



School Governance Handbook

Guide for School Management Committees, Boards of Governors,
and Parent Teacher Associations in South Sudan

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For more information, please refer to the following source materials:

Parent Teacher Association Training Manual. Ministry of General Education and Instruction. USAID and Room to Learn. December 2015.

School Governance Toolkit. Guide for School Management Committees and Boards of Governors. Juba, September 2014.

Acknowledgements

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A handwritten signature in black ink, appearing to read 'Abdullahi Ali', enclosed within a large, hand-drawn oval.

Abdullahi Ali

Director General

Directorate of Basic and Secondary Education

Ministry of General Education and Instruction

Republic of South Sudan

Introduction

Who Requested the *School Governance Handbook*?

The Ministry of General Education and Instruction's (MoGEI) Department of Quality Promotion and Instruction requested that development partners in the Technical Working Group on School Governance assist in the compilation of a unified *Handbook* that would help enhance the understanding of school governance at the local level, building on existing resources. This document would further build the capacity of members of school governing bodies, specifically, Parent Teacher Associations (PTAs), School Management Committees (SMCs), and Boards of Governors (BoGs). These three school governing bodies are essential for addressing challenges to providing access to education and improving the quality of education in early childhood development and in primary and secondary schools.

What is the *School Governance Handbook*?

The *School Governance Handbook* is a reference document in a user-friendly format. The *Handbook* outlines the roles, responsibilities, and actions to be taken by the three bodies responsible for school governance at the local level: Parent Teacher Associations, School Management Committees, and Boards of Governors.

The *School Governance Handbook* incorporates content from two MoGEI-supported materials:

1) the *Parent Teacher Association Training Manual* through the USAID-funded Room to Learn (RtL) South Sudan project and 2) the *School Governance Toolkit- Guide for School Management Committees and Boards of Governors* through the UKAID-funded Girls' Education South Sudan programme (GESS), to create one, unified resource guide.

Who Uses the *School Governance Handbook*?

The *School Governance Handbook* is intended to be used by members of PTAs, SMCs, and BoGs to help them understand their respective roles, responsibilities, and actions. The *Handbook* can also be of value to local-level education administrators at the Payam and County Education Offices and to Head Teachers at primary and secondary schools. Others, such as education development partners, may also find the *Handbook* a useful tool as they undertake capacity building work with school governing bodies.

How Should the *School Governance Handbook* Be Used?

The *Handbook* can be kept at the school and used as a reference document. It can also be kept by each PTA, SMC, and BoG member for their own individual use. The *Handbook* can be used by facilitators during capacity building workshops for PTA, SMC, and BoG members.

How Will the *School Governance Handbook* Be Made Available?

The *Handbook* is available through the Ministry of General Education and Instruction and online through the USAID Development Experience Clearinghouse. For more information, please see the *Parent Teacher Association Training Manual* or the *School Governance Toolkit- Guide for School Management Committees and Boards of Governors*, as mentioned above.



Michael Lopuke Lotyam

Undersecretary

Ministry of General Education and Instruction

Republic of South Sudan

Acronyms

ALP	Accelerated Learning Programme
BALP	Basic Adult Literacy Programme
BoG	Board of Governors
CBO	Community-Based Organization
CEC	County Education Centre
CED	County Education Department
DFID	United Kingdom's Department for International Development
EiE	Education in Emergencies
GESS	Girls' Education South Sudan Programme
IEC	Information, Education, and Communication
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science, and Technology
MoGEI	Ministry of General Education and Instruction
NGO	Non-Governmental Organization
PES	Payam Education Supervisor
PTA	Parent Teacher Association
RtL	Room to Learn South Sudan
SMC	School Management Committee
SMoE	State Ministry of Education
SSP	South Sudanese Pound
TTI	Teacher Training Institute
UKAid	United Kingdom's Department for International Development (See DFID above)
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization

Table of Contents

1. Basics of School Governing Bodies 9

Republic of South Sudan National Policy on School Governance	10
School Governance: Overview	11
Forming the PTA	16
*Parent Teacher Association Election Statement	23
Forming the SMC/BoG	25
*SMC/BoG Selection Statement	29
PTA and SMC/BoG Duties: Overview	31
Engaging the Community: Overview	37
School Development Plan: Overview	45
The School Development Plan: SMC/BoG Role	47
*School Self-Evaluation Form	49
*Annual School Development Plan:	53
The School Development Plan: PTA Role	56
*Community Monitoring Form	59
Managing School Funds: Overview	61
Opening the School Bank Account: SMC/BoG Role	64
Using the School Bank Account: SMC/BoG Role	66
*Records of School Funds: Checklists	71
Appendix I: PTA and SMC/BoG List of Activities for the School Year by Month	74
Appendix II: Tables of PTA, SMC/BoG, and Head Teacher Duties	77
Appendix III: The Government's Role in the School Development Plan	82

2. Supplementary Information for School Governing Bodies 83

Conducting Meetings: Overview	84
Partnerships for School Development: Overview	88
*Checklist for a Strong Partnership	93
Gender Considerations: Overview	94
Helping Learners Complete School: Overview	96

PTA and SMC/BoG Sub-Committees: Overview.....	98
Supporting Cash Transfers: Overview.....	100
*Checklist for the Cash Transfer Programme	104
Ensuring Safe Schools: Overview	105
*Safe School Checklists	106
Preparing for Disasters and Emergencies: Overview.....	109
Preparing for Emergencies: Hazard Assessment	111
*Hazard Assessment Chart.....	113
*Emergency Preparedness: Checklists	120
Appendix IV: General Roles and Responsibilities in Emergency Preparedness Matrices.....	121
3. School Governance in Emergencies Toolkit.....	124
Education in Emergencies: Role of the PTA and SMC/BoG.....	125
Education in Emergencies: Needs Assessment	133
*Community-based Education in Emergencies EiE Needs Assessment	135

1. Basics of School Governing Bodies

Republic of South Sudan National Policy on School Governance

The South Sudan General Education Act (2012) and the School Governance Policy (2014) set out the legal framework within which Parent Teacher Associations (PTAs) and Head Teachers in primary and secondary schools, School Management Committees (SMCs) in primary schools, and Boards of Governors (BoGs) in secondary schools must operate.

The South Sudan General Education Act, Article 29 states:

“The School Governing Body shall be an authority on all matters related to finance, academic discipline, co-curricular activities, and the general welfare of the school.”

“The administrative and professional management of the school shall be the responsibility of the Head Teachers under the supervision of relevant ministries.”¹



Girls and boys go to school.

¹The Ministry of Education in South Sudan has changed its name in the recent history. Some documents were therefore written under the Ministry of Education, Science and Technology (MoEST) and other documents are written under the Ministry of General Education and Instruction (MoGEI).

School Governance: Overview

Important words

School Governance

How the school governing bodies lead, direct, and manage the school

School Governing Bodies

The PTA, SMC, and BoG

Community

The people and organisations related to the school

PTA

Parent Teacher Association

The group of parents, teachers, and community members who come together to lead and help the school

SMC

School Management Committee

The group of parents, teachers, learners, and community members who manage and govern a primary school

BoG

Board of Governors

The group of parents, teachers, learners, and community members who manage and govern a secondary school

What does the law in South Sudan say about school?

Primary school is free.

- All children must enrol in school by age 6.
- Public primary schools must accept children whose parents cannot pay related school fees.

All girls and boys ages 6 or older must go to 8 years of primary school, including:

- Girls and boys from poor families;
- Girls and boys with disabilities;
- Girls and boys who are single or double orphans;
- Girls and boys from all language groups;
- Girls and boys in pastoral communities; and
- Girls and boys who live on the streets or in institutions.

The government pays for and provides:

- Primary school teachers' salaries and teacher subject guides;
- Primary school registration fees; and
- Primary school textbooks for all primary school subjects.

Parents/caregivers pay for their child's primary school uniform and supplies and may be asked to contribute to the school development fund.

Secondary school is not free.

- Secondary schools may ask parents for money for the school development fund.

The government pays for or provides:

- Secondary teachers' salaries and teacher subject guides.

Parents/caregivers pay for:

- Their child's secondary school test fees; and
- Their child's secondary school textbooks, uniform, and other supplies.

What does the law in South Sudan say about school governance?

Schools are governed locally.

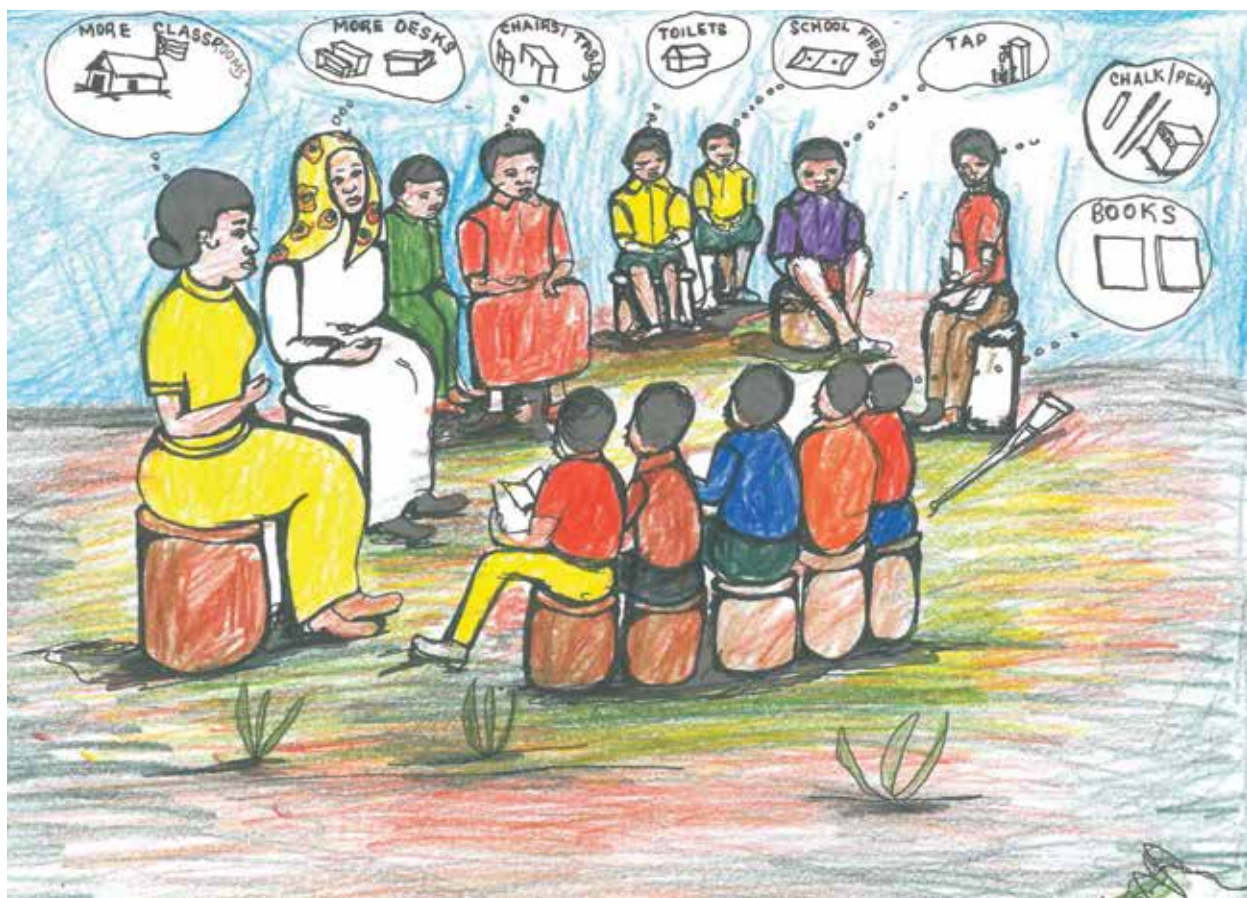
- Head Teachers, PTAs, and SMCs/BoGs work together to govern schools.
- They follow the laws and policies for school governance.

Schools must be safe places.

- The law says learners should not be hit at school by an adult.
- Learners should not be embarrassed, humiliated, or verbally abused at school.
- Adults must not touch or talk to learners in inappropriate ways.
- Learners must not hurt each other.

Important documents to know about:

- South Sudan General Education Act (2012); and
- Ministry of General Education and Instruction School Governance Policy (2014).



School governing bodies work with teachers and learners to improve the school.

What is the difference between the PTA and the SMC/BoG?

PTAs have teachers, parents, caregivers, and individuals as members whose children are learners in a school, and whose contribution to the school is recognised by the community. The PTA meets at least once a term. The minimum number of members for a PTA meeting is 25.

School Management Committees/Boards of Governors are part of Parent Teacher Associations. SMCs/BoGs have teachers, PTA members, learners, community leaders, and representatives of professional bodies as members. The SMC/BoG meets at least once a month during school terms. The maximum number of people in a SMC/BoG is 13. The SMC/BoG reports to the PTA.



PTAs and SMC/BoGs support learners and the school community.

What does the community do first to govern the school?

- First, the school needs to form the PTA.
- Then, the school needs to form the SMC or BoG.
- The people on the PTA and SMC/BoG are called members.

	PTA General Members	PTA Executive Committee Members	SMC or BoG Members
Parents and Caretakers	✓	✓	✓
Community Leaders	✓	✓	✓
Head Teacher	✓	✓	✓
Teachers	✓	✓ (1 female and 1 male teacher)	✓ (1 female and 1 male teacher)
Learners	✗	✗	✓ Head Girl and Head Boy
Professional Bodies	✗	✗	✓ 1 woman or man from a professional body

Forming the PTA

Important words

PTA General Assembly

All parents, caregivers, and community members who are signed up for the PTA

PTA Executive Committee

PTA members elected as leaders

Office Bearer

A leader with a special role

PTA Sub-Committee

A small group of PTA members with agreed-on tasks

The PTA General Assembly is the big group of all teachers, parents, and caregivers of learners.

The PTA Executive Committee leads the work of the PTA.

The PTA may have Sub-Committees to help with the PTA's work.

How does the community form the PTA?

- The PTA is voluntary.
- The PTA needs to elect mothers and fathers as PTA Executive Committee Members.

Step 1: Conduct a PTA Start-up Committee Meeting.

- The Head Teacher invites the Payam Education Officer, a woman from the community or school, and 2 parents or caregivers to be on the Start-up Committee.
- The Head Teacher leads the start-up meeting and explains how to elect PTA Executive Committee Members.
- The Start-up Committee sets a time, place, and date for a community meeting to form the PTA General Assembly and elect the PTA Executive Committee.

Step 2: Invite the community to the meeting to form the first PTA General Assembly and elect the PTA Executive Committee.

- The Head Teacher uses radio, talking, and letters to invite all parents and caregivers.
- The Start-up Committee Members encourage women and men from all groups in the community to come to the meeting.

Step 3: Hold the meeting to form the PTA General Assembly and elect the PTA Executive Committee.

- The Head Teacher and PTA Start-up Committee Members lead the meeting.
- The Head Teacher explains the purpose of a PTA and the roles and responsibilities of the PTA Executive Committee Members.

The PTA Executive Committee and What It Does

PTA Executive Committee Members

5 Executive Committee Members who are office bearers

Chairperson

Plans PTA meetings with the Head Teacher
Goes to SMC or BoG meetings on behalf of the PTA
Signs official PTA papers

Vice Chairperson

Helps the Chairperson and acts as Chairperson, if the Chairperson is absent

Secretary (Head Teacher)

Helps the Chairperson plan meetings
Keeps records of PTA meetings
Asks the PTA Executive Committee for money for school activities

Treasurer

Collects money for school development
Keeps records of the PTA budget, money, and spending

Secretary of Information

Helps the PTA, community, and school get information
Talks with the PTA about school and community matters
Goes to meetings about sports and social events on behalf of the PTA

6 Executive Committee Members who are not office bearers

Other Executive Committee Members

Talk with the community
Lead special PTA Sub-Committees
Attend PTA meetings

When does the PTA elect Executive Committee Members?

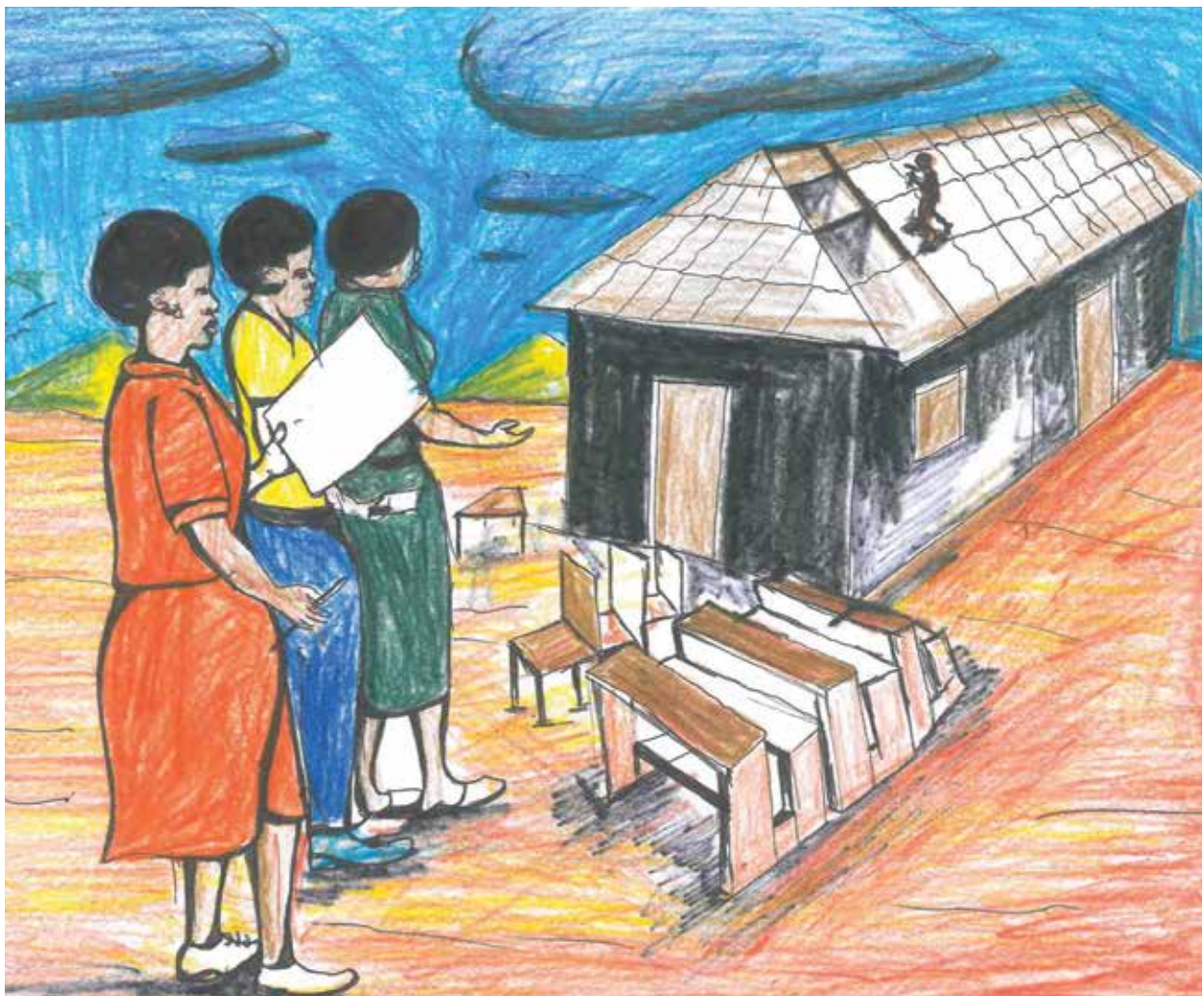
The PTA elects Executive Committee Members when it forms the PTA.

- The Executive Committee Members are elected for 1 year.

The PTA elects Executive Committee Members 1 time each year.

- The Executive Committee Members can be elected 3 years in a row.
- The Executive Committee Members cannot be elected more than 3 years in a row.

The PTA may also need to elect Executive Committee Members at other times if there are fewer than 7 active Executive Committee Members.



The PTA Executive Committee leads the PTA and its activities in the school community.

How does the PTA General Assembly elect the PTA Executive Committee Members?

The Start-up Committee and the Head Teacher lead the election.

Step 1: Conduct the PTA General Assembly Meeting.

- The Head Teacher and the PTA Start-up Committee Members lead the PTA General Assembly meeting.

Step 2: The Head Teacher explains the purpose of a PTA and the roles and responsibilities of the PTA Executive Committee.

- The Head Teacher explains what PTA office bearers do.
- The PTA Start-up Committee explains there are 11 PTA Executive Committee Members.
- The PTA will elect a total of 8 female and male Executive Committee Members.
- The PTA will not elect the 3 teachers who are Executive Committee Members.

Step 3: Identify people who may be strong PTA Executive Committee Members.

- The PTA Start-up Committee asks people at the meeting to identify women and men who can be strong PTA Executive Committee Members.
- The PTA Start-up Committee makes sure the people identify some women.
- The PTA Start-up Committee makes sure the people identify representatives from many different groups in the community.

Step 4: Vote for PTA Executive Committee Members.

- The PTA Start-up Committee asks the people to choose a way to vote for the PTA Executive Committee Members. Ways to vote may include paper ballots, simple hand count, or queuing up behind the person of choice.
- The PTA Start-up Committee conducts the vote for each PTA Executive Committee position.
- The PTA Start-up Committee counts the votes of women and men in the same way.
- The PTA Start-up Committee makes sure women and people from different groups are part of the PTA Executive Committee.
- The PTA Start-up Committee tells the people the results of the voting.

Step 5: The women and men with the most votes are the new Executive Committee Members.



A parent who serves as a PTA Executive Committee Member becomes a leader at the school.

How does the PTA Start-up Committee report the election results?

Step 1: Write a statement about the election results.

- The Start-up Committee writes a statement about the election results.
- The Start-up Committee makes three extra copies of the statement.
- The Head Teacher keeps one statement.

Step 2: Submit two statements to the Payam Education Office.

- The Head Teacher submits two copies of the statement to the Payam Education Supervisor.
- The Payam Education Office works with the Head Teacher to help SMC/BoG members fulfil their roles by building their knowledge and skills.

Step 3: Submit one statement to the County Education Office.

- The Payam Education Supervisor submits one copy of the statement to the County Education Office.
- The County Education Office officially recognizes the PTA Executive Committee.

Parent Teacher Association Election Statement

Name of the School: _____ Date: _____

The Head Teacher, Deputy Head Teacher, teachers, PTA members, and representatives of the community gathered to elect the PTA Executive Committee, which supports the management of school affairs, helps teachers to understand learners and their home environment, and strengthens collaboration between the home and the school.

The following members were elected to represent our voices in the PTA body, and they confirmed that they understood that the school PTA is a voluntary institution.

S/No.	Position	Name	Interest group (Parent, teacher, school, or community member)	Gender (Female or male)	Phone
01	Chairperson				
02	Vice Chairperson				
03	Secretary				
04	Treasurer				
05	Secretary of Information				
06	Non-Office Bearer 1				
07	Non-Office Bearer 2				
08	Non-Office Bearer 3				
09	Non-Office Bearer 4				
10	Non-Office Bearer 5				
11	Non-Office Bearer 6				

How often does the PTA meet during the year?

The PTA meets at least 3 times during the school year.

- The PTA meets at least 1 time each term.
- The PTA Executive Committee meets with the Head Teacher 2 times a term.

PTA members visit the school at least 1 time each term.

How are PTA Executive Committee Members removed?

PTA Executive Committee Members can be dismissed if they do not do their duties.

- A member who is not active or does not do his or her duties can be dismissed.
- The PTA can decide if a member is no longer able or fit to be a member.
- A member who misses 3 or more than 3 PTA meetings in a row without clear reasons can be dismissed.

PTA Executive Committee Members can be dismissed if they break important rules or laws.

- A member may be removed if convicted of an offence involving fraud.
- A member may be removed for criminal offences.
- A member may be removed for misconduct.
- A member may be removed for a violation of PTA responsibilities.

The PTA Executive Committee may call a vote for a member's dismissal from the PTA Executive Committee.

- The Chairperson or Vice Chairperson tells the PTA Executive Committee members about the member's possible reasons for dismissal.
- The member facing dismissal may want to defend his or her case before the PTA Executive Committee.
- Ways to vote for dismissal may include paper ballots or simple hand count. If the majority of members vote for dismissal, the member will be asked to leave the PTA Executive Committee.

A member may choose to leave the PTA Executive Committee.

A new PTA Executive Member is elected to replace any member who leaves before finishing 1 year.

Forming the SMC/BoG

Important words

Office Bearer

A leader with a special role

Sub-Committee

A small group of people with agreed-on tasks

The SMC/BoG governs and manages the school for the Ministry of General Education and Instruction.

The SMC/BoG has members and office bearers to lead its work.

The SMC/BoG may have Sub-Committees to help with tasks.



The SMC/BoG identifies needs at the school and supports efforts to address them.

The SMC/BoG and What It Does

SMC/BoG members

4 members who are office bearers

Chairperson

Leads the SMC/BoG

Plans SMC/BoG meetings with the Head Teacher

Arranges and lead the meetings

Talks with the PTA on behalf of the SMC/BoG

Opens and manages the school bank account

Ensures SMC/BoG members participate in meetings

Vice Chairperson

Helps the Chairperson

Acts as Chairperson, in absence of the Chairperson

Secretary (Head Teacher)

Helps the Chairperson plan meetings

Keeps records of SMC/BoG meetings

Tells the school community about SMC/BoG activities and events

Treasurer

Manages grants, including the capitation grant

Keeps records of the school's budget, money, and spending

Helps open the school bank account

9 SMC/BoG members who are not office bearers

Ordinary members

Monitor school performance

Lead special SMC/BoG Sub-Committees

Manage school funds

Manage school development planning process

Support improvement of teaching and learning

Monitor school progress

Attend SMC/BoG meetings

Support the community to send children to school, including those who are:

- married, including those with their own children;
- in child-headed households;
- in female-headed households;
- with disabilities; and/or
- employed in formal or non-formal employment

How does a school start the SMC/BoG?

Step 1: The PTA and school staff have a meeting to agree on how to select SMC/BoG members. Members should include:

- Responsible and respected people who are not PTA Executive Committee Members;
- Women;
- Parents or household members of disabled children;
- People from many groups in the community;
- Learners, including the Head Girl and Head Boy; and
- Members of professional bodies.

Step 2: The PTA Chairperson explains the purpose of the SMC/BoG and its roles and responsibilities.

- The PTA asks people to identify women and men who can be SMC/BoG members.
- The PTA makes sure the people identify some women and learners.
- The PTA makes sure the people identify representatives from many different groups.

Step 3: Vote for SMC/BoG members.

- The PTA asks the people to choose a way to vote for the 13 SMC/BoG members. Ways to vote may include paper ballots, simple hand count, or queuing up behind the person of choice.
- The PTA conducts the vote for each position.
- The Head Teacher, Deputy Head Teacher, and School Officer serve on the SMC/BoG.
- The PTA selects 4 members. Select 2 female parents or caregivers. Select 2 male parents or caregivers.
- The PTA and school staff together select 6 members. The PTA and staff select 1 person from a professional body. The PTA and staff select 1 male or female traditional, religious, or community leader. The PTA and staff select 1 female teacher, 1 male teacher, 1 female learner, and 1 male learner.
- The PTA counts the votes of women and men in the same way.
- The PTA makes sure women and different groups are part of the SMC/BoG.
- The PTA Start-up Committee tells the people the results of the voting.

Step 4: The women and men with the most votes are the new Executive Committee Members.

- Including the female school mentor in the SMC/BoG is a good practice.
- The female school mentor can share ways to help girls stay in school.

How does the SMC/BoG report selection of members?

Step 1: Write a statement about the election results.

- The SMC/BoG writes a statement about the election results.
- The SMC/BoG makes three copies of the statement.
- The Head Teacher keeps one statement.

Step 2: Submit two statements to the Payam Education Office.

- The Head Teacher submits two copies of the statement to the Payam Education Supervisor. The Payam Education Supervisor submits one copy to the County Education Office.
- The Payam Education Office works with the Head Teacher to help SMC/BoG members fulfil their roles by building their knowledge and skills.



The SMC/BoG keeps records of the election results.

SMC/BoG Selection Statement

Name of the School: _____ Date: _____

The Head Teacher, Deputy Head Teacher, teachers, PTA members, and representatives of the community gathered to select SMC/BoG members, which support governance of the school and school funds.

The following members were selected to represent our voices in the SMC/BoG and they confirmed that they understood that the school SMC/BoG is voluntary institution.

S/No.	Position	Name	Interest group (Parent, teacher, school, or community member)	Gender (Female or male)	Phone
01	Chairperson				
02	Vice Chairperson				
03	Secretary				
04	Treasurer				
06	Non-Office Bearer 1				
07	Non-Office Bearer 2				
08	Non-Office Bearer 3				
09	Non-Office Bearer 4				
10	Non-Office Bearer 5				
11	Non-Office Bearer 6				
12	Non-Office Bearer 7				
13	Non-Office Bearer 8				

How often does the SMC/BoG meet during the year?

The SMC/BoG meets 1 time each month during the school year.

How are SMC/BoG members removed?

SMC or BoG members may choose to leave the SMC or BoG.

The school's PTA Executive Committee or SMC/BoG can dismiss SMC or BoG members if they do not do their duties.

- A member who is not active or does not do duties can be dismissed.
- The SMC can decide if a member is no longer able or fit to be a member.

SMC/BoG members can be dismissed if they do not attend most meetings.

- A member who misses 3 SMC or BoG meetings in a row without clear reasons can be dismissed.

SMC/BoG members can be dismissed if they break important rules or laws, such as:

- An offense involving fraud;
- A criminal offence;
- Misconduct; or
- A violation of the responsibilities of the SMC or BoG member.

The SMC/BoG may call a vote for a member's dismissal.

- The Chairperson or Vice Chairperson tells the SMC/BoG members about the member's possible reasons for dismissal.
- The member facing dismissal may want to defend his or her case before the SMC/BoG.
- Ways to vote for dismissal may include paper ballots or simple hand count. If the majority of members vote for dismissal, the member will be asked to leave the SMC/BoG.

A new SMC or BoG member is selected to replace any member who leaves the SMC or BoG before serving 1 year.

PTA and SMC/BoG Duties: Overview

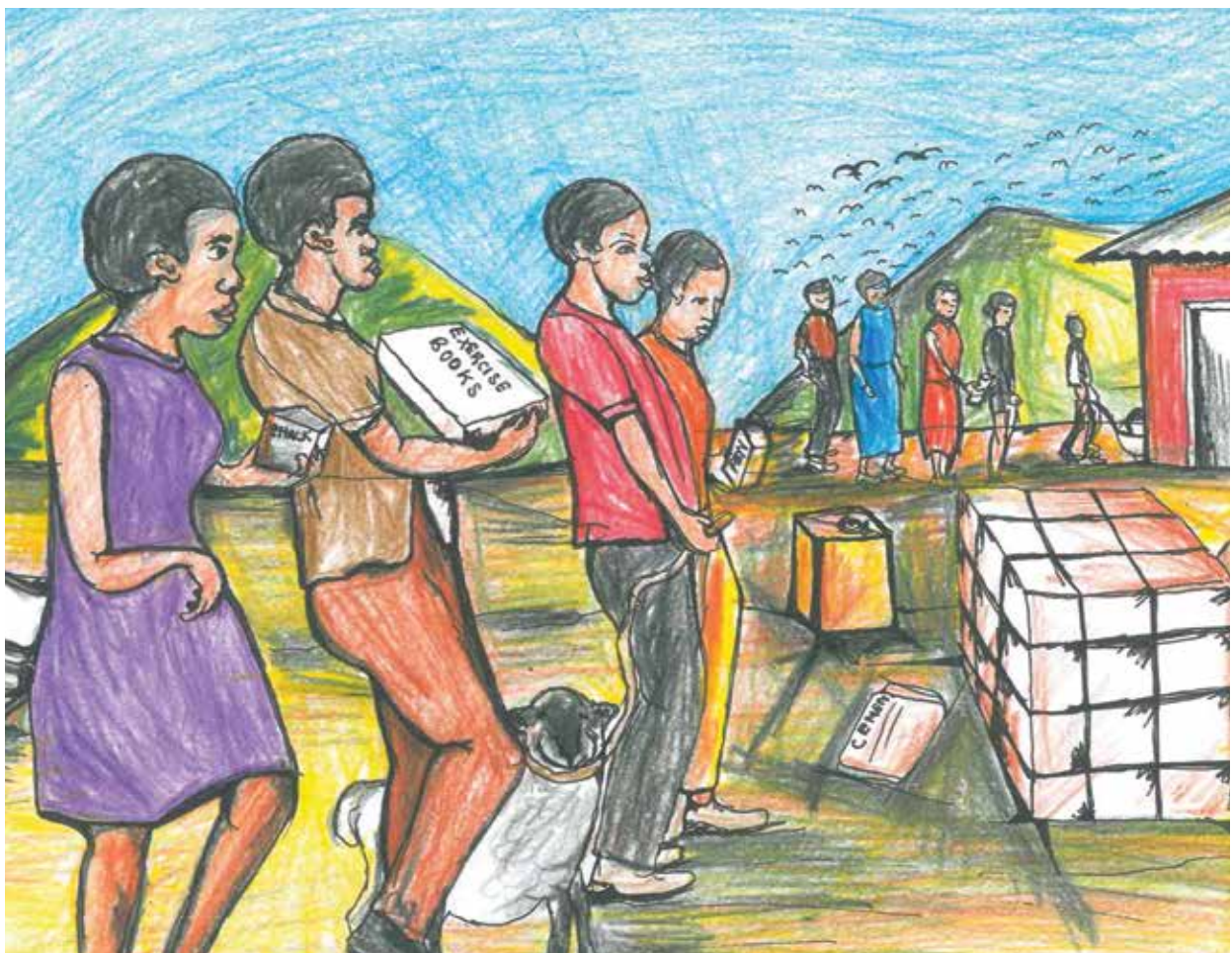
The PTA and SMC/BoG support and manage many areas of the school:

- Enrolment and attendance of girls and boys;
- Learning by girls and boys;
- Safety of learners, teachers, and the school;
- School buildings and repairs; and
- School management and leadership.

The PTA connects families, the community, and the school.

The SMC /BoG oversees and manages activities.

PTAs and SMCs/BoGs do not run the day-to-day administrative activities of the school. This responsibility belongs to the Head Teacher.



Members of the PTA and SMC/BoG support activities to improve the school community.

What are the duties of the PTA Executive Committee?

Enrolment and Attendance

Help the parents and community understand school and why it is important.

- Talk about why learning is important for their children and the community.

Advise parents and caregivers to enrol their children in school, including:

- Girls;
- Boys;
- Children with disabilities;
- Children who are orphans;
- Children who do not speak English or the local language;
- Pastoralists; and
- Children who live on the street or in institutions.

Help parents and caregivers ensure their children go to school every day.

- Learners must come at the start of the school day.
- The parent must tell the school if the child cannot attend because he or she is ill.

Help parents and caregivers ensure their children complete school.

- Encourage girls and boys to complete school.
- Discourage parents from agreeing to early marriage.
- Discourage early pregnancy.

Learning by Girls and Boys

Help teachers understand learners, their families, and their homes.

Help families and schools work together to be strong partners.

Ensure learners have basic learning supplies, such as notebooks, pens, and school uniforms.

- Inform parents that girls may need additional supplies, such as sanitary pads.

Safety of Learners

Ensure learners have a safe way to go to and from school.

Ensure the school compound is kept clean and dangerous objects are removed.

Help ensure learners are not hit or mistreated at school.

Help solve any conflict between the school and parents or community.

Help ensure the school has safe water.

School Buildings and Repairs

Mobilise the community to give materials and money.

Mobilise the community to help with school buildings and repairs, including:

- Classrooms;
- Latrines;
- Fences;
- Library;
- Separate latrines for girls;
- Ways for learners and adults with disabilities to move safely around the school; and/or
- Ways for learners and adults in wheelchairs to use latrines.

School Management and Leadership

Support the School Development Plan.

- Give information and advice for the School Development Plan.
- Carry out activities in the School Development Plan, as requested by the SMC/BoG.
- Monitor PTA activities in the School Development Plan every month.

Manage PTA finances.

- Record all information about PTA money.
- Report information about PTA money to donors and the PTA General Assembly.

What are the duties of the SMC/BoG?

Enrolment and Attendance

Help the parents and community understand school and why it is important.

- Talk about why learning is important for their children and the community.

Ensure parents and caregivers enrol their children in school on time.

- Inform parents that enrolment starts in January.
- All learners need to be enroled by early February.

Ensure the school records learner attendance every day.

- Tell parents to inform the school if their child cannot attend because he or she is ill.
- Check that teachers mark learners' attendance in the Daily Attendance Register.

Ensure the school records teacher attendance every day.

- Ensure that the school has a teachers' attendance register.

Help ensure learners complete school.

- Establish Girls' Clubs to help girls catch up on learning.
- Establish after-school clubs for learners who need extra help to learn.



The SMC/BoG supports learner enrolment.

Learning by Girls and Boys

Create a child-friendly school where children learn.

Ensure the school has books and chalkboards.

- Plan and budget for books and learning supplies so children can learn.
- Register all school assets, including books.
- Repair or replace damaged books and supplies.

Help teachers establish a reading programme.

Monitor girls' learning.

Monitor boys' learning.

Monitor the quality of teachers.

- Ensure teachers sign and follow the Teachers' Code of Conduct.
- Encourage teachers to develop their own low-cost teaching and learning materials.
- Plan for refresher courses for teachers.

Safety of Learners

Develop a School Emergency Preparedness Plan.

- Work with local education authorities to reopen schools as quickly as possible in times of emergency.
- Organise a buddy system to ensure learners' safety on the way to school.

Ensure the security of learners and school property.

With the Head Teacher and PTA Executive Committee, agree on disciplinary measures for teachers breaking the South Sudan Teachers' Code of Conduct.

- Inform teachers that corporal punishment is forbidden.
- Monitor the use of disciplinary actions by teachers.
- Arrange for training of teachers on the use of positive discipline.
- Keep records of any bullying and harassment in the school.

Help solve any conflict between teachers and administrators.

School Buildings and Repairs

Budget materials and money for school buildings and repairs.

- Arrange for construction and upkeep of classrooms and latrines.
- Gather money and materials for the school.
- Apply for grants and funds from local organisations.
- Ensure the school is fenced or arrange for construction of a school fence.
- Arrange to remove barriers that keep learners with disabilities from classrooms or latrines.
- Arrange for the repair of broken school furniture, desks, benches, windows, and doors.
- Ensure all windows and doors can be locked.

School Management and Leadership

Monitor the school's progress.

- Ensure the school has a school vision and school mission.
- Ensure the school keeps records of school development.

Employ part-time/contract teachers.

- Ensure the school has 1 teacher for every 45 learners in primary schools.
- Ensure the school has 1 teacher for every 40 students in secondary schools.
- Ensure the school has 1 teacher for every 25 learners in evening classes.
- Ensure the school has 1 teacher for every 35 learners in Accelerated Learning Programme (ALP) centers.

Prepare the School Development Plan.

- Lead the process to make the School Development Plan.
- Carry out activities in the School Development Plan.
- Monitor and evaluate the School Development Plan.

Manage school finances.

- Prepare the school's budget every year.
- Open and manage the school bank account.
- Manage capitation and other school grants.
- Ensure accountability of school finances.

Engaging the Community: Overview

Important words

Community

People who live and/or work close to one another

The PTA and SMC/BoG need the parents and the community.

The school needs the community so it can be successful.

The PTA and SMC/BoG need to engage the community.

**PTA and SMC/BoG
members talk with and
listen to community
members.**

**The community
participates in activities
to make the school and
learning better.**

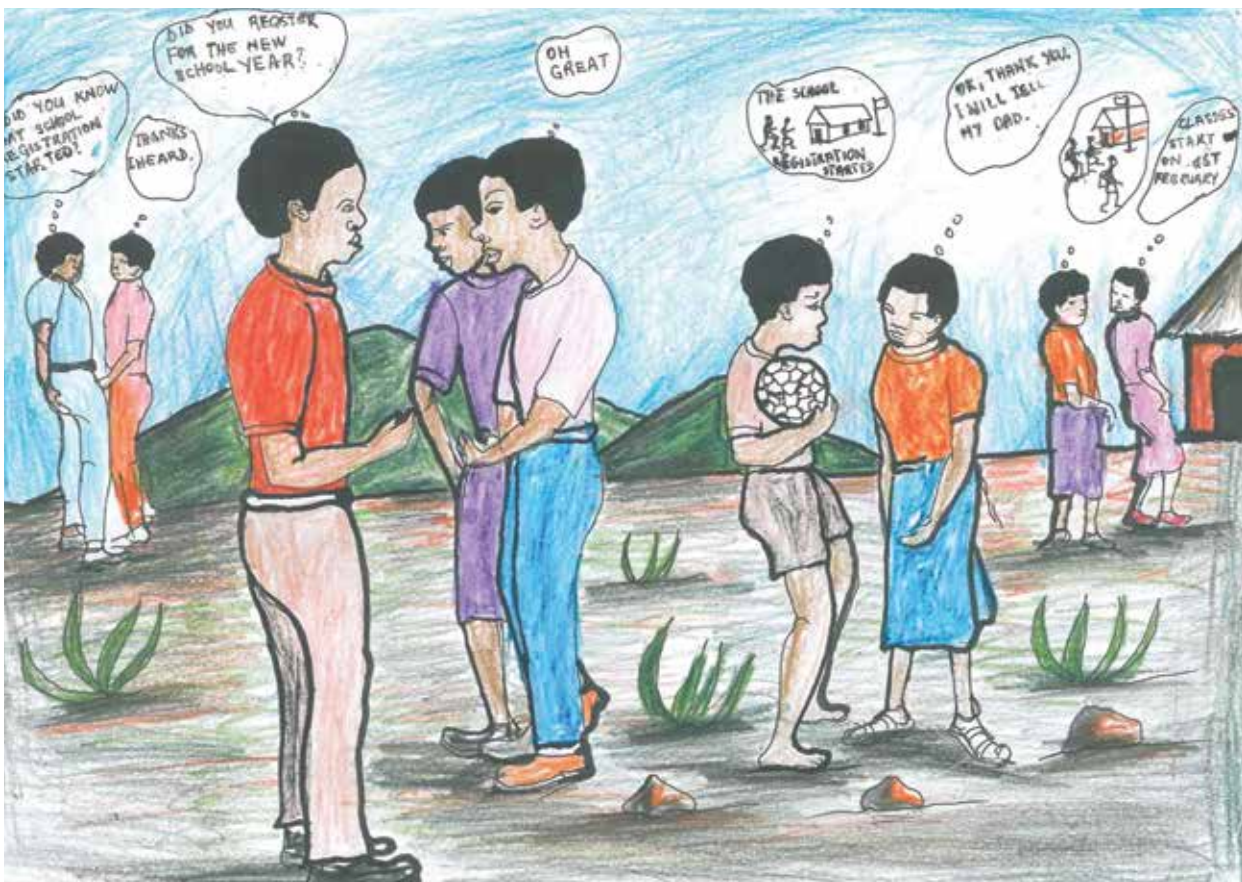


Everyone in the community can support the education of girls and boys.

Why do the PTA and SMC/BoG involve the community?

Involving the community helps the school and community to:

- Build trust and a supportive relationship;
- Support education for all children and youth;
- Bring the community together to help the school;
- Help find ways to keep learners and teachers safe; and
- Support student learning.



Different people bring different ideas on how to improve the school community.

How can the PTA and SMC/BoG build trust and support with the community?

Help everyone feel welcome at school, including:

- Learners at the school;
- Mothers, fathers, grandparents, and caregivers;
- Village authorities, including chiefs;
- Religious leaders and traditional leaders;
- People who do not read or speak English;
- Women;
- People with disabilities;
- Business people;
- Local Authorities (such as education officials from the payam or county or police), who are the custodians of the local laws and policies that guide education;
- Learners in the Alternative Education System;
- Learners in early childhood development; and
- Youth.

Use the local language with parents, caregivers, and the community.

- Use the local language or other languages in school meetings.
- Use the local language or other languages in social events.

Hold School Open Days for parents and the community.

- The SMC/BoG organises School Open Days.
- The PTA informs the parents and community members about School Open Days.

How do the PTA and SMC/BoG hold School Open Days?

Step 1: Invite parents, caregivers, and all community members to the School Open Day.

- The School Open Day is held 1 time each term.
- The SMC or BoG and Head Teacher select a date and time for the School Open Day.
- The PTA informs the parents, caregivers, and community members about the School Open Day.

Step 2: Decide on the activities for the School Open Day.

- Visit classrooms.
- See drama, debate, or songs performed by learners.
- See where children sit for lessons.
- See where children play and do sports.
- See children's school work.
- Talk with teachers.



All community members are welcome to School Open Days.

How can the PTA and SMC/BoG increase community interest in the school?

Help parents and caregivers know about the school.

- Primary school is free for all children.
- All children – girls, boys, children with disabilities, and others - must attend primary school.
- Give information about enrolment, attendance, and term times.
- Display the calendar of school activities on a board.

Meet with parents, caregivers, and the community to talk about the school.

- Talk about how education helps families.
- Talk about how education helps the community.
- Talk about what the community wants from the school.
- Talk about the importance of girls' education.
- Talk about the importance of educating children with disabilities.

Organise social activities for the school and community.

- Bring together the school, traditional leaders, parents, caregivers, and other community members.

Involve the community in PTA and SMC/BoG activities.

- Attend PTA meetings.
- Attend school development planning meetings.
- Help women share ideas.

How can the PTA and SMC/BoG bring the community together to help the school?

Help the community understand what skills and resources they have, such as:

- Land and public buildings, such as a church or mosque;
- Livestock, money, or food;
- Time;
- Skills in building and repairs;
- Cooking; and/or
- Languages.

Ask the community to help the school with their skills and resources, such as:

- Time;
- Labour;
- Materials and money;
- Trades and crafts; and/or
- Languages.

Advise community members on exactly what tasks they need to do.

- Contribute a cow, goat, or food items for school meals.
- Cook a school meal.
- Help fix desks, chairs, or other school equipment.
- Repair the school.
- Help build fences, classrooms, or latrines.
- Support school clubs.
- Allocate time for learners to complete homework.
- Talk to parents who are not sending their children to school.

Set volunteer times that are good for community members from various groups, taking into account challenges of different times of the day, week, and year.

How can the PTA and SMC/BoG bring about ways to keep learners and teachers safe?

Help the community find ways to make learners' journey to school safe.

- Identify community members to inform in case of danger.
- Identify safe houses on the way to school.
- Introduce a buddy system for learners to walk in small groups.

Help the community suggest ways to ensure the school has drinking water.

- Keep drinking water in each classroom.
- Request partners to help establish a school water point.

Tell the community about the Teachers' Code of Conduct.

- Teachers must not threaten or harrass learners.
- Teachers must not hit with hands, sticks, or any object.
- Teachers must not focus unwanted attention on specific learners.
- If a learner is hit, bring this to the attention of the SMC or the BoG.

Talk with the community about girls' safety.

- Girls should not face harassment at school.
- Sexual relationships between teachers and learners are against the law.
- Girls and boys need separate latrines.
- There should be sanitary materials kept in the school for girls' use.
- Girls should not be used to fetch water or firewood and cook school meals for the teachers and other children.

Ask the community to help teachers with housing.

- Arrange space near the school for teacher housing.
- See if a community member can provide housing for the teacher.

How can the PTA and SMC/BoG engage the community to support learning at school and at home?

Help the community enrol all children ages 3-6 or older at school.

- Explain when registration begins.

Help the community use local language and share stories and traditions with the school.

- Help teachers make learning materials with the local language and stories about the community.
- Contribute stories and real life examples from the community to make lessons more interesting for students.
- Encourage traditional song, dance, and drama performances at the school.

Help the community ensure all children complete their education.

- Ensure learners attend school daily and on time.
- Help learners finish school before they marry.
- Discourage early and forced marriage for girls.
- Inform parents of learners' absence or tardiness.

Tell parents and caregivers ways to support children's learning at home.

- Ask children about their school day.
- Ensure time for homework.
- Ensure children do their homework.



At home, parents and caregivers can further support the teacher's efforts.

School Development Plan: Overview

Important words

School Development Plan

A plan with goals and activities to make the school better

School Goals

The results that the School Development Plan aims to bring about

The School Development Plan includes the activities people carry out to make their school better.

The SMC/BoG and Head Teacher write a new plan every year.

The Payam Education Supervisor needs a copy of the School Development Plan to give the school its capitation grant.



The School Development Plan helps the school community make decisions on using school funds.

What must the PTA and SMC/BoG members know about the School Development Plan?

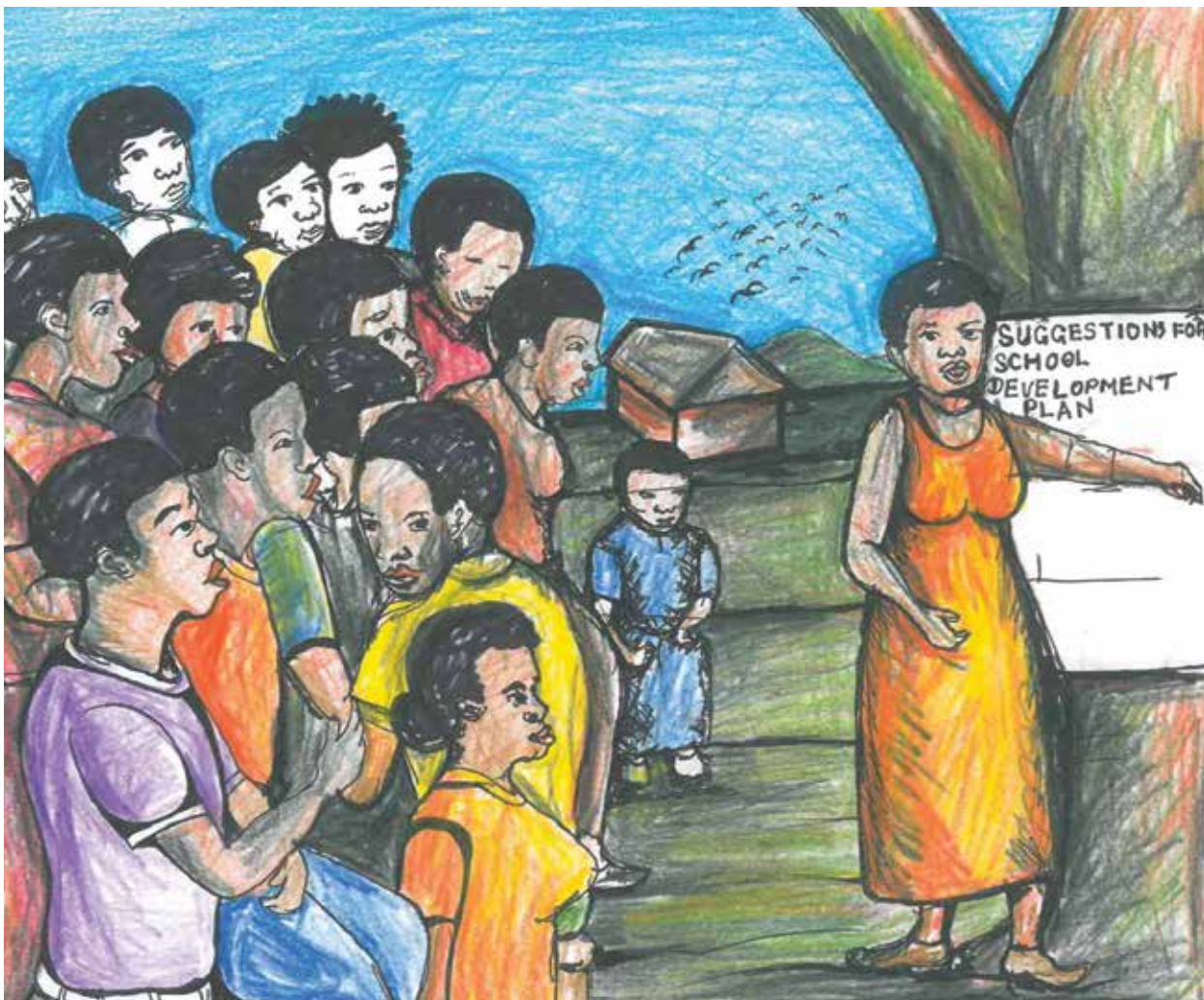
The School Development Plan helps the school.

- The activities in the plan improve teaching and learning and school safety.
- The School Development Plan includes school buildings and repairs.

The activities in the School Development Plan help all children go to school.

The activities in the School Development Plan help with safety of teachers and learners.

The activities in the School Development Plan help ensure all children learn.



A new School Development Plan is developed every year.

The School Development Plan: SMC/BoG Role

Important words

School Strength

What is good at the school

School Weakness

A problem the school needs to fix

Monitor

Keep track of or record what is happening

Evaluate

Decide how well something is working

The SMC/BoG and Head Teacher lead the School Development Plan.

- Lead the process to make the School Development Plan.
- Carry out activities in the School Development Plan.

The SMC/BoG and Head Teacher monitor and evaluate the School Development Plan.

- Monitor activities and cost.
- Lead the process to evaluate the School Development Plan 1 time a year in August.

How do the SMC/BoG and Head Teacher start the School Development Plan?

Step 1: The SMC/BoG and Head Teacher meet to review school information.

- Look at: enrolment and attendance of girls and boys; learning by girls and boys; school buildings and repairs; safety of learners and teachers; school management and leadership; and recommendations from the School Inspector's report.

Step 2: Invite the PTA and community to a meeting.

- The Head Teacher invites women and men from all groups in the community.
- The Head Teacher invites children and youth who stopped going to school.

Step 3: Hold the meeting with the PTA and community.

- Make the school information easy to understand.
- The people at the meeting use the information to find the school's strengths and weaknesses.
- The people at the meeting talk about what the school and learners need.
- The people at the meeting agree on a vision for the school.

The Head Teacher writes the information from the meeting on a School Self-Evaluation Form. The Head Teacher writes all of the school strengths. The Head Teacher writes all of the school weaknesses.

School Self-Evaluation Form

Area of Effectiveness	SMC/BoG's Self-Evaluation	
	School Strengths	School Weaknesses
Enrolment and Attendance		
Teaching and Learning		
School Environment and Repairs		
Safety of Learners and Teachers		
School Management and Leadership		

Sample Goal and Activity: Enrolment and Attendance

Weakness	Goal	Activity	Monitor
Not all children are enrolled in school.	Enrol all children. <ul style="list-style-type: none"> • girls • boys • children with disabilities • pastoralists • orphans • children who do not speak English 	Work with the PTA, community leaders, and out-of-school children to find out why some children do not go to school. Decide on activities to enrol more children in school.	Record the monitoring information on a monitoring form.

Sample Goal and Activity: Enrolment and Attendance

Weakness	Goal	Ask a question to develop the action	Monitor
Boys and girls are dropping out school.	All children complete school. <ul style="list-style-type: none"> • girls • boys • children with disabilities • pastoralists • orphans • children who do not speak English 	Work with the PTA to find out which children drop-out of school before they finish. Find ways to keep children at school and let them finish their education.	Record the monitoring information on a monitoring form.

Sample Goal and Activity: Teaching and Learning

Weakness	Goal	Activity	Monitor
Poor quality of teaching and learning.	Teachers teach quality lessons. Learners use learning materials during lessons.	Head Teacher and selected SMC/BoG members work with the Payam Education Supervisor to observe lessons.	Record the monitoring information on a monitoring form.

Sample Goal and Activity: School Environment and Repairs

Weakness	Goal	Activity	Monitor
Few books and learning supplies.	Classrooms have books and learning supplies.	<p>Work with teachers to make a list of needed books and learning supplies.</p> <p>Get needed books and learning supplies.</p>	Record the monitoring information on a monitoring form.

Sample Goal and Activity: School Environment and Repairs

Weakness	Goal	Activity	Monitor
Books and supplies are lost or in poor condition.	Ensure books and supplies are used and well taken of.	<p>Ensure the school takes care of books and supplies.</p> <p>Provide a lockable place to store them, so that they last for a long time.</p>	Record the monitoring information on a monitoring form.

Sample Goal and Activity: Management and Leadership

Weakness	Goal	Activity	Monitor
Teachers are arriving late or leaving the classroom during lessons.	Teachers arrive on time and stay in the classroom to teach.	The SMC/BoG checks whether the teachers are in the classroom and teaching.	Record the monitoring information on a monitoring form.

Sample Goal and Activity: Safety of Learners and Teachers

Weakness	Goal	Activity	Monitor
Wild animals are entering the school grounds.	The school is free from wild animals.	Construct a fence around the school.	Record the monitoring information on a monitoring form.

How do the SMC/BoG and Head Teacher write the plan?

Step 1: The SMC/BoG and Head Teacher read all weaknesses on the Self-Evaluation Form.

Step 2: The SMC/BoG and Head Teacher choose 5 weaknesses to make better.

- Choose 1 weakness from Enrolment and Attendance of girls and boys.
- Choose 1 weakness from Teaching and Learning by girls and boys.
- Choose 1 weakness from School buildings and repairs.
- Choose 1 weakness from Safety of learners and teachers.
- Choose 1 weakness from School Management and Leadership.
- The members can make a choice by discussion or by vote.

Step 3: The SMC/BoG and Head Teacher write 1 goal for each weakness.

- Ensure the goal is possible to do.
- Ensure the goal goes with the weakness.

Step 4: The SMC/BoG and Head Teacher write activities to help meet each goal.

- Ensure there is a way to collect information about whether the activities happen.
- Ensure the information tells whether the activities help meet the goals.
- Ensure the SMC/BoG and Head Teacher write the cost of each activity.
- Ensure the costs are in the school's budget.

The SMC/BoG and Head Teacher write the School Development Plan in a form like the one on the next page.

The SMC/BoG and Head Teacher submit the School Development Plan form to the Payam Education Supervisor for approval for the capitation grant.

Annual School Development Plan:



Description of the activity	Date when activity will be completed	Name of sub-committee or a person responsible for the activity	Estimated cost of the activity	Expected Result of the activity
Activity benefiting girls and other hard to reach students				
Construction, repairs, maintenance, utilities, classroom supplies, other				
Activity benefiting girls and other hard to reach students				
Textbooks, reference books, teaching and learning materials, training for teachers, other resources increasing quality of learning				
Activity benefiting girls and other hard to reach students				
Allowances and pay, travel costs, stationery, chalk, school meal, bank charges, other				

How do the SMC/BoG and Head Teacher evaluate the plan?

Step 1: In August each year, the SMC/BoG and Head Teacher meet with the PTA and community.

- The Head Teacher invites women and men from all groups in the community.
- The Head Teacher invites teachers and learners.
- The people at the meeting talk about progress on the School Development Plan activities.
- The people at the meeting talk about the results of the School Development Plan.
- The people at the meeting celebrate successes.

Step 2: After the meeting, the SMC/BoG and Head Teacher submit the cash ledger to the Payam Education Supervisor for approval of accounts.

Step 3: In September, the SMC/BoG and Head Teacher begin the school development planning process for the new year.

- They receive a packet with information on the School Development Plan and school's budget.



The SMC/BoG submits the cash ledger to the Payam Education Supervisor.

The School Development Plan: PTA Role

Important words

Monitor

Keep track of or record what is happening

The PTA monitors the School Development Plan.

- Give information and advice for the School Development Plan.
- Carry out activities in the School Development Plan.

The PTA has a duty to monitor PTA activities in the School Development Plan.

- Monitor the activities every month.

The South Sudan Education Act 2012 empowers the PTA to ensure progress on the activities in the School Development Plan.



The School Development Plan can support school repairs and other improvements.

How does the PTA monitor the School Development Plan?

Step 1: The PTA monitors the community activities in the School Development Plan.

- Safety on the route to school;
- Children who are not enrolled in school or at risk of drop-out; and
- PTA Sub-Committee work.

Step 2: The PTA selects a 3-person committee of PTA members called the Community Monitoring Team.

- Select a PTA Executive Member, who is not an office bearer to lead the committee.
- Select 2 members from the PTA General Assembly to be members of the committee.

Step 3: The Community Monitoring Team monitors the activities each month.

- Ensure people carry out the activities in the School Development Plan.
- Monitor the use of school community grants.
- Report on the activities and grants to the PTA Executive Committee.

Step 4: The Community Monitoring Team reports to the Payam and County Education Offices.

- Report to the Payam and County Education Offices on the activities in the School Development Plan and use of grants using the Community Monitoring Form below.

Sample Community Monitoring Form to send to the Payam and County Education Office

Monthly School Activity Plan	Time Period				Red Not Started	Yellow In progress	Green Completed
	M1	M2	M3	M4			
Activity of gender and social inclusion Sub-Committee	✓						✓
Formation of games and sports clubs			✓			✓	

How does the Community Monitoring Team use the Community Monitoring Form?

Step 1: Write activities under the heading *Monthly School Activity Plan*.

- Write activities from *your* School Development Plan.
- There may be more than 3 activities.

Step 2: Mark off the *Time Period*.

- A new report is completed each month.
- Put a tick mark under the M1, M2, M3, or M4 box to show the Time Period for the report.
- M1 means Month 1. M2 means Month 2, etc.

Step 3: Mark if activities are being carried out.

- Put a tick mark in the red box if the activity has not started.
- Put a tick mark in the yellow box if the activity has started, but has not been completed.
- Put a tick mark in the green box if the activity has been completed.

Community Monitoring Form

[illegible]

How do the School Development Plan's activities help the school?

The School Development Plan may include these activities or others:

- Repair and maintain school buildings;
- Repair school equipment;
- Buy books;
- Buy learning supplies;
- Establish a school library;
- Develop low-cost learning materials;
- Buy sports equipment and musical instruments;
- Pay for a supply of drinking water;
- Provide hand washing facilities;
- Pay for teacher training to improve teaching and learning;
- Pay for training for the SMC/BoG to improve school management;
- Purchase trees and plants to improve the school environment;
- Purchase storage units for the school;
- Build a fence around the school compound; and
- Increase learner enrolment and attendance.



Activities in the School Development Plan can help to make the school a safer and better learning environment for girls and boys.

Managing School Funds: Overview

Important words

Funds

Money

Grant

Money from the government or an organization to be used in a particular way

Capitation Grant

Money from the government to make school registration free

School funds belong to the school.

The SMC/BoG and Head Teacher manage most school funds.

The PTA manages the school funds raised from the community.



It is important to keep close track of school funds and spending.

What must the PTA and SMC/BoG members know about management of school funds?

School funds belong to the school and are never mixed with personal funds.

- Keep personal money and school funds apart from one another.

School funds are used only for activities in the School Development Plan.

- The cost of these activities is recorded in the school's budget.

School funds need to be used wisely.

- Buy school items for the best price.
- Pay the correct amount of money for labour and services purchased by the school.

School funds must be kept safe.

- The school needs a bank account.
- The school needs a secure locked cash box.

Careful records must be kept for all school funds.

- All school funds received must be recorded.
- All school funds spent must be recorded.

Information about school funds is shared with the community.

- Display the school's budget and school fund information on the school wall or board.

Sample Capitation Grant Expenditures

Expenditure category	Sample expenditures
Girl-focused and other hard to reach learners' activities	<ul style="list-style-type: none"> • Adaptation of the school building to the needs of learners with disabilities • Construction of girls' latrines • Construction of latrines suitable for learners with physical impairment
Physical inputs	<ul style="list-style-type: none"> • Water and electricity • Fencing and painting • Classroom construction • Library construction • Bookshelves and storage units • Door and window locks • Office construction • Latrine construction • School garden • Repairs and maintenance • School safe box • Notice boards • Other
Girl-focused and other hard to reach learners' activities	<ul style="list-style-type: none"> • Resources for a "Girls' Club" • Projects proposed by girls • Awards for best performing girl of the month • Learning aids for children with special needs • Resource persons for mentoring sessions for girls (reproductive health, career guidance, learning in male- dominated environments, etc.) • Incentives for school mothers
Learning quality	<ul style="list-style-type: none"> • Textbooks • Reference books and readers • Books and resources for school library / school resource centre • Teaching and learning aids • Learning display materials • Resources for laboratory • Resources for after school clubs • Co-curricular activities • Inter-school competitions and debates • "Learner of the month" awards • Career guidance resource persons • Training for teachers (including fees for external experts) • English lessons for teachers • Other
General support	<ul style="list-style-type: none"> • Communications, including phone and internet • Bank charges • Stationery • Register books • Travel to collect capitation grant • Incentives for volunteer teachers • Support to needy learners (school meals, uniforms) • Other

Opening the School Bank Account: SMC/BoG Role

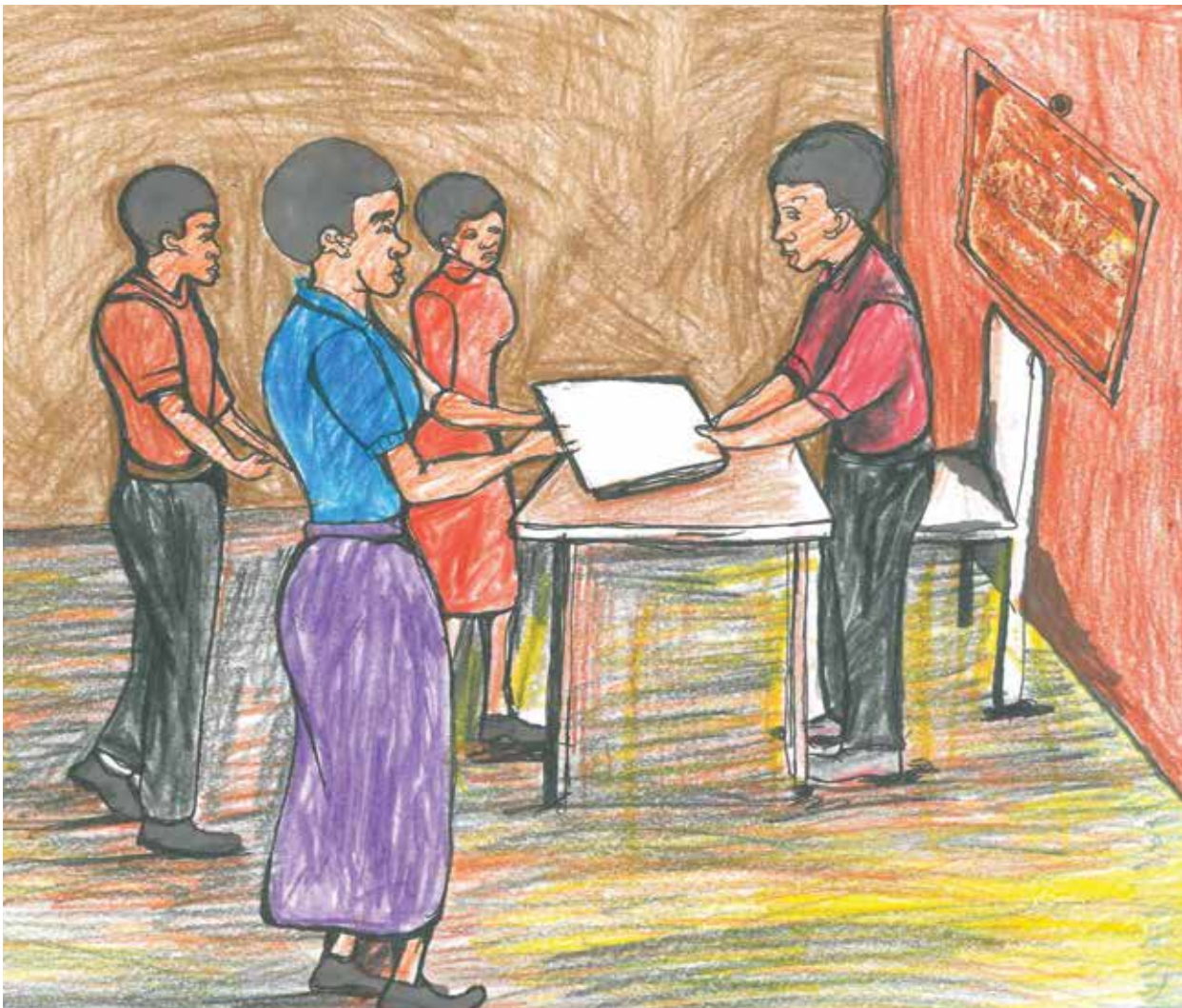
Important words

Signatory

Person with his or her name on a bank account, who can put money in the account, take money from the account, or sign cheques

Signatories

More than 1 signatory



The SMC/BoG receives a letter from the County Education Department (CED).

How is the school bank account started?

Step 1: First, the school needs a letter from the County Education Department (CED).

- The letter must say the school is registered and operational.

Step 2: Next, the Head Teacher, SMC/BoG signatory, and Treasurer take the letter to the bank.

- The SMC/BoG appoints a member to serve as the SMC/BoG signatory.
- The Head Teacher, Chairperson, and Treasurer are the signatories on the bank account.

Step 3: The Head Teacher, SMC/BoG signatory, and Treasurer open the school bank account.

- Present identification cards to the bank.
- Sign bank account opening documents.

The Head Teacher, SMC/BoG signatory, and Treasurer must go to the bank together.

More than 1 person must be always present around school money or when withdrawing money from the bank.

Using the School Bank Account: SMC/BoG Role

Important words

Deposit

Put money in the bank account

Withdraw, Withdrawal

Take money from the bank account

Deposit all school funds in the school bank account.

- Deposits to the bank account are the safest way of keeping money.

Withdraw money only when money needs to be paid.

- Withdraw money only to pay for purchases or services in the School Development Plan.
- In case of emergency, the SMC/BoG can sit to develop a budget to address emerging school needs.

The school can receive its funds from the following sources:

- Government;
- Community contribution;
- Individuals;
- Donor organisations;
- School development fund;
- School fund-raising activities;
- School registration fees; and
- School business activities.

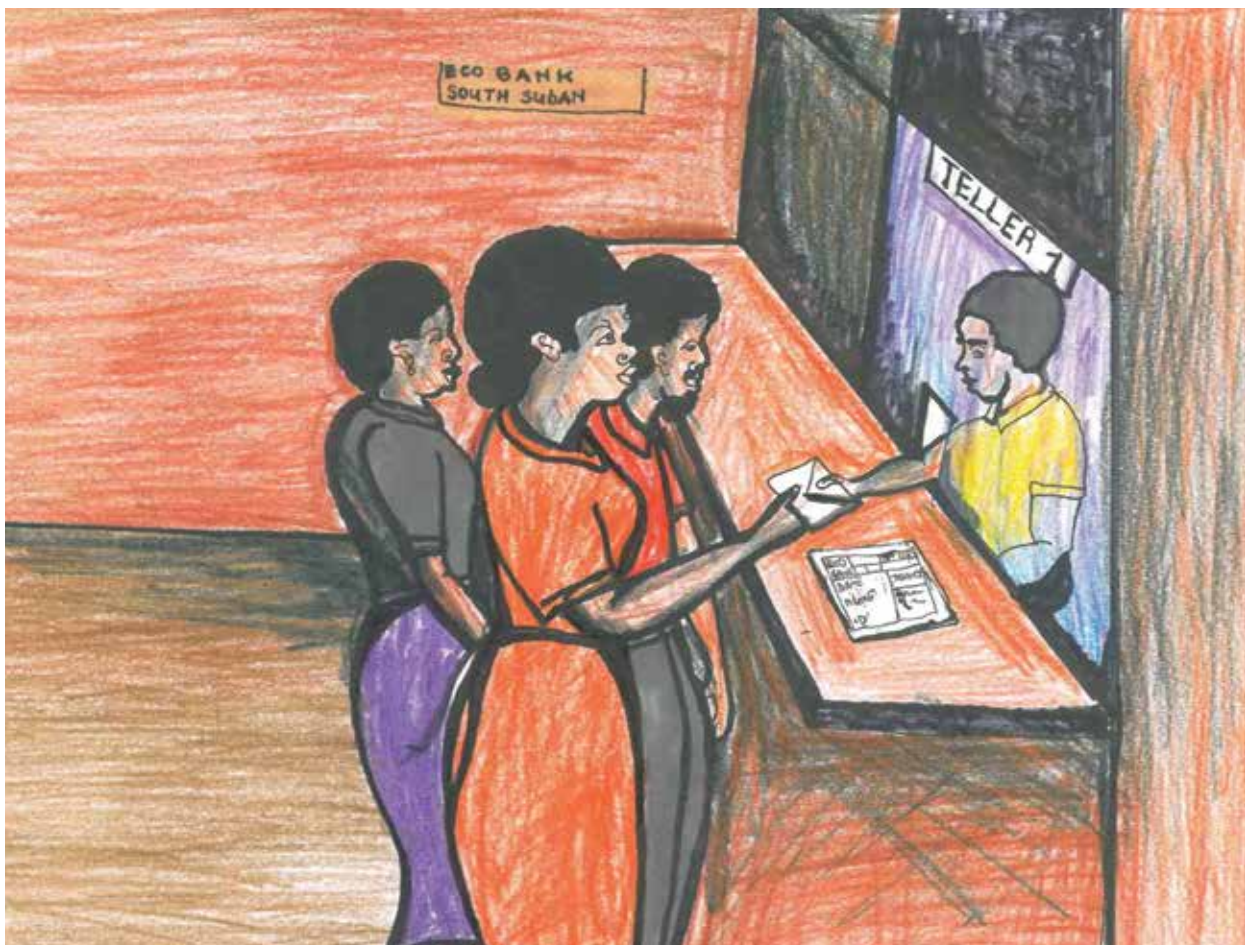
How is money deposited into the school bank account?

Step 1: The government sends the capitation grant to the school bank account.

- The capitation grant pays the school registration fee for children.

Step 2: The SMC/BoG and Head Teacher deposit money into the school bank account.

- The SMC/BoG signatory, Treasurer, and Head Teacher take all school money to the bank.
- This money may be from a donor or organisation.
- This money may be from parents, caregivers, or the community.



The SMC/BoG signatory, Treasurer, and Head Teacher must deposit money together.

How is money taken out of the school bank account?

Step 1: First, the Head Teacher ensures the cost is in the School Development Plan.

- The Head Teacher approves a payment order voucher for the cost.

Step 2: Next, the Treasurer fills in the approved payment order voucher.

- The Treasurer puts the payment order voucher in the school file.

Step 3: Then, the Treasurer writes a cheque for the signatories to take to the bank.

Step 4: The bank takes the cheque.

- The signatories need to show the bank their identification cards.

Step 5: The bank withdraws the amount on the cheque from the school bank account.

Step 6: The bank gives the money to the signatories.

Step 7: The Treasurer and Head Teacher deposit the cash from the bank into the school safe box.

How does the SMC/BoG keep school funds and financial documents safe?

Step 1: Deposit all school funds into the school bank account.

- Deposits to the bank account are the safest way of keeping money.

Step 2: The school needs a secure locked cash box.

- Keep the school safe box in a locked cupboard, fixed into the wall, or screwed into the floor.

Step 3: Keep any cash in the school safe box before a bank deposit.

Step 4: Put valuable documents and cash in the school safe box after withdrawing it from the bank.

- Ensure purchases and payments are made immediately after withdrawal.

Ensure only the bank signatories know money has been withdrawn from the bank and placed in the school safe box.

Ensure the school has good security (fence and a guard).



All school funds should be safely deposited into the bank account.

How does the SMC/BoG keep records of school funds?

Keeping records of school funds is the duty of the Head Teacher and Treasurer.

Records are kept locked in the school office or Head Teacher's office.

- Only the government, Head Teacher, Chairperson, and Treasurer can see the records.
- Records are kept in clearly marked folders, and away from dust, water, and insects.

Records are sent to the Payam Education Supervisor for approval or review, including:

- School's budget;
- Payment order vouchers;
- Bank receipts and statements;
- Cash ledger;
- Cash receipts;
- Receipts for purchases and services;
- Assets' register;
- Cheque receipts;
- Petty cash voucher; and
- Cash count form.

Records sent to the Payam Education Supervisor are returned to the school.

- All records are returned to the Head Teacher, who gives them to the Treasurer.
- The Treasurer keeps the records in the School Financial File.

All records must be kept at the school for a number of years.

School Inspectors check these records during the school inspection visit.

Records of School Funds: Checklists

School Budget		
	YES	NO
Cost and activities are in the School Development Plan.		
The costs of activities are in the school's budget.		
The Head Teacher submits the school's budget to the Payam Education Supervisor in time for the capitation grant.		

Payment Order Vouchers		
	YES	NO
All payment order vouchers are for activities and services in the School Development Plan.		
All payment order vouchers are authorised by the Head Teacher.		
The Treasurer files all payment order vouchers.		
The Head Teacher submits the payment order vouchers with the cash ledger to the Payam Education Supervisor 2 times a year.		

Bank Receipts and Statements		
	YES	NO
Bank receipts for all money deposited are given to the Treasurer.		
Bank receipts for all money withdrawn are given to the Treasurer.		
The Treasurer files all bank receipts and statements.		
The Head Teacher submits the bank receipts with the cash ledger to the Payam Education Supervisor 2 times a year.		

Cash Ledger		
	YES	NO
The Treasurer records all school money and other contributions in the cash ledger.		
The cash ledger shows: <ul style="list-style-type: none"> • Date • Cash or purchase receipt number • Who money came from or was paid to • Amount received or spent • Balance of school funds 		
The Head Teacher submits the cash ledger to the Payam Education Supervisor 2 times a year.		

Cash Receipts		
	YES	NO
The Treasurer issues cash receipts for all money the school receives.		
The Treasurer: <ul style="list-style-type: none"> • Signs and stamps the cash receipt. • Gives a copy to the person who gave the money 		
The Treasurer files all cash receipts.		
The Head Teacher submits the cash receipts with the cash ledger to the Payam Education Supervisor.		

Receipts for Purchases and Services		
	YES	NO
The Treasurer keeps payment receipts for all money the school spends.		
The Treasurer files all receipts for all the money the school spends.		

Assets' Register		
	YES	NO
<p>All school items are recorded in the assets' register</p> <p><i>Examples of school items are:</i></p> <ul style="list-style-type: none"> • water tank • desks, chairs • sport and music equipment • books and learning supplies 		
The Head Teacher submits the assets' register with the cash ledger to the Payam Education Supervisor.		

Cheque Receipts		
	YES	NO
The Treasurer files cheque receipts for all cheques written.		
The Head Teacher submits the cheque receipts with the cash ledger to the Payam Education Supervisor.		

Petty Cash Voucher		
	YES	NO
The Treasurer records <u>any</u> money taken from the school cash box on a petty cash voucher.		
The Treasurer files and keeps all petty cash vouchers.		
The Head Teacher submits the petty cash vouchers with the cash ledger to the Payam Education Supervisor.		

Cash Count Forms		
	YES	NO
Each week, the Head Teacher and Treasurer record the amount of money in the cash box each week on a cash count form.		
The Treasurer files and keeps all cash count forms.		

Appendix I: PTA and SMC/BoG List of Activities for the School Year by Month

January		
	YES	NO
Promote registration amongst the parents.		
Monitor school enrolment.		

February		
	YES	NO
Ensure school year starts as per the National/State calendar.		
Oversee submission of Pupil Admission Register to Payam Education Supervisor.		
Monitor whether all students registered in school: <ul style="list-style-type: none"> • girls and boys; • children with disabilities; • pastoralists; • orphans; • children without a village or town; and • children who do not speak English. 		

March		
	YES	NO
Follow-up on students who dropped-out.		
Monitor the number of students who dropped out and enrolled late.		

April		
	YES	NO
Inform the community of the amount of received school funds and capitation grants.		
Display the amount of received school funds and capitation grants next to the School Development Plan.		
Receive payment 1 of capitation grant.		
Monitor attendance and punctuality of learners and teachers.		

May		
	YES	NO
Monitor quality of lessons, teachers, learning resources, school environment, and school development activities.		

June		
	YES	NO
Inform the community about the school's progress.		
Submit Cash Ledger and related accountability documents for payment 1 of the capitation grant.		
Monitor quality of lessons, teachers, learning resources, school environment, and school development activities.		

July		
	YES	NO
Inform parents and girls about the cash transfer.		
Receive payment 2 of the capitation grant.		
Monitor quality of lessons, teachers, learning resources, school environment, and school development activities.		

August		
	YES	NO
Monitor quality of lessons, teachers, learning resources, school environment, and school development activities.		
Plan the community meeting about the School Development Plan.		

September		
	YES	NO
Begin to engage the community in the School Development planning process.		
Submit cash ledger and related accountability documents for payment 2 of the capitation grant.		
Monitor quality of lessons, teachers, learning resources, school environment, and school development activities.		

October		
	YES	NO
Seek suggestions from parents and learners about school development priorities.		
Monitor quality of lessons, teachers, learning resources, school environment, and school development activities.		
Monitor attendance and punctuality of learners and teachers.		

November		
	YES	NO
Write the School Development Plan and school's budget.		
Use information gathered through monitoring to evaluate school progress and agree on a way forward.		

December		
	YES	NO
Display the School Development Plan on a school board.		
Submit the School Development Plan and school's budget to the Payment Education Supervisor.		
Make record of the agreed way forward in the School Development Plan.		

Appendix II: Tables of PTA, SMC/BoG, and Head Teacher Duties

Enrolment and Attendance		
PTA role	SMC/BoG role	Head Teacher role
<p>Help the parents and community understand school and why it is important.</p> <p>Advise parents to enrol their children in school and ensure their children attend school regularly.</p> <p>Help parents ensure their children complete school.</p>	<p>Help the parents and community understand school and why it is important.</p> <p>Ensure parents enrol their children in school and attend school regularly.</p> <p>Establish remedial classes and school clubs, including girls' clubs, to help learners stay in school and not drop out.</p> <p>Ensure that attendance of students and teachers is recorded daily.</p>	<p>Help the parents and community understand school and why it is important.</p> <p>Ensure the school allows all children of school age to enrol and attend.</p> <p>Ensure school enrolments and attendance comply with laws and policies.</p>

Support Teaching and Learning

PTA role	SMC/BoG role	Head Teacher role
<p>Help teachers to understand learners and their homes.</p> <p>Help families and schools work together and be strong partners.</p> <p>Ensure learners have basic learning supplies to enable success, such as notebooks, pens, and school uniforms.</p>	<p>Create a child-friendly school where children learn.</p> <p>Help include parents in school affairs.</p> <p>Help ensure the school and classrooms have resources, such as chalkboards and sufficient textbooks.</p> <p>Monitor learning by girls and boys.</p> <p>Monitor the quality of teachers:</p> <ul style="list-style-type: none"> • Ensure teachers honour the Teachers' Code of Conduct. • Encourage teachers to develop low cost/no cost teaching and learning materials. • Help organise and support professional development. • Establish partnerships with teacher training institutes (TTIs) and county education centres (CECs) and organise internship placements for trainee teachers. <p>Monitor learners' achievement.</p>	<p>Ensure appropriate attention and learning support for all learners, boys and girls, and able and disabled.</p> <p>Work closely with the SMC/BoG and PTA.</p> <p>Report to the SMC/BoG, or Payam Education Office, as required.</p> <p>Ensure teaching and learning resources are fairly allocated.</p> <p>Supervise performance at the school.</p> <p>Supervise the quality of teachers:</p> <ul style="list-style-type: none"> • Ensure teachers carry out the Teachers' Code of Conduct. • Supervise teachers' preparation of lesson plans and schemes of work. • Organise professional development and school-based training. • Ensure teachers keep records of learners' assignments and marks. <p>Monitor learners' achievement.</p>

Improve School Building and Repairs

PTA role	SMC/BoG role	Head Teacher role
<p>Lead the community to help with school buildings and repairs.</p>	<p>Increase material resources and money for the school.</p> <p>Ensure the security of the school property.</p> <p>Apply for grants and funds to help build and repair the school.</p>	<p>Ensure school funds are used according to approved plans and budgets.</p> <p>Ensure safe and secure storage of all school resources.</p> <p>Ensure accurate inventory of all school assets.</p>

Support Safety of Learners		
PTA role	SMC/BoG role	Head Teacher role
<p>Ensure learners are safe on the way to and from school.</p> <p>Help resolve conflicts between the school and the parents or community, if they arise.</p> <p>Ensure learners have water at school.</p>	<p>Maintain a safe school.</p> <p>Help resolve conflicts between teachers and school administrators.</p> <p>Ensure the security of school property.</p> <p>Ensure teachers do not hit learners.</p> <p>Ensure learners have water at school.</p> <p>Provide female role models and mentors at the school.</p>	<p>Ensure staff and learners observe rules and regulations of the school.</p> <p>Assist in conflict resolution.</p> <p>Ensure all school resources are secured and inventoried.</p> <p>Ensure teachers keep appropriate records of disciplinary incidents and health and safety matters.</p>

Support Management and Leadership		
PTA role	SMC/BoG role	Head Teacher role
<p>Establish the vision and mission of the school.</p> <p>Support the School Development Plan:</p> <ul style="list-style-type: none"> • Give information and advice for the School Development Plan. • Carry out activities in the School Development Plan. • Monitor the School Development Plan. <p>Support the school management in running school affairs.</p> <p>Monitor school finances.</p> <p>Open and manage the PTA bank account.</p> <p>Ensure all financial information is recorded and reported to the donors and the PTA General Assembly.</p>	<p>Implement the vision and mission of the school by monitoring school actions.</p> <p>Oversee the school development planning process:</p> <ul style="list-style-type: none"> • Prepare the annual School Development Plan. • Carry out activities in the School Development Plan. • Monitor the School Development Plan. <p>Oversee the proper management of the school.</p> <p>Employ part-time/contract teachers to meet Pupil-Teacher Ratio of 1:40 in secondary schools and 1:45 in primary schools.²</p> <p>Prepare the School's Budget.</p> <p>Open and manage the school bank account.</p> <p>Manage grants, including capitation grant and others.</p> <p>Help manage cash transfer programmes.</p>	<p>Ensure day-to-day school activities and teaching carry out the school vision and mission.</p> <p>Lead the school development planning process:</p> <ul style="list-style-type: none"> • Provide guidance for implementing and monitoring the School Development Plan. • Lead the self-evaluation process. <p>Prepare appropriate duty rosters for all staff in a timely manner.</p> <p>Supervise the school's teaching and non-teaching staff.</p> <p>Ensure appropriate day-to-day-financial management of the school.</p>

² School Governance Policy (2014). Ministry of General Education and Instruction (MoGEI). Juba, 2014.

School Development Planning

PTA role	SMC/BoG role	Head Teacher role
<p>Support the Head Teacher and SMC/BoG in the school development planning process.</p> <p>Bring parents and the community together to support the school development planning process.</p> <p>Bring parents and the community together to carry out the activities in the School Development Plan.</p> <p>Monitor the PTA activities in the School Development Plan monthly.</p>	<p>Lead the school development planning process, with the Head Teacher.</p> <p>Work with the Head Teacher to agree on the actions that would improve learning in the school.</p> <p>Talk with the community about the school's strengths and weaknesses.</p> <p>Review important information about the school, teaching, and learning.</p> <p>With the Head Teacher, write the School Development Plan.</p> <p>Submit the School Development Plan for Payment Education Supervisor approval.</p> <p>Display the School Development Plan on school walls and communicate it to the wider community.</p> <p>Monitor activities and costs in the School Development Plan.</p> <p>Use community advice in the School Development Plan.</p>	<p>Begin the school development planning process.</p> <p>Lead the school development planning process, with the SMC/BoG.</p> <p>Help teachers, SMC/BoG, PTA, learners, and community members understand their role in the school development planning process, and invite them to participate.</p> <p>Ensure SMC/BoG members and teachers have the right skills to implement the plan.</p> <p>Ensure staff meetings include teachers' professional development activities linked to school development goals.</p> <p>Ensure that the school's budget reflects and supports the School Development Plan goals and activities.</p> <p>Help monitor by providing information on the school, teaching, and learning.</p>

Appendix III: The Government's Role in the School Development Plan

Role of Government in school development planning		
State Ministry of Education SMoE	County Education Department CED	Payam Education Supervisor PES
<ul style="list-style-type: none"> • Sets direction and provides support for the school development planning process. • Establishes vision and mission statement for the State development of schools. • Communicates their vision and mission to schools so that schools can develop within the context of a State education vision. • Establishes policies to ensure that school governing bodies, parents, learners, and other community members have meaningful roles in developing, communicating, implementing, monitoring, and evaluating School Development Plans. 	<ul style="list-style-type: none"> • Encourages schools to plan improvements and monitor schools' success. • Ensures schools receive information and the resources they need to carry out the school development planning process. • Provides secondary schools with support and advice during the school development planning and implementation process. 	<ul style="list-style-type: none"> • Develops in-depth understanding of the school context. • Ensures schools use accurate data. • Ensures schools are realistic and relevant in developing their plans. • Reviews School Development Plans. • Regularly monitors and reports on school progress to the County Education Department.

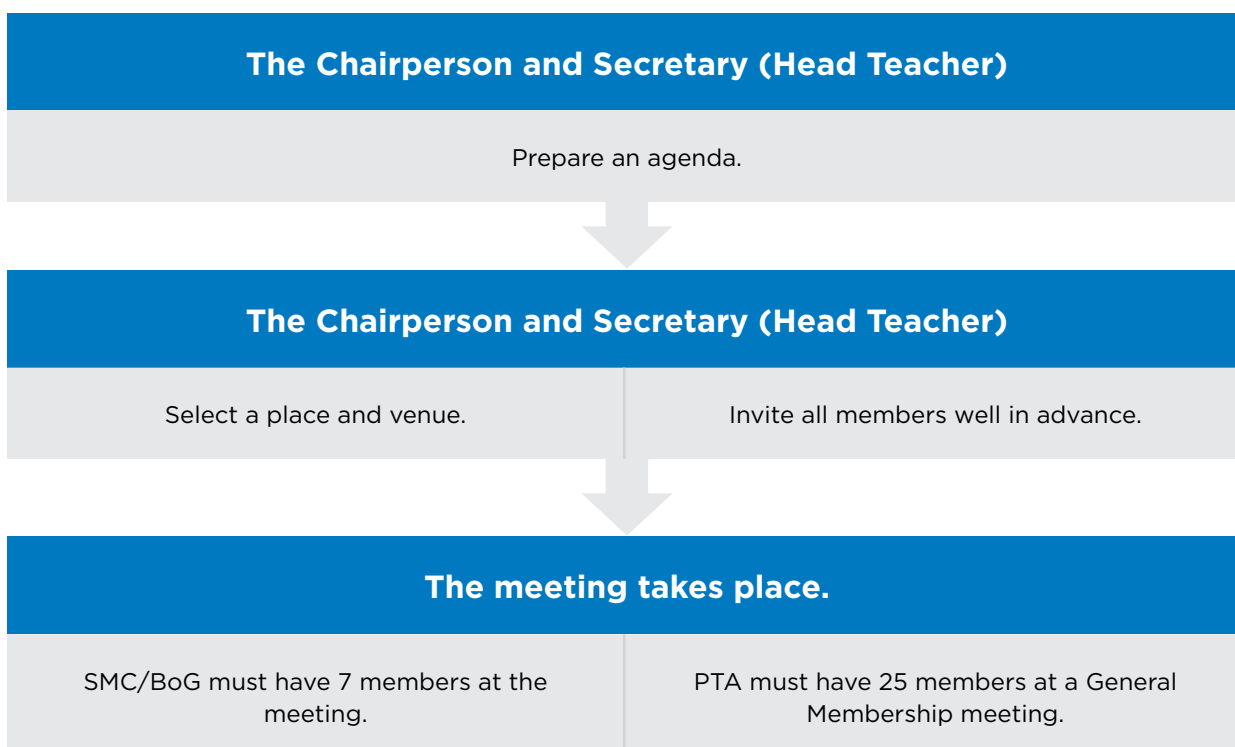
2. Supplementary Information for School Governing Bodies

Conducting Meetings: Overview

What are the rules for meetings?

1. No agenda, no meeting.
2. Include start and end time.
3. Encourage women to participate.
4. All members listen and show respect.
5. Turn phones off.
6. End meeting with concrete actions.
7. Review the minutes (notes) of the last meeting.
8. Take minutes (notes) of the current meeting.

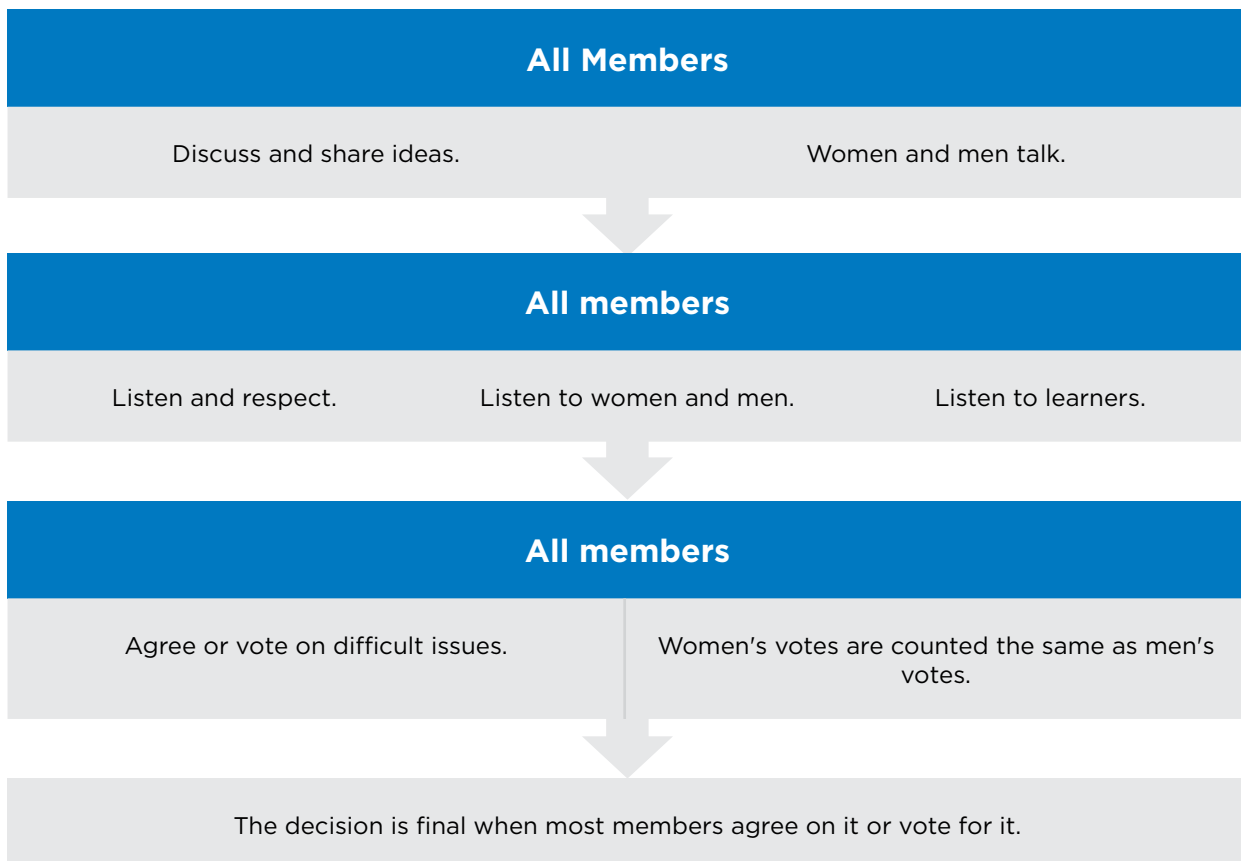
How do the PTA or SMC/BOG plan and organise the meeting?



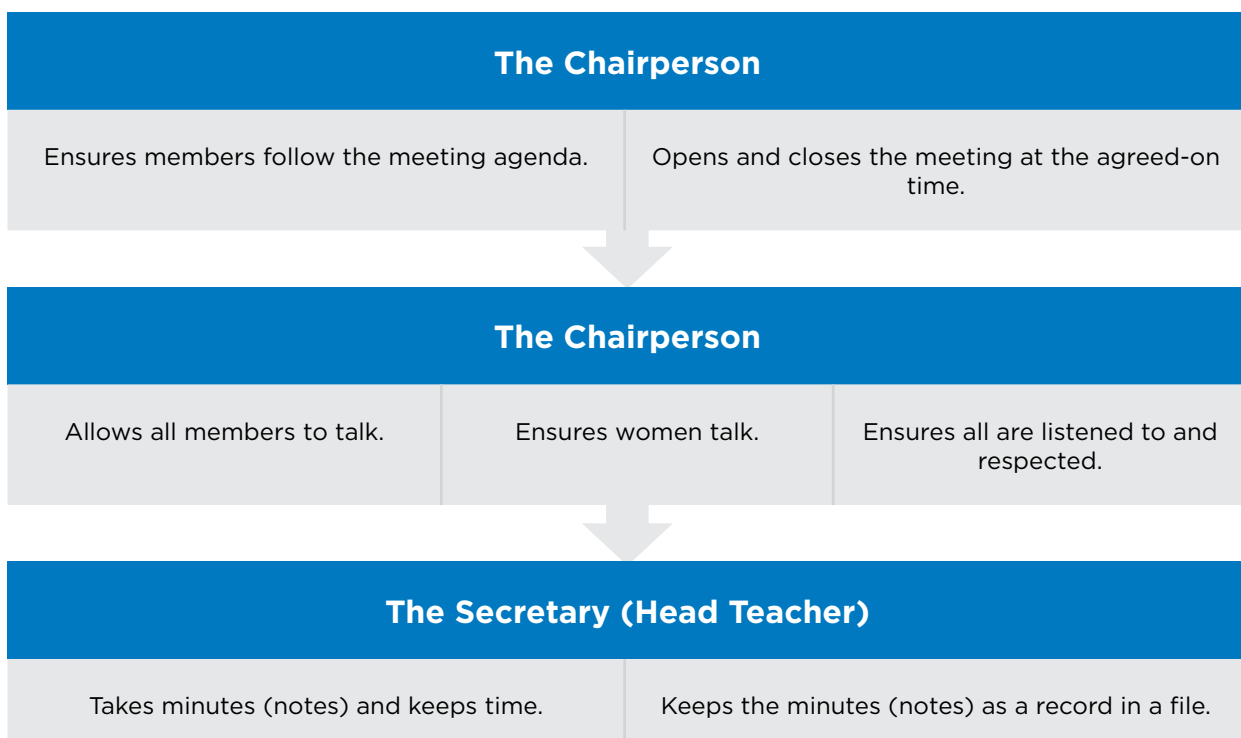
How do the PTA or SMC/BoG conduct and manage the meeting?



How are decisions made?



What are the roles of the Chairperson and Secretary?



Sample Meeting Agenda

SCHOOL MEETING

Wednesday, March 16, 2016

School Building

Agenda	Time
Call to Order and Welcome	5:00 pm
Review and Approval of Agenda	5:05 pm
Approval of Minutes	5:10 pm
Head Teacher Report	5:20 pm
Financial Report	5:35 pm
Sub-Committee reports <ul style="list-style-type: none">• Progress on Girls' Education• Progress on School Buildings and Repairs• Progress on Books and Learning Supplies	5:45 pm
New Business <ul style="list-style-type: none">• Report by Head Boy and Head Girl• Improve attendance• Community concerns Decisions and Actions	6:15 pm
Set Time for Next Meeting	6:55 pm
Adjourn	7:00 pm

Partnerships for School Development: Overview

Important words

Partner

People or organisations outside of the school that have interest in education

Partnership

Working with people or organisations outside of the school to achieve what is in the interest of the school

The school has partnerships with government, including County Education Departments, Payam Education Offices, and other government institutions.

The school has partnerships with other education bodies, including neighbouring schools, county education centres, teacher training institutes, and universities.

The school has partnerships with people and organisations:

- Organisations to improve teaching and learning;
- Organisations to help fund school buildings, water, and safety; and
- Parents, community, and the business sector.



Partners work with school governing bodies to improve the school community.

How do the PTA or SMC/BoG find a partner organisation?

Step 1: First, talk about the goals and activities in the School Development Plan.

Step 2: Next, decide which goals and activities need a partner.

- Partners can help with funds.
- Partners can help with ideas to fix problems.
- Partners can help with training and support of the PTA and SMC/BoG.

Step 3: Then, talk to the Head Teacher and others about good partners.

- The PTA and SMC/BoG meet to identify organisations and partners working in the area around the school.
- Talk to your Payam Education Supervisor and the County Education Department and present possible partnerships with local organisations supporting education.
- Talk with the PTAs or SMC/BoGs from neighbouring schools to share experiences of relationships with partners.

Step 4: The PTA and SMC/BoG make a list of possible partner organisations.

How do the PTA or SMC/BoG start a partnership?

Step 1: First, plan and organise a meeting with a possible partner organisation.

- Write an agenda for the meeting.
- Ensure the partner organisation(s) has time to talk during the meeting.

Step 2: At the meeting, talk with the organisation about the goal or activity selected for the partnership.

- Tell the organisation about the school and community.
- Ask if the organisation is interested in a partnership.

Step 3: Agree on roles for the PTA or SMC/BoG and roles for the partner.

Step 4: Agree on the ways the PTA or SMC/BoG will communicate with the partner organisation(s).

- Give the partner a way to contact the PTA or SMC/BoG.
- Ask for a way to contact the partner.
- Agree when and how you and the partner will communicate next.

How do the PTA or SMC/BoG establish a good partnership relationship?

Agree with the partner on a meeting schedule to talk, solve problems, and monitor progress on agreed activities.

- Decide with the partner how to communicate in between meetings: face-to-face, letters, or phone.

Monitor the school and partner's progress on activities.

- Reflect what is going well and what is not, including delays.
- Report on progress to the PTA, SMC/BoG, and the partner organisation.

Tell the partner when things go differently than agreed, or if there are delays or problems.

- Arrange a frank discussion about what is not working well.
- Being honest in partnership is important to build trust between the partners.

Maintain regular contact with your partner. Continue to build and enhance trust between the PTA, SMC/BoG, and the partner organisation(s).

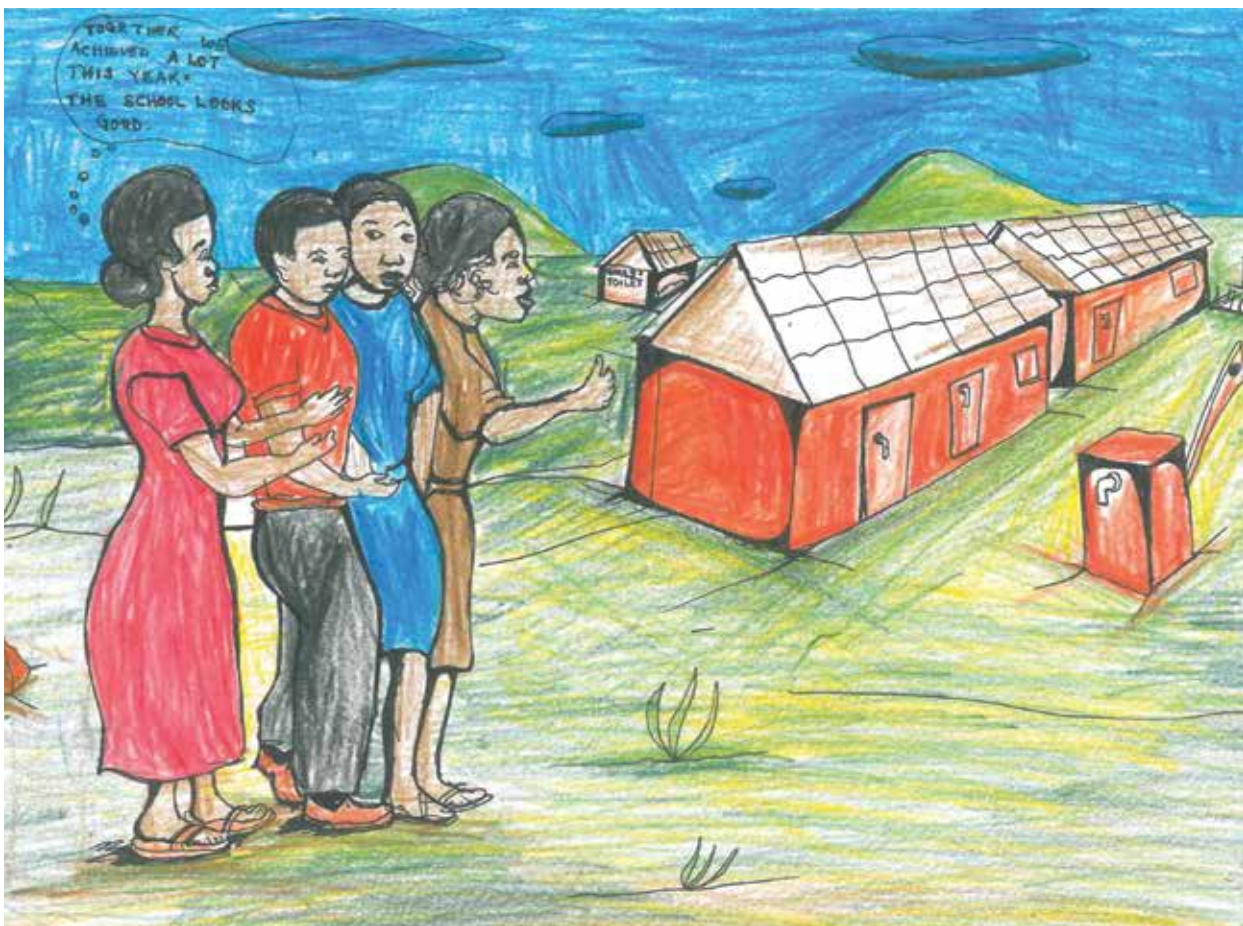
When does a partnership end early?

The partnership should end if the PTA or SMC/BoG cannot work well with the partner over time.

- There are times when the partner and school cannot fix their problems over time.
- There are times when the school and partner cannot agree on the way forward.
- There are times when the partner does not complete agreed-on activities.

In these cases, discuss with the partner whether or not to end the partnership.

- Even if the partnership ends, remember to thank the partner(s) for their help.



Partnerships can benefit the school community.

Checklist for a Strong Partnership

Finding a partner		
	YES	NO
The partner's goal is in line with the school vision and the school's goals.		
The partner has good knowledge and skills to help the school develop.		

Forming a partnership		
	YES	NO
The community is happy with the partner.		
The partner and PTA or SMC/BoG agree on a timeline for activities.		
The partner brings new ideas.		
The partner explains to the community the possible effects of the new ideas.		

Ensuring a good partnership		
	YES	NO
The school and partner maintain regular contact.		
Progress is reported to the PTA, SMC/BoG, and partner.		
The partner and school make decisions together.		
The partner carries out the work plan and any other agreed-on help.		
The PTA, SMC/BoG, and community do not demand work not in the work plan or new, extra help.		
The school and partners talk about concerns and progress in a frank and honest manner.		
The school treats all partners with respect, flexibility, and kindness.		
The PTA and SMC/BoG thank partners for their hard work.		

Gender Considerations: Overview

The PTA and SMC/BoG need women and men to be members.

Women and men can help bring more learners to the school.

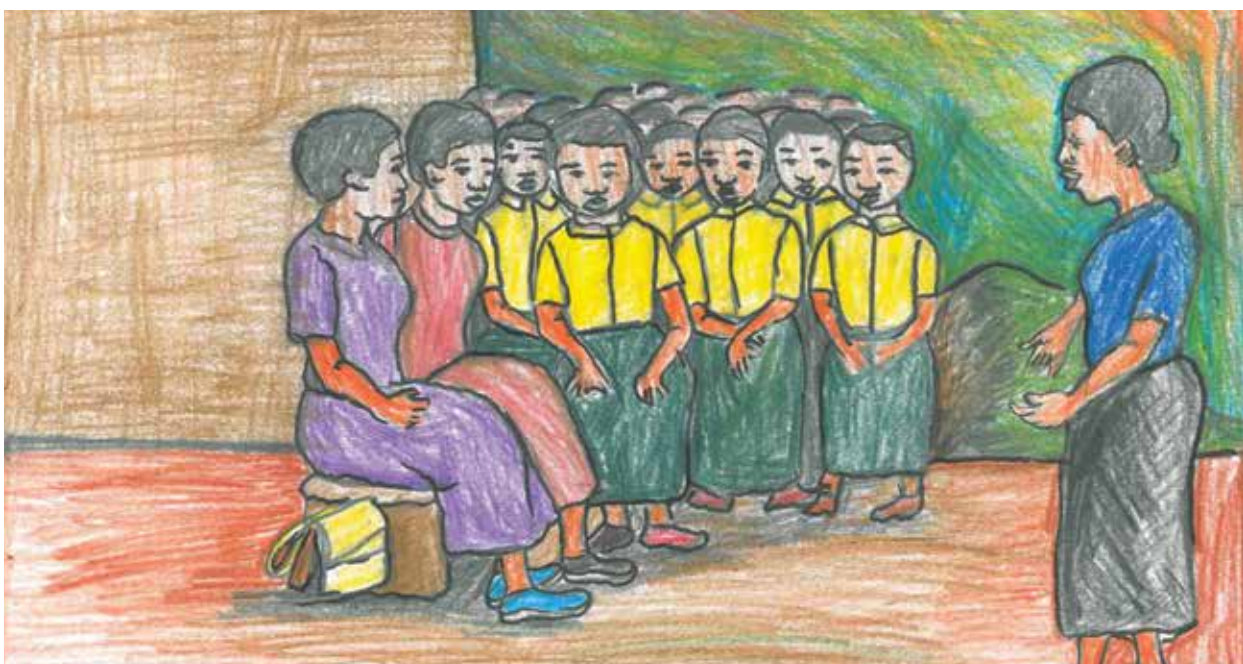
Women and men can help girls and boys with their education.

**PTA and SMC/
BoG members help
women and men
come to meetings
and talk.**

**Women and men help
the PTA and SMC/BoG
make the school good
for girls and boys**

The PTA Executive Committee needs 2 women office bearers.

The SMC/BoG needs 5 female members.



It is important to help women and men to engage in school governing bodies.

How can the PTA and SMC/BoG involve more women?

Set meeting times with women and men in mind.

- Women are busy all day with household chores including fetching water, collecting firewood, caring for children, and cooking.
- Set meeting times both women and men can attend.

Organise special women's meetings to help them understand they play an important role to the PTA, SMC/BoG, and school community.

- Women and men can have roles in the PTA and SMC/BoG, even if they cannot read or write.
- Encourage women and men to enrol in a Basic Adult Literacy Programme (BALP).

Make the community aware of the goals for having women and men on the PTA and SMC/BoG.

- Talk with the community about the goal of 2 women PTA Executive Committee Members and 5 females on the SMC/BoG.
- Talk about how women can help the school meet the needs of female learners.

Work with traditional and religious leaders to hold meetings about women and men being on the PTA and SMC/BoG.

- Talk about why women and men need to be allowed to be on the PTA and SMC/BoG.
- Talk with men about respecting women's ideas in meetings.
- Talk about how men can support women being part of meetings.

Organise small groups of women to talk with one another during meetings.

- Women may be shy to talk in meetings with men.
- A women's group allows women to express their ideas without men.

Helping Learners Complete School: Overview

Both boys and girls face difficulties completing school.

The PTA can act to help learners enrol in, attend, and complete school.

The SMC/BoG can write activities in the School Development Plan to help learners enrol, attend, and complete school.

Primary school is free for all children in South Sudan.

The capitation grant pays their registration fees.

All children ages 3-6 or older need to enrol in, attend, and complete the school cycle:

- Girls and boys;
- Children with disabilities;
- Orphans;
- Children with no town or village; and
- Children who do not speak English.

The goal is for all learners to complete school. The community must work hard to support the education of learners in schools.



All learners should have the opportunity to complete school.

How can the PTA and SMC/BoG help more learners complete school?

Organise meetings with parents, teachers, and learners.

- Talk about the benefits girls and boys get in education.

Meet with community leaders, including chiefs; religious and traditional leaders; youth leaders (including cattle camp youth leaders); local government officials; and women's groups.

- Talk about why teenage boys and girls are not attending and completing school.
- Decide on ways to help learners to attend and complete school.
- Talk about ending the practice of early marriage.

Listen to the Head Boy and Head Girl at SMC/BoG meetings.

- Use the information they share to decide on actions to help learners.

Find women from the community to volunteer as teachers.

- Advise them of further training to be full primary/secondary school teachers.

Organise the community to help girls and boys with school fees and supplies.

Organise the community to build separate latrines for girls and boys.

- Ensure physically disabled children can use the school and latrines.

PTA and SMC/BoG Sub-Committees: Overview

Important words

Committee

A small group of people with agreed-on responsibilities

Sub-Committee

Smaller groups of men and women that manage specific activities or perform a specific function on a temporary or permanent basis

The PTA Chairperson and Executive Committee Members name women and men to PTA Sub-Committees.

The SMC/BoG Chairperson and SMC/BoG members name women and men for SMC/BoG Sub-Committees.

Community members can volunteer for Sub-Committees.

Sub-Committees are not mandatory, but may manage specific activities or perform a specific function during a period of time. This can include management of:

- Materials and money for the school;
- School Development Plan monitoring;
- School building and repairs;
- Girls' Education;
- Education of children with disabilities;
- Education for pastoralist children and minority children;
- Sports; and/or
- Emergency preparedness.

How do the PTA and SMC/BoG choose Sub-Committee members?

Step 1: The PTA Chairperson talks about Sub-Committees at a PTA General meeting and the SMC/BoG Chairperson talks about Sub-Committees at the SMC/BoG meeting.

- Talk about each Sub-Committee needing members.
- Talk about what qualifications the Sub-Committee members need.

Step 2: The PTA and SMC/BoG posts Sub-Committee information on the school notice board.

Step 3: The PTA Chairperson and Executive Committee nominate (name) members to their Sub-Committees and the SMC/BoG Chairperson and SMC/BoG members nominate (name) members to their Sub-Committees.

- The Sub-Committee is headed by a non-officer from the Executive Committee.
- Members of PTA Sub-Committees are PTA General members.
- Similar numbers of women and men should be represented on Sub-Committees.

Step 4: The PTA Executive Committee shares the nominations with the community.

- If community members have any concerns about the individual(s) nominated, they can bring these up at a PTA General Meeting.

Supporting Cash Transfers: Overview

Important words

Cash Transfer

A small amount of money paid every year to all girls in school from P5 to P8 and from S1 to S4 levels

Partnership

Working with people or organisations outside of the school

All girls in school from P5 to P8 and from S1 to S4 levels get a cash transfer of 320 SSP every year.

If the girl is over 18 the cash transfer is paid to her directly.

If she is under 18 it is paid to her parents or caregiver.

The cash transfer is paid once a year and reaches the girls in the middle of the academic year.



Cash transfers can support girls to stay in school.

What must PTA and SMC/BoG members know about the Cash Transfer Programme?

In South Sudan, only 1 in 10 girls completes primary education.

Families often educate only their boys if they do not have enough money to educate all of their children.

The cash transfer helps families let their girls stay in school.

The cash transfer can be spent as the girl or family wish, but is meant for items to help girls attend school.

Girls need to attend school every day to get the cash transfer.

The SMC/BoG is responsible for ensuring teachers understand the consequences for them if they behave inappropriately with learners.

- Teachers must act professionally with girls at all times.
- Teachers must not get involved in behaviour that violates the Teachers' Code of Conduct.

How can the PTA and SMC/BoG help the community understand the Cash Transfer Programme?

Tell parents, girls, and the community about the Cash Transfer Programme.

Help parents understand they must send their girls to school.

Help parents understand they must ensure good attendance.

- If the girl attends regularly, she will receive a cash transfer the next year, too.

Help girls understand that they have the right to enrol and attend school.

Help girls understand they can spend the money on what they need for school, including:

- Copy-books and other stationery;
- Pens, pencils, books;
- School uniform, shoes;
- School meals;
- Transport; and
- Sanitary pads.

Help the community understand how to support girls completing school.

- Help end cultural ideas and traditions that school spoils girls.
- End early and forced marriage.

How can the SMC/BoG help teachers understand the Cash Transfer Programme?

The SMC/BoG helps teachers understand their role in keeping girls in school.

- Girls cannot learn if they do not attend school.

The SMC/BoG helps teachers understand they must monitor attendance.

- Report attendance daily.
- Absent girls cannot learn.
- If a girl is absent, report it and find out why she is absent.
- Take actions to make sure every girl attends classes daily.

The SMC/BoG is responsible for ensuring teachers understand the result for them if they behave inappropriately with learners.

- Girls must feel safe to attend school.
- Boys and male teachers must not bother and harass girls.



Teachers play an important role to support the Cash Transfer Programme.

Checklist for the Cash Transfer Programme

	Person Responsible	Tick when completed
February		
Fill Pupil's Admission Register	School Officer	
Submit Pupil's Admission Register to County Education Department	Head Teacher	
April		
Receive a list of girls eligible for cash transfer	Head Teacher	
Validate the cash transfer list of eligible girls	SMC/BoG	
May		
Submit the cash transfer validation list to the Girls' Education South Sudan (GESS) State Anchor or other designated official	Head Teacher	
June		
Inform the girls about availability of the cash transfer	SMC/BoG	
Receive the cash transfer in the bank account	SMC/BoG Girls	
Distribute the cash transfer to girls	SMC/BoG	
July		
Send cash transfer distribution list to the Girls' Education South Sudan (GESS) State Anchor or other designated official	Head Teacher	
July - December		
Advise the girls how to make best use of the cash transfer	School Mentor	

Ensuring Safe Schools: Overview

The SMC/BoG and PTA must ensure the school is safe. The school must be:

- Child-friendly;
- Away from cross-fire and armed forces;
- Free from dangers within the school compound;
- In good repair;
- With separate latrines for girls, boys, and staff;
- Safe and usable for girls and children with disabilities; and
- With clean water for drinking.

The SMC/BoG and PTA may use the Safe School Checklists on the following pages to ensure the school is safe for learners and teachers.



The school and its facilities should be safe for girls and boys.

Safe School Checklists

Location of School		
	YES	NO
The school is in an area free from crossfire and conflict.		
The school is in an area free from flooding, heavy winds, dust storms, and other dangerous natural events.		
There is access to water.		
The school is close to the community.		
There is a safe way for children to come and go.		
There is an area for sports, games, and recreation.		
There is a fence around the school compound.		

School Buildings and Classrooms		
	YES	NO
Classes take place inside the school building.		
Classrooms are free of rain, dust, and wind.		
Classrooms are in good repair.		
Classrooms are used only by learners and teachers.		
Children with disabilities can get into the building and classrooms.		
There are a good number of desks and chairs in classrooms.		
There is a Head Teacher office.		
There is a school store.		

Latrines		
	YES	NO
There are latrines with locks on the doors.		
There are separate latrines for girls.		
There are separate latrines for teachers.		
There are a good number of latrines (one for every 40 children).		
Children with disabilities can get into latrines and use them.		

Health and Hygiene		
	YES	NO
There is water for drinking.		
There is water for hand-washing.		
There is soap or ash for hand-washing.		
Classrooms and sports areas are free of rubbish and litter.		
Tall grass around the school is cut back to bring down the number of snakes and other animals.		
The school compound is free from drugs, alcohol, and smoking.		
Children learn basic hygiene practices in school.		

Child-Friendly		
	YES	NO
Teachers know and follow the Republic of South Sudan Teacher Code of Conduct.		
Teachers do not hit children.		
Teachers do not scream at children or call them bad names.		
There is a senior female teacher.		
There is a female mentor.		
Girls are not bothered or touched by men, teachers, or boys.		
Children do not fight or hit other children.		
There are school clubs.		
There are sports and game items.		
There is a Head Girl and Head Boy.		

Preparing for Disasters and Emergencies: Overview

Important words

Emergencies

Events that may cause loss of life, injury, or great damage; can be identified and prepared for; and require quick action and can be responded to using the resources available locally

Disaster

A serious event that causes great damage or loss of life

School Emergency Preparedness

Prepare ways to help learners, teachers, and the school be ready for emergencies

The SMC/BoG, Head Teacher, and PTA must protect learners, teachers, and the school from dangers. They must:

- Keep children and schools safe;
- Ensure education continues as soon as possible after emergencies; and
- Make and carry out a plan for emergencies.



School Emergency Preparedness can reduce risks and keep learners safe.

How do the PTA and SMC/BoG prepare for emergencies and disasters?

Step 1: The PTA works with the Head Teacher to identify types of dangers.

Step 2: The PTA works with the Head Teacher to come up with solutions to reduce the risk of dangers.

Step 3: The PTA and Head Teacher write a plan that is taken to the SMC/BoG for approval.

Step 4: The SMC/BoG checks the activities in the plan to reduce dangers and allocates resources for emergency preparedness.

Step 5: The Head Teacher, PTA, and SMC/BoG all work together to carry out the plan.

Step 6: The SMC/BoG oversees the plan and makes sure the Head Teacher and PTA carry out activities in the plan.

Preparing for Emergencies: Hazard Assessment

Important words

Hazards

Dangers

Hazard Assessment

Information about hazards (dangers)

The Head Teacher and PTA use the Hazard Assessment to name the hazards (dangers) for their school.

The Head Teacher and PTA make a plan to:

- Protect all learners and teachers from hazards; and
- Protect the school and learning materials from hazards.

The SMC/BoG checks and approves the plan.



Teachers, learners, and school materials should all be protected from hazards.

How do the PTA and SMC/BoG conduct a Hazard Assessment?

Step 1: First, the Head Teacher works with the PTA to identify the types of hazards. Some hazards are:

- Snake bites;
- Floods;
- Sickness;
- Weather (lightning strikes, rainstorms, dust storms, drought);
- Road accidents;
- Wild or stray animals;
- Theft;
- Child recruitment and kidnapping;
- Landmines;
- Burns;
- Rubbish dumping;
- Corporal punishment;
- Drought;
- Conflict;
- Land slides;
- Forest fires; and
- Air pollution.

Step 2: The PTA starts the Hazard Assessment process.

- The PTA and Head Teacher identify the most common dangers facing the school and when they occur.

Sample Hazard Assessment Chart:

Hazard Assessment		Time Table		
		Each Year	Each Month	Each Day
DANGER	Weak			e.g., Snake Bite (all year round)
	Medium			
	Strong	e.g., Flash Floods (March to October)		

Hazard Assessment Chart

		Time Table		
		Each Year	Each Month	Each Day
DANGER	Weak			
	Medium			
	Strong			

The PTA works with the Head Teacher to create a School Emergency Preparedness Plan.

Step 1: The PTA and Head Teacher decide on activities to keep children, teachers, and the school safe from each hazard, including all learners and staff, and persons with disabilities.

Step 2: The PTA and Head Teacher assign themselves and the SMC/BoG roles to carry out the Emergency Preparedness Plan.

Step 3: The SMC/BoG approves the plan.

Step 4: The SMC/BoG monitors the implementation of the plan.

Step 5: The Head Teacher makes sure children know what to do in emergencies and that they practice school emergency drills.

Step 6: The Head Teacher can form a children's School Safety Club.

Step 7: The PTA informs the wider community about the actions taken in the Emergency Preparedness Plan and gets support (labour and materials) to carry out actions in the plan.

Step 8: The PTA communicates with parents and caregivers to warn about a hazard as soon as it is known.

The SMC/BoG works with the local police, hospitals, and Payam Education Office.

The SMC/BoG ensures safety measures are taken to reduce risk.

The SMC/BoG brings together people and materials to restart education as quickly as possible after a disaster.

Samples: School Emergency Preparedness Plan

Hazard	Impacts on learning	Activities for safety and learning	Responsible (who?)	Time frame (when?)	Required materials and people	Education Continuation Plan	Source of materials, people, and help
Flash floods	Classrooms flooded – no learning School materials destroyed	Build small dykes round the school compound Appropriate land use Vegetation to absorb water Raised or waterproof storage facilities in the school Relocation of classrooms	PTA	March, before the rains start	Working tools, materials, and labour	Continue classes in a new location Classes in school holiday periods to make up for lost school days	Community NGOs

Hazard	Impacts on learning	Activities for safety and learning	Responsible (who?)	Time frame (when?)	Required materials and people	Education Continuation Plan	Source of materials, people, and help
Cholera	Deaths, learning stopped, schools used as temporary treatment centres	<p>Handwashing demonstrations, awareness raising on prevention, symptoms and treatment pathways</p> <p>Promoting good hygiene and sanitation practices</p> <p>Having cleaning materials and protective clothing (especially for latrine cleaning) for use in the school</p> <p>Have handwashing facilities and a water point within the school compound</p>	SMC	Annually	Hygiene promotion materials and IEC (information, education, and communication) materials	Distance learning, radio education programs, setting of work to be completed at the learner's home	State Ministry of Health, WHO, UNICEF, Ministry of General Education and Instruction

Hazard	Impacts on learning	Activities for safety and learning	Responsible (who?)	Time frame (when?)	Required materials and people	Education Continuation Plan	Source of materials, people and help
Snake bite	<p>Death</p> <p>Injuries</p> <p>Keeps children from learning</p>	<p>Clear grass around the school regularly</p> <p>Teach children not put their hands in holes where snakes may be resting</p> <p>Give learners lessons on basic first aid to follow if they are bitten</p> <p>Find local health clinics that treat snake bites</p>	<p>PTA, Head Teacher</p>	<p>All year around</p>	<p>Working tools</p> <p>Basic health information from a community nurse, clinic, or NGO medical staff</p>	<p>Teacher sends the learner school work to complete from home during their recovery from the snake bite</p> <p>Catch-up evening or weekend classes to compensate for school days missed</p>	<p>Community Health Clinic</p> <p>NGO medical staff</p>

Hazard	Impacts on learning	Activities for safety and learning	Responsible (who?)	Time frame (when?)	Required materials and people	Education Continuation Plan	Source of materials, people, and help
Corporal Punishment (Hitting)	Injuries Fear Drop-out of school	Explain Republic of South Sudan Teacher Code of Conduct to all teachers All teachers sign Teachers Code of Conduct Teacher observation Teacher training on positive discipline Ways for learners, parents, and PTA to report hitting A committee in place to investigate and take action	Head Teacher, PTA	All year around	Copies of the Teachers Code of Conduct PTA and SMC/BoG form discipline committee Head Teacher or Payam Education Supervisor to provide training on positive discipline and classroom management	Transfer of learner to a different class pending disciplinary committee findings The learner could be moved to an Accelerated Learning Programme (depending on the length of time out-of-school) or be sent class exercises and homework to do from home	Head Teacher or Payam Education Supervisor to provide training PTA and SMC/BoG ensure time for teacher observation and ways to take action

Hazard	Impacts on learning	Activities for safety and learning	Responsible (who?)	Time frame (when?)	Required materials and people	Education Continuation Plan	Source of materials, people, and help
Road Accidents	Deaths Injuries Learners are frightened to attend school	Put a fence around the school compound Construct speed bumps Repair road if damaged Signs on the road to point out school Signs about children playing or crossing the road Signs to reduce speed Teach children how to cross the road safely Parents and caregivers walk the younger children to and from school Change school opening and closing times to avoid busy road times	PTA	Each term	Fencing materials Labour Working tools Sign posts	Remedial (catch-up) classes, learning from home, adjusting timing or location of school classes	Community, police, local government

Emergency Preparedness: Checklists

Hazard Assessment		
	YES	NO
Meet with parents and caregivers, learners, and teachers and talk about hazards in your school.		
Decide the hazards that may keep children from learning.		
Fill in the Hazard Assessment.		
Use the information from the Hazard Assessment to make the Emergency Preparedness Plan.		

Emergency Preparedness Plan		
	YES	NO
Plan activities to keep children, teachers, and the school as safe as possible.		
Ensure activities keep children with disabilities safe.		
Name materials, people, and help needed to ensure school is safe for both learners and teachers.		
Name materials, people, and help needed to ensure education continues as soon as possible after emergencies and disasters.		
Give responsibility for each activity in the Emergency Preparedness Plan to persons in the school community.		
Plan for ways to continue education if a disaster closes the school.		

Appendix IV: General Roles and Responsibilities in Emergency Preparedness Matrices

General		
PTA role	SMC/BoG role	Head Teacher role
Organise and participate in awareness raising events, including community-based informal education.	Create activities and Emergency Preparedness Plans. Review and update plans regularly.	Include disaster and emergency information in class, extra-curricular activities, clubs, and school assemblies.

Planning and Preparing		
PTA role	SMC/BoG role	Head Teacher role
Work with the Head Teacher and SMC/BoG to complete a Hazard Assessment and identify school and community resources (labour, money, materials). Write an Emergency Preparedness Plan with the Head Teacher and SMC/BoG.	Work with the Head Teacher and PTA to complete a Hazard Assessment and identify school and community resources (labour, money, and materials). Write an Emergency Preparedness Plan with the Head Teacher and PTA.	Work with the PTA and SMC/BoG to complete a Hazard Assessment and identify school and community resources (labour, money, and materials). Write an Emergency Preparedness Plan with the PTA and SMC/BoG.

Training		
PTA role	SMC/BoG role	Head Teacher role
Assist with training community members.	Support the Head Teacher and Payam Education Supervisor to train teachers and community members. Develop training guidelines.	Train teachers on safety activities and practice drills. Ensure teachers know and can carry out their roles in different emergency situations, child safeguarding, and school safety procedures.

Code of Conduct		
PTA role	SMC/BoG role	Head Teacher role
<p>Monitor learner safeguarding systems.</p> <p>Regularly visit the school to observe teacher and student behaviour.</p> <p>Take part in disciplinary hearings.</p>	<p>Develop and review ways to safeguard learners.</p> <p>Ensure all teachers have understood and signed the Teachers' Code of Conduct.</p> <p>Establish a disciplinary committee to investigate misconduct claims.</p> <p>Oversee learner behaviour. Respond to inappropriate behaviour with decided-on actions.</p>	<p>Enforce the Teachers' Code of Conduct.</p> <p>Put learner safeguarding systems in place.</p> <p>Create a safe school for learners and teachers.</p> <p>Manage any bullying, harrassment, or hitting quickly and effectively.</p> <p>Manage discipline.</p>

Support for Learners		
PTA role	SMC/BoG role	Head Teacher role
<p>Support students to be active in emergency preparedness activities.</p> <p>Identify vulnerable individuals and groups requiring additional support.</p> <p>Meet with learners regularly and organise opportunities for learners of all ages and backgrounds to share their ideas on school safety, emergency drills, and learner wellbeing.</p>	<p>Find ways to provide support, resources, and help for more vulnerable groups, and individuals.</p> <p>Include learners' ideas into school emergency preparedness and safety activities.</p>	<p>Model best behaviour to show excellent awareness of school safety rules.</p> <p>Help students act sensibly and safely during hazards and disasters.</p> <p>Ensure learners are in leadership positions, including on matters of emergency preparedness, school safety, and learner wellbeing.</p>

Wellbeing		
PTA role	SMC/BoG role	Head Teacher role
<p>Lead talks and actions to ensure children's safety and wellbeing in the school.</p> <p>Visit the homes of out-of school children, including those affected by illness or accidents.</p> <p>Provide support to families facing difficulties.</p>	<p>Report on school performance in areas of safety, learner satisfaction, and emergency preparedness to the Payam Education Office and with parents and caregivers.</p> <p>Ensure the school has both male and female teachers.</p>	<p>Create a child-friendly school where learners feel very safe and where there is always someone they can turn to for help and support, including having appropriate female role models.</p>

Communication

PTA role	SMC/BoG role	Head Teacher role
<p>Let the wider community know about the school's work to keep learners safe and secure.</p> <p>Use a communication tree to quickly pass information to community members.</p> <p>Hold regular meetings with the Head Teacher and SMC/BoG.</p> <p>Work with the SMC/BoG to establish a community-based early warning system.</p> <p>Communicate important safety information to parents and caregivers.</p>	<p>Communicate information from the Payam Education Office, County Education Office, and national Ministry of General Education and Instruction.</p> <p>Alert authorities to critical events in the school.</p> <p>Update the Payam Education Office with school emergency preparedness activities and school safety and emergency incidents.</p> <p>Hold regular meetings with the PTA and Head Teacher.</p> <p>Work with the PTA to establish a community-based early warning system.</p> <p>Decide on school emergency preparedness and safety messages.</p>	<p>Create a school-based alert system to warn of dangers (e.g. constant ringing of the school bell).</p> <p>Provide the final decision-making authority and communicates information through the PTA.</p> <p>Provide key local contact information for emergency situations.</p> <p>Log all school-based incidents.</p> <p>Keep accurate enrolment records, which include details of the learners' parents or caregivers and oversees daily registration (attendance) roll calls.</p> <p>Display, communicate, and teach information to children of different ages, genders, and disabilities.</p>

Finance

PTA role	SMC/BoG role	Head Teacher role
<p>Carry out fundraising activities to support emergency preparedness.</p> <p>Review school's budget expenditures.</p>	<p>Ensure activities and funding for emergency preparedness are in the School Development Plan and school's budget.</p>	<p>Suggest most important areas for funding.</p> <p>Ensure disaster and emergency preparedness is in the School Development Plan and school's budget.</p>

School Building and Assets

PTA role	SMC/BoG role	Head Teacher role
<p>Raise community concerns about the school building and school property.</p> <p>Lead community to provide labour or donate money or materials to improve the quality and safety of the school.</p>	<p>Report safety concerns to the Payam Education Office.</p> <p>Act immediately if a strong hazard is identified.</p> <p>Authorise emergency money and bring together resources.</p>	<p>Store school materials safely.</p> <p>Report damaged, stolen, and lost items.</p> <p>Inspect school buildings and the school compound, reporting damage or safety concerns.</p>

3. School Governance in Emergencies Toolkit

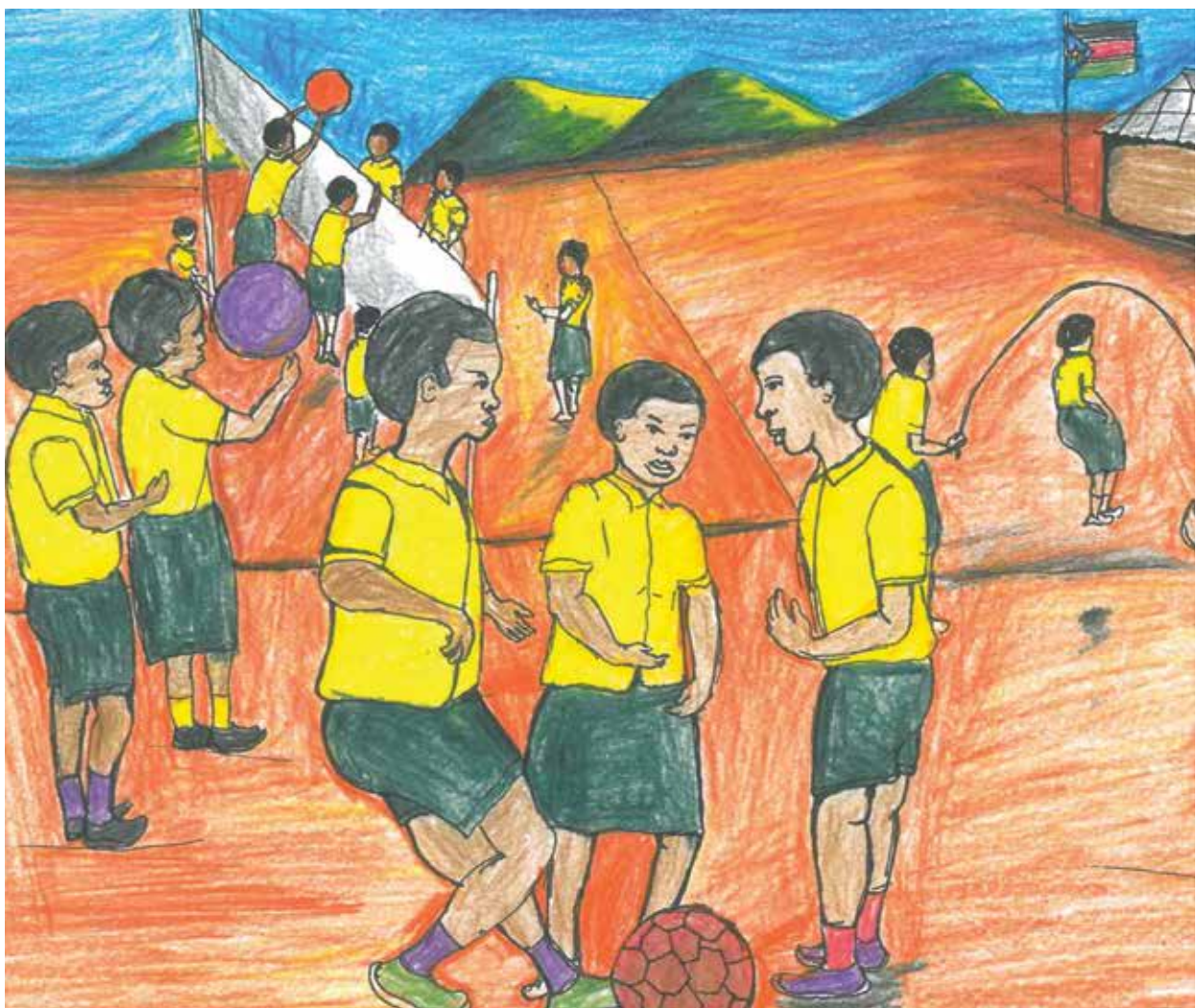
Education in Emergencies: Role of the PTA and SMC/BoG

The PTA and SMC/BoG have the lead role for education when there are no education authorities after an emergency.

The PTA and SMC/BoG help decide when it is safe for learners to be together in one place for school.

The PTA and SMC/BoG help learners continue their education in an emergency.

The PTA, SMC/BoG, and Head Teacher plan for emergency education using songs, drama, dance, music, games, art, and sport.



Sports and games are important to include in a plan for emergency education.

How do the PTA and SMC/BoG start an Education in Emergencies programme?

Step 1: Find community members who can support emergency education.

Talk to key community members and leaders.

- Try to talk to members of all groups in the community.
- Even one or two people can help children get back to learning.
- Youth can help with community mobilisation and peer education.

Ask for support.

- Ask for help with finding what is needed.
- Ask for help in getting community support.
- Ask for help with materials and resources.

Step 2: Decide when it is safe for learners to be in one place for school.

Do children have the same safety at school as they do at home?

- Name the current dangers (e.g. violence, flooding, disease).
- Decide if it seems the emergency will get worse.
- Re-assess safety every few days.

Are learners and teachers less safe if they are together in one place?

- If yes, keep learners at home or in a safe location.
- Re-assess safety every few days.

Are families displaced?

- Help ensure the safety of displaced children and youth without families or adult caregivers.

Step 3: Decide if the school building is usable and safe.

If the school building is usable and is safe, children can return to it.

- Record any damage.
- Conduct an inventory of school assets.
- Report any damage to the Payam Education Supervisor.

The school building is not usable or safe if:

- The community is displaced to a new area;
- The school is occupied by internally-displaced people or armed groups;
- The school has been damaged, and the building is not safe;
- There may be landmines or unexploded ordinance near or in the school;
- The school is full of rubbish and debris; or
- The children are afraid to return to the school building.

If the school building is not usable or safe, the community will need to make a temporary learning space. See Step 3A on the next page.



The school, classroom, and other facilities should be safe for teachers and learners.

Step 3A: Find or make a temporary learning space, if the school cannot be used.

Use a building for the temporary learning space:

- Community centre;
- Church;
- Mosque; or
- House.

Make a temporary learning space.

Find land:

- Away from danger, such as armed groups, crossfire, and flooding;
- Close to the community;
- With a safe way for children to come and go;
- Close to a water supply; and
- With space for sports, games, and recreation.

Ask the landowner to allow the land to be used for the temporary learning space.

Consider the tools, material, and labour required.

- Use tents or local materials and resources for shade and shelter.
- Clear the land from tall grass.
- Ensure the area is free from dangers including landmines, weapons, rubbish dumps, and pits.

Build latrines.

- Build separate latrines for girls.
- Ensure children with disabilities can use the latrines.

Try to fence or mark off the area for the learning space.

Step 4: Bring together materials, money, and people to help children learn.

Find out what is available in the community:

- Materials;
- Tools;
- Teaching and learning supplies;
- Money;
- Food;
- Community members;
- Teachers;
- Learners;
- NGOs/community-based organisations; and
- Knowledge.

Find out if there is help, materials, or volunteers in a neighbouring area.

Step 5: Plan for learning with available materials, money, and people.

Plan for learning activities that need few or no materials.

- Learning activities can be songs, story-telling, or drama.
- Games and play activities are an important way for young children to learn.
- Use stones, sticks, and the ground to write, make pictures, and do mathematics.

The ability for learners to express themselves using games, pictures, and sport is important.

There may not be enough materials or supplies for every learner.

- Ensure older children have learning supplies first.
- Make a timetable to share materials between groups of learners.

Use what was found in Step 4 to make or get learning materials.

Step 6: Decide what information is most needed for girls and boys after the emergency.

Help learners understand the current dangers from the emergency.

- Give information at roll call, in school assemblies, and in class.
- Give information by talking, through radio, and through signs.
- Learners themselves can make signs and help give information to others.

Ensure learners know where and how to get help.

- Ensure they know where they should go to be most safe.

Ensure children know the signs of the emergency happening again.

- Ensure learners know the warning signs of different emergencies.
- Ensure learners know what the signs are for illness and disease.
- Ensure learners wash hands with soap or ash.
- Ensure learners sleep under a mosquito net.
- Ensure learners know what to do if they fall sick.

Ensure learners and the community have needed information:

- Health and hygiene;
- Danger of sexual abuse, kidnapping, child labour, or child recruitment
- How to avoid being separated and taken away from family members or caregivers;
- Landmines and unexploded ordinance; and
- Where to get official information.

Help learners who may be feeling sadness and fear.

- Encourage learners to play together.
- Use creative means including drawing, dancing, singing, music, and games.
- Understand learners' needs, which could include expressing their emotions and feelings, the need for comfort or attention, or to be listened to.
- Refer to other services for help (if available).
- Encourage peace-building activities.

Step 7: Find and recruit teachers.

Find how many teachers are around and able to teach.

- Try to ensure both women and men teachers.
- Teachers may need help, support, and food before they can start teaching again.
- Find past teachers, volunteer teachers, or trainee teachers.

Find community members to volunteer to help learning in the community.

- Ask for 1-2 hours on a rotating system to support learning, games, and sports activities.
- Ask for volunteer teachers with education to the degree level or diploma level.
- Ask for volunteer teachers with completed secondary education or started secondary education.
- Ask for volunteer helpers with completed Primary 8.
- Ask for learners to teach and help other learners.

Find ways to pay teachers.

- If in the same area, report that the school or learning space is open to the Payam Education Office.
- If the teacher was registered with the Payam Education Office, they will receive pay from the Ministry of General Education and Instruction.
- Try to find a NGO or community-based organization (CBO) to pay the teacher facilitator allowance if a teacher is not registered with the Ministry of General Education and Instruction.
- Ask the community to give teachers soap, sugar, food, housing, or other needed things.
- Take teacher attendance each day.

Teachers must understand and sign the South Sudan Teachers' Code of Conduct for Emergency Situations, if available.

Step 8: Decide what is most important for teachers to know and say to learners.

Teachers give life-saving information in emergencies.

- They give important information to learners, who pass the information to their families and caregivers.

Use community members, PTAs, SMC/BoGs, and the Head Teacher to train teachers to use child-friendly activities in classes:

- Games and songs;
- Storytelling; and
- Sports.

Train teachers on needed information:

- Health and hygiene;
- Danger of sexual abuse, kidnapping, child labour, or child recruitment;
- How to avoid being separated and taken away from family members or caregivers;
- Landmines and unexploded ordinance; and
- Where to get official information.

Train teachers to help children who may be feeling anxiety or distress.

- Encourage learners to play together.
- Use creative means including drawing, dancing, singing, music, and games.
- Understand children's needs, which could include expressing their emotions and feelings, the need for comfort or attention, or to be listened to.
- Refer to other services for help (if available).
- Encourage peace-building activities

Teachers can support and help each other.

Education in Emergencies: Needs Assessment

Important words

Needs Assessment

Information about what the community has and what it needs

Interview

Talking with people to get information

The PTA Executive Committee Members interview community members after an emergency for the Needs Assessment. If the PTA Executive Committee Members are not available, then members of the SMC/BoG can help.

The Needs Assessment gives information about the children, teachers, and school.

The PTA, SMC/BoG, and Head Teacher use the information to plan for children's learning in emergencies.



School maintenance and repairs may be identified in a needs assessment.

How do the PTA and SMC/BoG conduct an Education in Emergencies Assessment?

Step 1: The Head Teacher starts the process.

- The Head Teacher helps the SMC/BoG understand the form.
- The Head Teacher helps the PTA and community understand what information is needed.
- The Head Teacher ensures the information is true.

Step 2: The Head Teacher works with the SMC/BoG to talk with the community.

Step 3: The Head Teacher works with the SMC/BoG to write information in the Needs Assessment form.

Step 4: The Head Teacher works with the SMC/BoG to plan for education to continue for the children after an emergency.

Step 5: The Head Teacher, PTA, and SMC/BoG all work together to carry out the plan.

- The Head Teacher and SMC/BoG oversee the activities in the plan.
- The Head Teacher and SMC/BoG manage and carry out some activities in the plan.
- PTA members manage and carry out some activities in the plan.

Community-based Education in Emergencies (EiE) Needs Assessment

PTAs (or if unavailable, SMC/BoG or other community members):

- Use this form to get and record information on what your school and community needs after the emergency.
- Talk to community members, teachers, and local education officials to get the information.
- Try to get the information within 1 week of the emergency.

If possible, use a separate form for each person interviewed.

General Information	
Name(s) of Assessor(s):	Date of assessment: (dd/mm/yyyy)

Location	
Name of Site / Village:	
Name of Payam:	
Name of County:	

Person or people interviewed for this form. <i>Tick all that apply.</i>	
<input type="radio"/>	Community Leader(s)
<input type="radio"/>	Teacher(s) or other school staff
<input type="radio"/>	Local Government Official
<input type="radio"/>	Others (Name)

Number of children in the community:	Girls	Boys
How many children aged 0-5?		
How many children aged 6-13?		
How many children aged 14-18?		

Other community information:	Number
How many households?	
How many girls/women 18 or older?	
How many boys/men 18 or older?	
How many different ethnicities/communities?	

Question

Answer

How many days ago was the emergency?

Number of days since the emergency:

From the emergency until today, how many days has the school been closed?

Number of days school closed:

Is the school building usable after the emergency?

Circle 1 answer:

Yes No

Is your school now open and running?

Circle 1 answer:

Yes No

Girls Attending School

Since the emergency, how many girls are attending school or learning spaces in your community?

Circle 1 answer:

None/only a few
Some
Many
Almost all/all

Boys Attending School

Since the emergency, how many boys are attending school or learning spaces in your community?

Circle 1 answer:

None/only a few
Some
Many
Almost all/all

Question

Answer

What has the school lost because of the emergency?

Circle all that are true.

Official school papers

Learning materials

Desks, chairs, benches

Sports equipment

Water supply

What else was lost?

What is most important for education in the community right now?

Circle 1 answer:

Fix damaged school buildings or facilities

Set up temporary spaces for learning

Safe drinking water at the school

School feeding

Provide emotional/ life-skills support to teachers and students

Find and get learning materials

Find and recruit teachers

What else?

What do children and youth in this community need for learning and playing?

Circle all that are true.

Learning materials

Books

Sports equipment

Teachers

What else is needed?

Question

Answer

What are the main water, sanitation, and hygiene needs at this school?

Circle all that are true.

Latrines

Water for drinking

Water for washing

Soap or ash for hand-washing

Hygiene materials for cleaning

Rakes, hoes, and slashes

Hygiene education

Other (Name)

How many teachers are around and able to teach?

Circle 1 answer:

None/only a few

Some

Many

Almost all/all

Question **Answer**

Question Answer

Dangers for girls

What dangers do girls face in this community?

[illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible]

Question

Answer

Dangers for boys

What dangers do boys face in this community?

Please circle all that are true.

Children without parents or caregivers

Recruitment, kidnapping, or trafficking

Being sexually abused or exploited

Exposure to landmines

Early marriage

Dropping out of school or leaving school to tend cattle and livestock.

Child labour

What other dangers do boys face?



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