GHANA EDUCATION SERVICE

SCHOOL MANAGEMENT COMMITTEE (SMC)
TRAINING MANUAL

SEPTEMBER, 2012

Republic of Ghana

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GNECC

International Labour Organisation
Supported by: United States Department of Labor (USDOL)

Free quality basic education for all children

"Enhancing Quality Basic Education through Community Participation"

SCHOOL MANAGEMENT COMMITTEE (SMC)
TRAINING MANUAL

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Free quality basic education
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Foreword

Education is a social enterprise demanding efforts and contributions from all stakeholders, especially if education is to benefit the whole society. In Ghana, communities have played a vital role in the development and provision of education. Many of the basic schools in Ghana were originally initiated by communities, which willingly recruited teachers and provided places of learning for their children. As the schools progressed, they were absorbed into the public school system.

The management and control of the schools then shifted to central government authorities and communities tended to be less involved. This centralised control and management of the education delivery system over a long period has had a reverse effect on local community commitment and involvement in the quality, management and access/participation of education in our country.

The Ministry of Education (MOE) and Ghana Education Service (GES) recognize the importance of reciprocal partnership of school-community leaders and local school authorities in effecting changes in the schools. The MOE and GES have committed themselves to building a systematic approach to assisting community organisations, School Management Committees (SMCs) and Parent - Teacher Associations (PTAs), to play a major role in the regeneration of their schools. It is the belief of the MOE and GES that communities have an important role to play in enforcing standards, developing and maintaining school infrastructure, and creating partnership between teachers, pupils and district authorities to bring about needed changes and reforms.

This SMC Training Manual. seeks to provide basic guide for the training of School Management Committees. It seeks to help facilitators and SMCs understand what is already in the SMC Resource Manual with an Addendum on 'Child Labor', 'Governance' and 'Leadership'. This Training Manual particularly focuses on issues of Child Labour and Education and has therefore expanded on topics under Child Rights in the Resource Manual. This is as a result of the greater recognition that the Ministry of Education and the Ghana Education Service and its development partners give to the issue of child labour and education.

One key challenge to achieving the FCUBE objective and goals 1, 2 and 3 of the Millennium Development Goals (MDGs) is the engagement of children of school-age in child labour. The fact that child labour interferes with education has significant implications for social and economic development at the individual, household and societal levels. The single most import result is that the elimination of child labour and enforcement of universal basic education is estimated to yield enormous economic benefits. Efforts to eliminate child labour are therefore an indispensable element for the achievement of national educational targets.
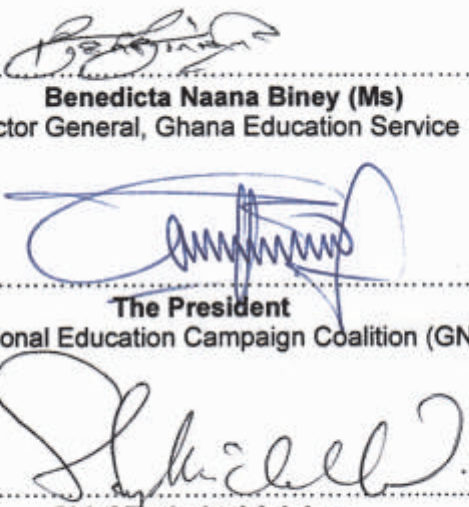
When children are in school, they are kept and prevented from engagement in work. Thus, children benefit more if they choose school over work. Nevertheless, millions of poor children in Ghana continue to work instead of going to school. It is estimated that about 23.3

per cent of children in cocoa growing regions in Ghana are engaged in at least one hazardous activity with a further 10.1 per cent of children engaged in one hazardous cocoa-specific activity in the cocoa growing regions.

The MOE and GES do support and promote the use of this Training Manual as it seeks to guide facilitators in clarifying the roles and responsibilities of SMCs and to some extent PTAs. In using this Training Manual, SMCs will be equipped to provide the leadership for community support to ensure school effectiveness.   It is one of the most prudent ways that quality education can be ensured in our basic schools.

In the long term, the MOE and GES and its development partners would like to see a strengthened school community partnership, which emphasizes the provision of quality education.   If this happens, we will have established an efficient school governing system.

SIGNED BY

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Benedicta Naana Biney (Ms)
Director General, Ghana Education Service

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The President
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Chief Technical Advisor
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Preface

This document is a Training Manual to guide facilitators in training School Management Committees (SMCs) in Ghanaian Basic Schools.

The Training Manual is intended for facilitators and trainers, who are involved in the training of SMCs, based on the Ghana Education Service Resource Handbook. The Training Manual is arranged in accordance with the 38 topics contained in the revised SMC Resource Handbook, (2010) with an additional 3 modules on 'child labour', 'Leadership' and 'Governance'. Corresponding to each topic area are the objectives and methodologies, suggested time duration and learning points.

While the Resource Handbook captured child labour as an aspect of child rights, it was not comprehensive enough. Child labour has therefore been expanded in this Manual in response to its growing importance and the commitment of GES to addressing the problem in basic schools.

The Training Manual has been developed as a guide to all facilitators and trainers of SMC members who are to be conversant with the revised SMC Resource Handbook. Further reference materials on the 3 additional Modules have been provided as an addendum to the SMC Resource Manual.

School-based, cluster-based and district-based training workshops are appropriate for using this Training Manual, whereby SMCs participate as a team during the training.

In using this Manual, you must keep in mind the fact that there are many ways to do a thing. Therefore, you are encouraged to study, argue and discuss each topic in groups, internalize the contents, find out better ways of doing things, if there are any, and apply them to the objective conditions of targeted SMCs.

Acknowledgements

Contents

Abbreviations

BECE	Basic Education Certificate Examination
CAP	Community Action Plan
CBO	Community-Based Organisation
CRC	Convention on the Rights of the Child
CS	Circuit Supervisor
CSA	Community School Alliances Project
DEPT	District Education Planning Team(s)
DTST	District Teacher Support Team(s)
fCUBE	Free, Compulsory and Universal Basic Education
EFA	Education for All
ESP	Education Strategic Plan
DFID	Department For International Development
DMA	District Monitoring Assistant
GA	General Assembly
GES	Ghana Education Service
IDA	International Development Association
IEC	Information Education Communication
ILO	International Labour Organisation
IPEC	International Programme on the Elimination of Child Labour
MDGs	Millennium Development Goals
MMDA	Metropolitan/Municipal/District Assembly
MMDDE	Metropolitan/Municipal/District Director of Education
MMDEO	Metropolitan/Municipal/District Education Office
MMDEOC	Metropolitan/Municipal/District Education Oversight Committee
MOE	Ministry of Education
MP	Member of Parliament
NALAP	National Literacy Accelarated Programme
NEA	National Examination Assessment
NGO	Non-Governmental Organisation
PLA	Participatory Learning and Action
PRA	Participatory Rural Appraisal
PTA	Parent-Teacher Association
QUIPS	Quality Improvement in Primary Schools
SEA	School Examination Assessment
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SPIP	School Performance Improvement Plan
SRC	School Report Card
UNDP	United Nations Development Programme
WAEC	West African Examinations Council
UNCRC	United Nations Convention on the Rights of the Child
UN	United Nations
USAID	United States Agency for International Development

Trainer's Guide

Objectives of the Manual

The Manual and course materials are intended to:

- Equip SMCs with skills to perform their roles and responsibilities effectively;

- Stress the importance of good leadership as a catalyst for good school governance;

- Increase the knowledge and understanding of SMCs on the main areas they could support to improve school management; enhance the participation of parents in the management of community schools; improve access, retention and school attendance; build trust in the community; utilize participatory planning as well as mobilise resources and monitor school finances, etc.;

- Enhance the capabilities and competencies of SMC members in record-keeping, book-keeping, planning, implementation, and monitoring of school programmes;

- Outline the approaches that SMCs could adopt to improve the quality of teaching and learning in basic schools;

- Promote basic understanding of child labour and needed interventions to address the problem in their communities and

- Equip SMCs to improve pupil's access to and participation in education delivery.

How to Use the Manual

It is strongly suggested that trainers and facilitators read the entire manual prior to the training sessions. Trainers/facilitators should also prepare the handout and further reading in advance of each training session. Remember always to do an appraisal of the existing structures before any training session. This useful exercise will assist trainers to determine trainees' level of understanding of their roles and responsibilities. It will therefore make it easier for trainers to select relevant but useful topics for a particular training session.

Remember also that participants are adults and you should encourage them to contribute freely, introduce team work mostly since team training is recommended for adult learning.

Do not forget to use the language most participants would understand in the training session. It enhances participatory approach with opportunities for great impact. Group work is very essential. It will increase and strengthen teamwork.

Each of the units contains the following subtitles:

Unit title -identifies the main topic of the session.

Session – indicates the sub-units.

Objectives – describes what the participant will be able to know and do by the end of the session. The trainers or facilitators should ensure that the objectives are met by the end of each unit. It is recommended that all activities should be used during training. However, time constraints and context may mean that some activities may not be carried out/or adapted at the trainer's or facilitator's discretion.

Time: indicates the approximate amount of time allowed or each session will take.

Materials – lists the materials that will be required for the session.

Key messages – these are at the beginning of each unit and give details of the key messages participants should understand by the end of that particular unit.

Steps – provide "step-by-step" instructions to the trainers on how to conduct each session. The sessions are designed to allow participants to share experience and knowledge, through responses, gain new information, reflect and apply new knowledge with understanding through discussions and full participation.

Activities – these are included in each session, with instructional steps for trainers and participants to carry out tasks.

Additional readings – The GES Resource Manual and the Addendum for Child Labour, Governance and Leadership contain handouts for each session, followed by additional documents and further information to the sessions. Trainers are therefore advised to use the Resource Handbook and Addendum together with this Guide.

Conducting the training:

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

ii. **Arrange the Room:** For the training to proceed smoothly, it is important to have the room arranged effectively. Easels, flipcharts, etc., should be placed where all the participants can easily see. Chairs, tables, etc., should be arranged in a manner that allows for easy interaction among the participants, and good eye contact with the trainer/other group members. Formal seating arrangements, with the chairs and tables in rows, should be avoided as it tends to encourage a lecture environment with little interaction with the participants. If possible, separate tables with a small number of participants at each. If this cannot be done, arrange the tables in a horse shoe design so that the participants can see each other and the trainer.

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

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

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

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

vii. **Closure:** This is a very important part of the experiential training process. It provides for the following:
   • Review of all of the experiences of the session or the workshop up to that point;
   • An opportunity to sum up what has been learned thus far;
   • An application of the session content to the regular work setting to which the participants will return; and
   • A linkage of the session to previous materials covered, and to that which will be addressed in future sessions.

viii. Apply facilitation skills, listening much and using eyes contact.

UNIT 1

Education Reforms and Policies

Education Reforms and Policies

Contents

Introduction

A number of legislative frameworks and policies guide the development of education in Ghana dating back to 1951. This section introduces SMCs to the education legislations, policies and initiatives including international, national and local structures that prohibit unacceptable work for children and promote education, together with the barriers that decrease their effectiveness.

As SMC members, you should realize the importance of adhering to all laws governing the schools, including national policies, regulations and by-laws of the District Assemblies. If you do not understand the laws, you cannot hold Head teachers and teachers liable for breach of such laws or policies. As SMC members you cannot expect your head teachers and teachers to follow the school rules and regulations, if you in turn are not willing to follow the rules and regulations set out for you. You can only trust that there is good reason for a specific law or policy to be put in place, but realize that you must follow it accordingly. However, if you believe that a policy is detrimental to the pupils/students, then to do anything in your power to have the policy re-written or thrown out. You will need to adhere to that policy until that happens. It is also important to check before reacting in order not to overstep your boundaries in relation to the powers given to SMCs under the Law.

Objectives

In this unit, participants will become familiar with educational policies and initiatives. These will be compared with international policies and commitments. In the unit, participants will also discuss international, national and local policies and legislations that prohibit unacceptable work for children and promote education, together with the barriers that decrease their effectiveness. By the end of the unit, participants will be able to:

- Discuss the relevant national legislation related educational policies and outline the importance of Educational Acts and policy initiatives;

- Identify the role of SMCs in the implementation of the Acts;

- Discuss the importance of educational interventions and initiatives in the country;

- Explain their roles and responsibilities in the implementation of the interventions and initiatives;

- State the importance of SMCs to the development of education in this country;

- Identify the responsibilities and roles of SMCs as well as the limitations;

- Explain the criteria for selection/endorsement of SMC members;

- Explain the tenure of office of the SMC chairman and members as well;

- Explain the meaning of PTA and the purpose for establishing PTAs;

- Explain the membership of PTA/Executive members and describe the duties and responsibilities of PTAs; and

- Differentiate the role of the PTAs from the SMCs.

Sessions

A: Education Acts and Policy Initiatives   45 minutes

B: Education interventions and Initiatives   45 minutes

C: School Management Committees   2hours.

D. Parent-Teacher Associations   1hour.

Materials

- Flip charts

- Marker pens

- Masking tape

Handouts

No. 1 What is SMC.

No. 2 Who qualifies to be an SMC member

No. 3 Membership of the SMC

No. 4 Criteria for selecting SMC members.

Session A:

Education Acts and Policy Initiatives	45 min

Step 1

Brainstorm with participants on what they know about Ghana's Education Acts and Policies

Step 2

List responses of participants on a flip chart or chalkboard

Go through participants' responses and add up to them
- The Accelerated Development Plan for Education in 1951.
- The Education Act 1961(Act 87)
- Educational Act, 1995 (Act 506)
- The Education Act 2008(Act 778)

Step 3

Emphasize on the system of Education as espoused under the Education Act 2008, (Act 778) especially basic education (2 years of Kindergarten (KG) education, 6 years of Primary education and 3 years of Junior High School Education (JHS).

Step 4

Ask participants in pairs to write two important aspects of the Education Acts.
- List responses and deliberate on them.
- Summarize responses.

Step 5

Lead participants to discuss the roles and responsibilities of communities, especially the SMCs as stated in the Education Act 2008. Based on the discussions, lead participants to develop action plans on how best they could participate in the implementation of the Education Act.

Session B:

Education Interventions and Initiatives	45 mins

Step 1

Ask participants to mention some interventions that they are aware of e.g. Capitation Grant, School Feeding Programme and Free School Uniforms and Exercise Books Programme, Free Compulsory Universal Basic Education (fCUBE), National Literacy Accelerated Programme (NALAP), School Report Card (SRC), School Performance Improvement Plan (SPIP), and School Performance Appraisal Meeting (SPAM).

Step 2

List responses, discuss and add up to the list. Let participants know that they are catch-up policies. Explain the policies.

Step 3

Explain to participants, the existing interventions and initiatives currently driving basic education delivery in the country.

Step 4

Put participants into groups to discuss the interventions and initiatives and how they affect the SMCs. They should also discuss the importance of these initiatives and interventions to the development of education in the country. Discuss the challenges in the implementation of these interventions and initiatives at the school/community level.

Step 5

Ask participants to list the importance of the initiatives and interventions, and the challenges during implementation on a flip chart.

Step 6

Facilitate the presentation of group work at a plenary session.

Summarize the key points (these interventions/policies are there to ensure the fulfilment of the Constitution of the Republic of Ghana to achieve quality education for all Ghanaian children).

Session C:

| The School Management Committees (SMCs) | 2 hours |

Step 1

Ask if participants know what SMC stands for.

List responses on a flip chart and discuss.

Step 2

Explain to participants the legal backing to the establishment of SMC stemming from the 1995 Education Act (Act 506).

Step 3

- Discuss with participants the membership of the SMCs.

- Put them in small groups of 4-5 to identify the composition of SMCs.

- List participants' responses on a flip chart; clarify responses with inputs from other participants.

A circuit supervisor calls on the head teacher of the school to advise on the need to form an SMC. The official composition is presented to the Head. He proposes his friends, wife and close associates to occupy various positions. Is this form of composition acceptable under the Law? Explain your answer.

Step 4

Put participants into their communities to identify the roles and responsibilities of SMCs.

Facilitate group presentations at plenary session and explain the criteria for selection /endorsement of membership.

Step 5

- Introduce the topic 'Tenure of office of SMC' for participants to explain if they are aware.
- Clarify for the understanding of participants that SMC members have 3 years term to serve and can serve for two terms only.
- Chairpersons are elected for a one three-year term only and are not to be re-appointed.
- Discuss the importance of tenure of office for SMC members.

Session D:

| Parent -Teacher Associations (PTAs) | 1 hour |

Step 1
- Introduce the topic and the objectives to participants and brainstorm to find out from participants what PTA stands for.

- Record responses of participants and read through the responses of participants. Add further information if any.

Step 2
- In a buzz group, let participants identify the differences between the PTA and SMC.

- Record responses, read through and discuss.

Step 3
- Brainstorm to find out the membership of PTA and discuss the executive members of PTA.

- Put participants into groups to discuss the duties and responsibilities of the PTAs.

- Facilitate the plenary discussions and summarize the key points.

Step 4
- Explain to participants the differential roles and responsibilities of the PTAs and SMCs, emphasizing the common goal of the two bodies towards improving education delivery in their communities.

UNIT 2

Improving Access and Participation

Improving Access and Participation

Contents

Introduction

Access to basic education lies at the heart of development. Lack of education is both a part of the definition of poverty and a means to its reduction. Sustained and meaningful access to education is critical to long-term improvements in productivity, the reduction of inter-generational cycle of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality. The basic propositions that underline these observations are well established in the research literature and widely believed. Fairly universal poverty reduction is seen as unlikely unless knowledge, skills and capabilities are extended to those who are marginalised from value-added economic activity by illiteracy, lack of numeracy, and higher level reasoning that links causes and effects rationally. SMCs therefore need to implore on households and individuals to value participation in education and invest substantially in pursuing the benefits it can confer.

Child labour has been identified as one of the main obstacles to education; at the same time, education is a key element in the prevention of child labour. How does this happen?

Child labour harms children's ability to enter and survive in the school system, and makes it more difficult for them to derive educational benefits from schooling. Work tends to delay school entry (or prevent it altogether), reducing the probability of the child completing basic education. Children are "pushed" into work by a number of factors including poor quality, irrelevant or inaccessible schools, poor surveillance/monitoring of children in communities and weak capacity of key partners to address the problem at the community level.

Children engaged in child labour generally do it at a cost to their ability to attend and perform well in school. One report by UNESCO notes that at the turn of the millennium (i.e. year 2000), there were 104 million children of primary school age not enrolled in school. Majority of these children were found to be working. Child labour also adversely affects the academic achievements of considerable number of children who combine work with school, often resulting in these children leaving school prematurely and entering into work. High levels of child labour therefore translate into large numbers of out-of-school children which in turn means lower overall enrollment and attendance rates and slower progress towards achieving universal access to basic education.

Providing children with accessible and quality education has long been recognized as an antidote to child labour. Therefore, SMCs need to understand the interplay between education and child labour if Ghana is to achieve its goal of universal access to basic education.

Objectives

In this unit, participants will become familiar with working children's lives, and what constitute child labour, prevalent forms of child labour targeted for elimination in Ghana, international standards and national laws that prohibit child labour and how child labour affects pupils' education. The unit will introduce participants to the distinction between 'child work', 'child labour', 'hazardous work' or slavery and slavery-like practicies.

In this unit, we will also focus on how you can improve pupils' access to and participation in education delivery. This is in fulfilment of the fCUBE, Education for All, and the Millennium Development Goals.

By the end of this unit, participants will be able to:

- Understand the concept of child labour;
- Identify the different categories of child labour;
- Identify the various forms of child labour prevalent and targeted for elimination in Ghana;
- Appreciate why child labour is an obstacle to children's education;
- Identify and appreciate the national legal framework on child labour;
- Be abreast with interventions to address the problem;
- Know what can be done by SMCs and other community level partners to address the problem in their communities;
- Explain how school infrastructure and facilities could be maintained and kept safely;
- Explain the importance of maintaining and keeping safely all infrastructure and facilities in the schools;
- Formulate practical ways of maintaining school infrastructure and facilities;
- Explain the meaning of enrolment and retention drives;
- State the importance of enrolment and retention drives;
- Identify ways of promoting enrolment and retention drives in schools;
- Identify indicators in enrolment and retention in schools;
- Explain what career guidance is and mention factors of career guidance; and
- Outline reasons for career guidance and formulate practical ways and methods used in assisting career counselling in schools and communities.

Sessions

A: Understanding the definition of a 'Child' and Child Labour' 40 min

B: The Types of Work Children perform that Constitute Child Labour 40 min

C: Forms of Child Labour Targeted for Elimination in Ghana 40 min

D. Interventions to Eliminate the worst form of Child Labour in Ghana 40 min

E: Child Labour: An Obstacle to education 40 min

F: The role of SMCs and other Stakeholders in the elimination of Child Labour and the Promotion of Education 30 min

G: Maintenance and Safety of School Infrastructure 1 hour

H: Enrolment and Retention Drives 1 hour

I: Career Guidance 30 min

Materials

- Flip charts
- Marker pens
- Scissors
- Masking tape
- Short Child Labour documentaries
- Newspaper cuttings on Child Labour
- Pictures on Child Labour
-

Key messages

- Child labour continues to pose a significant problem in several parts of the world in terms of its detrimental effect on human capital development, including Ghana.
- Child labour infringes on the rights of the child, including protection from exploitative and hazardous work; as well as the right to education and defeats the fCUBE Policy.
- Education for all children is a constitutional right.
- Child Labour is illegal and contravenes national laws.
- Child Labour may result in injury and in the extreme cases, death if the child is not properly equipped and supervised by an adult.
- Child labour prevents, interferes with, or negatively affects education, including interference with the quality of learning, concentration at school and school performance; as well as the level of interest.
- Child labour may lead to school drop-out.
- Child labour leaves irreparable damage, including moral, physical, psychological and emotional damages.
- Child labour prevents children from developing their full potentials to contribute positively to the development of their communities, districts and the nation.
- Child labour is an obstacle to the achievement of the relevant MDGs on achieving Universal Basic Education.
- Education of good quality up to the minimum age for entering into employment is a key element in the prevention of child labour.
- Child labour is one of the main obstacles to EFA, as engagement in child labour is generally at a cost to children's ability to attend and perform in school or benefit fully from school work.
- Understanding the interplay between education and child labour is therefore critical to achieving both EFA and child labour elimination goals.
- Child labour contravenes the international instruments to which Ghana is party e.g. ILO Convention Nos. 138 and 182, UNCRC, etc.
- Communities, including SMCs have a key role to play in eliminating child labour and promoting education for children in their communities.
- The importance of maintaining school facilities and how that could be achieved.
- High enrollment and retention will go a long way for the achievement of the EFA, FCUBE and MDG goals.
- Career guidance is very important in shaping the future of school children.

Session A:

Understanding the Definition of a 'Child' and the Concepts of Child Labour'	40 min

Step 1

- Ask participants to explain what they understand by a 'child '. Write all responses on the flip chart. Match the responses to the definition of a child in the national laws.

Step 2

- Children in all societies are expected to do some forms of work. Most of us in this room probably did some form of work when we were children or expect our own children to perform certain tasks to help the family. However, in your opinion, what make some of these forms of work acceptable, or beneficial "child work" and what make others unacceptable ' child labour'?

- Split participants into smaller groups of 4-5 and distribute a worksheet that lists 10 child labour scenarios. At the bottom of the worksheet is a spectrum on child labour, child work, worst forms of child labour:

Step 3

- Assign five scenarios to each group and give them 10 minutes to discuss where each scenario falls in a spectrum. Ask the group to record the results once they reach consensus. You may assign the same scenarios to several groups to stimulate discussions and debate as they report.

Facilitator's notes:

- Conclude that child labour often involves conditions that violate the rights of children to be protected from exploitation and the right to education.

Step 4

- Ask participants to brainstorm on some rights of children. Write all responses on the flip chart and match the responses with information on children's rights in the Resource Manual.

Session B:

The Types of Work Children Perform that Constitute Child Labour	40 min

Step 1
- Draw a table on a flip chart with two columns (See the example below).

- Write 'work children do that are considered acceptable' at the top of the first column.

- Ask participants to offer suggestions.

- Write these clearly on the flip chart, one under the other.
- Refer to table 1, first column, for an example.

Step 2
- Ask participants to come out with the differences in the types of work children do in the urban and rural areas. Put a different colour symbol against the items considered 'urban work' and those considered 'rural work' on the list.

Step 3
- In the second column of the table, write 'work that children do that is considered unacceptable'.
- Ask participants to offer suggestions.

- Write these clearly on the flip chart, one under the other.
- Refer to table 1, first column, for an example.

Table 1 (example)

Work considered acceptable	Work considered unacceptable

Session C:

Forms of Child Labour Targeted for Elimination in Ghana	40 min

Step 1
Ask participants to brainstorm on child labour prevalent in their communities. Make sure that participants consider both 'child labour' and the "worst forms of child labour" (hazardous and slavery and slavery-like conditions).

Step2
Write all responses on the flip chart and discuss.

Step 3
Lead the group in a discussion on why children work and also highlight the different forms of child labour targeted for elimination in Ghana.

Step 4
After the groups have discussed their lists, present some additional information from the Addendum of the Resource Manual that they did not mention. Remind them that there are numerous forms of child labour.

Step 5
At a plenary session, lead participants to discuss the consequence of child labour on the well-being of children, particularly issues relating to the education of children.

Session D:

Interventions to Eliminate the Worst Forms of Child Labour in Ghana	**40 min**

Step 1

Ask participants to list national regulations/laws that prohibit child labour that they are familiar with.

Write participants' responses on the flip chart and briefly go through the key ones mentioned

Step 2

Ask participants to expand or give details on each one.

Step 3

Clarify their points and make additions/corrections to those mentioned.

Step 4

Go through the list of the main legislative frameworks in the Resource Manual and select those that participants did not mention in Step 1.

Session E:

| Child Labour; an Obstacle to Education | 40 min |

Step 1
Ask participants why it is essential that children receive education.

Step 2
Ask participants to brainstorm 'why child labour serves as an obstacle to children's education'. Guide participants to consider different age groups, girls and boys.

Step 3
Write all responses on the flip chart.

Step 4
Lead the group in a discussion to highlight the main negative influences work has on children and categorize these accordingly:
a) For girls
b) For boys
c) For different age groups.

Step 5
Present some additional negative effects of child labour on children's education. Remind them that the attendance and learning achievement consequences of child labour are enormous and terribly damaging to the children's minds and bodies, which can affect their learning outcomes.

Session F:

<table>
<tr><td>**Role of SMCs and Other Stakeholders in the Elimination of Child Labour and the Promotion of Education**</td><td>**30 min**</td></tr>
</table>

Step 1

Lead a general discussion on the roles and responsibilities of SMCs in fighting child labour and the promotion of education.

Step 2

Put participants in smaller groups of 4-5 to brainstorm on the specific role they could play to eliminate child labour in their communities.

Step 3

Lead a brief plenary discussion on the groups' findings.

Step 4

Compile the inputs from all groups and add up from the Resource Manual, the key roles of SMCs in eliminating child labour.

Session G:

Maintenance and Safety of School Infrastructure	1 Hour

Step 1
- Ask participants to explain what they know about maintenance as a culture.
- List responses on a flip chart and discuss.
- Relate their responses to the maintenance and safety of school infrastructure.

Step 2
Ask participants to come out with the importance of maintaining school infrastructure and facilities. List responses, review and add to the discussions.

Step 3
Let participants deliberate on maintenance and safety of infrastructure and facilities as a factor to promote quality education. List responses, review, clarify and add up to the discussions.

Step 4
Put participants into groups of communities/schools to discuss the following:
a. What SMCs should know about maintenance and safety of school infrastructure.
b. What they should do to maintain school infrastructure.
c. What they will need to enable them maintain and safeguard school infrastructure.
d. How they could obtain the necessary resources for maintaining school infrastructure.

Facilitate group presentations in a plenary session. Review responses with clarification, comments and additions.

Session H:

Enrolment and Retention Drives	1 Hour

Step 1
- Brainstorm with participants on the meaning of enrolment and retention.

- Capture participants' responses on the flip chart.

- Go through responses, seek clarification and make inputs.

Step 2
Explain what enrolment and retention drives are i.e. measures or policies put in place to ensure that children of school-going age go to school and remain in school until completion.

Step 3
- Lead participants to discuss the two key words 'enrolment' and 'retention'.

- Ask participants to digest on the words 'enrolment' and 'retention'.

- Review participants' responses with clarifications and additions from the participants. Invite comments.

Step 4
Put participants into their community/school groups to discuss the following:

a. Importance of school enrolment and retention drives.

b. How SMCs could ensure that enrolment and retention drives are carried out in schools to attract children of school-going age and out-of-school children.

c. Having been introduced to enrolment and retention drives, what could you do?

Facilitate group presentations. Review responses with the necessary questions and comments from participants. Add to the discussions as and when necessary.

Session I:

Career Guidance	30 min

Step 1

In a brainstorming session, ask participants 'what career guidance' is.

List responses on the flip chart and discuss, adding inputs from participants.

Step 2

Explain to participants what career guidance means.
> *Guidance counselling refers to services and activities intended to assist individuals of any age and at any point throughout their lives.*

Step 3

Put participants into their school/community groups to work on the following:

a. Why is career counselling and guidance important?

b. As an SMC member, what will you need to do to promote career guidance in your school?

c. How can you set up an effective guidance and counselling unit in your school/ community?

Step 4

Facilitate group presentations in a plenary session.

Session J:

| Gender Equality | 1:30 min |

Step 1:
What is gender?

- In a plenary session, ask participants to share and discuss their understanding of gender. Write all responses on the flip chart. Match the responses on definition of gender equality with those in the resource manual.

- Ask them to differentiate 'sex' from 'gender'

Step 2:
Gender – related terms

- Through a brainstorming session, ask participants to write as many terms on gender as they can.

- Discuss and agree on the commonly used terms and write them on a flip chart.

- In buzz groups, assign participants specific terms and ask them to come up with working definitions.

- Share and discuss these in plenary.

Step 3:
Gender Mainstreaming

Ask participants to explain their understanding of the term 'gender mainstreaming' and agree on a working definition.

Step 4:
- In a plenary session, brainstorm with participants to identify the specific needs of girls and boys.
- Clarify responses and add to the list.

- Ask participants to brainstorm on what SMCs can do to address such needs.

Step 5:
In a brainstorming session, ask participants to describe the activities to promote the participation of girls in Science, Mathematics and Technology (SMT subjects). Clarify responses and add to the list from the resource manual.

Step 6:
In a buzz group, ask participants to describe the management system that ensures gender equality in the governance and operations of the schools.

UNIT 3

Management Efficiency

Management Efficiency

Contents

Introduction

Improving efficiency of schools is a growing concern to educational planners and managers in Ghana. The shift of attention towards strategies which focuses on school functioning rather than the overall education system is inspired by several considerations. Firstly, reform very often focused mainly on the provision of inputs in the system (facilities, textbooks, etc.) and far less on the process of teaching and decision-making, in particular at the school level. Now, it is increasingly realized that it is precisely those process variables (variables relating to school management and practice) which are crucial in explaining differences in quality. Secondly, many reforms in the past tried to focus on isolated components of the system, for instance the teacher or textbook. However, improving the efficiency of individual components does not automatically lead to improving an organization. With focused attention on the school, SMCs need to understand the processes in which it could provide support to improve management efficiency at the school level.

In improving management efficiency, SMC carry out this responsibility within relevant statutes and regulations. Exercising their governance functions, SMCs play a leading role in preparing School Performance Improvement. Plans (SPIPs), direct policy-making and approve allocation of school resources. The governance role of SMC, thus, sets the conditions that enable the provision of high quality education for every pupil\student to meet high standards of achievement and to succeed in school and in life. Effective governance therefore ensures that the education system is of high quality and remains accountable to the community.

Also, to be able to improve management efficiency, SMCs as a governing body need to influence other stakeholders to accomplish the objective of the school and to direct the school in a way that makes it more cohesive and coherent. Leadership is an important function of management which helps to maximize efficiency and to achieve goals of improving teaching and learning in schools. SMC members therefore need to influence head teachers, teachers and pupils in achieving a common goal of improving quality teaching and learning. This can be achieved if SMCs apply leadership knowledge and skills.

Objectives

In this Unit, participants will increase their knowledge and understanding of the main areas by which the SMC could support to improve management structures; build trust in the community; utilize participatory planning; mobilise resources and monitor school finances and assets; develop productive links with education/government authorities, and develop links with external agencies. The Unit will also help to enhance the capabilities and competencies of SMC members in record keeping, bookkeeping, planning, implementation and monitoring of school programmes. By the end of this unit, participants will be able to:

- Understand the elements of good governance and the characteristics of well-governed schools;
- Identify the challenges to effective governance in schools;
- Devise strategies to addressing governance issues in basic schools;
- Introduce and lay the foundation for understanding the basic concepts of leadership;
- Have clear understanding of why leadership within the SMCs is important for ensuring good school governance and what types of leadership can help achieve this;
- Analyze leadership styles and how they impact on school performance;
- Explore the kinds of circumstances or events that inspire leadership;

- Examine the ethics of good leadership and the qualities that demonstrate a leader's integrity;
- Share when and how the workshop participants have exercised leadership themselves;
- Explain the relevance of planning a meeting, identify what goes into planning a meeting and plan an agenda for a meeting;
- Identify features that promote good meeting and state the roles of the chairpersons and the secretaries in conducting meetings;
- Discuss the importance of good relationship with the unit committees and design practical ways of collaborating with the Unit Committees in their localities;
- Analyse the benefits of co-operation among SMC/PTA members and state the roles the individual members play in promoting co-operation;
- Identify types of conflicts and their sources and list ways of handling conflicts;
- State the purpose of the SPIP and appreciate the importance of developing or drawing a SPIP;
- List the benefits SMCs will gain for being accountable to the community and formulate practical ways by which SMCs can be accountable to the community;
- Outline sources of school income and how to generate income for school projects;
- Identify local resources and develop strategies for mobilizing local resources;
- State the importance of proper record-keeping and inventory and develop guidelines needed for ensuring proper record-keeping of school property;
- Explain the essence of developing a school budget and learn how to draft school budget that conforms to acceptable standards;
- Learn how to carry out day-to-day book-keeping routines and activities using a manual book-keeping system;
- Explain the importance of school auditing and acquire knowledge and skills to monitor school auditing;
- Mention the benefits of ensuring transparency and accountability in the management of school finances;
- Explain the reasons why SMCs should develop closer links with Metropolitan/Municipal/District Assemblies (MMDAs) and formulate practical ways to develop such links;
- State why SMCs should be recognized and respected by the MMDEOC and explain what to do to even gain respect and recognition from the MMDEOCs;
- Identify external organizations that support education and formulate practical ways of linking with such organizations; and
- State the importance for SMCs to create linkages with other communities and mention the ways by which such linkages with other communities could be created.

Sessions

A.	Understanding good governance and school governance	40 min
B.	Principles of good governance	45 min
C.	Challenges and strategies for promoting effective school governance	1 hr
D.	Understanding Leadership	30 min
E.	Types of Leadership	45 min

F. Characteristics of a good leader   1:30 min

G. Barriers and strategies for effective leadership   1 hr

H. Strengthening School Management Structures   2 hrs.

I. Building Trust in the Community   2hrs. 30 min

J. Resource Mobilisation and Monitoring of School
    Finance and Assets   2hrs. 30 min

K. Developing Productive links to Education/Government Authorities   1 hr. 30 min

L.   Developing Productive links with External Agencies   1 hr.

Materials

- Flip charts
- Marker pens
- Masking tape
- Case Study Scenarios

Key messages

- Governance provides a framework and a process for the allocation of decision-making powers. Good governance is the exercise of these powers through ethical leadership. SMCs are the embodiment of local governance in action. Through their decisions and policies, they demonstrate to their communities effective stewardship of the school's resources in the interests of pupils/students and the communities as a whole.
- Ultimately, governance is the exercise of authority, direction, and accountability to serve the higher moral purpose of public basic schools. A governance structure defines the roles, relationships, and behavioural parameters for the SMCs and the school staff.
- The true test of any school governance structure is its effectiveness in promoting and sustaining the school's achievement standards, accomplishing goals designed to bring positive results to communities, and demonstrating accountability.
- Effective governance relies on a clear understanding of roles and responsibilities.
- Leadership of the school is key to improving school's performance.
- Leader's role include achieving tasks, developing individuals and building teams. Leadership comes through 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.
- The SMC chairman's own personality and self-management will influence the style and success of school management. In order to perform work efficiently and effectively, the SMC leader will have to apply different management styles depending on specific tasks and circumstances that occur in the day-to-day running of the school.
- Schools require good leaders to perform academically well.

Session A.

Understanding Good Governance and School Governance	40 min

Step 1
- Ask participants in a plenary discussion to explain what they understand by governance and school governance (inform participants that there is no right or wrong answer and encourage everyone to participate).

- Take note of their responses on a flip chart .

- Underline all the key words.

Step 2
Compare participants' responses with notes in the Resource Manual and add on to it.

Session B.

Principles of Good governance	45 min

Step1
Put participants in groups of 4-5 and ask them to list and discuss the key principles of good governance. Also, ask them to list the key characteristics of a well-governed school.

Step 2
- At plenary session, ask each group to present their findings (on the principles of good governance and characteristics of a well-governed school).

- Compare the results and add on with relevant information from the Resource Manual.

Session C.

Challenges and Strategies for Promoting Effective School Governance	1 hour

Step 1
- In a plenary discussion, ask participants to mention some of the key challenges they face in governing their respective schools.

- Write their responses on a flip chart.

- Ask participants to mention some of the measures or strategies that could be used to address the identified challenges.

Step 2
- Refer to the Resource Manual on additional challenges to effective governance and seek their agreements.

- Once they agree to the challenges, ask them to brainstorm how such challenges should be addressed by SMCs.

Session D.

Understanding Leadership	30 min

Step 1
Working with the whole group, ask participants to brainstorm what they understand by leadership and why leadership is important for improved governance of schools. For the initial brainstorming make sure that the participants focus on leadership rather than on one individual as a leader. Encourage the participants to use their own experience and share practical examples.

Step 2
List the responses of participants on a flip chart, clarify the responses and add on using information in the Resource Handbook.

Session E.

Types of Leadership	45 min

Step 1

Working with the whole group, brainstorm with participants to describe different types of leadership existing in the community which could help improve school performance.

Step 2

Capture their responses on a flip chart and refine insight using information in the Resource hand book.

Step 3

Using examples from their communities, ask participants to share their experiences on the leadership style of people in their communities. Encourage participants to balance how to build on existing leadership systems, with being creative and looking beyond traditional roles and barriers in the community.

Session F.

Characteristics of a Good Leader	1 Hr: 30 min

Steps 1

Divide participants into smaller groups of 4-5 and ask each participant to share their stories about the leaders they admire. The leaders may be conventional leaders such as political officials or someone in everyday life-family, friends or colleagues.

Step 2

Ask participants to focus on the challenges that confronted these leaders as well as on the qualities and skills that they demonstrated in addressing problems. Remind participants to be conscious of time to allow enough time for discussion.

Step 3

While participants are recounting their leadership stories, a volunteer should record on a chalk board or flip chart the qualities and skills exhibited by the leaders.

Step 4

Ask participants to describe the types of support networks (e.g., family, friends, neighbours, colleagues) that may have influenced or assisted the leaders to achieve their objectives.

Step 5

After each participant has shared his/her story about a leader they admire, consider the following questions:

- Are there similar themes, conditions, or situations that re-occurred in many of the stories?
- What leadership qualities or skills did many of the participants have in common?
- Did the leadership characteristics manifest themselves because of the challenges they faced? Or, did the leaders already have the leadership characteristics?
- What role did the support of networks, organizations, institutions and/or individuals play in assisting the leaders to accomplish their objectives?
- Do you recall how you tackled a challenge in your life? What qualities and skills did you use to overcome that challenge?
- What role did support networks play in meeting your challenge?
- What steps did you take?
- Do all steps you take to solve a problem, personal or social, need to be justified?
- Should the steps a leader take reflect a set of "higher values," or is the problem being addressed justification enough?
- Which leadership characteristics do you feel you have? Which additional leadership characteristics do you wish you had?

Session G.

Barriers and Strategies for Effective Leadership	1 hour

Step 1

In a brainstorming exercise, ask participants to list barriers to effective leadership for improved school governance.

Step 2

List the responses on a flip chart and refine insight with information in the reference section of this unit.

Step 3

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; and

- Impact of good school leadership on school performance.

Session H.

Strengthening School Management Structures	2 hrs

Step 1
- Let participants know that once they have been appointed as SMC members, they need to be trained. Emphasize on the need for capacity building to enable them carry out their responsibilities with diligence.

- Ask participants whether they have had training as SMC members since their appointment. Encourage participants to share their experiences with the others who are yet to experience such training.

Step 2
Explain to participants the norms regarding the training of participants, emphasizing the need for each of them to respect the views of others, learn to participate and contribute during the discussions.

Step 3
Discuss with participants the resources that would be required for such trainings and how the resources could be acquired.

Step 4
Discuss with participants the need for identifying areas where SMC members would need training through a structured appraisal system.

Step 5
Ask participants to explain the importance of having a meeting.

Discuss with participants points to consider in planning a meeting, emphasizing the need for:
a. Careful planning,
b. Adequate publicity,
c. Convenient time and place for meeting,
d. Drawing up an agenda, and
e. Discussion of points.

Step 6
- Let participants try to come up with what makes a good meeting.
- Capture and discuss participants' responses and then introduce them to the features of a good meeting.

Facilitate the plenary discussion emphasizing the role of the chairman, secretary and the entire membership of the SMC.

Step 7
Discuss with participants the guidelines for conducting an effective meeting and also for chairing a meeting.

Session I.

Building Trust in the Community	2hrs. 30 min

Step 1
- Brainstorm with participants to identify the role of the head teacher.

- Let participants come up with some expected roles of the SMCs in the school.

Facilitate the plenary discussion and emphasize the need for a strong relationship between the head teacher and SMC.

Step 2
- Let participants know that good relationship deeply depends to a large extent on adequate understanding of people involved in the relationship. Therefore, SMCs have the responsibility to establish good relationship with stakeholders in education.

- Ask participants to mention ways in which the SMCs could promote good relationship with parents, teachers and the communities.

Step 3
- Let participants brainstorm on the functions of the Unit Committee in the localities.

- Clarify responses and add to the list.

- Ask participants to list the need to collaborate with Unit Committees.

- Put participants into their community/school groups to discuss practical ways of c ollaborating with Unit Committees.

Step 4
- Let participants come out with the need for co-operation among SMC and PTA members.

- Explain to participants the different roles played by the SMCs in promoting quality education in schools and the need for them to co-operate fully.

Step 5
- Explain to participants that in human institutions, conflicts and grievances are bound to occur and when they happen, there is the need to immediately solve them once and for all.

- In smaller groups of 4-5, ask participants to identify types of conflicts.
    a.   Put the responses on a flip chart and discuss.
    b.   Participants should go further to identify sources of such conflicts mentioned.
    c.   Write responses on a flip chart.
    d.   Allow participants to explain their points if necessary.
    e.   Go through what have been recorded and add up to the list.

Step 6

Put participants into smaller groups of 4-5 to come up with some of the ways in which conflicts could be managed.

a. Record responses on a flip chart.
b. Discuss with participants.
c. Ask some participants to share their experiences in conflict management.
d. Ask participants to comment on the experiences shared.

Step 7

- Put participants into smaller groups to discuss strategies they will use to plan for the SPIP.

- Let participants report their findings.

- Record responses on a flip chart

- Go through the responses with participants and add up to their points.

Step 8

- In a brainstorming exercise, ask participants to name stakeholders who should be involved in planning school improvement plans.

- List responses on the flip chart.

- Go through responses with participants and add on to it.

Step 9

- Assign participants into 4-5 groups to discuss their understanding about SMCs being accountable to the community and why?

- Review responses and ensure that participants understand the issue of accountability to the community.

- Add on to the points and emphasize on the importance of accountability through:
  a. Keeping proper records,
  b. Visiting schools regularly,
  c. Reporting on prevailing conditions to the community, and
  d. Being vigilant with organization of SPAMs.

Session J.

| Resource Mobilization and Monitoring of School Finances and Assets | 2 hrs:30min |

Step 1
- Ask participants to outline possible sources of income in their localities.

- Let participants identify the need to raise income/funds for schools and ways the schools could generate additional income (funds) for school projects.

- List responses on a flip chart and discuss with inputs from participants.

Step 2
- Ask participants to mention the resources a school will need to function effectively.

- Let participants discuss why it is important to identify and develop strategies for mobilizing local resources.

- List responses of participants on a flip chart.

Step 3
- Let participants discuss why proper record keeping and inventory is important.

- Put participants into their community/school groups to discuss the following:
    a. How to obtain the necessary information for record-keeping of school property; and
    b. How to document and take inventory of assets.

- Facilitate group presentations at a plenary session, with comments, clarifications and questions from participants.

Step 4
- In a brainstorming session, ask participants what a budget is.

- Let participants discuss the importance of budgeting.

- Capture responses on a flip chart and discuss.

- Discuss with participants the components of good budgeting.

Step 6
Put participants in their schools/communities to discuss the following:
a. What basic things are needed in preparing a good budget?
b. What they need to do to enable them prepare a good budget?
c. What resources are needed to draw up a good budget?
d. Places where they can obtain information and what to do to maintain good budgeting practices.

Step 7

- Introduce participants to simple cash book entries. Explain to participants why it is very necessary to keep financial records properly and also why cashbook entries is the basis of good accounting.

- Give an exercise on cashbook-keeping and let schools/communities prepare a simple cashbook.

Exercise on simple cashbook entries

Case study
1. **Kofi Owusu donates GH¢1,000.00 to your school on 2nd March 2012.** 2. **SMC pays GH¢500.00 to a carpenter to repair school desks on 6th March, 2012.** 3. **School receives capitation grant of GH¢2,500.00 on March 15, 2012.** 4. **PTA chairman donates GH500.00 to the school.** 5. **Kwaku Manu is paid GH1,800.00 for the purchase of 12 bags of cement on 20th May, 2012.** 6. **An amount of GH¢2,000.00 is received from Nana Mensah, a citizen abroad, on 31st May, 2012.**

Step 8

- Discuss how schools should use the cash book, stressing on the key features of the cash book as important things (i.e. date of receipt or payment, explanation or description of transaction, cash receipts, and cash spent and cash left)

- Discuss the following with the participants:
  - a.   Why should schools keep proper financial records?
  - b.   Why bank accounts and when should monies be paid into banks accounts?
  - c.   The types of bank accounts and the advantages and disadvantages of each account.

Step 9

- Let participants brainstorm on what 'auditing' is.

- List participants' responses on a flip chart. Discuss the responses and add your inputs stressing on the essence of checking the school's accounting books as SMC members.

Step 10

Discuss the following with the participants:
a. What skills and knowledge are needed by SMCs to prepare for auditing in schools?
b. What structures are crucial to be in place to facilitate auditing roles?
c. Why should SMCs be involved in school finances through auditing?

Step 11

- Let participants come out with their understanding of transparency and accountability.
- Brainstorm with participants on the benefits of transparency in the management of school finances.

- Introduce a role play.

- Brainstorm with participants to identify what went wrong in the role play. Let participants discuss the need for being transparent.

- Divide participants into a group of five persons and ask them to discuss:
  a.   How to ensure transparency in the management of school finances; and
  b.   Tools for transparency and accountability of school finances.

Session K:

| Developing Productive links to Education/Government Authorities | 1 hr:30min |

Step 1
- In a brainstorming exercise, let participants identify institutions in the Metro, Municipal and District Assemblies which are related to education and for that matter SMCs.

- Ask participants to state why the SMCs should have closer links with the MMDAs?

- List the institutions mentioned by participants on a flip chart and brainstorm with participants on the functions of such institutions and its relevance to the SMCs.

Step 2
- Put participants into groups by their communities/schools to deliberate on the following:
  a.   Steps to be taken in order to develop links; and
  b.   Who should be involved in the process of developing links?

Step 3
- Brainstorm with participants what MMDEOC stands for and what it is.

- Ask participants if they know the functions of the MMDEOCs and the members.

Step 4
Put participants into groups of three to discuss:
a. Why SMCs should collaborate with the MMDEOCs.
b. What to do to obtain respect and recognition from the MMDEOCs.
c. Practical ways in which SMCs can obtain respect and recognition from the MMDEOCs.

Session L.

Developing Productive links with External Agencies	1 hr.

Step 1

- Explain what 'external development organisations' are on a flip chart. Encourage participants to ask questions to ensure better understanding of the concept.

- In a brainstorming exercise, ask participants to mention some external organisations that support education and what they know about them i.e. what they do.

Put participants into groups of communities/schools to deliberate on the following:
a. Why SMCs need to link with external developers;
b. What SMCs should know in order to create and establish linkages with external organisations;
c. What should be done to help schools to create linkages with external agencies; and
d. Who should be involved in the process of helping schools create linkages?

Step 2

- Let participants state the importance of SMCs creating linkages with other communities.

- Ask participants in pairs to write few points on what they will achieve when they create linkages with others. List responses and discuss.

- Ask participants to mention some of the ways by which the SMCs could create linkages with other communities. List responses and discuss. Add more to it from the reference sheet.

UNIT 4

Improving the Quality of Instruction

Improving the Quality of Instruction

Contents

Introduction

Understanding what is happening in the schools and the classrooms is a pre-condition for shaping more effective quality improvement strategies in basic schools. This is because it is at the school level where all inputs come together and interact making it imperative for SMC members to understand the factors that can promote quality teaching and learning in schools. Thus, policies and programmes intended to improve education quality need to focus on schools (e.g. infrastructure, teaching and learning materials, and teachers (e.g. career development and welfare) supported by strong supervision, flexible policies, efficient administration and community involvement.

Objectives

This unit focuses on how you can improve the quality of teaching and learning in basic schools and ensure that children are provided with the opportunity to learn. By the end of this unit, participants will be able to:

- Assess the importance of quality of instruction and the role of SMCs in ensuring quality instruction;
- Explain what constitutes teaching and learning materials, and the benefits of these materials;
- Outline the role of SMCs in the provision of teaching and learning materials;
- Learn about the importance of open and speech days;
- Outline the role of SMCs in the organisation of open and speech days;
- Explain what performance-based incentive package is and list the benefits of incentive package for teachers and pupils;
- Formulate procedures for selection and rewarding hard-working pupils and teachers;
- State the importance of seeking teachers' welfare;
- State the various educational needs of children and identify the benefits of providing the needs;
- Mention challenges teachers face in the schools and communities and the ways in which SMCs could contribute to the provision of children's needs;
- Explain the term 'assessment' and outline reasons why pupils' assessment is important;
- Identify the indicators leading to good pupils' performance and explain ways of involving parents in finding out how pupils are performing;
- Identify the conditions that should prevail to improve pupils' learning and means through which parents can monitor children's performance;
- Explain what constitute pupils' and teachers' attendance;
- Mention the benefits of monitoring and supervising teachers' and pupils' attendance;
- State their roles in supervising teachers' and pupils' attendance;
- Identify their roles in relation to issues in the school that affect teachers' and pupils' performance;
- Discuss the importance of 'SPAM', the process of 'SPAM' and the role of the SMCs in 'SPAM';
- Mention what constitutes pupils' discipline and discuss why pupils' discipline is important; and
- Apply the code of conduct in the head teachers' handbook to monitor pupils' discipline.

Sessions

A: Quality of Instruction (Teaching and Learning)	1 hour
B: Effective Teaching and Learning Materials	1 hour
C: Organisation of Open/Speech and Prize Giving Day	1 hour
D: Performance-based Incentive Packages	40 min
E: SMCs and Teachers' Welfare	1 hour
F: Provision of Pupils' Educational Needs	1 hour
G: Assessment of Pupils	1 hour
H: Teachers' and Pupils' Attendance	45 min
I: School Performance Appraisal Meetings (SPAM)	1 hour
J: Supporting SMCs to Ensure Pupils' Discipline	1 hour

Materials
- Flip charts
- Marker pens
- Scissors
- Masking tape

Session A:

| Quality of Instruction (Teaching and Learning) | 1 hour |

Step 1
Brainstorm with participants on the concept 'quality teaching and learning '.

Step 2
Ask participants to mention the benefits of improved/ quality teaching and learning.

Step 3
Let participants come up with what they know about improving the quality of teaching and learning, e.g. setting school targets/goals. Review responses on the flip chart and let them relate it to what happens in their communities.

Step 4
Put participants into their communities/schools to discuss the following:
a.   How to improve teaching and learning as SMC members; and
b.   What SMC members need to do to ensure quality teaching and learning.

Section B:

| Effective Teaching and Learning Materials | 1 hour |

Step 1
In a brainstorming exercise, ask participants to mention what constitutes teaching and learning materials. List responses on a flip chart and discuss and clarify responses, add on to the responses.

Step 2
•   In a brainstorming exercise, ask participants why schools need teaching and learning materials.

•   Capture responses, clarify points and make more inputs if necessary.

Step 3
Put participants into groups to discuss the following:
a.   Outline specific ways SMCs could support the provision of teaching and learning materials;
b.   Why SMCs should supplement the provision of teaching and learning materials; and
c.   Review group responses in a plenary session, make inputs, and let participants comment.

Session C:

Organisation of Open/Speech and Prize Giving Days	1 hour

Step 1
- In brainstorming exercise, let participants explain:
    a. What open days are, and
    b. Why are they important?

- List responses of participants on a flip chart; and clarify the difference between speech days and open days.

Step 2
- Put participants into groups and let them think about their roles as SMCs in the organization of speech days and open days.

- Mention key activities in organizing open and speech days.

- Resources needed in the organization of open and speech days.

Session D:

Performance–Based Incentive Packages	40 min

Step 1
- Ask participants to explain what they understand by performance-based incentive package.

- List responses of participants and clarify responses through questions.

Step 2
- Explain the importance of incentives and then put participants into groups to discuss the following:
    a. Why should hard-working teachers and pupils be rewarded?
    b. How will you identify hard-working teachers and pupils in your schools/communities?
    c. What procedures should be used to reward teachers and pupils?
    d. How to mobilize resources as incentive packages for teachers and pupils.

- Facilitate group presentations in a plenary session and summarize the key points.

Session E:

SMCs' and Teachers' Welfare	1 hour

Step 1
• Lead participants through brainstorming session to identify some challenges teachers face in the communities where they teach. List responses on a flip chart and discuss.

Step 2
• Ask participants to describe how those challenges affect their attitude to work in terms of teaching and how they affect pupils in terms of learning.

• Review responses and add on if necessary.

Step 3
Put participants into groups of schools/communities to discuss the following:
a. What is the essence for seeking the welfare of teachers?
b. How can SMCs assist teachers to resolve each of the challenges identified in Step 2?
c. How to mobilize resources for incentive packages for teachers and pupils.

Session F:

Provision of Pupils' Education Needs	1 hour

Step 1
Ask participants to list the educational needs of pupils. Encourage participants to list needs that really ensure good quality education and list responses on a flip chart.

Step 2
Let participants come up with the benefits of the needs mentioned in step 1 and the challenges in providing them.

Step 3
Review responses of Step 2 and discuss thoroughly the benefits. Clarify and add on to the discussions.

Step 4
Put participants into smaller groups of 4-5 by communities/schools to discuss the following:
a. What the educational needs of children are and how they can be provided;
b. What are the ways by which SMCs can contribute to the provision of children's needs?
c. Why should SMCs ensure the provision of children's school needs?

Session G:

Assessment of Pupils	1 hour

Step 1
Explain to participants what assessment is all about in finding out what pupils have learnt over a period of time.

Step 2
- In a brainstorming exercise, let participants come out with what can be used to measure pupils' performance e.g. BECE pass rate, Numeracy rate, etc.

- Capture participants' responses on the flip chart.

Step 3
- Ask participants to explain ways of involving parents in the monitoring of their children's performance.

- List responses on a flip chart for clarification, comments and additions.

Step 4
- In a brainstorming exercise, elicit conditions that should prevail in order to improve pupils' learning.

- Record responses, go over and add to participants' contributions.

Step 5
- Lead participants to list the ways in which parents can monitor children's performance.

- List responses on a flip chart, review and add on.

Session H:

Teachers' and Pupils' Attendance	45 min

Step 1
- In a brainstorming exercise, ask participants to come out with the meaning or explanation to 'good attendance in school'.

- List responses on a flip chart and discuss.

Step 2
Put participants into their communities/schools groups to discuss the following:
a. The benefits of monitoring and supervising teachers' and pupils' attendance.
b. The roles of SMCs in monitoring and supervising attendance of pupils and teachers.
c. Issues to be considered before monitoring teachers' and pupils' attendance.
d. Practical ways of monitoring and supervising the attendance.

Step 3
- Facilitate group presentations.
- Review responses, ensuring the participation of all participants.

Session I:

School Performance Appraisal Meetings (SPAM)	1 hour

Step 1
Through brainstorming, let participants explain what SPAM stands for and what it means. Capture responses on a flip chart. Discuss, clarify points and add to the discussions as and when necessary.

Step 2
- Ask participants to come up with the importance of 'SPAM' in relation to SRC, BECE results and other performance-based indicators.

- List responses on a flip chart, clarify the learning points and discuss.

Step 3
Put participants in their communities/schools groups to discuss the following:
a. The processes that should be adopted to conduct 'SPAM' in the community;
b. The role of the SMCs in these processes; and
c. The features of 'SPAM'.

Step 4
- Facilitate group presentations and review their points.

- Invite comments, questions and additions from the other participants.

Session J:

Supporting Schools to Ensure Pupils' Discipline	1 hour

Step 1

Explain to participants what constitute pupils' discipline.

Step 2

- Brainstorm with participants the causes of poor discipline in pupils' both at school and home.

- Review responses which have been captured on the flip chart and discuss.

Step 3

Let participants come up with the importance of pupils' discipline. Capture responses on a flip chart and discuss.

Step 4

Ask participants to explain how they could maintain pupils' discipline.

Step 5

- Put participants into groups to discuss the following:
    a. What to do in order to maintain discipline in schools;
    b. How can the code of conduct help them to maintain discipline in schools?
    c. How to monitor pupils' discipline.

- Facilitate group presentations and summarize the key leaning point.

5

ANNEXES

ANNEXES
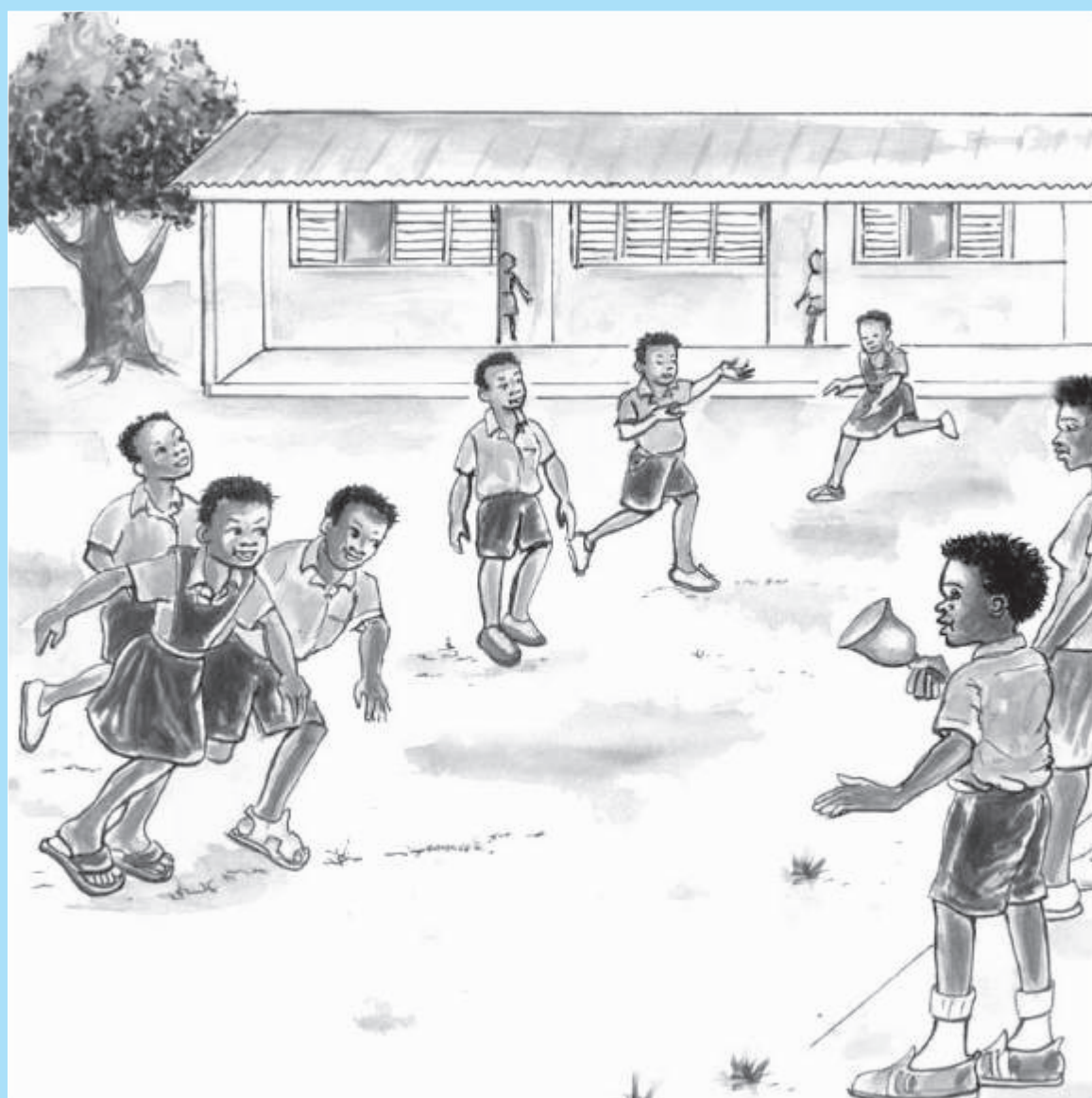
Annex A: Facilitation Tips

A. COMMON PITFALLS TO AVOID

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

1. Failure to Distinguish Processing From Generalizing

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

2. Flow

Sequencing of activities within each session should follow the Adult Learning Cycle – the experience, processing the experience, generalizing the learning from the experience, and planning ways to apply these learning. Each activity should build on what came before it, i.e. a case study should be referred to throughout a session (and throughout the programme).

3. Trainers' Skill Comfort Level

Trainers should not take on activities which overstretch their ability or experience level, i.e., managing a complex situation without participating in it or observing it first.

4. Expert versus Participants' View

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

5. Not Maximizing Participants' Involvement

When under time pressure, people look for short-cuts. In training programmes, talking to people to save time often becomes this short-cut, but it comes at great cost to participant learning. People learn best when they are active participants in the learning process.

6. Processing Questions That Do Not Relate To Objectives

During a training session, it is easy to get side-tracked with questions that do not relate to session objectives. When processing, trainers must keep session objectives in mind to ensure that they are being met.

B.   OBTAINING PARTICIPANTS' EXPECTATIONS

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

- Why did you choose this workshop? Why did you come?
- What questions about [subject matter of the workshop] have you come with?
- What advice, information, or skills do you want to get from this workshop?
- What advice, information or skills don't you need or don't you want?
- What do you want to take away from this workshop? Name one thing.
- What are your hopes for this workshop? What are your concerns?
- Do the workshop objectives match your needs?
- What knowledge or skills do you feel you "need" to have? What would be "nice" to have?
- What are your expectations about this workshop?
- What have you learned from previous workshops on this topic?

C.   WAYS TO REGAIN CONTROL OF THE GROUP

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

Signal non-verbally

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

Listen actively

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

Encourage new volunteers

When a few participants repeatedly speak in class while others hold back, pose a question or problem and then ask how many people have a response to it. You should see new hands go up.

Call on one of them. The same technique might work when trying to obtain volunteers for role play.

Invoke participation rules

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

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

Use good-natured humour

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

Connect on a personal level

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

Change the method of participation

Sometimes, you can control the damage done by difficult participants by inserting new formats, such as using pairs or small groups rather than full-class activities.

Ignore mildly negative behaviours

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

Discuss very negative behaviours in private

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

Do not take personally the difficulties you encounter

Remember that many problem behaviours have nothing to do with you. Instead, they are due to personal fears and needs or displaced anger. Try to determine if this is the case and ask whether participants can put aside the conditions affecting their positive involvement in the training session.

D. WAYS TO REVIEW WHAT HAS BEEN TAUGHT

Definition Match

- On one set of index cards, write relevant terms/techniques from the training session and on another set of cards, the definitions or examples of the terms.
- Combine the two sets of cards and shuffle them.

- Give one card to each participant.
- Direct participants to find their matching cards.
- When found, have them sit together.

  After everyone is found and seated, have pair members quiz the rest of the group on their concept. Good for training sessions of a day or less.

Flip chart

At the end of your training, flip back to the beginning of the flip charts.

Ask participants to recall what the information flip chart is about and probe with questions such as:
- What does this refer to?
- Why is it important?
- Who can give me an example of this?
- What value does it have for you?

Proceed through the content and make final remarks.

Getting Questions and Giving Answers

Hand out two index cards to each participant and ask each participant to complete the following sentences:

Card 1: I still have a question about --------.

Card 2: I can answer a question about-------.

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

Small Group Review

Divide the group into sub-groups and ask them to summarize the training. Encourage creativity. Each group reports in the large group and trainer fills in the blank spaces.

Crossword Puzzles

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

Game Show Quiz

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

E.   WAYS TO KEEP THE TRAINING ON TRACK

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

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

Based on the participants' feedback, contract with the group for adjustments in outcomes, processes, content or style. Report back to the group with the changes you are prepared to make. You will also need to explain why the other changes cannot be made at a particular time. Soliciting feedback can be written or oral. The advantages of written feedback are that it is concrete, anonymous and can be quantitative and saved for further analysis and comparison. Oral responses take less time, promote informality, best used later in the course when some rapport has been built.

Information offered can also be a starting point for further discussions. A participant may have felt a given piece of learning material wasn't all that relevant, until he hears another participant talking about how she has used it successfully on the job! Ask your co-facilitator to provide feedback during breaks. Have your co-facilitator pay close attention to the learning climate, participant non-verbal clues, and the effectiveness of your facilitation and leadership. Debrief with each other at breaks or between sessions.

Five Point Continuum
Draw a five-point continuum on a flip chart, (labelled strongly agree, Agree, Neutral, Disagree, Strongly Disagree) and ask participants to respond to it by a show of hands. Alternatively, place flip charts around the room (representing the five points) and have participants physically position themselves in relation to the five degrees to indicate their reaction or feeling to a given evaluation question. Such questions/statements might be:
*   How many feel there was 'too much stuff' today?
*   How many feel the day went too fast?
*   The food at lunch today was great!
*   The material is too easy (too hard)

F.   WAYS TO MAKE CLOSURE

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

Next ask them to think of where they would place themselves now, at the end of the training, and to place themselves accordingly. Once again ask a few participants to explain their positioning. In most cases you will see participants have moved in varying degrees from clueless to competent. This activity is a graphic way for everyone to see how they have benefited from the training session.

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

Annex B: Opening Activities

1.   NAME OF ACTIVITY: PARTNER INTRODUCTION

Objectives

    a. Accumulating more information about the co-participants and to open up oneself to others.

    b. Enabling participants to communicate with each other.

Time   45 minutes (can also be made much quicker)

Setting   Participants are randomly organised in pairs.

Steps   1. Ask participants to stand in pairs and in 2-5 minutes, introduce themselves to each other.

    2. Give the rules: The pairs - still together - stand in a circle. A of each pair introduces B, and B introduces A to the whole group recalling as much as possible what he has been told during the pair wise introduction. Turn by turn all pairs introduce themselves to the class.

Hints

    Pairing could be done by:

- Taking your partner to the right (left);
- Walking across to choose your partner (if participants were standing in a circle at the end of the previous game!);
- Using energiser: Boat is sinking;
- Cutting playing cards into two and placing them upside down in the centre of the participants in a semi-circle; everybody takes one half and finds out the respective partner who possesses the second half of the same playing card.

Prior to the pair wise interrogation period, give some hints about what the mutual introduction should centre (age, marital status, number of children, schooling, professional career and the like).

You should take part yourself in this introduction game; make funny remarks during the pair introduction in order to set a relaxed mood.

Even if some participants tend to talk lengthily, don't interrupt them!

1.   Processing:

- Ask the participants how they feel at present!
- Inquire if they feel like having learnt something about their co-participants with whom they are going to co-operate during the next four weeks? If yes, what? Let them specify!
- Make them aware of the difference: all were unknown to each other some hours ago, and now they have already developed certain contacts! Ask them to "give a big hand" to themselves! (Applause!)

## 2.	SAY "HELLO"

Objectives	a.	Re-inforcing contacts among participants
	b.	Establishing warm relationship
	c.	Questioning and interpreting forms of greeting others

Time	10 minutes

Setting:	Chairs for all participants and facilitators arranged in a circle

Steps:	1)	Demonstrate with the co-facilitator the first round of saying "Hello", i.e., either shaking hands or greeting each other without any body contact. Both forms are accompanied by usual phrases such as "How are you?", "How do you do?", etc.

	2)	Instruct all participants to follow the given example making sure that everybody has greeted any other co-participant eventually memorising their names.

	3)	Introduce the second round with your co-facilitator by saying "Hello", consisting of a warm welcome usually performed among friends who have not seen each other for a long time such as embracing, squeezing or kissing the cheeks. This action is accompanied by "sweet words" expressing the enthusiasm and delight to see each other.

	4)	Let participants perform the action making sure again that every co-participant is welcomed this way.

	5)	Tell them that the last round of saying "hello" is performed solely with the eyes. Demonstrate with the co-facilitator in absolute silence and without touching each other how partners can meet in a friendly manner just by looking friendly into one's eyes. Emphasise that no hectic movements should be undertaken and that everybody remains on one's seat during this round.

	6)	Let the participants perform the activity, making sure again that every co-participant is greeted in the prescribed manner.

Hint	Do not attempt to process after each round because all different forms of saying "Hello" to each other should be experienced first.

	Make all facilitators and host personnel participate in this exercise.

Processing:
(1)	How do you feel after the activity?

(2)	Let's share our impressions - how did you feel about this exercise (delighted, shocked, satisfied, etc.); refer to the different forms of saying "Hello" to each other.

(3) Which form was liked most (least) by the participants? Why?

(4) Was it easy or difficult to communicate with each other regarding the different forms?

(5) Which factors actually influenced the greeting "ceremonies"? (Elicit a discussion that the presence of others or feeling obeyed contributed negatively to the feelings during the second round; that fixing the partner with the eyes was difficult due to many "competitors", etc.)

(6) Point out that participants as SMC members will very often be in situations in which they will have to utilise different forms of saying "Hello", and that the most appropriate form will have to be figured out instantly depending on the situation.

(7) Make them aware of the fact that among the participants some could easily embrace each other, whereas others had a lot of difficulties because a mutual positive feeling has not yet been established. How can these feelings be developed? Explain to them that the approach to establish a warm atmosphere first before actual learning points can be delivered. Openness and positive feedback are basic necessities to render the training a success for everyone.

Annex C: Energizers

Introduction

As the name explains, these short exercises are used to energise the participants, i.e., to invigorate them, make them physically and mentally alert. During a training course, despite the application of group dynamics and experiential learning approach, there are times when participants feel tired, exhausted or even sleepy which is quite a normal reaction in view of the participatory and ambitious daily programme.

During the various steps of a course, energizers can be used for warming-up at the very beginning of the programme, as ice-breakers to stimulate interaction at the beginning of an exercise, as openers to introduce a new topic and to prepare the group for the following tasks.

Energizers are mood setters and tuners. The use of an energizer helps to create or maintain a positive learning atmosphere, as they provide fun and laughter, warmth and closeness. Their charming and humorous ways help to activate the participants mentally while movements during execution of an energiser activate them physically.

Energisers can be employed not only in the morning, after lunch or tea/coffee breaks, when level of attention has to be risen, but also in other moments of a working day as they draw the participants' attention back to the subject matter and, thus, contribute a lot to the success of the training. Energizers are used as openers to introduce a new topic, to prepare for a long exercise or to overcome tiredness during this exercise before starting the next round.

On the other hand, some energisers can help to relax the participants after having finished a demanding exercise with several rounds or after an emotional and intellectual effort or involvement in a certain exercise.

Energizers can be wild as well as mild and introspective. Make your choice according to the requirements of the moment (energise or relax) or the following session. If the next exercise is a very dynamic one, you do not need a wild energizer because a misdirection of energy might be caused.

Below are some lists of energizers:

i. Yesterday with a dance
- Three different traditional dances are written on a paper.
- Participants take the paper and dance according to what is written on it to form groups.
- Groups write as many points as possible on what they remember from the previous day and paste them on the board.
- The points are then clustered under the main learning points of the day and the points summarized.

The following are a few examples of energizers. An energizer is something the facilitator, trainer or teacher can use in a number of ways:
- To motivate the learners at the start of a session or lesson;
- As a break during the session if it has been intensive with everyone concentrating for a long period of time; and
- As a break between sessions or lessons.

An energizer is a short activity and should be used appropriately to motivate, re-energize or regain energy to continue with a task, or to move on to a new activity.

Note: Over-use of energizers should be avoided as this will have the opposite effect and distract learners from the task at hand.

ii. Colours
- Everyone sits in a circle.
- The facilitator asks "What colour would you use to describe the person on your left?" and begins the game him/herself – i.e. "I call you yellow because you are always so sunny and cheerful."
- Each person goes in turn around the circle.

iii. Story energizer
The facilitator/teacher tells a story to participants/learners. Before beginning, the class is divided into three groups (for example, one group is the community, one group is the teachers, one group is children).

The story needs to mention these three groups of people starting at regular spaces in the story and then building up so that the community, teachers and children are mentioned very closely together in the story.

Each time the particular group hears their "name" when the story is being told; they must stand up then sit down together (quickly). This is a short, fun activity to get people listening and moving.

iv. Animal association
- Present a grid with different pictures of animals (i.e. 6).
- Each person chooses the one which best describes him/her.
- Share with a partner and explain why you are like that animal.
- In the larger group, each person gives feedback about their partner –their chosen animal and why they are like that particular animal.

v. Folding paper

- Give everyone a piece of paper – A4 size works well.
- Tell everyone there are two rules – each person must close their eyes– they must not ask questions.
- Give the participants the following instructions:
  - * Fold paper in half and tear off the bottom right corner.
  - * Again fold paper in half and tear off the top right hand corner.
  - * Again fold in half and tear off the bottom left corner.
  - * Again fold in half and tear off the top left corner.
- Ask everyone to open their eyes and display their unfolded paper.
- Discuss with participants what had happened – i.e. clear communication, thinking, understanding, etc.

vi. You're OK

- Everyone sits in a circle.
- Each person has a card and writes his/her name on top of it.
- Pass cards from right to left around the circle – ask everyone to write down one positive comment about the individual whose name is on top of the card (this can be a word/phrase/sentence, etc.).
- Return the filled cards to each person named on the top of the card.

Annex D: Brainteasers

Introduction

Uses: Making the participants go beyond their self-imposed boundaries of imagination. To limit possible solutions of a given task to logical thinking and subtlety.

As the name expresses, brainteasers aim at teasing the brain. They are problems, puzzles or quizzes to which unusual or unconventional solutions are needed to solve them. Sometimes more than one solution is possible depending on the creativity of the participants. Brainteasers are meant to support the participants in thinking beyond their self-imposed mental boundaries. Creative imagination is the key factor here, not necessarily logical thinking. Creative entrepreneurs differ from non-creative ones when they confront problems. Thus, the brainteaser sub-module is located at the crossroads of personal and business competencies to be acquired for a successful business career

Brainteasers make the participants leave their normal patterns of approaching problems, force them to step outside their set mental boundaries and self-imposed limitations within which problems are usually dealt with. The participants learn not to accept the first workable solution but rather search for more possible and better solutions. To broaden the participants' mental horizon is an important pre-requisite to successfully applying brainstorming techniques in the succeeding sub-module.

Brain teaser sessions are often wild and crazy to induce creative thinking. More so in a group, participants tend to attain a high level of innovativeness, creativity and idea-generation. Trainers should support this atmosphere through affirmative attitudes, prohibiting any remarks which may have a negative impact on the participants. On the contrary, the wilder, the "zanier" and "crazier" the ideas, the better for the respective session's objectives

Brainteaser starts with individual problem solving exercises which could either be done in public, i.e., open to all but everyone solves them independently, or secretly in a "quiet" corner where only the individual results are communicated in public. To experience the overwhelming creative power of groups, individual brainteasers are followed by group brainteasers.

Participants should be left without any solution, if they can't find one within a certain time limit, so this very will problem keep teasing them during a subsequent tea break or even during the following day. Often, participants feel challenged to find a solution on their own; this is an attitude which should be re-inforced as it stands for persistence in their future business life. Below are some helpful brain teasers:

Name of Teasers: **Child Story**

                              Individual Brainteaser

Time: 5 - 20 minutes

Requirements: Text of the story given below (see Steps)

Setting: Participants seated in U-shaped formation

Steps:

i. Read out the following story:
"Kwaku Ananse (or any other name of either a male or female participant or a well-known person in the respective country) lies in his bed". It is 2:00 a.m. in the morning, but Kwaku cannot sleep because the full moon shines brightly through the window and also the light is on. Suddenly, Kwaku hears a sound outside the window. He opens his eyes and sees a stranger enter the room through the window and walks through the room to a table where some jewellery is glittering in the moonlight. Kwaku sees the man put all the jewellery into the pocket of his trousers and then leaves the room through the same window.

The next morning, it is detected that all the jewellery has been stolen by a thief and the police is called. The police wants to know from Kwaku what happened but he is not in the position to tell, although he is neither dumb nor an idiot. Why?"

Narrate this story exactly with the same words to the participants.

ii. Ask them to find the clue why Kwaku (or any other well-known personality's name in the location) is not able to tell the police what happened. The participants may ask questions. The trainer, however, can only answer with "Yes" or "No".

Solution: Kwaku is only a three-month old baby!

Typical situations and problems:
The participants still feel perplexed after you have finished reading out the story and may be ask to narrate it once again.

Participants come up with wild (sometimes even funny) explanations for Kwaku's behaviour.
They will try to elicit from you more background details.

The name of the baby is taken from an existing but grown-up individual (either a participant or a commonly known personality) who leads the participants to the assumption that the story deals with a grown-up and not a baby!

Hints
Narrate the story a second time, if needed. Confine yourself to "Yes" and "No" as possible answer. But support their imaginative thinking of possible answers through remarks like "Not bad!", "Good idea, but not applicable in this case!", "This is a new solution which has never been found before, but it is not the answer looked for!"

Processing

(1) Ask the participant who found the solution and how he/she got it? (Elicit that a word or a contribution of another participant may have brought the correct idea!).

(2) Why did we assume wrongly? (Elicit that normally full names including first and family names are not attributed to children but rather short forms or nicknames!)

(3) Discuss the fact that even an easy, obvious and logical solution may be hidden behind a curtain of misconceived assumptions which actually did not expressly exist.

(4) Re-iterate that it is easier to find solutions in a group where one idea leads to another, where wild thinking of even unthinkable solutions contribute to success.

1. Name of Teaser :   Matches Brainteasers Collection

Use   Inducing creativity

Making the participants go beyond their self-imposed boundaries of imagination

Time   10 minutes each

**Requirements:**   (1) White board
                       (2) Marker pen
                       (3) Maximum of 12 matchsticks for each participant

Steps:

(1) Explain the problems stated below, one by one, with the use of the white board and a marker pen.

(2) Ask the groups in their respective places to solve them.

(3) Ask those who think they have found a solution to come to the board.

Problem A: Match Manoeuvre:
"Place six matchsticks in such a way that each one touches every other one firmly!"
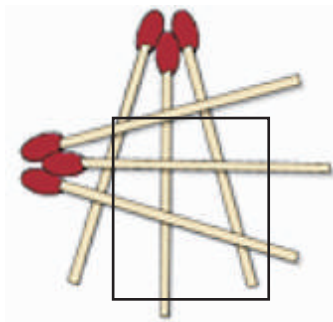
Place three match heads together as shown, touching snugly. Then pile the remaining three matchsticks on top of these with their heads similarly meshed. Thus, each of the six matchsticks touches every other match firmly. Remember: in presenting the problem, no restriction was stated that the matches must all rest on a flat surface.

Problem B: Run-around:
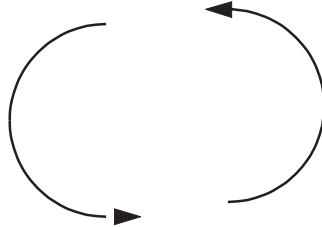"Arrange ten matchsticks such that they form the following equation in Roman numerals:
XI + I = X

This equation is, of course, incorrect. Make the equation read correctly without touching anything!"

X = I + IX

Solution:

Go to the other side of the table and look.

Place three match heads together as shown, touching snugly. Then pile the remaining three matchsticks on top of these with their heads similarly meshed. Thus, each of the six matchsticks touches every other match firmly. Remember: in presenting the problem, no restriction was stated that the matches must all rest on a flat surface.

Typical situations and problems:

A - Participants will try to place all matchsticks on the surface touching each other at the corners.

B- Participants may feel perplexed for a certain time that things can be changed without moving anything.

Hints:

A - After a certain time you may give the following hint: do not think only in a two-dimensional way!

B - A hint may be in case they do not approach any solution: "It was not said that the two squares will have to be of equal size!"

Depending on time availability and need of the participants, you may either write the wrong equation on ZOPP card (which normally is easier for the participants) or you may ask them to form the equation with their matchsticks in hand. The latter one is more difficult, if preceded by other matchsticks brainteasers where matchsticks had to be moved. Participants are already conditioned to that.

(1) The same for all; to be done after each individual exercise:

Processing:

What hindered them to find a solution straightaway? Elicit that we are conditioned in certain ways like:

A - A matchstick is not thought to be a three-dimensional body but rather a two-dimensional "object" because of its flat appearance,

B - We have been used to move matchsticks in many exercises so that we could not imagine that none had to be moved in this exercise, although a different equation was expected to be the result.

What had helped the discoverer of the solution? Was it a word or a contribution from a neighbour? Is it an advantage to brain tease in groups? Or is it better to do it quietly on one's own?