Volume

5

# IMPROVING SCHOOL BASED MANAGEMENT: SCHOOL MANAGEMENT COMMITTEE TRAINING HANDBOOK


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Funded by:

ACTION AID UGANDA

Nebbi Development Assistance

October 2004

# ACKNOWLEDGEMENT

This training manual was produced for Action Aid Nebbi's (AAN) need to strengthen school management in Nebbi district. The team involved in its production was from AFARD (Agency for Accelerated Regional Development) - that was contracted to accomplish the task - and the District Education Directorate.

AFARD is grateful for the financial support from AAN and the commitment demonstrated by the District Education Officer.

Finally, thanks go to the tireless efforts of the County Inspectors of Schools and the Center Coordinating Tutors that made the completion of this document enjoyably successful.

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**Ag. Programme Officer/AFARD.**

# ABOUT THIS MANUAL

This manual – IMPROVING SCHOOL BASED MANAGEMENT: SCHOOL MANAGEMENT COMMITTEE TRAINING GUIDELINES – is aimed at providing a basic guide for the training of School Management Committees (SMC). The manual is, therefore, tailor made for a local situation, focus on the practical reality that the SMCs are faced with in executing their roles and responsibilities as is expected by law.

The training content provides a general focus on the key issues in education management. Key topics for each unit are derived from the prior field findings through discussions with the DEO, DIS, members of SMCs and PTAs.

**The facilitators are, therefore, urged to take a pro-active approach in dealing with the SMC and head teachers invited**. Although on the ground information is in abundance to substantiate every aspect of the training, the manner in which they are presented should stimulate learning rather than making participants feel out of place.

Organisation of the manual:
The first three units of the manual provide a basis for kick-starting the training. It covers introduction of participants; handing of fears and expectation and generally providing an introductory remark to the training basing on the operational challenges the SMCs go through.

While unit 4 handles the brief on UPE policy, unit 5 focuses on SMC. In unit 6, the guideline on the procurement of instructional materials is explained. Finally unit 7 the operationalisation of conditional grants is contextualized. In the concluding part, a brief is presented on training evaluation.

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# UNIT 1:
# INTRODUCTION OF PARTICIPANTS

The facilitator should start by introducing her/himself.

The objective of this session is that by the end of session:

- The members would have known and got acquainted with each other.
- The "ice" would have been broken down in order to pave way for the participation of everybody.

Methods: The animal world.

Time: Up to 30 minutes depending on the number of participants.

Procedure:

1. Inform the participants to pause and think about an animal.
2. Inform the participants that the names to be used for the introduction will be that to be used during the whole training.
3. Let each participants introduce her/himself using the first letter of her/his name, which should be similar to the name of any animal chosen.

*Facilitators' note:*

**This may be a very interesting ice-breaker and should not be allowed to cause harm to any participant and to take long to settle down.**

# UNIT 2:
# PARTICIPANT EXPECTATIONS AND FEARS

This session is aimed at putting the participants within the training context. As per the training organisation, it is therefore important to listen to the participants' baggage to the session.

Objective: At the end of the session, participants would be able to come up with their expectations from and fear of the training for the organizer to note, clarify and adjust, if need be.

Time: At most 25 minutes depending on the size of the participants.

Methods: Question and answer

Procedure:

1. Ask the participant: when they received the invitation for the workshop what were their positive feelings (expectations) and negative feelings (fears)?
2. List down on a flip chart all the stated responses.
3. Clarify on each of the issues raised keeping in mind the workshop objective, what can be met and what cannot be met. This will help to reduce tension before the normal session begins.

*Facilitators' note:*

**This may be sensitive especially in the aspect that the training is not able to meet. Explain calmly and honestly to the participants and agree on the next course of direction.**

# UNIT 3:
# INTRODUCTION TO THE TRAINING

Objective: At the end of the session, participant expectations and fears would have been harmonized with the training objectives.

Time: 20 minutes

Method:
1. Visual aid
2. Lecturette.

Procedure
a) Display on a flip chart the training objective(s).
b) Display the training programme prepared on a flip chart.
c) Clarify on the methods to be used.
d) Point to the expectations raised and tick all that rhyme with the training objectives.
e) Boldly but in a soft manner point at the limitations of the training.
f) Allow questions to be asked and clarify.
g) Finally, make administrative announcements, if any.

Facilitators should note the below brief:

**BACKGROUND TO THE TRAINING**

The decentralization policy provides local governments with a mandated authority to plan, budget, and mobilize resources. However, these have to take 'local needs' not forgetting national standards. With fiscal decentralization notable success has been scored although a lot remains to be desired.

A similar trend of challenges facing local level management is typical with the management of Universal Primary Education (UPE). SMC composed of 9 members, of whom 1/3 are women, elected from local education committee, PTA representatives and by the commissioner's approval are appointed by the DEO. These are fundamental organs in education management.

Experience has shown, as the DEO attest (personal communication –14/7/2004) that:
- In some schools, many SMC members are new and have not been oriented on their roles. Even where members are old, due to lack of refresher, they are not able to perform their roles effectively.
- In some areas such as in Jonam due to politicking as in Wadelai and local cultural problems as in Panyimur, the functioning of SMC is weak. The members are subdued by the force that be and cannot perform their roles.
- SMC lack capacity to effectively discharge their roles. The skills to manage projects such as contract management, supervision of works, ensuring operation and

maintenance is a great stumbling block. Besides, financial management is weak. Evidences of these incapacitation can be seen in how SFG projects have been mismanaged by contractors; and EDF projects are lacking mobilization for operation and maintenance after handover.

- SMC are unable to manage the funds that are channeled to their schools. The prime weaknesses identified in the operations of SMC are: a) most of the members are new and not inducted on their roles; b) even for the old ones, majority do not know what they are suppose to do; and c) head-teachers in many schools have hijacked the functions of SMC and isolate a few 'compromisable' ones that they use as rubber stamps. As a result, funds received in schools are not clear (since enrolment figures are inflated); no accountability is presented to management; and subsequently the pupils are denied their due rights of access to improved facilities and teaching environment just like teachers are denied motivating atmosphere. Further, the inability of SMCs to execute their roles and responsibilities hamper their ability to lobby teachers, parents and local politicians to support education.

IMMEDIATE INTERVENTION

This training is an entry point in attempting to ameliorate the situation. It focuses at, first, ensuring that members of SMC are made to know their roles and responsibilities in an open and transparent atmosphere. Clearly identifying to the SMC that a follow-up of the training will be conducted quarterly to ascertain whether their newly acquired skills is impacting positively on the way they manage school affairs.

*Facilitators' note:*

**This may be sensitive especially in the aspect that the training is not able to meet. Explain calmly and honestly to the participants and agree on the next course of direction.**

# UNIT 4:
# UPE POLICY GUIDELINES

| | |
|---|---|
| Session Objective | At the end of the session members are able to:<br>• Know what UPE is<br>• State at least 2 objectives of UPE<br>• Identify at least 3 broad areas of UPE funding sources and expenditures<br>• State the position of SMC in UPE implementation |
| Topic | • What is UPE?<br>• The objectives of UPE<br>• UPE expenditure guidelines<br>• SMC and UPE implementation. |
| Methods | Group work<br>Brainstorming<br>Question and answer |
| Materials | Flip charts, Marker pens, Masking tape, manila cards |

## Starting the session 20 Mins

- Divide the participants into groups with each having a chairperson and a secretary.

- Ask each group to answer the following questions:
  - *What is UPE?*
  - *What are the objectives of UPE?*
  - *What are the sources of funds for UPE and*
  - *What are the expenditure areas as per guidelines with notable examples?*

- Let the groups converge in a plenary to present their answers.

- Request members of the other groups not presenting to tick what has already been presented so that when it comes to their turn they only dwell on new issues.

- Wrap up with the below key notes.

***What is UPE?***

UPE stands for Universal Primary Education. It emphasizes fees-free and compulsory primary education for all Ugandan children.

***UPE objectives***

The implementation of UPE is anchored on five basic objectives, namely:

- Increasing access to, retention in, and progression in, the education cycle.
- Improving physical infrastructures required for a comfortable learning.
- Increasing access to instructional materials.
- Improving the wage bill.
- Capacity building for the effective management of education.

***UPE Funding***

- Release of funds is based on school enrolment
- P.1 – P.3 release is 550= per child
- P.4-P.7 release is 900= per child
- Releases should be twice every quarter
  - 1/9 of the total annual budget to be released in the first month of the quarter.
  - The other balance to be released in the 2nd month of the quarter.

**UPE Funds Breakdown**

| | | |
|---|---|---|
| 1. | Instructional/ Scholastic materials | 35% |
| 2. | Co-curriculum activities | 25% |
| 3. | School Management | 15% |
| 4. | Administration | 10% |
| 5. | Contingency | 15% |
| | **Total** | **100%** |

**Eligible Expenditures of UPE Grants**

**i. Instructional materials (35%)**

- Supplementary Reference books/ readers
- Teacher Reference Books
- Syllabi
- Lesson preparation books
- Pens and markers
- Teaching aid
- Chalk
- Slates/ Black boards
- Maps/ wall charts
- Papers

**ii. Co-curriculum Activities (25%)**
- Games and sports
- Music, Dance and Drama
- Debate
- Arts and Craft
- Science fare, etc.

**iii. Management (15%)**
- Registers
- Record books
- Wall clock
- Stapling machines/ wires
- File covers
- Manila cards
- Stationery
- Ledger books, Vote books

**iv. Administration (10%)**
- Hire of transport
- Allowances on official travel
- Head teachers' official travel
- Emergencies-e.g. Abrupt sicknesses of children and staff while on official duty.

**v. Contingency.**
- Teaching and learning process, e.g. More instructional materials, Examinations, Co-curriculum activities

**Roles of SMC on the UPE Grants**

- To give overall direction to the operation of the school
- To ensure that the school have a development plan
- To receive budget from the staff
- To discuss the budget in a full SMC meeting
- To approve the budget
- To monitor implementation of the budget

**Minimum Educational Standard of SMC members.**

In Nebbi due to the nature of the new responsibility of UPE funds the SMC has to handle, it was agreed in 1998 that:

i. Chairperson of SMC should be holder of UCE or above
ii. Other members should be those with ability to read, write and understand school budget. These may be below senior four (UCE).

*Facilitators' note:*

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# UNIT 5:
# SCHOOL MANAGEMENT COMMITTEE (SMC)

| | |
|---|---|
| Session Objective | At the end of the session members are able to:<br>• Know the composition of SMC<br>• State the legal status of SMC<br>• Identify at least 10 roles and responsibilities of SMC |
| Topic | • What is SMC?<br>• The composition of SMC<br>• Terms of office<br>• Functions of SMC |
| Methods | Brainstorming<br>Question and answer<br>Group work |
| Materials | Flip charts, Marker pens, Masking tape, manila cards |

**Starting the session 25 Mins.**

- Divide the participants into groups with each having a chairperson and a secretary.

- Ask each group to answer the following questions:
    - *What is the quality of a good school in relation to its:*
        - *Pupils?*
        - *Infrastructure?*
        - *Staff?*
        - *Parents/community?*
        - *Financial management?*

- Let the groups converge in a plenary to present their answers.

- Request members of the other groups not presenting to tick what has already been presented so that when it comes to their turn they only dwell on new issues.

- Wrap up with the below key notes and using local examples.

***What is a SMC?***

- Overall governing body of the primary school system

- Came into effect under Statutory Instrument No. 228 of1964.
- Amended under Statutory Instrument No. 244 of 1969.

***Composition of SMC***

- 4 members appointed by the education committee of the area in which the school is located. One will be the chairman.
- 2 members elected by the parents.
- 3 members appointed by the commissioner of Educ/ DEO.

***Terms of Office of SMC***

- Chairman – 2 years in the office
- Other members – 1 year each
- Retirement is by half (4)

***Functions of SMC***

- To give overall direction to the operation of the school
- To ensure that the school have a development plan
- To receive budget from the staff
- To discuss the budget in a full SMC meeting
- To approve the budget (and send for final approval by DEO)
- To monitor implementation of the budget (and checks stock supplies)
- To write off worn out, surplus or obsolete equipment with prior knowledge of the DEO.
- To link the school to the community
- To ensure that funds received by and expenditures of the school are publicly displayed every month
- To carry out fund raising for the school
- To liaise with Foundation Bodies
- To report regularly to parents and the community on the status of school programme
- To demonstrate exemplary leadership
- To support the Head teacher by making follow-ups to the DEO for administrative and personnel needs

## THE PARENTS-TEACHERS ASSOCIATION (PTA)

*What is PTA?*

- Not a statutory body
- A welfare association of teachers and parents.
- Brings teachers and parents together
- Enhance welfare of children.

*Composition*
- Members are directly elected by the parents
- There shall be a:
  - Chairman
  - Vice chairman
  - Treasurer
  - Secretary who is one of the members of staff of the school, e.g. H/T, Deputy or any teacher designated by the H/T.
  - This will be ex-officio.
  - Members elected according to catchment area.

*Functions of the PTA*
- To encourage and secure cooperation between parents and teachers; home and school
- To facilitate solving of problems concerning children
- To inform parents on information relating to development of the school;
- To mobilize parents participation in school activities.
- To decide who should represent them on the SMC.

**SCHOOL MEETINGS**

***Staff meeting***
- Only for teachers to discuss general functioning of the school or specific issues.
- Held at least 2 times a term.

***PTA meeting***

*PTA Executive meeting*
- Held at least once a term
- To focus on pupils and teachers welfare,
- Physical development, ways to raise funds etc.

***Annual General Meeting (AGM)***
- Held once every year
- Attended by all parents
- The H/T and chairman SMC make statements on the performance of the school for the last one year.
- Parents discuss issues of:
  - Development of the school.
  - Financial management of the school.
  - Discipline of children.
  - Performance of teachers and the school in general.

*School Management Committee (SMG) Meeting*
- Held at least once a term
- To give the H/T sense of direction in implementing strategies set by the committee.

*Roles of the Chairperson*

During the SMC meeting the Chairperson should:

- Create conducive atmosphere to promote free expression.
- Facilitate open discussion but not to dictate.
- Maintain order in the room and guide the flow of the discussion
- Clarify questions raised by members
- Keep members within the limits of topic under discussion
- Summarize points which are decided or resolved by the members as resolutions of committee.

***CONCLUSIION***

Above all members of SMC must be committed, development focused, honest, willing, and principled.

*Facilitators' note:*

**This may be sensitive especially in the aspect that the training is not able to meet. Explain calmly and honestly to the participants and agree on the next course of direction.**

# UNIT 6:
# A NEW WAY OF PROCURING INSTRUCTIONAL MATERIALS FOR PRIMARY SCHOOL.

| | |
|---|---|
| *Session Objective* | *At the end of the session members are able to:*<br>• *Describe the new procurement procedure.*<br>• *State the 3 roles of various actors in DIMP.*<br>• *Identify good textbook suppliers*<br>• *Check deliveries of textbooks to schools.* |
| *Topic* | • *The role of IMU in DIMP*<br>• *The role of the district in DIMP*<br>• *Timetable and duration of the DIMP*<br>• *DIMP ordering procedure at the school level*<br>• *Membership of STIMSC*<br>• *Planning and policy*<br>• *Checklist of factors in textbook selection*<br>• *Choosing an official textbook supplier*<br>• *Passing school order to the official textbook supplier*<br>• *Receiving and checking deliveries* |
| *Methods* | *Question and answer*<br>*Lecturette* |
| *Materials* | *Flip charts, Marker pens, Masking tape, manila cards* |

**Starting the session 15 Mins.**

- Ask some three participants to describe how instructional materials are procured in their school.
- Summarize their answers by taking key notes for later elaboration.
- Wrap up with the below key notes and using local examples (50 Mins).

**Important abbreviations to remember**

| | |
|---|---|
| IM | Instructional Materials |
| DIMP | Decentralized IM Procurement |
| DIMPSC | Decentralized IM Procurement Steering Committee |

**Background to Decentralized Instructional Materials Procurement (DIMP)**

**Until 2001**, the procurement of textbooks and instructional materials for all primary schools in Uganda was partially centralized and partially decentralized. Thus, from 1995 until the present, every primary school….

- *Was provided by the MoES with an annual textbook purchasing budget based on enrolment numbers*
- *Was provided with an annual textbook order form incorporating the list of MoES approved textbooks, plus current prices.*
- *Made its own decisions on which books to order from the MoES approved order form, up to the limit of its budget*
- *Completed the textbook order form and return it the IMU, via the DEO.*

The activities listed above are decentralized performed by each individual school on the basis of school-based budget and order forms designed by the MoES to support decentralized decision –making.

However, in the past the IMU has evaluated and approved centrally (using evaluators from every part of Uganda) all of the textbooks and teachers' guide titles included on the order form. Then, when the school orders are received by the IMU, it has….

- *Added all the school orders together and calculated the total quantity ordered by all Ugandan primary schools of each title on the form*
- *Negotiated the prices of each title ordered by the schools with the publishers*
- *Signed contracts and placed orders with the publishers*
- *Organised a comprehensive tender for the consolidation and delivery of all of the ordered books down to the level of each district.*

All the above activities are centralized activities, performed by the IMU in Kampala on behalf of all Ugandan primary schools.

**In August 2001**, the MoES introduced a pilot project in textbook procurement for primary schools. Where almost every process in textbook procurement (except for the evaluation and approval of the textbook to be included on the order form and the calculation of the annual per capita textbook budget allocations) was handled at their district or school level.

DIMP is gradually being introduced at district level. This management handbook contains all the information required to introduce the new, system of textbook and teacher's guide procurement in the DIMP districts.

The role of the IMU in DIMP will be :

- *To provide procurement funding on time to each DIMP district so that every school has the same per capita budget for instructional materials procurement.*

- *To provide all required training to districts and schools*
- *To provide all required stationery (LPO, orders forms, approved book lists, stock registers, stock issue registers, etc) in good time to all project districts.*
- *To monitor the progress of DIMP*
- *To evaluate the success of failure of DIMP*
- *To recommend to the MoES the next steps in decentralized instructional materials procurement*

The role of the District in DIMP will be:

- *To provide procurement funding on time to every school via the issue of Local Purchase Orders.*
- *To train CCTs, CISs, Head Teachers, Deputy Head Teachers, School Librarians and school management Committees(SMCs) in the operation of all the new system.*
- *To supply all schools with all the documentations required to implement DIMP.*
- *To appoint and approve the Official Text Book Suppliers (OTSs) in each district.*
- *To monitor and supervise the conduct of DIMP.*
- *To ensure all LPOs are reimbursed on time without delay*
- *To assist in the DIMP evaluation.*

**Current Sources of Funding for Instructional Materials Procurement in Ugandan primary School.**

DIMP will use exactly the same funds for textbooks and instructional materials purchasing as in the past, but the funding will be made unavailable to schools in a different way.

In the past there have been main sources of funding for textbooks and other instructional materials. These were:

1. **IM Funds**: These are released to the IMU from the MoES budget. Previously, they have been made available to every school as a purchasing power budget and schools have been permitted to select and order the textbooks and teachers' guides listed on the official order form up to the value of this annual budget.
2. **UPE funds**: These are released from the Ministry of Finance direct to every district. The district finance department transfer the funds to individual school bank accounts approximately every one or two months, after schools have submitted accounts to demonstrate the correct usage of the previous UPE funds release. UPE funds are provided as bank credits to individual schools. According to the current rules and regulations, 35% of the UPE funds must be spent on instructional materials.

In the DIMP, IM funds will be given to each individual school in the form of a Local Purchase Orders (LPO), ***which can only be spent on the textbooks and teachers' guides listed on the MoES Approved List of Text books and Teachers' Guidelines (April 2003).*** The LPO must be exchanged for textbooks and teachers' guides, up to the limit of the LPO, at an official Textbook Suppliers appointed and approved by the District DIMPSC.

A second LPO, to the Value of 10% of the **UPE funds** allocated to each school will be issued to each school for the purpose of buying supplementary reading books, which will form the basis of a school library or reading corner. This second LPO will also form part of the DIMP during 2003 and will be available for use by schools.

**The timetable and duration of the DIMP.**

DIMP will run for approximately one school year. It will start in April 2003 when schools will receive training and order forms. Schools must place their textbook, teachers' guide and supplementary reading materials (SRM) orders with the official Textbooks Suppliers (OTS) of their choice no later than June 26 2003. OTs will check each school's orders for arithmetical accuracy, that the correct editions of titles have been ordered and that the full value of the LPO has been utilized. All school orders Forms, where corrections have to be made, will be referred back to the school, for approval and signature by the Head Teacher and the SMC Chair. It is expected that the textbook orders will be delivered to schools sometime between November and December 2003.

The evaluation of DIMP 1 was positive and the decentralized textbook procurement methodology was judged to be successful and beneficial to schools. DIMP is being extended to become the permanent method of textbook provision for all schools in all districts. The DIMP methodology therefore will also be extended gradually to other districts in Uganda and the 10 districts will be expected to assist in training other districts in later years.

It should be noted that DIMP schools will be required to complete their school orders on exactly the same date as schools in other districts that will be ordering directly from the IMU.

It should be noted that the expected latest delivery date of January 2004 is the same for both the DIMP schools and for the schools supplied directly by the IMU. Thus, there is no disadvantage for a school in being part of DIMP. In fact, it is quite that DIMP schools will receive their textbook orders from the Official Text Book Suppliers earlier than the schools operating the existing centralized method.

## DIMP ORDERING PROCEDURES AT THE SCHOOL LEVEL

### A Preparing the school Order

The Head Teacher must ensure that the annual EPD census forms have been filled in accurately and returned quickly. Don't be tempted to affiliate your enrollment statistics. They will be carefully checked as part of the DIMP evaluation exercise.

To prepare for selection, ordering, delivery and acceptance of textbook stocks, the school should understand the following activities:

B Staff meetings, SMC meetings and PTA meetings must be held as quickly as possible in order to

- Explain the new system and requirements to all concerned
- Elect representatives to a school textbook and IM selection Committee (STIMSC)
- Develop a plan and timetable for the selection and ordering of new textbooks and the selection of the OTs.
- Develop a plan for the opening of a school library corner.

C The main responsibilities of the STIMSC will be as follows:

- Prioritize school textbook needs and allocate LPO to different subjects.
- Ensure that government targets are achieved as soon as possible in all subjects and at all grade levels in the provision of textbooks.
- Concentrate on the purchasing of class sets for all subjects and grade levels.
- Select textbooks and teachers' guide only from the new list of MoES approved titles.
- Select Supplementary Reading Materials (SRMs) as the basis for a school library or reading corner.
- Select a suitable supplier from the list of district Officials Teaxtbooks suppliers supplied by the DIS.
- Make the textbook order and sign the LPO over to the chosen OTs, according to the required procedures.
- Receive, check and sig-off the delivered stock.
- Sensitise parents, the SMC and the community to the need to care for and conserve textbooks and other instructional materials.
- Sensitise parents, the SMC and the community to the importance of reading.
- Organise parental support in book covering and book repairs
- Take active responsibility for the usage of the instructional materials budget of the UPE Funds on the procurement of the instructional materials.

The required membership of the STIMSC is provided below:

**Membership of the STIMSC**

- The Head teacher
- The Deputy Head Teacher
- Heads of Subject Departments
- A Representative of the PTA (or parents, if there is no PTA)
- A Representative of the SMC.

D An STIMSC minute Book must be opened. All the STIMSC meetings and decisions MUST be recorded in the minute book. An ordinary school exercise book may be used for this purpose. The front cover of the book should be clearly labeled"STIMSC Minute Book". The book should be covered and should always be maintained safely and should be available for inspection whenever required.

E A DIMP File must be opened so that all copies of all documents, order forms, contracts, LPOs OTs invoices, CDNs, letters on DIMP from the DIS etc can be maintained safely in one place. This file and its contents should always be easily available for inspection.

F The STIMSC should complete an annual list of all textbooks, teachers' guide and other instructional materials (IM) already available in the school so that priorities fornew books can be quickly established.

G The STMSC must study the latest MoES List of Textbooks and Teachers' guides to determine which books to purchase. If necessary they should visit at least one of the "Official textbooks suppliers" to see sample copies of approved titles. It should be noted that no textbooks outside the approved list issued by the MoES can be purchased using the Textbook LPO.

H The Headteacher and the heads of subject departments should construct orders up to the values of the LPOs, taking into account any discounts offered by the selected OTs. The LPO must be fully utilized.

I The STIMSC must call a meeting to explain the selection recommendations to parents and other staff and to get the order confirmed in the Minute Book.

**The STIMSC Minute Book Must Contain:**

- A record school decision to select the school's Official Textbook Supplier (OTS). This should include a clear statement of the reasons for the decision.
- Details of all discounts, offers and services offered by any of the district OTs Must be recorded in the STIMSC minute Book. Schools must always request potential suppliers to make their offers in writing and these offers should be pasted into the Minute Book.
- The selection of all textbooks and teacher's guides must be recorded in the minute book, including a clear composition of order value with LPO value.
- Visit by STIMSC members to OTs sample copy rooms or to the District sample copy room should be recorded.
- Visit to the school from publishers, booksellers, district inspectors etc must be recorded.
- The school must enter its agreed plan and timetable for completing the selection of its OTs and the selection and ordering of its textbooks and teachers' guides.
- The Minutes of all meetings must be completed within one week of the meeting and must be dated, stamped with the school and signed by at least three members of STIMSC who were present at the meeting, of which one must be the Head Teacher.

J The name of the OTs contracted by the schools should be entered on the Order Form, which MUST be signed by the Head Teacher plus one other member of STIMSC.

**Don't Forget…**

- The order values for the LPO must not be greater than the Value of the LPOs
- You can only use the LPO once. You can't order 50% now and 50% later
- All orders decisions must be recorded in the STIMSC Minute Book.
- The selection of the "official textbook suppliers" must be recorded in the STIMSC Minute Book.
- The school ordering plan must be recorded in the STIMSC Minute Book.

**Planning and Policy**

- The STIMSC should plan and decide the immediate use of the two LPOs and the instructional materials components of the UPE funds, but should also take account of the longer term needs and requirements.
- The STIMSC should ensure that there are textbooks and teachers' guides for all subjects in the grades that have been prioritized by the MoES.
- School must try to make provisions for all classes and subjects not just for "popular" subjects, examination classes and reception classes.
- Schools should order class sets of just one textbook for each subject and grade and should not order a few copies of every textbook on the list. Schools who wish to, may order one copy of alternative textbooks on the MoES Approved list for the purpose of teachers' reference but should also use UPE funds for this purpose. The textbook LPO should be used to establish class sets.
- The STIMSC should ensure that collections of reading books suitable for all grade levels are purchased and made available to students on a regular basis. Guidelines for the establishment of school libraries and / or reading corners will be provided to all schools.

**A Checklist of Factors in Textbook Selection by Schools.**

The following factors should be taken into account when selecting textbooks. Try to make comparisons between the different textbooks using some or all of the following criteria:

a) **Syllabus Coverage:** Schools can assume that any textbook on the approved list covers the content requirements and the objectives of the syllabus and the curriculum.

b) **Durability:** All textbooks on the list on the MoES Approved list must conform to minimum standards of raw materials and manufacturing. Thus all schools can assume that all textbooks on the approved list will be approximately equal in durability and potential shelf life.

**c) Textbook Content:**

- How appropriate is the language level and vocabulary for your students?
- Is the presentation of topics clear and easy to understand?
- Are the activities and examples relevant and appropriate for your school and students?
- Are there sufficient exercises and practice materials?
- Does the teachers' guide fit the needs of your teachers? Does it provide good ideas that can be easily introduced into classes?

**d) Illustration and Design**

- Do you like the general appearance of the textbook?
- Do you think the illustrations are clear and easy to understand for your students?
- Is the size of the textbook appropriate to the conditions in your schools (e.g. large size text books are sometimes difficult if a school doesn't have enough desk and chairs for students to use).

**e) Prices**

- How does the price compare with the other approved textbooks?

Schools should note that all textbooks on the MoES approved list are close in price and that due attention should be given to all other factors listed here.

**f) Overall Assessment**

- What are the strong points of the book?
- What are the weak points of the book?
- Which title does the school think will suit their students best?
- Which title do you think is the best value for money, taking everything into consideration?

**Choosing an "Official Textbook Supplier"**

The STIMSC is responsible for selecting the school's "Official textbook Supplier". The textbook supplier must be selected from the list of "Official textbook suppliers" approved and announced by the DIMPSC for the district.

Schools should choose their supplier carefully. Getting discounts can be important because it makes school LPO funds go further, but sometimes the cheapest is not always the best. Try to take the following factors, :

- What discount (if any) is offered by the different suppliers?

- Are the suppliers willing to deliver free of charge direct to the school? (This is an important factor if the school is far distant from an OTS. It is much less important if the school is only 100 meters from an OTS.).
- Is the bookseller maintaining the official prices?
- Is the bookseller helpful, fast and efficient in responding to your questions and needs?
- Does the bookseller have good stocks of all of the approved textbooks and
- Does the bookseller have good; well designed and easily accessible collection of MOES approved sample textbooks and teachers' guides?

The contract signed between the School and the OTS, is binding. Once signed, by both the OTS and the School, the school may not withdraw the contract from the OTS.

Once a school has entered into a contract with an OTS, which it does by signing an OTS contract form, the school must give the OTS indicated in the contract that school's LPO, in addition to the school's Order Form. Any OTS found to have supplied a school without holding an original of the school's Order Form, duly stamped and signed, will be bared from OTS status in the following year.

**Don't Forget…**

- The official supplier <u>must</u> sell a official prices
- You can only order textbooks from the MOES approved lit
- An official supplier <u>must</u> supply what you order if it is available. Substitutes can only be offered if the titles that you want are not available from the publisher
- Any discounts <u>must</u> be supplied as books. Discount cannot be supplied in cash or in non textbooks or other instructional materials
- All discounts between school and supplier should be recorded in a contract signed by both parties before the order and the LPO is passed to the supplier. A sample contract is provided in <u>Appendix 5</u>. It is the responsibility of the OTS, not the school, to provide copies of the contract for signature.
- Once the school and the OTS have signed the contract, the contract is binding. The school may not withdraw the contract from one OTS and offer a contract to a rival OTS after a contract has been signed.
- The OTS is not permitted to offer or provide facilitation (financially or in kind) to any school; school post holder; SMC Chair or District Official.

**Passing the School Order to the "Official Textbook Supplier"**

a) The school will receive the following from the DEO's office:

- Textbook and SRM LPOs in 4 copies (Original +Copies 1-3; Copy 4 is retained by the DIS).
- The official IM order forms for approved textbooks and teachers' guides (to be used for ordering textbooks with the Textbook LPO).

- The official MoES list of approved textbooks and teachers' guides, annotated with current maximum permitted prices.

b) In the appropriate box of both of the LPOs the STIMSC must enter the name and address of the Official textbook Supplier selected to supplier to supply school requirements. This entry must be signed, dated and stamped by the school.

c) The official IM order forms must be completed and signed as indicated. The school should enter the name of the school's contracted OTS in the space provided. One copy of each order form must be retained by the school for its records. The other copy of each order form must be sent to the DIS for information and the original order form attached to the Original of the LPO. Each order form must contain title, author, publisher, quantities, and price and must be extended (price multiplied by quantity for each title, author, publisher, quantities, and price and must be ensure the correct edition (i.e. pupils textbook or teachers' guide) has been entered on the order form and that the price for that edition has been used. The OTSS will check the accuracy of the school's Order Form as described in Section 2.2, Step 3 on page 15.

d) Copy 3 of both of the LPOs must be maintained by the school in its DIMP file, at this stage is a copy of the contract with the selected OTS.one contract will serve for both Textbook and SRM LPOs.

e) The school must ensure that each LPO and order form is correctly signed, countersigned and stamped with the school stamp (including copies). Try to avoid making corrections to the LPO. The Head Teacher and the SMC Chair must sign all corrections.

**Receiving and Checking Deliveries**

When the selected OTS delivers books to the school, the Head Teacher and the chair of the SMC must check the contents and condition of the supplies.

a. If the books are correct as supplied and in good condition the Head Teacher and the chair of the SMC should…
   - Sign and stamp PART B of the Original and Copies 1, 2 of each of the LPOs (see Annex 2)
   - Sign and stamp 4 copies of the OTS invoice
   - Sign and stamp 4 copies of the OTS Confirmed Delivery Note (CDN). A sample of a confirmed delivery note, which suppliers might wish to copy is provided at Annex 6. it is the responsibility of the OTS, not the school, to provide the copies of a CDN for signature by the school.
   - Give the Original and Copies 1 and 2 of the signed and stamped LPOs plus 3 copies of the signed and stamped supplier's invoice and CDN to the supplier
   - Keep the remaining signed and stamped copies of the LPOs(Copy 3), the supplier's invoice and the CDN securely in the school DIMP File.

b. If some books are **missing or damaged** the Head Teacher and the Chair of the SMC should…

- Agree with the supplier a list of missing and damaged stock, which should be signed, dated and stamped in 2 copies by both the school representatives and the supplier (or the supplier's representative). This list may be done in the space provided on the CDN (see Annex 6).
- Give 1 copy of the list of missing and damaged stock to the supplier.
- Keep 1 copy of the list of the missing and damaged stock in the school SMP file.
- Under no circumstances should the LPO or the CDN be signed as correct if there are any missing or damaged books.
- When the supplier returns to the school with replacements for the missing or damaged books, then the procedures described in Section 5.6(a, above, may be completed as described.

Any conflicts between a Head Teacher and the Chair of the SMC, which impede or delay the ordering or delivery of textbook stock must be reported immediately to the DIS for fast resolution.

Substitutions

- Sometimes, through no fault of the bookseller, titles ordered by the school may not be available because they are out of stock with the publisher.
- If the school's supplier can demonstrate to the school that the order titles are genuinely not available, then it is fair and reasonable that the school and supplier should agree substitutions for these up to the value of the original LPO.
- All substitutions must be selected only from the MoES Approved List of Textbooks and Teacher's Guides.

When ordered book stocks have been successfully delivered to the school, then the school ordering process for textbooks, teachers' guides and instructional materials is completed for the year.

- Are the suppliers willing to deliver free of charge direct to the school? (This is an important factor if the school is far distant from an OTS. It is much less important if the school is only 100 meters from an OTS.).
- Is the bookseller maintaining the official prices?
- Is the bookseller helpful, fast and efficient in responding to your questions and needs?
- Does the bookseller have good stocks of all of the approved textbooks and
- Does the bookseller have good, well designed and easily accessible collection of MOES approved sample textbooks and teachers' guides?
- The contract signed between the School and the OTS, is binding. Once signed, by both the OTS and the School, the school may not withdraw the contract from the OTS.

Once a school has entered into a contract with an OTS, which it does by signing an OTS contract form, the school must give the OTS indicated in the contract that school's LPO, in addition to the school's Order Form. Any OTS found to have supplied a school without holding an original of the school's Order Form, duly stamped and signed, will be bared from OTS status in the following year.

Don't Forget…

- The official supplier must sell a official prices
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- An official supplier must supply what you order if it is available. Substitutes can only be offered if the titles that you want are not available from the publisher
- Any discounts must be supplied as books. Discount cannot be supplied in cash or in non textbooks or other instructional materials
- All discounts between school and supplier should be recorded in a contract signed by both parties before the order and the LPO is passed to the supplier. A sample contract is provided in Appendix 5. it is the responsibility of the OTS, not the school, to provide copies of the contract for signature.
- Once the school and the OTS have signed the contract, the contract is binding. The school may not withdraw the contract from one OTS and offer a contract to a rival OTS after a contract has been signed.
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- The official MoES list of approved textbooks and teachers' guides, annotated with current maximum permitted prices.

In the appropriate box of both of the LPOs the STIMSC must enter the name and address of the Official textbook Supplier selected to supplier to supply school requirements. This entry must be signed, dated and stamped by the school.

The official IM order forms must be completed and signed as indicated. The school should enter the name of the school's contracted OTS in the space provided. One copy of each order form must be retained by the school for its records. The other copy of each order form must be sent to the DIS for information and the original order form attached to the Original of the LPO. Each order form must contain title, author, publisher, quantities, and price and must be extended (price multiplied by quantity for each title, author, publisher, quantities, and price and must be ensure the correct edition(i.e. pupils textbook or teachers' guide) has been entered on the order form and that the price for that edition has been used. The OTSS will check the accuracy of the school's Order Form as described in Section 2.2, Step 3 on page 15.

Copy 3 of both of the LPOs must be maintained by the school in its DIMP file, at this stage is a copy of the contract with the selected OTS.one contract will serve for both Textbook and SRM LPOs.

The school must ensure that each LPO and order form is correctly signed, countersigned and stamped with the school stamp (including copies). Try to avoid making corrections to the LPO. The Head Teacher and the SMC Chair must sign all corrections.

*Facilitators' note:*

**This session is long so it requires adequate ice-breaking.**

# UNIT 7:
# SCHOOL FACILITY GRANT (SFG) GUIDELINES

| | |
|---|---|
| *Session Objective* | *At the end of the session members are able to:*<br>• *state the modes of needs assessment for eligibility of schools for SFG Projects.*<br>• *enumerate the critical criteria for selection of SFG School.*<br>• *understand the roles of SMC in SFG Programme implementation.* |
| *Topic* | • *What is SFG?*<br>• *Needs Assessment*<br>• *Selection Criteria*<br>• *Community contributions*<br>• *Scope of the programme*<br>• *Procurement*<br>• *Supervision*<br>• *Payment*<br>• *Maintenance* |
| *Methods* | *Brainstorming*<br>*Question and answer*<br>*Lecturette* |
| *Materials* | *Flip charts, Marker pens, Masking tape, manila cards* |

**Starting the session 20 Mins.**

- Inquire from the participant who is coming from a school where SFG is under implementation or has been completed.

- Ask each category to explain briefly how they reached that stage.

- Wrap up with the below key notes and using local examples. **(45 Mins)**

**SCHOOL FACILITIES GRANT (SFG)**

The SFG was established by GOU in 1998 following the launching of UPE under PEAP to improve and expand the Primary facilities.

**i. SFG is to assist the school Committees to:**

- Build new Classrooms;
- Supply furniture for classrooms constructed;
- Build latrines; and
- Construct teachers' houses.

**ii. The target is to achieve**

- Classroom: Pupil ration of 1 : 55
- Desk: Pupil ration of 1 : 3
- Latrine Stance : pupil ratio of 1: 40; and
- At least 4 staff houses per school.

iii. SFG is channeled to the District as a conditional grant under the Poverty Action Fund (PAF) Programmes.

**MODES OF NEEDS ASSESSMENT.**

1. Ranking from SFG Form 2 filled by proclaimed needy School (Dead line for submission is 1st March, of every year)
2. Site Appraisal Reports of he Inspectors and Engineers.
3. Findings from political mobilisation
4. Written request by School Management Committees and the Area Councilors.
5. Written request by the School Management Committees and the Area Councilors and communities having no Primary School within their parish.

**ELIGIBILITY/ SELECTION CRITERIA**:

The eligible beneficiaries include the needy Government Aided Primary Schools and absolutely needy Communities. Hence the critical criteria used for the selection include:

1. Pupil : classroom ratio(enrolment)
2. Pupil : latrines stance ratio
3. Pupil : desk ratio
4. The state of infrastructure (temporary, mud and wattle or under tree).
5. Location in terms of geographical barriers (remoteness)
6. Non-existence of a primary School in a Parish.

**COMMUNITY CONTRIBUTION**

- Provision of land
- Site clearance

- Plantation in the yard, fences, playground
- All amounts exceeding the standard SFG contribution.
- Any other facility not financed under SF.
- Ensuring that boys and girls plus disadvantaged disabled children have equal access to school facilities.
- Maintenance of existing and new facilities.

**SCOPE OF SFG PROGRAMME**

**Contribution of new classrooms**: Limited to a minimum of two and a maximum of four per School selected including store/ Head teachers office in rural areas and seven classrooms in a double stories structure per selected in urban areas.

**PROCUREMENT**

The Local Government Tender Board in responsible for the procurement of the services of a suitable and qualified contractor/ supplier to perform the work. A contract is entered into between the District and the contractor/ supplier.

The District supplies all the tender/ technical documents, drawings but provision of materials and works lies on the contractor/ supplier Form4C). There is also a binding agreement between the school and the District (Form 4D)- memorandum of understanding.

**SUPERVISION**

- SMC, sub county/ LC III, LC II and LC I and (the local community is responsible for the day to day supervision of works.
- Contractor/ supplier attends to the site regular and maintains quality assurance.
- District Engineer and SFG Engineer checks the site periodically and issue the certificates of work for each stage of work.

**PAYMENTS**

- For each stage of work completed and satisfactorily done, payments are made by the District to Contractor/ Supplier.
- Payments are made after certification of works and authorization of the payments by all signatories.
- Each stage of work has a specific percentage (Annex 1D Form 8).

**MAINTENANCE**

Full approval of the completion is done by District Engineer and District Technical Planning Committee. It is then the School responsibility to maintain the items/ keep them tidy.

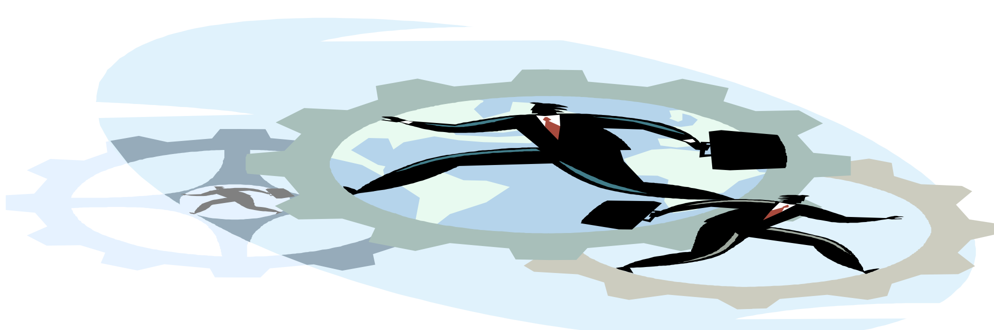
*Facilitators' note:*

# UNIT 8: EVALUATION

In this last part of the session, you are expected to wrap up the training with a participatory evaluation of what went on well or unwell and how improvements can be made.

| | Remarks |
|---|---|
| Fears and expectations | |
| Training objective | |
| Course content | |
| Content retention | |
| Relevance | |
| Methodology | |
| Facilitation skills | |
| Participation | |
| Material used | |
| Time | |
| Innovations | |
| Learning environment | |
| Gender issues | |
| Administration | |
| Way forward | |

CLOSURE!!!!



FACILITATION TIPS

## A: CONDUCTING THE TRAINING

When the session begins, it is too late for the trainer to plan what must be done. The process is already underway, and the trainer is expected to facilitate the training process of the participants. Following are some helpful hints to make a trainer's role an easier, better organized one.

**1.Rehearse Instructions**
Clear instructions are critical. Giving step-by-step instructions is preferable to giving a list of instructions at once. It is important not to overload the participants with instructions; give the directions as needed.

**2. Arrange the Room**
For the training to proceed smoothly, it is important to have the room arranged effectively. Easels, blackboards, etc., should be placed where all the participants can see them easily. Chairs, tables, etc., should be arranged in a manner that allows for easy interaction among the participants, and good eye contact with the trainer/other group members.

Formal seating arrangements, with the chairs and tables in rows, should be avoided as it tends to encourage a lecture environment with little interaction with the participants. If possible, separate tables with a small number of participants at each. If this cannot be done, arrange the tables in a horseshoe design so that the participants can see each other and the trainer.

**3. Keep the Session Moving**
There is a natural pace to training sessions. How quickly or slowly it proceeds depends on the participants, the task, the material being covered, and the trainer. Although the first two elements will probably influence the trainer's judgment on such things as timing and the sequencing of events, the trainer alone will know what can be most comfortably done.

**4. Give Time Clues**
Remain in charge of starting, stopping, or interrupting the exercises. Cues (such as, "When I give the signal...."; or, "Take five more minutes....") keep the exercise well-paced and focused.

**5. Insist on Attention**
The trainer needs the group's full attention when giving instructions and directions. Focus the group's attention by waiting for quiet, using charts, and writing out directions when necessary.

**6. Review Regularly**
Review the material learned from each activity when it is appropriate and practical. This helps the participants to be clear about their learning progress and skill development. Also, it gives them time to discuss what they have learned and integrate it into their own behaviour.

**7. Closure**
This is a very important part of the experiential training process. It provides for the following:

- Review of all of the experiences of the session or the workshop up to that point.
- An opportunity to sum up what has been learned thus far.
- An application of the session content to the regular work setting to which the participants will return.

- A linkage of the session to previous material covered, and to that which will be addressed in future sessions.

## B: COMMON PITFALLS TO AVOID

The following list describes common problems which can be encountered during a training program. Developing an awareness of problems that can occur is the first step in ensuring that they do not become obstacles to effective training.

**1. Failure to Distinguish Processing From Generlizing**
It is essential that trainers move participants from "processing the experience" -- what has happened, why and how -- to extracting conclusions which might be true for "real life" experience or to a particular theoretical construct. Without this essential "generalizing" step, the impact of a session' s learning objectives on the participants' professional or personal life is likely to be minimal.

**2. Flow**
Sequencing of activities within each session should follow the Adult Learning Cycle -- the experience, processing the experience, generalizing the learnings from the experience, and planning ways to apply these learnings.

Each activity should build on what came before it, i.e. a case study should be referred back to throughout a session (and throughout the program).

**3. Trainer's Skill Comfort Level**
Trainers should not take on activities which overstretch their ability or experience 'level, i.e., managing a complex situation without participating in it or observing it first.

**4. Expert Versus Participant View**
To avoid becoming identified as the "expert", the trainer must keep in mind that the important learning for participants is not the strategy or action plan they develop, but rather the process of developing the strategy or action plan. It is better to let the participants come up with their own answers, even if they are not always the best ones.

**5. Not Maximizing Participant Involvement**
When under time pressure, people look for short-cuts. In training programs, talking "at" people to save time often becomes this short-cut, but it comes at great cost to participant learning. People learn best when they are active participants in the learning process.

**6. Processing Questions That Do Not Relate To Objectives**
During a training session, it is easy to get side-tracked with questions that do not relate to session objectives. When processing, trainers must keep session objectives in mind to ensure that they are being met.

## C: ADDITIONAL TIPS FOR FACILITATORS

### 1. SOME TECHNIQUES FOR LEARNING NAMES

In an active-training environment, the participants are as important as the trainer. When participants are called by their names, they feel important. There are a variety of ways to learn others' names. Some are relatively straightforward; some make learning names into a game.

**Name-learning assignment**
Ask participants to learn as many names as possible, either by going up to others and introducing themselves or by reading one another's name tags. After several minutes, stop the group and ask the participants to cover up or discard name tags, name lists, and the like. Now, challenge participants to look around and quiz themselves on the names of others in the class. If desired, repeat the learning and self-quizzing activity as many times as you like. Within ten minutes, it should be possible for participants to learn at least twenty names.

**Name chain**
Ask each participant in turn to share his or her name and the names of the people who have already introduced themselves. For example, the first person to introduce himself or herself need only say his or her name but the second person is required to give the first person's name as well as his or her own. As the chain becomes longer, there will be more names to remember; however, the names will by then have been repeated several times. You can make the name chain alliterative by inviting each person to use an adjective before his or her name that begins with the same letter, as in "creative Carol" or "lucky Lee." The alliterative adjectives help others to remember the participants' names and often add humor to the activity. Or invite participants to say their names and then accompany them with some physical movement. The movement then becomes a mnemonic aid.

**Alphabetical lineup**
Invite participants to arrange themselves in alphabetical order by their first names. This task forces participants to find out other names in the group. Or do a "nonverbal name lineup" as a way to review names after participants have introduced themselves in conventional fashion. Ask participants to line up in alphabetical order by their first names *without talking to each other*.

**Name bingo**
Ask participants to mill around the room and meet one another. As they exchange names, have them write each name anywhere on a blank bingo form you have made for them. Create a 3 x 3 format of squares if the group has fewer than ten people, a 4 x 4 format if the group has sixteen or fewer and a 5 x 5 format if the group has twenty-five or fewer. Instruct participants to place an "O" on any box not used up after meeting each participant. Then place a copy of everyone's name in a hat. As the hat is passed around the group, each participant picks a name out of the hat. Everyone places an "X" on the box on their form containing the name picked. Whenever any player obtains bingo (horizontally, vertically, or diagonally), he or she yells "Bingo!" Eventually, everyone will get bingo several times.

**Name tag mix-up**
Give each participant the name tag of someone else in the group and ask each person to find the owner of the name tag. Invite participants to circulate until every person receives his or her name tag.

**Alphabetical sign-in**
Premark sheets of flip-chart paper with the letters of the alphabet. Tape the flip-chart paper to walls around the room. Direct participants to sign the sheet containing the first initial of their name and to find others with the same initial. Then instruct the participants to look over the other sheets and attempt to identify as many names and faces as possible.

**Do you know your neighbours?**
Form a circle and place one participant in the middle. Ask that person to point to someone in the circle and challenge him or her with the question "Do you know your neighbors?" If the person in the circle can successfully say the name of the people immediately to his or her right and left, the person in the middle stays there and challenges another person in the circle. When a participant fails the neighbor test, he or she replaces the person in the middle. As the game is played, frequently change the positions of the participants in the circle.

**Personalized name tags**
Provide materials so that each participant can develop a name tag that uses any of the following:

- interesting calligraphy
- a personal logo
- a zodiac sign
- an object or animal that symbolizes some personal quality
- a coat of arms
- a collage of magazine cutouts that contain favourite expressions or objects

Ask participants to meet one another and to learn names.

**Name toss**
Have group members stand in a circle with one person holding an object that can be easily thrown and caught, such as a ball or a beanbag. The member holding the object says his or her name and tosses the object to another group member. The person catching the object gives his or her name and tosses the object to another group member. Continue the tossing until all participants have introduced themselves. When the final member has been introduced, ask that person to say the name of another group member and then toss the object to that person. The receiver then repeats the name of the person who tossed him or her the object and says the name of another group member before tossing the object to that person.

**What's in a name?**
Have participants introduce themselves and then share any of the following about their names:

*What I like or dislike about my name ?*
*Who I was named after?*
*What is the origin of my name?*

After these introductions, challenge participants to write down the names of all the members of the group.

## 2. OBTAINING PARTICIPANT EXPECTATIONS

There are a variety of questions you can ask to find out the needs, expectations, and concerns of the participants so that you can gear instruction appropriately. You can obtain answers through open discussion, a whip, response cards, fishbowls, polling, panels, games, and so on.

1. Why did you choose this workshop? Why did you come?

2. What questions about [subject matter of the workshop] do you come with?

3. What advice, information, or skills do you want to get from this workshop?

4. What advice, information. or skills don't you need or don't you want?

5. What do you want to take away from this workshop? Name one thing.

6. What are your hopes for this workshop? What are your concerns?

7. Do the workshop objectives match your needs?

8. What knowledge or skills do you feel you "need" to have? What would be "nice" to have?

9. What are your expectations about this workshop?

10. What have you learned from previous workshops on this topic?

## 3. WAYS TO REGAIN CONTROL OF THE GROUP

Using active-training techniques tends to minimize the problems that often plague trainers who rely too heavily on lecture and full-group discussion. Nonetheless, difficulties such as monopolizing, distracting, and withdrawal still may occur. Below are interventions you can use; some work well with individual participants while others work with the entire group.

**Signal non-verbaIly**
Make eye contact with or move closer to participant when they hold private conversations, start to fall asleep, or hide from participation. Press your fingers together to signal for a wordy participant to finish what he or she is saying. Make a "T" (for time out) sign with your fingers to stop unwanted behaviour.

**Listen actively**
When participants monopolize discussion, go off on a tangent, or argue with you, interject with a summary of their views and then ask others to speak. Or acknowledge the value of their viewpoints and invite them to discuss their views with you during a break.

**Encourage new volunteers**
When a few participants repeatedly speak in class while others hold back, pose a question or problem and then ask how many people have a response to it. You should see new hands go up. Call on one of them. The same technique might work when trying to obtain volunteers for role playing.

**Invoke participation rules**
From time to time, tell participants that you would like to use rules such as the following:

- No one may laugh during a role play.
- Only participants who have not yet spoken can participate.
- Each new comment must build on a previous idea.
- Speak for yourself, not for others.

**Use good-natured humour**
One way to deflect difficult behaviour is to use humour. Be careful, however, not to be sarcastic or patronizing. Gently protest the inappropriate behaviour ("Enough, enough for one day!") or humorously put yourself down instead of the participant (“I guess I'm being stubborn, but...").

**Connect on a personal level**
Even if the problem participants are hostile or withdrawn, make a point of getting to know them during breaks or lunch. It is unlikely that people will continue to give you a hard time or remain distant if you have taken an interest in them.

**Change the method of participation**
Sometimes, you can control the damage done by difficult participant by inserting new formats, such as using pairs or smaIl groups rather than full-class activities.

**Ignore mildly negative behaviours**
Try to pay little or no attention to behaviours that are small nuisances. These behaviours may disappear if you simply continue the session.

**Discuss very negative behaviours in private**
You must call a stop to behaviours that you find detrimental to the training session. Arrange a break and firmly request, in private, a change in behaviour of those participants who are disruptive. Or create small-group activities and call aside the problem participants. If the entire group is involved, stop the session and explain clearly what you need from participants to conduct the training effectively.

**Do not take personally the difficulties you encounter**
Remember that many problem behaviours have nothing to do with you. Instead, they are due to personal fears and needs or displaced anger. Try to determine if this is the case and ask whether participants can put aside the conditions affecting their positive involvement in the training session.

## 4. WAYS TO REVIEW WHAT HAS BEEN TAUGHT

**Definition Match**
On one set of index cards write relevant terms/techniques from the training session. On another set of cards, the definitions or examples of the terms.

Combine the two sets of cards and shuffle them. Give one card to each participant. Direct participants to find their matching cards. When found have them sit together. After everyone is found and seated, have pair members quiz the rest of the group on their concept.

Good for training sessions of a day or less.

**Flipchart, Overhead and Slide Review**
At the end of your training flip back to the beginning flipcharts or slide.

Ask participants to recall what the slide/transparency/flipchart is about. Probe with questions such as:

What does this refer to?
Why is it important?

Who can give me an example of this?
What value does it have for you?
Proceed through the content and make final remarks.

**Getting Questions and Giving Answers**
Hand out two index cards to each participant. Ask each participant to complete the following sentences.

Card 1: I still have a question about --------.
Card 2: I can answer a question about-------.

In subgroups, ask participants to select the most interesting questions and answers. They in turn can ask/relate that information to the whole group for discussion. The trainer can fill in any information gaps.

**Small Group Review**
Divide the group into subgroups and ask them to summarise the training. Encourage creativity. Each group reports out in the large group and trainer fills in the blank spaces.

**Crossword Puzzles**
Crossword puzzles can be created and used for review purposes. Some freeware and share ware are available for very simple puzzles. Software is also available for a variety of puzzle activities.

**Game Show Quiz**
As is appropriate to the participant's culture, a review activity can be designed to mimic any known (or invented) game show. Of popular recent use is a take on the international - "Who wants to be a millionaire?" Trainer can make up the questions or ask participants to write them for use in the game. Adapt rules as the environment, time and resources allow.

## 5. WAYS TO KEEP THE TRAINING ON TRACK

The best training takes place when participants regularly evaluate what they experienced. It forces participants to think about what they have learned and how it can be applied to their jobs. It gives the trainer feedback so that he/she knows how well the training is being given/received – what is deemed valuable, what is not, and thereby permits adjustments to the extent practical. The alternative is to wait until the program's end for the feedback. By then it obviously is too late to improve things.

Facilitators should assess both participant learning and program effectiveness. The following methods of gathering feedback are quick, painless and efficient. Use them often and use the resulting feedback to make adjustments that over time will make a big difference to workshop success.

Based on the participants' feedback, contract with the group for adjustments in outcomes, process, content or style. Report back to the group with the changes you are prepared to make. You will also need to explain why the other changes cannot be made at this time.

Soliciting feedback can be written or oral. The advantages of written feedback are that it is concrete, anonymous and can be quantitative and saved for further analysis and comparison. Oral responses take less time, promote informality and are best used later in the course when some rapport has been built.

Information offered can also be a starting point for further discussions. A participant may have felt a given piece of learning material wasn't all that relevant, until he hears another participant talking about how she has used it successfully on the job!

Ask your co-facilitator to provide Feedback during breaks. Have your co-facilitator pay close attention to the learning climate, participant nonverbal clues, and the effectiveness of your facilitation and leadership. Debrief with each other at breaks or between sessions.

**Temperature Checks**

Do periodic 'temperature checks'. Every few hours, when your instincts say the time is right, take anywhere from thirty seconds to a couple of minutes and ask people to answer a question like - *What are you feeling right now*. Stay quiet and allow participants time to respond, seed a couple of responses. Make the process visible. Tell participants what a temperature check is and why you are doing it. Ask clarifying questions where necessary. Don't write any of this down unless absolutely necessary. Summarize and move on. Be sure to ACT on the feedback, immediately when possible.

**Talk with Participants 'one on one'**

Valuable feedback comes from conversations during coffee breaks and lunch hours. New ideas come up as you discuss issues and concerns and share stories during breaks.

**Response Cards**

Index cards or half sheets of paper are very useful for collecting information. They are easy and quick to use, the participants are not overwhelmed with the task at the end of a long day; the size speaks short and to the point please.

Distribute these cards to the participants at the end of a day or particularly long or difficult session. Collect the response cards and respond to them in some way by the next day or session.

Ask participants to respond to a request such as:

List five learning points from today
List 1-2 questions you still have about the content of today
List what has been most valuable
List what still need more emphasis in the coming sessions
What still doesn't make sense…

**Circular Whip**

For a quick easy to accomplish assessment about participant learning, form a circle and 'whip around' it, with each participant making a statement. This procedure readily generates considerable data about group learning. The statements to which the participants might respond in the whip activity could take one of these forms:

- The most significant thing in this program was….
- What I intend to apply or do on the job as a result of this course/session is….
- I now see or understand that….
- Today was…
- I intend to do more of…
- I intend to do less of….
- I still have a question about….
- I think today would have been better if…(if you are really brave – better with small groups)

- I feel…

**Five Point Continuum**

Draw a five-point continuum on a flipchart, (labelled Strongly agree, Agree, Neutral, Disagree, Strongly Disagree) and ask participants to respond to it by a show of hands. Alternatively place flipcharts around the room (representing the five points) and have participants physically position themselves in relation to the five degrees to indicate their reaction or feeling to a given evaluation question. Such questions/statements might be:

How many feel there was 'too much stuff' today?
How many feel the day went too fast?
The food at lunch today was great!
The material is too easy (too hard)

**6. WAYS TO MAKE CLOSURE**

**Physical Self Assessment**

Create two signs that represent two extremes end of a continuum (for example competent and clueless). Post them on opposite ends of a wall. Ask participants to think about where they were at the beginning of the session and to go and stand on the continuum at that point. After everyone is in place ask a few participants why they placed themselves at that particular point.

Next ask them to think of where they would place themselves now, at the end of the training, and to place themselves accordingly. Once again ask a few participants to explain their positioning.

In most cases you will see participants have moved in varying degrees from clueless to competent. This activity is a graphic way for everyone to see how they have benefited from the training session.

**Group Photo with a twist**

Have the entire group pose for a photo. Have each person come and take the photo. As each person comes to take a photo, ask them to share there final thoughts with the group. It is more effective after a longer and intense training course, where groups may have formed strong bonds through the experience.

**Transfer Vehicle**

In subgroups, ask participants to draw a vehicle on a flipchart, anything from a horse to a spaceship, to represent transfer of training. Each sheet should show the teams:

| | |
|---|---|
| Vision | Where they are going |
| People | Who is involved? |
| Baggage | What they are taking along |
| Fuel | The motivation for going |
| Exhaust | What is being left behind |

Subgroups present and explain their vehicles to the large group.