



**SOCIAL ACCOUNTABILITY MANUAL FOR THE EDUCATION AND SKILLS
SECTOR PROGRAMMING**

Governance
Social
Rights
change
Resource
Education
Accountability
Responsibility
Mindset
Participatory
Leadership
mobilization

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1.0 INTRODUCTION

The scarcity of resources and the poor quality of education in primary and secondary schools in Zambia calls for the urgent need for engaging duty bearers and other stakeholders for purposes of improving education service delivery in our schools. To do this, citizens especially the children themselves need to leverage on their right to social accountability which is guaranteed in international instruments such as the UN Convention on the Right of the Child and local legal frameworks such as the Constitution of Zambia Amendment No. 2 of 2016 and the Education Act of 2016. Social Accountability here is viewed as a multidimensional concept, which according to Fox (2014:1) involves citizen monitoring and oversight of public sector education performance, user-centered public education information access/dissemination systems, public education complaint and grievance redress mechanisms, as well as citizen participation in actual education resource allocation decision-making such as participatory budgeting. Thus, the primary focus of Social Accountability is citizen action, state action, information, citizen–state interface and civic mobilization. The concept of social accountability in this context is therefore about children and PTAs exercising their right of monitoring education service delivery and holding school managements and District Education Officials accountable to the financing and improving the quality of education at school level. This manual has been developed based on the Zambia National Education Coalition’s experiences and those of its partners in the education sector. A number of manuals, approaches and participatory tools were reviewed to come up with this manual.

2.0 THE CONTENT OF THE MANUAL

This manual is designed to promote platforms for children’s participation in the governance of schools for purposes of enhancing their rights and the quality of education. Thus, the manual is intended to promote a rights based approach to social accountability through the promotion of children’s rights and responsibilities, citizen monitoring of education service delivery and promoting children’s participation in decision making processes through Children’s Councils. The manual places emphasis on the critical roles that parents, school managements and pupils can play in improving the teaching and learning environment. Overall, the manual is based on critical theory and REFLECT approaches to good governance. Critical theory provides the analytical and ethical foundation needed to challenge the underlying social structures of domination for children. While the REFLECT approach seeks to create spaces where stakeholders can discuss issues relevant to them and their lives with meaningful participation and accountability to each other. It also seeks to improve stakeholders’ ability to engage with duty bearers on issues that affect them.

3.0 HOW TO USE THIS MANUAL

The manual is for education CSO facilitators in social accountability and school governance. It is targeted at developing skills of stakeholders at school level especially members of the Executive Committee of the Children’s Councils and Parent Teachers Associations (PTAs) in social accountability and participatory school governance.

SESSION 1: THE RIGHTS BASED APPROACH TO SOCIAL ACCOUNTABILITY

Session Purpose

The purpose of this session is to enable children know, claim and secure their rights.

Objectives

1. To introduce the basic concepts of a rights based approach to social accountability
2. To enable a balanced understanding of children’s rights and obligations
3. To promote the enjoyment of children’s rights with a sense of responsibility in the children

Issues to discuss

- Definition of human rights and a rights based approach to social accountability?

- Principles of human rights?
- Who can be involved in the education of Children?

Duration: 4 hours.

Resources: Flip chart paper, markers, bostik and flip chart stand.

Approach/ Methodology

This module uses participatory tools to facilitate discussions among the Children. Group discussions and plenary presentations are recommended.

What are Human Rights?

The United Nations defines human rights as “universal legal guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms, entitlements and human dignity”.

Examples of rights guaranteed to all children under the UNCRC are:

- Right to life
- Right to education
- Right to health
- Right to participation
- Right to protection
- Right to a name
- Right to play
- Right to a clean environment

Defining a child rights based approach

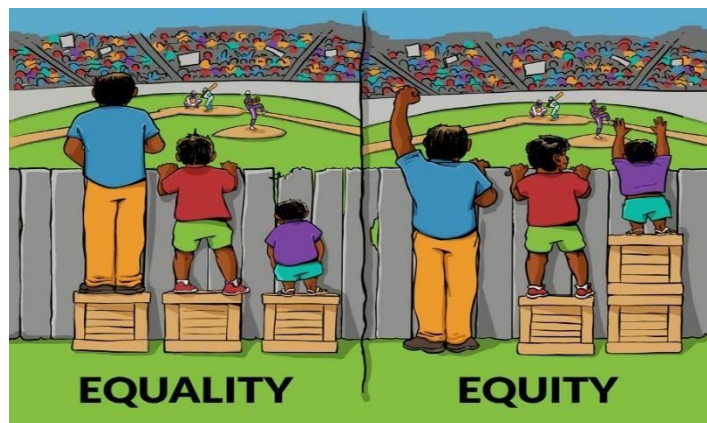
A child rights-based approach is a process of development that is directed at promoting, protecting and providing for the realisation of children’s rights.

A country that adopts a child rights based approach has to ensure that all plans, budgets and processes are guided by child rights standards and principles.

Principles of Children’ Rights

There are four main principles of human rights namely;

Equity and Equality: Programs focus on marginalized, disadvantaged and vulnerable children in order to bring them to the same level with privileged children. For example, in a school where majority of the pupils are boys, it is important to place more emphasis on the enrollment of girls in order to bring the number of girls and boys to the same level. This however does not mean that such schools should neglect the enrolment of boys.



Accountability: Children as rights holders are entitled to enjoy their right to quality education. While government as the duty bearer has the obligation of providing quality education for children.

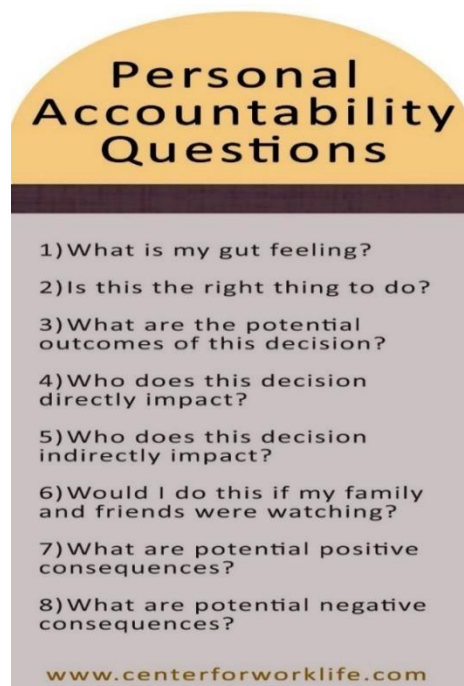
Empowerment: Rights based approaches should give children the power, capacities and capabilities to change their own lives, improve their own education and influence their own destinies. Children should be supported through training to become key actors in their own education, rather than passive recipients of education services.

Participation: Rights-based approaches guarantee children their right to participate in all matters that affect their interest. Through their participation in education matters, children can be guaranteed of their right to quality education.

Children’s Responsibilities that go with their rights

The UNCRC also refers to the responsibilities of children, in particular the following;

- To respect the rights of others
- To respect their parents
- To respect each other in a humane way
- Have the responsibility not to bully or harm each children
- In order to have a right to a clean environment, children have a responsibility to do what they can to look after their environment
- To attend school regularly
- To work hard and perform well in school



Rights based approach to Social Accountability

Children’s rights in particular are a special case because many of the rights laid down in the UN Convention on the Rights of the Child (UNCRC) have to be provided by adults or the state.

The child rights based approach to social accountability therefore states that every child has the right to a minimum standard of living that **reflects the maximum resources available** to the family or state. This means that children have the right to demand for their rights and the parents and government have the obligation to provide them based on the maximum resources available.

Exercise 1: Family budgeting exercise as an example of the maximum use of resources available

Instructions

Divide the participants in 3 groups with each group being a family. Each family will have a different economic status based

on their monthly income as follows:

Family One (1)

The wife is a Managing Director at a local Bank and her monthly salary is K35,000

The husband is a Permanent Secretary for a Government Ministry and His monthly salary is K30,000

They have three (3) children (All school going children)

Family Two (2)

The wife is a Nurse at a Government Hospital and her monthly salary is K5,000

The husband is a Senior Teacher at a Government School and his monthly salary is K6,500

They have four (4) children (All school going children)

Family Three (3)

The wife is a Maid and her monthly salary is K1000

The husband is a Bricklayer and his monthly salary depends on availability of jobs but does not go beyond K2000 in a month.

They have five (5) children (All school going children)

Once the groups know which family they belong to, ask them to create a family budget for the month covering all important costs and bills.

The groups then present their budgets and the other “families’ have the opportunity to ask questions and seek clarification on the priorities of the family and whether the budget is realistic.

Key Questions

- What would be the effect on Family 1, 2 and 3 if the husbands lost their jobs? Would the effects be the same for all the families?
- Select a budget line and ask what the effect would be if the allocated funds were used on an unbudgeted item.
- What happens if the family budget is not adhered to?

Lessons that must come out of the exercise

- This process is similar to the one undertaken by the school management and DEBS. When they are planning, they first imagine the funding they will receive during the year and they allocate the funding to what they consider to be their priorities.
- In social accountability, children and parents as part of the ‘school family’ need to be involved in school planning and budgeting so that they can have a say on the priorities that need to be funded at the school.

SESSION 2: UNDERSTANDING PARTICIPATORY SCHOOL GOVERNANCE

Session Purpose

To enable participants appreciate the concept of Participatory School Governance

Objectives

1. To help participants understand the concept of participatory school governance
2. To enable participants appreciate the importance of embracing participatory school governance

Issues to discuss

- What is participatory school governance?
- Characteristics of participatory school governance.
- Level of participation in school governance

Duration: 3 hours

What is Governance?

Governance can be defined as a process of decision-making and implementation. Participatory School Governance focuses on deepening democratic engagement through the participation of citizens in the processes of governance of schools. The idea is that citizens should play a more direct role in public decision-making or at least engage more deeply with duty bearers on issues of Governance and public service delivery. Government officials should also be responsive to this kind of engagement. In practice, Participatory Governance can supplement the roles of citizens as watchdogs through more direct forms of involvement. Characteristics of good School Governance include participation, Rule of law, transparency, responsiveness, equity and inclusiveness, accountability and consensus oriented.



Characteristics of good governance at school level

Participation: School management allows the involvement of parents, teachers, community members (both men and women) and pupils in decision-making at the school.

Rule of Law: Good school governance requires fair school rules that are applied fairly to all pupils.

Transparency: School management ensuring that information on school finances and management decisions is easily accessible to those who will be affected by the decisions such as children.

Responsiveness: The school management should act on the needs and requests of school stakeholders especially

parents, teachers and pupils within a reasonable timeframe.

Consensus Oriented: Good school governance requires different interest groups in the school to reach a consensus on what is in the best interest of the whole school, the children and the community.

Equity and Inclusiveness: This requires school management to take care of the needs of all interest groups particularly vulnerable groups such as girls, orphans and children with disabilities.

Effectiveness and Efficiency: Producing results that meet the needs of the children and parents while making the best use of resources at their disposal.

Accountability: The school management should share information about the school to all those who can be affected by its decisions or actions such as children, parents and community members.

Levels of stakeholder participation in schools governance

Levels of stakeholder participation for children in the education process are divided into four categories. Children can participate as co-designers, partners, feedback providers and guardians of success. All these levels when put together result in good governance as described in detail below:-

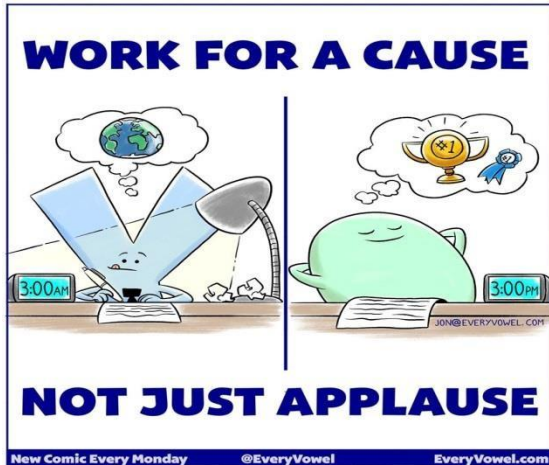
Children, Parents and Community as Co-Designers

This process entails the participation of parents and community members in the designing of programmes and activities based on equity and excellence, stakeholders' relationships and roles, community aspirations, quality of instruction, and holding itself accountable for high student academic achievement.

This also means that each stakeholder has a responsibility to play his or her role in a manner that does not allow the school to fail.

Children, Parents and Community as Partners in the Educational Process

Having parents and community as partners with educators requires recognition of the value and contributions of each stakeholder in making the education enterprise a success. Partnership entails acknowledgement, respect and honoring of each other's contributions in making education work for each student. It also means tapping into diverse assets and strengths of a culturally diverse community to strengthen the teaching and learning process at every level.



Parents and teachers, in collaboration with students when appropriate, set goals and monitor their accomplishments. With the support of parents and community, teachers and administrators are now empowered to make a positive difference in the lives of students.

Children, Parents and Community as Pro-Active Feedback Providers

Research has confirmed the benefits of a well-planned system that engages parents as providers of feedback as an integral part of continuous improvement. Parents and community often make themselves available to work with the school, but their support becomes more evident when schools are facing difficulties. Our children's success requires no less than our full commitment to make sure that parents and the community are fully informed and have mechanisms for providing input with regularity throughout the year and at key decision points.

Children, Parents and Community as Gatekeepers and Guardians of Success

Enlightened relationship with educators based on mutual respect and recognition that parents are leaders and advocates for quality education who are willing to partner with educators in making equity and excellence a reality. Parents possess unique gifts that, when coupled with those of educators, become a powerful force in attaining good results.

Exercise 2: Current level of stakeholder participation in school governance

Instruction

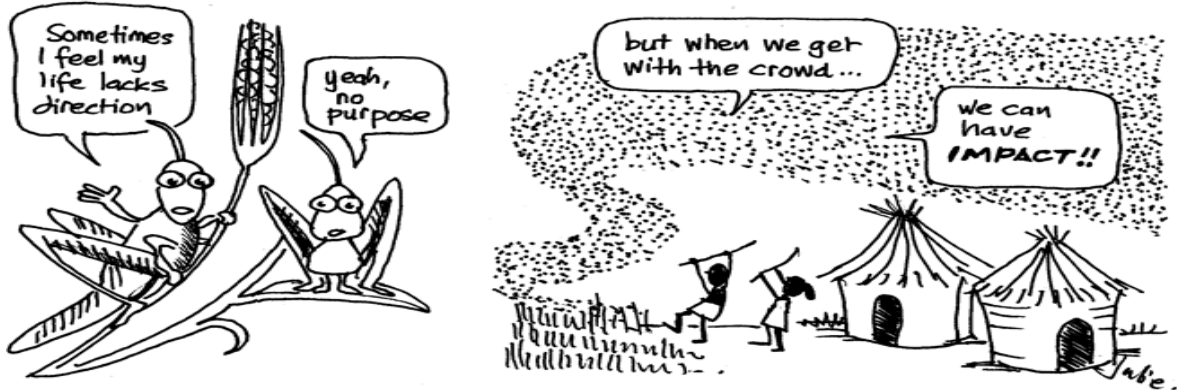
Divide the participants into two groups and let each group answer one of the following questions and present in plenary to ensure consensus on the issues.

1. Reflect on the characteristics of good governance and list which ones exist at your school and justify your choices
2. Reflect on the levels of participation in school governance and pick one level of participation that best describes the situation at your school.

SESSION 3: CHILD PARTICIPATION IN SCHOOL GOVERNANCE THROUGH CHILDREN'S COUNCILS

Session Purpose

To enable children enjoy their rights through meaningful participation on matters that affect them.



Objectives

1. To promote children's rights and responsibilities through participation
2. To facilitate the creation of Children Councils as platforms for expressing children's views
3. To assist adults to understand and appreciate the role of children in society

Issues to discuss

- How can children participate in Children's Councils?
- The role of school management in promoting children's participation?
- How can we tell that there is meaningful participation of children in school activities?

Duration: 2:30 hours.

Resources: Flip chart, markers, bostik, paper, flip chart stand.

Approach/ Methodology

This module uses visualisation and participatory tools to facilitate discussions among the children and PTA members. Group discussions, exercises for children and presentations in the plenary are provided for.

Introduction

As we introduce Child Participation, it is important to have the knowledge about traditions, social norms and prevailing attitudes towards children especially what is expected of the girls and boys at different ages in different settings.

Knowledge about the political situation is also essential to avoid putting children into risky situations. Children must also know their rights and responsibilities towards their families, society and the state.

Understanding Child Participation

Children's participation is not only a right in and of itself, but is also critical to the realization of other children's rights such as the right to education. Article 12 of the UNCRC encourages adults to listen to the opinions of children, recognizing that they have a right to express their views and have their opinions taken into account.

This does not mean that children should tell their parents what to do. Instead, the UNCRC only encourages adults to listen to children and involve them in decision-making. It does not give children authority over adults. Moreover, the Convention recognizes that the level of a child's participation in decision-making must be appropriate to the child's level of maturity.

The role of school management in promoting child participation

- To appoint a patron and/or matron in consultation with the Children's Council responsible for mentoring and guiding children's participation in Children's Council
- To facilitate the establishment of Children's Councils as platforms for achieving child participation
- To build capacity of children to enable them establish the Children's Council, run operations of Council and participate in school decision-making processes
- To involve children in planning, implementation, monitoring and evaluating school programmes and activities that affect them
- Encourage the participation of girls and other marginalized children in Children's Councils
- Facilitate round table meetings between children's council and school management, PTA members, community members or the District Education Board Secretary (DEBS).

Understanding Children's Councils

A Children's Council is a forum through which children can express their views on matters that affect them at school, home and community. A Children's Council must be established and led by the children themselves with guidance from a matron or patron selected from the teachers within the school. Children's Councils must serve as a platform for children to learn, claim and secure their rights and responsibilities.

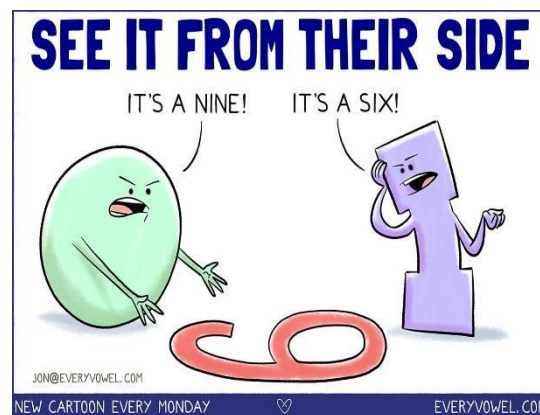
Establishing a Children's Council

Therefore, when establishing Children's Councils, the following must be considered.

- All pupils in the school should be members
- An executive committee to lead the Council composed of children themselves must be elected by the pupils.
- The executive committee shall be composed of the President, Vice President, Secretary, Vice Secretary and 6 Committee members
- Gender balance should be observed when electing leaders of the Children's Council
- Committee members can be elected from class representatives or from leaders of school clubs such as child rights club, gender club, HIV club, prefecture club, academic club, drama club etc.

Capacity building of Children's Council Executive Committee Members

In order to facilitate the effective child participation, there is need to ensure that children are assisted to develop relevant skills in such areas as;



- Management
- Leadership
- Human rights
- Children’s responsibilities
- Conflict resolution
- Advocacy
- Writing Minutes
- Conduction meetings
- Networking
- Interpersonal skills
- Counselling
- Communication

Capacity to facilitate and support child participation should also be built in all key stakeholders namely parents, teachers, Civic leaders and traditional leaders so that they are responsive to children’s requests.

Ethics for Meaningful Participation

- Commitment to transparency, honesty and accountability
- Ensure respect for and guarantees the dignity of child
- The inevitable imbalances in power and status between adults and children must be countered
- Children must be able to freely express their views and opinions are listened to seriously
- Children’s views and opinions are taken into account

Tenure of Office

Elections for the Executive Committee members of the Children’s School Councils should be held one in two years. Members of the Executive Committee are only eligible to serve a maximum of 2 terms of two years each.

Monitoring and evaluating the effectiveness of a Children’s Council

The following are the main indicators of effective child participation

- High and regular attendance of meetings by children
- Evidence of elections, collective decision-making and adherence to the constitution
- Existence of minutes, work plans, reports of the children’s executive committee and subcommittees.
- Awareness of the activities initiated by Children’s Council by majority of the children at the school
- Evidence of school management’s involvement of the Executive committee members in PTA meetings as well as in the planning, implementation and monitoring of school programmes
- Evidence of the responsiveness of stakeholders to children’s ‘asks’.

Exercise 2: Child participation in school decision making

This exercise is designed to enhance child participation in school governance and focuses on drawing on children’s knowledge and experience to enhance the quality education children receive.

Instructions: Divide the children in groups of females and males. Note that the exercise targets children but adults are needed to see and understand the feelings and desires of the children. Organise two groups of children and ask them to answer the following question:

- (a) What do you like about your school?
- (b) What don’t you like about your school?
- (c) Draw a map of your ideal school (your dream school which make you enjoy learning).

After the exercise, the Children present their discussions to participants and discuss the presentations. At the end of each presentation, the facilitator summarizes the session emphasizing on meaningful involvement and participation of children in which their views are taken into account

SESSION 4: THE NOTICEBOARD INITIATIVE APPROACH TO DOMESTIC ACCOUNTABILITY

Session Purpose

To enable children and community members access information necessary for holding duty bearers accountable to the delivery education services or inputs.

Objectives

1. To clarify roles and motivate Head teachers and PTAs to participate in the NBI
2. To orient PTAs on how to monitor and report on issues from the Notice Board.
3. To equip them with information and approaches on how to conduct sensitization on the NBI.

Issues to discuss

- What is the notice Board approach to domestic accountability?
- What information is required to facilitate education service delivery monitoring at school level?
- How can stakeholders contribute to domestic accountability within the school environment?

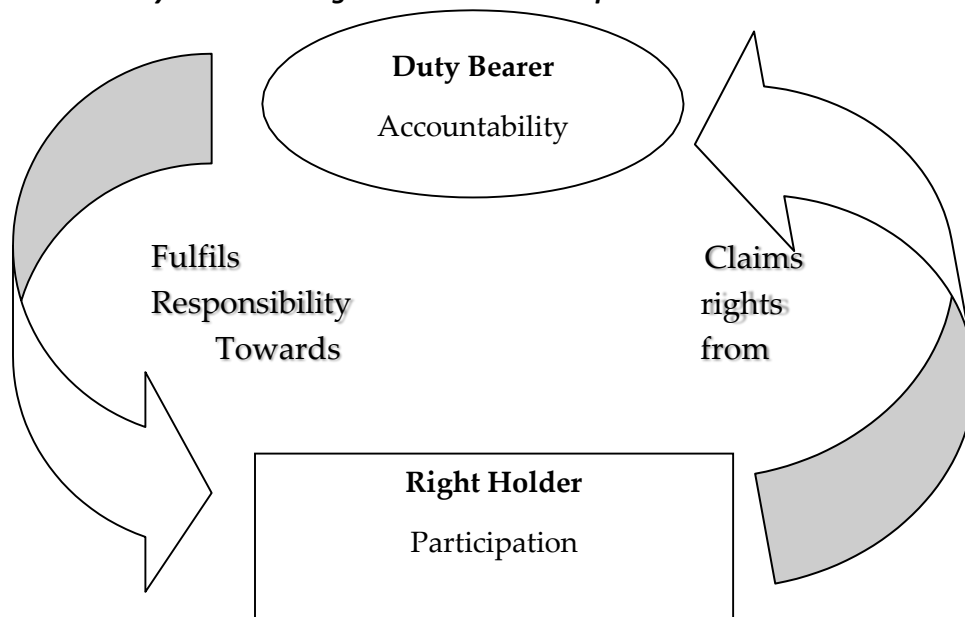
Duration: 3:00 hours.

Resources: Flip chart, markers, bostik, paper, flip chart stand.

Approach/ Methodology

This module uses visualisation and participatory tools to facilitate discussions among the children and PTA members. Group discussions, exercises for children and presentations in the plenary are provided for. Accountability is based on the relationship between duty-bearers and right-holders. Duty-bearers have an obligation to ensure the progressive realization of human rights based on the available resources. If the duty-bearer fails to do so, right-holders have the responsibility to claim their rights. For example, duty-bearers, such as the government, need to implement effective policies for poverty reduction to fulfill rights such as the right to development, the right to work and the right to life.

Figure 1: The duty bearer and right-holder relationship



Key Stakeholders in the Accountability System

The key stakeholders on the demand side (rights holders) will be the PTA and the children, while on the supply side (duty bearers) will be school management and the District Education Board Secretary. As a result, the PTA members and the children will be responsible for holding the school management and the DEBS accountable to the delivery of the various school inputs outline in Figure 1 above.

Why accountability?

Government has the responsibility to justify and explain its decisions regarding the choices it makes in allocating education resources available to it for service delivery; and to take timely corrective action where resource allocation weaknesses are identified.

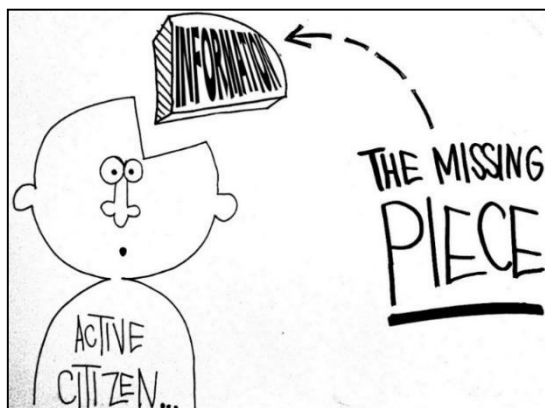
Further, all citizens have the right to demand for these justifications and explanations from government especially when the level of service delivery is poor.

Accountability Mechanisms

The basis for holding government accountable will be the standards that government itself has developed regarding the number of inputs that each school is entitled to based on the grade of the school. For instance schools that are entitled to 20 teachers but have only 14 teachers, the accountability mechanism will entail lobbying for the deployment of 6 more teachers.

Tools of accountability

The following will be the major tools of accountability that will be used by the children and PTA members in monitoring service delivery at school level.



Social Auditing – This tool will be used when monitoring school projects mainly to verify the materials used such as the kind of iron sheets used compared to what was planned for in the Bill of Quantity.

Interface meetings – These are public meetings at which community members will engage with either the DEBS or school management to present their education service delivery issues.

Scorecards – Will be used by pupils to measure the quality of education service delivery using the indicators provided in Table 1.

Budget tracking - This will be carried out by PTA members and will involve comparing the amount of money that was budgeted for the school with what was actually received and spent by the school.

The Notice Board Initiative (NBI) is a system that is aimed at increasing accountability by increasing the communities' access to information and participation in the school welfare.

Education officials normally do not share the school entitlements including annual budgets with education stakeholders at community level. The NBI therefore aims at making this information available in places where the community members can easily access it.

Information to be displayed on the Notice Board by school management

The Notice Boards are required to be placed at school level where community members can easily access the information. The specific information to be displayed for purposes of tracking and monitoring progress in education service delivery at school level will be the Financial inputs, Educational inputs, Infrastructure and Results. In this case the information to be displayed includes both the planned (or standard) and progress achieved. The table below shows the specific information that must be displayed on the notice board.

Key actors in the Notice Board Initiative and their Roles

There are two key actors in the NBI namely the head teachers and the members of the Parent Teachers Association.

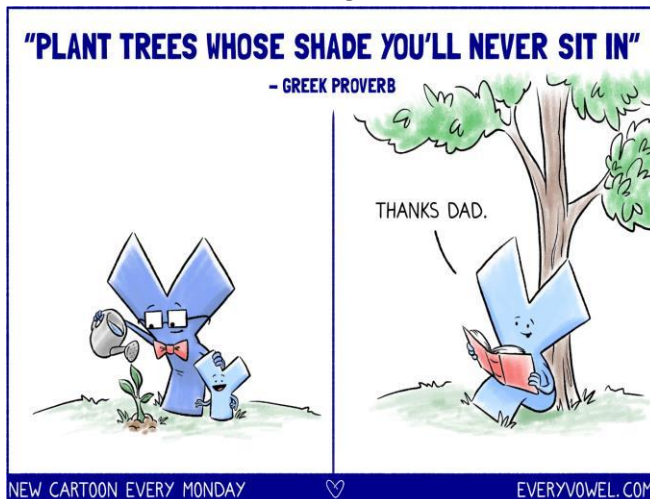
Head Teachers

The Head teachers are the managers of schools and their roles include planning for the school requirements, managing the availed resources and reporting. As a result, they are the center of the NBI since notice boards will be at school level where monitoring will take place. As custodians of the notice boards mounted at their schools, head teachers will be expected to do the following:

- Ensure that the necessary information is put and updated on the Notice Boards on a quarterly basis
- Frequently monitor the Notice Board to ensure that information is displayed accordingly
- Provide feedback and guidance to the monitors and visitors to the Notice Board

Table 1: Indicators to be monitored

Financial inputs	School grants
	User fees
	NIF grants
Educational inputs	Teacher establishment
	Textbooks per subject
	Number of desks
Infrastructure	Number of classrooms
	Number of teacher houses
	Number of water points
	Number of toilets by gender
Results	Pass rate
	Pupil attendance
	Teacher attendance
	Pupil teacher ratio
	Pupil desk ratio
	Pupil book ratio
	Pupil toilet ratio



The head teachers are expected to benefit from the initiative through the feedback that they will receive from other key players like PTAs. This feedback will help them improve on their implementation and planning for their school.

Parent Teachers Association

Parent Teachers Associations (PTAs) are provided for under Section 46 of the Education Act of 2011. The PTA members normally meet once every quarter to look into the affairs of the school operations. The members are elected

from the communities while the head teacher is the secretary of the PTA. The main roles of the PTA member in the NBI will be to:

- Monitor the information that has been put on the Notice Board

- Produce frequent reports to ZANEC Focal Point Persons (FPPs) on the information gathered from the Notice Board
- Provide feedback to the Head teacher on the information collected from the Notice Board
- Use the information gathered from the Notice Board as evidence for lobby and advocacy or increased financing to their respective schools.

Operations of the NBI

Data displaying

The displaying of data on the notice board will be done by the head teachers. The head teachers will be responsible for ensuring that data on the notice board is updated within the last 10 days of the quarter. This will be done in the last working days of the months of March, June September and December. Although the notice boards are to be displayed outside where they are accessible, there is need to secure them with glass and bugler bars in order to protect them from being stolen or vandalized. The information will be displayed using the standard tool provided for at Annex 1. The head teachers, PTA members and Executive Committee Members of the Children’s Council have to be oriented on the contents of this tool. As shown in the tool, the data to be displayed on the notice board will be in three categories as follows;

Entitlements – This is data relating to the official standards as defined by government policy on the various inputs at school level. For instance, depending on the grade of the school, government has prescribed standards for the total *enrollment* for each school and the corresponding number of *educational inputs* and *infrastructure*. For instance under education inputs, the Ministry of General Education (MoGE) has prescribed standards relating to the number of teachers, desks and textbooks that each school must have. Similarly under infrastructure, the Ministry has standards on the number of classrooms, teachers’ houses, water points and toilets that each school much have. While for *Financial Inputs* and *Results*, the entitlements here refer to the *budgeted amounts* and the *national average results* respectively.

Achievements – Another set of data that will be displayed on the notice board is the data on *achievements*. The achievements here relate to the current status of each indicator listed in the monitoring tool under each of the four categories namely financial inputs, educational inputs, infrastructure and results. It is about the progress that has been achieved so far by the school against each indicator in the monitoring tool.

Data monitoring - The monitoring of data on the notice board will be the responsibility of PTA members and the Executive Committee members of the Children’s Council. The monitoring will be done within the first 10 days of the first month of the quarter, i.e., within the first 10 days of the months of April, July, October and January. This should be done immediately after the head teachers have updated the data on the notice board.



Data Reporting to ZANEC FPPs

After conducting the monitoring, the PTA will be responsible for ensuring the submission of quarterly progress reports to ZANEC FPPs by the 15th of the first month of the quarter. Therefore, they will be required to submit the 1st Quarter report by 15th April, Second Quarter report by 15th July, 3rd Quarter report by 15th October and fourth Quarter report by 15th January.

Using data for evidenced based advocacy

Apart from reporting, the PTAs will use the information in the report to engage the DEBS to lobby for increased financial support to their school. Thus, the PTAs will be required to hold at least two **Interface Meetings** with the DEBS to lobby for increased financial support to their school.

SESSION 5: CHILD FRIENDLY SCORECARDS

Session Purpose

To enable children know how to use the scorecard tool in holding duty bearers accountable to the delivery education services or inputs

Objectives

1. To equip children with knowledge and skills on how to use the scorecard tool.
2. To enhance improved participation of children in the delivery of quality education services.

Duration: 2:30 minutes

Approach/ Methodology

This module uses participatory approaches namely group discussions, group presentations in a plenary, role play and community score card.

What is Score Card?

A tool for participatory monitoring used by learners, community members and school managers to enhance accountability.

What is a scorecard used for?

- Tracking of inputs or expenditure
- Monitoring quality of services
- Strengthen beneficiaries voice
- Provide immediate feedback between duty bearers and rights holders

It is a “Process” and not “Score”

- The Score Card Initiative is a process composed of the following complementary activities:
- Engaging the school management first to explain the initiative

- Sensitization for learners, Community Members, school authorities on Participatory School Governance;
- Emphasise need for participation in decision making, planning, budgeting
- Emphasise need for proactive follow-ups by community members and who else they can engage to support the school;
- Promote a sense of ownership for the school (communities play a complementary role, do not take over government's responsibility)
- Ensure School Council is operational & Strong...or ensure there is a strong learners' representative body;
- Facilitate for learners to select the team that will conduct the score card (ensure it is representative of all grades/classes);
- Work closely with teacher mentors at the schools

Representation

1. Should comprise at least 30 learners
2. Have at least 10 Community Members – community leaders, councilors, traditional leaders, etc
3. Select teachers through school management



Process

- Facilitator to lead discussion on issues affecting the school – this is a plenary discussion of all the stakeholders.
- Identify what factors/input they feel contribute to learners outcomes
- Proceed and discuss the condition of these factors – briefly
- Facilitate the group to narrow down to six factors/issues

NB: This process should not take more than one (1) hour






The Scoring....

1. Divide participants into the following groups
 - Learners in groups of girls alone, boys alone
 - Learners with special needs must be alone – divided girls, boys
 - Community members must be in own groups separated – men, women, youths (male separate from females)
2. Let the groups select their own leader/chairperson and presenter
3. All the groups must score the factors/issues agreed upon in the previous plenary session.
4. Identify community members to be your co-facilitators.
5. Role of Member Organisations is to FACILITATE, provide clarity – never try to influence the scoring!







Give participants at least 45MINS to do the scoring

Example of a Child-Friendly Score Card

	Issues (EG)						Reason for score	Suggested solution
1	Punctuality of staff							
2	Teacher absenteeism							
3	Transparent decision making							
4	Assessment of pupils							
5	Listening to parents' concerns							
6	Learners dropping out of school							

Example of a Consolidated Score Card

S/N	INDICATOR	SCORE	SMILEY	REMARKS	SUGGESTED SOLUTIONS
1	PUNISHMENT	2		PUPILS ARE BEING PUNISHED DURING LESSONS	TEACHERS TO PUNISH THE PUPILS AFTER KNOCKING OFF.
2	POVERTY	1		HOES, LAKES AND SLASHERS	NEED FOR SUPPORT FROM PARENTS AND WELL WISHERS.
3	SANITARY PADS	4		NOT ENOUGH BUT AVAILABLE	SCHOOL TO PROVIDE SANITARY PADS FOR GIRLS.
4	TRANSPARENCY	3		LEARNERS DON'T KNOW HOW MONEY IS USED IN SCHOOLS	THE SCHOOL SHOULD INFORM THE PUPILS AND COMMUNITY ON HOW MONEY IS BEING USED IN THE SCHOOL.

Stakeholder's interface meeting...

- This is the 'plenary session' held after the scoring and it consists of School Management; community leaders; learners, including those who were not part of the scoring.
- The different groups present their scores and reasons – this brings to light how issues can be perceived differently by different targets;
- Other stakeholders are allowed to seek clarifications from the group presentations;

- The meeting then agrees on one score card (CONSOLIDATION OF GROUP SCORE CARDS) – taking into consideration common scores and agreed action points;
- Based on the agreed scores and action points, the group agrees on an action plan to address the Issues.

Learners presenting during the feedback meeting...



The Action Plan

S/N	ISSUE	SOLUTION	ACTIVITIES	TIME FRAME	RESPONSIBLE	RESOURCES
1	Text books	Purchase Text books	Contribution of K2 towards purchase of books	January 2018 to December 2018.	The Head Teacher	Human and Financial
2	Computers	Purchase of computers	To discuss the issue during AGM. Lobby government to supply computers	Starting December 2017 to December 2018.	The Head Teacher	Financial and Human
3	Dormitories	Construct a Dormitory	K10 Contribution per child. Mobilize upfront materials.	January 2018 to December 2018.	The Head Teacher, the PTA and CAGs.	Human and Financial

After the Score Card...

- Issues that cannot be addressed at school level must be recorded and passed on to ZANEC and other stakeholders for upward advocacy;
- Member Organizations can also take up some issues for district, provincial advocacy;

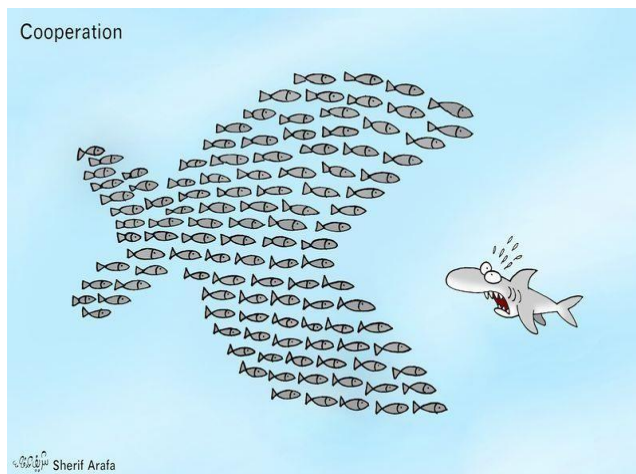
- Learners should share score card outcomes (joint score card and action plan) with other learners, e.g. secure space through school management for learners/school council representatives to provide feedback during school assemblies;
- Community members should share the scorecard and the action plan during PTA meetings or other meetings at the school;
- Follow up and monitoring of progress on agreed actions must be done through the School Council, PTA representatives and teachers;
- School Councils, school management and community members must ensure that the action plan forms part of the school budget;
- The learners that conduct the first score card must hand over the process to the next group with a progress update of the action plan for consistency.

NB: Score card takes place twice a year...6 months apart ...different set of learners for each process

SESSION 6: PARTICIPATORY SCHOOL PLANNING AND BUDGETING

Session Purpose:

The main purpose of this session is to enhance stakeholder participation in the planning, budgeting, monitoring and evaluation of school programmes.



Objectives:

1. To improve education actors understanding of the participatory planning process and their skills in preparing realistic School Development Plans.
2. To increase education actors' capacity for effective mobilization and use of school resources.
3. To promote the culture of participatory monitoring and tracking resource utilization with a view to enhance accountability and transparency in schools.

Issues to discuss

- Processes of school development planning
- Participatory planning tools
- Principles of school development planning.

Duration: 1:30 hours.

- Resources: Flip chart, markers, bostik, paper, flip chart stand.

Approach/ Methodology

This module uses participatory tools to facilitate discussions among the participants. The following tools are recommended, the problem tree, pairwise ranking, Gantt chart for problem identification, analysis and prioritization of school needs.

Introduction

Planning is the process of determining goals, objectives, targets, schedules and setting standards beforehand. The resultant output of this process is contained in a document called a Plan. Planning gives a direction and purpose. A school development Plan is a set of actions designed by the school to achieve desired targets within a given period of time using available resources.

Step 1: In a plenary ask the participants to list challenges of the school. Discuss and come up with a list that represents the true picture of the challenges faced by the school.

Step 2: In a plenary session, prioritize the challenges of the school using the pairwise ranking matrix. First you list the problem in both the Y and X axes and then you ask participants to raise their hands on what is important between Few Desks (under the Y Axis) and Few Desks (under the X axis) is a null and void comparison so you don't write anything. Then you proceed to ask what is important between Few Desks (y – axis) and Few Staff houses (X-axis)? If majority say Few Staff Houses you put FSH, if they say Few Desks you put FD.

Figure 8: Ranking matrix

	Few Desks	Few staff houses	Early pregnancy in Girls
Few Desks		FSH	
Few staff houses			
Early pregnancy in Girls			
Total			

Step 3: Preparation of the school plan

The School management at this stage can decide to choose a team to come up with a plan or a team to come up with a development plan for the school. The school development Plan needs to be structured in a manner that it includes:-

Background:

The situation of the school, explaining location, brief history, school sponsors, successes and challenges over the years, and opportunities of growth.

Justification: explaining the spirit of school development plan and the process of producing the plan. This section should also have the school's vision, mission and motto.

Objectives: Specific objectives to be achieved within the period of plan. As a cardinal point, the objectives should be SMART.

Activities: These include activities to be undertaken within the planned period. The roles of all stakeholders in accomplishing the tasks should also be explained.

Resources and resource mobilization: This refers to the resources needed and how that will be raised to carry-out the activities planned.



Budget.

The total approximate amount of money needed to accomplish activities to be done.

Monitoring and evaluation: This explains how, the implementation team will assess whether they are on course with the implementation of the planned activities or not and take corrective action if things are not going as planned.

Step 4: Organizing the budget forum

Once the plan has been completed, the school management needs to subject the plan to a public stakeholder forum to facilitate the review, discussion and feedback on the plan and budget. This will, not only help the school management and all stakeholders to own the plans, but also to hold each other accountable towards the set targets and indicators.

Step 5: Implementation of Plan

The head teacher and the responsible committee (which must include the students’ representative body and community members) are expected to implement and monitor implementation of the plan to ensure that it is on track.

Step 6: Monitoring and Evaluating the Plan

This should be inbuilt in the implementation to identify the constraints & devise strategies to overcome them.

SESSION 7: LEADERSHIP FUNCTION IN A SCHOOL ENVIRONMENT

Session Purpose

The purpose of this module is to foster good management practices for effective utilization of resources and improved performance of schools.

Objectives

1. Introduce and lay foundation for understanding the basic concepts of management
2. To analyze leadership styles and how they impact on school performance
3. To discuss the roles of different stakeholders and their contribution to the accomplishment of the school goals.

Issues to discuss

- Types of leadership.
- Roles of a Manager/leader.
- Skills required by school managers.
- What a manager should do to succeed.
- Impact of good management in the School.

Duration: 1:45 hours.

Resources: Flip chart, markers, bostik, paper, flip chart stand.

Approach/ Methodology

This module uses participatory approaches to facilitate participation and sharing experiences. . Group and plenary discussions are recommended in this module.

Step 1: Introduction

Leadership is the ability to influence people to strive to willingly work for the team or organization to realize set goals while a manager works through others. A leader is pre-occupied with how to promote togetherness and cohesion among his/her team. The success of any institution, school or company largely depends on good leadership.

Step 2: Group discussion.

Divide the participants into two groups and ask them to list qualities of a good leader, discuss leadership styles and how they affect school management.

Step 3: Plenary Discussions.

In the plenary let the participants consolidate the list of qualities of good leaders, the role of leader/manager and discuss and agree on how management can impact positively to school management.

At the end of this exercise summarise the exercise by highlighting leadership functions and how they impact on school environment. The facilitators should include:-



"Don't get me wrong. I love our shepherd.
It's just that I prefer a different style of herding."

goals, expects subordinates to perform at their highest level.

Types of leadership

- **Relationship Based Leadership:** Leaders who are able to maintain personal relationships between themselves & members of the school.
- **Task Oriented Leadership:** Leaders who are able to organize and define roles of members of their school.
- **Directive Leadership:** A leader who lets his/her subordinates know what is expected of them and tells them how to do it.
- **Supportive Leadership:** These are friendly & approachable leaders who show concern for the status, wellbeing & needs of subordinates.
- **Participatory Leadership:** This is characterized by a leader who sets challenging goals, expects subordinates to perform at their highest level.

Roles of a Manager/Leader

- **Planning:** Managers are responsible for drawing operational plans to guide future decisions.
- **Organising:** Managers are responsible for establishing structures and assigning duties.

- Directing: Managers should provide direction and guidance to school members.
- Communicating: managers should spend 80% of their time corresponding & ensuring understanding, acceptance & right action is taken.
- Controlling: Managers should monitor people and institutional structures to ensure adherence to standards and targets.



Skills required by school managers

- Interpersonal Skills: Team building skills and knowledge.
- Professional Skills: Knowledge and skills required to understand the technical content of the job. The manager needs to be on top of the job, operate above your team players and know a little more than they do.
- Functional Skills: Must have knowledge & skills for planning, directing, controlling, coordinating & time management.
- Rational Skills: Must have problem solving and decision making skills.



What a Manager should do to succeed

- Know the objective of the school.
- Be a leader by being involved in action.
- Motivate your subordinates.
- Develop effective communication channels.
- Have effective interpersonal relationships.
- Minimize conflict among group members.
- Learn to speak and listen effectively.
- See situations from other people's points of view.
- Delegate and let subordinates make decisions on issues

within their spheres of operation and just check to ensure results.

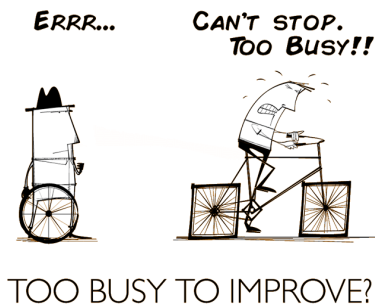
Impact of Good management in the school

- Improvement of children's performance in national examination.
- Effective and efficient resource use.
- Community ownership and involvement leading to improved local support.
- Improved staff morale.
- Improved school discipline.
- Increased support from philanthropists.
- Increased participation indicators (i.e. enrolment, retention, completion and transition).

SESSION 8: WORKING TOWARDS CHANGE OF SCHOOL ENVIRONMENT TO IMPROVE QUALITY OF LEARNING –

Session Purpose:

To promote good teaching/learning environment component of school management.



WorkCompass

Objective

- To enhance learning and teaching processes in our schools to improve participation and quality of education.
- To build the confidence of the local community about their school by encouraging debate and interaction beyond the classroom. Influence and or change policies around participation in education; access, retention, completion and transition.

Duration: 2 hours

Resources: Flip chart, markers, bostik, paper, pens, flip chart stand.

Approach/ Methodology

This module uses participatory approaches and group discussions, group presentation in a plenary and role play.

Step 1: Introduction.

This session discusses the types of learning focusing on what can be done at the local level to transform educational processes in schools. Education can either be oppressive or liberating. It can re-enforce wider societal patterns of oppression, or it can empower people, giving them the skills & confidence to challenge the systems & structure that keep them in poverty.

Step 2: Role Play

Divide participants into three groups and prepare them for role plays and give them tasks from a classroom situation.

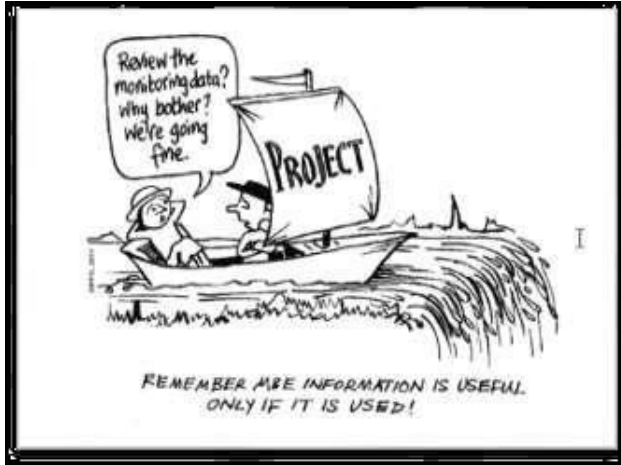
- Group 1: The sympathetic teacher who questions and listens
 - Group 2: The dictatorial Teacher who instructs & ignores
 - Group 3: The shy teacher who doesn't manage to speak in front of their class.
 - Group 4: The strict teacher who draws a line between what is and what is not acceptable in class.
- 'Pupils' should then reflect on this and discuss how they felt being taught by the different types of teachers in a plenary.

Pupil's progression and achievement rates are highly dependent on the teacher's creativity, commitment, planning and vision. The facts are that:-

- Teaching and learning has been evolving overtime.
- In old times before there was a school, communities and parents passed on their knowledge to children using various means such as stories, riddles etc.
- The first days of schools saw the teacher being the master of content, knows it all and the role of pupils was to listen to the "gospel truth".
- Modern trends in teaching emphasize on effective pupil participation and interaction in the learning process.

Modern education demands the:-

- Use of different learning materials/ techniques for teaching and learning.
- Identification of different types of people who can be brought in the school to provide different types of learning.
- Use of more experimental teaching.



- Use of different teaching methodologies.
- Respect for practical type of teaching.
- Learning outside the classroom

All the above things can be done by the school to improve quality of learning without seeking permission from the authorities. Other issues relating to curriculum alignment may require national level advocacy.

The score card is one of the most transparent tools that can be used here to provide a review of the school teaching and learning processes and propose solutions to correct the situations.

SESSION 8: PARTICIPATORY LOCAL RESOURCE MOBILISATION

Session Purpose

The purpose of this module is to enable education stakeholders analyze the local situation and come up with a Resource mobilization plan.



Objectives

1. Introduce stakeholders to resource mobilization options and opportunities
2. To analyze different types of fundraising options and requirements.
3. To highlight roles of parents and teachers in resource mobilization.

Issues to discuss

- Possible Sources of Fundraising strategies

Duration: 1:30 Minutes.

Resources: Flip chart, markers, bostik, paper, flip chart stand.

Approach/ Methodology

This module uses visualisation and participatory tools to facilitate discussions among the participants.

Introduction

Resource Mobilisation is a process of bringing the inputs together. It means the acquisition and utilisation of the resources. The resources can be utilised to improve the teaching and learning processes at a school.

Before school management starts resource mobilization, the school should lay the foundation to have a compelling reason for donors/partners to donate. A plan that weighs options can help save time and effort and have a better chance of success. Some of the key elements that will strengthen your case include:

- Clear sense and commitment to your vision and mission -- who you are, where you are going, and how your mission relates to the communities served
- Promising program that will yield results
- Evidence of past accomplishments
- Effective management and leadership by your board members and staff who will ensure the accountability and transparency of the organization
- Financial systems that will safeguard the resources raised, including adequate financial controls that demonstrate good management and builds trust.
- Solid reputation, credibility, and positive image.
- Mutual respect and knowledge sharing between the organization and the community it benefits, as well as other stakeholders
- The ability to attract, create, and sustain new resources, especially based in the local community.

Step 1: Group Discussions

Divide the participants into two groups and as each group to develop a plan involving a project they would like to do at their school, how they will raise the money and the stakeholders who will be involved in the implementation of the project and their roles.

Step 1: Presentation of plans.

The two groups present their plans in the plenary and discuss the plans.

At the end of the exercise, the facilitator summarizes the modules on resource mobilization and strategies



Resource Mobilization

Local resource mobilization is important because it:-

1. Makes schools less dependent on external assistance.
2. Makes our programmes sustainable.
3. Helps the stakeholders to know the resources available within the community.
4. Helps school management identify projects which can be undertaken in the school.

External Resource mobilization is good

because.

1. Normally substantial and one off.
2. Does not need a lot of financial input to realize it.

Ways of mobilizing resources for the School

- (a) Through the Government
- (b) Individual Philanthropists; these are individuals within the local communities who are willing to invest back home.
- (c) Corporate organisations such as Airtel and MTN.
- (d) Philanthropic Organisation such as NGOs and CBOs.
- (e) School income generating ventures
- (f) Special fundraising events

Annex 1: School Monitoring Tool - Planned Against Achievements

Basic Information											
Year: _____					Quarter: _____						
School: _____					Number of students: _____						
Planned against Achievements											
Financial inputs			Educational inputs			Infrastructure existing			Actual Results		
School grants:			Number of Teachers:			Number of classrooms:			Pass rate:		
Budgeted	Received		Establishment	Existing		Establishment	Existing				
User fees:			Current Textbooks per subject:			Number of water & sanitation points:			School ratios		
Budgeted	Received		Subject	Standard	Existing		Establishment	Existing	Subject	standard	current
						Toilets			Pupil teacher ratio		
						Boys:			Pupil desk ratio		
						Girls:			Pupil book ratio		
						Bathing Shelter			Pupil toilet ratio		
						Boys:					
						Girls:					
						Water Supply					
Equity Funds:			Current Number of desks:			Existing Number of teacher houses:			Pupil Attendance:		
Budgeted	Received		Establishment	Existing		Establishment	Existing		Teacher Attendance:		

Annex 2: Narrative Report Format

This section has some guiding questions to assist the collection of qualitative data at the school level by the FPP and the PTA/CSC. In filling in the information the respondent is advised to use the same questions across the four sections (Financial inputs, Educational inputs, infrastructure and results).

- 1. When did you do the monitoring?
- 2. What was the baseline/standard?
.....
.....
.....
- 3. What has changed?
.....
.....
.....
- 4. Explain the reasons for the change?
.....
.....
.....
- 5. What were the main challenges faced by the school during the reporting period?
.....
.....
.....
- 6. In cases where targets/standards were not met, what were the main reasons attributed to this?
.....
.....
.....
- 7. What actions were taken by the school and the PTA to rectify the encountered problem?
.....
.....
.....

NB: POs may add some questions that may bring out the specific information which is more relevant to their programs.