

ACTION FOR RURAL EDUCATION

“AICQUBE” PROJECT



PLA PROTOCOL

A Handy Workbook for Community Facilitators towards effective qualitative data gathering and Advocacy in Partnership School Communities

July 2005



THE ADVOCACY FOR INCREASED COMMUNITY PARTICIPATION IN QUALITY BASIC EDUCATION-“AICQUBE” PROJECT IS FUNDED BY THE COMMONWEALTH EDUCATION FUND (CEF)

PLA PROTOCOL

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ABBREVIATIONS

A.R.E	Action for Rural Education
C E F	Commonwealth Education Fund
AICQUBE	Advocacy For Increased Community Participation in Quality Basic Education
CSO	Civil Society Organization
DA	District Assembly
DDE	District Director of Education
DEO	District Education Office
fCUBE	Free, Compulsory and Universal Basic Education
GES	Ghana Education Service
IEC	Information Education and Communication
PLA	Participatory Learning and Action
PTA	Parent-Teacher Association
QUIPS	Quality Improvement in Primary Schools
SPAM	School Performance Appraisal Meeting
C-SAAP	Community School Advocacy Action Plan
SMC	School Management Committee
SSI	Semi-Structured Interviews
TLM	Teaching and Learning Materials
USAID	United States Agency for International Development
CSA	. Community School Alliances Project
CS	Circuit Supervisor
CPC	Community Participation Co-ordinator

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The AICQUBE Project will like to acknowledge the implementers of the Community School Alliances Project, who first developed the PLA Protocol with the idea of ensuring systematic approach to gathering qualitative baseline data in ten partnership school communities within the Twifo Hemang Lower Denkyira District of the central region. The whole exercise was a review and a build on of the PLA Protocol Manual for Community Mobilization Activities developed under the USAID funded Community School Alliances Project (1997 – 2004).

ARE Project Personnel therefore shows appreciation and acknowledges the rich and valuable information in the CSA Protocol Manual that was relied upon and in some cases reproduced information directly from the Manual.

We also appreciate the efforts of a Development Consultant, Bright Wireko-Brobby in the review of this Protocol. It must be emphasized that the PLA Protocol is not a final document and will be subjected to revision and update over AICQUBE Project lifeline. We are therefore very receptive to inputs that will enrich and improve community mobilization towards quality education.

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Overview of the AICQUBE Project

The most serious problems of child abuse are in Sub-Saharan Africa, where 29% of children aged 5-14 are working on the streets (Hawking), on farms and Plantations, in the mines and on the shores of the coast.

In Ghana, farmers employ children or school children as cheap labour. The agric sector alone accounts for about 70% of child workers. Child labour is imminent in both rural and urban areas. In such areas, children under 14 are most often seen selling water, farm produce, pastries etc. on the streets.

A survey conducted in Accra alone revealed that about 60-70% of iced water hawkers on the streets are child labourers who either worked for their families for free or earn between 2,000 and 3,000 Cedis daily.

The AICQUBE project is collaboration between Action For Rural Education (A.R.E) and the Commonwealth Educational Fund (CEF) with funding from Cadburys (UK).

The project adopts a multi dimensional approach to improving the quality of basic education through increased community participation in efforts geared towards the elimination of child labour in cocoa growing areas, Strengthening the capacity of school management committees to undertake efficient budget monitoring as well as support for girl child education.

OBJECTIVES:

The above mentioned priority areas are broken down into six objectives:

- Increased awareness, responsibility and advocacy for girl's education.
- Strengthening the capacity of civil society organizations and school management committees.
- Increased community awareness, responsibility and advocacy for quality education
- Enhanced quality of teaching and learning in schools.
- Sensitizing, and empowering community members to take local action against child labour and streetism.
- Enhanced community participation in the design, implementation and monitoring of schools budget.

The project will be implemented in fifteen selected communities in the District. The project which will be implemented in ten communities (In the first year), will be implemented by Action for Rural Education (A.R.E) with the support of The Ghana Education Service, Twifo Hemang Lower Denkyira District Assembly and other identifiable Civil Society Organizations in the District

IMPLEMENTING STRATEGIES:

The 'AICQUBE' project adopts a participatory approach in the implementation process, with much emphasis on **ADVOCACY** and capacity building of identifiable target groups and other actors in the community- SMC, teachers, men and women, Children (In and out of School), chief and elders, District Education Office and other Civil Society Organizations (CSO's) The programme of activities which will characterize the implementation process will include among others:

- *Baseline Data Collection / M&E*
- *PRA/PLA Activities Remobilization Exercises*
- *Development of Community-School Advocacy Action Plan (C-SAAP)*
- *Information Education and Communication (IEC) campaign*
- *Institutional Capacity Building for SMC's, CSO's*
- *Training and Undertaking of effective Budget Monitoring*
- *Recruitment, training and monitoring of Rural Action Volunteer Teachers*

It is expected that the implementation of the project would impact positively on enrolment and retention levels, parental commitment, quality of teaching and learning, Communal support for school development, Efficiency in school management, creating of linkages between Schools and Civil society Organizations and the recruitment and training of Volunteer teachers in all project communities.

This is expected to complement the realization of the targets of the District Educational Strategic Plan formulated in 2004 which also identifies among others low female enrolment (especially in remote Primary Schools), high incidence of out of school children, low number of teachers in remote areas and lack of management skills in schools, as contributing to low standards in education.

INTRODUCTION TO PLA PROTOCOL

Introduction

Action for Rural Education has been working in the TwifoHemang Lower Denkyira District and Nzema East Districts of Ghana since 2002. The AICQUBE project is a collaboration between the Commonwealth Education Fund, a consortium of three international organizations-ActionAid, Save the Child and Oxfam (UK), and Action for Rural Education.

What is the CEF?

The CEF was launched by Gordon Brown in March 2002 to mark the Queen's Golden Jubilee. It helps civil society organisations in low income Commonwealth countries pursue the ambitious education targets set in 2000: the UN Millennium Development Goals and the World Education Forum Dakar Framework for Action i.e. Ensuring that all of the world's children receive a good quality basic education by 2015.

In pursuing that goal, full equality of access to education for girls and boys should be achieved by 2005. These international education pledges cannot be fulfilled without credible education plans at the national level. This is where the CEF comes in.

How is the CEF different?

The CEF is an unprecedented collaboration between the UK Government, leading UK development agencies -- ActionAid, Oxfam and Save the Children-- and the private sector. The CEF is different because it is aimed not at supplying immediate educational needs (such as new schools and textbooks) but at creating a social and political environment in which education becomes the number one national priority for developing nations.

What does the CEF do?

The CEF builds national coalitions to promote education at the national level in support of quality basic education for all. The CEF is focused around three criteria which provide direction for CEF and partner activities: coalition building, budget tracking and increasing access to education for marginalised children. Specifically the CEF objectives are:

1. Strengthening civil society participation in the design and implementation of national and local education plans and frameworks
2. Enabling local communities to monitor government spending on education both at national and local levels
3. Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged (including street children, former child soldiers and nomadic children) access quality education.

Who is the PLA Protocol for?

This PLA Protocol is primarily for community facilitators and other PLA practitioners interested in implementing community development programs. The Protocol is intended as a field guide and is to be supplemented by other training workshops related to AICQUBE intervention strategies. The instrument will continue to be refined as they are used in the field. It is to provide a structured and systematic guide for community-based facilitators working to mobilize local communities to improve the quality of education.

Facilitators are however reminded that they are not to religiously follow the set of questions on each protocol as they only serve as a guide to collecting information from citizens.

PARTICIPATORY LEARNING AND ACTION (PLA)

What is PLA?

- It is a social science participatory research tool designed to share information, identify needs/concerns, investigate constraints, analyze opportunities and lay the groundwork for community actions to address local issues/problems.
- It's participatory because it involves transparent communications with the people who are providing the information and works to understand and identify people in their own living conditions.
- There is learning because local people are directly involved in the process of identifying the issues and concerns, understanding and interpreting them, and working out a plan of action.
- Action immediately takes place because the various target groups come together to find solutions aimed at addressing the challenges facing quality of education delivery. The most pressing school issues are captured for redress at a community-wide meeting involving all stakeholders.

What are the objectives of PLA?

Objectives:

The main objectives of PLA are to mobilize communities and increase their awareness and advocacy for quality education and civic actions. Additionally, the community:

- Acknowledges the need for a stronger PTA, SMCs and other citizen groups to advocate for quality of education.
- Is able to identify and utilize grass root institutions and Civil Society Organizations (CSOs) in improving quality of education.
- Is able to identify importance of gender equity, school enrolment/retention and participatory membership in school institutions.
- Begins to feel responsible and ready to act in support of quality education.
- Is able to use participatory techniques to identify factors that impact on education.
- Is able to develop a community school advocacy action plan (C-SAAP).
- Can identify the importance of developing closer links with district institutions.
- Is able to empower the local people to take decisions concerning the school is encouraged to identify and mobilize local resources for improving school quality.
- Is able to create a sense of ownership among members, and find a way of sustaining whatever they have.

The main focus of using PLA approach is to make the information gathering more meaningful to the people. A good PLA results in people taking actions that will reflect in changes in their attitudes, behaviours and practices.

PLA OBJECTIVES

For the purposes of the AICQUBE project, the PLA will focus on mobilizing communities towards realizing the following objectives at the community level:

- Build trust in the school system/ teachers.
- Support quality education.
- Support girls' education.
- Advocate for children's right to quality basic education
- Empower local people to act.
- Develop and strengthen productive links to external/district agencies.
- Monitor school finances.
- Monitor School performance
- Develop Community School Advocacy Action Plan

PLA TARGET GROUPS

- Chiefs and elders
- Men
- Women
- SMC/PTA
- Unit Committee/Assembly persons
- Teachers
- Pupils
- CSOs including Cocoa farmers' groups

PLA PROTOCOL

Each Protocol will have the following structure.

- Heading/Title
- Purpose
- Assessment question
- Target groups.

PROTOCOL 1: Historical profile of school development

PURPOSE

Find Out

- How the school was established.
- Peoples' perception about the performance of the school over the years.
- Changes of peoples' perception of the school over the years (good/bad).
- Changes in school administration.
- Community's role in school management.
- Existing CSOs and their effects on basic education.

ASSESSMENT QUESTIONS

- When was the school established?
- Why was the school established?
- How was it established?
- Who initiated it?
- What was the community's role in the establishment of the school?
- Who was managing the school?
- What was community's role in school management?
- What was the relationship between the community and the teachers in the past?
- What were some of the achievements and good things about the school?
- What is the state of the school today?
- What accounts for the changes?
- How do you want to see the school?
- What do you want your children to gain from the school?
- Are there CSOs in your community?
- How do they impact on basic education (good/bad)?
- What are the significant contributions by these CSOs to the development of the school?
- How can we involve the CSOs in the development of the school?
- What effective roles can the CSOs play in the development of the school?

TARGET GROUPS

Primary: Traditional Authority

Secondary: men, women, CSO leaders

PROTOCOL 2: Build trust in the school system/ teachers

PURPOSE

- Assess the level of trust in the community towards the school system and teachers.
- Build trust in school system.

ASSESSMENT QUESTIONS

Enrollment

- What is your perception of the standard of the school and children?
- What are you happy about the school?
- What makes parents send their children to school?
- What are some of the benefits of sending your child to school?
- What percentage of school going age children are in school?
- Who ensures that all parents send their children to school?
- Is there any mechanism that ensures that parents send their children to school?
- What do parents gain from sending their children to school?
- How can we ensure that all children of school going age are enrolled in school?

Attendance

- How would you assess children's regularity to school?
- What accounts for poor attendance of pupils to school?
- What motivates children to be regular to school?
- What role do parents play in children's regularity/absenteeism?
- What can community/parents do to ensure that all children are regular to school?

School Supplies/Fees

- What items are needed for the child to be able to attend school?
- What items/needs do you provide for your child to be able to go to school?
- What are you able to provide?
- How do you feel about the payment of school fees?
- How many parents are able to pay school fees on time?
- What is the mechanism for ensuring that parents provide children's school needs including payment of levies on time?
- What can you do as a community to ensure that the school, pupils and teachers meet your expectations?
- What roles can the CSOs play to support quality basic education?

TARGET GROUPS

Primary Sources: teachers, men, and women

Secondary Sources: chief and elders, pupils, CSOs

PROTOCOL 3: Support quality education

PURPOSE

- Assess current community support for quality basic education.
- Assess the constraints of community in support for quality basic education.
- Create awareness on the role of the community in ensuring quality basic education.
- Create and mobilize community support for quality basic education.

ASSESSMENT QUESTIONS

Interest in Teaching and Learning

- Which school do you send your children to?
- Why do you send them to that particular school and not a different one?
- What is a good school?
- Does your child's school meet these criteria?
- How can this be achieved?
- How do parents ensure that children's academic performances are satisfactory?
- What motivates parents and community to support quality basic education?
- What can parents and community do to support quality basic education?
- How can community monitor teachers and pupils' attendance?
- How can parents ensure that children do their homework everyday?
- What can the community/parents do to support the teaching process?
- Has the community any role in the procurement of teaching and learning materials?
- Why should parents meet teachers to discuss children's performance?
- What roles can the CSOs play to support quality education?

Projects to Improve Quality/ Maintenance of School Environment (buildings, furniture, etc)

- What projects have been undertaken by the community and CSOs in support of quality basic education?
- How did community members support the project?
- What can CSOs do to support school development projects?
- What role does the community play in maintaining school infrastructure?
- What more can the community do to ensure that infrastructure is in good shape?

TARGET GROUPS

Primary: Men, women and teachers

Secondary: Unit Committee, CSOs, SMC/PTA, girls and boys

PROTOCOL 4: Support girls' education (school and home factors)

PURPOSE

- Assess the gender sensitivity of the school environment.
- Assess constraints to girls' education in school and at home.
- Encourage female enrolment in basic school.
- Create support for girls' education in the school and also at home.

ASSESSMENT QUESTIONS

Teacher Attitudes and Behaviours (School factors)

- What is the ratio of girls to boys in the school?
- Are there any particular reasons that inspire girls to be enrolled and complete school?
- What is the attitude of teachers towards girls in the school?
- What treatment differentials exist between boys and girls?
- What is the relationship between the female teachers and the girls?
- Are there any programs organized to encourage girls' education?
- What incentives do you have for girls who excel in school?
- What are the leadership positions?

Teacher Attitudes and Behaviours (Home factors)

- How can we encourage more girls to enroll and complete school?
- What factors determine the enrolling of girls in schools?
- What are the benefits if any, in sending the girl child to school?
- Who provides for the girls' school needs?
- Who supervises the girls out of school time and how is it done?
- What happens to the parents of girls not enrolled in school?
- What can community leaders do to ensure that all girls of school-going age are enrolled and complete school?

Moral Standards/Education

- How would you describe the moral standards of teachers?
- Are there any special teacher behaviours that encourage girls to enroll and complete school?
- What counseling services or opportunities are available for girls in the school?
- How can teachers serve as role models for girls?

School Facilities

- How gender sensitive are school facilities?
- How do school facilities and activities take girls into consideration?

Domestic Chores

- What is the typical day of the girl like?
- How occupied is the girl throughout the day?
- How do the household chores of the girl affect her education?
- How can we ensure the equal distribution of household chores between boys and girls?
- What can the community do to promote sustainable girls' education?

TARGET GROUPS

Primary: Women, Men, Teachers, girls and boys

Secondary: SMC/PTA, chief and elders

PROTOCOL 5: Reduce child exploitation among children of school going age

PURPOSE

- Assess the extent to which children are taken out of school for commercial interests.
- Asses the effects of child labour on school enrolment and attendance.
- Create awareness on the need for retention among children of school going age.
- Create awareness on negative effects of child labour among community members.
- Assess the impact of child labour on pupils' academic performances.

ASSESSMENT QUESTIONS

- What is the major occupation among community members?
- What is the source of labour for your occupational activities?
- When is the peak season for these occupational activities?
- How often do you engage children in your occupational/ commercial activities?
- What are the importance of ensuring attendance and retention among children of school going age?
- Is there any mechanism to ensure retention among school children?
- What are some negative effects of child labour on children's education?
- How can we curb the menace of child exploitation in our community?
- As a community, what can we do to reduce child exploitation among school pupils?

TARGET GROUPS

Primary: SMC/PTA, Unit Committee, men and women, Chief and elders

Secondary: Pupils teachers

PROTOCOL 6: Support for volunteer teachers

PURPOSE

- Assess the staffing strength of the school
- Assess local community support for teachers' welfare
- Identify potential school leavers for recruitment as volunteer teachers
- Assess the commitment level of community to support volunteer teachers
- Create awareness on the need for volunteer teachers

ASSESSMENT QUESTIONS

Staffing strength

- How many teachers do you have in the school?
- How many are females?
- How do you make up for the inadequacy of teachers in the school?
- What are the benefits of having the full complement of teachers in the school?
- What role can the community play to improve the staffing situation in the school?

Existence of potential school leavers

- Are there school leavers in this community?
- What are the causes for their inability to pursue higher education?
- Which sex is dominant among these school leavers?
- What roles can the community play to assist recruitment to complement the poor staff strength?

Community support for teachers

- What makes a teacher happy on his job in a school environment?
- What will make a teachers stay in a school community?
- What role can the community play in identifying more female volunteers?
- How can we get school leavers as volunteers to support teaching and learning?

TARGET GROUPS

Primary: SMC/PTA, Unit Committee, Chief and elders
Secondary: Teachers, CSOs, Men, Women

PROTOCOL 7: Monitor school performance

PURPOSE

- Find out how communities monitor school finances?
- Find out how education authorities monitor school performance?
- Encourage community involvement in monitoring school performance?

ASSESSMENT QUESTIONS

Pupil Assessment

- What system do you have for regular assessment for performance?
- How frequent are achievement tests organized to assess pupil performance?
- Who is responsible for organizing achievement tests?
- How do parents get information about pupils' assessment?
- Do children send termly reports home?
- What mechanisms/opportunities do you have for recognizing achievements of pupils?
- Who is responsible for organizing recognition?
- What is the importance of organizing Open Days?
- How regular is the vetting of lesson plans?

School visits

- Which education officials visit the school to monitor performance?
- How many times does the Circuit Supervisor come to the school?
- What does the Circuit Supervisor come to do in the school?
- How much in-service training has been conducted in the last year?
- What does the headteacher look out for when he vets lesson plans?
- How regular is the vetting of lesson plans?

Community Meetings

- How do parents monitor the performance of their children?
- Do parents have access to achievement test results?
- What forum/mechanism exists for discussing children's performance (teachers and parents)?
- How often do parents and teachers meet to discuss children's performance?

TARGET GROUPS

Primary: Teachers, women, SMC/PTA, girls, boys
Secondary: Men

PROTOCOL 8: Empower local people to act

PURPOSE

- Assess the confidence level of local people to take decisions.
- Assess the level of assistance provided by identifiable CSOs to school development.
- Empower community leaders to act in support of quality basic education.

ASSESSMENT QUESTIONS

CSOs, SMC and PTA Structures

- How do you involve yourself in the affairs of the school?
- What roles do the SMC/PTA, Unit Committee and other CSOs play in improving school facilities?
- What is the role of CSOs in school development?
- How often are SMC/PTA meetings organized?
- What initiatives can SMC/PTA, Unit Committee and other CSOs tackle concerning education?
- How can SMC/PTA and other CSOs involve themselves in school improvement efforts?

Community Involvement in Decision-Making

- What role does the community play in the school decision-making process?
- How often does the community meet to deliberate on school issues?
- What decisions have you actively made in the past concerning the school?
- How does the community identify issues, which impact on the school?

Respect of Community Views

- How do teachers see the role of the community in the school decision-making process?
- How do the teachers react to your suggestions?
- Do teachers ask for your opinions?
- What issues do teachers consult you on?

TARGET GROUP

Primary: Chief and elders, SMC, PTA, Unit Committee, CSOs

Secondary: Teachers

PROTOCOL 9: Develop productive links with external/ district agencies

PURPOSE

- To assess communities' links to the District Assembly and the District Education Office.
- To assess SMC/PTA links with the CSOs.
- Promote awareness of the need to develop productive links to the DA, DEO.

ASSESSMENT QUESTIONS:

Community/District Interaction

- How often does the SMC/PTA visit the District Education Office and the District Assembly?
- What does the SMC/PTA usually go to do at the DEO/DA?
- What kind of assistance does the DEO/DA give to the community and the school?
- What accounts for the frequency of your visits to the DEO/DA?
- How is the SMC/PTA received or welcomed at the DEO/DA?
- What is the relationship between the CS and the community leaders?
- What discussions does the CS have with community leaders?
- What is the level of interaction between SMC/PTA and other CSOs?
- What can the SMC/PTA do to strengthen relationships among other CSOs?
- How can the SMC/PTA improve its interaction with the DEO/DA?

SMC/PTA Linkages

- How often does the CS attend SMC meetings?
- How often does the SMC report its activities to the DEO?
- What is the relationship between the CS and the community leaders?
- What discussions does the CS have with community leaders?
- How can the DEO be involved in school activities?

District Initiated Projects

- Have you benefited from district-initiated projects?
- How were you involved in the execution of the projects?
- What kind of contribution did the community provide towards these projects?
- What role if any did the community play in the project initiation and design?

TARGET GROUPS

Primary: Chief/elders, SMC/PTA, and Unit Committee/ Assembly person

PROTOCOL 10: Monitor school budget/finances

PURPOSE

- Find out the role communities' play in the development of school budget/finances?
- Find out how communities monitor school budget/ finances?
- Create awareness on the need to monitor school budget/finances?
- Encourage community involvement in preparing and monitoring of school budget/finances?

ASSESSMENT QUESTIONS

Community involvement in school budget preparation

- What is your understanding of a school budget/finances?
- Why is it important for the school to have a budget?
- How is the school budget prepared?
- Who is involved in the school budget preparation?
- What system do you have for regular assessment of school budget/finances?
- How do parents get information about the school budget/finances?
- How can we involve the community in the preparation and monitoring of school budget/finances?

Budget monitoring

- What is budget monitoring?
- Why is it important to monitor school budget/finances?
- Who should be involved in monitoring school budget/finances?
- How can we ensure effective monitoring of school budget/finances?

TARGET GROUPS

Primary: Teachers, SMC/PTA, Chief and elders
Secondary: Men, Women

COMMUNITY SCHOOL ADVOCACY ACTION PLAN-(C-SAAP) FOR TUOBODOM

TARGET	TASKS/ACTIVITIES	RESOURCES NEEDED	TIME FRAME (START – FINISH)	WHO IS RESPONSIBLE	MONITORING INDICATORS
Meetings	<ul style="list-style-type: none"> • SMC to meet on first Monday in every month to discuss issues affecting the schools development 	<ul style="list-style-type: none"> • Time • Money 	22 nd November, 2005 to 30 th June, 2006.	<ul style="list-style-type: none"> ▪ SMC Chairman (Mr. Nkasei) 	<ul style="list-style-type: none"> • Minutes of meetings • Attendance form.
Budget monitoring.	<ul style="list-style-type: none"> • SMC to undergo training in budgeting and budgeting monitoring. • SMC and CSO's to visit DEO,DA to inquire and lobby for local schools budget • SMC to organize visits to school to undertake monitoring of schools financial and equipment budget once in a month. 	<ul style="list-style-type: none"> • Time /Commitment • Money • Skills in budget monitoring and advocacy for schools needs. 	22 nd November, 2005 to 31 st June, 2006.	<ul style="list-style-type: none"> ▪ Unit Committee Chairman (Mr..Amoako) ▪ A.R.E. facilitators ▪ SMC Chairman (Mr. Essel) ▪ Circuit Supervisor (CS) (Mr. Breboh) 	<ul style="list-style-type: none"> • Training held for SMC,CSO's In budget monitoring and advocacy for school needs. • Periodic visits organized to DEO,DA and local school
Extra Classes organized.	<ul style="list-style-type: none"> • Drawing of Timetable for extra classes. • Extra classes shall be organized 3 times a week. • Parents to be levied ₦3,000 a month (that is ₦9,000) a term. 	<ul style="list-style-type: none"> • Time • Exercise books • Pens • Pencils • Money 	2 nd week in the 2 nd term of 2005/2006 academic year.	<ul style="list-style-type: none"> ▪ Mr. Zakari ▪ Mad. Salomey 	<ul style="list-style-type: none"> • Extra classes time table. • Attendance Registration extra classes. • Extra classes exercise books marked.

What is C-SAAP?

C-SAAP stands for Community School Advocacy Action Plan. It is an action plan drawn with the participation of the community, based on challenges emerged from various target group meetings to improve the school. It involves intensive interaction among all stakeholders within a given community seeking to address outstanding issues affecting school improvement. C-SAAP has six components namely:

- Target
- Tasks/Activities
- Resources Needed
- Time Frame (start – finish)
- Who is Responsible
- Monitoring Indicators

What are the objectives of C-SAAP? It seeks to:

- Serve as community advocacy document for protecting the rights of the child.
- Create effective links among the school community, district bodies and other CSOs.
- Promote sense of ownership and responsibilities among stakeholders for the development and management of the school.
- Ensure grass root participation in education delivery.
- Serve as a community advocacy document for school development.
- Provide the community with a deeper sense of focus and direction.
- Serve as a guide to the community and the school to plan their participation in improving children's education.
- Guide the implementation of community-school decisions.
- Help the community and the school to determine targets.
- Help the community and the school to plan ahead.

What is the role of the facilitator before, during and after the development of C-SAAP?

Before the C-SAAP is developed, the facilitator should:

- Arrange and facilitate target group meetings.
- Review PLA notes and identify issues suitable for the redress.
- List key issues to be implemented or discussed.
- Set a date for the development of the plan.
- Plan venue with community.
- Communicate the date time and venue for the development of the C-SAAP to community leaders.
- Identify materials needed.

During the C-SAAP development, the facilitator must assist the community in identifying and updating:

- Key issues/components and targets.
- Actions to be taken.
- Resources needed.

- Who will be responsible?
- Time frame (start-finish dates) to complete stated actions.
- Who/ which persons to monitor? And some
- Monitoring indicators.

After the C-SAAP is developed, the facilitator must:

- Copy the C-SAAP on the manila card and hand it over to the community leaders/ headteacher.
- Ensure that the C-SAAP is posted at a place where responsible community members can have access to, and be reminded regularly of their roles and responsibilities.
- Capture C-SAAP on 'A'4 sheet for ARE office
- Follow-up on the implementation of the plan.
- Review the plan with the community and school leaders.
- Make sure old plans are implemented before developing new plans.
- Facilitate the development of new plans.
- Assist community leaders to plan for a district-wide forum for presentation of the C-SAAP to district level stakeholders to secure their commitment.

Helpful Hints:

Step 1: Before the C-SAAP is developed, the facilitator must consider the following:

When is the C-SAAP developed?

- The C-SAAP is developed on the last day of the PLA exercise.
- It must be developed at the last community-wide meeting.
- It must take place after meeting all the various target groups.

How does the facilitator prepare towards the development of the C-SAAP?

- Gather the necessary logistics e.g. black board ruler, markers, masking tapes, manila cards,
- Draw a format in advance for the C-SAAP.

Step 2: During the C-SAAP development

How does the facilitator help the community to collate and prioritize the issues raised?

- Capture all the issues raised by the various target groups on the flip chart through participation.
- Facilitate to prioritize at most five and at least four issues.

How does the facilitator sustain the community's interest throughout the meeting?

- Find out how much time they could have for the meeting.
- Use effective ice breakers.
- Be focused and keep the meeting short.

How do you develop the C-SAAP?

- Help the community to set target out of issues that confront school improvement.
- Ask the community members for activities they will embark on to achieve targets, and those that are needed to achieve the targets.
- Ask for the resources they have and those that are needed to achieve the targets.
- Ask the community to allocate time for the various activities to be undertaken.

- Ask the community to come out with tangible actions that indicate that the project is on-going.

What must the PLA team do with the C-SAAP before leaving the community?

- Ensure that the C-SAAP is nicely drawn on a manila card.
- The team leader must ensure that a copy of the C-SAAP is handed over to community leaders/ headteacher.
- Ensure that the C-SAAP is publicly displayed at an open place for the attention of all.