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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

PTA TRAINING CYCLE III

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 III: 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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ACRONYMS

ABE	Alternative Basic Education
AE	Alternative Education
AEC	Alternative Education Coordinator
AED	Alternative Education Division
AES	Alternative Education Supervisor
ALP	Accelerated Learning Program
ALPCS	Accelerated Learning Program Conventional School
CEO	County Education Officer
DEO	District Education Officer
DPE	Department of Physical Environment
ECCN	Education in Crisis and Conflict Network
EDC	Education Development Center
GA	Gender Analysis
GBV	Gender Based Violence
GOL	Government of Liberia
MoE	Ministry of Education
NGEI	National Girls' Education Initiative
OOSC	Out of School Children
Ps	Prevention, Protection and Prosecution
PTA	Parents Teachers Association
PCENDPD	Parents, Community Engagement and National Dropout Prevention Division
PTA	Parent Teacher Association
RERA	Rapid Education Risk Assessment
SLE	Safe Learning Environments
SRGBV	School Related Gender Based Violence
TLs	Traditional Leaders
SOW	Scope of Work
TCoC	Teachers' Code of Conduct
TIP	Trafficking in Persons
TWG	Technical Working Group
UNICEF	United Nation Children Fund

Introduction

PTA Cycle 3 addresses the the Annual Work Plan Sub IR 1.6 and its related activities, described in the table below. For Year 1 and 2 schools, it is the third in a series of trainings designed to engage PTAs and other community level stakeholders in supporting ALP, including Safer Learning Environments and the prevention and response to SRGBV. For Year 3 schools, this is the second AQE training they will attend, their first being a combination of Cycles 1 and 2 designed for the first 2 cohorts.

1.6.1 PTAs trained in ALP regulatory framework
I.6.1.1 Review and revise existing PTA training to include ALP regulatory framework, including eligibility policy, curriculum, instructional supervision, certification and testing, placement and inclusion of girls, and children with disabilities.
Conduct cycle of PTA training for new sites to include ALP regulatory framework, including eligibility policy, curriculum, instructional supervision, certification and testing, placement and inclusion of girls, and children with disabilities - aligned to preparation of EO/ principal training package – link to 1.4.1 and 1.5.1
I.6.1.2 Support DEOs/ABESs to conduct PTA training and develop an action plan to support ALP, aligned with EO/principal training cycles

Overview of the training

Training Participants

The training targets PTA leaders, the chair, secretary, and advisor. The expectation would be to have other participants from the sites districts such as WACPS County representative, Gender Coordinator, Health workers, social worker, and traditional leaders for one day. MoE-TWG members to take the lead in presenting session 7- its rationale and results in discussion with PTA. EOs, TWG members, AE supervisors and district focus persons will be in attendance to conduct sessions due to transitional purposes. Communication mobilization agents are expected to co-facilitate this time while the AE supervisors conduct all sessions. MoE to take the lead in presenting its rationale and results, and pulling PTAs into the discussion

Training objectives: At the end of the training, participants will:

1. Acquire knowledge on the AQE SLE pilot implementations and midline assessment findings
2. Show behaviors that will support all children to learn and discourage trafficking
3. Detect low attendance and develop plans on how to improve on regular attendance
4. Describe how they will mobilize resources in the community: human, financial and material to support school safety and other community led aspects of ALP..
5. Use the action planning template in a creative way that will priorities learners' attendance, performance and reduce behavior that puts children at risk of not completing the year.
6. Using the pilot results to develop list of concerns that would integrate ALP into conventional school that will strengthen the One School Approach

Training Strategies

The training has been designed to be conducted simultaneously in all six counties:

- Bong, Lofa, Nimba, Montserrado, Bassa, and Margibi Counties

The training methods include:

- Participatory and interactive techniques including brainstorming, discussions, gallery walk & presentation, Power point presentation if possible, groups work, reading
- Opportunities for participants to work together in their district communities, share successes with other districts.
- EOs and traditional leaders' participation for action plans developed by PTAs in their districts.
- Digitization of action plans

Learning outcomes:

The overall out is for the Parents, Teachers, Association and relevant stakeholders together to discuss and share how they are going to take ownership of Accelerated Learning Program/ Conventional Schools as relates to local structures support to sustainability of sites and learners' enrollment, attendance and retention

AGENDA

Day I

Time	Session Title	Lead/Co-Facilitators	Notes/Comments
7:00 – 8:30	REGISTRATION and Breakfast		
8:30 – 9:00	Session 1: Introduction to Training		
9:00 – 10:30	Session 2: SLE Pilot Feedback		
10:30 – 12:00	Session 3: Trafficking in Persons		
12:00-- 01:00	LUNCH		All
01:00 – 3:00	Session 4:- Retention/Completion		
03:00 – 04:30	Session 5: District Meetings and presentations		
04:30 - 04:45	Warp-up		All

Day 2

Time	Session Title	Lead/Co-Facilitators	Notes/Comments
07:00 – 08:00	REGISTRATION/BREAKFAST		
08:00 – 08:30	Recap day 1		
08:30 – 10:00	Session 6: Inclusion		
10:00 – 12:00	Session 7: ALP/CS Pilot: Results and Plans for Next Year		
12:00 – 01:00	LUNCH		
01:00 – 02:00	Session 8: Resource Mobilization		
02:00 – 04:30	Session 9: Action Planning/Presentation		
04:30 – 05:00	Wrap Up / administration		

Summary overview of sessions Title

- **Session 1:** Introduction to Training
- **Session 2:** SLE Pilot Feedback
- **Session 3:** Trafficking in Person
- **Session 4:** Learners Retention/Completion
- **Session 5:** District meeting
- **Session 6:** Inclusion
- **Session 7:** ALP/CS Pilot Results and Lessons for Next Year
- **Session 8:** Resource Mobilization
- **Session 9 :** Action Planning/Presentation/digitization
- Wrap-up/Evaluation

DAY I

SESSION I: Introduction to Training

Duration: 30 minutes

Session Objectives: By the end of this session, participants will have

- Been welcomed to the workshop
- Get to know each other: 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
- Fears and 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

Materials:

- Prepared flip chart or paper copies of the agenda for the training
- Prepared flip chart with introduction points; question for expectations; and parking lot.
- Blank flip charts; nametags; pens; notebooks; masking tape.

Session Activities

Time	Activities	Notes
10 minutes	<p>Introduction and Warm-up</p> <p>Greet participants and call session to order Introduce yourself by stating your name, position in AQE and role in the training.</p> <ul style="list-style-type: none">▪ Officially, open the workshop- CEO.▪ Introduce the training team: name, position, site.▪ Review objectives for this session from a prepared flipchart▪ Invite PTA secretary to introduce themselves in site groupings: each PTA to share: school, district, names/titles of representatives and	<p>Talking points to be developed for the first welcome, which provides a very brief rationale for the training.</p> <p>This will take at least 10 minutes.</p>

Time	Activities	Notes
	one outcome of PTA during the school semester.	
15 minutes	<p>Main Activities:- Expectations and Housekeeping</p> <p>Fears and Expectations:</p> <ul style="list-style-type: none"> ▪ Ask randomly ‘what the most important thing that needs to happen in this, our worship?’ ▪ Take key point on flip chart ▪ Point out those things that have been planned for the workshop and those that may not have been planned will be noted for discussion in our repor. ▪ Share and explain the agenda <p>Introduce notion of “key note to report on ” and post a flipchart to capture outstanding issues.</p> <p>Ground rules:</p> <ul style="list-style-type: none"> ▪ Together, use a flip chart to set group rules 	Take key point on flip chart
5 minutes	<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 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: SLE Pilot Feedback

Duration: 90 minutes

Session Objectives: Participants will have

- Highlight from Safer Learning Environment activities implemented in pilot sites through group presentations
- Highlight from ALP-CS activities implemented in pilot sites through group presentations
- Review and discuss SLE mid-line results ; ALP-CS pilot checklist results
- Discuss types of SLE activities; expansion of ALP-CS pilot schools that can be done in communities.

Preparation/materials

- Preparation of SLE pilot sites for their presentations will take place during SLE event 7; make sure each pilot site has a strong 7 minute demonstration or presentation based on at least 1 activity that they completed.
- Prepare the flip charts according to Annex

Materials:

- Flipcharts/posters and markers, tapes

Time	Activities	Notes
10 minutes minutes	<p>Activity 1: Introduction</p> <ul style="list-style-type: none"> ▪ Review the objectives of this session with the group. <ul style="list-style-type: none"> ○ Share highlights from Safer Learning Environment activities implemented in pilot sites ○ Review and discuss SLE mid-line results ○ Discuss types of SLE activities that PTAs can lead in communities. ▪ Remind PTAs about the Safe Learning Environment that all PTAs had a general session about SRGBV and Safe Learning Environments and PTAs did a lot of work to improve safety around the school. ▪ Share the overview of the PTA pilot activities (use slide from the CIES presentation on events and content. ▪ Tell participants that they will now hear directly from the pilot schools. this will give you an idea of what they did and what you could do in your own communities in the future. 	
20 minutes	<p>Activity 2: SLE pilot sites presentation and discussion.</p> <ul style="list-style-type: none"> • Form groups for each pilot site, for most counties this will be 4 groups, for Margibi or Montserrado it will be 5 groups. 	Each PTA pilot site should have prepared a 7 minute activity or presentation in SLE event 7. They can share an activity, i.e., present the activity to the

	<p>Each group will be made up of 2 pilot site members plus representatives from every other site.</p> <ul style="list-style-type: none"> • 7 minute max presentation by pilot site to include: activities that they completed; how it was received; what difference it made for learners, parents, teachers, others. Advice for doing this activity. • 8 minutes, questions and answers. 	<p>group just as they presented it in the community; or they can report on the activity. See SLE 7 guidelines.</p>
<p>25 min</p>	<p>Activity 3: Presentation of SLE Midline Data</p> <ul style="list-style-type: none"> • Tell participants: Now that you have learned a little more about the SLE pilot activities, we'll talk a little bit more about the research or information gathering that the AQE project has done to help understand the impact of the SLE work in AQE schools and communities. • Remind participants that the AQE project did some research, or gathered some information, with learners, families, and school staff about Safe Learning Environments in their schools or communities. The first information was gathered more than a year ago and data was gathered again a few months ago. The data gathered a few months ago has some interesting information. • Show Slide 1 – Trial sites and non-trial sites data. <ul style="list-style-type: none"> ○ Explain the slide or read from hard copies to participants. ○ Highlight that this information tells us that learners in the schools where SLE trial activities were taking place experience a little less bullying, sexual harassment, corporal punishment and the 3 forms of School-Related Gender-Based Violence (SRGBV). • Ask participants and discuss: <ul style="list-style-type: none"> ○ What does this information tell us about the SLE trial activities and how it may have impacted the SLE pilot sites/communities? • Present slides 2-4: <ul style="list-style-type: none"> ○ Slide 2: Findings, Response to Bullying scenario. ○ Say: Students we spoke to read a story about bullying then they were asked questions. The slide summarizes what they said. ○ After presenting the slide, Ask : What were the main problems about bullying that the students discussed? 	<p>Slide 1: During the discuss, make sure to say, if a participant doesn't, that some of the reduction in bullying, corporal punishment and some forms of SRGBV that communities reported could be because SLE pilot sites conducted activities on these topics to raise awareness and address some of the topics.</p>

	<ul style="list-style-type: none"> ○ Slide 3: Findings, Response to SRGBV scenario ○ Say: Students we spoke to read a story about SRGBV and then were asked questions. This slide summarizes their answers. ○ After presenting the slide, Ask: What does this information tell us about what learners know about SRGBV? ○ Slide 4: Reporting SRGBV ○ Say: This slide shows us where most people say they could go to for help. Most people said the Liberian National Police Woman and Children Protection Section and then the health clinic and hospital. ○ After presenting slide, ask: Do any of these answers surprise you? Where is the best place to go in your community to report SRGBV? Can you think of any other places to go? <p>Ask the plenary: now that you’ve heard about the pilot sits and the changes that have happened, what activities are the most important and interesting for your site?</p>	
30 minutes	<p>Activity 4 Brainstorm PTA led Community SLE Activities</p> <ul style="list-style-type: none"> ▪ Tell participants that they will now be able to discuss possible activities they could do in their community based on a few different SLE related categories. ▪ The categories for discussion are: <ul style="list-style-type: none"> ○ Child’s Rights ○ Bullying ○ Sexual Violence ○ Corporal Punishment ○ Learners’ Path to Help ▪ Form 5 groups of participants, by counting off, so that each group has at least one person from each site and at least one pilot site representative. ▪ Each group needs a recorder to put the ideas on a flip chart. Flipcharts should be placed on tables with topics written ahead of time. ▪ Assign each group to do two of the above topics: Use the table below if time permits to do round 1 and 2 	<p>Flip chart paper with the category for discussion should be posted around the room. There should also be a blank flip chart paper next to it for groups to record their answers. See handout 2.2 activities for details on how to make the flip charts. If you have a very large group, more than one group can discuss each category.</p> <p>As members of the SLE pilot PTAs to spread out among the groups so they could help PTA general groups</p>

	<table border="1"> <thead> <tr> <th>Topic</th> <th>Round One Assignments</th> <th>Round Two Assignments</th> </tr> </thead> <tbody> <tr> <td>Child Rights</td> <td>Group 1</td> <td>Group 2</td> </tr> <tr> <td>Bullying</td> <td>Group 2</td> <td>Group 3</td> </tr> <tr> <td>Sexual Violence</td> <td>Group 3</td> <td>Group 4</td> </tr> <tr> <td>Corporal Punishment</td> <td>Group 4</td> <td>Group 5</td> </tr> <tr> <td>Learner's Path to Help</td> <td>Group 5</td> <td>Group 1</td> </tr> </tbody> </table>	Topic	Round One Assignments	Round Two Assignments	Child Rights	Group 1	Group 2	Bullying	Group 2	Group 3	Sexual Violence	Group 3	Group 4	Corporal Punishment	Group 4	Group 5	Learner's Path to Help	Group 5	Group 1	with ideas for their SLE activities.
Topic	Round One Assignments	Round Two Assignments																		
Child Rights	Group 1	Group 2																		
Bullying	Group 2	Group 3																		
Sexual Violence	Group 3	Group 4																		
Corporal Punishment	Group 4	Group 5																		
Learner's Path to Help	Group 5	Group 1																		
	<ul style="list-style-type: none"> ▪ After 10 minutes, everyone should rotate to their next “round” and do the same activity. ▪ After the second 10 minute period, ask recorders to post flipcharts in their topic spots. ▪ Allow participants 10 minutes to have a gallery walk. After 10 minutes, ask everyone to stop in place. Ask people near each category to share 1-2 “best ideas” 																			
5 minutes	<p>Conclusion</p> <ul style="list-style-type: none"> ▪ What surprised you about the SLE midlien data? What are the most popular topics and activities that emerged today? 	Please take note to take down these posters/flipcharts for record.																		

SESSION 3: Children’s Rights and Trafficking in Person

Duration: 90 minutes

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

- Describe human trafficking and examine reasons and consequences and how TIP violates children’s rights.
- Discover human trafficking phases and determine ways to protect learners
- Discuss how human trafficking typically takes place in Liberia
- Decide how PTAs can help prevent TIP

Key learning points/learning outcomes:

- Deepen understanding of trafficking for making schools and communities safe for learning

Preparation and Materials:

- Copies of baseline analysis
- projector
- Flipcharts and markers
- Questions copies for discussions

Session 3 Activities:

Time	Activities	Notes
10 min	<p>Activity 1: Introduction and Review of Children’s Rights</p> <ul style="list-style-type: none"> ▪ Do a quick warm-up to remind participants about Rights of the Liberian Child: this could be a quick brainstorming : who can name one of the Rights of th Liberian Child; OR cut out the rights from the UNICEF graphic; distribute to participants and ask them to read their graphic. Point out that Liberian children have the right to name and nationality, to have health care, to have home, clothing and security, protection against violence and hazardous child labor among others. State that we will discuss how Trafficking in Persons’ can violate a child’s rights. ▪ State the session’s title and explain the objectives 	A quick fun warm-up
40 minutes	<p>Activity 2: Slide Presentation or copied of slides(optional)</p> <ul style="list-style-type: none"> ▪ Project the TIP slides if projector is available or read from Handout 3.2 (titles of slides include definition of trarricking, the goal, victims, traffickers, reasons and circumstances, and a brief of 3 P.s ▪ Say: Trafficking in Persons violates many of the rights of children in Liberia and other countries. In this session, we’ll learn more about this. 	Please ensure to have copies of TIP Define trafficking in Persons: definition what is it? Who does it?

	<p>Continue the projection on the answers to supplement their responses</p> <ul style="list-style-type: none"> From slides projection or hard copied handout 3.3;, explain forms of human trafficking, phases in the process of human trafficking, ways traffickers control their victims and the three Ps in trafficking 	<p>Who are victims? What does trafficking in Persons look like in Liberia and the Ps brief.</p>
30 min	<p>Activity 3: Scenario</p> <p>Handout 3.2: Trafficking Scenario</p> <p>Read the story of Daniel and Comfort aloud to the group.</p> <p>After you read the story, form groups of 8-10 participants to discuss the following questions:</p> <ul style="list-style-type: none"> Why is this considered trafficking? What Children’s Rights are violated in this scenario? What can we do to protect our learners from trafficking like the one in the story? <p>Facilitators and staff should move around and provide clarify any areas that have confusion</p> <p>Ask for responses to each question, one at a time. Each group should only add new responses. 2 co-facilitator will record answers, taking turns to make the process quick.</p> <ul style="list-style-type: none"> Ask them what surprised them about the answers. <p>Thank participants for their active participation in the session</p>	
10 min	<p>Conclusion:</p> <ul style="list-style-type: none"> In the beginning we said that Trafficking in Persons violates the rights of the child. Which rights do you think Human Trafficking violates? What can we do to if we know that a child has ben trafficked? Write these concerns and recommendations on the flip chart paper to form a part of the training report. 	<p>Take responses for your report</p>

SESSION 4: Improving Learners Retention and Completion

Duration: 90 minutes

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

- Describe reasons for ALP learners to drop out of class
- Review attendance logs to identify learners who have missed 2 or more consecutive days in the last month.
- Review completion and transition cohort 2018-19
- Develop activities that PTA can do to encourage regular attendance and completion

Key learning points/learning outcomes:

- Retention, or staying in school and completing assigned levels, is assisted by monitoring attendance, quality of teaching and learning, and school safety
- PTAs can monitor attendance of learners and teachers and promote safer learning environments
- PTAs can reach out to parents if learner attendance is declining and suggest approaches to improve attendance.

Preparation and Materials:

- Scenario- Grace Town Primary School
- Copies of questions/prepared poster with questions
- Completion presentation
- Flipcharts and marker

Session Activities

Time	Activities	Notes
10 min.	Introduction and Warm up: Say: In 2017-2018, 26% of ALP learners completed the school year by taking the level completion exam. In 2018-2019, 76% of ALP learners completed the school year. How can we maintain or improve this?	
	Take a few responses and then say: we are now in Semester 2; do we know how many learners are attending regularly? What is keeping them away? Say that today we want to look at what is causing this difference and how PTAs can help kids stay in ALP. Share the objectives of the session.	

<p>20 minutes</p>	<p>Main activities:</p> <p>Activity 1: What causes learners to stop coming to school?</p> <p>Brainstorm:</p> <p>Facilitator 1: Ask plenary to share reasons that learners may drop out of school; make sure that participants do not repeat.</p> <p>Facilitator 2: Record these on a flip chart</p> <p>Some examples that are likely to come up</p> <ul style="list-style-type: none"> • Not doing well in class • Afraid to come to school (bullying, corporal punishment, sexual harassment/violence) • Need to work or farm • Early marriage/pregnancy • Not interested • Not sure it will make a difference <p>Ask the group: how can we know if learners might drop out?</p> <ul style="list-style-type: none"> • Some responses: tracking attendance; tracking grades/performance; noticing changes in behavior (withdrawn, become unusually quiet or noisy/disruptive,) 	
<p>30 minutes</p>	<p>Activity 2: PTA Monitoring Attendance-Part 2</p> <p>Break into Site Groups:</p> <ol style="list-style-type: none"> 1. Ask one participant to read the Grace Town primary school scenario. 2. Ask participants to discuss: <ol style="list-style-type: none"> a. What are some reasons that there was such an improvement between Year 1 and Year 2? What did the school do? PTA? AQE? b. What are some reasons that learners have stopped attending regularly? (think about what may be happening in the classroom, among students, in the family or community) c. What might bring these learners back to class? d. What will help them complete the school year and the level assessment? 	

<p>15</p>	<p>Activity 3: Taking Action</p> <p>Say: PTAs are encouraged to monitor attendance of learners and teachers to help learners progress through ALP, completing each Level on time and transitioning to next Level, back to conventional school or on to other opportunities.</p> <p>Brainstorm: What are some specific steps PTA can take to encourage learners to attend regularly for Semester 2 and complete the year, including level completion.</p> <p>(Some ideas: more monitoring, earlier in the semester; “perfect attendance” certificates; home visits to understand reasons and encourage return; addressing bullying/teasing at school; discussing issues at PTA meeting and enlisting parents to help; discussing/reporting SRGBV situations that may discourage kids from coming to school..</p> <p>How can we approach principals and teachers to help learners who want to return but are afraid they may not be able to catch up?</p>	
<p>5 min</p>	<p>Conclusion:</p> <p>Say that learners’ attendance falls when they are not doing well, are afraid to come to school, have to contribute to family support, or early marriage/pregnancy.</p> <p>PTAs can promote better retention and completion by tracking attendance and working with parents, school and community leaders to support learner achievement and address the reasons that they may not want to come to school.</p>	

SESSION 5: District Meetings

Duration: 60 minutes

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

- Select home/community based activities for supporting SLE and preventing Human Trafficking.
- Share 2 highlights of past year, one related to improving PTA functioning and the other to PTA support to ALP and SLE.
- Describe county wide achievements of PTAs.

Key learning points/learning outcomes:

Participants come out with list of SLE/TIP priorities they will try in their districts and that will bring improvements and key out important achievements that CMA will use for report.

Preparation and Materials:

- Flipcharts/ posters and markers

Time	Activities	Notes
5 min	<p>Introduction and Warm Up: Ask participants to quickly</p> <ul style="list-style-type: none"> • Find someone in the room who is NOT from your district. • Share the most surprising thing you learned today. <p>Ask participants to raise hands if the surprise was related to: Safe learning environments, bullying, corporal punishment, sexual violence, trafficking in persons...</p> <ul style="list-style-type: none"> ▪ Share the objectives of the session 	
20 minutes	<p>Activity I: Meet in District Groups</p> <p>In the group:</p> <ol style="list-style-type: none"> 1. Discuss and agree on 3 SLE activities you heard about today that you would like to try in your district. Choose activities related thee physical environment, bullying, corporal punishment and sexual violence. Write these on a flip chart. 2. Discuss: what surprised you about trafficking in persons? What are 3 things that PTAs can do to prevent trafficking in persons from district to school level. Write them on a flip chart. 	<p>Comment Meeting in District Groupings, participants will discuss and then list 3 things that they want to try re SLE and TIP in their districts; they will post on flips that can be used for planning activity.</p> <p>2-most important achievements of PTAs in the district to add to the CMA report. (one will focus on ALP or SLE and the other on improvements in the PTA... membership, regular meetings.</p>

15 minutes	Activity 2: Meet in County Groups <ol style="list-style-type: none"> 1. Share your results from Activity 1. 2. CMA to share what is already included in county summary report and what will be added. 	CMA's will provide a summary of County wide PTA activities completed... number of PTAs completing selected activities; then let the districts share . DO NOT repeat info what is been said
15 minustes	Activity 3: Convene in Plenary CMA's to present their County Summary including the inputs from the District Discussions (10 minutes per county)	Please collect responses
5 minutes	Conclusion: Think-pair-share: What are the most important PTA activities to preserve? What are the most important to change? What are the most important to add, to support ALP and prevent and respond to SLE and TIP?	

DAY 2

SESSION 6: Inclusive Learning Environments

Duration: 90

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

- Understand the abilities and limitations of children with impairments, disabilities and special educational needs
- Discuss ways that parents can recognize that a child has an impairment/disability, and actions that parents and teachers can take to support learners with disabilities.

Key learning points/learning outcomes:

- Distinctions between impairment, disability and special educational needs
- Recognizing and responding to ALL children in the classroom
- Ideas for reducing SRGBV targeting children with disabilities and special needs.

Preparation and Materials:

- Read the session plan
- Prepare all of the required flipcharts:
 - Session Objectives
 - Definitions of impairment and disability, and special education needs, inclusive education. (you can use the Glossary in the Handouts for this)
 - Volunteer Cards for Activity 2
 - Flipchart to track responses for Activity 2 (included in the session guide)
 - 5 flip charts for Signs and Actions

Type of Impairment:	
Signs	Actions

- Copy of Handout: Signs and Actions

Session Activities

Time	Activity	Notes
10 minutes	<p>Activity 1. Warm Up and Introduction to the Session</p> <p>I. Ask Participants: Are learners with disabilities treated with respect in ALP schools and classroom?</p> <ul style="list-style-type: none">a. Ask those who say yes to raise hands. Ask a few to say why they think this is so.b. Ask those who say no to raise hands. Ask a few to say why they think this is so.c. Ask those who are unsure, why they are unsure.	

	<p>Say that according to the SLE baseline, 87% of learners say that learners with disabilities are treated kindly at school.</p> <p>Say that in this session we want to talk about what impairments and disabilities are and how we can support all learners including learners with disabilities.</p> <p>Share the objectives of the session:</p> <ul style="list-style-type: none"> ▪ Understand the abilities and limitations of children with impairments, disabilities and special education needs ▪ Discuss and identify basic strategies to support ALL learners, including learners with disabilities 							
40 min	<p>Activity 2: Abilities and Limitations of Children with Impairments</p> <p>Ask (or pre select) 6 Volunteers for this activity. Give each volunteer one of the following cards. Tell the Volunteers to read the card silently and say nothing to their colleagues about what is on their card. Ask the volunteers to stand in a row in front of the large group.</p> <p>Cards:</p> <table border="1" data-bbox="392 1122 1046 1966"> <tr> <td data-bbox="392 1122 1046 1301">1. I cannot see what is written on the blackboard, but I can hear my teacher. I understand what s/he says. I cannot see or write in my copybook. I cannot play or move around easily. (I have a visual impairment.)</td> </tr> <tr> <td data-bbox="392 1301 1046 1480">2. I cannot hear my teacher very well and I do not understand when s/he speaks. I cannot communicate with the other children in my class. I cannot read but I can copy into my book. (I have a hearing impairment.)</td> </tr> <tr> <td data-bbox="392 1480 1046 1592">3. I am not learning as quickly as the other children in my class. (I have an intellectual impairment.)</td> </tr> <tr> <td data-bbox="392 1592 1046 1704">4. I walk with a crutch. I can read and write in my copybook. I cannot run around and play. (I have a physical impairment.)</td> </tr> <tr> <td data-bbox="392 1704 1046 1805">5. I cannot speak clearly in class or to the children in my class but I can read and write.(I have a physical impairment.)</td> </tr> <tr> <td data-bbox="392 1805 1046 1966">6. I have no impairment.</td> </tr> </table>	1. I cannot see what is written on the blackboard, but I can hear my teacher. I understand what s/he says. I cannot see or write in my copybook. I cannot play or move around easily. (I have a visual impairment.)	2. I cannot hear my teacher very well and I do not understand when s/he speaks. I cannot communicate with the other children in my class. I cannot read but I can copy into my book. (I have a hearing impairment.)	3. I am not learning as quickly as the other children in my class. (I have an intellectual impairment.)	4. I walk with a crutch. I can read and write in my copybook. I cannot run around and play. (I have a physical impairment.)	5. I cannot speak clearly in class or to the children in my class but I can read and write.(I have a physical impairment.)	6. I have no impairment.	<p>This activity requires at least 2 active and involved facilitators, one to manage the session, the other to record responses. Move quickly, asking volunteers to step forward if yes, stay put if no; after each response is recorded, they should move back into the line.</p>
1. I cannot see what is written on the blackboard, but I can hear my teacher. I understand what s/he says. I cannot see or write in my copybook. I cannot play or move around easily. (I have a visual impairment.)								
2. I cannot hear my teacher very well and I do not understand when s/he speaks. I cannot communicate with the other children in my class. I cannot read but I can copy into my book. (I have a hearing impairment.)								
3. I am not learning as quickly as the other children in my class. (I have an intellectual impairment.)								
4. I walk with a crutch. I can read and write in my copybook. I cannot run around and play. (I have a physical impairment.)								
5. I cannot speak clearly in class or to the children in my class but I can read and write.(I have a physical impairment.)								
6. I have no impairment.								

The facilitator will ask the volunteers a series of questions. For each question, if the answer, based on the card is “yes” the Volunteer will step forward. The second facilitator will record responses on the following chart: (the Xs on the chart are an example; the volunteers might respond differently)

Volunteer	1	2	3	4	5	6
Question						
Can you see what is on the chalkboard?		x	x	x	x	X
Can you hear the teacher when s/he speaks?	x		x	x	x	X
Can you read what is on the chalkboard?		x	x	x	x	X
Can you understand what the teacher says?	X		x	x	x	x
Can you move around the classroom easily?	x	X	x		x	X
Can you communicate with the teacher and your friends?	X		x	x	x	X
Do you have friends?	x	x	x	x	x	x

Once the chart has been completed, ask one volunteer at a time to share their impairment. Ask if everyone agrees with the volunteers responses. Once the volunteer has shared the impairment, point out that while the person is limited in some ways, they are not limited in other ways. Repeat briefly for each of the six “cards” they will be:
 Volunteer 1: Visual
 Volunteer 2: Hearing
 Volunteer 3: Intellectual
 Volunteer 4: Physical
 Volunteer 5: Physical
 Volunteer 6: No Impairments

Note that everyone can do some of the things listed on the chart. And that if a person cannot do one particular thing, they may be able to get help to do it in a different way, or use a assistive device (e.g., glasses, crutches, hearing aid)

Say that in the next activity the focus will be on some signs of impairment and disability and what parents and teachers can do to help learners.

30 min

Signs and Actions to help learners

Remind participants that parents and teachers work together for improved learning, sharing information on attendance, behavior and learning achievements. Say that we want parents and teachers to talk to each

	<p>other to help learners with disabilities and we are going to look now at how we might do that.</p> <p>Pass out the handout: Signs and Actions.</p> <p>Form 8 group:</p> <p>In each group, read the items on the assigned list and mark if they will be seen or done by Parent (P), Teacher (T) or Both (B)</p> <p>Group 1: Visual Impairment, Signs Group 2: Visual Impairment, Actions Group 3: Hearing Impairment, Signs Group 4: Hearing Impairment, Actions Group 5: Intellectual Impairment, Signs Group 6: Intellectual Impairment, Actions Group 7: Physical Impairment Signs Group 8: Physical Impairment Actions</p> <p>After the group has finished marking the handout, ask them to choose the 3 most important signs for parents to pay attention to and the 3 most important things a parent can do to help a learner with impairments/disabilities.</p> <p>Post the responses on prepared flipcharts.</p> <p>Take a gallery walk to see the results.</p> <p>Share the list of items on the “all students” section of the handout and ask what can be added to the list to ensure that learners with disabilities continue to be treated with respect and kindness and are protected from SRGBV.</p>	
10 minutes	<p>Wrap Up and Conclusion</p> <p>Ask participants to summarize:</p> <p>Types of impairments and when impairment becomes a disability.</p> <p>Some signs of impairment or disability that parents can see and discuss with teachers.</p> <p>Actions that teachers and parents can take to help learners with disabilities.</p>	

	The importance of improving kindness and respect for learners with disabilities: it is now 87%... can we make it 95 or 100?	
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SESSION 7: ALP/CS Pilot Results and Plans for Next Year

Duration: 120 minutes

Objectives: PTA participants will:

- Review the One School Approach and what that means for ALP and PTAs
- Understand the results of the ALP/CS Pilot: its achievements, strengths and challenges
- Develop a list of community concerns about the integration of ALP into the Conventional School program and how they can be mitigated
- Prepare a list of questions for the DEOs, CEOs and MoE officials regarding implementation of ALP/CS
- Identify ways that PTAs can help prepare for ALP/CS at their schools and what they will need from AQE before the beginning of the new school year.

Preparation and Materials:

Preparation:

- I CEO/DEO and pilot principals to prepare a presentation on their experience with the ALP/CS. The presentation should include:
 - **CEO/DEO:** purpose of the ALP/CS and how it supports One School Approach; pilot sites in the district and how they were selected; expectations for 2020-2021 school year and what the MoE is doing now to prepare.
 - **Principals:** What did the ALP/CS look like at their school?
 - How many levels did they have? How many learners in each level?
 - Did they move overaged learners from CS to ALP?
 - Who were the teachers? Did they teach ALP before?
 - What materials were given to learners?
 - What classrooms did the learners use?
 - What time did the learners attend?
 - Did they wear uniforms?
 - What were the positive aspects of the ALP/CS for learners, parents, teachers and principals?
 - What were the major challenges for learners, parents, teachers and principals?
 - How did you involve the PTAs in the pilot?
 - How can PTAs support their schools in setting up ALP in conventional schools in the 2020-2021 school year?

Handouts:

One School Approach

Summary of ALP/CS pilot monitoring info from AQE/M&E

Session Activities

Time	Activities	Notes
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5 minutes	<p>Warm Up and Introduction</p> <p>Ask participants to share 1 way in which ALP and CS are the same? Take 3-5 responses; Ask how they're different? Take 3-5 responses.</p> <p>Say that today we want to look at and learn from a pilot program that ran ALP and CS together at the same time, using conventional school time while maintaining the curriculum and teaching practices.</p> <p>Share specific objectives for the session.</p>	
20 minutes	<p>Overview of ALP/CS Pilot</p> <p>I. Description of the pilot:</p> <ul style="list-style-type: none"> • 5 min. Overview by CEO/DEO : purpose of the ALP/CS and how it supports One School Approach; pilot sites in the district and how they were selected; expectations for 2020-2021 school year and what the MoE is doing now to prepare. • 15 min each: Experiences of the two pilot principals: (see talking points in preparation) <p>2. Q&A from participants 10 minutes (gather all questions first and record on a flip chart; answer those that there is time for, noting that there will be QA after the next activity as well)</p>	<p>It is very important that PTAs understand the ALP/CS pilot and its configuration so that they have a strong sense of what it will mean to parents and how PTAs can help.</p> <p>This is practice for CEO/DEOs to describe the ALP/CS model and why they're moving in that direction.</p> <p>The questions will help prepare guidance and communications for the upcoming year.</p>
30 minutes	<p>Results: Observation checklist summary Presentation of slides by County M&E Officer (MoE) Project the slides or have volunteer reads the hard copied slides Q and A: Return to the questions that were unanswered from previous presentations; respond to these and ask for others. Have participants answer the following questions</p> <ol style="list-style-type: none"> 1. Is it right to have all learners whether experienced or of aged in ALP grade 1? YES/NO explain if yes or no 2. What is working in the ALPCS? 3. What is working less well, and what parts can be expanded to more ALP schools? 	<p>Note: Please explain with clear understanding from the slide or copies of the slides before PTAs can move on to what they can do.</p>
55 minutes	<p>Group Discussion: How Can PTAs support ALP/CS?</p>	<p>PTAs can help prepare for ALP/CS at their schools</p>

	<p>- Issue hard copies of the slides to district groups</p> <p>Instructions: 20 minute to discuss the findings; 15 minutes to write on F-C and post; 15 minute Gallery Walk.</p> <p>Ask participants to work in in district groups to respond to the following questions:</p> <ol style="list-style-type: none"> 1. What can PTAs do to help communities better understand the shift to ALP/CS? What information or help will they need to do this well? 2. What can PTAs do to help parents understand the benefits of moving overaged children from conventional to ALP classes and transitioning age appropriate ALP learners back to conventional classes with their age mates? 3. What can PTAs do to promote more respectful and inclusive attitudes and behaviors related to gender roles, learners with disabilities, and other marginalized children (also ALP learners)? 4. What can PTAs do to continue supporting safer learning environments? <ol style="list-style-type: none"> a. Safe Learning Environment: bullying, positive discipline, sexual harassment and violence, physical environment, reporting incidents. 5. How can PTAs continue to monitor: learner and teacher attendance; learner progress; use of learning materials. 6. How can PTAs continue to prevent and respond to SRGBV, including reporting cases through TCoC channels and beyond. 7. What are some ways in which the PTA can help schools mobilize resources (labor, other in-kind, cash) to support the ALP program within the conventional school? 	<p>and what they will need from AQE before the beginning of the new school year</p> <p><i>(note: while we can be open to this the AYP Final Evaluation seemed skeptical that AYPs wholly community led model for ABE would be able to generate funds for stipends and printing.)</i></p>
10 minutes	<p>Wrap Up:</p> <p>What was the most significant thing you learned in this session? (to get started you can ask for a show of hands for: What is ALP/CS; expectations forALP/CS; role of PTAs in ALP/CS) then ask for others.</p>	

	Conclude the session by saying that AQE and EOs will be working on more specific site level follow ups before the recruitment begins for 2020-2021 school year. Record all questions to use when preparing guidance for ALP/CS in the new school year)	
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SESSION 8: PTAs Resources Mobilization to Improve Learners Safety and to prepare for ALP-Conventional School Pilot Expansion

Duration: 60 minutes

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

- Describe how PTAs have successfully mobilized resources for school safety
- Build on those achievements of PTAs in getting resources for improving the safety of the physical environment;
- Brainstorm additional needs and the community based resources that might contribute to schools safety and ALP-CS pilot expansion in academic year 2020-21 - funds, time, materials
- Practice communication strategy for engaging potential resource partners.

Key learning points/learning outcomes:

- List of local supporters (people, businesses, government, churchs, other)who have provided resources to improve safety at schools.
- Additional school safety and ALP-CS pilot expansions goals for the PTA
- List ofadditional possible resources to achieve these goals (county/local government)
- Best approach to each of the named resources

Preparation and Materials:

- Session guides
- Tip for Trainer
- Flipcharts and markers

Session Activities

Time	Activities	Notes
10 min.	<p>Introduction and Warm up:</p> <p>ASK participants to think about one way that the PTA has improved school safety.</p> <p>Ask them to answer Who helped you and how did you get their support? What kind of support were they able to offer?</p> <p>Ask PTA how the ALP will continue in 2020-21 after the AQE project finishes. How can the ALP-CS pilot presented on day 1 be expanded to all ALP sites?</p> <p>Ask for a few responses to include individuals, government, local businesses, church groups, families other; write responses on flip chart.</p> <p>Have any TWG member to write responses on flipchart for reference during the conclusion</p> <p>Say the objectives of the session.</p>	<p>Have TWG members collect responses from flip charts for reporting purposes</p>

<p>20 minutes</p>	<p>Main activities:</p> <p>Activity 1: Setting a Goal and Finding Resources:</p> <p>Pass out Session 8 handout 1: School Safety Improvement</p> <p>Ask each PTA to place a tick mark beside 5 of the most important improvements at their school. (10 minutes)</p> <p>Meet in District Groups and agree on the top 5 for the district.</p> <p>For those five, they should complete, on a flip chart:</p> <table border="1" data-bbox="387 640 1225 1032"> <thead> <tr> <th data-bbox="387 640 608 826">Improvement</th> <th data-bbox="608 640 778 826">Resources Needed</th> <th data-bbox="778 640 1067 826">Where can we get the resources in our county/community</th> <th data-bbox="1067 640 1225 826">How can we approach them</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> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Note: Resources might include county development funds, school grants, any businesses or churches, other community and/or county resources, e.g. is there a group that organizes VSLAs?</p> <p><i>For example, I might choose school fencing and say that I need labor, materials, food for laborers. I might be able to get labor, food and some materials from the community; I might need some cash for certain supplies and will need to ask businesses or wealthy patrons in the community. List all of this in the column.</i></p> <p><i>I might choose instructional materials – charts, learner copybooks, pencils to be distributed to ALP-CS learners for the 2020-21 cohort; how might these supplies be supported by businesses or wealthy patrons in the community (note that Teacher Guides are already in the schools; learner guides for sharing may be supplemented by partners)</i></p>	Improvement	Resources Needed	Where can we get the resources in our county/community	How can we approach them																					
Improvement	Resources Needed	Where can we get the resources in our county/community	How can we approach them																							
<p>20 minutes</p>	<p>Activity 2: Role Play approaching a resource person</p> <p>a. 10 minutes: Setting up th Role Play In the same district groups, form 5 groups one for each of the priority safety improvements.</p> <p>Give each group one of the following resource people/entities to approach: businesses, county government, community leaders, NGOs, church groups. They must approach their assigned group but can approach one other.</p>																									

	<p>In each group, assign half the members to role play the PTA members who will ask for support for the school improvement that has been assigned to them.</p> <p>The other half of the group will represent the resource entity. they would like to approach for help.</p> <p>b. 10 minutes to prepare the role play: how they will approach that person or group for help. What are the resource people interested in hearing from the PTA?</p> <p>c. 3 minutes, to conduct the role play, i.e., they have 3 minutes to convince the resource person to support their request. (Note: 3-4 people can do the role play and the others will observe).</p> <p>d. Take 10 minutes to debrief the role play: After 3 minutes are up, ask the resource persons if they were willing to help. If yes, What convinced them? If no, why not.</p> <p>e. Take 5 minutes to summarize in districts will report on 1-2 things that helped convince the resource person, and 1-2 things that discouraged them.</p> <p>Facilitators will record responses, I will record what helped, the other will record what discouraged the potential resources.</p>	
<p>10 min</p>	<p>Conclusion</p> <p>Ask plenary what they heard today that will help them gather community resources for school safety improvement. Use specific questions:</p> <ul style="list-style-type: none"> • What are some differences in how you approach businesses, govt offices, local leaders, community members/NGOs? • What encourages or discourages them? • How can PTA build trust with partners to enable partners support or improve PTA accountability? • What will you put in your action plan to mobilize resources for school safety improvement? • Summarize and collect charts/posters for note taking <p>Say that, you have discussed best practices that will enable effective resource mobilization.</p>	<p>Take for report responses from conclusion</p>

SESSION 9: PTA Plan update; Presentation

Duration: 120 minutes

Session Objectives:

- Verify priorities for action based on PTA plan review and prevailing realities/needs on ALP sites.
- Updates the next phase of activities in the PTA plans developed during 2019 PTA Training

Preparation:

- Facilitators should devote time to reading the session plan well in advance for better acquaintance with the session content and delivery method.
- It is also important for facilitators to prepare all materials that are needed for effective implementation of the session.

Materials:

- Prepared flip chart with template for action planning
- PTA digitized plans 2019
- PTA Planning template

Session Activities

Time	Activities	Notes
5 minutes	<p>Introduction and warm-up</p> <ul style="list-style-type: none"> ▪ Call participants to order and introduce the objectives for the session as indicated below: <ul style="list-style-type: none"> ○ Verify priorities for action based on PTA plan review and prevailing realities/needs on ALP sites and GRROW planning mapping. ○ Updates the next phase of activities in the PTA plans developed during 2019 Training 	<p>Handout X PTA Planning Review</p>
25 minutes	<p>Action plan preparation</p> <ul style="list-style-type: none"> ▪ Top – up planning - Priority mapping and planning on the key activities identified in the training: Do one example showing how to do <ul style="list-style-type: none"> ○ <i>Resources mobilization for safe learning environments</i> ○ <i>Resource mobilization for ALP-CS pilot expansion</i> ○ <i>Counter trafficking in persons</i> ○ <i>Inclusive learning environments</i> ○ <i>School planning and budgeting</i> ○ Step 1: Walk through example of priority Mapping Transfer to Planning – I A, I SMART objective, I Activity, I Task, Timeframe, remit, resources, success criteria, monitoring 	<p>Facilitator demonstration of one example</p> <p>Handout 3.4C – SQIP New Planning Steps template</p> <p>Group work – individual school plans</p>

Time	Activities	Notes
	<ul style="list-style-type: none"> ○ Step 2: PTAs do their plan on flip charts – take them back to schools ○ Step 3: TLs and CMAs take photos and digitize the PTA flip chart plans 	
30 minutes	<p>Gallery walk to review updated SQIP plans</p> <ul style="list-style-type: none"> ▪ PTA activities plans and actions to present/ respond to planning and action PRIORITIES in their schools ▪ Participants circulate the room to view the action plans of other groups. ▪ Use different color of post-it note as follows: <ul style="list-style-type: none"> ○ What is good about the plan (write on green post-its) ○ What could be improved (pink post-its) 	Circulation of groups – posting of comments on post-its
40 minutes	<ul style="list-style-type: none"> ▪ Do any quick warm-up ▪ Explain to participants that each group has 10 minutes to present to planery their plan ▪ Call on presenter from each group present plan ▪ Allow 5 minutes questions/answers from whole group 	Do a quick explanation and manage time here-use 40 minutes for presentations and 5 minutes for questions and answers.
10 minutes	<p>Summary and wrap-up</p> <ul style="list-style-type: none"> ▪ Make a summary of plan activities and stress the following tasks should be completed at some point in time. <ul style="list-style-type: none"> ○ Digitization of activities plans by facilitator ○ PTAs – take back the flip chart plans ○ On school visits – share the digitized plans <p>Conclude that the CMAs will visit to coach and mentor PTAs while it is expected for the PTAs to coach and mentor communities on planninc actions.</p>	Facilitator & participants

Action Planning
<p>Ask PTAs to think of 2-3 activities/ tasks they will do to address SRGBV and to complete the Action Planning Template.</p> <ul style="list-style-type: none"> • Note 1: It's a good idea to <ul style="list-style-type: none"> ○ get the PTA to put the plan on a flip chart ○ include a smart objective for each of their top-up activities ○ then transfer that flip chart activity into the template (hard copy)

Action Planning

- then the CMA digitizes it (soft copy)



GRAND BASSA COUNTY
Topic: **SAFE Learning Environment (SLE)**
Objective: To ensure that all schools' environments are conducive & safe for Learning by December 2019.

Objectives	Outcome	County Lead	MCE Assistant	ABE Asst/Lead	Time From	Time To	Comments/Responsibilities
Activity 1.1 Create County mobilization and awareness on SLE	Awareness created Traditionals/Community leaders informed to support SLE Traditional leaders & other stakeholders promote SLE	CEO DEPs ABE	Lorpu G. Mannah	Team Lead ABE Personnel	June 10 2019	June 21 2019	Transportation & delivery
Activity 1.2 Conduct Meetings with stakeholders & Traditional Leaders on SLE importance	Traditional Leaders & stakeholders obtained knowledge on SLE importance (Message delivered)	CEO DEPs ABE	Lorpu G. Mannah	Team Lead ABE Personnel	July 1 2019	July 12 2019	Media Cost & Staffing Transportation
Activity 1.3 Conduct Training for Traditional Leaders & Stakeholders on SLE	Participants are able to implement knowledge obtained on SLE (Training conducted)	CEO DEPs ABE	Lorpu G. Mannah	Team Lead ABE Personnel	Sept 8 2019	Sept 21 2019	Training material Staffing Transportation
Activity 1.4 Hold Eds. Meeting and submit Report to CEO	CEO received reports from DEPs (REPORT Submitted)	CEO DEPs ABE	Lorpu G. Mannah	Team Lead ABE Personnel	Oct 5 2019	Oct 12 2019	Stationery & Transportation

Step 1 Planning: Put the plan on a flip chart using the template as a guide

Planning on flip chart – with the help of template and guide



**Put plan on wall; Review – is the plan SMART?
CMA take a photo and digitize the plan**