are (show the objectives on a flipchart).
4. Ask the participants to discuss in pairs what they know about "Cash Transfers".
5. Ask the pairs to share in the plenary their knowledge about the "Cash Transfers" without repeating information contributed by other participants.

6. Summarise the responses and clarify that the cash transfer is a small amount of money (125 SSP) paid every year to all school-going girls from P5 to P8 and from S1 to S4 levels.
7. Explain that the cash transfer is paid to school-going girls to help girls and their families to meet the cost of education. It can be spent as the girl or family wishes but the intention is that the cash transfer is spent on items for school. For example, copy-books, pens, pencils and other stationery, school uniform, books, shoes and sanitary pads.
8. Divide the participants in two groups and ask them to discuss in their groups why girls are paid the cash transfer.
9. Ask the groups to share their thoughts on why girls receive the cash transfer.
10. Summarise and explain that many studies have shown that by educating a girl, we educate a nation and lift families from poverty. However, in South Sudan only one girl in ten completes primary education. Families often prioritise educating boys if they do not have enough money to educate all of their children. The cash transfer is paid to the girls to help them meet the cost of school and small personal needs, such as for example sanitary pads.
11. Explain to the participants that the SMC/BoG can support the cash transfer process by spreading the correct information about the cash transfer and later on by witnessing the cash transfer payments.

Messages to parents:

Send your daughter to school. Your daughter will be paid 125 SSP every year, beginning from P5, if she attends classes every day.

Messages to girls:

Stay at school. At school you will meet a lot of friends, and you will find out a lot of interesting things about the world. Education will give you opportunities in the future. The cash transfer was designed for you so that you can buy necessary school materials and stay at school, even when your parents do not have money to buy copy-books, school uniform, pay for transport to school, and buy textbooks or sanitary pads.

Messages to the community:

Educated girls help to develop the community and keep their future children healthy. Encourage parents of the girls who are not enrolled at school or who have dropped out to send them to school. Tell your neighbours why you enrolled your daughter in school and what the benefits of education are.

Messages to teachers:

Report students' attendance daily. Absent students cannot learn. Only girls who attend the school daily will be paid the cash transfer. If the student is absent, report it and find out why she is absent. Take actions to make sure that the student attends classes daily. Ensure at all times that as a teacher you act professionally towards girls and do not get involved in behaviour that violates the Teachers' Code of Conduct.

12. Divide the participants into 3 groups. Ask one group to note some of the messages to the community and parents they can promote in relation to the cash transfer. Ask another group to note some of the messages they can promote amongst girls and boys in relation to the cash transfer. Ask the third group to note some of the messages they can promote amongst the teachers in relation to the cash transfer.
13. Ask the groups to present their ideas.
14. Help the groups to plan events and occasions and ways in which these messages will be promoted.
15. Ask the groups to prepare posters with the messages they want to spread about the cash transfers.
16. After the posters are ready ask the Chairperson and the Secretary to place the posters around the school.
17. Wrap up the session.

ROOM TO LEARN
SOUTH SUDAN

 **GESS**
GIRLS' EDUCATION
SOUTH SUDAN

 **WINROCK**
INTERNATIONAL

fhi
360
THE SCIENCE OF
IMPROVING LIVES

 **PLAN**
INTERNATIONAL

M
M
MOTT
MACDONALD

 **BBC**
MEDIA ACTION
TRANSFORMING LIVES THROUGH MEDIA
AROUND THE WORLD

Charlie 
Goldsmith 
Associates 