



# SCHOOL BASED MANAGEMENT

**A TRAINING GUIDE FOR SCHOOL MANAGEMENT COMMITTEES**

**MINISTRY OF BASIC AND SENIOR SECONDARY EDUCATION**

**AUGUST, 2021**

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## About this Training Guide

This Training Guide – SCHOOL BASED MANAGEMENT: A TRAINING GUIDE FOR SCHOOL MANAGEMENT COMMITTEES – provides a basic guide for the training of School Management Committees (SMC). The training guide is, therefore, tailored to the local situation, and focuses more on the practical reality that the SMCs are faced with in executing their roles and responsibilities as is expected by law. The training content provides a general focus on the key issues in education management. Key topics for each unit are derived from the prior field findings through discussions with the District Education Offices and other education development agencies.

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

The facilitators should be encouraged to read through both the PBF and SBM manuals so that they will guide every discussion on each topic. The first three topics are considered very essential for the SMCs to have a very good understanding of. They should keep the time allocated to each session in view so the every topic is covered.

## UNIT 1: PERFORMANCE BASED FINANCING

### Introduction

The Performance – based School Financing (PbSF) is a program implemented by the Government of Sierra Leone aimed at bringing about innovative reforms in the management of the education sector. Under the program, financial incentives will be given to schools based on their performances on a set of pre – defined indicators. How much a school earns will depend on how much it scores on each indicator.

As an institution that has the mandate to oversee the utilization of the funds, the School Management Committees are required to have an insight into the key implementation features of the program so as to ensure proper management of the grant at the school community level.

### Objectives of the Session

At the end of the session, participants are able to:

- a) Understand the concept of performance based financing (PBF)
- b) State at least two objectives of the PBF program in schools
- c) Understand how the PBF works in schools
- d) Understand the Obligations of schools receiving the funds, including penalties for non – compliance
- e) Understand the performance indicators and the size of the grants, including the frequency of the payments

### Topics

- What is PBF and what are its key features?
- The objectives of the PBF
- The Components of the PBF grant
- Indicators used to assess school performance
- Uses of the PBF grants – Eligible vs Ineligible Expenditures
- Obligations of the schools receiving the grant and penalties for non – compliance
- The Role of the School Management Committees in the Implementation of the PBF

### Methods

- ✚ Group work, Brainstorming, Question and answer

### Materials

- ✚ Flip charts, markers, masking tapes

### Session A: What is Performance Based Financing

Duration - 45 Minutes

- Performance-based financing (PBF) is a method of school financing based strictly on school performance on pre-defined indicator.
- The school gets more of the PBF grant if it improves student attendance, retention and progression and improves teaching and learning outcomes.
- Schools with special needs and circumstances (i.e. unapproved or small schools, schools in poor communities, or schools with students with disabilities) also receive extra funds.

### Objectives of the PBF

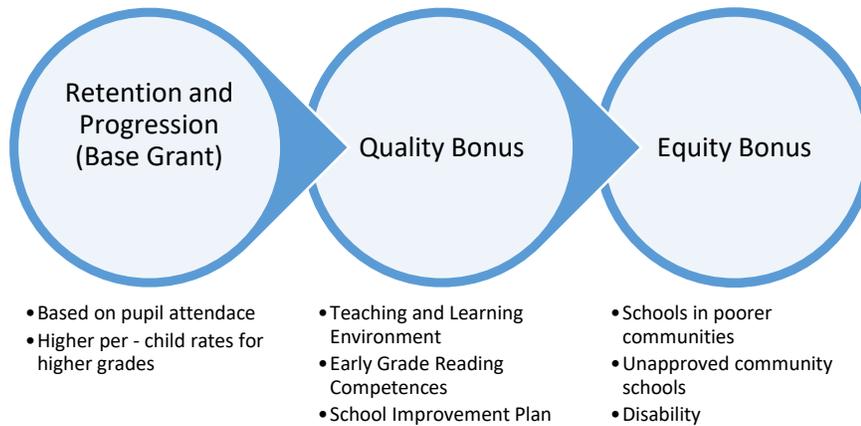
- To provide additional resources at the school level to help minimize the cost of schooling to parents
- To increase educational equity – The program also targets unapproved community schools, schools that serve poorer communities and schools that accommodate disabled pupils

- To improve the learning environment in targeted schools
- To strengthen the capacities of the School Management Committees, Local Councils and DEOs in the management of the grants

### Session B: Components of the PBF Grant

Duration - 30 Minutes

The performance-based financing (PBF) school grants comprises of three main components



### Session C: Performance Indicators

Duration - 1 Hour

There are 10 indicators for the PBF grants

- (i) Number of students in attendance
- (ii) Percentage of Teachers found teaching in classrooms
- (iii) Percentage of students with text books during lessons
- (iv) Number of classrooms with adequate teaching and learning materials
- (v) Percentage of students assessed regularly by the teacher
- (vi) Percentage of teachers observed by head teacher
- (vii) Percentage of teachers observed by head teacher in their classroom during lesson delivery
- (viii) Availability of recent copy of School Improvement Plan
- (ix) Percentage of students achieving minimum grade-level reading competency
- (x) Share of female to male students with minimum grade-level reading competency

### Session D: Uses of the PBF Grant

Duration – 1 Hour 30 Minutes

#### a) Eligible Expenditures

- School facilities
  - Classrooms
  - Latrines & Drop holes on school premises (especially latrines for girls)
  - Water sources on school premises
  - Storage room on school premises (for books & TLM)

- Labs
- Library
- Fence/Boundary Wall
- Adaptations to make school facilities accessible to children with disabilities (e.g. ramps)
- School furniture
- Teaching and Learning Materials
  - a. Books (e.g. textbooks, supplementary books, braille books)
  - b. Teaching aids (e.g. chalkboard, chalk, chart papers, stationery items, registers, notebooks, etc.)
  - c. Student aids (e.g. stationery items, exercise books, etc.)
  - d. Lab Equipment
- Teaching and Learning Activities
  - a. Extra classes and lessons
  - b. Remedial classes for children requiring special attention or that are lagging
  - c. Tests and examinations (e.g. report cards, photocopying of test/exam papers, etc.)
- Co-curricular activities
  - Student clubs
  - Science fairs, reading competitions, spelling bees, debates, etc.
  - Health, hygiene, safety and psychosocial education of students
- Performance Bonus for teachers
- Stipends for community teachers (i.e. teachers not on payroll)
- Teacher Professional Development activities
- In-kind support for poor/needy students only
- Activities to mobilize student enrolment, attendance and retention
- School operational costs
  - Utilities
  - Consumables (e.g. stationery, notebooks, registers, vouchers book, photocopying administrative forms, etc.)
  - School notice board to display PBF progress and utilization
  - Other PBF information dissemination activities to communities
  - Servicing of SMC/CTA meetings

#### **b) Ineligible Expenditures**

- a. Transport allowances to teachers and head teachers
- b. Construction of teacher residences
- c. Salaries of teachers on payroll
- d. Financial assistance to teachers, head teachers, SMC members or community members
- e. Fees to SMC members
- f. Lending
- g. Saving to earn interest
- h. Activities that are not priorities or are not captured in SIP
- i. Clothes for teachers and students (excluding poor students)

- j. Materials that do not support learning process
- k. Activities already funded by other agencies
- l. Financing activities run by government offices
- m. Activities unrelated to school operations (e.g. festivals, events)
- n. Buying shares
- o. Investment

**Session E: Obligations and Penalties for Non – Compliance**

**Duration - 40 Minutes**

Requirements	Penalties
Schools must prepare and update the School Improvement Plan	First warning will be issued to the school, and the next tranche of the school withheld
Maintaining receipts and other financial records of PBF expenditure/utilization	Schools that do not maintain receipts and records of PBF expenditures/utilization will be given a first warning and 100% of the next tranche of PBF will be withheld until submission of the relevant records for the missing term(s), and the SMC and ward education committee will be informed
Display of last term’s summary of PBF expenditures/utilization in a visible location on school premises (e.g. school notice board) is a requirement	Schools that do not display info on PBF utilization will be given a first warning and 100% of the next tranche of PBF will be withheld until info on PBF utilization is displayed, and the SMC and ward education committee will be informed
If falsification of records, misreporting, and fraud is detected for the first time	the next tranche of PBF funds will be forfeited, and the SMC and ward education committee will be informed

**Activity**

**Duration – 1 Hour**

Divide participants into 3 groups each with a Chairman, Secretary and Presenter. Let the groups converge in a plenary and present their findings, followed by discussion of those findings.

**Group 1**

**Task:** Identify 5 performance indicators for the PBF in your school, and for each of the indicators, state how your SMC can help the school improve on those indicators. Also state the challenges you may encounter performing this role

**Group 2.**

**Task:** List 5 eligible and 5 ineligible uses of the PBF funds. As an SMC, state at least 3 measures you would adopt to ensure that funds are managed properly. Fully discuss these measures

**Group 3.**

**Task:** Discuss 4 compliance measures a school must adhere to in order to stay in the PBF program and state the punishments for non – compliance on each of them

## UNIT 2: SCHOOL MANAGEMENT COMMITTEES

### Introduction

The School Management Committees are very crucial to the effective and smooth functioning of the primary education system. The School Management Committees provide an institutional structure that has the potential to address the educational challenges of the country through more control over local resources; at the school level, they are charged with the responsibility of rekindling the community spirit in improving education and empowering communities to analyze problems confronting the education sector, and to adopt and internalize the strategies. The SMCs are greatly challenged in the performing these roles.

### Session Objectives

At the end of the session, participants are able to:

- a) Understand what the School Management Committees are,
- b) Understand their mandate, structure and composition
- c) Identify at least five roles of the School Management Committees
- d) Understand the term of office of the SMCs
- e) Understand the nature and types of school meetings held by the SMCs

### Topics

- What is a School Management Committee?
- Features of the SMCs
- The Composition of the SMCs
- Eligibility of the Key Officials
- Tenure of the Terms of Office
- Functions of the SMCs
- The nature and types of SMC meetings

### Methods

- ✚ Group work, Brainstorming, Question and answer

### Materials

- ✚ Flip charts, markers, masking tapes

#### Session A: What is School Management Committee?

**Duration – 45 Minutes**

*Start with a brainstorming session to gauge the participants' understanding of the School Management Committees*

At the end of the discussions, the facilitator will take the participants through the following points:

- The overall governing body of a primary school system
- They play a key role in the management and daily operations of the school
- They ensure basic child friendly standards in the school
- Provide oversight of education at the local level
- The School Management Committees came into existence through the Education Act 2004; Part vii section 33(1).

#### Session B: Features of the School Management Committees

**Duration – 30 Minutes**

- They are legally constituted bodies established by the Education Act, 2004
- They assist in the management of government and government – assisted primary schools
- They have a membership of seven (7) as indicated in the composition of SMC section below.
- The term of office of the members is specific as indicated in the “Terms of office of SMC” below.
- Both sexes are eligible for membership
- Their actions are controlled by rules made by the Ministry of Education
- Each SMC has a Chairman, Secretary and Treasurer

### **Session C: The Composition of the SMCs**

**Duration - 45 Minutes**

- The Head Teacher of the School
- The Inspector of Schools or his/her representative (now Deputy Director, without voting right)
- The traditional ruler of the village or area concerned
- Chairman of the Community-Teacher’s Association (CTA) or his/her deputy
- The Proprietor’s representative
- Female member or a female representative of the Chiefdom Education Committee
- A prominent educationist

### **Session D: Eligibility of the Officials of the SMC**

**Duration – 45 Minutes**

#### **Chairman**

- Chairman of the SMC should be literate in English, not below the age of 40 years and be respected in his/her community
- Chairman shall be nominated at the first meeting and the Head Teacher shall serve as Secretary
- The Chairman may at any time resign from office by informing the SMC at a meeting or in writing to the Secretary
- In the event of the resignation of the Chairman from office, that office shall be filled through an election at the next meeting
- No Head Teacher should chair an SMC meeting. The Head Teacher is to serve as Secretary. In the case where Chairman is absent, any member except the Head Teacher can chair the meeting

#### **Treasurer**

- The Treasurer should be literate in English and have some experience in management and control of funds.
- The treasurer should have a proven formal or informal track record of book-keeping in their previous role.
- The Treasurer shall be nominated at the first meeting and the Head Teacher shall serve as Secretary
- The Treasurer may at any time resign from office by informing the SMC at a meeting or in writing to the Secretary
- In the event of the resignation of the Treasurer from office, that office shall be filled through an election at the next meeting

### **Session E: Tenure of Office of the SMCs**

**Duration – 45 Minutes**

- The term of office for the SMC shall be for three (3) years from the date of appointment. The members shall be eligible for reappointment for another term of three (3) years.
- It is recommended that no member should serve the committee for more than two terms without a break of at least two terms
- Any member may resign from the committee by informing the Secretary in writing of his/her resignation, having given an advanced notice of at least 2 weeks.
- All membership to the SMC is statutory. Any member who in the opinion of the committee is not adequately fulfilling his/her obligation, the body that nominated the member must be informed for replacement

- Any vacancy of the SMC shall be filled by a replacement from the same category of the persons as the former, and appointed in similar fashion. The replacement shall serve the unexpired term of the person replaced

### **Session F: Functions of the SMCs**

**Duration – 45 Minutes**

- Review the inspection reports relating to the performance of the school, recommend and/or take actions
- Collaborate in the provision and maintenance of buildings, furniture, equipment and other materials
- Assist in the formulation, approval and implementation of the school development plan and budget for every academic year
- Keep records of the accounts and funds of the school and have them audited every year
- Ensure that its meetings are regular, productive and that the duties assigned to the various officers of the SMC are carried out in a responsible and efficient manner
- Approve the school development plan and budget before implementation
- Constantly monitor the activities of the school in order to feedback observations into positive changes or the school

### **Session G: Nature and Types of Meetings**

**Duration - 30 Minutes**

#### **a) Regular Meetings**

- The SMC shall meet at least once every term and meetings shall be held preferably in the school
- Notice of every meeting and the agenda of the meeting and minutes of the previous meeting circulated to members not less than fourteen (14) days prior to the date of such meeting. This does not however apply to special meetings
- Four members, including the Chairman and the Secretary, shall constitute a quorum for meetings
- No decision or proceedings of the SMC shall be invalidated on account of any vacancy or absence among the members of the committee as long as the quorum has been obtained
- The Secretary shall ensure that the minutes of the committee meetings are recorded, prepared and distributed to members, related Local Council and the Deputy Director of Education and other relevant bodies/persons within one week of that meeting
- Minutes of each meeting shall be discussed and confirmed at subsequent regular meeting.
- The Chairman and Secretary of the meeting shall sign and date the official copy of the minutes after confirmation
- The Secretary shall ensure that a permanent copy of the signed copy of the confirmed minutes is kept for the records.

#### **b) Special Meetings**

- a) The Chairman may at any time summon a special meeting of the SMC by giving urgent notice. Such meetings are called based on:
  - a) A request for that purpose addressed to the Chairman in writing and signed by at least three (3) members of the SMC
  - b) A directive to that effect addressed to him/her in writing by the Chief Education Officer and other Education Authorities such as the Deputy Director of Education

#### **Group Activity**

Put participants in 2 groups and present in plenary

**Group 1** – List and explain the criteria for membership into the SMC

**Group 2** – Identify the key roles and responsibilities of the SMCs

## UNIT 3: SCHOOL IMPROVEMENT PLANNING

### Introduction

Effective school improvement is about change that is driven by commitment to increase the learning outcomes of every student. School improvement is a carefully planned and managed process that takes place over time. Continuous school improvement is about changing school culture to one that is focused on improving the achievement levels of students and increasing the overall performance of the school through a planned set of processes and strategies.

### Session Objectives

- At the end of the session, participants are able to:
- Understand what School Improvement Planning is
- Name at least 5 general areas where the quality of schools can be improved
- State five steps used in preparing the School Improvement Plan
- Prepare a school improvement plan using their local realities

### Topics

- What is School Improvement Planning?
- Strategies to improve access, quality and inclusiveness in schools
- Purpose of School Improvement Planning
- Steps in preparing school improvement plans
  - Situational Analysis
  - Formulation of Goals
  - Planning and implementation
  - Monitoring
  - Evaluation

### Methods

Group work, Brainstorming, Question and answer

### Materials

Flip charts, markers, masking tapes

### Session A: What is School Improvement Planning?

**Duration- 30 Minutes**

School improvement planning is a continuous process to maintain and improve the access and quality of education for all school-aged children. It is a holistic approach that applies not only to the infrastructural development of the school, but also other aspects of the school improvement including:

- a) Pupils that are in the school,
- b) School-aged children that do not attend school. These can be children that are physically, mentally or practically constrained to attend school.
- c) Pupils that have dropped out from school.

All these quality aspects have an impact on the learning (outcomes) of school-aged children. A few examples include:

- A pupil that feels physically and emotionally safe at school, is likely to attend and perform better than a pupil that is bullied or even molested;

- A school that makes its learning resources available to pupils and use them appropriately, is likely to generate better learning outcomes;
- Pupils that use wheelchairs are more likely to attend a school where they can access classrooms using a ramp;
- Teachers that are regularly observed by a school leader and take care of their own professional development, are likely to become better teachers;
- Schools that have clean toilets for female and male pupils, are likely to be better attended than schools where toilets are not in order or not kept clean.

### Session B: Purpose of School Improvement Planning

**Duration - 45 minutes**

The objectives of School Improvement Planning are:

- Encourage staff and parents to monitor student achievement levels and other factors, such as the school environment, that are known to influence student success.
- Enhance community participation and ownership of school management and development initiatives
- Strengthen partnerships and unity of purpose among the stakeholders
- Strengthen school management, transparency and accountability for improved learning outcomes.

#### Activity 3.1

Create a table with two columns on the flip chart or chalk board. In the first column (TRADITIONAL), write down the phrases as shown in corresponding column below. In groups of five, ask the participants to come up with the PROPOSED CHANGE for three

TRADITIONAL	PROPOSED CHANGE
Standardized approach to lesson delivery	
Teacher-centered	
Passive learning	
Learn to do	
Teacher as “sage on the stage”	

### Session C: Some Strategies/Interventions to Improve Access, Quality and Inclusiveness

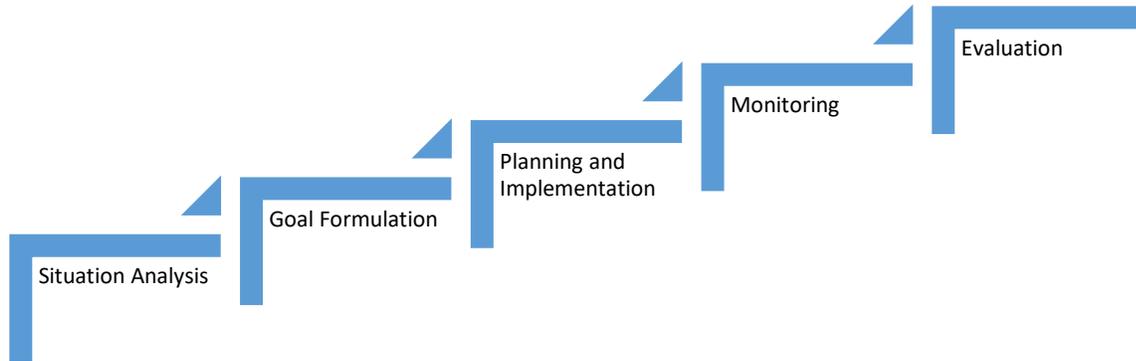
**Duration – 1 Hour**

- A school can hold regular staff meetings to enhance collegiality and facilitate peer support;
- A school can introduce extracurricular activities to develop artistic and musical skills;
- A school can invite and have discussions with parents of children that have dropped out from school or are at risk of dropping out;
- A school can organize a fund-raising with the CTA with the goal of building a new toilet block;
- A school can organize targeted support for children that are at risk of dropping out;
- A school can organize an open school day with activities organized by pupils, display of student work and an opportunity for parents to speak to teachers;
- A school leader can ask local crafts men and women to facilitate (extracurricular) courses on craft. For example, repairing school furniture
- A school can organize an annual enrolment campaign with the community to increase access;
- A school can form and organize rotating teams of pupils responsible for daily cleaning of school facilities and premises.
- A school can mobilize the community to improve student attendance
- Do we have enough teachers? Do we have a Maths teacher? If no, how do we get one? Do we have cases of absentee teachers or teacher behavior issues?

- What is the dress code of pupils & teachers? Are they peace abiding or violent
- Do parents visit school to monitor child’s performance? Do kids study/do homework? Do all students have appropriate learning environment at home? If not, how can SMC support CTA to raise action on this?
- is school clean/bushy? How to make it more attractive & safer for at-risk groups?  
e.g. is there water? Toilets? What is the pupil: drop hole ratio? Is it safe for girls?
- How can community support school development? Teacher Accommodation

**Session D: Five Steps in Preparing School Improvement Plans**

**Duration - One hour**



**A School Development Plan - Template**

Issues (Order of priority)	Goal(s)/Expected Outcome	Activity	Where (Location/Venue)	Responsible Unit/Person	Cost of Activity (Le)	Resource Availability (Yes/No)	Expected Source of Resource	Implementation Time Line
1								
2								
3								
4								
5								

**Session E: The School Improvement Planning Cycle**

**Duration- 40 minutes**

- Conventionally, schools reopen in the month of September for every academic year.
- SMCs by statutory law are required to convene at least once every quarter; in addition, the Committee can meet as and when considered necessary.
- SMCs are expected to develop SIPs at the start of each academic year
- However, depending on exigencies and specific circumstances beyond the control of the School, there is some flexibility as to the correct time to start the School Improvement Program in each school. Each school may have a different SIP start time.

- As soon as schools start the SIP cycle with the Self-Assessment then they must stick to a calendar that involves a 12-month cycle.
- For example, if a school undertakes the first meeting of the School Improvement Committee – Stage 1 of the SIP Cycle – Self-Assessment -- in June then it must repeat the Self-Assessment activity within 12 months that is before or during June the following year.
- The 12 months SIP cycle will involve the following processes undertaken by the SMCs:
- **Planning:** under planning they should offer leadership and ensure comprehensive analysis of the school needs, prioritization of the needs and development of the SIP. This should be an all-inclusive process targeting all the school stake holders.
- Under **implementation**, they should ensure that the planned activities are implemented as planned.
- Under **monitoring** they should continuously monitor the planned activities; conduct midterm and end term reviews; and report to the relevant bodies accordingly.
- Under **resource mobilization**, they should do the following: map out the school stakeholders, identify each stakeholder’s potential contribution to the school; and establish ways of soliciting for their support in the implementation of SIP e.g. through proposal writing, online social networks such as alumni groups, one on one visits etc.

### **Session F: Establishing the School Improvement Planning Teams in Schools**

#### **Duration - 40 Minutes**

- The Head Teacher will consult the school proprietors and staff to identify, prioritize and prepare budget estimates for the School Improvement Plan
- The Head Teacher then outlines the school improvement priorities and budget estimates which the SMC will scrutinize and approve.
- The SMC through CTA Chairman and Head Teacher convene a Community Parents-Teachers’ Association meeting to discuss/adopt the School Improvement Plan
- Once adopted, the SIP is implemented by the Head Teacher supervised by the SMC

### **Session G: Guiding Principles in Preparing School Improvement Plans   Duration - 30 Minutes**

- Continuous improvement applies to all schools regardless of their level of performance. All schools have the potential to improve the learning outcomes of students.
- Promotion of the best interests of the learner
- Participation of stakeholders: Involvement of all key stakeholders is central to the realization of the set goals and objectives
- Consultation at all stages: All relevant stakeholders will be consulted at every stage of the SIP development process
- Transparency and accountability to the public: To enhance support and ownership the whole process will open to public scrutiny.
- Teamwork: The success of the SIP will depend on collaborative action by all the stakeholders.
- Efficiency and effectiveness: Available resources should be used efficiently toward achieving expected results
- Commitment: Successful school improvement depends on the willingness and commitment of schools to take responsibility.
- Honesty and frankness

#### **Activity 3.2**

In groups of 5, ask the participants to do the following:

- Identify the steps in the SIP process.
- Sequence SIP steps by drawing the planning cycle on a flip-chart and include a time-line.
- Discuss when, within the school year, each step in the cycle will be undertaken.

## UNIT 4: FINANCIAL MANAGEMENT AND PROCUREMENT

### Introduction

Good financial management ensures that the resources available to the school are used for the maximum benefit of the learners. More specifically, Financial Management means ensuring that every Leone spent is used for the most effective purpose and that every Leone can be accounted for once it is spent. The guidelines assist the Head Teacher, SMC Treasurer, SMC members, school staff and other community members to manage funds effectively at the school and account for all funds received and spent.

### Session Objectives

At the end of the session, participants are able to:

- a) The Basis of Financial Management in schools
- b) Have a fair knowledge of the Guiding Principles of Financial Management ie
  - Accountability
  - Transparency
- c) Have an understanding of the roles and responsibilities of the SMCs in the management of the PBF funds
- d) The key responsibilities of stakeholders to the operations of the school accounts
- e) Understand the basic procurement principles and procedures that schools must follow

### Topics

- What is Financial Management?
- Basic Principles of Financial Management
- Roles and Responsibilities of stakeholders to the Operations of the School Accounts
- Roles and Responsibilities of the SMCs in Managing PBF Funds
- School Accounts

### Methods

Group work, Brainstorming, Question and answer

### Materials

Flip charts, markers, masking tapes

#### Session A: What is Financial Management

**Duration - 30 Minutes**

- Financial Management is the process of raising and spending money in an organization in the most efficient way.
- Good financial management ensures that the resources available to the school are used for the maximum benefit of the learners.
- More specifically, **Financial Management** means ensuring that every Leone spent is used for the most effective purpose and that every Leone can be accounted for once it is spent

#### Session B: The Basic Principles of Financial Management

**Duration – 45 Minutes**

Accountability and transparency are two important principles that should govern the work of the school and SMC in all their work and in particular with activities relating to the management of resources both financial and material (e.g. management of exercise books, sports' equipment, textbooks).

- a) **Accountability:** Accountability means being able and willing to explain your actions and the way you have used school/public resources that have been put in your care.

- The school is legally accountable to the government and to the school community as represented by the SMC.
- Monitoring accountability involves ensuring that all financial transactions have the necessary supporting documentation (e.g. receipts, quotations, etc.) and physically verifying the existence of items upon which expenditure is claimed or the activities that have taken place.
- b) **Transparency:** Transparency means being open and honest in your actions and making it clear to others what you and your team are doing on behalf of the entire members and why you are doing it.
  - SMCs should be transparent in all their dealings through holding regular meetings that require the SMC to account for their actions in a public forum.
  - SMCs must also display key decision or/and a school improvement plan on the school notice board
  - Clear roles and responsibilities are important. Knowing who can withdraw funds and authorize and record spending of grant funds is important to ensure accountability and transparency.
  - Involving community stakeholders in all aspects of school improvement—including budgeting and reviewing finances—can strengthen transparency and accountability.

### **Session C: How Do We Ensure Transparency in the Management of PBF Funds?**

#### **Duration – 30 Minutes**

- Develop plans and budgets collaboratively
- Make accounts public and conduct regular financial and procurement reviews. Use the school notice board
- Make decisions public and involve others in the implementation of activities
- Plan community fundraising activities

### **Session D: Roles and Responsibilities of the SMCs in the Management of PBF Funds**

#### **Duration - 45 Minutes**

- Monitors the effective use of funds at the school level and reports any instances of malpractice to the District Education Office (DEO).
- Ensures compliance with PBF guidelines, including transparency, accountability and eligible expenditures.
- Witness delivery of materials to the school and any payments made for services (e.g. to laborer’s or teaching assistants).

### **Session E; Operating the School Accounts**

#### **Duration – 1 Hour**

#### **a. Opening New Accounts**

- If a school does not yet have a bank account, it should open one
- The SMC in consultation with DEO is free to choose one commercial bank that the schools should use
- It is recommended that, when choosing one bank, the school gets from the proposed bank a letter confirming that the bank will accept liability in the event that a loss has occurred because the bank accepted a withdrawal that was not consistent with the mandate as described in #5 below.
- It is recommended that a savings account be opened, rather than a current account, as the charges are lower for savings accounts
- The name of the account must be “[Name of school]” account, or something similar, so that it is clear that the account is for the use of the school community and not for individuals.
- The bank mandate should be set up with the signatories for the account as per MBSSE practice for fee subsidy accounts.
- There should be not auto-teller card for the bank account. The bank mandate should make this clear.

**b. Existing Accounts**

- A school that already has a bank account may continue to use it so long as it is fully consistent with 5, 6 and 7 above.
- In the event a school has an existing account that it wishes to use for PBF but the account is not currently consistent with 5, 6 and 7 above, it should be possible to change the name signatories, etc. if the current signatories write formally to their branch requesting such a change
  - *If a school already has a bank account and the school wishes to use it to hold PBF funds, the school is REQUIRED to notify the DEO of the bank account with a letter including the Name on the Account, the Bank Name and Branch and the Account Number (BBAN).*

**c. All Accounts – Exist and New**

- A school bank account that is used for receipt of PBF may be used for other receipts so long as they are in connection with school improvement. Receipts which are personal may not be mixed with PBF
- The cashbook is essential to control of the control of public monies and PBF.
- The liability in the case of any misuse of public monies and PBF funds rests with the individuals who are the signatories to the bank account where those individuals have been negligent or dishonest.

## UNIT 5: TEACHER MANAGEMENT

### Session Objectives

By the end of the session, SMC members would be able to acquire skills and demonstrate ability to perform the following:

- a) Supervise and monitor the activities of teachers in and outside the schools
- b) Develop and implement monthly teacher supervision plans
- c) Debrief teachers on the outcomes of their monitoring

### Topics

- o Teaching and Facilitation
- o The 'Good' and 'Bad Teacher'
- o The Role of the School Management Committees
- o General checklist for the SMCs and Head Teachers in managing Teachers

### Methods

- o Graphics, Role plays, Discussions, Questions and answers

### Materials

- o Flip charts, markers, pictures

### Session A: Teaching and Facilitation

**Duration – 45 Minutes**

- Teaching is the giving of knowledge to those who do not have it
- Facilitation helps and guides the path of knowledge that might already be available
- Which approach is applicable for this training and why?

#### Some guidelines:

- The facilitator
  - a) regards participants as colleagues and helps them to discover their talents
  - b) encourages full participation of participants in the process
  - c) is aware of participant's wealth of knowledge and regards them also as facilitators

#### Activity 5.1 (25 Minutes)

The facilitator encourages participants to:

Draw two images of a classroom: one congested and the other freely spaced.

Demonstrate role plays of:

- o good teaching
- o bad teaching scenarios

Facilitator generates discussion on the pictures and role play, bringing out what helps students to learn and what

The facilitator leads participants in a discussion on the following teacher management issues, beginning with those raised in the graphics:

- Attendance of teacher:
  - Teachers must be regular & punctual in their schools. No unexcused absenteeism or late coming should be encouraged.
- The Teacher dress code:
  - Trousers must begin around the hip and run down to the ankles.
  - Shirt sleeves must be decently long or short and no sleeveless shirts must be allowed.
- Attitude towards management and colleague staff members
  - A teacher must leave in good relationship with all his colleagues.
  - Teachers must respect their administration and do their duties very responsibly
  - Every grievance must be directed to the disciplinary committee for investigation and action
- Moral status of teachers:
  - No teacher should send any pupil to buy cigarettes, alcohol, or any other drug.
  - No teacher must drink alcohol or smoke in school.
- Classroom organization
  - free space for movement, sitting, sitting according to heights, also considering visual and auditory disorders
- Registration of attendance
  - A register must be available to monitor the teachers' attendance
  - Children's registration must be done at the start of school and after lunch
- Literacy environment:
  - Decorate classroom with posters, pictures, posters, charts and printed materials to make attractive, participatory and interesting
- The teacher's approach to teaching
  - Teacher must be always prepared to teach, using an officially endorsed lesson plan or lesson plan manual
  - Must give children room to participate and encourage them to explore and share
  - Must evenly distribute attention and encourage group work for slow learners to catch up

## **Session B: Role of the School Management Committees in Managing the Performances of the Teachers      Duration – 45 Minutes**

The Facilitators discusses these points with the participants

- The SMC, as custodian of the school, has overall responsibility in the management of the School including oversight of teacher and student performance.
- The Head Teacher is directly responsible for day-to-day school administration functions, including teacher management which is done in accordance with the Education Act of Sierra Leone, relevant Labour laws and regulations and the Code of Ethics and Conditions of Service for teachers.

### **General Checklist for SMCs to Manage Teacher Performance**

- attendance of teacher –regular & punctual; no unexcused absenteeism or late coming
- teacher dress code – conventional with long sleeve office shirts; no sleeveless shirts, T-Shirts, pictures, no hangings or dangling regalia
- attitude towards management and colleague staff
- how has the teacher organised the classroom in terms of furniture, light, teaching-learning materials, and general sitting arrangements taking into consideration height, sightedness and hearing?

- Is there an attendance register? If yes, how far does it backdate? According to the register, for how long and how regular are the classes? Who completes the attendance register?
- does the teacher create a literacy environment: are there pictures, printed posters on the wall? Hand written materials/printed books/learner generated materials?
- is teacher actively teaching or non-subject related “story telling” to merely ‘buy time’?
- Ratio of talk time between the teacher and students; does teacher dominate & control without creating room for students to participate & explore their own talents/knowledge/experience?
- is the teacher guiding, steering or is s/he like just non-existent in the classroom?
- Does the teacher encourage quicker learners to participate while also encouraging slow learners to speak up and catch up?
- Does the teacher allow some students to dominate the discussions/activities?
- Does the teacher interrupt the students, shout them down or shame them?  
Does the teacher allow students to interrupt, shout down or shame each other?
- Does the teacher use graphics/teaching aids/tools? If yes, which one?
- Does the teacher use the tool to deepen understanding? Or just to do an activity?
- Are the students familiar with this tool?
- How many participants are enrolled?
- What is the pupil: teacher ratio?
- Self- confidence and ability to speak out/express self -opinion.
- Teacher willingness to keep children in school/contribute in reducing school drop out
- Willingness and Ability to monitor and help education of children

## UNIT 6: PUPIL MANAGEMENT

### Session Objectives

At the end of the session, participants are able to:

- a) Fully appreciate the significance of enrolment in school
- b) Practicalize measures to improve attendance and punctuality
- c) To strengthen support to the enforcement student behavior and discipline in schools

### Topics

- The Importance of School Enrolment
- Attendance, Punctuality and Drop – out
- The Role of Parents in Ensuring Regular Attendance and Punctuality
- How Do We Prevent Drop-outs in Schools?
- Pupil Behavior and Discipline

### Methods

- Group work, Brainstorming, Question and answer

### Materials

- Flip charts, markers, masking tapes

### Session A: School Enrolment

**Duration - 45 Minutes**

- Enrolment refers to the information relating to the number of pupils currently on the school's roll.
- SMCs should understand that students spend less than 8 hours in the school.
- For over 16 hours, students stay at home with their parents or in the community with other members of society
- However, unless they attend regularly and punctually they will not learn and are at risk of dropping out.
- Ensuring that pupils are enrolled and then attend regularly and punctually is a shared responsibility between the SMC and the head teacher.
- A successful school will be aiming for gender parity in enrolment, attendance and completion rates.
- a good head-teacher must be able to predict the likely number of pupils for the next academic year (and longer if possible), as this is essential information for school planning.

#### *The SMC should:*

- draw on their knowledge of children in the community to contribute to the statistics held by the head teacher or senior member of staff
- encourage community members to be active in seeking maximum and timely enrolment and high levels of retention, paying attention to gender equality and local issues, such as boys being kept from school for farming. This might be through community meetings, visits to the homes of individual families where children are not attending school, or other informal contact. Such meetings and related activities documented to keep track of enrolment efforts.
- establish mothers' clubs, where they do not already exist, to encourage the enrolment and retention of girls in school.
- encourage the participation of fathers in school, to do the same for boys.
- draw on other community organizations, where relevant, to address particular enrolment or retention issues

- seek information through these activities about possible barriers to enrolment or retention, and address as part of school development plan.

### **How Does the SMC Promote Full Enrolment in Schools? – 45 Mins**

- Sensitization meetings and “Big Bang” campaigns.
- Ensuring that children achieve in school and that parents know about this achievement.
- Schools should be carrying out enrolment registration for new students during the third term.
- They should make every effort to finalize registers as early as possible during the first term. Late enrolment causes problems in covering the syllabus, as children who enroll late either miss vital foundation knowledge or the whole class is delayed whilst newcomers catch up.
- The school should set a realistic target for getting as many pupils enrolled as possible and the SMC should be involved in ensuring that parents know what this date is and why prompt enrolment is necessary.

### **Session B: Attendance, Punctuality and Drop - outs - 45 Mins**

To ensure regular attendance and punctuality, the head-teacher will:

- ensure that all staff keep their registers accurately on a daily basis, carrying out spot checks to ensure that this is the case. (For guidance on completing registers, see box below)
- ensure that all teachers are keeping a check on pupils who are beginning to develop a pattern of lateness by carefully recording any lateness (more than fifteen minutes after the start of the session)
- make sure the requirements about attendance and punctuality are clearly understood by pupils, parents and the community verbally and by the use of posters etc.
- require parents to account for their children’s absences by sending verbal or written messages to school, for example in the case of illness
- ask the SMC to request explanations where absences are not notified by parents or where the reason for absence is not judged to be valid
- ensure that all registers are closed properly every term (i.e. an account of the total attendance for the whole term is prepared). In order to make the closing of the register easier, head teachers should ensure that teachers total the weekly attendance *every Friday at the end of the day’s sessions*.

### **Session C: Role of Parents/Communities in Ensuring Regular Attendance and Punctuality**

#### **Duration – 45 Minutes**

To ensure regular attendance and punctuality the SMC should:

- ensure that parents and community members are informed about the school’s expectations for attendance and punctuality
- encourage community members to be active in promoting maximum attendance and punctuality
- follow up specific cases of unexplained or unnecessary absence with parents
- involve other organizations such as mothers’ clubs and the CTA and other community organizations to address attendance and punctuality of girls in school and identify any barriers
- collect information on any barriers to good attendance and punctuality.

### **Session D: How Do We Prevent Drop outs in Schools**

**Duration – 45 Minutes**

The Head Teacher should work with the SMC to take action to prevent pupils from dropping out by:

- studying the school registers and other records to identify individuals or groups of pupils, or patterns of poor attendance and punctuality, and passing the information to the SMC for appropriate action
- arranging guidance and counselling for any pupils identified as being at risk of dropping out of school and liaising with parents
- providing information to the SMC about any pupils either at risk of dropping out of school or who have done so, so that they can take action
- analyzing the records of pupils who drop out of school by gender and grade to identify possible factors, and reporting their findings to the SMC.

## **UNIT 7: SCHOOL - COMMUNITY RELATIONS**

### **Session Objectives**

At the end of the session participants will be able to:

- a) Identify different communities that hold stakes in the development of the school
- b) Identify roles that each community sector would play in the development of the school
- c) Develop a calendar of visits and meetings with communities to discuss their roles in the improvement of the school

### **Topics**

- Community Involvement in Schools
- Establishing Relationships with between School and Communities
- Deepening Parental Involvement in Schools

### **Methods**

- Group work, Brainstorming, Question and answer

### **Materials**

- Flip charts, markers, masking tapes

### **Session A: Community Involvement in Schools**

**Duration – 50 Minutes**

#### **Brainstorming and Discussions**

Here Facilitator guides discussion on the what the participants perceive as a community, what constitutes a community, and where the school fits in within the community.

After the brainstorming and discussion session, the facilitator will now briefly guide the discussions on the following topics:

- a) **Who do we refer to as community members?**
  - Village authorities, Traditional Leaders, Religious Leaders etc.
  - Religious and traditional leaders
  - Family members: mothers, fathers, grandparents, caregivers, Girls, boys and youth
  - Women’s group members
  - Community based organizations (CBOs) members
  - School administrators: Inspector of Schools, Supervisors, Head teachers, SMC
  - Representatives from locally identified vulnerable groups, People with disabilities
  - Businesses/entrepreneurs
- b) **Community Involvement in the School**
  - What role do parents play to support the reading program at Makengi Primary School?
  - What would be required at your school to emulate the example of Makengi Primary School?
  - Who would take the lead in bringing about the desired changes in your school?
- c) **Examples of Community Participation**
  - Enforce school attendance and discipline

- Discourage, report and punish indiscipline, misconduct, drug abuse and violence/dress code
- Provide land for school development
- Protect school and school property
- Cooperate with and support school management and staff
- Contribution of money, materials and labor.
- Work with SMCs to identify ways men and women may contribute, which do not unfairly burden a population group.
- Attendance at SMC/school meetings/share meeting materials
- Participate in school development planning process by contributing ideas and suggestions and monitoring and evaluating school development plans.
- Participation in campaigns for fundraising and awareness creation to increase enrolment and retention of children in schools.
- Collaborate with school personnel to visit households with out of school learners to determine barriers (particularly for girls and children/youth with disabilities) to school enrolment and attendance.
- Encourage community members to visit the school regularly and act as a school advocate.
- Work with the Head Teacher to create a welcoming physical environment for family and community members visiting the school.
- Disseminate calendars of school activities to provide advance notice to parents and guardians.
- Host open days.
- Promoting the school (teachers and learners) to participate in community development activities, such as clean-up campaigns or tree planting.
- Encouraging the community to interact with teachers and learners regularly to understand the problem of learners and monitor progress on their performance.
- Urging community members to provide accommodation and other assistance for teachers, particularly newly transferred teachers.
- To identify Community Participation

**d) Community Engagement.**

- Conducting awareness campaigns to promote community involvement in education.
- Establishing two-way communication channels and encouraging continuing dialogue between the community and the school.
- Encouraging the school to use the local language in meetings with parents and community members and in social events organized by the school.
- Encouraging effective community participation. Collaborating with community leaders, chiefs, elders, religious leaders and Councilors help to positively promote community participation in education in all community gatherings, occasions/celebrations and meetings.
- Discussing the learning environment with government authorities and encouraging community members to talk with local government and education authorities.
- Inviting community members to participate in school open days, such as School Visitation and Parent Days, and giving parents opportunities to address the gathering with words of encouragement.
- Work with community members to visit the school regularly and interact with teachers and learners to know their problems.
- Urge community members to provide accommodation and other assistance for teachers, particularly newly transferred teachers.
- Encourage teachers to participate in community programs

**Session B: Establish relationships between the school and other agencies and other schools**

**Duration – 50 Minutes**

- SMC members must be able to interact well with people both within and outside the school.
- SMC to keep themselves aware of any NGOs which fund particular projects.

- These partnerships can help in direct support with teaching and learning, as well as other aspects of the school. All staff and parents should be encouraged to see such partnerships as positive, and to welcome the volunteers into the school. As well as the financial benefits that some networks can bring, there are other advantages to schools of having partnerships with other schools.
- Ideas about curriculum development and teaching methods can be shared, and pupils can learn about the world outside their own area in practical ways. Exchange visits take place between teachers and even pupils to expand their understanding.

### **Session C: Deepening Parental Involvement in Schools**

**Duration – 45 Minutes**

The parent among many other things should help to check that students:

- Attend school regularly and on time
- Stay in class throughout the school period
- Dress properly at home, in the community and when they go to school
- Study at home and are assisted/encouraged by their parents
- perform their homework
- stop dropping out
- do not arrive late at school
- respect their peers, teachers, school authorities and community members
- do not take alcohol, drugs or intoxicating substances
- do not go to school hungry
- are healthy, happy and sound at all times

### **The need for and the value of parent involvement**

Parent involvement not only has great advantages; there are also several reasons why it is vital for parent involvement to come into its own.

### **The nature and scope of parent involvement**

The concept of “parent involvement” can be interpreted in various ways in terms of their interest and degree of support. Accordingly, four types /categories have been identified.

- The home and school have just joint responsibility for a child’s development.
- Working separately, the school and the home fail to provide adequately for child welfare.
- Parents and teachers are both engaged in educating and teaching the same child.
- In the interests of the same child, the contact and cooperation between parents and teachers should denote a partnership.
- The SMC should bring the school and the community closer together in an atmosphere conducive for education

### **Activities**

Facilitator guides participants to:

1. Identify ten communities that are essential to the development of the school
2. Identify roles for each community mentioned above in the development of the school
3. Develop a calendar of supervision visits and meetings with communities to discuss their roles in the improvement of the school
4. Carry out a sample visit in a sample community to discuss at least ten community issues and give feedbacks
5. Present findings at the workshop

