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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

PTA TRAINING CYCLE I

USAID/Liberia ABE: ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001

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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

PTA TRAINING CYCLE I: PTAS AND TRADITIONAL LEADERS SUPPORTING ACCELERATED LEARNING PROGRAMS IN THE CONTEXT OF THE ONE SCHOOL APPROACH

Trainer Materials

USAID/LIBERIA ABE: ACCESS IDIQ CONTRACT
AID-OAA-I-14-00073/AID-669-TO-17-00001



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Table of Contents

ACRONYMS	iv
Introduction	1
Overview of the Training	1
Illustrative Agenda	4
Session Guides	7
DAY 1	7
SESSION 1: Introduction to Training	7
SESSION 2: What Makes an Effective PTA?	10
SESSION 3: What is ALP?	13
SESSION 4: How We Learn and How ALP Promotes Learning.....	18
SESSION 5: Accelerating Learning at School, at Home and in the Community	22
SESSION 6 and 11: District Meetings.....	25
DAY 2	28
SESSION 7: Preparing Students for ALP School (Enrolment, Placement, Completion and Transition)	28
SESSION 8: Monitoring Learner and Teacher Attendance	32
SESSION 9: PTAs and the Teacher Code of Conduct.....	37
SESSION 10: Creating a Safe Learning Environment: Basic Concepts of SRGBV	42
SESSION 11: District Meetings.....	46
DAY 3	47
SESSION 12: Conducting Effective PTA meetings.....	47
SESSION 13: Conflict Management	51
SESSION 14: Action Planning and Preparation for Traditional Leaders.....	55
DAY 4	Error! Bookmark not defined.
Special Session: PTAs Engaging Traditional Leaders in Support to ALP.....	59
Appendices:	Error! Bookmark not defined.
Appendix A: Dry Run Overview and Proposed Timetable	Error! Bookmark not defined.
Appendix B: Summary of Handouts By Session	Error! Bookmark not defined.
Appendix C: Handouts (found in separate document)	59

ACRONYMS

ABE	Alternative Basic Education
AE	Alternative Education
AED	Alternative Education Division
ALP	Accelerated Learning Program
CEO	County Education Officer
COR	Contracts Officer Representative
DEO	District Education Officer
DPE	Department of Physical Environment
EDC	Education Development Center
EO	Education Officer
EMIS	Education Management Information Systems
ESDC	Education Sector Development Committee
GBV	Gender Based Violence
GOL	Government of Liberia
MoE	Ministry of Education
NGEI	National Girls' Education Initiative
OOSC	Out of School Children
OOSY	Out of School Youth
PCENDPD	Parents, Community Engagement and National Dropout Prevention Division
PQS	Program Quality Standards
PTA	Parent Teacher Association
RERA	Rapid Education Risk Assessment
SRGBV	School Related Gender Based Violence
SOW	Scope of Work
TCoC	Teachers' Code of Conduct
TWG	Technical Working Group

Introduction

USAID Liberia's Activity, *Accelerated Quality Education for Liberian Children* is a collaboration with the Ministry of Education to implement an Accelerated Learning Program (ALP) in 260 schools for children, aged 8-15 years who have never been to school or who have dropped out before completing Grade 6. EDC leads the implementation of the Activity under contract to USAID. The activity focuses on two major result areas: institutionalizing a framework for ALP and increasing the number of learners who are eligible to re-enter the formal school system. Both results require community understanding and support: families make decisions about enrollment and support completion and communities help create the physical and psychological safety of learners, particularly those who might be in alternative programs.

PTAs have been recognized as critical actors in the provision of quality education by USAID, as noted in its implementation contract with EDC for this development assistance activity, and by the MoE as reflected in the recently revised draft National PTA Policy and the "One School Approach" which seeks to integrate all MoE programs at the school level. f

This PTA training program is the first of a series of trainings that strengthen PTA structure, leadership and engagement generally, and promote specific PTA led activities in support of ALP.

This training program's major innovation is the intentional preparation and implementation of a PTA led outreach to Traditional Leaders, a kind of "action learning" through which PTAs and Traditional Leaders engage in a dialogue that deepens their understanding of ALP and begins the process of working together.

Overview of the Training

Training Participants.

The target audience for this training is PTA leadership. Although there are seven designated leadership positions in the PTA structure, the recommended minimum number of participants per PTA is three: chairs, secretaries and advisors. Traditional leaders (Town chiefs, Women leaders, Paramount Chiefs) join on the final day of the program to begin a dialogue with the PTA about how to support ALP in their respective constituencies. The PTA focal person from each District Education Office is invited as a participant to learn with PTA representatives and as resource for the training. English language and literacy levels may vary widely within this group suggesting careful attention to written and visual materials in all training sessions. Also, knowledge and practice of the PTA related policies and opportunities are likely to vary from site to site.

Learning Outcomes. These learning outcomes were based on the potential of the PTA and Traditional Leaders to support the ALP program and focuses on the foundational

knowledge, skills and practices that will help them get started in fulfilling that potential. Specifically, by the end of this training, participants will be able to:

1. **Describe in their own words, the basic principles of ALP** and why this opportunity is important to learners, the families and the community.
2. **Prepare a conversation with their children, other family members and neighbors** about the benefits and opportunities implicit in ALP
3. **Promote in PTA meetings and action plans at least 3 examples from TCoC of good teaching practices in ALP**, including classroom management, teacher effectiveness, school management and appropriate relationships between teachers and learners.
4. **Develop a 3-month list of possible activities** that PTAs might undertake in alignment with ALP placement and summative assessments; **Plan at least 3 activities that will help parents understand eligibility for ALP** and how children are placed and promoted.
5. **Prepare a presentation and discussion plan to engage and Traditional Leaders in promoting ALP.**
6. **Begin to build, test and use a toolkit for the site PTA to support ALP** that includes resources (such as the PTA operational manual), plans (such as the 3-month plan) from this training and templates for planning and reviewing activities in support of ALP

Trainers

The course was designed to be delivered by EDC's Community Mobilization Agents and County Team Leads with technical input and support from the Ministry of Education's *Alternative Education* and *National Drop Out Prevention and Community Engagement* Divisions and EDC headquarters technical staff. This is the broad training team which will meet to divide up responsibilities for sessions; support co-trainers; work with small groups on assigned tasks; and help manage the overall flow and process of the training. The training team will have reviewed relevant documents, handouts and training session guides prior to the beginning of the training program.

Effective trainers and training resource persons understand the content of the training and are skilled in helping community members interpret, learn and plan to act on the information and skills that will be promoted during the training.

The training team should complete a "dry run" during which sessions are modelled, discussed and practiced. The dry run also includes time for county training teams to finalize their assignments and detailed plans for on site preparation and delivery of the training. The dry run concept developed for this training can be found in Appendix A.

Training Strategies

The training has been designed to be conducted at the county level, providing the opportunity for all DEOs, CEOs, and District PTA Focal persons to learn and plan together with the site level PTAs. This can mean a total group size near 100 participants per training event. Trainers will have to determine the most effective ways to engage participants themselves in leveling out the knowledge and information in the group and decide ahead of

time when and how to divide into groups, give clear instructions, check understanding of training tasks, and be disciplined about timekeeping.

The training methods include:

- Plenary sessions for specific content inputs, always concise and supported with graphics whenever possible.
- Small group training methods and tasks that allow participants to engage with the content in peer groups, site groups and/or randomly mixed groups, depending on the nature of the task.
- Opportunities for participants to work together as a school, share with other districts and interact at the county level.
- DEO participation to hear action plans developed by PTAs in their districts.
- A Traditional Leaders session in which PTAs will engage Traditional Leaders in support for ALP.

Agenda

Day 1

Time	Session Title	Lead/Co-Facilitators	Comments
7:00 – 7:30	REGISTRATION		
7:30 – 8:30	BREAKFAST		
8:30 – 9:30	Session 1: Introduction to Training		
9:30 – 10:30	Session 2: What Makes An Effective PTA?		
10:30 – 12:00	Session 3: What is ALP?		
12:00 – 1:00	LUNCH		
1:00 – 2:00	Session 4: How We Learn and How ALP Promotes Learning		
2:00 – 3:00	Session 5: Accelerating Learning at School, at Home and in the Community		
3:00 – 4:00	Session 6: District Meetings		

Day 2

Time	Session Title	Lead/Co-Facilitators	Comments
7:00 – 8:30	REGISTRATION/BREAKFAST		
8:30 – 8:45	Recap day 1		
8:45 – 10:00	Session 7: Preparing Students for ALP School (Enrolment, Placement, Completion and Transition)		
10:00 – 11:00	Session 8: Monitoring Learner and Teacher Attendance		
12:00 – 1:00	LUNCH		
1:00 – 2:00	Session 9: PTAs and the Teacher Code of Conduct		
2:00 – 3:00	Session 10: Creating a Safe Learning Environment: Basic Concepts of SRGBV		
3:00 – 4:00	Session 11: District Meeting 2		

Day 3

Time	Session Title	Lead/Co-Facilitators	Comments
7:00 – 8:30	REGISTRATION/BREAKFAST		
8:30 – 9:00	Recap day 2		
9:00 – 10:15	Session 12: Conducting Effective PTA meetings		
10:15 – 12:00	Session 13: Conflict Management		
12:00 – 1:00	LUNCH		
1:00 – 2:30	Session 14: Action Planning and Preparation for Traditional Leaders		
2:30 – 3:30	Evaluation and Closing		
3:30 – 4:30	Selected Reps Plan Traditional Leaders Program Administration		

Day 4

Time	Session Title	Lead/Co-Facilitators	Comments
8:00 – 8:45	REGISTRATION/BREAKFAST		
8:45 – 9:00	Opening Remarks		
9:00 – 9:30	Overview of the Day: Introductions Objectives, Schedule		
9:30 – 10:00	What is ALP and why is it good for our children?		
10:00 – 10:30	District Groups: Traditional Leaders: What is valuable about ALP? Some challenges with ALP What concerns PTAs about ALP – action plan? What can the Traditional leaders do to help PTAs in achieving their action plans?		
10:30 – 10:45	Gallery Walk		
10:45 – 11:15	District Groups: Traditional Leaders prepare a response/commitment – led by the Paramount Chief PTAs review plans based on discussion with TLs		
11:15 – 12:00	Traditional Leader Presentation: what they can/will do; what they cannot/will not do.	Head Facilitator	
12:00 – 1:00	LUNCH		
1:00 – 2:00	PTA revise action plan and sign also. Provide copy to TLs		
2:00 – 3:00	Presentation/summary of commitments. Closing remarks.	Lead Facilitator;	

Time	Session Title	Lead/Co-Facilitators	Comments
	photos per group.	County MIA official? Staff selected to do the photo.	

Session Guides

DAY I

SESSION I: Introduction to Training

Duration: 45 minutes (depending on size of group, selection of welcome/intro speaker and introductions activity).

Session Objectives

By the end of this session, participants will:

- Be welcomed to the workshop
- Know each other better: participants and trainers
- Share expectations of the training
- Link expectations to the learning outcomes of the training
- Discuss and accept workshop agreements
- Agree to the timetable and agenda for the workshop

Key learning points

- Background/rationale for the training
- Names, positions, schools and other units/orgs represented in the training
- Expectations of participants for the training
- Planned learning outcomes
- Agreements about any expectations that will not be met in the training
- List of workshop agreements (norms, behaviors that will facilitate cooperation and learning)
- Timetable and agenda

Preparation and Materials

Preparation

- Select and invite opening speakers: MoE, AQE, USAID, other
- Prepare and send any materials they might need
- Facilitator to read and review session. If multiple facilitators conducting the session ensure that each understands and is clear about where s/he starts/stops.
- Develop and/or read the talking points for the opening speaker
- Select specific questions to be used in the group introductions.
- Prepare FLIPCHARTS ahead of time (see specifics below)

Materials

- Prepared flip chart or paper copies of the learning outcomes and agenda for the training

- Prepared flip chart with introduction points; question for expectations; and parking lot.
- Blank flip charts; name tags; pens; notebooks; masking tape.
- Handout I.I: Objectives and Agenda

Session Activities

Time	Activities	Notes
20 mins	<p>Introduction and Warm up</p> <p>Call participants to order Introduce self (name, position in AQE and role in this training) Introduce the welcoming/opening speaker. Officially open the workshop.</p> <p>Introduce the training team: name, position, site.</p>	<p>Typicaly workshop lead; opening speakers can be MoE, USAID and/or EDC</p> <p>Workshop Lead</p>
30 mins	<p>Main Activities:</p> <p>Review objectives for this introductory session. (these should be on a flipchart)</p> <p>Invite participants to introduce themselves in site groupings: each PTA to share: school, district, names/titles of representatives and one highlight of PTA during this school year.</p> <p>Expectations: Ask each PTA to take 5 minutes to agree on what they would like to happen in this workshop; and what they are afraid will or will not happen. Categorize these on 2 flipcharts or use different colored stickies. Gather quickly; ask participants what things are similar and what things are different.</p> <p>Point out those things that have been planned for the workshop and those that may not have been planned. Note which things that have not been planned can be accommodated and those which will not be accommodated. Things that might not happen could be things to consider in a future workshop.</p> <p>Share the proposed learning outcomes and how they are related to the expectations.</p>	<p>Keep expectations, agreements and parking lot posted for the duration of the workshop and use them throughout.</p>

	<p>Ask participants how we will work together during this workshop... what will make our work/time effective? What can we do to avoid things that might take away from our effectiveness? (or use a standard list of workshop agreements and ask for additions.)</p> <p>Post these “agreements” or “norms”</p> <p>Introduce notion of “parking lot” and post a flipchart that will be the parking lot to capture outstanding issues.</p>	
5 mins	<p>Conclusion</p> <p>We now know who is in the room; what we are going to do together, i.e., our intended outcomes; agreements about how we will work; and when we will work, i.e., an agenda for completing our work.</p> <p>Share administrative info: restrooms; location of charging stations; when allowances will be paid; any other concerns that might distract participants.</p>	

SESSION 2: What Makes an Effective PTA?

Duration: 1 hour

Session Objectives

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

- describe the purpose of the PTA, the roles and functions of the PTA executives and the role of the PTA in implementing ALP.

Key Learning:

- Definition, purpose, membership, role and function of PTA

Preparation and Materials

Preparation

- Read the session guide
- Prepare flip charts with instructions for group activities and definition of PTA
- Read the handout and ensure adequate copies for participants.

Materials

- Flipchart paper
- Markers
- Handout 2.1: Functions of the PTA (one copy per participant)
- Reference: Copy of the Draft National PTA policy

Session Activities

Time	Activities	Notes
5-10 mins	<p>Introduction and Warm Up</p> <p>Read session objectives and ask participants if they have any questions.</p> <p>Warm Up Activity: what do we have in common Divide the plenary into ten groups (counting off 1-10 will do).</p> <p>Ask the groups to find 3 things they have in common; they might start with why they were invited to this training; how it might be useful to them; how they are involved in the school. Give the group 5 minutes to complete this and encourage them to make it quick and fun.</p> <p>Ask each group to share the three things they discovered. (Hopefully there will be several PTA chairpersons, principals, advisors, Education officers). List these on a flip chart.</p>	

	<p>Ask the group what other executive PTA positions there are that are NOT represented in the group.</p> <p>Add these to the flip chart. You should now have a full listing of the members of the PTA executive. <i>(Chairpersons, co-chairpersons, secretary general, financial secretary, treasurer, chaplain and advisor.)</i></p>	<p>Cross check this list with the official one.</p>
<p>20 mins</p>	<p>Main Activities:</p> <p>Activity 1: Brainstorming, role and functions of PTA</p> <p>Tell participants that we are going to brainstorm the role and functions of the PTA to make sure that everyone is on the same page. Remind them that brainstorming is the beginning, we will not debate, will agree on the key points after we've finished the brainstorming process for each of the following questions:</p> <p>Question 1: What is a PTA? Take a few responses, then read from the prepared flipchart showing participants which responses are part of the formal definition. Let the group know that this is from the PTA operational manual.</p> <p><i>(A PTA is a voluntary organization of parents, guardians, and teachers of a community whose members are interested in the education and development of children and committed to improving the quality of education provided by schools in their community.</i></p> <p><i>The PTA is an autonomous body, mostly controlled by parents, that does not form part of the school administration but collaborates with the school leadership, community members and other stakeholders to address school-related bottle-necks and to improve school condition that ensures a conducive, safe, student-friendly, and gender-sensitive teaching/learning environment.)</i></p> <p>Question 2: Who is eligible to join? Ask participants to highlight from the above definition, WHO is eligible to join? Do they feel that their PTA currently includes parents, guardians and teachers? Are parents of ALP students included? Does the PTA make efforts to reach out to ALP parents?</p> <p>Question 3: What are the executive positions and how are people selected for them? Show participants the list from the warm up activity and then ask who is eligible; when and how are they selected and by whom? <i>Chairpersons, co-chairpersons, secretary general, financial secretary, treasurer, chaplain and advisor.</i></p>	<p>Facilitator should have the definition on a flipchart; and each question should be written at the top of a new flipchart to keep the brainstorming going.</p> <p>Review MOE PTA Operational Manual 2008 and new draft policy.</p> <p>MOE (2008) PTA Operational Manual p.6; sentences were combined in the draft MoE Policy 2017</p> <p>The draft policy doesn't talk about general membership other than the composition of</p>

	<p><i>The executives are vetted through an electoral process except the advisor position that will be appointed by the PTA chairperson.</i></p> <p>Question 4: What are the main things that a PTA is expected to do? Take responses from the floor: one facilitator calls on participants and reminds them not to repeat; 2 facilitators take turns writing responses on 2 separate flip chart stands (this will keep the action going). Invite District Focal Person or MoE HQ to add any additional functions based on the PTA Operational Manual. (see note).</p> <p>Offer participants the Handout, “Functions of a PTA”</p>	<p>the voluntary association.</p> <p>The executive positions are those stated in both the PTA Operational Manual 2008 and the draft policy.</p>
<p>15 mins</p>	<p>Activity 2: Roles and responsibilities of executive members: Place the titles of the seven executive positions in a hat/ a box or other container.</p> <p>Ask for volunteers to draw out one title and to share the duties of that executive member. If they don’t know they can pass on to someone else. Make this fun and quick; use the Operational Manual for support.</p>	<p>MOE (2008) PTA Operational Manual pages 12-13</p>
<p>15 mins</p>	<p>Conclusion Conclude this session by asking the following: What are the strengths of our PTA? Which functions are we doing well? Are we doing those for the ALP program as well as the conventional school?</p> <p>What else can we do as PTAs to support ALP?</p>	

SESSION 3: What is ALP?

Duration: 1 hour 50 minutes

Session Objectives

By the end of training participants will be able to:

- **Describe in their own words, the rationale, structure and basic principles of ALP** and learner eligibility, placement, assessment and transition;
- **Prepare a conversation with their children, other family members and neighbors** about why this opportunity is important to learners, the families and the community
- **Plan at least 3 activities that will help parents understand eligibility for ALP** and how children are placed and promoted

Preparation and Materials

Preparation

- Read the session guide and handouts;
- Review and update all key content related to the rationale and structure of ALP, principles and the guidelines for learner eligibility, placement, assessment and transition.
- Review the session with at least one other training team member who will serve as the content expert for the session; this could be a MoE or AQE representative most familiar with the program.
- Prepare flipcharts with K- W- L and with the Transition Pathway Diagram.

Materials

- Flipchart papers, A4 papers, markers; prepared flipcharts.
- Samples of Teacher's Guides and Learner Workbooks
- Handout 3.1: Overview of ALP
- Handout 3.2: Transition Pathways

Session Activities

Time	Activities	Notes
15 mins	<p>Introduction and Warm Up</p> <p>Ask participants “who has heard about the ALP through radio dramas on local community radio stations, participatory theatre or through community mobilization activities conducted by CMAs, and through PTA meetings and other events?”</p> <p>Comment on how many people have raised their hands. Solicit 2-3 things that people have already learned about ALP through this process.</p>	

	<p>Say the session objectives (these are paraphrased)</p> <p>Describe ALP: what it is, why it is important, how it works, and who can join. (Use additional points from the Learning Outcome statement as appropriate to the audience).</p> <p>Prepare to talk to their children, other family members and neighbors about why ALP is good for learners, the families and the community</p> <p>Plan at least 3 activities that will help parents understand who can join ALP and how children are assigned to Levels and promoted.</p>				
50 mins	<p>Main Activities Activity 1: Rationale, structure and principles of ALP</p> <p>Now tell participants that we want to share what we know and want to learn about ALP. Then we will share and add, and finally summarize what we have learned together.</p> <p>Divide participants into small groups of 5-7 and give each group three prepared flipcharts each representing one section of the K-W-L chart</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>-K-</p> <p>What do you know about ALP?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>-W-</p> <p>What do you want to learn about ALP?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>-L-</p> <p>What have you learned about ALP?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </td> </tr> </table> <p>Tell the groups to complete the first 2 sections of the chart, i.e. the K and W. Inform them that the L section will be done later.</p> <p>After the groups have worked on the first 2 sections, tell them to place the charts on the wall.</p> <p>Invite groups to move around the room to look at the charts. Ask them to identify:</p> <ol style="list-style-type: none"> 1. What are some common things on the K chart? 2. What are some common on the L chart? 	<p>-K-</p> <p>What do you know about ALP?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>-W-</p> <p>What do you want to learn about ALP?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>-L-</p> <p>What have you learned about ALP?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	Encourage the groups to write the responses in bullet points.
<p>-K-</p> <p>What do you know about ALP?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>-W-</p> <p>What do you want to learn about ALP?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>-L-</p> <p>What have you learned about ALP?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			

	<p>3. What did you see that is on one group's L chart and another's K chart?</p> <p>Tell participants that you are going to review some key aspects of ALP in Liberia. Ask them to keep track of anything that they might change on their K charts, i.e., things that are not true about ALP; and what they can move from W to L.</p> <p>Present the following mini-lecture using the handout and other information to flesh it out: Ask these questions</p> <ol style="list-style-type: none"> 1. What is ALP? 2. How is it Structured? 3. What grades are offered? 4. How is it like/different from regular school? 5. When are classes held and for how long? 6. What do the children study? 7. Who are the teachers? <p>Ask if they have seen the Teachers' Guide or Learners' Workbooks; show samples.</p> <p>After the presentation ask participants: what they would change or correct on their K charts? Have all of the items on the W chart been addressed. Ask them to complete the L chart: "What have you learned about the ALP?"</p> <p>Activity 2: Talking to others about ALP Ask for 6 volunteers: 3 will prepare a conversation with their neighbors about the benefits of ALP and why they should enroll their overage/disabled kids; 3 will prepare a conversation with their overaged/disabled children about why they are enrolling them in ALP. Each group of three should role play their conversation. At the end of each conversation, ask the audience if they were convinced and what they might add.</p> <p>Review: We have looked at what ALP is and how it is structured and considered ways to convince parents and students to enroll.</p> <p>Tell participants that they will now learn about how students move within and out of ALP.</p>	<p>Review the handouts so that you include all of the important points that PTAs will need later on to promote the program.</p> <p>Prepare a brief presentation based on the handouts.</p> <p>Show the teachers' guide and learners' workbooks.</p>
50 mins	Activity 3: ALP Transition Pathway	

Display the diagram of the ALP Transition Pathway and explain the how learners progress from one level to another, or how learners move from ALP school to conventional school.

Explain:

At the end of each ALP level, the choice of next step is determined by age and completion results. An ALP learner shall be considered drop-out if he or she does not attend school for one semester.

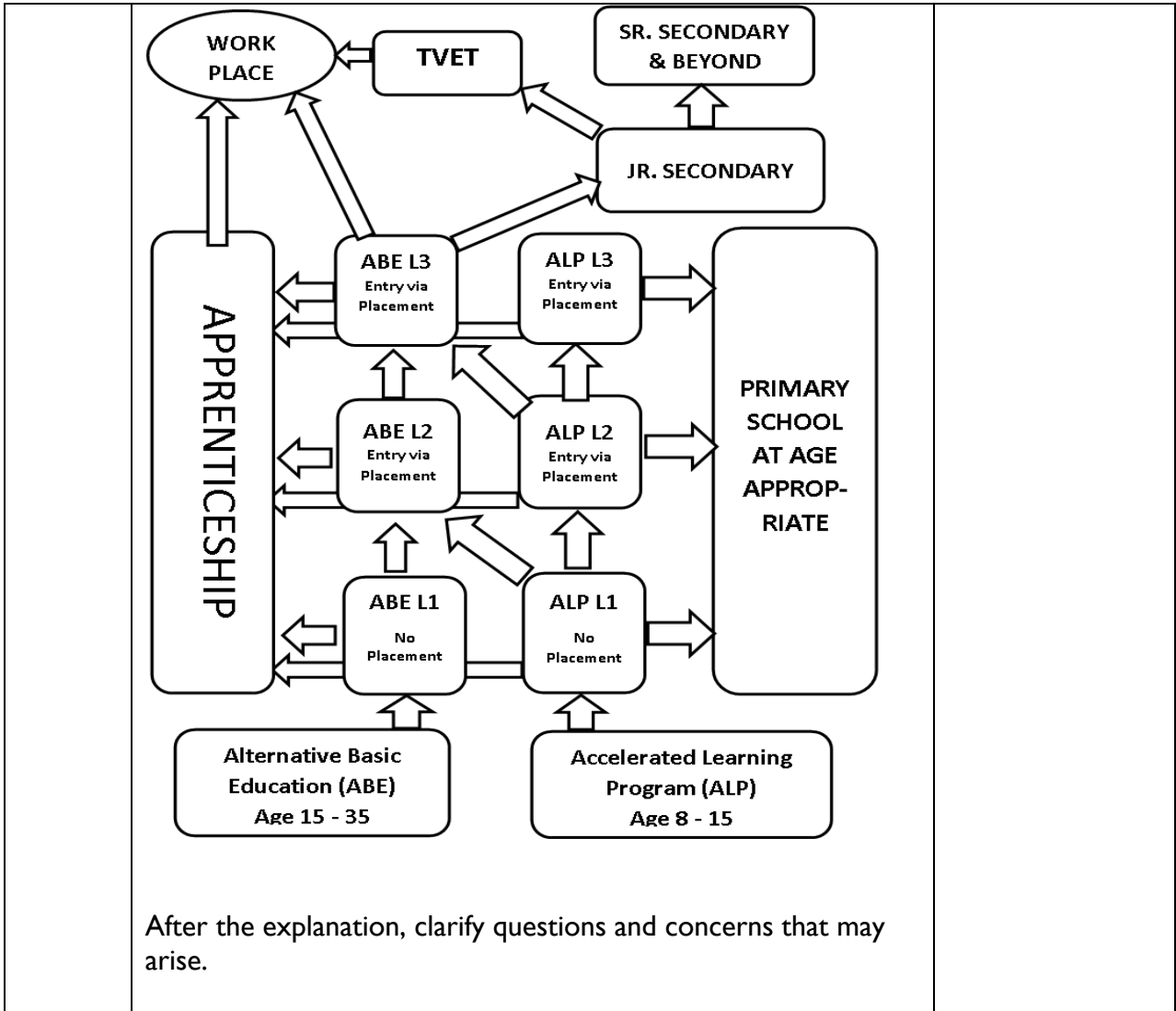
ALP learners who have met the National Curriculum standards by passing annual summative tests and are less than 2 years overaged for the next grade level, will be expected to transition to the formal school.

Learners who do not pass annual summative assessments may be required to repeat the level.

Older ALP learners who are successful on annual summative assessments, who are not eligible for age appropriate entry to formal school, may because of their age, be referred to an ABE program or continue in ALP.

Learners completing Levels 1 or 2 over the age of 15 years should be referred to an ABE program if available. The principal has the discretion to retain such learners in the ALP program to enable them to complete Level 3.

Learners completing Level 3 may also be eligible for entry to alternative programs for upper basic, e.g., night school and/or livelihood skills, TVET or work place.



5 mins Conclusion

Conclude the session by asking participants what they learned today including: why ALP is important for their children; how it works; and what children can do as they complete ALP Levels. Summarize:
ALP provides learners with equivalent certified competencies as in the conventional education system, in an accelerated timeframe, with learners transitioning to regular school or completing an entire ALP cycle.

SESSION 4: How We Learn and How ALP Promotes Learning

Duration: 1 hour 20 minutes

Session Objectives

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

- Describe the learning needs and interests of ALP Students and how the program and its approaches respond

Key learning points

- Learning Styles (visual, auditory, kinesthetic)
- ALP curriculum uses all styles
- Recognizing differences in learning styles and supporting ALP learners'
- Preparation and Materials

Preparation and Materials

Preparation




- Read the Session Guide
- Write Session Objectives on Flipchart paper,
- All questions to be asked during this session on flipcharts
- Select examples of different learning styles from the Learner's Workbook

Materials

- Chalkboard / flipchart, markers
- Pictures/drawings: eye (seeing), ear (hearing), a hand writing and two persons (touch / experience)
- Handout 4.1 Scenario of Martha on ½ A4

Session Activities

Time	Activities	Notes
20 mins	<p>Introduction and Warm Up</p> <p>(I am part of the ALP family)</p> <ul style="list-style-type: none">- Sing the song using the AQE model (I do, You do & We do)- Read the session objectives.- Ask participants: think of something that you have learned recently (using a new phone, using mobile money for the first time, plaiting baskets or mats, planting something for the first time, using)etc. <p>Find someone next to you and share with that person those new things learned.</p>	

	<p>Ask each other these questions</p> <p>How did you learn it?</p> <p>Who did you learn from?</p> <p>What did they do?</p> <p>What made it easy/hard?</p> <p>Ask a few pairs to share their responses: what they learned and how they learned it.</p>	<p>Participants will share ideas of different ways teaching and learning can take place.</p>
<p>15 mins</p>	<p>Main Activities: Learning Styles</p> <p>Place pictures of eye, ear and writing, drawing of boy & girl on a chart and explain the learning need using pictures in simple words.</p> <p>Listening learners (Auditory) </p> <p>Seeing learners (visual) </p> <p>Touch / experience learners (tactile /kinaesthetic) </p> <p>Ask participants to share the examples of these learning styles from their discussions. Point out examples from the ALP learner’s workbook of each style; and examples that use multiple learning styles in one lesson.</p> <p>Discuss the importance of having activities for each style in the lessons to give all learners a chance to learn in their best way. All of us can use all learning styles though we use some more than others.</p> <p>Conclude this activity by saying that from what we have learned, we see that there are different ways in which we all can teach and learn from home to school.</p>	

30 mins	<p>Activity 2: Scenario</p> <ul style="list-style-type: none"> - Form small groups of participants. - Distribute Handout 4.1 Scenario to the groups <p>Scenario:</p> <p>Martha and Paul mother most of the times help them in their homework. Every time the sister and brother are doing their homework, their mother compares Martha to her brother Paul who is a fast learner. Paul and Martha are attending the same school in the same class. Martha likes to do things by touching before she can learn. Paul just by hearing teacher and seeing or watching the teacher, he does it fast while Martha takes time to talk and do. Their mother thinks Martha is dull and that Paul is smart and fast. This is because their mother has no idea of the ways in which people learn. Even though Martha makes good grades in school, her mother feel that she got them by cheating. This has caused Martha to feel discouraged and wanting to leave the school</p> <p>Tell participants they have 15 minutes to discuss the scenario</p> <p>Group Discussion</p> <p>Discussion Points:</p> <p>Tell in your own words the story of Martha.</p> <p>What is her learning style? How does her learning style affect her mother’s thinking?</p> <p>What is Paul’s learning style” How does his learning style affect his mother’s thinking?</p> <p>Which learning style is resulting in better grades?</p> <p>What might happen to Martha if she drops from school?</p>	<p>Participants to realize barriers in the learning process and be part to care for the learning process.</p> <p>Things that might happen to Martha: Withdrawal, Pregnancy Future spoiled Participants list fears for Martha and think about ways to solve them. (Local solutions to local problems).</p>
15 mins	<p>Conclusion</p> <p>Self-reflection activity 3-2-1</p> <p>Explain that they should say how they can support students like Martha</p> <p>Name:</p> <p>3 – Things that you will do in your communities to support students like Martha</p>	

	<p>2- Examples you will use in PTA meeting that will support Students at school</p> <p>Thing you will do to support students at home</p> <p>Note responses on chart for reference</p> <p>Explain that we all have different learning needs. However, we can learn best and fast if the parents, families and community members support learning.</p>	
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SESSION 5: Accelerating Learning at School, Home and the Community

Duration: 1 hour

Session Objectives

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

- Describe Seven things that help students learn faster, i.e., things that accelerate learning.
- Show ways in which PTA can support these practices at home, at school and in the community.

NOTE for Trainers: the Principles of Accelerated learning, i.e., those things that we know help people learn faster are the foundation for curriculum and pedagogy for ALP. *This is different from the Principles of an Accelerated Learning Program.*

Preparation and Materials

Preparation

- Read the session guide;
- Review to be sure that you understand and can explain to participants the difference between the Accelerated Learning Program, described in Session 3 Learning Styles described in Session 4, and the Accelerated Principles described in this Session.

The program is the curriculum, levels, structure and processes of the 3 Level program that accelerates progress to completion of Grade 6 in three years.

Learning Styles are the ways that people usually gain their knowledge: visual, auditory and kinesthetic: seeing, hearing, touching/doing.

Principles of accelerated learning are the things that help us learn faster. These are the basis for the ALP and can be blended with all of the learning styles.

Materials

- Prepare flipchart with cut out of the “hungry worm”; cut out the images needed for the game “Feed the Worm” (These are part of the packet of handouts and include representations of PTA, principal, teacher, student, father, mother, town chief, community members, paramount chief, CMA, trainer, boy, girl, woman, man, police, manager, visitor, doctor, nurse, lawyer, queen, king, traditional leaders.
- Cut the drawing apart and place them in an envelope.
- Prepare flipcharts with discussion questions to be used when discussing the pictures.
- Prepare 7 flipcharts, each with one principle at the top to be used when processing discussion on the pictures.
- Prepare 3 flipcharts, labeled Home, School, Community to be used when brainstorming ways to practice the accelerated learning principles.

Session Activities

Time	Activity	Notes
10 mins	<p>Introduction and Warm Up</p> <p>Warm Up: Feed the Worm:</p> <p>Place the envelope containing the drawings on the table and explain that we're going to play a quick game called Feed the Worm. Ask participants to form 2 lines</p> <p>Show the drawing of the worm and say that it needs food; the food is found in the envelope.</p> <p>Explain: I will call a name I want you to find that name as quickly as possible to feed the worm. One person from each line will come quickly to feed the worm. The first to find the name and feed the worm have 1 point. Say we will do this few times and announce the winner.</p> <p>Thank participants for this warm up and proceed to read and explain clearly the objective of the session</p>	
25 mins	<p>Main Activities: Seven Principles in AL</p> <ul style="list-style-type: none"> - Place participants into 7 groups - Distribute to each group 1 picture of the 7 Principles of Accelerated Learning - Ask them what they see; what are the people doing? What might they be learning? What is helping them learn? - Ask them to place their picture on the flip chart that matches their picture. (they may need help with this) <p>Say that these are 7 ideas for learning faster that were developed by a man named Dave Meier in 2000 that summarise the ways learning can take place faster.</p> <p>Learning involves the whole mind and body</p> <p>Learning is creation not consumption</p> <p>Collaboration aids learning</p> <p>Learning takes place on many levels simultaneously</p> <p>Learning comes from doing the work itself (with feedback)</p>	<p>Participants to describe the pictures as they see it and say it in their own words</p> <p>Trainers will need to know which pictures go with which principle.</p>

15 mins	<p>Positive Emotions greatly improve learning</p> <p>The image brain absorbs information instantly and automatically</p> <p>Ask participants to brainstorm answers to these questions:</p> <p>How can PTA ensure that these good ideas are actually working in the home, school and communities? List ideas on the three charts.</p> <p>What can PTA do to have more student's register to benefit these good steps until graduation in the ALP schools?</p>	
10 mins	<p>Conclusion</p> <p>Ask participants to state 2 important ways that they will support accelerated learning and ALP in the community</p> <p>IMPORTANT!</p> <p>Write their responses on the flipchart to be referenced during next visit</p> <p>Facilitators to summarize by telling participants that helping parents, students, teachers and community members, practice these ideas about accelerated learning, they can create good conditions for learning, at home and in school; this will help students want to register and complete ALP.ng positive</p>	<p>CMA's to capture participants responses for possible use during planning</p>

SESSION 6 and 11: District Meetings

Duration: 1 hour

(note: Session 6 takes place at the end of Day 1 and Session 11 at the end of Day 2; they are designed as ways for individual PTAs to summarize together what they've learned, what they still want to better understand and what they can do to apply their learnings)

Session Objectives

By the end of the session, PTA representatives from each district will have:

- Discussed and agreed on the 3 most important learnings from the day and how they can use those learnings in their PTA and community.
- Agreed on 1 thing they would like to learn more about and one thing they still hope to learn about.

Key learning points

- This session functions as a kind of reflection that can be used by individual PTAs and districts as preparation for a recap; beginning to network among PTAs; and to build ideas for the PTA action plan.
- The PTAs will meet in district groupings at the end of each day; they will first do an assignment as individual PTAs and then consolidate them as a district.
- Categories for review will be determined based on the content of each day.

Preparation and Materials

Preparation: write instructions on a flip chart for the assignment:

Part 1: Meet in your PTA group and agree on:

3 most important learnings from day and how those can be used at your school

1-2 things from the day that were unclear and need more explanation.

1 thing you still want to learn.

Part 2: Meet in District Groups:

Share your school answers to the above.

Choose 3 most important learnings and one good idea for using them at school.

1-2 things that were unclear to all and need more explanation

1 thing that you agree you need to learn to improve PTA support for ALP in the district.

Prepare your feedback to the whole group.

Preparation:

Develop a model flip chart for the report out:

District: _____	
Schools represented:	
Name of reporter: _____	
3 learnings and how to apply	
Learning	Apply
1	1
2	2
3	3

Session Activities

Time	Activities	Notes
5 mins	<p>Introduction and Warm up</p> <p>Question to the group: What expectations did we meet today? Which objectives did we complete?</p> <p>Gather a few responses quickly.</p> <p>Transition: in preparation for tomorrow’s recap, we want to provide a chance for you to review this day with your PTA team and others from your district.</p>	<p>Do this quickly, to focus participants</p> <p>This is essentially the objective of the session.</p>
50 mins	<p>Main activities</p> <ul style="list-style-type: none"> - Meet in PTA Groups, complete the questions (20 min) - Meet in District Groups (20 min) This can be facilitated by the District PTA Focal Person - Share responses and compile a summary. - Choose a reporter for tomorrow’s recap - Post the results on a flip chart. (10 min) - Put the name of the school, group members and reporter on the chart. 	<p>Use the prepared flipcharts. Circulate to make sure instructions were clear and groups on task.</p> <p>Manage time.</p>
5 mins	<p>Conclusion</p> <p>Please take a look at the flip charts that are posted along the wall. How are they similar/different from your own?</p>	<p>Since these will be used for recap, no need to report now. Staff should look in case of adjustments to program.</p>

		Keep these on the wall so that they can be used to generate action plans at end of day 3.
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DAY 2

SESSION 7: Preparing Students for ALP School (Enrolment, Placement, Completion and Transition)

Duration: 1 hour

Session Objectives

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

- Discuss practical steps that learners and parents must take in preparing learners for placement, completion and transition.
- State the roles and responsibilities of the PTA in helping parents to prepare learners for placement, completion and transition.

Preparation and Materials

Preparation

- Read the session guide; review the eligibility guidelines from Session 3; items from the parking lot that might be addressed during this session.
- Cut out the symbols for the mapping exercise.

Materials

- Footprints for mapping; tape to secure to wall
- Copies of Case Study: Story of Korto and Beyan
- Flipchart, markers,

Session Activities

Time	Activities	Notes
5 mins	<p>Introduction and Warm Up</p> <ul style="list-style-type: none">- Ask participants: What will students enjoy the most about ALP?- Gather a few responses from the group, linking to key themes in past sessions <p>(structure, work books, not being laughed at or bullied b/c of age; completing in 3 years, second chance, and others)</p> <ul style="list-style-type: none">- State the objectives of the session:- Discuss practical steps that learners and parents must take in preparing learners for ALP placement, completion and transition.- Explore the roles and responsibilities of PTAs in preparing parents and learners for ALP placement, completion and transition.	

20 mins

Main Activities: Mapping – Steps in the process from mobilization, recruitment and vetting, testing, placement, enrollment, attendance and retention, completion/transition.

Reflecting on meaning of Placement, Completion and Transition

- Remind participants of learner eligibility for ALP from Session 3. Ask participants what they have heard on the radio, from their neighbors/students about how you join ALP.

Mapping activity:

At randomly place the following cards on a flipchart (or wall) describing the steps in the process from mobilization, recruitment and vetting, testing, placement, enrollment, attendance and retention, completion/transition.



1. Mobilization



2. Recruitment & Vetting



3. Testing



4. Placement



5. Enrollment



6. Attendance & Retention



7. Completion/
Transition

- Explain what each of the steps entails, asking participants to interject experiences in line with the step.
- Stress that PTAs can play more proactive role in mobilization, vetting and recruitment, and attendance and retention.

	<p>After the explaining the steps, facilitate a process where participants can suggest the proper arrangement of all the steps.</p> <ul style="list-style-type: none"> - Explain that, there are several testing activities in the ALP curriculum, but placement and completion are key. Thus, take up few minutes to throw light on the below: - <i>Placement test</i> is given to define learners’ current level of skills and knowledge in reading, writing and math in order to determine where they should start when they enroll in the ALP school. - <i>Completion test</i> is given to define learners’ skills and knowledge for a given level... did they complete and demonstrate expected skills and knowledge for the various content areas in the given level. The results help to inform decision about promotion or transition. 	
30 mins	<p>Activity 3: Case study of Korto and Beyan</p> <p>Practical steps PTAs can take in preparing learners for ALP school</p> <p>Inform participants that they will do a scenario on preparing learners for ALP school.</p> <p>Divide participants into small groups of 4-5 and give each participant a copy of the case study “The Story of Korto and Beyan.”</p> <p>Tell the groups to read the scenario and answer the discussion questions that follow.</p> <p>Inform the groups to identify one person who will present what has been discussed.</p> <p>Allow time for interactive discussion after all the presentations to clarify doubts and provide opportunities to explore additional points.</p> <p>—The Story of Korto and Beyan—</p> <p>Korto and Beyan are both 15 years old. They dropped out of 4th grade 3 years ago and have not been to school since then. They have always wanted to go back to school, but had been ashamed to sit in class with other children far below their ages. When the ALP school was set up in their community they decided to attend. A community mobilization exercise was conducted wherein all relevant information about the ALP school was provided. Given their ages, Korto and Beyan had to be vetted and recruited to ensure that they are actually qualified to attend the ALP school. If Korto and Beyan make a successful pass in the placement test, they will be placed in the Level 2. They will also need to attend school regularly to show that they are retained for the period of the ALP school supposed to operate.</p>	<p>A case study is careful look at a situation that attempts to determine what factors led to its success or failure.</p>



Discussion Questions

What role can the PTA play in the community mobilization exercise to ensure that information about the ALP school reaches all concerned persons in the community and other adjacent areas?

What can the PTA do to ensure that Korto and Beyan as well as other learners are vetted and recruited for the ALP school? How can the PTA work with parents and the learners themselves to understand the importance of the placement test

What role can the PTA play in ensuring that that Korto and Beyan attend the ALP school regularly for entire academic year and until they complete Level 3.

5 mins

Conclusion

Conclude the session by pointing out that...

PTAs work to build strong working relationships among parents, teachers and schools, in support of learners' progress. Community mobilization, vetting and recruitment of learners, and learners' attendance and retention are important steps in the ALP that require the supportive effort of PTAs. The success of other steps heavily depends on how well the above mentioned steps are done.

Thank participants for their active participation during the session and ask if they have any other concerns or recommendations about preparing ALP learners for placement, completion and transition.

If they answer yes, write their concerns and recommendations on the parking lot flip chart; if these questions can be answered during the remainder of the training, try to do that. They will also form a part of the training report.

SESSION 8: Monitoring Learner and Teacher Attendance

Duration: 1 hour

Session Objectives

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

- Share what they expect to see in an ALP classroom based on the learning needs of ALP students and the principles presented earlier.
- Discuss the current process for monitoring teachers and learners' attendance patterns and trends
- List the documents that are needed for monitoring teachers and learners attendance.
- Explain how to track of and report on teaching and learning practices in ALP schools.

Preparation and Materials

Preparation

- Read the Session guide and make sure that you know the answers to the questions that are posed in the session guide.
- Plan your time
- Have copies of handouts available

Materials

- Flipchart papers, A4 papers, markers,
- Handouts 2 and 3
- Samples of teacher attendance book, learner roll book, ALP calendar, ALP learner workbook.

Session Activities

Time	Activities	Notes
5 mins	<p>Introduction and Warm Up</p> <p>Ask participants to describe what they expect to see in an ALP classroom.</p> <p>What does the room look like?</p> <p>What are the teachers doing?</p> <p>What are the students doing?</p> <p>Is it loud/quiet?</p> <p>Who is talking?</p> <p>Does it feel happy, sad, exciting or boring</p> <p>Explain to parents that this session is about how PTAs can support teachers and learners attendance. Now state objectives—participants would be able to:</p>	<p>This is a reflection activity intended to enable participants relate to the interaction in the ALP classroom.</p>

	<p>Share what they expect to see in an ALP classroom based on the learning needs of ALP students and the principles presented earlier.</p> <p>Discuss the current process for monitoring teachers and learners' attendance patterns and trends</p> <p>List the documents that are needed for monitoring teachers and learners attendance.</p> <p>Explain how to track of and report on teaching and learning practices in ALP schools.</p>	
20 mins	<p>Main Activities</p> <p>Monitoring teachers and learners attendance patterns and trends</p> <p>Ask this focusing question:</p> <p>“Why is regular attendance important to teachers and learners?”</p> <p>Divide participants into 4 small groups to discuss 1 of the 4 questions below. Ask the groups to write down their responses on flipchart paper:</p> <p>Why is it important for PTAs to help monitor teachers and learners' attendance?</p> <p>How is this part of the duties of the PTA? How does the school officially monitor attendance?</p> <p>How can PTAs help if attendance of teachers/learners is getting too low?</p> <p>What would encourage teachers and learners to improve their attendance and how can the PTA help?</p> <p>Tell each group to identify one person to present to the larger body what has been discussed.</p> <p>Allow time for interactive discussion after all the presentations to clarify concerns and provide room for additional points.</p> <p>Reinforce the points made by the groups, probe for and/or provide additional points on monitoring teachers and learners attendance patterns and trends highlighting the following:</p> <p><i>School attendance patterns and trends are key to creating a quality teaching and learning environment.</i></p>	<p>To get the most out of the discussion, move around the room to help the groups generate as much points as possible.</p> <p>You might have 8 groups if the plenary group is large; assign 2 groups to each question. Each group should have a leader, reporter and timekeeper; and</p> <p>Each group should select the following persons to assist with the flow of the discussion and make</p>

	<p><i>Under the ALP curriculum, regular and punctual attendance is required of all teachers and learners.</i></p> <p><i>Each time a teacher is absent or late for school, learners will miss out on direct learning hours.</i></p> <p><i>For learners to master various subjects, they must interact with the teachers for 3.5 hours every school day according to the subjects and hours listed in Session 3 (What is ALP).</i></p> <p><i>If learners miss out they will not be on par with conventional school students at the same grade.</i></p>	
30 mins	<p>Documents needed to monitor teachers and learners attendance</p> <p>Divide participants into the same small groups from the previous step.</p> <p>Read the below scenario and distribute copies of among participants. Ask the groups to discuss the questions and write down their responses on flipchart paper.</p> <p><i>Scenario: The PTA of Moore Public School went to monitor ALP teachers and learners attendance for the month of May. They found out that the teacher of Level 1B was never absent from school during the month, while the teachers for Level 1A and Level 1C did not come to school for 6 and 7 days respectively. The PTA also found out that 8 learners from Level 1B missed school for 10 days, 5 learners from Level 1C missed school for 7 days, while no learner from Level 1A missed any day from school.</i></p> <p>Discussion questions:</p> <p>What documents did the PTA check to find out about the teachers who missed some days in school?</p> <p>What documents did the PTA use to find out about the learners who missed some days in school?</p> <p>What are others ways the PTA was able to find out about teachers and learners attendance?</p> <p>What are some reasons that teachers/learners are absent for so many days?</p> <p>What can the PTA say to the principal, teachers, parents and community leaders about attendance of teachers? How can they encourage better attendance?</p>	<p>You will need examples of the documents to do the group work. Maybe completed sheets from the cited documents. The handout could be the cover of the log and a few pages.</p>

	<p>What can the PTA say to parents and teachers about attendance of learners? How can they encourage better attendance?</p> <p>Making reference to participants' presentations, expand on the documents that are needed for monitoring teachers and learners attendance.</p> <p><i>Teacher attendance book: Used for keeping daily attendance records for teachers. It contains the name of teachers, date and time of attendance, signature, etc. No information is recorded for a teacher who does not come to school for a given day.</i></p> <p><i>Learner roll book: A tool used to record the number of times each learner is present/absent throughout the entire school year. It contains the level, name of each learner and active school dates. The letter P or A is marked against a learners' name depending on whether he/she is present or absent.</i></p> <p><i>ALP lesson calendar: This shows all the lessons in various content areas for a given unit, and the dates on which they must be taught. Reviewing the lesson calendar is one way to crosscheck teaching time, by extension teacher attendance.</i></p> <p><i>ALP learner workbook: Learners are given workbooks for each content area under the ALP curriculum. The workbooks contain activities (practice work and/or homework) that learners must complete for every lesson taught. If workbook activities for lessons already taught are not completed or/and marked by the teacher, it is worth finding out why. Perhaps the learner did not come to school on the days said lessons were taught.</i></p>	<p>The ALP lesson calendar and learner workbook are other documents used to monitor teachers and learners attendance.</p>
<p>5 mins</p>	<p>Conclusion</p> <p>Conclude the session by pointing out that:</p> <p><i>Regular monitoring of teachers and learners attendance is key to the day-to-day operation the ALP schools.</i></p> <p><i>Strong participation of PTAs can assist with data collection and help to identify specific local issues concerning learners' attendance and retention in schools.</i></p> <p>Thank participants for their active participation in the session and ask if they have any other concerns or recommendations regarding teachers and learners attendance in ALP schools.</p> <p>Write these concerns and recommendations on the flip chart paper to form a part of the training report.</p>	

	Encourage participants to discuss during their district meetings to get more ideas from their colleagues about how they can improve teachers and learners attendance in ALP schools?	
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SESSION 9: PTAs and the Teacher Code of Conduct

Duration: 1 hour

Session Objectives

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

- Identify/name appropriate relations between teachers, principals, learners and community members based on the TCOC
- Get guidance from the principal/MoE on the TCoC
- Name 3 ways that PTAs can help enforce the code of conduct.

Preparation and Materials

Preparation

- Read the session guide
- Review the Teacher Code of Conduct
- Find the citations in the Teacher Code of Conduct for the examples to be used in the exercise.
- Find space in the room for the exercise

Materials

- Flipchart paper, markers, tape, Handouts
- Teacher Code of Conduct (one per site in case PTAs have not yet received); alternatively, Chapters 3, 4, and 6
- Sheets of paper to put on the wall, indicating Yes, Don't Know, No (for the intro activity... you can use a check/tick mark for Yes; a question mark for "don't know"; and a red circle with an x drawn through it for "no" (✓, ?, 0)
- Place the sheets on the wall with space for people to gather. Diagram of Disciplinary Process from Chapter 6 on a flipchart

Session Activities

Time	Activities	Notes
15 mins	<p>Introduction and Warm Up</p> <p>Introduce the activity by sharing the objectives of the session. Indicate that we want to look at relationships that will help students learn, protect our children and create a safe learning environment. These are principles of ALP that we discussed previously.</p> <p>Next, tell participants that we are going to do a warm up activity to review what is included in the Teacher Code of Conduct, which governs all teachers, administrators, education officers and other staff.</p> <p>Provide one copy of the Sections 3, 4 and 6 for each site.</p>	

	<p>Read from the following list of behaviors and ask participants to move to the Yes, No, or Question mark symbols. (This could be done by show of hands but moving to the symbol is more active).</p> <p>Once they respond, ask for a volunteer to tell which item in the TCoC, Sections 3 and 4 support the answer. (The principal, a teacher can answer, but the trainer should also know the answer in order to move things along).</p> <p>NOTE: it's important to keep this moving and not take too long... it shouldn't be too hard.</p> <p>Conclude the session by reviewing the objectives and ask participants if the objectives were met.</p> <p>Tell the participants that these ideas will be added to the list of activities that they might want to include in their action plan at the end of the training.</p>	
<p>15 mins</p>	<p>Main Activities</p> <p>Activity 1. Develop a scenario in which TCoC was and was not followed.</p> <p>Ask participants to work in site groups to discuss:</p> <p>What are some examples of how the TCoC is followed in your school?</p> <p>What are some examples of situations where the code of conduct is not followed?</p>	
<p>10 mins</p>	<p>Ask participants to choose one situation in which the code of conduct was not followed and to discuss the following:</p> <p>A short description of the scenario; what happened; how does it affect the child's safety and learning.</p>	

<p>10 mins</p>	<p>What part of the Code of Conduct was violated?</p> <p>What can the PTA do to address this situation?</p> <p>Ask each group to place a flipchart on the wall, with their responses. Ask one member per group to stand by the flipchart.</p> <p>10 min. Gallery Walk: Participants should move around to read each flipchart. Ask them to gather the best ideas for PTA action. Best Ideas you have stickers, people can place one sticker next to the best idea they see; they can also place a hatch mark or tick mark. (Note: this is to get people to think about the ideas; since the group is large one vote each will yield discussion points) (10 min)</p> <p>Activity 2: What can we do at our site?</p> <p>When everyone has finished, discuss the best, next best, ideas. (10 minutes)</p> <p>Ask participants to consider what else might work in their own setting.</p> <p>Ask what resources will be needed to implement this idea. (NOTE to trainers: many of the ideas will NOT need additional resources, they can take place as meetings, outreach to neighbors, and consultations with officials. The important thing is to help PTAs realize that they can do more with their current meetings, for example.</p> <p>Activity 3: Ask the school principal to explain what the process is for disciplining a teacher/staff member who violates the code of conduct, using the diagram in Chapter 6 of the TCoC.</p> <p>Point out that legal issues such as excessive brutality, physical harm to children including sexual violence will also be referred to health and legal authorities.</p> <p>Ask how many disciplinary committee hearings have taken place at their school that they are aware of. What was the nature of the situation and how was it resolved?</p> <p>Has the school ever had to refer incidents to health or legal authorities? What were the infractions? How was it resolved?</p>	
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5 mins	Conclusion Ask participants what ideas they would like to try at their sites and include in their action plan at the end of the training Conclude the session by reviewing the objectives and ask participants if the objectives were met.	
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FOR Use by Trainers in the Warm Up Activity: Call out the behavior and ask participants if they agree, disagree or are not sure. Prepare your own answer sheet based on the TCoC Chapters 3, 4

Selected Behaviors from the Liberia Code of Conduct for Teachers and Administrators (2014)

These are some specific behaviors that are prescribed or forbidden from the TCoC.

Select 7-8 to start up the TCoC session. You may add to these as long as you are taking them from the TCoC.

Teachers must ensure and enhance the dignity, integrity, mutual respect, commitment, discipline and honesty to engender public trust and confidence.

Teachers must respect, protect and promote the rights of all students.

Teachers are allowed to discipline a student by using corporal punishment and/or shaming them, e.g., calling them dull/stupid;

Teachers should use standard grammar at all times (local or foreign languages)

Teachers and administrators promote safe space at school: free from violence.

Teachers must not allow students to become too ambitious, or confident, they must learn to know their place as students and obey the teachers always.

Teachers and administrators can share students' records with parents and others.

Teachers are free to choose what aspects of the curriculum to teach in his/her classroom.

All teachers must teach at least 25 hours per week, using the remaining time for planning and marking.

ALP teachers are required to teach at least 3.5 hours per day.

Teachers must provide a plan for their class if they are going to be absent.

Teachers may counsel students at the teachers' home if they need additional support or tutoring.

Teachers may set their standards for evaluating students' work and achievement.

Teachers need to inform students about how they will be graded.

Teachers should help students prepare for exams by sharing test questions ahead of time.

Teachers are responsible for making sure their students do well on completion exams.

Teachers must be a good example to students and the community regarding use of alcohol and drugs, including bringing such substances to school.

Teachers are expected to share their religious and political beliefs with students.

SESSION 10: Creating a Safe Learning Environment: Basic Concepts of SRGBV

Duration: 1 hour

Session Objectives

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

- Define and deepen their understanding of School Related Gender-Based Violence, what it is, causes and consequences
- Recognize and apply proper strategies for the prevention of SRGBV

Preparation and Materials

Preparation

- Review Session Guide; handouts; definitions of SRGBV from the MoE Education Sector Analysis, pp113ff
- Remember that SRGBV refers to all forms of physical, psychological as well as sexual violence; while we have strategies to promote dialogue about gender roles, positive discipline we will proceed with sexual violence with some care, but will not dodge it.
- Related sections of TCoC
- Prepare Flipcharts as noted below

Materials

- Objectives written on Flipchart paper
- Definition of SRGBV on a flip chart
- Prepared scenario on A4 papers
- A prepared flipchart of the SRGBV circles and definition
- Prepared flipcharts of tree for activity with examples, causes and consequences of three aspects of SRGBV
- Prepared 3 circles, labelled for the the types of SRGBV

Session Activities

Time	Activities	Notes
5 mins	<p>Introduction and Warm Up</p> <p>Link this session to Session 9 by saying that the following the Teacher’s Code of Conduct is a way to protect children from violence at and around the school. It is an important part of providing a safe learning environment for them.</p> <p>Share the objectives for this activity.</p> <p><i>Define and deepen their understanding of School Related Gender-Based Violence, what it is, causes and consequences</i></p>	

	<p><i>Recognize and apply proper strategies for the prevention of SRGBV</i></p> <ul style="list-style-type: none"> - Refer to the three circles posted on the wall ask participants to share examples of each type of violence that they are aware of. Ask if these types of violence are covered in the TCoC. <p>(Answer should be yes and you can refer to the previous activity for some examples.</p> <ul style="list-style-type: none"> - Share the definition of SRGBV: <p><i>School-Related Gender-Based Violence is any act or threat of sexual, physical or psychological violence perpetrated on students inside or around schools based on gender social norms and stereotypes (female and male characteristics, roles and unequal power ratios between the sexes). Although girls and boys can both be targets, girls are more vulnerable and so the most affected.</i></p> <p><i>(Adapted from Plan International)</i></p> <ul style="list-style-type: none"> - Share that we want to explore the causes and consequences of SRGBV so that we can better understand how to prevent it in our schools. 	
30 mins	<p>Main Activities</p> <p>Activity 1: Causes and consequences of SRGBV</p> <p>Form three groups, counting off 1-3.</p> <p>Each group will be assigned one form of SRGBV. In each group they will provide examples of SRGBV, causes and consequences.</p> <p>They will be asked to place examples in the trunk of the tree; causes in the roots of the tree; and consequences in the branches of the tree.</p> <p>The will post their trees and share their work with the group. The larger group can add to these concepts.</p> <p>Once the trees are posted, ask:</p> <p>Common causes: Looking at the three groups, what are some common causes of SRGBV? How does gender and/or disability contribute to SRGBV?</p> <p>Are there different consequences for girls' and boys? What are they and why are they different?</p>	Obtain participants prior knowledge on SRGBV and look at some examples

Activity 2: Scenario

Form small discussion groups and assign each group one set of questions. In the groups, they will read the scenario out loud and then answer the questions.

Depending on the size of the plenary group, you may want to have more than one group discussing the sets of questions, so that everyone gets a chance. Groups of 30 may not be as effective.

Questions to Group 1: Is this an example of SRGBV? What type? What are some of the causes of this example of SRGBV?

What can Youkonjay's parents do to protect her from this form of SRGBV? What can the boys' parents do? What can the school do?

Prepare a role play to show what Youkonjay's parents and the boys' parents can do.

Questions to Group 2:

Is this an example of SRGBV? What type? What are some of the causes of this example of SRGBV?

If you were Youkonjay, what would encourage you to return to school? What would you want your teachers and friends to do to help you?

Prepare a short role play to show how Youkonjay's teachers and friends can help.

Questions to Group 3

Is this an example of SRGBV? What type? What are some of the causes of this example of SRGBV?

If you were Youkonjay, who would you ask for help? Who in your family, school or community would you turn to for advice?

Prepare a short role play in which Youkonjay asks for help and advice from family, school or community members.

- Ask each group to perform its role play. The role plays should capture the heart of the discussions so there will be no need for other reporting out.

After each role play, ask the person portraying Youkonjay if she felt helped.

- Ask participants to summarize by sharing 1-2 responses to the following questions:

	<ol style="list-style-type: none"> 1. How can parents and teachers work together to protect children from SRGBV? 2. How does the TCoC protect all children against SRGBV? 3. What specifically can PTAs do to prevent SRGBV? 	
5 mins	<p>Conclusion</p> <p><i>Summarize the session by telling participants that women, girls, men and boys can be victims of Gender-Based Violence, though women and girls are most common victims due to the unequal distribution of power in society between women and men.</i></p> <p>Ask participants: What was the most important thing you learned today about protecting children from SRGBV? Why is that important? What else would you like to learn?</p> <p>Capture these responses for future work with PTAs on SRGBV.</p>	

SESSION 11: District Meetings
(See guide for Session 6)

DAY 3

SESSION 12: Conducting Effective PTA meetings

Duration: 1 hour

Session Objectives

By the end of this session, participant will be able to:

- Identify what make an effective PTA meeting and how to engage parents and community members
- Plan and conduct PTA meeting to encourage parents and community support to ALP schools

Preparation and Materials

Preparation

- Review the Session Guide
- Choose a relevant warm up activity
- Prepare Flipcharts: Objectives, BEST PTA meetings
- Copies of handouts: scenario, tips

Materials

- Chalkboard / flipchart, markers
- Handouts

Session Activities

Time	Activity	Notes
5 mins	<p>Introduction and Warm Up</p> <p>Do any suitable warm-up activity.</p> <p>Read the session objectives from the flipchart:</p> <p><i>Identify what make an effective PTA meeting and how to engage parents and community members</i></p> <p><i>Plan and conduct PTA meeting to encourage parents and community support to ALP schools</i></p>	

20 mins	<p>Main Activities</p> <p>Brainstorm: BEST meetings</p> <p>Group work</p> <ul style="list-style-type: none"> - Divide the participants into 6 groups. - Explain that in this session, you have 10 minutes to think about the best meeting you have attended and discuss what was happening during those meetings. - Have representative from each group to share the group's discussion: Take one idea per group until all ideas have been posted. This will reduce the tendency to repeat. - Write the main ideas on flipchart as the groups share. <p>Plenary Discussion</p> <ul style="list-style-type: none"> - Ask participants: what can we say about an effective meeting? - When people leave an effective meeting how do they feel? - What will they do? Why is it important to have a successful meeting? 	<p>Participants will list processes that make an effective meeting</p> <p>People are satisfied; they feel it was worth the time; they got something done; they contributed; they are motivated.</p>
20 mins	<p>Scenario:</p> <p>Participants will work in the same groups.</p> <p>Distribute scenario to the groups</p> <p>Instructions:</p> <p>You have about 20 minutes to read the scenario aloud and discuss these questions</p> <ol style="list-style-type: none"> 1. What went wrong with the meeting? 2. What can be done to improve on such a meeting next time? <p>Scenario:</p> <p>You are a PTA chairperson in the Town. There are 25 learners currently enrolled in the ALP school.</p> <p>The CMAs visited the ALP school many times in your town, observed that there is huge drop in daily attendance. They have discussed this with the principal and the PTA chair. The chairperson decided to visit too and also observed that students are dropping and the classes are almost empty.</p> <p>After these visits, the Chair got information that learners are not coming to school due to many reasons (marketing, traditional practices, fishing, farm work, caring for young ones, teacher absences)</p>	<p>Participants to discuss and write ideas of conducting best meeting</p>

	<p>The CMAs recommended a meeting on how to improve parents' total involvement. The Chair agreed; she made a program and invited the Principal, Teachers, Students, DEOs, CEOs, Town Chief, Parents and community members.</p> <p>Disappointedly, on the day of the meeting, the chair waited long hours and realized only 3-4 persons in attendance.</p> <p>In Small Groups:</p> <p>Read the scenario aloud and answer these questions:</p> <ol style="list-style-type: none"> 1. Should the Chair continue with the meeting? Why? Why not? 2. How could the 3-4 attendees help get a better turnout next time? 3. What did the Chairperson do well to prepare for the meeting? 4. What else might she have done? 5. What are some reasons that the attendance was low? 6. What should she do next? 7. Who/what can help with better attendance? 	
10 mins	<p>Activity: Positive PTA Meeting</p> <p>Making your meeting effective: Once the class gets better attendance, what steps can she take to make sure that people keep coming to the meetings, i.e., that they find the meetings important and worth their time?</p> <p>Ask participants to describe what happens before, during and after to make a meeting effective. Use the following tips to add to their responses:</p> <p>What happens before the meeting:</p> <ul style="list-style-type: none"> - Plan the Meeting: - Decide participants - Set goals – what to accomplish – the purpose - Develop an agenda - Distribute roles to people who will participate directly - Set venue, day, and time for meeting - Send out invites and make follow-up - Be sure the venue is well set - Arrive at least 10 minutes before the meeting <p>During the meeting:</p> <ul style="list-style-type: none"> - Begin with a review of the meeting purpose - Follow your agenda and observe time properly - Take adequate and effective notes - Develop action items and share roles and responsibilities - Identify next steps between this and the next meeting - Evaluate the meeting to ensure your objectives were met <p>After the meeting:</p> <ul style="list-style-type: none"> - Edit and circulate meeting minutes 	Participants will discover features in conducting a positive PTA meeting

	<ul style="list-style-type: none"> - Follow-up on the action activities from the meeting - Identify meeting lapses for improvement 	
10 mins	<p>Conclusion</p> <p>Explain that we have listened to the best practices to that make an effective meeting, so let us do a self-reflection activity called 3-2-1.</p> <p>List:</p> <ul style="list-style-type: none"> 3 - suggestions that will improve PTA meeting attendance 2 - activities that you will use in conducting PTA meeting 1 - question or concern that you still need clarity for <p>Summarize by saying the importance of an effective and regular PTA meeting. Stress that by using the list on characteristics of effective PTA meeting will contribute to the growth of the school.</p>	

SESSION 13: Conflict Management

Duration: 1 hour

Session Objectives

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

- Deepen the understanding of School and community related conflicts
- Discuss conflicts and the role of the PTA to support in resolving them

Preparation and Materials

Preparation

- Read the Session Guide
- Prepare flip charts
- Copies of scenario

Materials

- Chalkboard / flipchart, markers
- Scenario

Session Activities

Time	Activity	Notes
5 mins	<p>Introduction and Warm Up</p> <p>Do a warm-up activity:</p> <p>ASK participants to form two (2) circles, one circle inside the outer circle. Ask the circles to walk in different directions for about 10 seconds; tell them to stop; face each other and pair with the person opposite them.</p> <p>Tell participants that they have 5 minutes to think about conflict and say what it is to their partner. Ask participants to think about conflict or palaver that happened between people and how they managed to resolve it.</p> <p>After 5 minutes, ask randomly how they resolved the conflict or palaver.</p> <p>Say thank you and move to the next activity</p>	Participants to say what they know about conflict and explain skills used to settle conflict
10 mins	<p>Main Activities</p> <p>What is conflict? Place a prepared flipchart of conflict definition on the board:</p> <p><i>Conflict means disagreements between two and more persons because of different views of people concerning ideas, needs or wants.</i></p>	

	<p>Ask participants how this is the same or different from what they and their partner said. Revise the flip chart as needed to include the main thoughts participants have.</p> <p>Ask what another name for conflict used in Liberia is, i.e.,</p> <p>PALAVER</p>																	
20 mins	<p>Group work</p> <p>Put participants in groups of 6</p> <p>Ask participants to discuss types of conflict that might come up in the school and give some examples (10 minutes)</p> <p>Ask participants to describe the basis of the conflict: was did each side think was the correct thing to be done? What did each side want or need?</p> <p>Write these on a flipchart:</p> <table border="1" data-bbox="297 884 1003 1073"> <thead> <tr> <th>Conflict</th> <th>Based on ideas</th> <th>Based on wants</th> <th>Based on needs</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Tip:</p> <p>Ideas, wants and needs can be based on experiences, historical interactions, understanding of what happened, ethnic, religious, political, gender identity, Conflict can be intrapersonal, i.e., within one self, or interpersonal, with another person; it can also be internal to a group or between two groups.</p> <p>Explain to their understanding that, there are many types of conflict in the community and in the School:</p> <p>School are Students against Students, Students against Teachers, PTA chair against Principals. Principal against PTA chair person, Teachers against Principals, and sometimes Parents against Teachers.</p> <p>We want to be able to respond to conflict so that we can provide a good program for our students.</p>	Conflict	Based on ideas	Based on wants	Based on needs													
Conflict	Based on ideas	Based on wants	Based on needs															
20 mins	<p>Activity: SCENARIO on mismanagement of ALP School Materials</p> <p><i>Principal Teah received ALP School supply items (pencils, workbooks, sharpener, body parts chart, ABC and Number Charts) from the</i></p>	<p>Participants to role play and identify common conflicts and come up with</p>																

<p><i>AQE program. Time for distribution, the PTA chairperson Mr. Milton monitored and observed that the principal used the left-over supplies for the conventional school. The Chairperson was angry and called Principal Teah right after the conventional school distribution and expressed his disappointment and unhappiness. The Principal believed that what he did was right. Mr. Milton PTA Chair and Principal Teah got into big argument. Teachers and students ran from classes to witness the palaver.</i></p> <p>After the scenario,</p> <p>Ask participants the following questions:</p> <ol style="list-style-type: none">1. What was the basis of the conflict: ideas, wants, needs?2. Why was Principal Teah correct? (One School Approach, he is the ultimate decision maker, the charts can be placed in the classrooms and used by both conventional and ALP classes)3. Why was Mr. Milton correct? (USAID/AQE is supporting ALP only, not conventional school; what happens if learners enroll late or are absent at time of distribution?)4. What are the different ideas that the Principal and Chairperson have?5. Is there a correct answer? Who has the answer?6. What advice would you give to Principal Teah? To Chairperson Milton? What could they have done differently to avoid this conflict? What can they do now?7. What might the teacher witnesses have done?8. How do such conflicts affect the students and the community? (distraction, distrust, envy in terms of who gets what supplies, other?)9. What can PTA do to foster good relationships with schools and communities? (examples: know the regulations, e.g. who are the materials intended for? Can learning aids be used by conventional and ALP classes?) <p>Write responses on flipchart, read them and thank them.</p>	<p>possible solution in preventing conflict</p>
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<p>5 mins</p>	<p>Conclusion</p> <p>Ask participants:</p> <p>What has been most useful about this session?</p> <p>Give specific examples: What is the role of the PTA in preventing conflict between school and community; responding to conflict between school and community?</p>	<p><i>Conflict can lead to drop out, no or low PTA attendance, fighting, poor relationship, withdrawal, fear, suffering, anger, hatred, palace, property destruction. Peer pressure influence, family separations, Children are lift along, classes will be disrupted, Students feeling unsafe at school, Low reputation of the school in the community; etc</i></p> <p><i>Explain also that it is important to avoid or resolve conflict because It reduces tension between the community and the school, It fosters progress, It reduces mistrust, It ensure community participation in school activities</i></p>
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SESSION 14: Action Planning and Preparation for Traditional Leaders

Duration: 2 hours

Session Objectives

By the end of the session, PTA teams will have:

- Identified most important information to share with the rest of the executive, with the PTA membership, DEOs and traditional leaders (content and why it is important)
- Identified 3 activities that they will undertake in the next 3 months to support ALP (linked to learner/teacher attendance, promoting the TCoC, enrolment and creating a safe learning environment).
- Developed specific action plans for sharing and for the 3 activities.
- Prepared a presentation for their district focal persons on the action plans
- Prepared a presentation for traditional leaders advocating for their support for ALP recruitment and retention of learners; benefits to family and community of participation in ALP; and 2 specific requests to traditional leaders.

Key learning points

- PTA learning: were the learning outcomes achieved? (pre, post test?)
- Ideas for specific action steps that PTAs can take to support ALP based on sessions.
- Planning steps to engage Traditional Leaders.

Preparation and Materials

Preparation

- Facilitators must track the learnings summarized at the end of days 1 and 2, particularly the results and highlights of the district meetings. During Day 3, each session should conclude with suggested action items. These can then be used as ideas to start the process.
- Facilitators must plan the time in this session to get all 3 products:
 - Action plan per PTA
 - Presentation of a consolidated action plan for DEOs and/or District Focal Persons
 - Presentation/advocacy for traditional leaders.
- Post the flipcharts on the wall from the two District meetings and use these to remind participants of some of the ideas they have had over the previous 2 days...
- Prior to the training, facilitators must gather information about what the traditional leaders already know about ALP and explain why they are being invited to hear the results of the training.

Materials

- Flipchart version of the action plan template
- Develop outline for presentation of action plans to District Focal Persons and guide for feedback
- Prepare illustrative talking points for the presentation to the Traditional Leaders

Session Activities

Time	Activities	Notes
10 mins	<p>Introduction and Warm up</p> <p>Conduct a quick energizer as this is the last session of the program.</p> <p>Ask each PTA group to take a couple of minutes to share one idea in response to the question:</p> <p>What can PTAs do to help learners take advantage of ALP?</p> <p>Share objectives of the session, specifically to develop 3 things:</p> <p><i>Action Plan for each PTA</i></p> <p><i>District level summary presentation to DEO</i></p> <p><i>Presentation/requests to Traditional Leaders</i></p>	
5 mins	<p>Main activities</p> <p>Refer back to the District Meeting Summaries and remind participants that they have been gathering ideas of what a PTA can do/might do to support learners and ALP. Now we are going to decide what they will do to get started with this support, including enlisting the help of Traditional Leaders.</p> <p>Share the three activities we will do now: PTA specific action plan, district meeting, evaluation. After this a small group will meet to plan the Traditional Leaders' day.</p> <p>Activity I: Develop PTA specific action plan for:</p> <p><i>sharing training results with other executive members and the PTA as a whole;</i></p>	

<p>30 mins</p>	<p><i>choose 3 specific things you will do as a PTA to provide support for any of these: improved attendance, school safety, TCoC, enrolment, placement, completion, transition.</i></p> <p><i>Complete the Action Planning Template</i></p> <p><i>Choose the most important thing to ask from traditional leaders.</i></p> <p>Activity 2: Meet in District Groups:</p> <p>Develop in district groups a summary of key learnings and major PTA activities for the district;</p> <ul style="list-style-type: none"> - Choose 1 PTA leader to represent your district in a presentation and discussion with traditional leaders tomorrow. This person will join a planning group with the training facilitation team after the evaluation. - Ask participants to share what we can expect to see at their sites in 3 months based on this session...what will teachers, learners, PTA members and traditional leaders be doing? 	
<p>20 mins</p>		
<p>10 mins</p>	<p>Conclusion</p> <ul style="list-style-type: none"> - Distribute Evaluation Form. - Remind Participants that selected representatives will meet to prepare for the Traditional Leaders Meeting. - Remind selected representatives to meet to plan Traditional Leaders' Day. 	

Special Session: PTAs Engaging Traditional Leaders in Support to ALP

Selected Representatives of each district will meet with AQE County Team Leads to review the following document on Engaging Traditional Leaders, select the most appropriate content for each of the proposed sessions; and decide who will conduct which aspects of the traditional leaders' day.

The County Team Lead will work with all relevant county officials to ensure that appropriate protocols are observed for this important session.

Engaging Traditional Leaders

Traditional leaders are a critical part of national and local governance. They are tasked with promoting the overall well-being of their constituencies, including children, women and families, and looking out for the social, cultural and economic development of communities. Their influence and encouragement can be a tremendous asset to the promotion of ALP. Traditional leaders have always had the task of preparation of youth, families and communities for full participation in the social, cultural, economic and political life of the nation... and they must balance the requirements of the modern nation with the cultural values that give life to the people they are called to lead.

Traditional leaders are among the most important allies as PTAs seek to promote quality education for all children at their schools, through conventional and alternative programs including ALP.

This half day program, comprised of PTA teams, Traditional Leaders, Ministry of Education Officials and AQE staff brings together PTA representatives and Traditional Leaders to agree on specific activities that can be undertaken in support of ALP.

Session Objectives

The Traditional Leaders program of the PTA training is designed to:

- Recognize and engage traditional leaders to:
 - encourage eligible learners to enroll in ALP classes
 - promote the safety of the community, including the school and its environment, keeping all learners safe from physical, psychological and sexual harm
- Present their action of support and sign commitments.

Time	Activities	Notes
15 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ▪ Welcome participants to the special presentation ▪ Do any quick warm-up ▪ Explain the session objectives ▪ Explain to participants that each group has 20 minutes to present to CEOs/CTLs their plan 	Do a quick explanation.
1 hr	<p>Activity 2: Group work</p> <p>In a groups, have participants discuss these questions below</p> <ol style="list-style-type: none"> 1. What is ALP and why is it good for our children? District Groups: Traditional Leaders: What is valuable about ALP? 2. Some challenges with ALP 3. What concerns PTAs about ALP – action plan? 4. What can the Traditional leaders do to help PTAs in achieving their action plans? <p>Gallery Walk</p> <p>Have presenters post on the wall for gallery walk Allow groups to take a walk to view responses from other groups</p> <ul style="list-style-type: none"> - Explain the importance of ALP through a summary <p>Main Activity:</p> <ul style="list-style-type: none"> ▪ PTAs review plans based on discussion with TLs ▪ TLs agree on specific actions that Traditional Leaders will take to promote ▪ Allow TLs to agree on specific areas of support, actions to be taken then prepare to present ▪ TLs presentation ▪ Say that, now that you have listened to your presenters; what could you like to add that was left out? ▪ Allow them add if they have then Traditional Leaders prepare a response/commitment – led by the Paramount Chief sign commitments 	This is the key purpose, be flexible with time.
5 minutes	<p>Conclusion</p> <p>Summarize the main points and thank participants</p>	Please take note to take down these posters/flipcharts for record.

Appendix C: Handouts (found in separate document)