

**MANAGING OUR SCHOOLS TODAY: A PRACTICAL
GUIDE ON PARTICIPATORY SCHOOL GOVERNANCE.**

A manual for training and advocacy work

By

PAMOJA: Africa Reflect Network in collaboration with ANCEFA.

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i]. FOREWORD

ii]. Acronyms and Abbreviations

ANCEFA – Africa Network Campaign on Education for All

SMC – School Management Committee

SDP – School Development Plan

EFA – Education for All

CSOs – Civil Society Organizations

UPE – Universal Primary Education

MDGs – Millennium Development Goals

PTAs – Parent Teachers Association

CBOs – Community Based Organizations

TOT – Training of Trainers

TOF – Training of Facilitators

SBF – School Based Facilitators

UNDHR - Universal Declaration of Human Rights

CRC - Convention on the Rights of the Child

FBOs – Faith Based Organizations

NGOs – Non-Governmental Organizations

CIRAC - International Reflect Circle

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SECTION ONE

1.0 INTRODUCTION TO THE MANUAL:

This is a joint initiative between ANCEFA and PAMOJA. Attempts have been made to have the manual simple and practical as possible with relevant illustrations where applicable. The genesis of the manual traces its way to the Pamoja Reflect and School governance workshop held in Mwanza – Tanzania in March, 2004. The need for a manual of this kind was generated during this workshop, where participants from across Africa expressed the necessity to have a guide focusing primarily on good governance of our schools today.

1.1 How it has been developed:

The process of coming up with the guide has been fairly participatory, interactive and broad based. The discussions on the idea, concept note and process began earlier on in the year during the Reflect and governance workshop in Mwanza. The debates extended further a field between ANCEFA and PAMOJA on one hand and on the other hand between individual members of the writing team – *Andiwo Obondoh, Maria Nandago, and Elijah Otiende.*

Part of this debate was meant to develop a concept paper on participatory school governance and expenditure tracking in education and there after build consensus on the outline and possible content. Materials were collated and consultations with PAMOJA chapters and ANCEFA member coalitions ensued, out of which a draft manual emerged, which was again circulated for further discourse. All the modules have been piloted in different community settings in Kenya, Ghana and Malawi. It is important to underscore the fact that a video footage has been provided to step down the manual and make it available in many forms to school governance actors.

1.2 Purpose of the Manual:

This manual is meant to act as a training guide for middle level CSO actors, community based organizations, and school management committees, parents and teachers associations, and a broad range of players on participatory and or consultative management techniques on school governance. This is meant to encourage accountability and participation in management of schools and educational programmes.

The material will no doubt serve several purposes but key among them should include:

- Give school managers, teachers, community members, parents and pupils some insights into participatory and effective management of schools.
- Provide one stop reference material/source for management committees, stakeholders and reform lobbyists in education.
- Expound the role of reflect in school governance and bring forth examples of good or bad practice across Africa.

- Provide material for use in training both management committees and watchdogs for acquisition of managerial, monitoring and analytical skills.
- Enhance capacity for local mobilization;- sensitize communities and help in mobilizing demand for quality as well as organize village education committees, community lobbies or action groups.

The local education groups and lobbies, in addition to monitoring school budgets, participating in governance, should further focus on sensitizing parents on the importance of sending children to school. Other challenging roles for which this manual seeks to build capacity would be;

- Expose gaps and inadequacies in school management
- Demand new resources from government and local councils
- Mobilize parents to help secure new resources and hold school authorities to account.
- Engage in specific campaigns by using cultural spaces to raise issues around education and school management.
- Enhance community action on monitoring service provision and tracking of school budgets.
- Translating and interpreting major policy documents.
- Linking school to community level, district and national issues.

1.3 Adapting the Manual to your context

This guide is made simple and flexible for ease of adaptation to different contexts (both geographical and thematic). One thing should remain clear from the onset; even though this manual has been produced specifically to support community level action on school governance, it can be modified for application in training managers and monitoring teams for any social sector institution. However, planners, policy implementers and trainers using this manual will have to take note of some basic pre-requisites such as:

- Ability to build support with grassroots
- Ability to listen to and work with local communities
- Ability to have good orientation about and understanding of the school environment
- Ability to analyze education plans and policies
- Ability to monitor and track resource use in schools

This manual can be used in three main ways; experienced trainers can use it as a guide for training of trainers to build capacity of school managers, SMCs and budget trackers. Secondly it can be used by SMCs and line managers to guide day-to-day operations in our schools and finally as an advocacy instrument to help mobilize community participation in school governance. Tips, case studies, exercises, activities and illustrations are given to make the manual as practical and user friendly as possible. Keeping the guide relevant and applicable will however, remain a challenge to each actor opting to use this manual.

1.4 Who is targeted by this Manual?

The manual targets middle level CSO actors [teacher unions, FBOs, CBOs-women group/youth groups], education officials [school inspectors], and school management committees, parents and teachers associations, and a broad range of other actors. The manual is meant for all categories of schools providing basic education.

The training manual first and foremost targets trainers who have great influence on work done with school governance. These include trainers, mainly with the NGOs, Ministry of Education Officials, and individuals managing training institutions.

The knowledge base of school management will be passed on from trainers to trainers, to school administrators and to parents and teachers. The methods used to transmit the information will also be passed on.

1.5. How to use this Manual

The manual is recommended to be used by those who have been trained. There will be two levels of training, TOT and TOF. TOT will be meant to develop facilitation skills of a cadre of trainers. It is meant to invite TOT to take a new look at the whole of their training approach to ensure that it reflects the principles in which they believe.

The focus of TOT training will be facilitation skills. The experience is that TOTs who plan training courses are often pre-occupied with what trainees need to **know**[content] rather than the training methods or processes. The emphasis for the TOT training will be to enlarge the sphere of knowledge and use of active, participatory and experiential facilitation approach. The training will focus on changing TOT from owners of knowledge on school governance to Facilitators. TOTs will then train and work closely with School Based Facilitators [SBF]. TOF training will focus on training SBF. Their training will focus both on content and process as these people will be involved directly in implementation.

TIPS- Concluding observations/notes – rounding up the discourse.

SECTION TWO

2.0 BACKGROUND AND JUSTIFICATION

2.1 Putting EFA and MDG goals to Context

In 1948, the UNDHR acknowledged the right to education and recognized that elementary education should be free and compulsory. Education was accepted as a basic human right for all. Following the UNDHR a number of important international conventions and agreements affirmed this right and in particular that of girls and women. The most significant are; the 1990 Convention on the Rights of the Child that affirmed the right of all children to access education and the Jomtien in 1990 was followed up with the World Education Forum in Dakar in April 2000 out of which the six EFA goals and

the EFA Framework for Action emerged. In the same year the international community affirmed a commitment to a set of MDGs, two of which have a direct bearing on basic education.

2.2 Literacy, Poverty & Empowerment

Adult education has a powerful role of liberating and empowering the poor. Illiteracy and lack of basic education may not cause poverty, but are directly correlated with it. On the other hand people may be illiterate because of poverty, which limits their access to all other social and economic benefits and also prevent them from having access to systematic organized learning. Similarly, illiteracy is associated with other socio-economic ills such as exclusion, gender and cultural isolation.

Literate adults place a higher value on the education of their children. Children who live in an illiterate environment tend to forget much faster what they have learned. Dropping out is rarer and knowledge is retained longer in literate families. On the other hand, the basic education of women generates considerable progress in the pre-school abilities of children. This partly explains why it is important to empower parents and communities to promote basic education and play active role in management of our schools; a function this manual seeks to perform.

2.3 Rationale for Participatory School Governance

2.3.1 Empowering actors to influence school policies, plans and budgets

The scarcity and unavailability of management information in terms of processes, structures, institutional mechanisms, functions and opportunities for participation to education stakeholders undermines their capacity to engage effectively in planning, budgeting and management of schools. On the other hand, the absence of critical information and the exceptional centralization of decision making in education, greatly limit the degree to which, parents, local communities, children, teachers, civic leaders, district education authorities and civil society groups can influence management and decision making processes and make legitimate demands to improve quality of education.

Against this background, strengthening policy influencing **techniques** in order for stakeholders (mainly teachers, parents, children, education officials, community leaders and CSOs) to play an effective role in jointly deciding priorities, designing interventions and monitoring the implementation of school plans & budgets is therefore key to improving quality of education and attainment of EFA goals. To achieve this, community based organizations, parents and education officials need to acquire new skills, gain access to new information and to build new alliances. In particular for civil society; budget audits, independent analysis of school expenditure, working with SMCs, PTAs and other elected bodies, are examples of the policy influencing tools that education actors need to develop and bring to bear on school policies.

In order to address these problems we must find it extremely necessary to invent and innovate ways and means of empowering actors in the education sector to plan, budget, track and monitor expenditure patterns in education, particularly schools.

2.3.2 Purpose and Benefits of monitoring School Plans & Budgets

1. Tracking initiatives aim at ensuring that the government, local authorities, civil society and local communities, prioritize the educational needs and rights of poor people by strengthening the capacity and voice of PTAs and emerging civil society networks.
2. At the district and or community levels, the ability of pro-poor organizations to articulate local needs and demands effectively and to translate these concerns into coherent and practical policy recommendations will be greatly increased.
3. At the grassroots level, public debate and citizen action will be catalyzed and poor people will be empowered to articulate their own demands towards schools, local councils and district education officials, elected representatives, provincial and national authorities.
4. Capacity building is further expected to increase the advocacy capacity, analytical skills and watchdog roles of civil society groups working in education sector, particularly CBOs, SMCs and PTAs.
5. Participatory strategies, if & when developed, should give sufficient room for continued assessment and feedback as to how far education policies are being implemented, and how far schools are meeting concerns of parents and local communities.
6. If the implementation of education and school budgets is adequately monitored, then this will give a mutual advantage to education authorities and civil society groups to assess performance of policies and programmes of the central government, district boards, local authorities and schools.
7. This will further increase access to information and therefore enhance the capabilities of SMCs, PTAs, CSOs, citizens and education officials in monitoring delivery of educational services at the district and school levels.

2.4.3 Building Community Capacity for local-level decision making

In order to build a constituency for policy reform, and to create sustained pressure for change, civil society groups and education officials need to foster a vigorous public debate on education problems, and to create empowering opportunities for ordinary people to act in concert with others in order to bring about change in our schools. Both participatory methods in social audits and campaigning techniques should be used to increase involvement of communities in monitoring access, quality and equity of education through participatory indicators. Using this mother manual on school governance, groups can further produce more simplified guides to how the school plans and budgets are supposed to work. It is also possible to determine equity across different groups within the school, sectors within the community and regions by analysing;

- Who makes decisions about school budgets?
- Is there transparency and accountability in management of the school?
- Where is the money coming from and where does it go? Is the money available reaching the intended beneficiaries – children?
- What spaces are available for participation of parents, teachers, children and CBOs in school management? How effective are they using this space?

It is envisaged that this process will give support to SMCs and PTAs by;

- Improving the quality of schools through promoting their accountability to children and local parents.
- Setting up and strengthening such committees and associations.
- Encouraging team building, problem identification and solving.
- Promoting training, budget analysis, monitoring and quality assurance.

SECTION THREE

MODULE I: INTRODUCTION TO REFLECT AND SCHOOL GOVERNANCE

Purpose: This module is intended to enhance participatory governance and effective management of schools through use of Reflect methodology.

This module basically introduces both the School Based Trainers and School Based Facilitators [SBF] to Reflect and how it can be used to promote school governance.

Objectives:

[1] To increase education stakeholders knowledge and capacity to apply Reflect techniques in school governance.

Activities/Method

1. Brainstorm on the definitions of Reflect and school governance.
2. Take notes on a flip chart as participants discuss
3. Summarize by giving a definition of Reflect and Governances
4. Discuss with participants the relevance of Reflect to school governance
5. Introduce Reflect tools and their importance
6. Present a case study to strengthen the understanding

FACILITATORS NOTES

What is Reflect?

It is a structured participatory learning process that facilitates people's critical analysis of their environment to identify their problems, discuss and come up with practical solutions for sustainable development.

Reflect was developed through the innovative pilot programmes in Uganda, Bangladesh and El Salvador between 1993 and 1995. It started as a fusion of the political philosophy of Brazilian educator Paulo Freire with the practical methodologies developed for

Participatory Rural Appraisal [PRA]. Other significant influences were the ideological approach to literacy and gender analysis.

Reflect has been adopted by different organization in different contexts. It is use range from peace and reconciliation in Burundi, management of water project by women in Kenya, land rights work in South Africa and community mobilization around forestry in Nepal among others. The main focus is to empower the socially and economically disadvantaged categories of people to critically reflect their environment, take positive actions that can improve their livelihood. The use of Reflect can stimulate School Management Committee members, as individuals and as a group to respond to the present public demand for good school governance.

What is Governance?

The concept of "governance" is not new. Simply put "governance" means: the process of decision-making and the process by which decisions are implemented (or not implemented). Governance can be used in several contexts such as school governance, corporate governance, and local governance.

School governance involves making decisions on:

- Objectives on how things should be done (the dos and don'ts)
- Policies, laws, plans and budgets
- Accountability, information sharing
- Power relations in the running of the school.
-

- Allocation, utilization and generation of resources.
- Determination and enforcement of rules, guidelines.

Good School Governance has 8 major characteristics.

Participation: Participation by parents, teachers, community members [both men and women] and pupils is a key cornerstone of good school governance. Participation could be either direct or through representatives

Rule of law: Good school governance requires fair legal frameworks that are enforced impartially. It also requires promotion or protection of human rights.

Transparency: Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations of the school. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement e.g. parents, teachers, pupils and sponsors. It also means that enough information is provided and that it is provided in easily understandable forms and media.

Responsiveness: Good school governance requires that school organs and processes try to serve all stakeholders, especially parents, teachers and pupils within a reasonable timeframe.

Consensus oriented: Good school governance requires mediation of the different interests in school to reach a broad consensus on what is in the best interest of the whole school community and how this can be achieved.

Equity and inclusiveness: Ensuring that all members of the school community feel that they have a stake in it and do not feel excluded from the mainstream. This requires all groups, but particularly the most vulnerable, to have opportunities to improve or maintain their well being.

Effectiveness and efficiency: Producing results that meet the needs of the school community while making the best use of resources at their disposal. The concept of efficiency in the context of good school governance also covers the sustainable use of resources and the protection of the environment.

Accountability: In general an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

Why Reflect for School Governance:

Reflect as an approach is known to create space where people feel comfortable to meet and discuss issues relevant to their development. Thus Reflect encourages meaningful participation of people in decision through communication. The use of Reflect for school governance will therefore enable:

- Parents to analyze their school environment to identify school problems, discuss and come up with practical solutions. Reflect approach enable parents to come up with positive actions that will lead to change within their school. Reflect encourages collective and individual reflection and action , through it SMC can be mobilized to address some of the practical needs of a school. This is the only way to enable parents to influence the direction their school needs to take. The use of Reflect therefore encourages ownership of the activities and events in the school.
- Parents to plan, control and monitor use of school resources available. The involvement of parent in these key management processes is the only way through which community will be empowered to demand for accountability and transparency.
- Parents to deals with power relations. By doing a detailed local analysis and organizing parents to address the local governance issues, Reflect build the confidence, skills of parents and community to effectively challenge the local power structure and demand for change both within the school and education structures. For any sustainable change to be achieved within the education sector at the local and national level, a strong base of governance must be built from school level. This base is something that Reflect process can build. The starting point must be the local school governors’ own analysis, on the basis of their immediate environment and experience
- Parents to communicate and improves their relationship within the school and beyond. The acquisition of literacy skills [reading/numeracy/writing, speaking and listening] by parents through Reflect is vital for accessing information, communication and documenting their experience and perspectives. It is through communication that the voices of parents can be understood by the government
- Parents to have a democratic space: The use of a wide range of participatory tools within Reflect process helps create an open or democratic environment in which everyone’s voice is given equal weight. Visualization approaches are of particular important for understanding governance issues. Some of the tools that can be used to analyze school governance issues includes: *Maps, Diagrams, Matrices, calendars and other graphic*. Other participatory methods that can be used include *theatre, role play, song and dance*.

<p>For Reflect tools and their application in school governance see Appendices</p>

Why Use Reflect Tools for Governance?

All participatory tools can be used for the good or bad of the community. Many development practitioners have used participatory tools to distort or manipulate community. However, Reflect tools are used for reflection and action for purposes of creating change. Thus the tools play a role in:

- ❖ Power and voice: Through use of Reflect tools parent's capacity to communicate with each other and the school authority is strengthened. Although part of the process may be about learning the dynamic of governance, the focus is on using these tools in a meaningful way.
- ❖ Democratic space: Through Reflect parent's voice in managing and governing schools is given more weight. The use of various tools actively constructs their participation and thus enables them to challenge the dominant powers and relationships.
- ❖ Help break silence among parents as they discuss governance issues
- ❖ Documentation
- ❖ Communication
- ❖ Changes group dynamics

Governance and practice of Reflect in Africa: Some Case studies

MODULE II: MANAGEMENT AND LEADERSHIP IN SCHOOLS

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

Objectives:

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

Topics

- ❖ Theories and practices to school governance and management
- ❖ School resource management

Activities/Methods

Theories of resource management

1. Brainstorm with participants on the understanding of management
2. Expound on the definition of management and introduce the theories using a case study of known leaders from schools in the vicinity and discuss management characteristics.
3. Relate the theories and definition to school management by use of questions and answer methods.
4. Using question and answer method establish from participants types of resources found and managed in schools. With examples from their own

FACILITATOR'S NOTES

Introduction to Management

The most popular definition views management as the art of harnessing resources to achieve stated goals/objectives. Management essentially involves working with, and through other people within an organization to accomplish set goals. Managers thus, invoke certain principles and perform certain functions and activities in the process of their work. Managers are people who guide, direct and thus manage organizations to accomplish set objectives. People are organizations lifeblood, without people, there is no organization.

Theories and Practice of Management

M.B.O (Management by objectives - Democratic)

Objectives must be SMART; (Specific, Measurable, Achievable, Realistic and Time bound). It means it that we must have consultation, participation, democratic delegation, and empowerment. In this style of management the head teacher, involves all the relevant stakeholders in the process of decision making. Here sound decisions are reached after thorough consultations are made in line with school's objectives. Staff, parents and pupils

are enlightened and encouraged to set targets and resolve their own problems/issues. However, at times it may be difficult to reach a consensus particularly when there are conflicting interests.

M.B.W.A. (Management by walking around)

Walking the job enhances personal touch with the people. Here the head teacher takes hands on approach by taking to pupils, teachers and support staff to establish the realities on the ground. The head teacher visits various places (e.g. stores, classrooms, toilets) to have a feel of the operations of the school environment.

M.B.E. (Management by Exception - Delegation of authority)

Making decisions within your authority without necessarily having to refer to the boss or supervisor; you only inform. This works well in an empowered environment, one turns out competent, both to your superiors and those under you. Here the head teacher allows persons in positions of authority to take certain actions on his/her behalf. He/she assigns part of his/her responsibilities to another member of staff or appropriate stakeholder. Those given certain responsibilities have a free hand to exercise power and authority that goes with the positions they hold. Delegation is a show of trust and confidence on persons delegated.

Advantages of delegation

- ✓ Credits skills and talents of staff
- ✓ Encourages cooperation and team work
- ✓ Shares work load and ensures timely completion of work
- ✓ Groom those assigned duties on how to handle future responsibilities
- ✓ Build confidence on those who are delegated
- ✓ Gives the head teacher an opportunity to address more pressing issues
- ✓ Create job satisfaction and motivate all the education stakeholders

For effective delegation, identify task, match task to appropriate persons, brief the person exclusively on the task and expected outcome, support the person, give the person time to do the task without undue interference, give proper guidance to increase confidence, monitoring progress and rewarding successful completion of tasks without bias.

M.B.I. (Management by intimidation) autocracy

Here the head teacher makes decisions without consulting anyone leading to quick and immediate resolutions. He or she gives directives that must be followed. This style needs a visionary leader that uses manipulative skills to achieve desired outcomes. Decisions made though must be for the good of the school.

In this style of management a little measure of force is used to ensure conformance, but over use of force/intimidation must be discouraged because it creates immunity, resistant, defiance, gamesmanship (which means in management people do the wrong things deliberately to annoy and there after enjoy the scene).

Laissez Faire (allowing to do) - giving them the chance to work

The manager's work here is to provide the resources and a place to do work. This style is appropriate for mature, experienced and competent professionals operating in an empowered environment. It allows for innovation, creativity and hard work leading to self fulfillment and accomplishment of given tasks. This style is preferred when dealing with disciplined people who have proven track records. However, the style may lead to lawlessness and chaos if everyone does what pleases them also, there is no universal standard for measuring the virtues (e.g. maturity, experience, competence & professionalism) outlined above.

What to Manage in Schools

Organizations, being diverse, have varied objectives, operating environments and resources. Within the context of a school therefore, resources include:

What constitutes school resources?

A resource is the human, material and financial input used in the facilitation of a process. The School resources refer to both learning and physical resources and how they are financed. The provision of these essential facilities should adhere to established policies and regulations such as building regulations and by-laws, minimum health standards and levels of expenditure among other things.

- ✓ Learning materials e.g. stationeries and extra curriculum materials
- ✓ Physical facilities e.g. furniture, classrooms, administration block
- ✓ Health and sanitation facilities e.g. pit latrines/toilets, gender provisions

Types of resources:

- ❖ Physical resources: School structures, chairs, desks, tables, latrines, play/learning material, natural phenomena such as rain, vegetation etc.
- ❖ Human resources: teachers, head teacher, maintenance staff, etc.
- ❖ Financial resources: grant money, school fees, income from IGA, donations etc.
- ❖ Temporal: Time tables, programmes, datelines, schedules

Physical resources

All property owned by the school should be properly recorded in an **inventory**. The head teacher should ensure appropriate registration, utilization, maintenance and management of school resources. The head teacher should be able to provide documentary proof of any transaction relating to the management of school resources. Land, buildings(classrooms, administration block, toilets), furniture (desks, chairs, tables, stools) equipment (office, classroom, games, kitchen), vehicles, animals, agricultural produce, stationery, books and other teaching/learning materials (audio visuals, TV, video, radio, tape recorder) and play grounds/swimming pool largely form the asset base of any given school.

Time as a resource

Time is money and time is life, "People who master time, master themselves". Time is a unique resource because it is **shared equally** and can hardly **be stretched** (but remember

work can be stretched to fill available time), it **cannot be stored** and it **cannot be replaced once lost**. The head teacher should allocate time for pupils, teachers, support staff and other persons adequately/effectively. To achieve time discipline you need to master only three concepts namely; **time awareness** (making a conscious recognition of time), **time planning** (scheduling activities for specific periods of time) and **time saving** (using time wisely). Thereafter, adhere to agreed plans and set deadlines while at the same time being flexible to accommodate emergencies.

Plan for all activities in your diary time by time (e.g. teaching, staff meeting, and visit to DEO's office, banking, games, parade, mails and departure). Get organized, be effective and you will achieve more.

Work out methods that enable you to SAVE time by

- a. Being focused: approach work systematically, tackling one task at a time
- b. Looking ahead: have vision, avoid crisis management (plan for the next day/week/month)
- c. Effective communication: Poor communication is the root cause of wasted time and effort
- d. Manager interruptions e.g. (telephone, visitors, meetings) well
- e. Delegate: share part of your job with to others
- f. Motivation: support the team and encourage them to resolve issues affecting them
- g. Being decisive: procrastination waste time and hampers work flow
- h. Desk management: run your desk well (out & in tray – paper work) and accurately.
- i. Plan for what you are going to do in your dairy (allocate time for it)
- j. Look at each paper and decide what you are going to do with it, in the following categories
act on it/deal with the issue, delegate, file it, and bin it
- k. Monitor and evaluate progress being made on activities and assignments

Human Resources

-Teachers
-Non-teaching staff
-Pupils
Student leadership

School Records

Finance records – budgets and bank records
Administrative records – inventory of assets, minutes, policy papers and plans
Professional records – class register, schemes of work, work plans, exam results
Health status & nutrition records

Topics

- ❖ School leadership
- ❖ Indicators of a well managed school
- ❖ Impact of good school management/ leadership

Activities/Methods

School Leadership

1. Brainstorm with participants on the understanding of leadership and the categories of leadership within the school.
2. Use a role play to analyze the roles of different categories of leadership and relate the findings to the defined leadership roles with an aim of identifying gaps.
3. Use a chapatti diagram to analyze the power relations between the different school leaders.
4. Refer to the gaps identified to discuss qualities and skills required of good school leadership.
5. Divide participants into three groups to discuss :
 - ❖ what school leaders need to do to succeed in school management.
 - ❖ the indicators of a well managed school.

FACILITATOR'S NOTES

School Leadership

Leadership is the art/process of influencing people so that they can strive willingly and enthusiastically towards the achievement of group goals. The essence of leadership is supporters, a leader should have people behind him/her who genuinely believe and adhere to his/her leadership. A leader's role therefore includes; achieving tasks, developing individuals and building the team. Leadership comes through from power and/or authority. The process of leadership is the use of non-coercing influence to direct and coordinate the activities of the members of an organized group towards the accomplishment of group objectives.

Types of School Leadership

- ❖ Pupil
- ❖ Teacher
- ❖ SMC
- ❖ Community/school
- ❖ School/MOE

[Exercise –roles of different actors]

Roles and functions of a school Leader/Manager

- **Planning** – Head teachers should make the best possible forecast of events that could affect the school, and draw up an operating plan to guide future decisions.

- **Organizing** – Establishing structure/roles and assigning duties (knowing who shall do what) Head teachers are expected to appropriate combination of machines, material and human capital necessary to accomplish the tasks. Proper organization helps to avoid duplication, conflict of interest and ensure accountability.
- **Directing** – providing leadership, direction and guidance to school members. Managers should have authority to direct subordinate activities. Managers should also set a good example and have a direct, two way communication with subordinates.
- **Communicating** – managers spent 80% of the time corresponding and ensuring understanding, acceptance and right action taken. This involves coordination by inter-linking activities to achieve common goals/objectives.
- **Controlling** – regulating or monitoring people and work to ensure conformance to standards, targets, and requirements.
- **Monitoring and evaluation** - finally managers must continually monitor and evaluate both the institutional structure and their subordinates in order to conduct appraisals and adjust accordingly.

Different types of leadership

- a) Relationship based leadership – Extent to which leaders are able to maintain personal relationship between themselves and members of their school
- b) Task oriented leadership – Able to organize and define roles of members of their school
- c) Directive leadership – A leader who lets his/her subordinates know what is expected of them and tells them how to do it.
- d) Supportive leadership – characterized by a friendly and approachable leader who shows concern for the status, well being, and needs of subordinates.
- e) Participatory Leadership – characterized by a leader who sets challenging goals, expect subordinates to perform at their highest level.

Qualities of a good school Leader/manager;

- i. Focus on results and deliver tangible outcomes
- ii. Lead by example and be a good role model
- iii. Communicate effectively, precisely and clearly
- iv. Delegate to and empower the people he/she is working with
- v. Pay attention to individuals as well as knowledge of staff and staff development
- vi. Build team spirit and encourage team work and share work across the board
- vii. Be fair, consistent and impartial in handling issues
- viii. Act decisively and expeditiously under pressure
- ix. Have a vision and foresight, besides being on top of issues
- x. Motivate, inspire and boost the morale followers/staff

- xi. Must ensure that the right to give orders is accompanied with some responsibility.
- xii. Set good examples to encourage discipline to help the school run smoothly.
- xiii. Harmonize, coordinate and focus the efforts of all the players towards one direction – school goals.

Skills required by School leaders/ Managers

The head teachers' own personality and self management will influence the style and success of school management. In order to perform work efficiently and effectively, the head teacher will apply different management styles depending on specific tasks and circumstances that occur in the day to day running of the school. Sometimes two, three or more styles can be applied simultaneously.

- a) **Interpersonal skills** - refers to people and team building skills and knowledge.
- b) **Technical skills (professional skills)** - refers to the knowledge and skills required to understand the technical content of the job. (The manager needs to be on top of the job) operate above your team players by knowing a little more than they do.
- c) **Functional skills** - refers to the knowledge and skill for planning organization, directing, controlling, coordinating and time management.
- d) **Rational Skills** – emphasis on knowledge and skills associated with problem solving and decision-making.

3.1.5 To succeed in management the school manager should:

- Know the objectives; select effective subordinates; delegate by letting subordinates decide issues within respective spheres of operation and check to ensure that the results are being obtained satisfactory.
- Select your group members carefully, motivate them; develop communications; strive to obtain effective inter-personal relationship and minimize conflict among group members.
- Strengthen human relations skills; learn to speak and listen effectively; set high standards or proposed levels of achievement; see situations from the other person's point of view; become effective in decision making; adopt a questioning attitude to discover new ideas; being a leader by being involved in action; view management as the opportunity to influence other people favorably and evaluate what is achieved, and if necessary, take remedial action.
- Spend time on matters that are really important; plan and follow through programmes; express personal feelings and understand the feelings of others; look for the best in others – not the worst; make sure each group member is assigned the work best suited for that person; encourage members to assume responsibility; evaluate the group members consistently; keep expenditure at a minimum compatible with the services required; increase personal overall knowledge.

From the foregoing, it is important to conclude that a school requires both a manager and a leader in one.

Indicators of a Well Managed School

[Trainer to find out from community what is a well managed school-check list. These may include]

- ❖ A bias towards actions and results
- ❖ Simple form and lean productive staff
- ❖ Productivity and improvement through people (treat people as adults)
- ❖ Continued contact with stakeholders
- ❖ Operational autonomy to encourage entrepreneurship (encourage innovation)
- ❖ Stress on one key educational values
- ❖ Emphasize on doing what you know best
- ❖ Simultaneous loose-tight controls

Impact of Good School Management/Leadership

Facilitator to use group discussion to arrive at the impact of good management or leadership. The following are some of the points that may be included:

- ❖ Improvement of children performance in national examination
- ❖ Effective and efficient resource use
- ❖ Community ownership and involvement leading to improved local support
- ❖ Improved staff morale
- ❖ Improved school discipline
- ❖ Increased support from philanthropists
- ❖ Increased participation indicators[enrolment, retention, completion and transition]

Topics

- ❖ Participatory Communities involvement and partnership in Education
- ❖ School community relationship
- ❖ Roles and responsibilities of school governors

Activity/Method

1. **Discuss with participants their understanding of community involvement and its effects on school governance in education**
2. Using a flow diagram discuss the roles of community to school and school to community and summarize the discussion by bring out the synergy.
3. Discuss in syndicate groups roles and responsibilities of school governors.

FACILITATOR'S NOTES

Community Involvement and Partnership in Education

Parent involvement and partnership includes accepting obligations, responsibilities and participating in education and with school. These may include [a] parent supporting their children's schooling by attending school functions and responding to school obligations.[b] Helping their children improve school work by encouragement, arranging appropriate study time and space and monitoring homework[c] playing roles in governance and making decisions on planning and development of the school and education.

Research has shown that there is a correlation between effective, committed community participation and the success of development initiatives. According to philosophies of Paulo Freire and Illich, community involvement in education encourages:

- ❖ a better identification of school needs
- ❖ more appropriate activities
- ❖ More resources to schools and better use of local resources
- ❖ more effective implementation of school plans
- ❖ more sustainable school programmes
- ❖ greater equity and democracy
- ❖ greater ownership and responsiveness towards school
- ❖ increasing recognition of the value of education for all.
- ❖ Increased community involvement in education ca lead to
- ❖ Greater relevance of the school in terms of culture, curriculum and school
- ❖ Reduction in the work burden of teachers and head teachers
- ❖ Very well informed voice
- ❖ Encourage enrollment of hard to reach population
- ❖ Address specific education issues

Responsibilities of the Community to the School and School to Community:

Examples of issues that may emerge out of the discussions may include

1. Responsibilities of the community to the school:

- They own the school
- They manage the school
- Provide resources
- Pay teachers where it is called for
- Attending school meetings
- Ensure children attend school, and are retained in school to completion
- Participate in monitoring and evaluation
- Security and safety of children
- Provide services to the school

2. Responsibility of the school to the community:

- Provide a safe, stimulating and supportive environment for learning and development of children and youth.
- Involving the community in all school programmes
- Regular and unsolicited feedback to the community on school activities
- Utilization of community resources efficiently
- Setting, meeting, maintaining and improving acceptable academic standards for learners at the same time ensuring the learners' access to the institution, retention, transition and completion
- Being accountable to the community for its actions and operations

Roles and Responsibilities of School Governors

It is not easy to arrive at all role and responsibilities of school governors, however, during the group discussion the following and many others might appear:

- ❖ acquiring land for the school
- ❖ provision of physical facilities such as classrooms/toilets/furniture/play ground equipment/ teaching and learning material
- ❖ organizing and collection of funds (fundraising)
- ❖ collection and accounting for school funds (eg. School fees)
- ❖ dealing with matters pertaining to staff and pupil discipline
- ❖ employing and paying teachers and support staff
- ❖ organizing meetings for parents and themselves
- ❖ sponsoring teachers for training
- ❖ solving problems faced by teachers, support staff and children

- ❖ transacting any other business as empowered by the parents
- ❖ Mobilizing parents to enroll children to the school/ECD centre.
- ❖ They make policies and regulations regarding roles of office bearers[chairperson, secretary, treasurer] as well as the code of conduct.

MODULE III: PLANNING AND BUDGETING

Purpose: The main purpose of this module is to enhance the capabilities and competencies of the education actors in participatory planning, implementation and monitoring of school programmes.

Objectives

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

Topics

School development planning

[a] Why school developed planning

[b] Principles of school development planning

[c] Process

[d] Structure

Activity/Method- SDPs

1. Facilitator can use any of these tools [Problem Tree, Preference Ranking, Income + expenditure Tree, resource map and Gantt chart] for problem identification, analysis and prioritization of school needs.
2. In so doing, Facilitator will lead participants into developing a school plan which should contain needs, objective, strategies, activities and budgets to be undertaken within a given period of time.

FACILITATOR'S NOTES

Introduction

Some of the key roles of SMC include: preparing School Development Plans[SDP], resource mobilization and budgeting, implementation of SDP and monitoring and tracking resource use to ensure quality.

School planning and budgeting:

Planning is the process of determining goals/objective, targets, schedules and standard before hand. The outputs of the thought process are captured in a document called plan. It is planning which gives us direction and purpose. "If you do not know where you are

going, any road will take you there. If you do not know where you are going, you can never get lost''. This phrase explains the very essence of planning.

A school development plan is a line of action designed by the school to achieve desired targets within a given period of time using available resources. A school development plan must be unique to an individual school because of the different circumstances in which schools operate.

School Development Planning

Overall Principles guiding School Development Planning include;

- ❖ Thorough knowledge of school i.e. population by gender, child teacher ration, enrollment, retention and drop-out rates.
- ❖ Impact of social, cultural, political and economic environment
- ❖ Location of the school or its environment
- ❖ Desired changes i.e. needs and goals of school in relation to national goals
- ❖ School priorities versus community aspirations
- ❖ Available resources i.e. manpower, money & material
- ❖ Managing these desired changes
- ❖ Monitoring and evaluation

Reasons for Planning

- ❖ Planning is expected to provide a frame of reference, a set of specific expectations against which actual results can be compared.
- ❖ Helps the school to focus on raising the achievement of boys and girls and directing all their energies to common goals.
- ❖ Helps the school managers to have a comprehensive and well coordinated approach to managing the school curriculum, staff and resources.
- ❖ Provides an opportunity for all the education stakeholders (teachers, parents, government, civil society, sponsors and community) to participate in school development as a team.
- ❖ Provides a network for all the education stakeholders e.g. linking staff and curriculum development.
- ❖ Planning considers feedback and changed conditions in order to correct actions and positions taken earlier on.

Process of Preparing School Development Plans

The process of developing should be participatory and consultative involving all stakeholders including pupils. Using participatory tools the process should take the following form:

Step one - Needs identification

The head teacher should convene consultative meetings with all the education stakeholders in the area to help identify the felt needs. Teachers, inspectorate, parents, school sponsors, civil society, political leaders, provincial administration, support staff and pupils among others should all be involved in this process.

These meetings should be aimed at examining the school in terms of strengths, weaknesses, opportunities and threats and the outlining possible ways of addressing these issues. This assessment should cover all the areas including, curriculum, people (staff and pupils), facilities and resources (financial and physical)

Step two - Prioritizing or ranking the needs identified

The head teacher should guide the stakeholders in ranking these needs in order of priority. This should be based on goals and objectives as well as urgency and cost effectiveness. Priorities therefore, must be realistic in terms of the schools' ability to implement them. Thus, a need can only be justified if the school is willing, ready and able to meet its requirements. For example you can review staff to pupil ratio, level of staff motivation, training needs, adequacy of support staff etc.

Step three - Preparing school development plans

Once the needs have been identified and prioritized the head teacher should take it upon him/her to sit together with technical members of the team to draw a plan. The plan should include activities to be carried out, who will be doing them, time scale with clear indication of each step, costs implications and how they are going to be met, indicators of success, as well as expected outputs or targets.

The steps to be followed one after the other must also be spelt out explicitly. The criteria for each target against which the success of the implementation of a particular change will be measured. Upon completion of the action plan the head teacher should forward it to the relevant authorities (stakeholders) for approval so that they can own it and help in its execution.

Step four - Implementation of Plans

The head teacher his/her staff and the relevant school adoc committees are expected to implement and monitor the plan to keep it on track. They are also suppose to evaluate and report progress and review the plan and refine priorities as time elapses

Step five - Monitoring and evaluating the process of executing these plans

Monitoring and evaluation is a continuous process that is inbuilt in the implementation process in order to identify constraints and devise strategies to overcome them. There are also checks to establish whether the objectives and targets are being met.

Evaluation goes hand in hand with monitoring as progress on each priority is analyzed based on available information. Evaluation helps to determine draw backs, extent to which the goals are being realized, the impact of the plan on the overall educational system and best practices for successful school management.

1. Some of these checks include:

- i. Assigning responsibility for collecting evidence about each target
- ii. Observing tasks in progress and reporting on the same
- iii. Noting changes in practice as a result of the plan
- iv. Regular briefs and updates on whether the plan is on track

- v. Assessing implications for future initiatives and development plans

Monitoring and evaluation will help forecast on future plan and assist in avoiding to repeat previous mistakes. It will also, include the changing needs and circumstances and intervention strategies acquired or learned from the implementation schedule.

Structure of a School Development Plan

The structure of a school development plan may vary from country to country, however, the following components are necessary to be included:

a. Background:

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

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

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

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

e. Resources and resource mobilization: to be used [refer to resource mobilization]

f. Budget [see budgeting]

g. Monitoring and evaluation

h. Performance indicators

Topics

School Budgeting and Resource mobilization

- ❖ Resource mobilization
- ❖ School budget
- ❖ Process of planning & budgeting in school
- ❖ Case study

Activity/Method

Budgeting

1. Facilitator to use any of the following tools [Income – expenditure Trees, calendars, pie chart, Venn Diagrams, resource map) to enable them analyze sources of school funds and expenditure areas as they prepare the school budget.
2. Discuss with participants the budgeting procedures and processes within their school context
3. Use the case study to enable participants understand planning and budgeting process and linkages between budgets-school, local council/district and national.

FACILITATOR’S NOTES

School Budgeting and Resource Mobilization

Resource mobilization is the process of bringing the inputs together. It means the acquisition and/or the utilization of the resources. These resources can be utilized to improve the learning and teaching environment. The resources can also be used strengthen the school/community links. Resources are an investment for generating more resources e.g. when school halls are hired out for community functions.

Importance of resource mobilization:

- ❖ Makes us less dependant on external assistance
- ❖ Makes our programmes sustainable
- ❖ Helps us to know the resources available for us in the community
- ❖ Helps us identify projects that can be undertaken in the school/ centre
- ❖ Helps us to draw entire school performance improvement programmes

School resources can be mobilised through and from:

- ❖ Governments [local and national]
- ❖ Individual philanthropist
- ❖ Corporate organisations e.g. Safaricom[Kenya], MTN[Uganda] e.tc. These organisations have programmes aimed at promoting their corporate social responsibility.
- ❖ Philanthropic organisations e.g. NGOs and CBO
- ❖ Diaspora philanthropists; These are individual based outside their areas but willing to transfer money back home to support various initiatives including supporting schools.

Budgeting

A budget refers to a quantitative expression of proposed plan of action by the school’s management for a future period and is an aid to the coordination and implementation of the plan. Budgets covering financial aspects quantify management’s expectations regarding future income, cash flows and financial position.

A school budget therefore is a carefully thought out plan for financing the desired programmes and activities of the school. The budget reflects an estimate of the expected revenue and the expected expenditure for the activity or programme for a specified period. Usually school budgets run for one calendar year. Initially, it originates as an estimate for a desired purpose/need that becomes a budget after approval by the parent. The budget is based on programmes and activities outlined in the School Development Plan (SDP).

The head teacher being the person charged with the responsibility of running a school determines, mobilizes and acquires financial and material resources for the purpose of achieving desired goals. It embraces the impact of both operating and financial decisions. The head teachers' involvement in the budgeting process ensures a full understanding of the financial situation of the school and proper utilization of the available resources to achieve the mission and educational goals of the school. This will help in prioritizing activities that require immediate attention by the school's management.

Who prepares the budget?

- ❖ Head teacher with the staff
- ❖ School committee members
- ❖ The parents –all these people are involved in preparing, approval and administration of the budget.
- ❖ Children

What does the school budget contain?

- ❖ School needs/school objectives and related programme costs as per the School development plan.
- ❖ Cost of items
- ❖ Source of income and resources

What are the principles of school budgeting?

- Participation
- Transparency
- Accountability
- Predictability.
- Flexibility-
- Accessible budget information-
- Accuracy
- Contestability
- Timeframe (periodicity]

Responsibilities of the Budget Office (head teacher) in the school

- Issue instructions to departments regarding requirements and date of submission
- Receive and check budget estimates
- Suggesting possible revisions
- Discussing difficulties arising from budget estimates
- Ensuring that budgets are read in good time
- Preparing the final committees approved master man.
- Coordination of all budget work

The Process of preparing budgets [short term]

- ❖ Identify needs and priorities within the school as set in SDP
- ❖ Set out objectives or what you intend to achieve (expected Outcome)
- ❖ Review the previous budget to seal loop holes and obtain facts on all items
- ❖ Indicate estimated costs of budget items based on well researched market prices
- ❖ Outline possible sources of income and likely amounts of money from each source
- ❖ Prepare the budget and share it with other stakeholders before seeking approval
- ❖ Proper approval procedures as laid down by the MOEST must be adhered to
- ❖ Budget implementation (spending) starts immediately it is approved
- ❖ Monitoring the flow income and levels of expenditure guides the budget process and forms a basis for the next financial year's budget.

Indicators of a good school budget

A good budget must clearly represent activities; identify resources, revenue and materials. It must also show estimated costs of all items indicated and time lines. The role of all the parties involved in implementing the budget must be explicit, that is who will be undertaking what responsibility (e.g. providing funds, labour and land). Finally, a budget must be approved by relevant stakeholders in this case staff, school committee, PTA and local administration

Box 1. A case study of Kenyan National Budget Process

The Annual Planning and Budgetary Process

The following seven steps are followed in the national budget preparation up to the time it is presented to Parliament for approval

Step 1: National and District Development Planning

Step 2: Total Public Resource Envelop Forecasting

This stage involves projecting the anticipated national revenue and expenditure levels

Step 3: Sectors Allocated Resources and Bidding Starts

For budgeting purposes the Government is divided into eight sectors with core ministries bidding for resources from them as shown in the table below:

Step 4: Ministerial Ceiling Worked Out

After each sector is allocated resources, the next stage is to determine how much each ministry will get from the different sectors. Some ministries bid for resources from various sectors while others only bid from one sector.

Step 5: Ministerial Itemized Budget Proposals Prepared

Step 6: Ministerial Proposals Submitted and Approval by Treasury

Step 7: Finalization of the Budget Proposals by the Treasury

Stage 8: Budget Presentation and Approval by Parliament

After the Minister is satisfied with the budget proposals submitted to him by the Budget Steering Committee, he presents the same to parliament on or before 21st June of the year as stipulated by the constitution.

Topics

1. Implementation of School Development Plan

- ❖ Allocation and spending
- ❖ Case study
- ❖ Effective and efficiency in resource utilization
- ❖ Challenges

2. Monitoring and tracking resource

- ❖ Why monitor and track
- ❖ Tracking tools and techniques
- ❖ Who tracks and their roles
- ❖ What to track and where

Activity/Method

Implementation and monitoring/tracking

1. Facilitator should use any of the following tools [pot, diagram, Income and Expenditure tree, and Flow diagram, village project map] to track/monitor resource use so as to ensure effective implementation of planned school activities.
2. Use a case study to help participants understand roles of different actors at each stage of implementation as well as to apply different tracking tools and techniques

FACILITATOR'S NOTES

Implementation of School Development Plans and Budgets

This is the most critical stage in the plan and budget process as it requires good managerial skills. A good and budget may fail in the hands of a poor manager while a poor budget may succeed in the hands of a good manager. Plan and Budget implementation includes undertaking budget activities as outlined once it has been approved and signed. It involves the process of receiving funds and spending the same on specified vote heads. Execution of the school development plan lies with the Head teacher, staff and the executives of the school management committee.

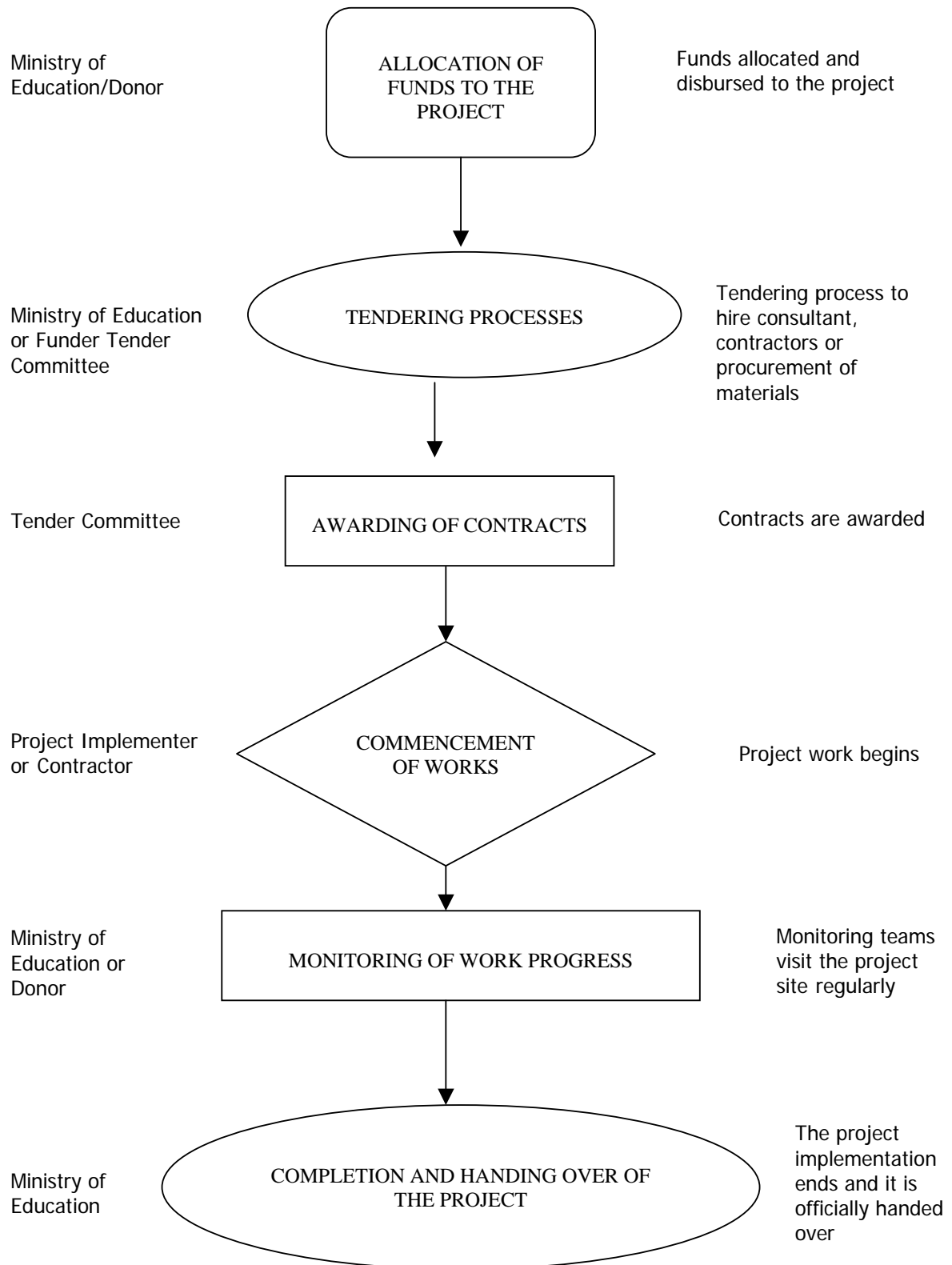
Implementing plans is critical and the head teacher needs to track all activities and time lines. This can be done through keeping dairies, year planner, delegated duties are kept on schedule and not abdicated, keeping time and meeting deadline. A simple way of ensuring priorities for each day is to work from a daily plan. This will prevent the idea of tackling things as they come to mind or appear on your desk. This will also, enable the head teacher to monitor how the work is progressing. (*See sample below*). There is also need to have some degree of flexibility based on new information and emerging issues that were unprecedented.

Allocating and Spending School funds

Criteria for resource distribution should take into consideration the following:

- ❖ Authorization of all expenditures
- ❖ Allocation should be according to planned activities
- ❖ Provision of resources in good time
- ❖ Proper accountability of all expenditures
- ❖ Availability of the capacity to use funds suitably
- ❖ Capacity to use the resources is available

A case study of Government of Kenya Project Implementation Schedule



Effectiveness & efficiency in implementation and resource utilization

Effectiveness requires that head teacher in collaboration SMC monitor, supervise and control school resources. Each accounting record serves a useful purpose and must be adhered to. The financial accounting system should provide a complete history of all the transactions to the school management committee and should provide the information necessary for the management operation of the school.

[i] Effective accounting procedure requires head teacher in collaboration with SMC members to keep the following books of accounts and documents well updated.

- Receipt book
- Payment voucher file
- Cash book
- The financial ledger
- Cheque book/bank pass book
- Fees register
- Commitment register/vote book
- Counterfoil receipt book register
- Inward cheque/money order/payment advice register

Monitoring and Tracking Resource Use

Why tracking/monitor?

Tracking [social and technical] is one of the most important ways of providing a feed back and a final stage of managing school finances. The purpose of tracking is to determine:

- ❖ Financial standing of the school
- ❖ Credibility of accounting records
- ❖ A way of detecting or preventing errors for future
- ❖ A feed back to stakeholders/parents
- ❖ Showing transparency

Tracking expenditure patterns is the role of all stakeholders including SMCs, PTAs, CBOs and other CSOs.

Why should CBO/SMC/CSOs track/monitor expenditure?

- Assess progress
- Get feedback-giving evidence of success or failures
- Enhances transparency
- Enhances sustainability
- Rationalizes inputs
- Assist in decision-making process
- Review project
- Re-plan (way forward)

Role of CSO, SMC/PTA & CBOs

- Determine the indicators in terms of numbers, percentages, quantities, durations and ratios

- Identify and select monitoring tool
- Assign responsibility
- Collect of expenditure data
- Analyze data and interpretation
- Writing of reports[periodic progress reports]
- Recommend action
- Disseminate information/findings

What to track and where

- ❖ Resource inflow[expenditure]
- ❖ Usage of resources
- ❖ Effectiveness of policies
- ❖ Performance, quality and outcomes of services[impacts]
- ❖ Spaces available for participation by parents
- ❖ Effectiveness of participation by teachers, children and parents
- ❖ Plans and budgets in terms process, structure and content
- ❖ Management practices and decision making process
- ❖ Planning, implementation process

Application of Reflect in planning and tracking

School management committee and parents can use participatory tools for budget formulation, analysis and feedback. Some of the tools they can use include:

- ❖ Expenditure Trees,
- ❖ Calendars,
- ❖ Pie chart,
- ❖ Venn diagrams
- ❖ Timeline

The participatory tools can be supported by such documents as:

- ❖ Monthly statement
- ❖ Bank statement- bank reconciliation
- ❖ Cash analysis: a statement that shows the income and expenditure of the school.

Process	Reflect Approach.
Budgeting	<ul style="list-style-type: none"> • Participatory identification and classification of the needs / issues. • Tools: Problem, tree <ul style="list-style-type: none"> - Needs Hierarchy - Venn diagram - Flow diagram - Matrix / pair wise ranking for classification. • Sharing policy guidelines through Reflect circles as well as facilitators' forum – in popular version and visuals.
Approval	<ul style="list-style-type: none"> • Community forum through Reflect facilitators, to trace the needs identified.

	Tools: Community needs checklist. Should be translated into simple language.
Implementation	<ul style="list-style-type: none"> • Development action point through community forum/s based on approved funds. - Community can demand if funds not released.
Monitoring	<ul style="list-style-type: none"> • Participatory monitoring at school level through Reflect circles and at district level through facilitators forum/ Education Forum Tools: pot, diagram, Income and Expenditure tree Flow diagram, village project map

Challenges in the Planning and tracking Process

Bad practice in resource management can occur when:

- ❖ Poor planning
- ❖ Poor needs assessment
- ❖ Purchases are done on impulse
- ❖ Poor control of expenditure
- ❖ Corruption and Misappropriation of school funds
- ❖ Over ambitious
- ❖ Unhealthy competition
- ❖ Lack of prioritization
- ❖ Lack of knowledge of resources available
- ❖ Lack of audit

For SMCs to avoid living beyond their means.

- ❖ All financial transaction should be approved by one person, who is has Authority to Incur Expenditure [AIE], in most schools the Head teacher.
- ❖ AIE holder to make staff and other SMC members aware of financial constraints.
- ❖ Monitor and supervise the school budget

Tips, case studies, exercises/activities and illustrations –

MODULE VI: ADVOCACY FOR GOOD GOVERNANCE IN SCHOOLS

Purpose: This module will focus on deepening understanding of school policies and practices as well as sharpen skills on social mobilization, policy influencing and campaigning for change.

Objectives:

1. Identify governance issues and develop strategies for campaigns towards improved school standards and performance.
2. Increase capacity and space for informed participation in school governance and management.

Activity/Method

Advocacy

1. Using question/answer, role plays, demonstrations the facilitator should work with participants to help them understand the concept of advocacy including principles and techniques.
2. Facilitator should be able to use all or any of the following three main tools:
 - [a] Chapati/ Venn diagramme: to understand power relations and to carry out analysis of stakeholder environment [capacity, skill, power, interest and positions]
 - [b] Pair wise ranking: To help participants identify and rank advocacy issues in order of their priority. This will enable participants know what advocacy strategies are suitable for address issues and help them be clear on roles of each actor.
 - [c] Historical Timelines: This will help participants understand development in education key issues/moments and trends as they affect their schools.
3. Discuss with participants actions they will take to influence policy and cause

FACILITATORS' NOTES

- ❖ What is advocacy?
- ❖ Reason for advocacy
- ❖ Influencing school policy
- ❖ Stages in advocacy work
- ❖ Advocacy techniques and tools
- ❖ Key principles in advocacy work

What is advocacy?

Is a deliberate process of influencing those who make policy decisions (key words – influencing, deliberate, policy makers, policy decisions). Advocacy is used to influence the choices and actions of those who make laws and regulations and those who distribute resources and make other decisions that affect the well being of many people. It involves

delivering messages that are intended to influence thoughts, perspectives and actions of leaders, politicians, policy makers, planners and others in authority.

Advocacy is essentially about policy change in three areas;

- Creating policies where non exist
- Refining harmful or ineffective policies
- Ensuring good policies and followed, implemented and enforced.

Against this backdrop, we can sum up advocacy to imply planned, targeted, focused, long term, organized, systematic, purposeful, and intentional process of influencing matters of public interest and changing power relations to improve the lives of the disenfranchised or excluded or aimed at influencing some change, policy or process. It is a process of social transformation aimed at shaping the direction or course of public participation; public policies and programs to benefit the marginalized, uphold human rights and safeguard the environment. Advocacy processes must remain pro-poor and reflect core values as equity, justice, mutual respect and accountability.

Why Engage in Advocacy, any way?

Advocacy work will;

- Assist parents and local communities to have a deeper understanding of what policy analysis, networking and lobbying entail.
- Help parents and local leaders develop strategic capacities and new competencies as analysts, reform advocates, animators, catalysts and change agents.
- Train partners to develop tools and sharpen skills in social mobilization, political strategy and trend analysis.
- Equip partners with skills and capabilities in mobilizing voluntary energy to catalyze system and policy change, monitor policy formulation and implementation and engage effectively in networking and solidarity building.
- Influence policy change and get commitment to action from those in authority.
- Advocacy is all about changing attitudes, cultures, trends, traditions or bringing in new ways, new thinking and new styles of life.
- Advocacy therefore has much to do with influencing (through campaigning and lobbying) policy makers, communities, planners and politicians to respond to demands, needs and aspirations of ordinary people – the poor.
- It is geared towards making development responsive, people driven and pro-poor.

Note: Advocacy will largely depend on political environment, policy regime, socio-cultural context, capacity, expertise/skills and interests of actors, civic space and opportunities available.

Influencing School Policies

Policy is all about values, beliefs, perspectives, objectives, targets and underlying assumptions, which inform the framework for school development. Besides these issues, in policy analysis one has to look for experiences from which a policy draws, context and situations surrounding the policy, institutions and structures, the problem to which the

policy attempts to respond, proposed solutions and general weaknesses and strengths of the policy regime.

Policy is a set of mandatory directions and or guidelines, which serve to regulate decisions mainly administrative and or managerial within a school set up. It can also be seen as a plan or course of action or set of regulations adopted/ designed by the school to influence and determine decisions or procedures. Policy agenda on the other hand revolves around priority issues the school wants to work on.

What is policy influencing?

Policy influencing is all about: -

- Participating in development planning
- Helping in the interpretation of school policies to parents and local communities
- Initiating a framework for a new education or school policy
- Monitoring implementation of education and school policies
- Reviewing content, process, participation and structure of education and school policies.
- Developing shadow policies or coming up with alternative policy proposals for discussion by SMCs, local and national education authorities.
- Transforming policy priorities and actions of schools and education authorities.
- Engaging in policy dialogue with SMCs, education officials, civic leaders among others.
- Building local campaign groups, village education committees and CBO networks to hold those in power accountable around education issues and school policies.
- Influencing those in authority about problems which affect the people, especially, the socially excluded e.g. marginalized children.
- Enhancing citizens' capacities, skills and perceptions to influence direction or course of policy processes and education practice in schools.

Practical Stages in Advocacy Work:

When planning for advocacy work, the following stages are crucial:

- Building identity and agreeing on objectives, core mandate, constituency, values and guiding principles. It is about formation of committees, groups, networks and alliances.
- Mobilization & mapping of resources, actors, institutions, allies, targets and stakeholders.
- Analysis of stakeholder environment and risk assessment including gathering programme, policy and socio-political information.
- Developing a shared vision or common understanding in order to build strategic relationships and organize sensitization initiatives to change attitudes, create expectations and form perspectives.

- Elaboration of the policy problem through identification of policy themes, analysis of the policy environment, understanding the problem, taking positions or options. How does the school policy affect children, teachers, parents and the local community for example?
- Identification of goals and objects around which the activities will revolve, including self reflection/analysis of strengths and weaknesses – conducting some kind of SWOT analysis.
- Finalizing a campaign strategy, rollout plan and methodology design
- M & E: firming up a monitoring and evaluation framework.

Advocacy techniques and tools – where reflect count

There are no standard strategies for advocacy work. They are mostly influenced by the socio-political context, target institutions, objects, policy problems and actors. But, whatever the context, one needs to weigh risks, possibilities and opportunities that each approach offers and cultivate powerful allies both inside and outside the system (read school). The ultimate goal should be to open up political space for negotiations. The main strategies of doing advocacy work include but not limited to campaigns and lobbying, examples of which include;

Campaigning	Lobbying
• Social mobilization, Awareness & sensitization	• Policy dialogue
• Behind-the-scenes machinations	• Boardroom negotiations & tradeoffs
• Mass action e.g. demonstrations, boycotts, vigils, picketing, processions	• Partnerships, Cooperation & collaboration
• Public rallies/forums	• Policy analysis and briefs
• Picketing, boycotts & strikes	• Role models & good practice
• Community & social mobilization	• Case studies
• Research and information dissemination or sharing	• Leveraging change through resources by supporting processes
• Media campaigns, public forums, civic education {IEC}	• Information packaging and policy drafting
•	• Education, training and persuasion
•	• Use of allies e.g. donors to leverage change
•	• Use of innovations and good examples

Reforming our schools through advocacy work; what practitioners say?

Legitimacy

The extent to which the leadership or the group bases their decisions on opinions of the majority of the people but at the same time respect minority views. Decisions must be based on the rights of all and follow a process of free and informed participation where every actor has equal chance and space. Transparency and fairness in election of group leaders and school representatives is key to passing the legitimacy test which ensures that leaders have the mandate of and are answerable to the people.

The question of who you represent and your relationship with parents is key to making legitimate demands to school authorities. Within the school environment and host community, who speaks for whom on advocacy concerns and with what authority?

Some questions on legitimacy

- On whose behalf do you advocate or speak.
- How are groups/communities involved in the process of deciding what issues to address what not to address.
- How democratic is your school or committee in the process of making decisions?
- How do leaders get their mandate from the people and how do they give feedback to them?
- Are all the voices heard equally or listened to?
- How are school committee members elected?
- How legitimate are your demands to the school?

Credibility

Credibility is all about trust and belief as well as the extent to which you are known and respected by government representatives, school management committees and other actors within the community. Having reliable information, packaged to ensure effective communication is yet another key element of ensuring credibility. Credibility means other actors trust and value what you have to say.

A good advocate or campaigner for school reforms should have unquestionable integrity before the school public – parents, children, teachers, colleagues, management committees and public officials.

Some Key questions on credibility

- How responsible are your actions?
- What expertise, resources, contacts or profile do you have?
- How efficient and transparent are your systems?
- Are you just professing lofty community development goals, but in reality you are nothing more than a scam.
- Can you speak legitimately about those affected?
- How do you link up to your constituency?

Transparency & Accountability

Accountability should be seen at two levels; within the campaign group and from the school to the community. For example, how do you hold the different entities within your committee, group or network responsible, so that the best interests of communities can be served by both the campaigners and the school?

Accountability is being honest about achievements, challenges and failures, and having the urge to do the best with available resources. Accountability leads to improved decision making, fair use of power/authority and efficient use of resources. Clarity of roles and responsibilities of school committees, availability of management information and finally reward for good practice all promote to accountability.

Transparency is about sharing information widely about education policies and what is going on at the school including use of funds and being fully open without holding back important information. People must be made aware of decisions made and how they were made along side consistent feedback to both the school and the local community. Holding individuals and/or organizations responsible for their performance, statements and actions is very basic in ensuring accountability.

Some Key questions on accountability

- What mechanisms do you have to hold schools or related public institutions accountable for their actions?
- How transparent and accountable are your structures?
- The leadership of the school, group, committee or network is accountable to whom?
- What feedback mechanisms do you have to/from your school?
- What is the level of internal accountability to school/group members and related constituencies?
- What watchdog/vigilance capacities have you developed?
- Are you managing your resources well?
- How transparent are your groups and schools?
- How accessible is management and or policy information?
- What systems are in place to ensure transparency and accountability?

Power and Authority

Civil society formations or social agencies working in the area of advocacy must form systems/mechanisms to evaluate and monitor plans, programs, actions and policy decisions of governmental agencies, local authorities, service boards and schools with a view to assessing their social and value-added impact on the lives of the ordinary citizenry. Good information and analysis gives networks technical influence, while stronger constituencies lead to political influence, both of which lead to social and public influence.

Some key questions on power and authority

- What resources do you have?

- What numbers can you draw in?
- What is your active membership?
- What alliances/linkages do you have with other coalitions, organizations and networks?
- Who are your allies, how prominent/influential are they?
- How credible, legitimate and accountable are you?
- What is the extent of your grassroots outreach?
- What media strategy have you evolved?

Communication & information flow

In order to achieve this, we will have to give priorities to investments in public education and other advocacy strategies which build capacities of the people to take charge of their lives, communities, resources and policy formation processes. Such strategies will have to factor in, the need to campaign for policies which build relevant livelihood skills and which develop the consciousness of active citizenship, important for people-centered development vision and equity-led growth model. These must be seen as and remain instruments for ensuring a constant process of self-assessment, bridge building and social transformation in light of the evolving values and reorientation needs of the school and local groups around it.

Key questions on communication.

- What communication and feedback system exist?
- How do you make sure that your campaigns are informed by the pressing needs of your members, allies and partners?
- How do you gather and process management information in schools?
- How do you gather, manage and process information
- What information and communication system exists between your leadership and your constituency (school community)?
- How do you generate issues from members?
- How are policy decisions communicated to stakeholders?

Coalition and solidarity building

CBOs and campaign groups must reach out to form alliances and achieve some leverage in joining the ever shifting coalitions which are consistently redefining social issues, expanding constituencies, promoting constructive engagement, enhancing mutual learning and finally engaging in political action for social change. This forms the bedrock for policy advocacy, and further calls for the articulation of varied and flexible mechanisms through which citizens define and process broad range of interests, meet individual and group needs, make popular participation feasible. Towards this end, they usually facilitate/encourage the development of a dense mosaic of independent, politically conscious, but voluntary and people-driven organizations, which strengthen the direct participation of citizens in both local and national decision making processes. Such initiatives provide essential training grounds in democratic citizenship.

Key questions on solidarity building

- How do you reach out to all actors?
- What strategies are available for making popular participation feasible?
- How do you promote constructive engagement?
- What actions do you take for social change?
- What strategies do you employ for solidarity building?

Community Participation

Means being meaningfully involved in school affairs by contributing ideas, raising concerns and making suggestions to improve quality of management and curriculum delivery. Valuing, listening to and taking seriously contributions from parents and community members, alongside providing information and regular consultations are key to influencing policy decisions or making choices on what schools have to do.

Participation allows people to contribute their ideas, build on their skills, talents and take collective responsibility and ownership of policies, plans and programmes. It further provides a forum for sharing views, experiences and for checking unfair decisions.

Some key questions on participation

- Are there enough opportunities for community/parent participation in your school?
- Are some people discriminated against or excluded from participation?
- What are some of the best ways of encouraging participation in school management?
- How can effective participation of all stakeholders be encouraged in the school?
- What does the law or policy say about your participation in school management?
- How democratic is the composition of school committees in your area? Do members of these committees represent community interest?

Tips, case studies, exercises/activities and illustrations -

SECTION FOUR

APPENDICES

Appendix I: PAMOJA & ANCEFA

i) About PAMOJA - Africa Reflect Network

Pamoja is an independent network of adult education practitioners who are committed to participatory, community-based and interactive approaches to learning and development in about 25 countries of Africa.

Vision: A continent (Africa) with sustainable education system that enables people to exercise their rights and to live a dignified life.

Mission: To facilitate planning and sharing among the different reflect practitioners in Africa in order to build a mass of people who are empowered to develop their communities. Pamoja exists to facilitate learning, sharing and the continued evolution of the reflect experience.

Core Objectives

- To facilitate the formation and strengthening of the National Reflect Forums (N.F.P) within Africa so as to promote inter-agency collaboration and solidarity.
- To promote capacity building of Reflect practitioners across Africa through cross-country training for key resource persons /exchange visits, peer evaluation and secondments etc.
- Ensuring efficient flow of information and practical learning around Reflect across Africa e.g. through Internet.
- Promote cross country collaboration and innovation around key thematic (areas) issues in Africa.
- To influence the policies and practices of Governments through sharing of experiences and learnings from communities across Africa.
- To link up with other Reflect Practitioners in other regions and contribute to the International Reflect Circle (CIRAC) ensuring that the African voice is heard in international forums.

ii]. About ANCEFA – Africa Network Campaign on Education for All

ANCEFA is a regional campaign network of civil society coalitions in Africa, with presence in close to thirty countries of Africa. ANCEFA rose out of the need for civil society in Africa to speak with one voice and to set their own agenda on issues relating to education. ANCEFA works through sub-regional networks with focal points in each of the sub regions: - Eastern, Southern, Central, and Western.

Vision: ANCEFA vision is a continent where all citizens, be they children, youth and adults have unhindered access to and participate effectively in quality education.

Mission: ANCEFA exists to build capacities of EFA coalitions in Africa and facilitate constructive policy dialogue and engagement between coalitions and ministries of education across the continent. ANCEFA has existed since Dakar 2000.

Core Objectives:

1. Work towards ensuring that African governments elaborate and implement concrete, time bound and costed EFA action plans with support and participation of civil society.
2. Campaign for concrete strategies and actions from Africa regional bodies (AU, ECOWAS, SADC, CEMAC and NEPAD) to address education, HIV/AIDs, conflict and poverty in Africa. Lobby NEPAD, AU, and sub-regional bodies to create CSO voice and space and put quality education for all in their agenda as well as in the G8 summit agenda.
3. Help to build and strengthen national coalitions to create strong political pressure on governments to formulate credible EFA action plans and mobilize resources for their effective implementation.
4. Facilitate communication, consultation and experience sharing between national EFA coalitions, sub-regional/regional networks and all GCE affiliated organisations in Africa and mobilise support towards achieving EFA goals by 2015.
5. Set up an African education watch in order to promote CSO monitoring mechanism and harness relevant CSO contributions to the UNESCO Global monitoring report. This review will help in assessing progress on EFA planning, implementation, financing and monitoring with focus on civil society participation in the entire EFA process.

Appendix 2: GLOSSARY OF COMMON CONCEPTS AND TERMS

Reflect:

Reflect is an approach to learning and social change. Key to the Reflect approach is creating space where people feel comfortable to meet and discuss issues relevant to them and their lives. This approach aims to improve the meaningful participation of people in decisions that affect their lives through strengthening their ability to communicate. Reflect as a methodology enables people to critically analyze the issues around them and be able to move on with them.

Participation:

The concept of participation implies any kind of contribution, input and sharing in management and development processes of the school. It also connotes involvement, engagement and or membership of policy and decision making organs within the school.

Effective participation can only be realized if structures, capacities and the question of space are adequately outlined and addressed.

Governance:

Governance has a lot to do with power, legitimacy and authority to exercise control and or oversight over facilities and resource outlays within the school environment. The most important aspect of school governance is all about stakeholder involvement, voice and say in planning, budgeting, implementation and monitoring of school activities and programmes.

Management:

Management is often viewed as the art of harnessing resources to achieve stated goals/objectives. Management essentially involves working with, and through other people within an organization (say school) to accomplish set goals. Management is about running, guiding and directing schools towards their vision. It has to do with administration and organizing resources (people/staff, facilities and funds) around school objectives.

School:

According to Kenyan Education Act (1968) Cap 211, a school is an institution, center or place where not less than ten pupils receive regular instruction. Within the context of a school therefore, the main objective include:

- ✓ Promoting quality education for the people (children, youth and adults) in line with national plans for political, economic and social development.

Head teacher:

Is the manager of the school. The head teacher for example is responsible for school development planning, management of curriculum, people and resources. Stewarding the school, teaching, secretary to School Committees/Boards and working with local educational officials are also part of his responsibility.

Resources:

The School resources refer to both learning and physical facilities/materials and how they are financed. The provision of these essential facilities should adhere to established policies and regulations such as building regulations and by-laws, minimum health standards and levels of expenditure among other things.

- ✓ Learning materials e.g. stationeries and extra curriculum materials
- ✓ Physical facilities e.g. furniture, classrooms, administration block
- ✓ Health and sanitation facilities e.g. pit latrines/toilets, gender provisions

Education:

Any kind of organized teaching and learning processes and activities going on within the school.

Expenditure:

Using school resources, mainly funds towards school goals entail expenditure; i.e. cost outlays, cash inflows/outflows, disbursements and payments all constitute expenditure.

Tracking:

Tracking connotes monitoring and follow ups of school budgets and management processes and functions through participatory techniques. Acquiring new skills, gaining access to new information and building new alliances are some of the strategies useful in ensuring effective tracking. It involves budget audits and independent analysis of school expenditure.

Policy:

Policy is all about values, beliefs, perspectives, objectives, targets and underlying assumptions, which inform the framework for development facilitation. Policy is a set of mandatory directions and or guidelines, which serve to regulate decisions mainly administrative and or managerial. It can also be seen as a plan or course of action or set of regulations adopted by government, business or any other institutions (school) designed to influence and determine decisions or procedures.

Advocacy:

Advocacy implies planned, targeted, focused, long term, organized, systematic, purposeful, and intentional process of influencing matters of public interest and changing power relations to improve the lives of the disenfranchised/excluded or aimed at influencing some change, policy or process. Is a deliberate process of influencing those who make policy and is used to influence the choices and actions of those who make laws and regulations and those who distribute resources and make other decisions that affect the well being of many people.

Capacity:

Capacity has to do with endowment, ability and competence of school managers, teachers, parents and pupils to make efficient use of school facilities so as to deliver on set goals and objectives.

Empowerment:

Means increased self confidence and self respect leading to; the ability to act effectively in school planning and management committees. As a political concept, empowerment invokes consciousness and power to make decisions and exercise control over resource outlays.

Gender:

Refers to social differences and relations between men and women which are used to analyze their roles, responsibilities, constraints and needs within the school context.

Plan:

A plan spells out the key policy statements that, reflects the highest level of commitment and the development agenda of the school.

Budget:

A budget is a financial plan/statement which identifies sources of revenue and allocates expenditures to the various sectors within the school. Plans and budgets help to ensure that resources available from the community, parents and government are equitably allocated.

Leadership:

Leadership is the art/process of influencing people so that they can strive willingly and enthusiastically towards the achievement of group goals. Leadership role include; setting & achieving tasks, developing individuals and building teams. The process of leadership is the use of non-coercing influence to direct and coordinate the activities of the members of an organized group (say school) towards the accomplishment of group objectives.

Appendix 3: EFA Framework & Millennium Development Goals**Dakar Framework for Action – World Education Forum, 2000.**

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged.

Goal 2: Ensuring that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

Goal 4: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality by 2015; with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.

Goal 6: Improving every aspects of quality of education and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all in numeracy, literacy and essential life skills.

The Millennium Development Goals

Goal 1: Eradicate extreme poverty and hunger

Target 1; Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day.

Target 2; Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

Goal 2: Achieve Universal Primary Education by 2015

Target 3; Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3: Promote gender equality and empower women

Target 4; Eliminate gender disparity in primary and secondary education, preferably by 2005 & at all levels of education no later than 2015.

Goal 4: Reduce child mortality

Target 5; Reduce by two-thirds, 1990 and 2015, the under five mortality rate

Goal 5: Improve maternal health

Target 6; by 2015 (by three-quarters the maternal mortality ratio)

Goal 6: Combat HIV/AIDS, Malaria and other diseases

Target 7; Have halted by 2015, and begun to reverse, the spread of HIV/AIDS.

Target 8; Have halted by 2015, and begun to reverse, the incidence of malaria and major diseases.

Goal 7: Ensure environmental sustainability

Target 9; Integrate the principle of sustainable development into country policies and programmes and reverse the loss of environmental resources.

Target 10; Halve by 2015, the proportion of people without sustainable access to safe drinking water

Target 11; By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers.

Goal 8: Develop a global partnerships for development

Target 12; develop further an open, rule based, predictable, non discriminatory trading and financial system.

Target 13; deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term.