



**BUILDING TOMORROW<sup>®</sup>**

**ACCESS & LEARNING**

A detailed review of the evolution of Building Tomorrow's model from 2006 to 2012 and a step-by-step look at their programs, policies, and overall quality of education strategy moving forward in 2013.





“

*I want to be quite explicit here...if the government of Uganda has to build these schools themselves under the model they are using, it will take them forever and a day to get universal education in rural areas. If Building Tomorrow can go build the schools, the government of Uganda will pay the salaries of the teachers and make sure they are trained when they get to the areas. This is a question of saving years, not only in the lives of all the children affected but in the progress of the country itself.*

*This is a great NGO because it fits perfectly into a strategy that the country has, that cannot be implemented in a reasonable amount of time unless somebody else moves in and builds these schools with more community buy-in, at lower costs, to accelerate the dispersal of the teachers out of places like Kampala and into the country as a whole.*

”

**-President Bill Clinton, 2012 Clinton Global Initiative Annual Meeting in NYC**



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## the why

### background & rationale

“The world is facing a hidden and silent emergency in education . . . Cameras will never capture children going hungry for want of education, or lives devastated for want of learning. Yet there is overwhelming evidence that disadvantage in education costs lives, undermines economic growth, fuels youth unemployment, and reinforces national and global inequalities.”

— Former Prime Minister Gordon Brown, 2012 Report - “Delivering on the promise, building opportunity: the Case for a Global Fund for Education”

### the state of education

Every morning, more than 31 million children in sub-Saharan Africa wake up without a school to attend (*UNESCO Institute for Statistics*). Many countries throughout sub-Saharan Africa have guaranteed a free, basic, primary education to every child, yet struggle to keep up with demand as they are plagued with chronic budget cuts, slow-moving bureaucracies, and a shortage of qualified teachers. In many cases, this results in students walking miles to get to a “school” in a neighboring community, scribbling their lessons in the dirt for lack of proper learning materials or gathering under a tree to learn. And when they can and do attend school, it is often not without significant sacrifices on the part of their parents and families, with little to show for it in terms of actual learning outcomes.

In 2011, the US Agency for International Development released the following data demonstrating the multiplier effect of education as it relates to health, economic growth and poverty reduction:

- A child born to an educated mother is more than twice as likely to survive to age five.
- Educated mothers are 50% more likely to immunize their children than those uneducated.
- Every extra year of school increases productivity by 10-30%.
- Individual earnings increase by 10% for each year of school completed.
- A girl who completes basic education is three times less likely to contract HIV/AIDS.
- Educated women re-invest 90% of their income in their family; men invest 30-40%.

In short, education is the single most effective means of reducing poverty worldwide. However, the only truly-effective approach is holistic, multi-pronged and, most importantly, long-term.

Furthermore, while providing access to education is a crucial precondition towards achieving these outcomes, what matters most thereafter is its quality. In his 2012 report, Brown goes on to write, “one of the reasons that so many children drop out of school after the early grades is that they have not mastered the basic reading and numeracy skills that they need to progress to higher levels. And many parents keep their children out of school because they know that education systems are failing their children.”

In light of this, we must simultaneously tackle both access and learning; removing the barriers to school that deny so many children their fair chance, and reforming education systems to ensure students are being equipped with the skills they need to succeed beyond the classroom.

Following a United Nations summit in 2000, 193 countries and dozens of organizations around the world committed to achieving a set of eight international development goals in an effort to alleviate extreme global poverty by 2015. These are commonly referred to as the Millennium Development Goals, the second of which is **Universal Primary Education (UPE)**, which guarantees a free, basic, primary education to every child.



## organizational summary

In 2006, Building Tomorrow (BT) was founded as a way for young people to actively address the incredibly critical need for classroom space in sub-Saharan Africa. Fueling this idea was the notion that when communities are empowered to address their own needs, true social change can take place. And when young people are empowered to recognize those needs and advocate on their behalf, the social impact is exponential.

Over the years, BT has grown from a simple idea sketched on the back of a napkin to become a robust international organization, working directly towards achieving safe, quality, universal primary education.

BT's work is rooted in the belief that success is only possible when there is significant community buy-in and an overall sense of shared responsibility. Our ultimate objective is to equip rural communities with the resources they need to create their own opportunities and build a path out of poverty for themselves and their families.

"Education is like a vaccine. It is only truly effective once an entire generation has been immunized."

-Joseph Kaliisa,  
BT-Uganda Country Director

Today, BT works in Uganda where our partner communities match our financial support by donating land for each academy (approximately 3 acres) and volunteering their time (over 20,000 cumulative hours) to construct it. BT's unique, sustainable model calls on parents and local leaders to mobilize their communities by serving on organizing committees and overseeing construction. Once opened, these and other community members serve on school management committees – largely comprised of women – and oversee the schools' daily activities and long-term development.

Additionally, BT works directly with parents, local leaders, management teams and government officials to ensure each academy is fully-staffed with motivated, qualified, and trained teachers; effectively managed; and adequately resourced to provide a quality education. BT academies are operated as community-supported, government-aided, schools - what we've come to call a public/private hybrid (discussed in detail below).

As of June 2013, BT employs a full-time staff of eleven; three at our headquarters in Indianapolis, IN and seven Ugandan nationals and an engineering fellow working in our Kampala, Uganda field office. Together, we have opened 10 community-built and stakeholder-sustained academies; each built for less than \$60,000USD and providing learning space for 325 students.

In 2011, BT made a public commitment in partnership with the Clinton Global Initiative (CGI) to significantly scale our work and expand our focus – by way of both constructing 60 total academies and strengthening the teaching capacity of 450 rural-based teachers by 2016.

## room for improvement

Until 2011, BT's efforts in Uganda focused almost solely on the construction of BT academies. Technically speaking, these were referred to as UPE – government – schools. As outlined above, donor communities in the USA provided funds for construction materials and skilled labor, local communities donated land and unskilled labor, the local government staffed each academy, and community leaders, by way of the School Management Committee (SMC), managed each academy. To a very limited extent (i.e. approximately UGX3,000 - or \$1.16 - per student, per term), the local government also provided funds to each academy for furniture and classroom resources.

BT's first six years proved to be an incredible learning experience. In that time, BT's entire team gained a much deeper understanding of the



systems, structures, politics and perceptions surrounding primary education in East Africa, specifically rural communities in Uganda. Despite the shortfalls, there is significant money and resources being spent on primary education - by both the Ugandan government and by the families of students themselves. However, it is not being spent or allocated efficiently by either party.

The following issues highlight the need for a new model to both provide access and raise the standard of learning in class.

## issues facing rural UPE schools

Partnering with the government under the UPE initiative *does* provide, among other things: 1) BT academies with access to long-term, institutional support for a more financially sustainable, broad-reaching solution to UPE; 2) the networks and programs to recruit, hire and manage staffing; and 3) an education without any *formal* school fees.

However, over the past six years, the benefits of operating as a UPE school have been met with significant learned challenges. In practice, BT's experience has demonstrated, first-hand, that UPE *alone* is not and will not be the solution to providing an education and a route out of poverty for the youth and communities of rural Uganda. Here's why:

### A slow-moving government bureaucracy.

- The public education system in Uganda is highly decentralized, with hiring decisions and funding allocations approved at the district level by District Education Officers (DEOs); meaning agreements and contracts made in one district are not immediately transferable to another.
- While operating as UPE schools, BT academies rely on a coding system whereby an academy can and will not be fully staffed with government teachers until the school has received the proper codes, a process that can and has taken more than a year and operates on a case-by-case basis as opposed to "first-come, first-served."
- Disorganization regularly causes delays in paying UPE teachers' (meager) salaries.
- An inefficient and slow-moving decision-making structure has severely limited the government's ability to update and improve their programming as new information comes to light. For example, UPE teachers still can not, technically, hold students back if they are not performing at the appropriate grade level or making passing grades, despite the evidence that UPE programs have resulted in severe overcrowding and, likewise, regular occurrences of teachers simply promoting students to make room for others. Similarly, despite the evidence surrounding the benefits of pre-primary or early childhood education, UPE schools still can not, technically, have a nursery class.
- Government delays to staff our schools and provide resources and desks have resulted in our team spending significant time acting, informally, as lobbyists to the Ministry of Education. To ensure we are following through on our commitments to our partner communities, nearly equal amounts of time are spent in conversations with various government officials as is spent on actual construction.

**coding** - a process by which the Ugandan government assigns a formal code and, with it, a budget to a new school; a code is required before a school can be fully-staffed or receive government-funded resources.

### Severely limited resources.

- Largely underfunded – a fact not unique to Uganda – public schools lack the resources to provide even the most basic of training and materials. Today, BT academies operate with severely limited access to both. In some cases, there are still not enough desks for all



students, and in nearly every case, teachers and students alike lack access to the basic learning tools they need to succeed (books, reference materials, displays, etc.). And despite this, UPE schools cannot, technically, charge any formal fees or receive financial support from the community. If and, more accurately, when government support stops or is inadequate, the school suffers, its reputation diminishes, students are kept out of school...the cycle continues. Likewise, though no formal fees are charged, a government education is and likely never will be free, so long as any standard of quality is expected. Parents pay for books, materials, food, uniforms, etc. on an ongoing basis.

- Due to the demands on classroom space as a result of UPE (enrollment skyrocketed after its formal initiation), automatic promotion – the practice of moving students to the next year without academic reason – is a widely used method of getting students through school, with almost no regard for their learning level.
- As government teachers are directly employed by the district education office, in practice, school management committees and head teachers have very little control and lack the power to motivate or hold teachers accountable. When their salaries are paid late or support is insufficient and teacher attendance and/or motivation dwindles, management committees are at a loss and the school and students suffer.
- Not only do budget limitations restrict the growth of existing schools, but cuts can prohibit the development of any new schools, as was the case in the fall of 2012 when the government of Uganda put a temporary hiring freeze on any new teachers until September 2013, at the earliest. While these cuts did not affect existing academies, at least five new academies were set to open during the first half of 2013. In order to ensure these academies not only opened with a full staff, but were equipped with necessary resources and materials to ensure success, BT worked with the communities to create a new model and the schools were opened independent of the government, as community-funded, private schools.

### Isolated, rural communities.

- Housing is almost always an issue; with many teachers making a long commute to teach in rural schools rather than relocating themselves and their families to isolated, rural areas. The distance is often cause for minimal teacher-classroom time, low attendance, and delays.
- The government's posting of teachers to rural schools as punishment is an all-too-common practice.
- Engaging parents and families can be a challenge anywhere, but especially in isolated, rural areas where a majority have never finished primary school themselves. Shifting perceptions and ensuring education is and remains a top-priority at a community level is an ongoing struggle. Despite all efforts to the contrary and significant community engagement during construction, it is not uncommon for enthusiasm to diminish over time as a result of shifting priorities, construction delays, staffing delays, irregular (or insufficient) government support, teacher absenteeism, ...all contributing to the downward cycle of sub-standard education.

### **issues facing rural (informal) private schools**

On the heels of the introduction of UPE, overcrowding, severely limited access, and a host of other issues (detailed above) facing rural UPE schools led many individuals and groups to found their own local, private schools. These private schools provided choice for parents and families: rather than sending their children to distant, public, and what were perceived to be low-quality schools, parents could choose to send their children to a nearby school, at a cost. Unfortunately, these private schools faced their own set of issues.

Many of these so-called "private" schools are not credentialed to run as private schools, rather they are 'informal' learning environments. Some, for example, are no more than a few desks under a tree. Likewise, these schools lack any formal accreditation and do not afford students the



opportunity to take national exams; namely the Primary Leaving Exams (PLEs) required to graduate and move on to secondary school.

Additionally, many of these schools are staffed with un- or under-qualified teachers, further hindering a students' ability to progress year after year. In BT's experience, this causes significant issues if and when students transfer to a formal school; UPE or private. For example, a student may have been enrolled in P4 at an informal school and, likewise, would expect to begin the next year in P5 at a new school. Unfortunately, an all-too-common occurrence is that the student's actual learning level is far below their expectations. Every day, students are graduating without knowing how to read or write; a consequence of both automatic promotion (detailed in UPE challenges above), unqualified teachers, and informal schooling.



Another challenge related to teachers is that of disorganized, or even non-existent, management. Though not always adhered to, UPE schools do have in place strict management requirements (School Management Committees, for example). Informal private schools, however, do not. Likewise, teachers are often accountable to no one but themselves and parents lack any formal structure or process by which to lodge a complaint.

Furthermore, rural private schools are often run by a sole proprietor who is seemingly more interested in turning a profit than providing any sort of true added-value. That being said, costs to attend these schools vary widely - for example, UGX25,000 per term for the "school" pictured above - a not insignificant amount; especially due to their informal status and the quality of the learning environment.

## case studies

The following case studies represent a sampling of the successes and challenges – better described as learning experiences – faced by specific BT academies over the years, and efforts undertaken by parents, teachers and entire communities to overcome them.

### **the BT Academy of Lutisi | Lutisi, Wakiso District, Uganda | [www.buildingtomorrow.org/lutisi](http://www.buildingtomorrow.org/lutisi)**

In 2007, BT offered an unprecedented challenge to the community in Lutisi, Uganda – we will fund the construction of a school, if residents build it. In accepting the offer, it marked the first time families committed 20,000+ hours of their own labor to build a school for their children.

Since its opening, the School Management Committee (SMC) has disregarded many UPE rules for the betterment of their school, doubling the teaching staff and adding a nursery class. To support the additions, parents have agreed to make a financial contribution each term. They recognized: 1) without a nursery class, the Academy was losing out on potential students whose parents would enroll them in nursery classes at distant or private schools to begin their schooling sooner, with little chance of a transfer at a later date, 2) the government's stipend for materials was far from adequate to meet the standards they had set for themselves and their students, and 3) teachers and students alike would greatly benefit from a teaching aid – in particular one that could be held accountable to the SMC as opposed to the government.

This ongoing commitment from parents marked the start of a gradual transition from BT academies as government schools to community-supported, government-aided schools; what we now refer to as public/private hybrid schools.



*\*NOTE - The community in Lutisi and the SMC made these changes on their own, completely independent of BT. Similar changes and improvements have been and are slowly taking place in other BT partner communities.*

## the BT Academy of Kyeitabya | Kyeitabya, Kiboga District, Uganda | [www.buildingtomorrow.org/kyeitabya](http://www.buildingtomorrow.org/kyeitabya)

In August 2012, BT celebrated a commissioning ceremony for the BT Academy of Kyeitabya with the community of Kyeitabya. This ceremony symbolized the end of construction; an exciting milestone, especially given the extended construction time line, largely due to the introduction of ISSBs (compressed earth blocks).

Typically, this ceremony initiates the process of the school being formally coded. However, in the fall of 2012, due to budget cuts at the national level, the Ugandan government put in place a ban on hiring new teachers in a number of districts across Uganda; including Kiboga district, home to the BT Academy of Kyeitabya. In short, this meant that Kyeitabya would receive no government teachers; for the foreseeable future anyway.

As a result, our team in Uganda worked directly with parents and community leaders in Kyeitabya to develop a new way forward. In January 2013, the following series of events occurred:

- parents in Kyeitabya agreed to make a significant financial contribution to the school each term; in short, in the absence of government support, they agreed to pay for teachers and operating costs themselves
- BT advertised teaching positions at Kyeitabya and two other academies in a similar situation
- qualified teachers were interviewed and recruited by BT
- BT hosted an orientation workshop for new teachers at our office in Kampala
- four teachers were posted and moved to Kyeitabya, including three teachers for P1-P3 and a teacher specializing in nursery (pre-school)
- student registration began and the SMC began collecting contributions from parents
- classes began at the start of the first term on Monday, February 4th

To match the ongoing financial support committed from parents, BT outfitted each class with textbooks, resources, desks and furniture (typically provided, to a limited extent, by the government via the same budget used to fund teachers). We also committed to fund (only) the first term of teachers' salaries. By doing so, contributions collected from parents in the first term could and did go into a savings account so that, when the second term came along, the school had a positive budget balance.

It remains uncertain if and when the government's budget cuts and subsequent hiring ban will be lifted. In the worst-case scenario, should it not be lifted, the termly contributions committed from parents are enough to run the school, long-term. In the best case scenario, should government support return in the second term (or even at a later date), the community has decided to continue making financial contributions that will, in turn, subsidize the government's support and provide an increased budget to support new activities, programs and resources at school.

This process hasn't been an easy one but there are many, many positive outcomes:

- In a nation where free government schools are widely considered low quality under the notion that "you get what you pay for," by agreeing



to pay for teachers and resources themselves, parents and community members have not only prioritized education but put a system in place that will give their school the opportunity to grow and improve over time, insulated from government cuts and budget shortfalls.

- BT hired a nursery teacher, specifically trained to teach nursery (pre-school) students. Pre-school classes have been proven to not only increase enrollment overall but the benefits of a pre-primary (or early childhood) education have been widely documented.
- By recruiting teachers themselves, BT was able to set higher standards and, as a result, was able to recruit higher quality teachers, notably teachers who were and remain excited to live and work in a rural community. (We have already seen a noticeable change for the better.)
- BT limited enrollment to P3 in the first year of class. Not only to limit costs for the community, but to allow for gradual growth over time. More importantly, BT learned that a vast majority of students in isolated, rural areas cannot read or write past a P3 level. Even if and when they have been enrolled as a P4-P7 student in a nearby temporary “school”, testing has shown that they have yet to master the basics. Likewise, limiting enrollment to P3 and placement testing ensure students are enrolled in a class appropriate for their learning level.

In the first term, 76 students were enrolled and more are expected: according to the acting Head Teacher, Emmanuel, “some schools start with only 20 students, and we already have 76! And we are the only school that provides lunch!”

While the circumstances might be different from what was initially expected, the impact hasn’t changed. In fact, it is likely to be even greater.



## the what—a public/private model

One of BT's greatest strengths is a willingness to regularly review their model, research trends, analyze best practices by like-minded and peer organizations and, when necessary, adapt. This line of work isn't easy; every community is different and engaging so many partners – the government in particular – takes time. (The outcomes aren't always the same, and in truth, they'll never be.) Furthermore, government, everywhere, is slow; and, when economic setbacks resulted in a national hiring freeze on teachers, the negative impacts were only enhanced.

More importantly, however, BT's community partners continue to go above and beyond expectations and prove – time and again – their commitment to their children's education. As described in the above case studies, parents and families – despite many being uneducated themselves – place incredibly high value on education and make, or are willing to make, incredible sacrifices, contributions and commitments to provide not just a permanent and local place to learn but a top-quality learning environment.

Likewise, fueled by both experience and circumstance, BT has developed a model of government-aided, privately-supported, community schools – what is referred to as BT's public/private hybrid model.

## description

### publicly supported

Public funding for education exists, it is just not being spent or allocated efficiently or effectively. To reverse this trend, BT obtains a commitment, pre-construction, from the district government to fund:

- 1) Teachers — *termly*
  - a) P1-P3 and a head teacher at start
  - b) adding a subsequent teacher each year for P4-P7
  - c) prior to their formal posting, teachers are interviewed and must be approved by BT
- 2) In-class resources — *annually*
  - a) actual support/amount varies by district but must meet minimum requirements:
    - i) desks for every enrolled student
      - (1) providing additional desks each year
    - ii) furniture
      - (1) a table and chair for each teacher
      - (2) two tables & chairs for the meeting room
      - (3) one table & chairs for the head teacher's office
      - (4) one bookshelf
    - iii) books (to the extent possible)
      - (1) textbooks at a student:book ratio of at most 4:1
      - (2) 14 reading books per class
      - (3) three reference/teacher's guides per class

**example** - During BT's site identification phase, BT met with the District Education Officer in Lukindu on many occasions to elicit a commitment to support the school. Prior to construction, a Memorandum of Understanding (MOU) was signed between BT and the District government ensuring the provision of teachers and desks for a new BT Academy in Lukindu.



## community funded

Under this model, parents and families agree to make regular contributions, set by the SMC, to support the school's ongoing development. Parents/guardians set priorities, establish a budget and commit to a contribution to fund:

- 1) Classroom resources —
  - a) displays, basic office supplies, etc.
  - b) contributed during registration
- 2) School meals —
  - a) food and cooking materials to provide a daily lunch for all students
  - b) parents have also been given the option to contribute in-kind (e.g. with maize flour)
- 3) A nursery teacher —
  - a) a position not currently staffed by the government under the UPE initiative
- 4) General school development —
  - a) additional programming, teaching aids, extra-curriculars, staffing, etc.
  - b) spent at the discretion of the SMC

**example** - The BT Academy of Lukindu is one of BT's first public/private hybrid schools, opening in 2013. In Lukindu, parents committed to a termly contribution of 30,000UGX, set by their SMC, for school meals, resources and a nursery teacher. When registering their students, parents made a payment of 5,000UGX that, prior to the school's opening, was matched, in-kind, by BT in the form of additional furniture and books to bring the school to standard (also taking into account the government's support).

## comparison

### rural public

- standard P1-P7
- free\* (no formal fees)
- institutional support/government funding
- accredited (for testing)
- limited access in rural communities
- severely limited access to professional development for teachers
  - rural posts equate to isolation
  - limited accountability
  - perceived low-quality
  - automatic promotion
- low parental involvement

### hybrid

- streamlined district support
- government teachers (P1-P7)
- community-funded nursery teacher
- teachers vetted by SMC and third-party (BT)
- community funding for supplemental resources
- access to training and support networks for teachers and management
- high-levels of parental involvement
- accessible to rural communities
  - flexible programming
  - accredited

### (informal) rural private

- formal school fees
- limited oversight
- not always accredited
- flexible programming
- un- or under-qualified teachers
- typically perceived to be higher quality
- potentially higher degree of teacher accountability
- widely available
- varying class-levels

\*As mentioned numerous times previously, government funding for public schools is severely limited. The funding provided for resources and general school-improvements amounts to approximately 3,000UGX (\$1.16) per student, per term. Likewise, in order to allow for any sort of quality learning environment, despite the absence of any formal school fees, parents and families must pay for uniforms, books, paper, meals, etc.



## perceived benefits

### financially sustainable

BT's public/private hybrid schools are equipped with both long term, institutional support and private financing to allow for stability, growth and variation in programming. While identifying partner districts and soliciting a formal commitment from government officials is no easy process in the short term, it is the best option in the long-term. BT is a firm believer that a nation's government has both the responsibility and the best opportunity to provide an education to their children. By leveraging BT's own commitment, we can ensure that responsibility reaches those isolated, rural communities that are all-too-often ignored.

Furthermore, BT's team in Uganda repeats time and again that, "If the quality is OK, the community is willing to pay." However, despite their motivation, their resources *are* limited and acquiring the funding for an entire school's worth of teachers from a rural community is a tall order. That being said, as we have described in detail, there are significant benefits to including parents and families in not just the budgeting process but also the financing of a rural, community school: parents are more engaged, teachers are more accountable, and the overall quality of the learning environment is improved. Likewise, the contributions outlined in the earlier pages represent an amount that parents, families, school management and BT staff determined was feasible, enough to meet the basic requirements of their school, and enough to allow a measure of flexibility for those children and families who may miss a payment or need to contribute in another manner (in-kind, for example).

Though BT makes a significant investment in the construction and early development of a school, BT does not - nor, most importantly, do they need to - provide any ongoing financial support for a school. With this set up, BT is able to reach a significantly larger number of students and communities throughout rural Uganda and, ultimately, East Africa.

### self-reliant

With the school's financial health accounted for, the support BT can and does provide early-on is in the form of training and networking. Head teachers from every new BT academy are introduced to a network of their peers, and the Chair of each School Management Committee has the opportunity to learn from a peer network as well. BT staff also provides one-on-one, basic training in school management, governance and accountability to head teachers and management teams. Ongoing training for teachers and management teams is currently being developed in partnership with other organizations, but will provide professional development to those interested in a "train the trainer" format (i.e. one individual will be equipped with a set of tools and resources that they can, in turn, share with a larger audience).

Furthermore, the World Bank identified reducing head teacher absences, teacher absences, and improving teacher accountability arrangements as the three most efficient ways to improve the quality of education in East Africa. Though indirectly, BT's public/private model establishes a system that engages parents and families in the education of their children and strengthens accountability structures at each academy.

BT's ultimate goal is for each and every one of our academies to be self-sustaining in the long-term. Everything we do throughout our entire process is to prepare our partner communities (parents, teachers, local leaders, etc.) to effectively and efficiently manage and operate—independently—a top-quality, successful, community school.



## the blueprint

This document was born out of several community and staff conversations whereby we audited our model and the changes taking place at each of our partner sites. We documented every step of our model, in great detail, and we applied best practices—as witnessed in our partner communities—in our strategy moving forward.

Today, BT's work in Uganda can be divided into five distinct phases: site identification, pre-construction activities, active construction, post-construction activities, and start-up support. Intensive monitoring and evaluation, described in the "studying impact" section below, is being developed and will be deployed at nearly every step along the way.

The following Blueprint is very much a living document. Day-to-day, BT's entire staff reference this document and an accompanying checklist to track the ongoing progress of any potential or active site. As we work to achieve the goals we set forth at CGI in 2011—constructing 60 schools by 2016—and bring our model to scale, the Blueprint ensures our entire team stays on-task, is knowledgeable about expectations, can communicate our progress, and can replicate our model over and over again.

Furthermore, the Blueprint allows us to easily share the progress of any school, at any given time, with our donors. For donors on a college campus who may be already working towards raising funds for their next school, the Blueprint allows them to track and share the progress of their school, further energizing their supporters and providing ongoing, and oftentimes much needed, motivation and a direct connection to the project. For other donors—program or otherwise—the Blueprint provides an added layer of transparency and accountability.

Lastly, it is BT's hope that this Blueprint can be used as a tool by other organizations. We've learned a lot over the years, to say the least, and numerous conversations with other individuals and organizations interested in community development and/or school construction have encouraged us to share that knowledge as best we can, by way of a detailed, step-by-step account of what we do, why we do it, when we do it and who is involved; i.e. the Blueprint.

### 1. site identification

The site identification phase lays the vital groundwork for our work with a community. BT only begins negotiations with a community when it knows the organization can follow-through on any promises made and, in turn, we expect the same from our partners. In this phase, needs are identified, expectations are set, roles and responsibilities are outlined and commitments are made between BT, the Ministry of Education, the local District Education Office, community leaders, and – most importantly – parents.

#### who is involved overall

- BT's Country Director (CD)

#### a note on community partnerships

Every day, commitments are made and subsequently broken throughout much of the developing world – Uganda being no exception. And understandably so, this has resulted in a culture of skepticism and mistrust towards outside organizations of any kind.

For BT, transparency and trust are foundational to our work and have been since the day we began. Not a decision is made nor a finger lifted without first having an open and honest discussion with our community partners. Furthermore, BT does not begin discussions with a community until we have secured the financial support to back our commitment and fully accomplish all we set out to do.



- BT's Project Manager (PM)
- BT's Logistics Officer (LO)
- Local representatives from the District Education Office
- Local Leaders
- Parents and families

estimated total duration - approximately 5-6 weeks

### 1a. tier 1 needs assessment: macro-level, desk research, initial contact

The very first step of BT's model is the identification of potential community partners, through a variety of means. Today, this step has evolved into pursuing partnerships at the district or Ministry level. By doing so, BT gains access to government data for the process of identifying potential partners and securing land donations. Ideally, BT will commit to building at least 'x' number of schools in a given partner district if and when district officials identify 'x' communities that meet our needs assessment criteria.

Prior to any formal commitment, BT's Logistics Officer (LO) undertakes what we refer to as a 'Tier 1 Needs Assessment,' with support from the local, government-employed, Inspector of Schools and the District Education Officer. At this stage, the LO's aim is to independently verify the need for access to multiple primary schools at a macro (district) level via a review of demographics and national poverty indicators, site visits with the Inspector of Schools and discussions with the local chairman of each village.

#### who is involved

- BT's Country Director (CD)
- BT's Logistics Officer (LO)
- Local representatives from the District Education Office
- Local Leaders

In Uganda, a district is comprised of multiple parishes and a parish is comprised of multiple villages. In general (and historically speaking), BT academies serve between 5-7 villages.

estimated duration - approximately 1-2 weeks

#### BT's Tier 1 Needs Assessment is outlined below:

- 1) If a potential key partner district is identified based on:
  - a) track record of cooperation at the district level (ideally)
  - b) demonstrated leadership (i.e. a champion for BT's work)
  - c) multiple site availability (between 2-5):
    - i) donation of land (approximately 3+ acres per site)
    - ii) feasibility of construction
    - iii) accessibility for materials transport
  - d) desk research – a macro-level review of available district-level demographics to assess magnitude of need:
    - i) number of primary-school-age students
    - ii) number of schools in the district, sub-county, and parish



- iii) local population (surrounding 6-7 villages within an approximately 2-3km radius)
- iv) location of nearest primary school
- v) literacy level(s)
- vi) drop-out/graduation rates
- vii) other general demographics as available
- e) commitment to support multiple (2-5) BT academies by way of providing funding for:
  - i) teachers for four classes per school at start, eight at capacity (required)
  - ii) desks (required) – (\*see public/private funding model, above)
  - iii) furniture (required) – (\*see public/private funding model, above)
  - iv) books (to the extent possible)
- f) meetings with local leadership to:
  - i) introduce BT's cost-sharing construction model and public/private hybrid model of school-funding
  - ii) review objectives, expectations, roles & responsibilities
  - iii) assess commitment
    - (1) willingness to volunteer labor
    - (2) prioritization of education at the village leadership level
    - (3) general ability and interest in supporting the school long-term
  - iv) establish contacts for tier 2 assessment

2) Then a Memorandum of Understanding (MOU) is signed with the district

- a) **\*\*NOTE – terms of the MOU will be conditional, based on final results of the tier 2 assessment**

### benchmarks & metrics

- General demographics
- Donation of land (approximately 3 acres)
- Signed MOU with District

### relevant attachments

- Sample District MOU

### **1b. tier 2 needs assessment:**

At this stage, BT's Program Manager (PM) will undertake an in-depth, "tier 2" needs assessment of each proposed site to demonstrate a specific, quantifiable need. Beginning with a series of community discussions at the household level, the PM will introduce BT's work to the parents and families of prospective students. The ultimate goal of these and subsequent meetings is to establish clear expectations, on behalf of both parties; establish community contacts; and plan for the collection of needs assessment data.

Following this series of meetings, the PM will coordinate a period of pre-registration to take place at the site of proposed school. With the help of community volunteers (aka 'BT Champions'), parents and family members will be asked to "pre-register" their students for the school on-site



by providing their ages, the school they currently attend (if applicable), and additional qualitative data. Economic data pertaining to household income, occupation, etc. will also be collected at a local level. Furthermore, data collection will serve two purposes: establishing a verifiable and quantifiable need for a community school, and – should a partnership be formalized – establishing a baseline by which to measure impact at a later date. Data collection will also take place on-site in an effort to set the expectation of the community's and parents' involvement.

Additionally, during this process, the PM will personally survey the surrounding villages (relative to the donated site) and plot the location of existing schools, aided by a surveyor's trundle wheel. BT's target is to reach a majority of the expected population within 2-3 km, knowing attendance rates drop significantly beyond that point. Experience has also taught us that simply asking for the distance one currently walks to school (or anywhere, for that matter), is largely unreliable; though rarely intentionally so. Likewise, this process helps affirm data that is typically hard to collect directly from families.

During this stage, BT's team will also research and review the presence of any other community-based organizations working locally to identify potential opportunities to collaborate or expand upon existing projects and partnerships.

requirements – BT's benchmarks for partnering with a community include, among other things:

- At least 250 primary-school age children within walking distance to the proposed donated site
- No more than 50% current enrollment in a government-recognized, accredited school amongst those surveyed in surrounding villages

who is involved

- BT's Country Director (CD)
- BT's Project Manager (PM)
- Local representatives from the District Education Office
- Local Leaders
- Parents and families

estimated duration - approximately 4 weeks

BT's Tier 2 Needs Assessment is outlined below:

- 1) If a potential partner community is identified based on:
  - a) Visit to the site and meetings with community leaders to ensure land donation
  - b) Site visits for 'walk-around' to calculate distance (using a surveyor's trundle wheel) and plot locations of:
    - i) nearest UPE school
    - ii) nearest private schools (formal and informal)
    - iii) water source(s)
    - iv) roads for material transport
  - c) Approval of needs assessment data from US team
  - d) Community meetings (multiple)
    - i) Open invitation to all community members



- ii) Orientation to BT
- iii) Discuss roles, responsibilities and expectations
- iv) Introduce public/private hybrid model to parents
- v) Discuss plans for needs assessment
  - (1) Identify community volunteers – “BT champions” – to mobilize community
- e) Pre-registration of students to collect data pertaining to:
  - i) Number of families
  - ii) Number of students of primary-school-going-age
  - iii) Number of pre-primary students
  - iv) Percentage of out-of-school students
  - v) Parental commitment to support education and participate in construction

2) Then BT works with the community to begin the process of pre-construction

### benchmarks & metrics

- Geographic data, location of schools
- Demographics, independently verified
- Meeting attendance by parents and various stakeholder groups

*\*\*NOTE – Should data collected (qualitative or quantitative) not meet BT’s benchmarks and, more importantly, should the communities identified be opposed to our model in any way, BT will cease discussions and begin the work of identifying new potential partners.*

## 2. pre-construction activities

The following two phases – preparing the site for construction and ‘sensitizing’/educating the community leading up to a formal commitment signing – occur, ideally, simultaneously. Together with a BT Community Development Officer (CDO), BT’s Project Manager (PM) will begin to put the wheels in motion to start construction.

### who is involved overall

- BT’s Country Director (CD)
- BT’s Project Manager (PM)
- BT’s Engineer in Residence (EiR)
- a BT Community Development Officer (CDO)
- BT’s Chief Dreamer (ChD)
- Foreman & construction team
- District Engineer in Uganda
- Certified Architect in Uganda



- Local Leaders
- Parents & families

estimated total duration - approximately 4 weeks

### 2a. designs, approvals & staffing

At this stage, BT's Project Manager (PM) is responsible for formally assigning BT staff and team members to the construction site: a Community Development Officer (CDO), and a foreman and construction crew. While CDOs are full-time staff of BT, our foremen and construction teams are hired on a per-project basis. Currently, BT has four foremen and construction teams assigned to our active build-sites and, once construction is completed at one site, a team will be reassigned to a new site. Additionally, BT's Engineer in Residence (EiR – full-time staff) will subsequently visit and survey the site and begin adapting a prototypical design for it.

In terms of decision-making, the CDO – serving as formal liaison between BT and the community – will be the individual in-charge on-site. The construction team will thus report directly to the foreman who, in turn, is accountable to the CDO.

That being said, an important part of our staff development includes the training of our CDOs to serve – for all intents and purposes – as on-site contractors. Both before they assume their roles and as ongoing professional development, they are trained by our EiR and equipped with a set of tools for quality control and overall site-management.

#### who is involved

- BT's Country Director (CD)
- BT's Project Manager (PM)
- BT's Engineer in Residence (EiR)
- BT's Chief Dreamer (ChD)
- Foreman & construction team
- District Engineer in Uganda
- Certified Architect in Uganda

estimated duration - approximately 4 weeks

#### BT's pre-construction: designs, approvals & staffing phase is outlined below:

- 1) Assignment of on-site construction team
  - a) Foreman + team of masons assigned
  - b) Community Development Officer assigned – in charge
- 2) Development of blueprints
  - a) Engineer in Residence visits and surveys site
  - b) Blueprints are drafted



### 3) Blueprint approvals (in order)

- a) Per UG government regulations, blueprints are sent to certified architect in UG for approval
- b) Blueprints sent to BT staff and engineers on advisory board for approval
- c) Per regulations, blueprints submitted to the District Engineer

*\*\*NOTE – Previous designs have been drafted by both professional architects and architecture students, and have been solicited via international design competitions, among other means. In line with our goal to “open-source” our model and resources, all blueprints are available online.*

### relevant attachments

- Blueprints & designs

## 2b. community engagement

This phase of pre-construction is one of the most important phases of our entire process. Over the next four weeks, the CDO will lead a series of in-depth meetings and discussions to prepare the families and parents of future students to make an informed commitment to build a school and support the education of their children.

During this phase, the CDO's work continues with the formation of a formal Building Committee (aka Community Organizing Committee). Members of the Building Committee are nominated by the community and are ultimately responsible to coordinate and oversee the community's involvement in construction.

Following formation of this committee, the first order of business is to introduce the CDO to the entire community and, once again, outline expectations. Subsequent meetings – nine on average – will cover topics ranging from budgeting and school governance to school policies and the overall value and importance of an education.

Additionally, BT's work during this phase of pre-construction reflects our commitment to be transparent about the long-term success of the school from day one. We do so by discussing our public/private model of school-funding in great detail. We outline what support both BT and the government will provide and the impacts of financial support from the community. Parents will also receive a breakdown of costs for a running a school (post-construction) and will collectively decide on a per-pupil contribution (given certain minimum requirements to sustain basic operations) to supplement the government support.

### who is involved

- BT's Project Manager (PM)
- a BT Community Development Officer (CDO)
- Local Leaders
- Parents and families

estimated duration - approximately 4 weeks



BT's pre-construction: community engagement phase is outlined below:

- 1) BT leads a series of community meetings to collect qualitative data used to establish a baseline for impact
  - a) Introduction to adapted version of "Shule Yetu" (assessment tool developed by Build-Africa, original version attached)
    - i) BT staff will meet with \*available stakeholder groups to explain the process:
      - (1) Students – *if an informal school exists in the area*
      - (2) Parents/families
      - (3) Teachers – *if an informal school exists in the area*
      - (4) School management – *if one exists*
    - b) Questionnaire
      - i) All available stakeholder groups present
      - ii) BT's PM and stakeholder groups will review the following key focus areas, as applicable, related to *\*any existing school*:
        - (1) Infrastructure
        - (2) Teaching and Learning
        - (3) School Administration
        - (4) Governance
        - (5) Child well-being
        - (6) Community Involvement
        - (7) Financial Health (of the school)
      - iii) BT staff will collect, analyze and graph results
    - c) Priority Setting
      - i) All stakeholder groups present
      - ii) BT staff will review results with stakeholders
      - iii) BT staff will lead discussion with individual stakeholder groups to identify priorities and perceptions
        - (1) Key focus areas will be ranked individually, from "not at all important" to "extremely important"
    - d) Action Planning
      - i) BT staff will introduce BT's model and will review a time line for construction
      - ii) BT's CDO will schedule additional meetings/discussions to plan for commitment signing process/ceremony
  - 2) Formation of Building/Community Organizing Committee
    - a) Two representatives from each surrounding village are nominated to serve on Community Organizing Committee:
      - i) Oversee volunteer coordination for unskilled labor
      - ii) Store & transport equipment
      - iii) Liaise with BT CDO
  - 3) Sensitization meetings & discussions
    - a) Led by CDO & Building Committee members
    - b) Open to all parents
    - c) Goals:
      - i) Empower parents and family members
      - ii) Define commitment



- iii) Formalize roles and expectations
- d) Meetings/Discussions
  - i) Introductions – continued discussions
    - (1) Introduce assigned CDO in charge of construction
    - (2) Review of model & construction process
    - (3) Setting of construction schedule
      - (a) Organizing volunteer labor
  - ii) Value of education
    - (1) Meaning of parental commitment
      - (a) What it takes to be successful
      - (b) Reinforcing positive school behaviors at home
    - (2) Children’s rights and responsibilities
    - (3) Education as a human/civil right
    - (4) Importance of girl-child education, specifically
    - (5) Defining quality
      - (a) How can it be achieved?
      - (b) Overview of school policies
        - (i) Student placement
        - (ii) Nursery class
        - (iii) Teacher recruitment
        - (iv) Etc.
  - iii) Budgeting & School Financing
    - (1) In-depth review of school-funding model
  - iv) School governance
  - v) Q&A
    - (1) Guest: member of SMC Leadership Council (*\*outlined below*)
- 4) ‘Commitment to Action’ ceremony
  - a) Attended by:
    - i) BT staff
    - ii) Parents of future students
    - iii) Local leadership
  - b) Formal signing of ‘Commitment to Action’ by each parent, agreeing to:
    - i) Volunteer their time to build the school
    - ii) Support (financially and otherwise) their children’s education
    - iii) Manage the school and exercise their governing rights

### benchmarks & metrics

- Shule Yetu results
- Established Building Committee



- Ongoing parental/family attendance at meetings
- Signatures on 'Commitment to Action'

### relevant attachments

- Building Committee Terms of Reference
- Community 'Commitment to Action'
- Original Shule Yetu questionnaire (developed by Build-Africa)

## 3. active construction

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BT's construction work follows a cost-sharing model whereby donor communities cover the costs of construction materials and skilled labor (foremen and masons), while our partner communities in Uganda donate land and volunteer approximately 20,000 hours of unskilled labor to construct the academy.

Experience has shown us that the timing of construction (including the time in between the commitment and groundbreaking and, post-construction, commissioning and opening) is crucial to maintain the enthusiasm and support from our partners.

At the start of construction, a rough time line is set and, following best-practices, community volunteers are divided into groups; each assigned a different day to volunteer. Furthermore, at the discretion of the on-site CDO and at the request of the Building Committee, volunteers assist with tasks including: clearing land, digging the foundation, and transporting materials.

Groundbreaking will occur and construction will ideally begin the day after the Commitment to Action Ceremony.

### who is involved

- BT's Project Manager (PM)
- BT's Engineer in Residence (EiR)
- a BT Community Development Officer (CDO)
- Local Leaders
- Building Committee
- Parents and families
- Foreman
- Construction crew

estimated total duration - five to seven months



### BT's active construction phase is outlined below:

- 1) Ground-breaking
- 2) Ongoing construction
  - a) Clearing and grading the land
  - b) Delivery of construction materials
  - c) Ground excavation for foundation level
  - d) Lay building foundation
  - e) Slab interior and exterior floors
  - f) Setting of walls
  - g) Walling approaching bottom window level
  - h) Work begins on toilet
  - i) Complete walling
  - j) Set the ring beam frame
  - k) Cast ring beam
  - l) Install wall plate
  - m) Install roof trusses
  - n) Install corrugated iron sheets to complete roofing
  - o) Plaster interior of building
  - p) Install of doors and windows
  - q) Finish toilet construction
  - r) Compound beautification, grass/flowers planted
- 3) Workshops & trainings by EiR for community members
- 4) Construction is complete when:
  - a) Main classroom structure 100% complete including detail work (gutters, etc.)
  - b) Latrines dug & to standard
  - c) Clean classrooms with padlocks & security door
  - d) Cleared road to school
  - e) Prepared compound

### benchmarks & metrics

- Construction standards met
- Ongoing volunteer attendance

### relevant attachments

- Construction & design standards



- Sample bill of quantities (BOQ)
- Pre-opening checklist

## 4. pre-opening activities

Once construction is complete according to the checklist noted above, site leadership transitions to BT's Education Support Officer (ESO). The following phase includes a number of significant enhancements and changes to our model; all focused on putting in place effective leadership, improving accountability and providing adequate resourcing to meet our minimum requirements and the standards we have put in place.

### who is involved

- BT's Education Support Officer (ESO)
- BT's Country Director (CD)
- a BT Community Development Officer (CDO)
- School Management Committee (SMC)
- Teachers
- Parents & families
- District Education Officer (DEO) or representative

estimated duration - 4 - 16 weeks

### BT's pre-opening phase is outlined below:

- 1) BT's CD works with district and national government contacts to apply for a government code
- 2) School Management Committee (SMC) established
  - a) Elected by parents
    - i) Many members of the Building Committee transfer to the SMC
    - ii) 10 members total
  - b) Basic training
    - i) review Terms of Reference
    - ii) budgeting & financial management
    - iii) school governance & accountability
    - iv) mentoring discussion with member of SMC Leadership Council (*\*see below*)
      - (1) share ideas and best practices
      - (2) peer-to-peer Q&A
    - v) monthly meetings with ESO
- 3) Parents review the following details agreed to during pre-construction meetings:



- a) Contribution totals per term
  - b) Payment schedule per term
- 4) Student registration remains open
- a) Payment of registration fee
  - b) Once threshold (50 students) is reached:
    - i) triggers matching grant for resources from BT
    - ii) allocation of books
  - c) Placement Exams\*
    - i) *All students will sit for placement exams as part of their enrollment interview to verify appropriate grade level*
- 5) P1-P3 teachers and a head teacher
- a) posted by the district
  - b) Interviews
    - i) BT's ESO, based on our MOU with the district, interviews all government-posted teachers based on the following qualifications:
      - (1) Primary teaching certificate
      - (2) High level of proficiency in English
      - (3) Positive attitude
      - (4) Ambition
      - (5) Commitment
      - (6) Motivation for rural teaching
    - ii) SMC membership assists with interviews
  - c) If approved by BT (giving us more control over quality & experience),
    - i) teachers are formally accepted
    - ii) Teachers are relocated to site/rural community by BT, as necessary
- 6) Nursery teacher
- a) BT markets opportunities (government does not post nursery teachers)
  - b) Interviews
    - i) conducted by BT with support from SMC, qualifications include:
      - (1) Primary teaching certificate
      - (2) High level of proficiency in English
      - (3) Positive attitude
      - (4) Commitment
      - (5) Ambition & motivation for rural teaching
      - (6) Specialization in nursery-school (early childhood) education
  - c) If approved by BT (giving us more control over quality & experience),
    - i) teachers are formally recruited
      - (1) Teachers are relocated to site/rural community by BT



- 7) training
  - a) general orientation to BT for teachers, roles & responsibilities, expectations, etc.
  - b) policy issues (child well-being, nursery class, placement testing vs. automatic promotion, etc.)
  - c) school governance
  - d) introduction to and provision of teaching resources via TESSA (Teacher Education in sub-Saharan Africa)
  
- 8) head teacher training
  - a) budgeting in partnership with SMC chair
  - b) oversees installation of hand-washing system prior to opening
    - i) to be managed & up-kept by students
  - c) *\*head teacher initially on probation, pending performance (can be replaced at the discretion of the SMC)*
  
- 9) Finally, a school is ready to open when it is fully equipped with:
  - a) structural - exterior
    - i) seven rooms, an office, a library, meeting space and a field for play
    - ii) an eight-stance latrine, four for boys and four for girls; including two private latrines specifically for teachers
    - iii) one hand washing station
    - iv) a functioning rainwater collection system
    - v) finished and clean compound, including clear road to school
  - b) structural - interior
    - i) desks for every enrolled student
    - ii) a table and chair for each teacher & head teachers office
    - iii) two tables & chairs for the meeting room
    - iv) one bookshelf
  - c) personnel
    - i) one head teacher (or assigned, acting head teacher)
    - ii) one qualified teacher per class (P1, P2, P3) with maximum student:teacher ratio of 45:1
    - iii) one teacher specifically qualified in early childhood education to teach nursery school
    - iv) SMC comprised of at least 10 members
  - d) materials (at min.)
    - i) textbooks at a student:book ratio of at most 4:1
    - ii) 14 reading books per class
    - iii) three reference/teacher's guides per class
    - iv) eight soft boards - for visual aids and wall displays
    - v) one set of general school supplies (chalk, paper, tape, staplers, etc.)

**\*\*NOTE** - overview of placement exams included in the "studying impact" section below

### benchmarks & metrics

- Government code



- Established SMC
- Qualified, recruited and accepted teachers for Nursery, P1-P3
- Registered students
- Placement exam scores
- Attendance at parent meetings
- Attendance at teacher training/orientation
- Established school budget

### relevant attachments

- SMC Terms of Reference
- Sample school budget

## 5. start-up support

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### who is involved overall

- BT's Education Support Officer (ESO)
- BT Community Development Officers (CDOs)
- School Management Committee (SMC)
- Teachers (including Head Teacher)
- Parents & families
- Students
- Local leaders

estimated total duration - 27 weeks + (varying, ongoing)

### 5a. term 1

Following the election and training of the SMC; hiring, training and formal posting of teachers; registration of students; allocation of materials; budgeting sessions; and multiple discussions and training sessions with parents, the school is set to open at the start of the next term (i.e. the school will never formally open in the middle of a school term).

Over the course of the first term, BT's ESO will work directly with both the Head Teacher and Chair of the SMC to formally transition complete management of the school to the community. Day-to-day activities and decision making for the school are, from day-one, completely in the hands of the teachers and SMC with BT providing guidance only.

*\*NOTE - A school will never open in the third term. If construction finishes during the second school term, the opening will delay until the first term of the next school year in February.*



### who is involved

- BT's Education Support Officer (ESO)
- School Management Committee (SMC)
- Teachers (including Head Teacher)
- Parents & families
- Students

estimated duration - first term (approximately 12 weeks)

### BT's post-construction: term 1 phase is outlined below:

- 1) Classes begin and school opens at start of new term
  - a) official ceremony after students in class (no more than two weeks later)
- 2) Collection of school contributions according to pre-determined schedule
  - a) Contributions fund a nursery teacher and, at the discretion of the SMC, class resources, teaching aids, etc.
  - b) ESO manages budget and allocates funding as school is getting started
- 3) ESO meeting regularly with SMC chair and head teacher to transfer financial & governing responsibility
  - a) Set up bank account for school
  - b) Share budgets, schedules, allocation forms, best practices, etc.

### benchmarks & metrics

- Student attendance
- Teacher attendance
- Open house attendance by parents/families
- SMC membership attendance at regular meetings
- Provision/availability of school lunches
- Collection of parent/family contributions

### **5b. term 2**

BT's one-on-one support and guidance (by way of our ESO) will be slowly phased out (the timing of which will vary from school to school, largely based on the results of the post-construction "Shule Yetu" assessment) only once our teachers and management committees have the tools they need to run the schools themselves.

At this time, BT's staff support will begin to phase out as well. Prior to that happening, however, BT's ESO will work with the rest of our team in Uganda to implement our adapted version of Build-Africa's qualitative school assessment tool, "Shule Yetu" (*described in detail in the 'studying impact' section below*). Results will be compared with those obtained pre-construction to both provide a snapshot of overall progress and to enable



parents, teachers and school management to identify key focus areas that require additional support.

### who is involved

- BT's Education Support Officer (ESO)
- BT Community Development Officers (CDOs)
- School Management Committee (SMC)
- Teachers (including Head Teacher)
- Parents & families
- Students
- Local leaders

estimated duration - second term (approximately 12 weeks)

The assessment process for "Shule Yetu" post-construction is outlined below:

- 1) (re)-Introduction to "Shule Yetu"
  - a) BT staff will meet with all stakeholders to explain the process and divide participants into groups:
    - i) Students
    - ii) Parents/families
    - iii) Teachers
    - iv) School management
  - b) A date will be set for the first session, completing the questionnaire
- 2) Questionnaire
  - a) All stakeholder groups present
  - b) Individual stakeholder groups will answer questions covering the following key focus areas related to their new school:
    - i) Infrastructure
    - ii) Teaching and Learning
    - iii) School Administration
    - iv) Governance
    - v) Child well-being
    - vi) Community Involvement
    - vii) Financial Health (of the school)
  - c) BT staff will collect, analyze and graph results
- 3) Priority Setting
  - a) All stakeholder groups present
  - b) BT staff will review results with stakeholder groups and present original results obtained pre-construction for comparison
  - c) BT staff will lead discussion with individual stakeholder groups to prioritize the key focus areas
    - i) Areas will be ranked individually based on a sliding scale, from "not at all important" to "extremely important"



#### 4) Action Planning

- a) Parents, teachers and school management will meet
- b) BT staff will work review results of both previous sessions
- c) BT staff will lead discussion focused on potential ways to improve upon the prioritized, key area(s)

#### benchmarks & metrics

- Shule Yetu results

### 5c. ongoing training

SMCs are tasked with many responsibilities. A standard (and required) practice at public schools across the country (and likewise mimicked in the form of a governing board at private schools), SMCs manage the schools, oversee teaching personnel, recruit students, and address ongoing concerns and issues as they arise.

SMCs also play a very large role in ensuring and up-keeping the quality of the schools themselves. While teachers report to the Head Teacher (principal), the Head Teacher is directly accountable to the SMC. Likewise, it is up to the SMC to work directly with the Head Teacher to ensure daily attendance, learning outcomes, provide ongoing incentives and track progress.

BT currently provides an orientation and basic training to all members of our SMCs upon their formation and throughout the post-construction process. Our ESO clearly defines the roles and responsibilities of the SMC, facilitates introductions to teachers, and discusses and outlines budgeting and management best practices in great detail. BT also supports the ongoing development of our head teachers through in-person trainings and workshops facilitated by partner organizations, dissemination of teaching tools, and through regular networking and mentoring by successful, experienced BT head teachers.

BT is implementing TESSA ([www.tessafrica.net](http://www.tessafrica.net)) resources as a means of providing teachers with a set of tools, guides and best practices to be more effective in the classroom through hands-on skills training for teachers, by teachers, educators and education professionals.

#### who is involved

- BT's Education Support Officer (ESO)
- School Management Committee (SMC)
- Teachers (including Head Teacher)
- Parents & families

estimated duration - varying, ongoing

#### Outline of BT's ongoing training programs:

- 1) School Management Committees
  - a) Creation of SMC Leadership Council



- i) Select members serve as facilitators and asked to be mentors of new SMCs
- ii) Help with meetings prior to commitment (part of needs assessment) to explain post-construction process
- b) Capacity Development
  - i) Basic training includes discussion & development of concrete action plans pertaining to:
    - (1) Governance
    - (2) Financial management
    - (3) Teacher absenteeism
    - (4) Monitoring & evaluation

### 2) Teachers

- a) Head Teacher meetings
  - i) Ongoing, monthly meetings
  - ii) Topics of discussion (varying)
    - (1) general management
    - (2) schemes of work
    - (3) share ideas, challenges
  - iii) Every head teacher always attends (usually at office)
- b) Regional teacher-training conference
  - i) 5-day workshop
  - ii) Facilitated by partner organization, Varkey Gems Foundation
    - (1) Have agreed to enroll our Head Teachers in their training program this summer (2013)
  - iii) "Train the trainer" methodology
    - (1) Head teachers participate and, in turn, repeat the training to teachers at their own schools
    - (2) Supported by BT and Varkey Gems Foundation in-country staff

### 3) Parents

- a) Encourage head teachers to coordinate regular activities to engage parents and develop a relationship between parents and teachers.

#### benchmarks & metrics

- Attendance and participation in trainings
- Parent attendance at open houses/school activities
- Completed lesson planning
- Regular student test scores

#### relevant attachments

- Varkey Gems Foundation training overview



## studying impact

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With support from partner organizations such as Build-Africa, beginning with the site identification and needs assessment – when our CDO works with parents and community leaders to establish a baseline - BT has put in place a series of programmatic and policy changes to assist in monitoring and evaluation, summarized below.

In addition, the “impact chart” included below outlines, in detail, quantitative data that BT is tracking for the specific purpose of measuring and defining our progress as we work to provide both access to and quality learning in school.

## placement exams

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At the start of the first school term in 2013, BT began limiting our enrollment to P3 at newly-opened academies. Not only does this help each community by limiting costs and slowly expanding over time, but, more importantly, we have learned that the vast majority of students in the areas we work can not read or write past a P3 level. Even if and when they have been enrolled as a P4-P7 student in a nearby temporary “school”, testing has shown that they have yet to master the basics.

Automatic promotion is a big problem in Uganda and our team and teachers are doing what we can to address it. At the end of the day, our goal is not just to graduate students from P7 but to make sure our P7 graduates have mastered the basics and developed the skills they need to succeed.

That being said, prior to their enrollment at any newly-opened academy, all students sit for a placement exam. Any student who cannot pass the exam for the class below (i.e. if a P3 student cannot pass a P2 exam), will be subsequently placed in the appropriate class. Encouraging parents to hold their students back is not an easy task; a fact not unique to Uganda. In light of this, ongoing communication with parents is vital at this stage.

Furthermore, while these changes have and are likely to continue to result in slow – but steady – enrollment, they will ensure a much more accurate baseline for learning outcomes and, most importantly, will enable teachers to identify and provide opportunities for struggling students.

## Academic Board

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As BT takes an active role in providing access to a quality learning environment and as we make a significant investment in learning resources, we recognize the need to put in place programs and policies to measure our impact and assess student performance. Therefore, the overall goal of BT’s Academic Board is to standardize programs, policies and testing to improve the quality of learning across all BT academies. The top priority of the Academic Board is to develop and implement standardized exams and teaching aids at each BT academy.

### relevant attachments

- Academic Board Terms of Reference

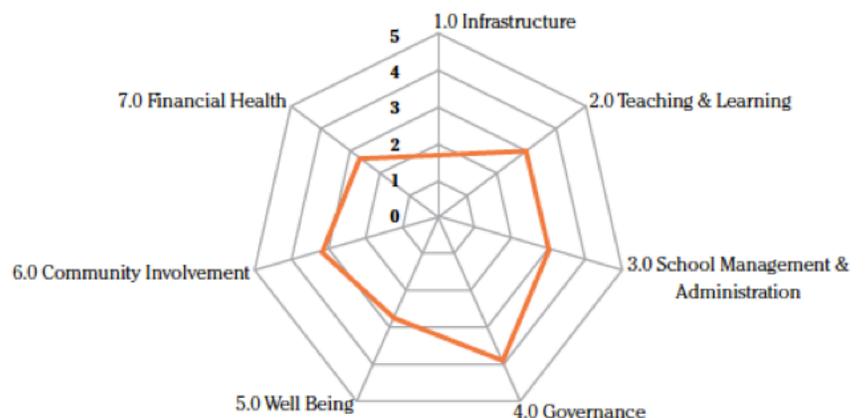


## “Shule Yetu” - via Build-Africa

“Shule Yetu,” meaning “Our School” in Swahili, is a holistic and qualitative analysis tool developed by UK-based Build-Africa and intended for use with schools in rural Kenya and Uganda. By its nature, “Shule Yetu” employs a participatory approach, engaging stakeholders (e.g. students, parents, teachers, management) in discussions surrounding their priorities, perceptions and the framework currently in place in their community to support a basic, primary-level education for their children. Specifically, “Shule Yetu” covers the following seven key outcome areas: infrastructure, teaching and learning, school administration, governance, child well-being, community involvement, and financial health of the school.

BT is adapting “Shule Yetu” for use as a dual-purpose tool that will be utilized during both the needs assessment/pre-construction phase and after a school’s first term in order to track perceptions over time and provide a snapshot of the school’s development. Implementation, both pre- and post-construction, will include a questionnaire to assess the seven key outcome areas, priority setting to track perceptions and weigh the importance of focus areas covered by the tool, and action planning. Pre-construction, action planning will focus on BT’s model and the work ahead. Post-construction, action planning will involve formally transitioning ownership of the school to the community and leading all stakeholders through the process of both recognizing how far they have come and identifying their long-term goals and a way forward.

Within each of the seven key focus areas exists a number of “key areas of assessment.” For example, “infrastructure” includes classrooms, seating, latrines, etc., and participants are asked to choose one of five descriptions that most closely resemble their school. Each description corresponds to a numerical score ranging from 1 (underdeveloped) to 5 (fully developed). This data is then translated into the “outcome star” shown to the right.



This visual representation of the data provides a snapshot of the schools’ level of development and enables communities to easily recognize both their strengths and areas in need of improvement – an important step in ensuring the school’s long-term independence and sustainability.

As stated above, participants are also ultimately asked to prioritize each of the key focus areas by ranking them on a sliding scale, from “not at all important” to “extremely important.” These answers not only give BT a sense of local perceptions related to education and schooling but also enable BT and participants to identify a plan for continued improvement, post-construction.

*\*NOTE – As BT is adapting a tool developed by Build-Africa for one phase of our monitoring and evaluation, attached is the original version of the tool.*

### relevant attachments

- “Shule Yetu” – A tool for school assessment and planning, by Build-Africa\*



## the overall strategy

### 1. establishing partnerships at the district/ministry level

BT is scaling and streamlining construction, a move that enables us to leverage the time and resources we commit for multiple schools in one district against that district's ability to support our efforts. This allows us to negotiate additional school staffing and resources—a vital step in ensuring quality—and provides us the opportunity to negotiate terms such as the grading of roads. In addition, a streamlined process affords us the ability to move more quickly, maintaining a high level of enthusiasm and engagement on the part of all stakeholders, especially parents.

### 2. constructing safe, permanent & local schools

BT's cost-sharing model of school construction hasn't changed. Today, communities donate land and unskilled labor in exchange for funding and skilled labor, e.g., masons, foremen. Designs are approved by way of a strict review process. Trained engineers and BT Community Development Officers oversee construction alongside a committee of parents and local leaders. And, upon their completion, each academy is comprised of ten rooms, including: an office, library, meeting space, toilets and seven classrooms with a total capacity for 325 students in grades P1-P7.

### 3. actively engaging families, pre- & post-construction

As in any country in the world, a child is more likely to succeed when surrounded by a network of support. The same holds true for BT students. Though a difficult task when most parents never had access to education themselves, by promoting the idea of shared responsibility, we positively change the culture around education and instill its sense of importance at a local level.

Specifically, we ensure the families of our students assume greater responsibility for their role in the provision of quality education. Over the course of construction—from the initial needs assessment to the opening of an academy (and oftentimes beyond)—BT hosts in upwards of 20 community meetings, conveying topics ranging from expectations to budgeting to school policies. BT's public/private hybrid model of school funding gives parents influence over the quality of education and motivation to remain invested in their children's education. BT academies also host regular "open houses" and school activities to open lines of communication between parents and teachers.

### 4. recruiting, hiring & supporting teachers

At the heart of every school are its teachers and, today, BT is involved in both the recruitment and training of all teachers hired/placed at BT academies. By taking control of this process, BT is able raise the standards of teaching by hiring/placing teachers who, in addition to possessing their primary teaching certificate, are: proficient in English, ambitious, highly motivated to teach in rural settings, willing to work with the community, and enthusiastic about building a community school from the ground up.

Once posted, teachers undergo an orientation to BT at our offices, led by BT's Education Support Officer, and are given support to relocate to the community as necessary. Teachers are given access to classroom resources via TESSA ([www.tessafrica.net](http://www.tessafrica.net)), reference books and, by way of the Academic Board (discussed below), "best practices" teaching guides and practice tests to prepare students for national exams. All BT head teachers participate in regular, monthly meetings to share challenges and best practices. Additionally, BT is working with partner organizations to provide ongoing training in the form of hands-on workshops for teachers, including a five-day course to equip head teachers with tools to improve their own pedagogies and, in turn, share what they've learned with teachers at their own academies.



## 5. establishing effective systems of school-governance

School Management Committees (SMCs) manage each BT academy, oversee the hiring/firing of teachers, recruit students, and address ongoing issues as they arise. The head teacher is directly accountable to the SMC and both must work together to ensure daily attendance of students and teachers, improve learning outcomes, provide ongoing incentives, and track progress. In total, they play a very large role in ensuring and up-keeping the quality of the schools themselves.

That being said, BT provides networking, staff support and basic training to elected SMC members, defining roles and responsibilities; facilitating introductions to teachers; and reviewing budgeting and management best practices. BT's Education Support Officer meets regularly with both the SMC Chair and the head teacher in a school's first year. Select members of established SMCs—serving on our SMC Leadership Council—meet with newly formed committees to guide them through the process. BT is also partnering with like-minded organizations to strengthen and implement SMC training programs.

## 6. strengthening in-class programming

BT's public/private hybrid model affords us and our teachers the ability to implement new programs and policies and receive financial support from the community. Both are vital to a school's success and contribute to the quality of in-class programming. BT academies will: have a nursery (pre-school) class with a teacher specially trained in early childhood education; restrict enrollment to P3 in the first year; and limit automatic promotion by way of placement exams to accurately assess a student's learning level and provide a clear baseline for student performance. Additionally, prior to the opening of a BT academy—with support from BT, the community, and the local government—it is fully-furnished and equipped with a standardized set of learning tools, e.g., textbooks, reference books, reading books.

## 7. supporting student health & well-being

Each BT academy has an eight-stance latrine; four for boys and four for girls, including two private latrines for teachers. Students manage and maintain hand-washing stations, addressing the spread of communicable diseases as a significant contributing factor to low attendance at school. BT academies also have a community-supported, school-feeding program; some even farming the school's land to provide added nutrition for students. Additionally, as part of the national curriculum, students receive supplemental HIV/AIDS and other health-focused education. Furthermore, BT promotes zero-tolerance for corporal punishment at all of our academies.

## 8. monitoring & evaluating our progress

BT partners with communities that have little or no access to school infrastructure, often building from the ground up. With that in mind, rather than focusing solely on graduation rates and exam scores, we define our success by the framework we put in place and measure our progress by the value and extent of a community's contribution, their commitment to education in the long-term, the ability of each academy to operate independently, post-construction, and the level of government support.

In specific terms, pre-construction—beginning with our needs assessment—our team collects qualitative and quantitative data to measure a baseline for impact; e.g. number of primary-school-age students, distance to nearest primary school, number of families in surrounding villages. Post-construction, placement tests establish a baseline for student achievement levels (i.e. Can a "P3" student actually read at a P3 level?); BT's Academic Board provides teaching aids, standardized exams and practice tests to track student performance across all academies; and head teachers track individual teacher and student attendance.



Additionally, BT is adapting an intensive qualitative assessment tool developed by Build-Africa—known as “Shule Yetu” (Swahili for “Our School”—for the purpose of tracking both the progress of our schools’ development and stakeholders’ (teachers, students, parents, management/leadership) priorities as they relate to education; i.e., How important are desks and classroom blocks? How important are qualified teachers? How important are engaged parents? This dual-purpose tool will be utilized during both the needs assessment/pre-construction phase and after the school’s first term in order to track perceptions over time and provide a snapshot of the school’s development.

For BT, success means all students are learning at appropriate grade levels and, as stated before, mastering the basics of reading, writing and numeracy. Additionally, a successful BT academy challenges the local culture surrounding education—solidifying it as a top priority—and catalyzes local development. From our partners’ perspective, this tool will enable them to identify and define their own success. While BT puts in place a standard framework at each academy—in terms of infrastructure, policies, resources, management, commitment and financing, where almost none existed prior—each progresses at its own pace.



step	action/program	intended impact on quality	benchmarks & metrics
district partnerships	1a. leveraging resources as we scale our construction efforts	ensure/negotiate government support	signed MOU with government, committing to provide, at least: <ul style="list-style-type: none"> <li>• termly funding for 4 teachers per school</li> <li>• desks for all enrolled students</li> <li>• classroom sets of books at a ratio of 1 book per 4 students</li> </ul>
	1b. streamlining construction process	shorter timeline maintains enthusiasm & commitment	
constructing local schools	2a. locate areas with high rates of out-of-school students	providing basic access to education where virtually none existed prior	a completed academy, meeting construction standards*, with: <ul style="list-style-type: none"> <li>• one office, a library and meeting space</li> <li>• furnished &amp; fully-equipped classrooms**</li> <li>• 7 classrooms with capacity for 325 (max of 45 per class)</li> <li>• a functioning rainwater collection system</li> <li>• a clean compound, with a cleared road to the school</li> </ul>
	2b. cost-sharing construction model	<ul style="list-style-type: none"> <li>• instill local-ownership of the school</li> <li>• prioritize education within community</li> </ul>	
actively engaging families, pre- & post-construction	3a. meetings with parents	<ul style="list-style-type: none"> <li>• elicit long-term commitment to support education</li> <li>• increase enrollment &amp; attendance</li> </ul>	<ul style="list-style-type: none"> <li>• availability of donated land, signed MOU with land donor</li> <li>• attendance &amp; number of signatures at commitment signing</li> <li>• steady/increasing attendance at regular community meetings</li> <li>• student enrollment as compared to baseline values collected for number of out-of-school students</li> <li>• student attendance</li> <li>• parent/family attendance at “open houses”</li> <li>• qualitative assessment – via “Shule Yetu” – of parent priorities</li> </ul>
	3b. school “open house” for parents	<ul style="list-style-type: none"> <li>• strengthen teacher/parent relationships</li> <li>• improve accountability</li> </ul>	
	3c. public/private funding model	<ul style="list-style-type: none"> <li>• improve teacher accountability</li> <li>• financial independence/sustainability for school</li> <li>• allow for flexibility in programming</li> <li>• maintain teacher motivation and attendance</li> <li>• increase funding for in-class resources</li> </ul>	
recruiting, hiring & supporting teachers	4a. in-house teacher recruitment	<ul style="list-style-type: none"> <li>• raise standards of quality &amp; motivation</li> <li>• strengthen accountability</li> </ul>	<ul style="list-style-type: none"> <li>• teachers possess/meet basic requirements for hire</li> <li>• ongoing teacher attendance</li> <li>• student performance (test scores)</li> <li>• student attendance over time</li> </ul>
	4b. teacher orientation & training	set expectations and accountability	
	4c. ongoing teacher workshops	<ul style="list-style-type: none"> <li>• professional development</li> <li>• strengthen teacher-pupil relationship</li> <li>• raise teaching standards &amp; pupil learning levels</li> </ul>	
establishing effective systems of school governance	5a. SMC training/workshops	<ul style="list-style-type: none"> <li>• teacher accountability</li> <li>• access to resources</li> <li>• long-term financial sustainability of school</li> </ul>	<ul style="list-style-type: none"> <li>• SMC comprised of 10 elected parents</li> <li>• regular attendance at monthly SMC meetings</li> <li>• attendance and regularity of weekly or bi-monthly meetings between SMC chair and head teacher</li> <li>• attendance at head teacher meetings</li> <li>• total contributions collected per student each term</li> <li>• teacher attendance</li> </ul>
	5b. SMC Leadership Council	<ul style="list-style-type: none"> <li>• outlet for idea sharing/best practices</li> <li>• improve teacher accountability</li> </ul>	
	5c. head teacher meetings	<ul style="list-style-type: none"> <li>• outlet for idea sharing/best practices</li> <li>• raise standard of teaching</li> <li>• share teaching tools</li> </ul>	
strengthening in-class programming	6a. resource allocation	improve class instruction & student/teacher attendance	<ul style="list-style-type: none"> <li>• placement exam scores (for baseline in-class performance)</li> <li>• regular testing scores, with support from Academic Board</li> <li>• national exam scores, including primary leveling exams</li> <li>• completed lesson planning with support from Academic Board</li> <li>• hiring of qualified nursery teacher</li> <li>• student and teacher attendance</li> <li>• fully-equipped classrooms**</li> </ul>
	6b. limited enrollment from nursery to P3 during school's first year	ensure student performance at appropriate learning levels	
	6c. placement tests for new students		
	6d. discontinue automatic promotion		
student well-being	7a. hand-washing stations	minimize transfer of communicable disease	<ul style="list-style-type: none"> <li>• 8-stance latrine, including 2 private latrines for teachers</li> <li>• hand-washing station with regular upkeep by student(s)</li> <li>• availability of daily school lunches</li> </ul>
	7b. school lunches	<ul style="list-style-type: none"> <li>• improve student focus</li> <li>• increase attendance</li> </ul>	
monitoring & evaluation	8a. Academic Board	<ul style="list-style-type: none"> <li>• idea &amp; resource sharing</li> <li>• standardize best-practice lesson plans, testing &amp; resources</li> </ul>	<ul style="list-style-type: none"> <li>• attendance by nominated members at termly meetings</li> <li>• availability of updated materials each term</li> <li>• results from annual student assessments</li> </ul>
	8b. “Shule Yetu” tool via Build-Africa	<ul style="list-style-type: none"> <li>• demonstrate development/success/quality to parents</li> <li>• provide community with tools to track progress increase overall sustainability and independence of school</li> </ul>	



category	phase	step (numbered overall)	estimated duration	academy #			
				done?	start	staff	notes
1. site identification	1a. tier 1: macro-level, desk research, initial contact	1 establish/prove track record of cooperation at district level					
		2 identify leadership (aka "BT champion") at district level					
		3 identify multiple potential sites (2+)					
		a has land been donated?					
		b is there an access road for material transport?					
		c is the location feasible for construction?					
		4 review district-level demographics to assess magnitude of need					
		a how many primary-school-age students? (...)					
	b how far are the nearest upe & private schools?						
	5 in-kind commitment of support from district						
	a how many teachers? (minimum of 4 required at start)						
	b how many desks? (all students must have access to a desk)						
	c how much/which furniture? (refer to standards)						
d how many books? Reference/reading/classroom sets?							
6 meetings with LC1 and community leaders							
a agree to BT's model?							
b commitment to volunteer labor?							
c has education been prioritized?							
d will the community/leadership support the school long-term?							
7 identify contacts for tier 2 assessment							
8 signed Memorandum of Understanding (MOU)							
1b. tier 2: in-depth, on-site	9 BT staff visited site(s) and calculated (walked):	a distance to nearest UPE (government) school?					
		b distance to nearest private school?					
		c distance to nearest water source (include type)?					
		d distance to main road and nearest graded road?					
	10 needs assessment data sent to US team & approved						
	11 scheduled and hosted open community meetings (include dates)	a introduced work of BT and our cost-sharing model					
		b discussed roles, responsibilities and expectations					
		c introduced long-term school-funding model to parents (public/private hybrid model)					
		d discussed plans for needs assessment					
		e identified community volunteers to assist ("BT champions")					
	12 on-site pre-registration of students, with help from "BT champions"	a how many primary-school-age students? (5+, ...)					
		b what percent of students are out-of-school?					
c number of families?							
d number of pre-primary-age students? (0-5)							
e average household income?							
13 set schedule for additional meetings & preliminary date for commitment-signing							
2. pre-construction	14 on-site construction team assigned	a Community Development Officer					
		b foreman & masons					
	15 draft blueprints	a Engineer in Residence visits and surveys site					
		b first-draft blueprints finalized					
		16 obtain approvals for blueprints					
	2a. designs, approvals & staffing	a submit blueprints to certified architect in UG					
		b submit blueprints to BT staff and engineers on advisory board					
c submit blueprints to district engineer with Ministry of Education							
17 set final blueprints							
2b.	18 nominate & finalize membership of Building/Organizing Committee						
	19 schedule series of community meetings for "Shule Yetu" assessment	a introduce "Shule Yetu" to all stakeholder group s(students, parents, teachers & school management - if applica-					
b questionnaire session with each stakeholder group - establish baseline							



category	phase	step (numbered overall)	estimated duration	academy #			
				done?	start	staff	notes
2. pre-construction	2b. community engagement	c collect, analyze and graph questionnaire results					
		d priority setting session with all stakeholder groups - document perceptions					
		e review BT's cost-sharing model and steps ahead					
		20 schedule & host 'sensitation' meetings with parents/families of future students					
		a introduce Community Development Officer					
		b review BT's model and construction process					
		c set schedule for construction & organize volunteer labor					
		d discuss meaning of parental/family commitment to education (need for supporting & re-inforcing positive					
		e define a "quality" education & discuss how it can and will be achieved at the new academy					
		f overview BT's programs and policies related to quality education (student placement, nursery class, teacher					
		g in-depth review of BT's public/private funding model					
		h review school management structure (with guest member of SMC Leadership Council)					
3. construction	2. ground-breaking & construction	21 open formal registration					
		a begin collection of parental contributions (to support BT/gvt match for resources & furniture) - UGX5,000/					
		22 "Commitment to Action" ceremony					
		23 formal ground-breaking					
		24 construction					
		a clearing & grading the land					
		b delivery of construction materials					
		c ground excavation for foundation level					
		d lay building foundation					
		e slab interior and exterior floors					
		f setting of walls					
		g walling approaching bottom window level					
		h work begins on toilet					
		i complete waling					
		j set the ring beam frame					
		k cast ring beam					
		l install wall plate					
		m install roof trusses					
		n install corrugated iron sheets to complete roofing					
		o plaster interior of building					
		p install of doors & windows					
		q finish toilet construction					
r compound beautification, grass/flowers planted							
4. post-construction	4a. pre-opening	25 host skills-training workshops with CDOs and community volunteers					
		26 apply for government code					
		27 host elections & establish School Management Committee					
		a discuss budgeting and financial management with SMC					
		b review governance & accountability structures with SMC					
		c host "mentor" from SMC Leadership Council at a meeting of newly established SMC					
		d schedule & host monthly meetings with Education Support Officer					
		28 review contribution structure with parents					
		29 discuss school's budget					
		a set final amounts					
		b establish payment schedule					
		30 ongoing student registration - meet threshold (50 students) with UGX5,000 "registration fee"					
		a receive matching grant (in-kind resources) from BT					
b allocation of books							
31 recruit/interview/post teachers							
a advertise open nursery teaching position							
b host interview for nursery teachers (engage members of SMC)							
c interview government-posted teachers (P1-P3)							
d hire nursery teacher							
e approve/assign head teacher							
f approve/post P1-P3 teachers							



category	phase	step (numbered overall)	estimated duration	academy #			
				done?	start	staff	notes
4. post-construction	4a. pre-opening	g assist in teachers' relocation (ideally and if applicable)					
		32 teacher training					
		a host orientation at BT office - discuss roles, responsibilities, expectations, accountabilities, etc.					
		b review BT programming & policies re: nursery classes, placement tests, automatic promotion, open houses, etc.)					
		c host joint meeting(s) - ongoing - with (acting) head teacher & SMC chair to discuss budgeting & governance					
		33 head teacher oversees installation of hand-washing systems					
		34 all students sit for placement exams at end of 1st term					
	a results reviewed by head teacher, SMC chair & BT staff						
	b results shared with parents and placements determined for term 1						
	4b. term 1	35 classes begin at start of new term					
		36 formal opening ceremony for new school					
		37 ongoing collection of community contributions by head teacher					
		38 initial school spending approved by BT ESO					
		39 regular meetings hosted by BT's ESO between head teacher & SMC chair					
		a establish school bank account					
	b share budgets, schedules, allocation forms, best practices, etc.						
	4c. term 2 +	40 "Shule Yetu" assessment part 2					
		a re-introduction to all stakeholder groups (students, parents/families, teachers, school management)					
		b questionnaire session with individual groups					
		c BT Staff graph, analyze and review data with stakeholders - compare to original assessment results					
		d priority setting session with individual groups					
e action planning with all stakeholders - focused discussion on addressing priority areas independently moving							
41 follow-up meetings (as necessary) to officially and completely transition management							



## BT-Uganda staff overview

### Country Director (1)

- direct reporting to USA on progress/program
- devising implementation strategy
- PR/lobbying to national Ministry of Education
- develop partnerships with local businesses & organizations
- cultivate strong relationships with district and national government representatives
- approval of all financial expenses/project sites
- recruit & hire all in-country staff
- supervision of Engineer in Residence & Program Manager
- planning/vision setting for the organization
- special focus now on academic functions

### Engineer in Residence (1 - Fellow)

- responsible for all technical construction aspects
- completing needs assessment technical position
- responsible for approving bill of quantities (BOQ)
- workshops/trainings for staff

### Program Manager (1)

- supervision of Community Development Officers (CDOs) & Education Support Officer
- general management
- procurement & approval of expenses, metrics, etc. from CDOs
- setting construction deadlines, meeting targets
- tier 2 needs assessments
- progress monitoring & evaluation
- representing BT as needed/necessary

### Logistics Officer (1)

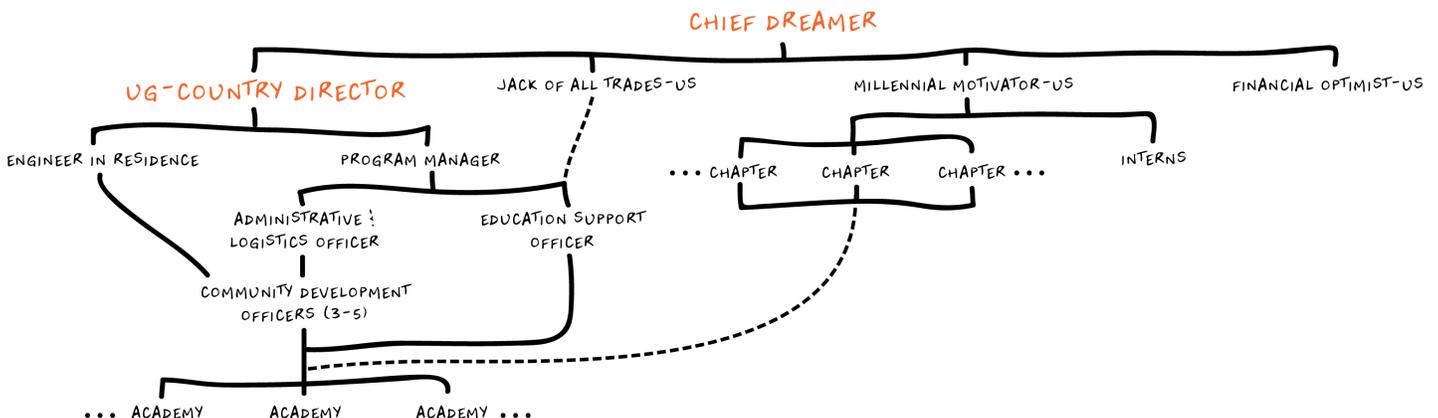
- logistics - purchasing from suppliers consistently, in bulk
- maintain clear and updated materials inventory for all sites
- coordinate materials delivery to all sites
- tier 1 needs assessments
- coordinate & facilitate in-country guests, field visits
- chief CDO mentorship, in partnership with Program Manager

### Community Development Officer (3-5)

- on-site liaison with local leaders & community members
- supervision of foreman, construction team
- coordinate/supervise Building Committee
- mobilize & coordinate working groups for community volunteers
- supervise daily material/tools requisition from appointed storage
- general site management
- communicate daily construction & site activity updates
- quality control, under supervision of Engineer in Residence
- follow construction through to completion, in line with checklists, and ensure site is up-to-standard prior to opening

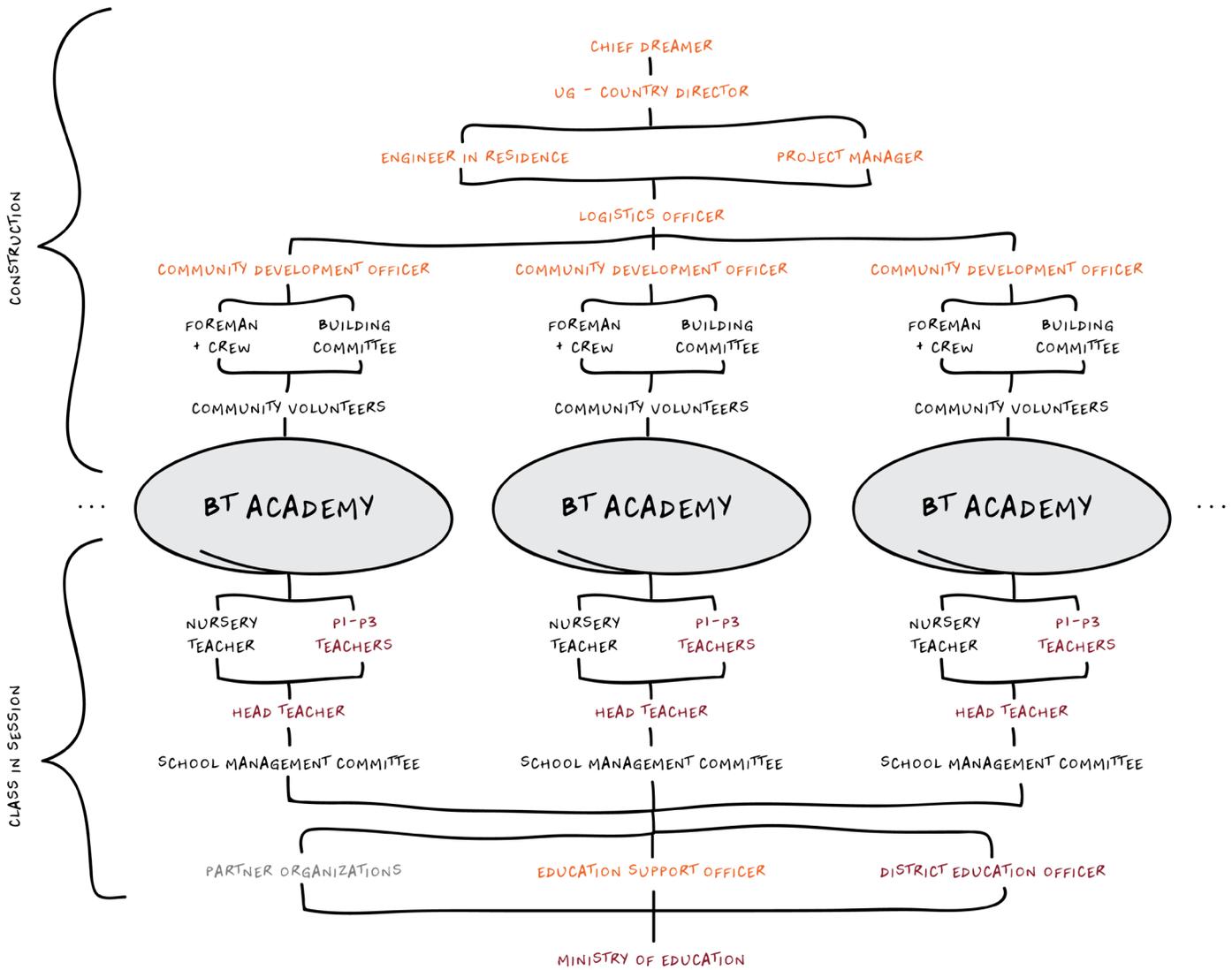
### Education Support Officer (1)

- recruitment, vetting and posting of teachers
- teacher orientation, basic training
- SMC orientation, basic training
- transition school governance/management
- develop networking for teachers
- supervise Academic Board
- oversee implementation of Shule Yetu
- post-construction monitoring & evaluation





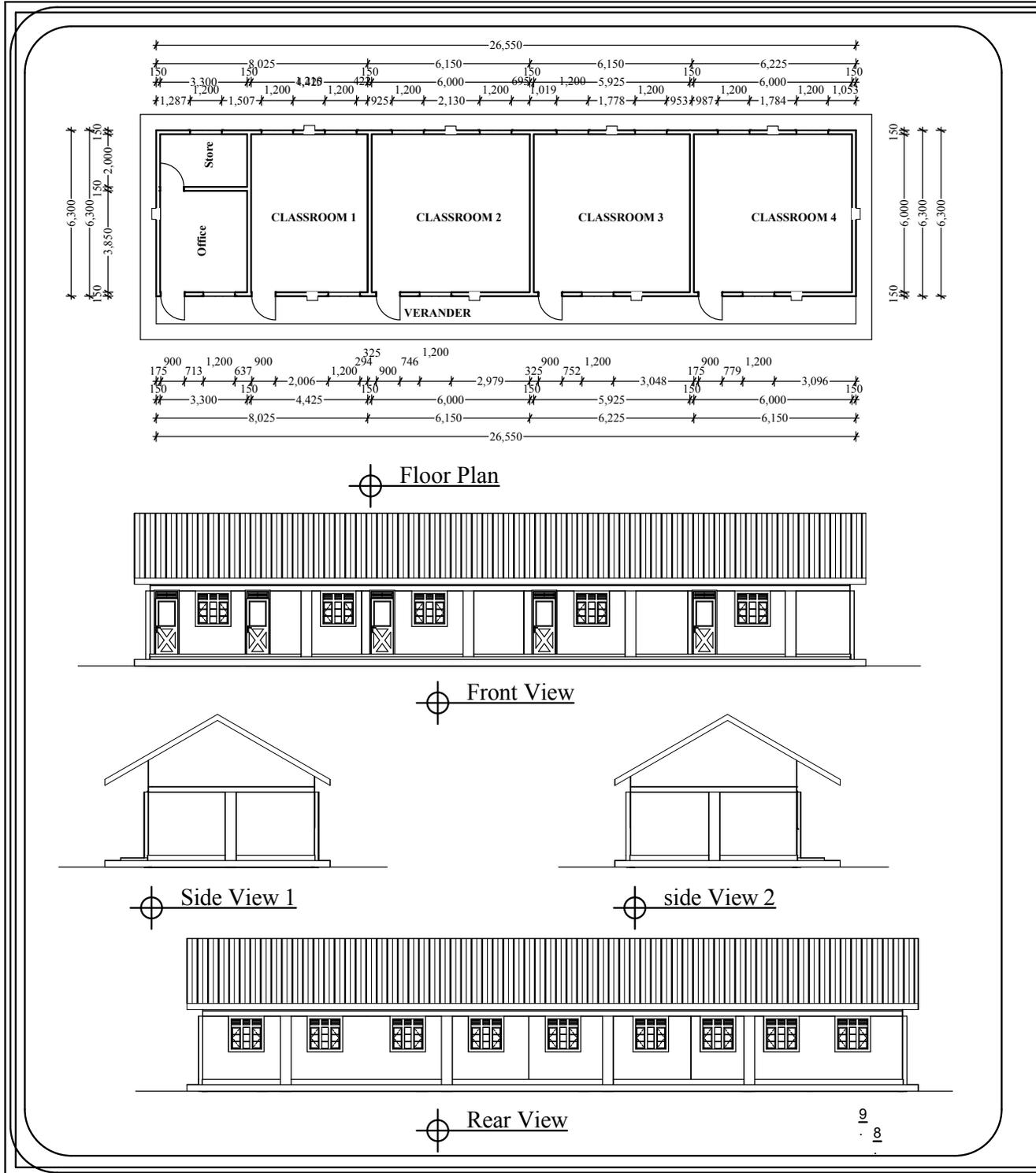
## ORGANIZATIONAL CHART FOR BT ACADEMIES





# BUILDING TOMORROW<sup>®</sup> SAMPLE BLUEPRINT

407 Fulton Street, Indianapolis, IN 46202 | [www.buildingtomorrow.org](http://www.buildingtomorrow.org) | [info@buildingtomorrow.org](mailto:info@buildingtomorrow.org) | 317.632.3545



\*sample blueprint from the BT Academy of Lukindu; a variety of blueprints are available on request



## Building Committee Terms of Reference

### Building Committee members:

- are residents in the local community where the construction site is located
- report to the BT Community Development Officer
- must be easily approachable by the community leaders and other community members
- are good at mobilization
- are ready and willing to volunteer

### Specifically the Community Volunteer will:

1. Be the first link between Building Tomorrow- Uganda and the community where project activities are
2. With the guidance of the Community development officer, will be responsible for follow-up on programmed and scheduled Village/ Community meetings, to ensure the community leaders and
3. Work with the Community development officer and other local leaders in mobilizing the communities to contribute labour at the site.
4. Work with Volunteer Group Leaders. Village Local Council Committees, Parish Chief, Sub- County chief and Councilors to ensure that there is consistence of community labour at the site.
5. Coordinate community work group activities at the site and help identify areas that may require the attention of the Building Tomorrow team in line with the smooth running of activities.
6. Ensure the security of Building Tomorrow properties and proper storage of all tools and building materials at the site.
7. Supervise as directed by the CDOs the material and tools requisition from the site store and proper documentation of such which is to be shared with the Community development officer at each site visit.
8. Provide daily updates of site activities, material utilization and possible needs to the Community development officer or any officer from Building Tomorrow.



## BT Community Agreement

Agreement to provide labor for a new academy in our community between BT and the beneficiary community members.

### Preamble

Community members are aware that the school being built is for the benefit of their children and they are aware that they are primary stakeholders who should form part of the working groups and success of the project highly depends on their overall contributions.

### Clause I

The community members in this agreement do willingly and honestly commit themselves to form working groups that shall work at the site from the start of construction until the school opens.

The community promises the following:

1. The community shall form six working groups that will work Monday through Saturday starting at 8:30am and working until 5:00pm of each day of the week.
2. The community commits itself to cooperating with the engineer and workers at all times.
3. The community promises to always be available at the site as any dodging of responsibilities shall lead to the inability of the project to finish by deadline.
4. The community commits to safeguarding and watching over all building materials at the site against wastage and theft.
5. The community promises to work as a team and in solidarity for the success of the project.
6. The community promises itself to always remind each member of their tasks at the site and the schedules of their work.
7. The community is aware that the success of the project will be determined by their contribution as stated above.
8. The community is aware that construction of the academy will pause when not matched by the labor promised in this agreement.

### Clause II

BT as an organization will provide the following:

1. Construction of a structurally sound primary school at a site agreed upon by BT and the community.
2. The school shall be constructed on donated or bought land.
3. Through site managers, BT will monitor and assess the site on a weekly basis.
4. BT shall endeavor to assemble all the necessary building materials to the site upon the community meeting the stated promises in Clause I.

### Clause III

This agreement shall come in to force when 90% of community members of all the benefitting villages have signed, together with the representatives of Building Tomorrow.





# construction quality standards

## Category

## Requirement

### Site/Layout

- The building location to be checked for accuracy by the independent architect.
- Drainage channels and trenches to be completed prior to start of construction to the extent possible.
- Foundation backfill to be completed in 100mm lifts and hand compacted.
- Copy of approved construction drawings and a Construction Quality Checklist to be maintained on site thru-out construction.
- Depth and width of foundation trench, and firmness of subsoil to be confirmed by BT Engineer prior to first concrete pour.
- Column supports to be located per plans.

### Foundation/Floor

- Brick plinth walls to be to the proper height and alignment.
- Lake sand is to be placed and damp compacted to a depth of 100mm under floor.
- Membrane to be installed and undamaged prior to concrete floor installation, and damp proof course properly installed in wall.
- Base course of masonry checked to be level and straight.
- Vertical reinforcing steel location to be checked by BT Engineer prior to concrete. Steel overlap must be 300mm.
- Mortar mix (sand/cement/water) to be correct per drawings.

### Structure

- Column and ring beam forms checked for size and alignment, with maximum dimension of aggregate to be 20mm with 25mm minimum concrete cover over reinforcing.
- Concrete to be vibrated correctly in columns and beams.
- Metal ties to be installed in masonry per the plans.
- Holes in walls for scaffolds are not allowed.
- Latrine floor steel size and location to be checked by the BT Engineer prior to concrete placement.
- Latrine floor aggregate maximum dimension to be 20mm.
- Building floor prep, mix, and finish to be performed correctly.
- Door hardware is to be installed with proper bolts/washers/nuts.

### Finish/Other

- Final drainage ditches to be installed promptly.
- Termite protection will be applied at building perimeter.



# design standards

## Category

## Requirement

### Site/Layout

- Rectangular modules will be used (no “U” shaped buildings).
- Drainage will be a prime consideration in locating buildings – no swampy locations.
- Each classroom will be approximately 6m x 6m.
- Finished floor to be at least 300mm above outside ground level.
- The site design will show property lines, as well as the rain collection system, as well as locations of garden, latrine, drive, etc.

### Foundation/Floor

- The minimum depth of the clay brick foundation wall will be 500mm unless solid rock is encountered.
- Hardcore will be used only if called for in the drawings. A normal design will be a subgrade of a minimum of 50mm of lake sand.
- A moisture membrane and damp proof course will be shown.

### Structure

- Standard size columns and ring beam (h = 250mm) will be shown.
- Four 12mm steel bars will be shown in each column and beam.
- R8 steel stirrups (8mm) will be imbedded in beam to attach top wood plate. 8mm steel also used at 200mm spacing to tie steel reinforcing.
- 3 windows plus one door per each classroom, on N and S wall. Window openings will be 1m x 1.5 m, including 0.3m ventilators. Bottom of window to be 1.2m above finish floor. Door to be 0.9m x 2.1m.
- Standard gable dimensions and slope will be used.
- The ring beam will be located at the top of walls.
- The roof trusses will be spaced at 2m, with the bottom chord spliced for tension.
- The veranda roof will be supported as cantilever from building trusses, with no veranda posts.

### Finish/Other

- All eaves and other openings to be secured with wire mesh or wood.
- Two translucent panels per classroom will be placed at high point of roof.
- Interior of walls will receive plaster; exterior will be coated with rain guard material. A 600mm splash apron will be installed.
- Ring beam and door/window coping to be trimmed in plaster.
- Wooden doors and shutters will be specified, over steel bars in windows.
- Actual bill of quantities and costs will be documented.
- “As Built” record drawings will be documented.



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EQUIPMENT	QNTY	Unit cost	Total
Wheel barrows	4	UGX 130,000	UGX 520,000
Bow-saw	4	UGX 15,000	UGX 60,000
Drums	3	UGX 60,000	UGX 180,000
Spirit level	3	UGX 10,000	UGX 30,000
Mortarpan	10	UGX 5,000	UGX 50,000
Spades	4	UGX 12,000	UGX 48,000
Building square	2	UGX 15,000	UGX 30,000
Plumb bob	2	UGX 8,000	UGX 16,000
sledge hammer	2	UGX 45,000	UGX 90,000
Steel scraper	4	UGX 6,000	UGX 24,000
Trowel	3	UGX 6,000	UGX 18,000
Measuring tape	2	UGX 60,000	UGX 120,000
Hoes	5	UGX 15,000	UGX 75,000
Mortarpan	10	UGX 6,000	UGX 60,000
Jerrycans	15	UGX 7,000	UGX 105,000
Pangas	3	UGX 7,000	UGX 21,000
Pick axes	2	UGX 15,000	UGX 30,000
Sisals	2	UGX 5,000	UGX 10,000
Transportation	1	UGX 300,000	UGX 300,000
<b>TOTAL EQUIPMENT</b>			<b>UGX 1,787,000</b>
<b>FOUNDATION</b>			
Kalitunsi	20	UGX 4,000	UGX 80,000
Timbers	5	UGX 9,000	UGX 45,000
Clay Bricks in trips	20,000	UGX 230	UGX 4,600,000
Plaster sand in trips	10	UGX 180,000	UGX 1,800,000
Lake sand in trips	8	UGX 240,000	UGX 1,920,000
Cement bags	120	UGX 32,000	UGX 3,840,000
Hoop iron rolls	10	UGX 45,000	UGX 450,000
Aggregate stones trips	4	UGX 250,000	UGX 1,000,000
Herbicides	5	UGX 30,000	UGX 150,000
Kirundu pcs	10	UGX 9,000	UGX 90,000
Nails in kgs	5	UGX 5,000	UGX 25,000
Kalitunsi pcs	10	UGX 3,000	UGX 30,000
DPC rolls	2	UGX 180,000	UGX 360,000
Labor costs	1	UGX 2,000,000	UGX 2,000,000
Transportation of materials	1	UGX 1,800,000	UGX 1,800,000
<b>TOTAL FOUNDATION</b>			<b>UGX 18,190,000</b>
<b>SLABBING</b>			
Aggregate 1/2"	11	UGX 250,000	UGX 2,750,000
Lake Sand	10	UGX 240,000	UGX 2,400,000
Plaster sand	6	UGX 180,000	UGX 1,080,000
Cements	75	UGX 32,000	UGX 2,400,000
DPM	2	UGX 180,000	UGX 360,000
DPC	12	UGX 40,000	UGX 480,000



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Kirundu	70	UGX 7,000	UGX 490,000
Mixer hire	3	UGX 100,000	UGX 300,000
Compactor Hire	3	UGX 60,000	UGX 180,000
Vibrator Hire	3	UGX 60,000	UGX 180,000
Transportion Equipments	2	UGX 1,000,000	UGX 2,000,000
Water level	1	UGX 30,000	UGX 30,000
Labor needs	1	UGX 2,200,000	UGX 2,200,000
<b>TOTAL SLABBING</b>			<b>UGX 14,850,000</b>
<b>WALLING</b>			
Cement	160	UGX 32,000	UGX 5,120,000
Plaster sand	16	UGX 240,000	UGX 3,840,000
Lake sand	12	UGX 400,000	UGX 4,800,000
Fired Bri cks	28,000	UGX 200	UGX 5,600,000
Eucalyptus	30	UGX 3,000	UGX 90,000
Timbers for piers	40	UGX 70	UGX 2,800
Nails in kgs	10	UGX 5,000	UGX 50,000
Timber for Ring beam	221	UGX 7,000	UGX 1,547,000
Transport for Materials	20	UGX 160,000	UGX 3,200,000
Iron bars	105	UGX 35,000	UGX 3,675,000
Binding wire in kgs	85	UGX 6,000	UGX 510,000
Fine 1/4" aggregate stones	6	UGX 350,000	UGX 2,100,000
Sand	2	UGX 240,000	UGX 480,000
Transportation	1	UGX 2,500,000	UGX 2,500,000
Labor fees	1	UGX 3,200,000	UGX 3,200,000
<b>TOTAL WALLING</b>			<b>UGX 36,714,800</b>
<b>ROOFING</b>			
100 x 75 mm Timber	70	UGX 24,000	UGX 1,680,000
150 x 50 mm Timber tie beam	85	UGX 24,000	UGX 2,040,000
100 x 50 mm rafters/struts	195	UGX 18,000	UGX 3,510,000
75 x 50 Timber purfins	200	UGX 15,000	UGX 3,000,000
230 x 25 mm facial boards	40	UGX 30,000	UGX 1,200,000
Wire nails assorted	150	UGX 5,500	UGX 825,000
Hoop iron rolls in rolls	5	UGX 100,000	UGX 500,000
G28 IT4 galvanized l.sheets	148	UGX 72,000	UGX 10,656,000
Rubber washers	8	UGX 32,000	UGX 256,000
Wood preservatives	160	UGX 4,000	UGX 640,000
Labor	1	UGX 4,000,000	UGX 4,000,000
<b>TOTAL ROOFING</b>			<b>UGX 28,307,000</b>
<b>PLASTERING FINISHES/COPING</b>			
Cement	114	UGX 32,000	UGX 3,648,000
Plaster sand	16	UGX 240,000	UGX 3,840,000
Lake sand	4	UGX 320,000	UGX 1,280,000
Black oxide	14	UGX 32,000	UGX 448,000



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Eucalyptus	40	UGX 3,000	UGX 120,000
Transportation	1	UGX 1,500,000	UGX 1,500,000
Ropes	20	UGX 2,000	UGX 40,000
Labor fees	1	UGX 4,000,000	UGX 4,000,000
<b>TOTAL PLASTERING FINISHES/COPING</b>			<b>UGX 14,876,000</b>
<b>FLOOR FINISHES</b>			
Lake sand	14	UGX 350,000	UGX 4,900,000
Cement	80	UGX 32,000	UGX 2,560,000
Milling Cement	32	UGX 32,000	UGX 1,024,000
Labor	1	UGX 3,500,000	UGX 3,500,000
<b>TOTAL FLOOR FINISHES</b>			<b>UGX 11,984,000</b>
<b>CLOSING THE SCHOOL</b>			
Doors	10	UGX 250,000	UGX 2,500,000
Windows	25	UGX 220,000	UGX 5,500,000
Tropical grazing putty	1	UGX 450,000	UGX 450,000
Other fixes	1	UGX 150,000	UGX 150,000
Labor	1	UGX 1,200,000	UGX 1,200,000
Drainage guttes/fixes(grouped)	1	UGX 1,200,000	UGX 1,200,000
<b>TOTAL CLOSING SCHOOL</b>			<b>UGX 11,000,000</b>
<b>TOTAL PIT LATRINE</b>			<b>UGX 5,500,000</b>
<b>TOTAL INCIDENTALS</b>			<b>UGX 5,000,000</b>
<b>TOTAL COST PER SCHOOL</b>			<b>UGX 148,208,800</b>
<b>FORECASTS BY PHASE</b>			
<b>EQUIPMENT</b>			<b>UGX 1,787,000</b>
<b>FOUNDATION</b>			<b>UGX 18,190,000</b>
<b>SLABBING</b>			<b>UGX 14,850,000</b>
<b>WALLING</b>			<b>UGX 36,714,800</b>
<b>ROOFING</b>			<b>UGX 28,307,000</b>
<b>PLASTERING FINISHES/COPING</b>			<b>UGX 14,876,000</b>
<b>FLOOR FINISHES/VERANDA</b>			<b>UGX 11,984,000</b>
<b>CLOSING SCHOOL</b>			<b>UGX 11,000,000</b>
<b>TOILET</b>			<b>UGX 5,500,000</b>
<b>INCIDENTALS</b>			<b>UGX 5,000,000</b>
<b>TOTAL COST ESTIMATES (UGX)</b>			<b>UGX 148,208,800</b>
<b>TOTAL COST ESTIMATES (USD)</b>			<b>\$59,284</b>



# BUILDING TOMORROW<sup>®</sup> STANDARDS CHECKLIST

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## Standards Checklist

Each and every Building Tomorrow academy, upon its opening, will be fully equipped with:

### structural - exterior

- Seven rooms, an office, a library, meeting space and a field for play
- An eight-stance latrine, four for boys and four for girls; including two private latrines specifically for teachers
- One hand washing station
- A functioning rainwater collection system
- Finished and clean compound, including clear road to school

### structural - interior

- \*Desks for every enrolled student
- \*A table and chair for each teacher
- Two tables & chairs for the meeting room
- One table & chairs for the head teacher's office
- One bookshelf

### personnel

- One head teacher
- One qualified\*\* teacher per class (P1, P2, P3) with maximum student:teacher ratio of 45:1
- One teacher specifically qualified in early childhood education to teach nursery school
- School Management Committee (SMC) comprised of at least 10 members

### materials (at min.)

- Textbooks at a student:book ratio of at most 4:1
- 14 reading books per class
- Three reference/teacher's guides per class
- Eight soft boards - for visual aids and wall displays
- One set of general school supplies (chalk, paper, tape, staplers, etc.)

*\*In its first year, each BT academy will enroll students up to and including P3, adding a class (teacher and requisite materials) each subsequent year*

*\*\*Basic teaching qualifications for BT academies:*

- *Primary Teaching Certificate*
- *proficiency in English*
- *enthusiasm for teaching; particularly in a rural setting*
- *willingness to relocate*



## Part I—Preliminary

### Citation.

These regulations may be cited as the School (Management Committee) Regulations.

### Application.

These Regulations shall apply to the management of primary schools whether Government or privately owned.

## Part II—Management Committee

### Management Committees.

1. There shall be established a management committee for each School.
2. A person shall not hold office as chairperson, vice chairperson or be a member of more than three committees at the same time.
3. A school management committee shall subject to regulation 7, consist of—
  - Six members, including the chairperson, nominated by the foundation body, at least two of whom shall be women;
  - One local government representative nominated by the district councils standing committee responsible for education;
  - One representative of local council executive committee who shall be the Secretary in-charge of education at a parish council, or the sub county chief or his or her representative;
  - One person elected by the sub-county or city division or municipal whichever is the case;
  - One representative of parents of the school elected at the annual general meeting;
  - one representative of the staff (both non-teaching and teaching) elected by the staff at a staff meeting;
  - One representative of old boys' or girls' (former students) elected at a meeting of the association of former students, if any, of the respective institution.

### Appointment of members.

The appointment of any member of a management committee shall be approved by the district education officer in consultation with district councils' standing committee responsible for education on behalf of the district council.

### Secretary of management committee.

A management committee shall have a secretary who shall be the head teacher of the School.

### Nature of membership.

Membership of the School Management Committee shall be by oath and deemed to be primarily voluntary service to the community.

## Part III—Tenure Of Office

### Tenure of office.

1. The chairperson and members of the management committee shall hold office for three years and are eligible for reappointment.
2. A member of a management committee may, writing in addressed to the district education officer resign his or her office and the resignation shall take effect when the resignation letter is received by the district education officer.



1. The district education officer, in consultation with the district councils' standing committee responsible for education, may at any time, remove a person from membership of the school management committee on the following grounds—
  - Abuse of office;
  - Incompetence;
  - Misbehavior or misconduct;
  - Is incapacitated by physical or mental illness;
  - Has been absent without approval of the school management committee for more than three consecutive meetings of the school management committee;
  - Is an employee of the Ministry responsible for education other than as a teacher?
  - Is a Minister of Uganda Government or is a member of the Executive of a local government other than secretary responsible for education;
  - Is a member of the district council.
2. Where a vacancy occurs on the management committee, a new member shall be appointed to fill such vacancy in the same manner as the member for whose vacancy he or she is filling, was appointed.
3. A member appointed to fill a vacancy shall hold office for the unexpired term of office of the member in respect of whom the vacancy existed, and shall be eligible for re-appointment.
4. Chairperson and other members shall serve on a board as chairperson and members respectively for a period not exceeding three years as specified by the Minister responsible for education but may be eligible for reappointment.

## Meetings.

1. Management committee shall meet at least once a term and in times of an emergency, such as immediate transfer of a head teacher, disciplinary cases, a storm hitting the school or abrupt closure of the school, the Chairperson may convene an emergency school management committee meeting.
2. All meetings of the management committee as much as practicable shall be held at the school.
3. The Chairperson shall preside at any meeting of the management committee and in his or her absence, the vice-chairperson presides.
4. In the absence of both the Chairperson and the vice-chairperson, the members present shall elect one of their members who shall preside, provided they make a quorum.
5. A vice-chairperson shall be elected by members of the management committee from among the members of the foundation body.
6. A meeting of the management committee may be convened by the chairperson at any time, or at the request in writing of not less than five members addressed to the chairperson giving a notice of seven days.
7. The head teacher of the school shall attend meetings of the management committee unless specifically excluded from the meeting by the chairperson, where a disciplinary action is likely to be taken against the head teacher; but shall not be entitled to vote on any question for a decision by the management committee.
8. Where the head teacher is excluded from the meeting of the school management committee, a temporary secretary shall be appointed by the chairperson from the members who shall act only when the head teacher is excluded.
9. Where the head teacher or any other teacher is excluded from the meeting of the school management committee, the head teacher or teacher shall be accorded a hearing to give fairness to the outcome of the case.
10. Other members of the staff of a school may attend the meetings of the management committee at the invitation of the chairperson, but shall not be entitled to vote.
11. An education officer or inspector of schools may attend the meetings of the management committee, and where necessary offer technical advice, but shall not be entitled to vote.
12. Except as otherwise provided in these Regulations, any matter before a management committee shall be decided by a simple majority of



1. members present and voting.
2. The person presiding at any meeting of a management committee shall have a vote, and in the event of equality of votes, may exercise a second or casting vote.

### Quorum.

The quorum at any meeting of a management committee shall be a third of the membership including the representative of the parents and two of the foundation body.

### Member to declare interest.

Whenever there is any matter before a management committee in which a member is interested in whatever manner, he or she shall declare his or her interest and shall withdraw from the meeting for the duration of the discussion in relation to the subject matter in which he or she has interest.

### Co-opted members.

A management committee may co-opt any person as it may consider desirable for the transaction of its business at any meeting of the committee, but any person so co-opted shall have no power to vote.

## Part IV—Minutes

### Minutes.

1. The proceedings of the school management committee shall be conducted in the local language and the primary record of reference for the School management committee or a language generally understood in that area.
2. The Secretary shall be required to translate the minutes into English for official reference by officials at Sub County or division, municipality, district and national levels and the minutes kept by the secretary.
3. Copies of the minutes shall be distributed to—
  - Members of the management committee;
  - Members of the committee responsible for education at the sub county, town council, municipality or divisions council;
  - Education officers in-charge of education in the local government; and foundation body.

## Part V—Functions Of Amanagement Committee

### Functions of a management committee.

1. Management committee shall manage the school for which it has been established in accordance with the Act and these Regulations, subject to any directions which may be given under the Act by the Minister on matters of general policy.
2. The functions of a management committee shall, in so far as they relate to the day-to-day administration, proper and efficient conduct of the school, be performed by the head teacher of the school on behalf of the management committee.
3. A member of a management committee shall not be subject to any personal liability in respect of any matter or thing done or omitted to be done, or any contract entered into by or on behalf of the management committee, in so far as he or she acted or omitted to act in good faith.
4. There shall be consultation with the foundation body before transfer or posting of head teacher and deputy head teacher to a school.
5. A management committee shall have right to appeal to the district council executive committee against the posting or transfer of a teacher to or from a school within twenty one days from the day it is notified of the posting or transfer.



1. Where there is an appeal by the management committee under sub-regulation, the teacher affected shall be informed of the reasons giving rise to the appeal to enable him or her to respond as and when necessary.
2. At the hearing of the appeal referred to in sub regulation (6), the teacher affected shall have the right to appear and defend him or herself at the hearing of the appeal and may be assisted by a representative of his or her choice.
3. A management committee may, after consultation with the education officer in-charge of education in the local government and the head teacher, declare vacancies of non-teaching staff for the school to the district service commission through the chief administrative officer to recruit the required staff.
4. A management committee shall make such arrangements as it deems necessary to enable the members of staff of the school to submit their views, proposals or representation to the management committee.

## Part VI—Sub Committees

### Sub – committees.

1. A school management committee shall appoint the following subcommittees for the proper carrying out of its functions—
  - Education
  - Finance and development sub-committee; and
  - General purpose sub-committee.
2. A sub-management committee appointed under sub-regulation, of this regulation shall consist of not more than six members.
3. A sub-committee of the school management committee shall have such functions as the school management committee may delegate to it.
4. A sub-committee of the school management committee shall—
  - Elect one of their members who are a member of the school management committee to be chairperson of the sub-committee;
  - Elect one of the teachers' representatives to be secretary;
  - Regulate its own procedure subject to these regulations and the directions of the school management committee; and
  - Meet as often as the chairperson of the sub-committee thinks necessary to conduct any business delegated to it by the School management committee and the meeting shall be convened by the chairperson.
5. In the absence of the chairperson of the sub-committee at any meeting of the committee, the members present at any meeting, may elect one of their members to preside at that meeting if they make a quorum.
6. Matters before a sub-committee shall be decided by a simple majority of votes of members of the sub-committee present and voting and in the case of an equality of votes, the chairperson of the sub-committee or other person presiding shall have a second or casting vote.
7. The quorum at any meeting of a sub-committee shall be three members including the chairperson or the vice-chairperson.
8. A decision of a sub-committee shall be subject to confirmation by the school management committee.
9. Each sub-committee shall ensure that proper minutes are taken and recorded at each of its meetings and copy of the minutes so recorded shall be forwarded to the school management committee.



# BUILDING TOMORROW® SAMPLE SCHOOL BUDGET

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funded by	item	#	amount /per	times /year	total UGX	total USD
GVT/BT/COM	Desks for each academy	45	100000	N/A	UGX 4,500,000	\$1,800
GVT/BT/COM	Chairs	8	70000	N/A	UGX 560,000	\$224
GVT/BT/COM	1-Class room tables	4	140000	N/A	UGX 560,000	\$224
GVT/BT/COM	2-Head teacher's office table	1	200000	N/A	UGX 200,000	\$80
GVT/BT/COM	Staff room tables	2	400000	N/A	UGX 800,000	\$320
GVT/BT/COM	Shelves for Library	1	350000	N/A	UGX 350,000	\$140
BT	<b>Textbooks - Nursery</b>	<b>64</b>	<b>15000</b>	N/A	<b>UGX 960,000</b>	<b>\$384</b>
BT	<b>Textbooks - P1 to P3</b>	<b>168</b>	<b>15000</b>	N/A	<b>UGX 2,520,000</b>	<b>\$1,008</b>
BT	<b>Reference Books/Teaching guides</b>	<b>9</b>	<b>15000</b>	N/A	<b>UGX 135,000</b>	<b>\$54</b>
BT	<b>Reading Books</b>	<b>42</b>	<b>5000</b>	N/A	<b>UGX 210,000</b>	<b>\$84</b>
COM	Benches for outside class activities	10	40000	N/A	UGX 400,000	\$160
COM	Soft boards for hanging visual materials	8	40000	N/A	UGX 320,000	\$128
COM	Large sauce pans for cooking	2	300000	N/A	UGX 600,000	\$240
COM	Plates for teachers	10	3000	N/A	UGX 30,000	\$12
COM	Cups teachers	10	2500	N/A	UGX 25,000	\$10
COM	<b>Salary for nursery teacher for four months</b>	<b>1</b>	<b>900000</b>	<b>3</b>	<b>UGX 2,400,000</b>	<b>\$960</b>
COM	<b>Chalk in cartons</b>	<b>1</b>	<b>70000</b>	<b>3</b>	<b>UGX 210,000</b>	<b>\$84</b>
COM	<b>Staple wires in boxes</b>	<b>1</b>	<b>6000</b>	<b>3</b>	<b>UGX 18,000</b>	<b>\$7</b>
COM	<b>Glue</b>	<b>3</b>	<b>6000</b>	<b>3</b>	<b>UGX 18,000</b>	<b>\$7</b>
COM	<b>Masking tape</b>	<b>4</b>	<b>2000</b>	<b>3</b>	<b>UGX 12,000</b>	<b>\$5</b>
COM	<b>Duplicating paper</b>	<b>4</b>	<b>8000</b>	<b>3</b>	<b>UGX 32,000</b>	<b>\$13</b>
COM	<b>Ruled paper</b>	<b>2</b>	<b>15000</b>	<b>3</b>	<b>UGX 30,000</b>	<b>\$12</b>
COM	<b>Markers boxes</b>	<b>5</b>	<b>6000</b>	<b>3</b>	<b>UGX 30,000</b>	<b>\$12</b>
COM	<b>Pens dozens</b>	<b>1</b>	<b>25000</b>	<b>3</b>	<b>UGX 75,000</b>	<b>\$30</b>
COM	<b>Security of the school 3 months</b>	<b>3</b>	<b>60000</b>	<b>3</b>	<b>UGX 180,000</b>	<b>\$72</b>
COM	Manilla cards	100	600	1	UGX 60,000	\$24
COM	Box files	10	5000	1	UGX 50,000	\$20
COM	Spring files	10	2000	1	UGX 20,000	\$8
COM	Stapling machine	2	15000	1	UGX 30,000	\$12
COM	Punching machine	2	10000	1	UGX 20,000	\$8
COM	Strings	6	3000	1	UGX 18,000	\$7
COM	Thumb pins in boxes	1	3000	1	UGX 3,000	\$1
COM	Class registers	5	2000	1	UGX 10,000	\$4
COM	Dusters	4	3500	1	UGX 14,000	\$6
				<b>Total</b>	<b>UGX 15,194,000</b>	<b>\$6,076</b>
				<b>Total for Community - COM</b>	<b>UGX 4,399,000</b>	<b>\$1,760</b>



## Academic Board Terms of Reference

BT desires to achieve high quality education in all her academies. To achieve this, there is need to have a pro-active plan by all individual schools to ensure all children at any stage have the ability to excel in both academics and co-curricular activities. The formation of the Academic Board is to ensure a standard program for highest grade achieving students at all levels of education. The board must have a clear cut vision, mission and targets to achieve their goal. These terms may be revised as and when need arises.

**Vision:** A school where all children excel in academics and other co-curricular activities.

**Goal:** One document to standardize programs, policies and testing to improve the quality of learning across all BT academies.

In order to more accurately assess - and thereby impact - student progress at each BT academy, the top priority of the Academic Board is to develop and implement standardized exams and teaching aids at each BT academy.

Working towards this, specific, actionable tasks include:

1. Creating and implementing at least two exams and three tests each term based on the curriculum to test syllabus coverage for each class.
2. Developing a grading scale for all BT academies.
3. Writing periodic reports showing the progress of the designed activities and programs.
4. Marking exams and giving constructive feedback to teachers.
5. Designing promotion policies to the next classes.
6. Researching and recommending relevant trainings and teaching materials to teachers.
7. Developing and updating a set of teaching aids (best practices, guides, charts, etc.) at the start of each term to use as a model for teachers.
8. Developing a culture for all BT academies as in handwriting, dressing, co-curricular activities, reporting time and departure time for teachers and students, scheming and lesson planning schedules for each term.

## Expectations of the Board

Members of the Academic Board are expected to:

- Hold three planning meetings each term, at the beginning, middle and end of term.
- Hold periodic, informal meetings monthly to discuss issues, make necessary reviews and innovations in the policies.
- Stay in regular contact (at least twice each term) with Head Teachers, SMCs, PTAs and BT.

## Meetings

Meetings of the Academic Board shall be aimed at planning, approving schemes of work, developing teaching aids, setting exams, and evaluating performance of teachers.

## Composition of the Board

The board shall be composed of between 7 to 10 members under the category shown below. The board shall have a chair person a BT staff for the



first three years and thereafter have a rotational chair; vice shall be a democratically elected head teacher.

- Two external and a more technical person preferably a centre coordinating tutor (CCT).
- BT Education officer.
- must be degree or diploma holder in primary education or above
- Possess high degree of professional ethics and confidentiality as a teachers
- Demonstrate practical commitment
- High interest and tested integrity
- Creative and innovative

*\*for potential consideration*

- *ENEB examiners in any of BT Academies*
- *Retired professional teachers*
- *External volunteers; but must have knowledge of primary Education*

## Terms of Office

Members of the first Academic Board shall sit on the board for a minimum of two years; after which, the term shall be extended to three years. However, individual membership can be terminated and replaced by a vote of the entire Board should they not be fulfilling their responsibilities.

## Termination of membership on the board.

This is a voluntary service but still members have to show commitment, integrity, interest and professionalism during their term of office. This therefore means that one's term of office shall be terminated on the following grounds:

- If one fails to attend three consecutive board meetings without genuine reasons.
- If one behaves contrary to the generally agreed upon issues by the board.
- If one ceases to be a teacher in any of the BT academies either by transfer of by retirement.
- If a member fails to lead by example in the schools.
- If one proves to be influencing others to go against the set goals and policies.

## Expectations of BT

- Facilitation of its activities like; meetings, stationery, running monthly exams, text books, prep books and pens to facilitate timely scheming and lesson planning; other expectations shall be addressed as they come from members after the meeting.
- Facilitating capacity building programs for teachers especially during holidays.
- Giving necessary support to the board as it executes its duties.

# Enhancing teacher quality: Low cost, big impact

A Varkey GEMS Foundation initiative



**VARKEY  
GEMS  
FOUNDATION**

*Changing lives through education*

## The issue: Teacher quality



**“The benefits from an educated child will affect not only the child itself, but his or her family and the wider community. The Varkey GEMS Foundation’s commitment will bring that opportunity to millions more children around the world.”**

**President Bill Clinton, Honorary Chairman of the Varkey GEMS Foundation**

At the Varkey GEMS Foundation, we know that a quality education can transform lives and bring sustainable change.

Yet in many parts of the world, a quality education is a distant dream.

- **61 million** primary school-aged children and **71 million** secondary school-aged children are **out of school**
- As many as **250 million** children could be **failing to read and write** by the time they reach age 10

Simply building schools is not enough. **Evidence tells us that it is the quality of the teacher that has the greatest impact on a child’s educational outcomes.**

Unfortunately, experience shows us that quality is rarely distributed equally and it is often the schools most in need, which have the least well-trained teachers. Indeed, the focus on achieving universal education (one of the UN Millennium Development Goals) and the rapid expansion of schooling by many governments, has led to a **shortage of adequately trained staff.**

- Estimates are that the world needs almost **7 million new trained teachers by 2015** just to address primary education needs
- Over the past decade many developing countries have tried to control teacher costs by bringing in **large numbers of unqualified or less-qualified teachers** or by supplementing school capacity with teacher aides and community volunteers. This has had the effect of lowering the average qualification and experience level of the teaching force
- In many sub-Saharan African countries such as Congo, Tanzania and Mozambique **less than 60%** of primary teachers are **professionally qualified**

Our aim is to raise standards of teaching by training teachers in core skills; and to be the foremost advocate for classroom excellence.



## Our solution

### Varkey GEMS Foundation low cost teacher training.

The Varkey GEMS Foundation has designed a low-cost teacher training programme that will address the issue of teacher quality in developing countries.

**The 5-day face-to-face course**, aimed at school principals and senior management team members, will focus on the skills required to improve pedagogy within the school and will include an embedded “train-the-trainer” course so that principals can cascade their learning and deliver the content to teachers at their schools.

Once the training is completed, Varkey GEMS Foundation trainers will travel to each school to provide **coaching and support** to the principal in embedding the programme, thus improving practices within the school and providing quality assurance.

#### Day 1: Train the Trainer

Understanding learning needs and styles, principles of adult learning, mentoring and coaching, evaluating and training

#### Day 2: Creating Professional Learning Communities

Building capacity, team development, delegation, negotiation, collaboration and planning, effective feedback, classroom observational strategies and tools, mentoring and coaching, development of PDP for staff and lead teacher

#### Day 3: Large Class Teaching in Resource Constrained Contexts

Areas of lesson design and sequence, higher order skills, action-oriented student centred pedagogy, student engagement and critical thinking, teaching models and strategies, creating instructional learning aids from surrounding environment, improving classroom environments

#### Day 4: Student Centred Assessment and Planning

Student centred learning methods, reflection skills, learning objectives, complex problems, constructive feedback, goal setting, the teacher/student relationship, child psychology

#### Day 5: English as a Second Language

Skills and strategies in teaching children and teachers with ESL backgrounds. Specifically reading and writing strategies in order to improve English language development

Cascade & Support

# Impact

Our teacher training solution is focused on providing the biggest impact for the lowest cost. In order to achieve this, we will have the following steps in place:

Flexibility to meet local needs

Full assessment of local conditions

Joint reflection

Emphasis on trainer quality

In-school mentoring

Sharing network

Strategic direction

In-country steering committee & council

Alignment with in-country policies & priorities



**“There is mounting evidence that the quality of teachers is the key ingredient to student performance.”**

**Eric A. Hanushek and Ludger Wößmann,  
The Role of School Improvement in  
Economic Development**

Teacher quality has been shown to directly correlate to **key economic indicators** - higher lifetime earnings, low teen pregnancy and female empowerment. Teacher quality also has a direct impact on student's achievements and their later **performance as employees**. Recent analysis has demonstrated a very close link between cognitive skills of a country's population and the country's rate of economic growth. In particular, countries that perform better on international **mathematics and science** tests have **stronger economic growth**.

Impact of the teacher training programme will be measured through observing and recording improvements in the process of teaching and learning inside the classroom.

Throughout the programme design and delivery, the Varkey GEMS Foundation will collect and analyse data to **measure the impact**. This will include **participant surveys** (to assess the effectiveness of the training and the impact on practice) and **project reviews** (to identify operational improvements). We will appoint an **independent partner to evaluate** the approach and the results delivered by the programme in each country.

# About the Varkey GEMS Foundation



The Varkey GEMS Foundation is an independent registered charity. It was founded by GEMS Education, which has a global network of award-winning schools providing high quality education. As a result of their experience and support, we know the power that education has to change lives.

We are committed to improving the standards of education for underprivileged children. Through our collaborative approach in harnessing resources, networks and commitment to work with like-minded partners, we ensure that our projects are impactful and make a difference.

We run a number of projects in two key areas: providing access to education, and improving global teacher capacity.

## 1. Improving global teacher capacity

- Training 10,000 School Principals in Kenya, Ghana, and India on leadership & effective management
- Investing in capacity building initiatives to promote the advancement of girls in science, technology, and mathematics in Lesotho & Kenya

*Both programmes are in partnership with UNESCO*

## 2. Providing access to education

- Rebuilding a school in Kibera, which is Africa's largest slum community
- Establishing low-cost learning resources centres in India to provide supplementary education to children
- Rebuilding schools in Pakistan's flooded regions
- Improving sanitation & providing clean water to schools in Tanzania
- Distributing school uniforms for children in Lebanon, Egypt and India

Our **Advisory Board** is responsible for the strategic focus of the Varkey GEMS Foundation and its projects:

- **Hon. William Jefferson Clinton** served as the 42nd President of the United States from 1993 to 2001 and is the Honorary Chair-man of the Varkey GEMS Foundation
- **Hon. Bertie Ahern** served as Taoiseach of Ireland from 1997 to 2008
- **Aliko Dangote** is the President and Chief Executive Officer of the Dangote Group (Nigeria)
- **V. Shankar** is the Group Executive Director and member of the Board of Standard Chartered PLC and the CEO of Europe, Middle East, Africa and Americas (Dubai)
- **Nizan Guanaes** is the Chairman of Grupo ABC de Comunicação (Brazil)

**“Education is the biggest gift an individual and a family can receive. It is also a powerful tool for economic and social development. We believe that through education we can alleviate poverty, reduce gender inequality, ensure sustainable development, and promote peace, empowerment and democracy.”**

**Sunny Varkey, Chairman and Founder of GEMS Education**

# How you can help



**VARKEY  
GEMS  
FOUNDATION**

*Changing lives through education*

## How you can help

Our aim is to train 250,000 teachers over the next 10 years, but we cannot do it alone. **We need your help** to bring our low cost teacher training programme to more communities in need.

**Can you fund a training programme for 100, 1,000 or 10,000 teachers?**

Our **low cost, big impact** approach means that for every teacher whose training you fund, we will reach ten teachers through our **cascade strategy** - so if you invest in training 10,000 teachers, that training will reach 100,000 teachers!

In addition, your employees can get involved and make a difference, through our **volunteering** programme and **fundraising / advocacy** campaigns

- Employees who wish to volunteer will be matched with tasks that fit their skill set
- We encourage employees to support our work by getting involved in fundraising events and advocacy campaigns

**Our dedicated team would be delighted to work with you on a tailored programme of activity which supports your business objectives, aligns with the core values of your company and helps to change lives through education.**

**“Good teachers teach.  
Great teachers transform.”**

**Her Majesty Queen Rania Al Abdullah  
of the Hashemite Kingdom of Jordan**



## Ten reasons to get involved

1. Be part of this noble cause and support us in reaching our target to train 250,000 teachers over the next 10 years
2. Make a real and lasting difference to communities in need
3. Position your organisation as one that believes in the importance of education
4. Demonstrate that your organisation is socially responsible
5. Increase awareness of your humanitarian work
6. Gain recognition for our partnership and your achievements through local media and international press
7. Promote products and services to assist the communities we work in
8. Meet other, like-minded organisations through our in-country events
9. Meet local government representatives and other influential local leaders
10. Develop your people through our volunteering programmes



**VARKEY  
GEMS  
FOUNDATION**

*Changing lives through education*

For all enquiries about the Varkey GEMS Foundation, contact:

Vikas Pota, Chief Executive,  
Email: [vikas.pota@gemseducation.com](mailto:vikas.pota@gemseducation.com)  
Tel: +44 (0) 20 7593 4049

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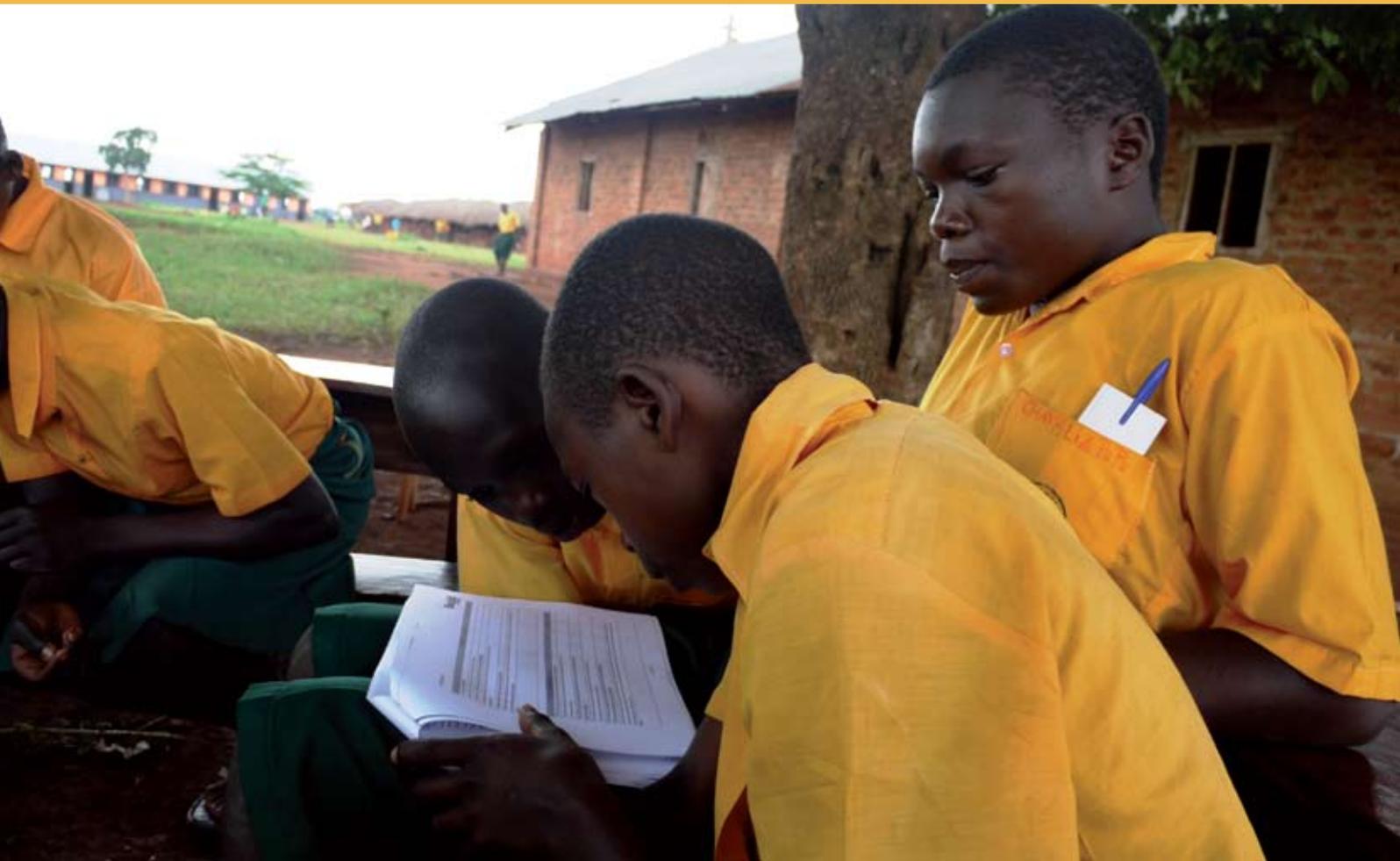
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# SHULE YETU<sup>®</sup>

A tool for school assessment and planning



February 2013

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# Section 1: Guidance Notes

This How to Guide has been designed as an implementation manual for *Shule Yetu*. The guide provides an overview of the tool, its purpose and how to use it.

This guide offers an insight into what is expected of facilitators during the process, as well as the information that needs to be collected and collated for feeding back to the school community. Finally, it reflects on possible ways to develop action plans in response to school level priorities that surface.

The information provided in this guide is based on Build Africa's learning from pilots in Kenya and Uganda. As we reach more schools and gain more experience in delivering *Shule Yetu*, we expect to adapt and update the tool and guide in the years to come. We are extremely grateful for to all those involved in developing the tool this far.

## What is *Shule Yetu*?

*Shule Yetu* means Our School in Swahili. The tool provides a holistic snapshot of a school's level of development and promotes school development planning. It employs a participatory and transparent approach that involves a school's key stakeholders: the pupils, the parents, the teachers and the school management.

The tool has been designed so that it can be easily presented as an outcomes star. This provides a visual snapshot of the school's level of development. When presented in this way it enables school communities to easily picture their school's development; where their strengths lie and what challenges remain. The tool has been designed to enable whole school communities identify priorities and set action plans based on their perception of the school.

## Who can use *Shule Yetu*?

This pack has been developed by and for Build Africa to use with schools in rural Africa. However, the tool has the potential for much wider application and this guide has been designed so that it can be utilised by any organisation, big or small, who work internationally or nationally with rural schools in the Global South.

## When to use *Shule Yetu*?

*Shule Yetu* can be employed whenever an organisation or the school wishes to get a better understanding of a school's overall development. It can also help to inform the setting of school priorities and can be integrated into planning school level actions (such as producing a School Development Plan).

## Objectives of *Shule Yetu*

*Shule Yetu* has two key objectives:

**For school communities to come together to assess the development of their school and set school priorities and action plans.**

*Shule Yetu* provides an opportunity to engage key stakeholders of a school, i.e. the pupils, parents, teachers, head-teacher and school management, to explore the school's overall development. It allows them to conceptualise what a well-developed school looks like and encourages school communities to set priorities for the future. It does this by:

- Providing a snapshot of a school's development in a transparent and participatory way;
- Presenting an opportunity for the school community to reflect on the school's development and helping individuals to visualise a more developed school;
- Giving the school community an opportunity to discuss priorities and agree actions for their school;
- Improving the school community's understanding of its roles and responsibilities;
- Promoting communication between the school's key stakeholders.

### **For organisations working with a school to identify priorities for support.**

By engaging school communities *Shule Yetu* provides an opportunity for organisations to better understand the key priorities and areas of underdevelopment for the school. Reflecting on these findings allows organisations to plan more targeted and effective interventions to help bring about desired changes. *Shule Yetu* does this by:

- Helping to identify progress that has been made (looking backwards);
- Identifying the challenges that remain (looking forward);
- Allowing for a comparison between different schools, so that anomalies and trends can be identified.



Teachers at Echariria Primary School, Kenya, discussing school priorities

## **Why *Shule Yetu*?**

There are several compelling reasons for carrying out *Shule Yetu* in a school:

- Gives school communities a voice: By employing a participatory approach *Shule Yetu* seeks to give a voice to all of the school's key stakeholders;
- Strengthens school response: By making school management more responsive to the felt needs of the whole school community, *Shule Yetu* seeks to empower and mobilise communities to take responsibility for their school. It does this by employing a transparent and participatory approach, to create a picture of the school's needs. It also helps school stakeholders to understand their roles and responsibilities as well as acting as a catalyst for communication between the different stakeholders;
- Strengthens organisational response: The tool improves an organisation's understanding of the felt needs of the school community and allows them to design interventions accordingly;
- Easy to understand and interpret: It is a simple and user-friendly tool that is easy to use;
- Easy comparison across schools: The tool makes it easy to identify anomalies and trends across schools and regions.

## Shule Yetu: An Overview

*Shule Yetu* has been designed to help assess the overall development of a school and plan for the future. It uses a participatory approach and engages the different stakeholders of a school community (the pupils, parents, teachers, head-teacher and school management) to come together to assess their own school and identify priority areas for development.

*Shule Yetu* is implemented in three Sessions: a Questionnaire Session; a Priority Setting Session; and an Action Planning Session. The methodology section (starting on page 8) looks at how to prepare for and implement each of these Sessions.

The Questionnaire Session is used to enable pupils, parents, teachers, head-teacher and school management to complete the *Shule Yetu* questionnaire. It does this by asking the participants to assess seven key outcome areas that are important in the development of a school:

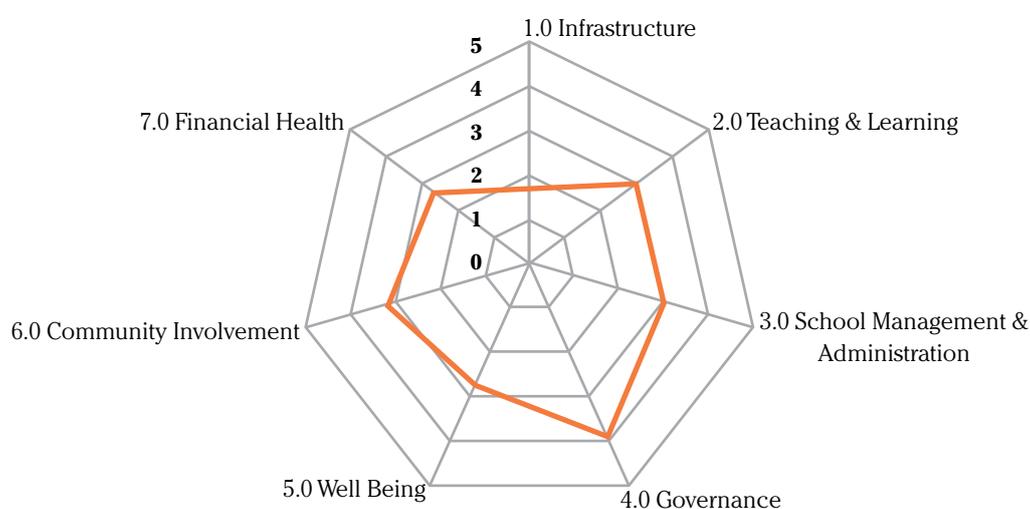
1. **Infrastructure;**
2. **Teaching and Learning;**
3. **School Management and Administration;**
4. **Governance;**
5. **Child Well-Being;**
6. **Community Involvement;**
7. **Financial Health.**

Under each key outcome area participants are asked to reflect on a number of Key Areas of Assessment (KAA). For example the KKA under the Infrastructure Outcome area include Classrooms, Seating, Latrines etc.

For each KAA there are five descriptions. Participants are asked to choose which description fits their school most closely. The descriptions range from what would be considered underdeveloped to what would be considered well developed. Each description is assigned a score from 1 to 5. A score of 1 represents an area of underdevelopment for the school, while a score of 5 indicates a school is doing very well in this area.

After the participants score all of the KAA, the results are entered into the *Shule Yetu* Analysis Tool (details of which are provided in Section 3 of this guide). The scores of each KAA are averaged and used to generate the preliminary *Shule Yetu* Outcomes Scores, then presented in an outcomes star (see Boxes A and B). This score provides an overall snapshot of the school's development. After the Priority Setting Session the results will be weighted to generate the final *Shule Yetu* Outcomes Scores.

**Box A:** *Shule Yetu* Outcomes Star, Kahara Primary School, Uganda





Parents at Jeeja Primary School, Uganda, completing the questionnaire

An outcomes star can also be generated for each of the key outcome areas. These provide a more detailed picture of a school's development which is fed back to the community. This allows the community to understand how the school's stakeholders view their school's strengths and helps them to identify remaining challenges. The overall outcomes scores provide a quick snapshot of the school's overall development, which is particularly useful in tracking progress over time. However, it is the detailed results for each of the seven outcome areas that will be most useful in priority setting.

**Box B:** Advantages of using an outcomes star:

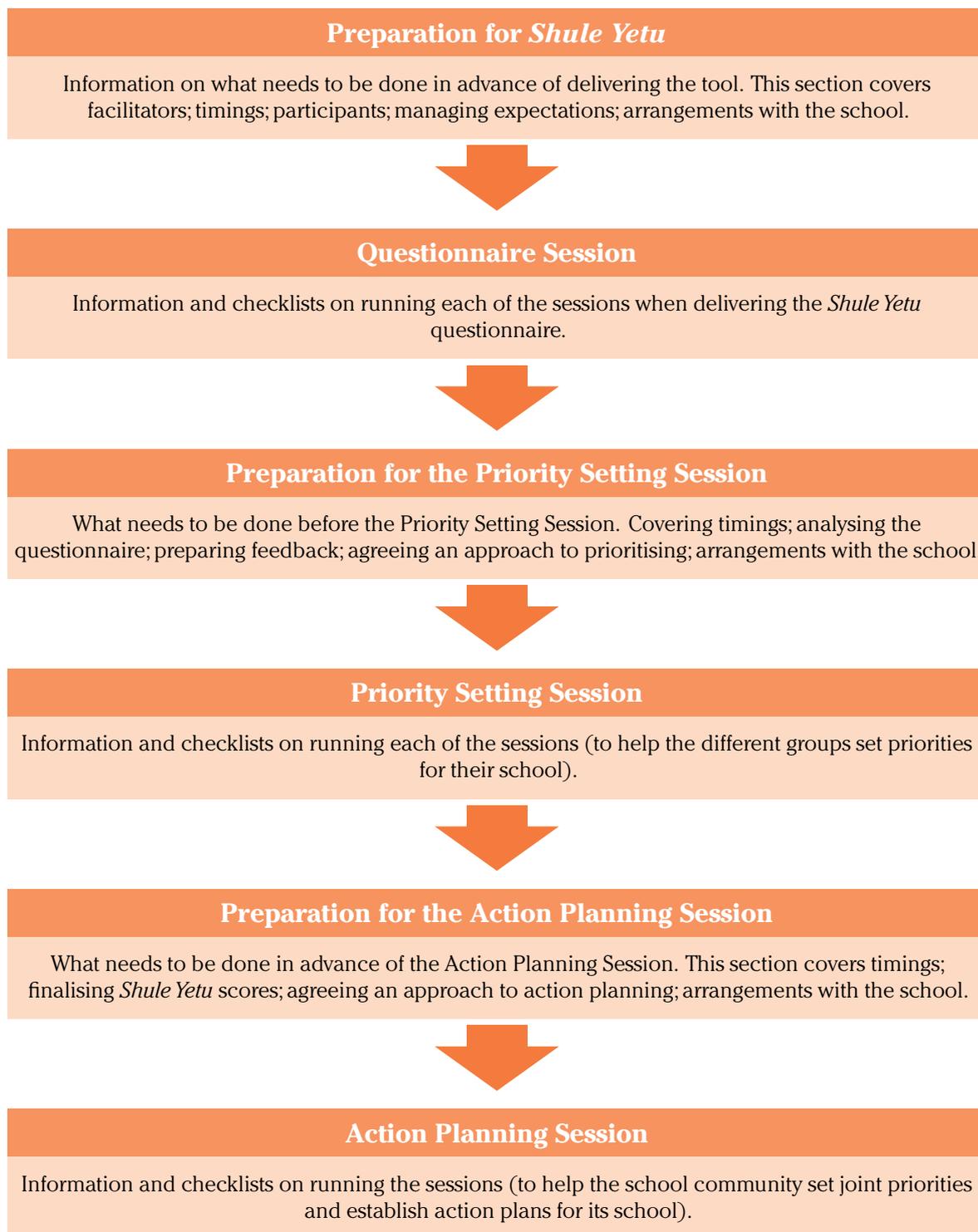
- It provides a clear and easy to interpret snapshot of a school's development; making it possible to identify areas of strength and remaining challenges.
- It is easy to understand for everyone, including children.
- It shows progress. It is possible to present a school's *Shule Yetu* results from different periods in time on the same outcomes star, allowing schools and organisations to easily track progress over time.

Next, the results are used in the second session to help the pupils, parents, teachers, head-teacher and school management set priorities for the school. The methodology section provides details on preparing for and running the Priority Setting Session. Once the group priority lists have been created each of the different groups come together for the Action Planning Session to set joint priorities for the school. Once these priorities have been identified an action plan is developed to ensure that all of the school's stakeholders are encouraged to contribute to school level planning and implementation.



## Methodology

This section explains how to implement *Shule Yetu*. It provides an overview of the preparation and planning required as well as detailing what facilitators will need to do in delivering the tool. The methodology section covers the following:







The best schools have high standards of teaching and learning. Above: a class at Mbombo Primary School, Kenya

## Preparation for *Shule Yetu*

**AIM: To prepare for the implementation of the tool and Questionnaire Session.**

In advance of delivering the tool there are a number of things you will need to prepare. This section considers what needs to be undertaken before delivering the tool in a school.

The section is broken into the following sub-sections:

- Facilitation
- Arrangements with the school
- Timings
- Integrating into School Development Planning
- Participation
- Managing expectations
- Readyng the tool
- Reporting

### Facilitation

*Shule Yetu* is likely to require at least four facilitators per school. This is because the tool calls for four different groups to be involved: pupils; parents; teachers; and school management committee members or equivalent. For most of the delivery of the tool it is necessary for these groups to be working separately and each group requires a facilitator. Some school communities may require facilitation to take place in several different languages, in which case additional facilitators or translators may be required.

It is important for all facilitators involved to have read and understood the tool and familiarised themselves with the *Shule Yetu* questionnaire in advance of implementation. A preliminary meeting for facilitators is necessary for you to agree the roles and responsibilities of those involved in the preparation and implementation of the tool.

The role of facilitators is critical for the success of *Shule Yetu*. While facilitation is important it is also vital that the communities themselves lead the process to ensure ownership and buy-in. See Box C on the differences between facilitating and leading.

### Checklist for facilitators

- ✓ Has one facilitator taken on the role as lead facilitator?
- ✓ Are you clear about the overall objectives and your role as a facilitator?
- ✓ Are you clear about the different approaches you plan to use when delivering *Shule Yetu*?
- ✓ Have you reached an agreement with co-facilitators about the division of roles; about your objectives, timings, approaches and methods of implementation?
- ✓ Have you taken the necessary steps to prepare for each of the sessions?

### Box C: Facilitation versus leading

Understanding facilitation begins with an awareness of the difference between facilitating and leading. It has been said that leadership is something you do to a group, while facilitation is something you do with a group.

The facilitator differs from a leader in that the former is conscious about the use of power, authority or control, and places limitations on uses of it. A facilitator should be a neutral mediator whose role it is to provide information and promote dialogue amongst participants.

Facilitators help groups work towards achieving their goals and don't usually voice their own opinions; to avoid discouraging those with differing opinions from speaking. Facilitator must be aware of the group dynamics and encourage challenging reflection while maintaining respect and a sense of openness and security within the group. While a facilitator may help guide a discussion, they should ultimately be working to foster the group's own ability to lead itself.



Teachers at Twendane Primary School, Kenya, discussing the questionnaire

For a facilitator to be successful it is important to start with your own approach. Your role as a facilitator is to create an environment of trust in which people build rapport. A good facilitator focuses on the group's dynamics, rather than the task or outcome. This is to ensure that participation is 'active' rather than 'passive'. This process may be slow and you will need to be positive, flexible, committed and patient. The following points outline some of the elements you should keep in mind to help support the delivery of *Shule Yetu*:

- **Arranging the seating** – make sure that seats are arranged in a circle so that everyone can see each other;
- **Need to promote openness** – emphasising the importance of an open discussion is vital for the success and validity of *Shule Yetu*. It is important to reassure group members that their responses will be held in confidence;
- **Give recognition to the participants for the efforts they are making** – it is important to encourage and support the efforts of participants and the contribution they make during the delivery of *Shule Yetu*;
- **Taking a back seat** – the groups themselves should lead the process. The facilitator should only be there to clarify elements of the questionnaire and to answer questions;
- **Encouraging full participation** – if certain voices are dominating the discussion it is important for the facilitator to step in and encourage others to share their views;

- **Reaching a consensus or skipping a question** – it is important to ensure that the group members are in agreement before moving on. If a consensus cannot be reached you may encourage the group to take a vote or skip the question if they do not feel confident to answer it. This should only be encouraged once the issue has been discussed thoroughly and everyone has had a chance to speak;
- **Taking notes; recording quotes and stories** – it is important to make notes throughout the process. Consider how decisions are reached, the different viewpoints that are put forward and the challenges or successes at the school. It may also be useful to take note of any quotes that demonstrate an understanding of the importance of working together, any reflections on the roles of the different stakeholders as well as what individuals feel about the overall process.

### Arrangements with the school

It is important for you to speak to the school before *Shule Yetu* is delivered to explain to them what will be required.

In addition to helping select and invite participants, the school will be required to provide space for the sessions to be held. During the Questionnaire Session and Priority Setting Session the four groups will need space to meet separately so as to promote openness and ensure confidentiality. If the school is not in session classrooms could be used or benches could be set up in shady parts of the school ground. If the latter is the only option it may also be important to consider seasonal weather patterns.

You may also want to arrange refreshments and/or lunch for the participants and facilitators. This is likely to be best done with the school.

### Timings

The implementation of all of the *Shule Yetu* Sessions is likely to take several days which should be spread over a number of weeks. Spreading the implementation over several weeks has a number of benefits:

1. It gives participants time to reflect on the different stages of the tool before moving forward.
2. It makes attendance more manageable for participants who might otherwise struggle to take several consecutive sessions out of their day-to-day lives.
3. It allows facilitators time to collate and analyse the results after each session.

Care should be taken in deciding the best period during the school year when *Shule Yetu* could be delivered to minimise disruption to teaching and learning. For example, the start of a term might be a bad time as the school is settling in; likewise the end of a term might disrupt the exam timetable; while the planting or harvesting season might make it difficult for parents and school management to attend. It is important to discuss the best timing with the head-teacher.

### Integrating into School Development Planning

One way of integrating *Shule Yetu* into existing school planning processes is to use it as a precursor to the development of a new School Development Plan (SDP) or as part of a review of an existing SDP. *Shule Yetu* provides communities with an overview of the areas development that have had limited progress, while also highlighting the school's key strengths. It allows schools the opportunity to reflect on the schools' development. If a school has not yet established a School Development Plan this might provide an opportunity to create one. You will need to decide whether you will integrate *Shule Yetu* into the SDP from the outset. More details on using an SDP as your approach to Priority Setting can be found on page 22.

### Participation

Of course one of the most important things to do before delivering the tool is to arrange for participants to attend the sessions. This will need to be coordinated with the school. It is important that every participant gives their informed consent to be involved in *Shule Yetu*. An informed consent form is integrated into the *Shule Yetu* Questionnaire. At each school four groups will need to take part in *Shule Yetu*:

- Pupils: Age 10+
- Teachers: not including the head-teacher
- Parents: who are not members of any school committees
- School management committee members (or equivalent): including the head-teacher.

#### Box D: Participants

- **Pupils:** While the involvement of a representative group is vital, for this to be effective care should be given to think about what age pupils can make a meaningful contribution. Based on the pilot study it is recommended that children should be 10 and over as younger pupils struggle with the content and the length of the questionnaire.
- **Teachers:** Openness is encouraged at all intervals in the delivery of the tool. Teachers may be more comfortable opening up without the head-teacher present in the group. It is recommended that the head-teacher joins the group with the school management committee (or equivalent).
- **Parents:** To capture the voice of an average parent it is important that parents selected as part of this group are not members of any school committees, including School Management Committee members and parent teacher association.
- **School Management Committee members (or equivalent):** A school may not have a school management committee but may have a board of governors or a parent teacher association. This group can be a mix of different representatives from the different school committees. The group should include the head-teacher.

All groups should contain approximately 8-10 individuals. This number is considered to be manageable for one facilitator to successfully run the session and for all voices to be heard. If you decide to use a larger sample it is important to consider the impact on facilitation.

As far as is possible the sample group should have a good gender, race, language and religious balance; it should contain individuals with a wide age range, with different levels of income and education. Particular thought should be given to including vulnerable groups like people with disabilities, people from single-headed households and those living with HIV. If you want to ensure this is representative it might be necessary to find out how many people living in the area belong to the different groups. However, it is important to balance having a truly representative sample with what is practically possible.

Consideration should be given to who should be responsible for the selection and the involvement of the school in the process. It is important to think about how to reduce any bias in the selection process and reduce the risk of those in power abusing their positions.

### Managing expectations

Once selected the participants should be invited to participate and made aware that it will require a commitment to the 3 sessions, spread out over approximately 4 weeks, to complete *Shule Yetu*. They should also be given information about what the tool involves and why it is important.

Facilitators should be clear from the onset about whether they will provide any financial incentives or allowances to individuals for participating.

### Readying the tool

Before *Shule Yetu* is delivered it may be useful to translate the questionnaire into the local language(s), or an interpreter may be needed if staff lack the required language skills. It should be noted that if translators are required it is likely to increase the time needed to deliver the questionnaire.

Ideally there should be a copy of the questionnaire for each participant and each of the facilitators, which should be printed in their language of choice. You therefore need approximately 45 copies for each school.

### Reporting

It is important to think about reporting requirements while you implement *Shule Yetu*. You will need to keep records of the results of *Shule Yetu* for every school. It is essential that reports reflect more than just the scores of the *Shule Yetu* questionnaire but provide a robust overview and analysis as well. It is important for facilitators to bring reports to life with stories, accounts and quotes from participants. Reports should also record the school priorities and action plans developed as part of *Shule Yetu*.

Keeping records is not only important as a method of accounting to participants, it can also be used to track progress and influence planning. An example report template can be found in Appendix A.





*It is vital that every child feels safe and secure, protected and supported. Above: Schoolgirls from Kitwara Primary School, Uganda*

## Questionnaire Session

**AIM:** This session should be used to complete the questionnaire with each of the four groups.

**DURATION:** The Questionnaire Session will take 5 – 6 hours not including breaks. You can run this session over one day or spread it out over several.

### Introduction

- All groups should attend this session together and it will take around 1 hour to complete.
- This session is important for introducing the tool. You will need to have a good understanding of *Shule Yetu* and feel confident answering any questions about it.
- You should explain the structure of the Session and what to expect in the Priority Setting Session and the Action Planning Session. You should explain how *Shule Yetu* benefits the school community and why the exercise is important to your organisation.
- The role of facilitators is an important one (see page 10 on facilitation) and this should be explained to the community. It is important to be transparent about the motivations of facilitators carrying out *Shule Yetu*.
- The questionnaire is long and it will take 3-4 hours to complete. It is important for you to address this in a positive way.
- You should discuss the rationale behind the different areas of the questionnaire and ensure that participants understand why questions are being asked about the whole school.
- Be clear about why each of the different groups is being represented. This is an opportunity for you to address the vital role of each stakeholder group.
- Explain that this is not a test and that there are no right or wrong answers!
- Stress that group scores will be confidential and only the average scores will be used during the Priority Setting Session. The importance of being open and honest should be stated.

### Checklist

- ✓ Welcome and introductions
- ✓ Purpose of the tool and expectations
- ✓ Implementation and timings
- ✓ Reasons for the different areas of the questionnaire and different groups
- ✓ Role of facilitators
- ✓ Confidentiality and openness

## Completing the Questionnaire:

- Groups will work separately during this activity. It will take 3-4 hours if the session is run in one language, but it may take longer if a translator is used. You may wish to organise a lunch break in the middle of this session or split it over two consecutive days.
- During this session at least one facilitator will work with each of the groups.
- To promote openness it is important for groups to be separated. To avoid disrupting lessons it may be better for groups to sit in different parts of the school compound.
- A copy of the questionnaire should be given to each of the group members to encourage them to lead the session and speak freely.
- You should begin with a welcome and introduction. Use an icebreaker to get participants to relax. The questionnaire is long and it will take time. Regular energisers and short breaks are important. Some suggestions can be found in Box E.
- Participants should lead the process. It is important for one or more of the different group members to read the questionnaire out loud. Taking turns to read out the questions works particularly well with children.
- All participants should agree on how to score each question before moving on to the next.
- All groups should attempt to answer every question in the questionnaire. Groups may choose not to score a question if agreement cannot be reached or group members feel they do not have the necessary information to provide an answer.
- As a facilitator you need to be aware of your role in the process and help to guide the participants through completing the questionnaire.
- You should take notes and photos. Interesting observations and stories, direct quotes and photographs will help to illuminate *Shule Yetu*.

### Checklist

- ✓ Welcome and further introductions
- ✓ Icebreakers and energisers
- ✓ Questions about the session
- ✓ Role of facilitator
- ✓ Selecting group leaders and readers
- ✓ Complete the questionnaire
- ✓ What participants have learnt

### Box E: Suggested icebreakers and energisers for children

Source: Unicef CEE/CIS (2005) 'Useful Tools for Engaging Young People in Participatory Evaluation'

- **Partner introductions:** Participants organize themselves in pairs before introducing each other. Then each participant introduces his/her partner to the group.
- **Three truths and a lie:** Each person writes 4 statements about themselves on a card: 3 true and 1 false. Explain that the goal is to fool people about which is the lie. Allow 5 minutes to write the statements, then each person reads out their statements, and the group tries to guess which is the lie. Prizes should be given to those who fool the group the most. This takes a long time.
- **"What I like about you is ...":** Make copies for each participant, and highlight each person's name on their own copy. Then on the back write (in red ink) "(Name of participant), what I like about you is ...". Everyone sits in a circle, and the facilitator passes everyone's own sheet out to them. Then everyone passes their sheet to the right, and everyone writes what they like about that person on the back of their sheet. The sheets get passed all the way around the circle until they come back to the owner, full of comments from all the participants on what they like about you. This exercise can take a while – allow 1 to 1½ minutes per participant. It makes a nice souvenir at the end of a workshop.
- **Countdown:** Form a circle. Everyone waves their right hand in circles 7 times, then their left hand 7 times, then their right foot 7 times, then their left foot 7 times. Then the whole process is repeated 6 times, then 5 times, then 4, 3, 2 – always going faster and faster.
- **Gym class:** Form a circle. One by one participants take turns being the gym teacher, and give an aerobic, stretching, or other exercise to the group. Continue around the circle until everyone has had a chance to be the gym teacher.

### Meeting Close:

- All groups should attend this plenary session together. It will take 1 hour to complete.
- In this session at least one person in each group should be invited to give feedback on the tool itself and share what they have learnt while completing it.
- Participants should be given information about the Priority Setting Session and the Action Planning Session and set a provisional date for each.
- Be sure to thank all those who have been involved and explain why their continued participation is important.
- You should make notes of any observations or information shared by the participants.

### Checklist

- ✓ Observations about the tool
- ✓ Lessons learnt
- ✓ What next and date of Priority Setting and Action Planning Sessions





*When a community mobilises to support a school it can be a powerful force for development. Above: a School Development Plan meeting at Kiryandongo Primary School, Uganda*

## Preparation for Priority Setting Session

**AIM: To collate and analyse the questionnaire and prepare for the Priority Setting Session.**

In advance of the Priority Setting Session there are a number of things you will need to prepare. This section considers what needs to be undertaken before delivering the session at the school.

The section is broken into the following sub-sections:

- Timings
- Questionnaire results
- Analysing the results
- Preparing feedback
- Agreeing an approach to setting school priorities
- Preparation for weighting the tool
- Arrangements with the school

### Timings

Enough time needs to be left between the Questionnaire Session and the Priority Setting Session to ensure:

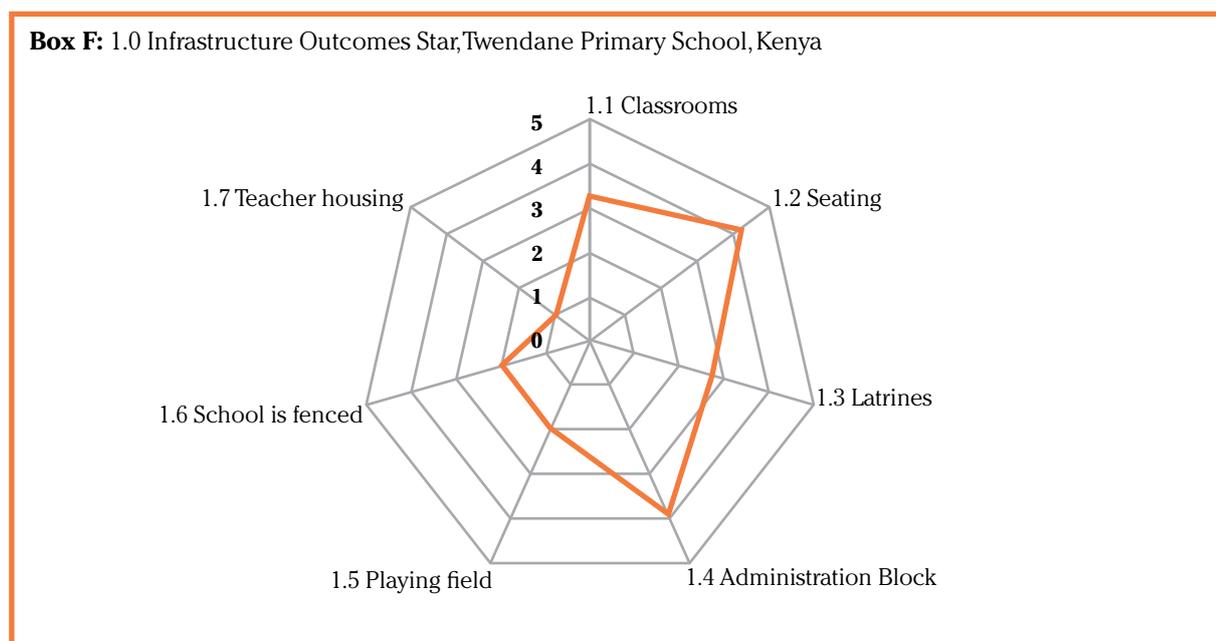
1. Participants have time to reflect on the questionnaire and on their roles and responsibilities in the school before setting priorities.
2. It reduces the disruption to the school and participants' lives.
3. You have time to collate and analyse the results.

A period of 2 to 3 weeks after the Questionnaire Session is recommended. Care should be taken in deciding what time of the school year *Shule Yetu* should be delivered to minimise disruption to teaching and learning as well as to community members' livelihoods. It is important to discuss with the school how this might be achieved.

## Questionnaire results

*Shule Yetu* Analysis Tool is an excel sheet which has been set up to automatically generate the outcomes scores. It generates a preliminary version of the *Shule Yetu* Outcomes Star, as well as producing an additional seven outcomes stars; one for each of the seven outcome areas. This is later weighted to create the final *Shule Yetu* Outcomes Score and Star.

Box F below provides an example of the 'Infrastructure Outcomes Star'. A score of 1 represents an area of underdevelopment for the school, while a score of 5 indicates a school is doing very well in this area. It is clear from that the example below that the school scores much higher on seating than on teacher housing.



The outcomes star is easy to understand and interpret and is a good way to represent the scores to the community. All of the outcomes scores should be presented to the groups during the Priority Setting Session.

## Analysing the results

You will need to know how to interpret the results of the questionnaire to ensure that reporting and feedback to the schools is consistent and robust. This section explains how to interpret the results and what information is useful for feedback.

In preparing feedback for the groups it is also important to understand how closely all of the groups scored and whether any of the groups struggled to answer any of the questions. This section is designed to help you understand what is considered to be a normal spread of scores and what is considered to be exceptional.

### Normal spread of scores

If the difference in the four scores (pupil, parent, teacher and SMC) is 1 or 2, we describe this as a normal spread of scores. You can find out the difference in scores by subtracting the lowest score from the highest score. In this case the range equates to a standard deviation of less than 1 (see Appendix B for details about the way the Standard Deviation is calculated). This is represented in Figure 1 below.

**Figure 1**

2.10 Learning materials	Pupil's Score		Parent's Score		Teacher's Score		SMC's Score	
Very few pupils have access to learning materials.		1		1	1	1	Yes	1
Less than half of the pupils have access to learning materials.	Yes	2		2	Yes	2		2
Half of the pupils have access to learning materials.		3	Yes	3		3		3
Most pupils have access to learning materials.		4		4		4		4
All pupils have access to learning materials of a good standard.		5		5		5		5
	Final Score	2	Final Score	3	Final Score	2	Final Score	1
	Number of groups that answered				4		Average Score	2

In this example the teachers and pupils have both scored 2, while the parents have scored 3 and the School Management Committee (SMC) have scored 1. As the spread of the scores is only over three descriptions the standard deviation is equal to or less than one. This is considered to be too small of a spread to warrant further analysis and would not necessarily need to be flagged up during the feedback session during the Priority Setting Session.

There may be exceptions to this, for example if three of the groups had all scored 1 and the parents had scored 3. In this instance it might highlight the need to improve communication with parents and increase their involvement in school processes. It is therefore important to ensure that facilitators feel confident in making an assessment when analysing the results as to whether to take the issue further.

### An exceptional spread of scores

An exceptional spread of scores is instantly flagged in the *Shule Yetu* Analysis Tool when the scores are entered.

When the difference in the four scores (pupil, parent, teacher and SMC) is 3 or more, we describe this as an exceptional spread of scores. You can find out the difference in scores by subtracting the lowest score from the highest score. In this case the range equates to a standard deviation of greater than 1 (see Appendix B for details about the way the Standard Deviation is calculated). This is represented in Figure 2 below.

**Figure 2**

5.1 Pupils understanding of child's rights	Pupil's Score		Parent's Score		Teacher's Score		SMC's Score	
Pupils have very little understanding about their rights.		1		1	Yes	1		1
There is some awareness amongst pupils of child protection and child rights.		2		2		2	Yes	2
There is an average awareness amongst pupils of child protection and child rights.		3		3		3		3
There is a good understanding amongst pupils of child protection and child rights.	Yes	4	Yes	4		4		4
There is an excellent understanding amongst pupils of child protection and child rights.		5		5		5		5
	Final Score	4	Final Score	4	Final Score	1	Final Score	2
	Number of groups that answered				4		Average Score	2.75

As can be seen the pupils and parents both scored 4, while the teachers have scored 1 and the SMC scored 2.

Perhaps one of the survey groups marks very differently to the other three, resulting in a disproportionate influence on the average score. In this case it is necessary for you to explore with the groups why. It might also suggest that there is work that needs to be done to ensure that all of the different groups have a better understanding of their school. Clear and detailed notes will help to support this analysis.

## Non- Responses

When more than two non-responses occur in a question, it is instantly flagged in the *Shule Yetu* Analysis Tool.

In some instances groups will choose not to answer a question, perhaps because they don't feel confident about the subject or are unable to reach a consensus. This is represented in Figure 3, below, where neither the pupils nor parents felt comfortable answering the question. This outcome may highlight a lack of awareness of certain developments or a lack of communication amongst the school's stakeholders.

**Figure 3**

7.6 Groups set up to support the school's financial health	Pupil's Score		Parent's Score		Teacher's Score		SMC's Score	
No groups have ever been set up to support the schools financial health.		1		1		1		1
Groups have been formed on occasion to support the schools financial health but these are not permanent.		2		2		2		2
Permanent groups to support the schools financial health are being considered but are not in place.		3		3		3		3
Some permanent groups have been set up to support the school's financial health but are not yet functioning		4		4	Yes	4		4
Permanent groups have been set up to support the school's financial health have been established and are functioning.		5		5		5	Yes	5
	Final Score	0	Final Score	0	Final Score	4	Final Score	5
	Number of groups that answered				2	Average Score		4.5

It may also highlight a need for certain stakeholders to become more involved in school processes and activities, particularly if the group struggles to answer a series of questions or skips most of the questions from one outcome area. You can address this with the group during the Priority Setting Session.

## Preparing feedback

Feedback will need to be prepared for each of the 7 outcome areas and not just the overall *Shule Yetu* Outcomes Scores. The overall outcomes scores provide a quick snapshot of the school's overall development and this is particularly useful in tracking a school's progress overtime, but it is the detailed results for each of the seven outcome areas that will be useful in priority setting.

Only the average scores for all the school's stakeholders should be presented to the groups. This is important as it prevents any one group from being singled out and their confidence breached.

Copies of the seven outcome stars and overall outcome star should be printed and photocopied for the groups. Ideally one copy should be provided for each of the group members; approximately 45 copies should be prepared. If this is not possible it is important to have at least one copy between two.

The notes taken on the Questionnaire Session should also be collated (See Appendix A for a report form template). These notes are particularly important as they will provide information that can be shared with the different groups in the overall analysis. Any exceptional spread of scores (see section above) for the different groups should also be recorded. You should discuss whether these outlying results should be raised with the groups. It is important to remember that the participants' confidentiality must be maintained at all times.

## Agreeing an approach to setting school priorities

You will need to decide on an approach to take to setting school priorities and a number of different approaches could be employed. Before implementing *Shule Yetu* you should have decided whether to integrate *Shule Yetu* into the school's SDP or to carry it out as a standalone activity.

If you decide to use *Shule Yetu* as part of the SDP process you will need to:

- Carry out the Questionnaire Session as a precursor to the SDP. This session is important as the questionnaire will help to identify the areas of the school that have seen limited development.

- Integrate the Priority Setting and Action Planning Sessions into the SDP process. As part of the SDP process an approach to priority setting and action planning should have already been identified. It may still be useful to run through the results of the questionnaire with the school community as part of the SDP session. This will help participants to identify priority areas for their school.
- N.B. It will also be necessary to carry out the weighting questionnaire so as to finalise the *Shule Yetu* Outcome Scores and Star.

While it is recommended that you try to integrate *Shule Yetu* into an SDP, it is not essential. There are several different approaches that can be taken to priority setting. One such approach is Pairwise Ranking. The details of how to carry out pairwise ranking in a rural school can be found in Box G.

Remember when deciding on an approach to use that it is important to:

- Keep it simple: Children and adults should all be able to take part.
- Be participatory: No one voice should be able to dominate.
- Take a bottom-up approach: Be led by the group members. This will help to create ownership of the process and priorities.

You must prepare any materials needed to deliver the Priority Planning Session.

**Box G:** Pairwise Ranking: A participatory method for prioritising

*Source: 'Pairwise Ranking Made Easy' in PLA Note (1997), Issue 29, IIED; London*

Pairwise ranking is a method in which items on a list are systematically compared with each other. One approach to this methodology was developed during a Participatory Rural Appraisal in Zambia and is particularly effective in rural communities. It uses stones or seeds to keep track of the scores.

Each group will first need to identify a list of priorities, for example:

1. Better record keeping
2. More classrooms
3. More government teachers
4. Better understanding of child protection issues
5. Better access to water at school

There is no correct number of priorities and this list can be as long or short as the group decides. Each of the priorities should be written on a piece of paper and placed on the floor where everyone can see them.

Each priority needs to be compared with each of the other priorities in turn. To begin, priority 1 should be compared to priority 2. In the example above the first priority "Better record keeping" would be compared with "More classrooms". The group would then need to decide whether "Better record keeping" is more important than "More classrooms". Once it is decided a seed or stone should be placed next to the priority that is considered most important.

Priority 1 should then be compared to each of the other priorities; i.e. priority 1 compared to priority 3; priority 1 compared to priority 4 etc. This should be repeated until priority 1 has been compared to all of the subsequent priorities.

This must then be repeated to priority 2. As priority 2 has already been compared to priority 1 it does not need to be compared again and so should only be compared to the subsequent priorities; i.e. priority 2 compared to priority 3; priority 4, etc.

This process must be repeated for all subsequent priorities until all possible comparisons are made. Once the comparisons have been made the seeds or stones should be counted up. The more seeds or stones next to the priority the more important the priority is considered to be.

## Preparation for weighting the tool

*Shule Yetu* aims to address the most important areas of a school's development. However it is recognised that not all of these will be equally important for the overall picture of an individual school's progress. To address this issue *Shule Yetu* requires communities to weight the priority areas covered in the tool. This information is then fed back into the tool to produce the final *Shule Yetu* Outcomes Scores.

Appendix A contains a questionnaire to be used in weighting the tool. The weighting questionnaire runs through each of the priority areas and asks groups to decide whether they consider the priority area to be 'Important', 'Very Important' or 'Extremely Important'. Group members will be responsible for leading the process and work through the weighting questionnaire themselves. Facilitators will need to decide whether a translation into a local language is required.

Ideally there should be a copy of the weighting questionnaire for each participant and each of the facilitators, and it should be printed in the group's language of choice. You will require approximately 45 copies.

## Arrangements with the school

It is important that all of the participants involved in the Questionnaire Session are invited back to the Priority Setting Session. It is important participants are reminded about the date.

The school will be required to provide space for the meeting to be held. During the Priority Setting Session the four groups will need space to meet separately. If the school is not in session classrooms could be used or benches could be set up in shady parts of the school ground.

You may want to arrange refreshments and/or lunch for the participants and facilitators.



*Build Africa Programme Assistant, Happy Rogers, addressing members of the Kahara community, Uganda*





Food should be provided throughout the year, including times just before harvest when food shortages are likely. Above: lunch time at Minyalala Primary School, Kenya

## Priority Setting Session

**AIM: For the different groups to go through and reflect on the results of the questionnaire and identify priority areas.**

**DURATION: The Priority Setting Session will take 5½ – 6½ hours (not including breaks). It may be necessary to run this session over two days.**

### Introduction

- All groups should attend this plenary session together. It will take about half an hour.
- This session is important because it introduces the plans for the day. It also provides a chance for you to recap on what the Questionnaire Session covered.
- It is a chance to explain the benefits of setting priorities to the school community.
- The reason for weighting the tool should also be addressed.
- It is equally important to explain why the participants need to split into the different groups. Facilitators should also explain how a collective set of priorities will be created during the Action Planning Session.
- The importance of confidentiality and the need for the groups to provide open and honest answers should be restated.

### Checklist

- ✓ Welcome and recap
- ✓ Plans for the Session
- ✓ Reasons for priority setting and weighting
- ✓ Splitting the groups
- ✓ Confidentiality and openness

### Group review of the outcomes of the questionnaire

- This session will run in the different groups. It will take 1-2 hours.
- This session is important to run through the results of *Shule Yetu* with the groups involved.
- At least one facilitator should work with each group.



*Introduction to the Priority Settings Day at Jeeja Primary School, Uganda*

- It is important for groups to be separated. This will ensure they can speak freely. To avoid disrupting lessons it may be better for groups to sit in different parts of the school compound.
- You should begin with a welcome and introduction. Some suggestions of icebreakers and energisers can be found in Box E on page 16.
- In this session facilitators should ensure that the groups work through the seven outcomes stars. It is important to discuss any areas of good or limited progress and any results which come as a surprise to the groups.
- This session provides an opportunity to share the analysis of the questionnaire with the groups and highlight any areas with an exceptional spread of scores (for a definition see page 21). You may also wish to explore the reasons why the group may have scored differently to the other groups. It is important to remember not to breach group confidentiality by discussing the scores of other groups.

### Checklist

- ✓ Discuss the results of the questionnaire
- ✓ Highlight areas of good and limited progress
- ✓ Highlight areas of surprise
- ✓ Feed back the analysis

### Weighting the tool

- This session will run in the different groups. It will take about 1 hour.
- In this session you will support the different groups to work through the weighting questionnaire in Appendix C.
- During this session at least one facilitator will work with each of the groups. You should be aware of your role in the process.
- To promote openness it is important for groups to be separated.
- A copy of the questionnaire should be given to each of the group members.
- You should invite participants to ask questions.
- Participants should lead the process. It is important for one or more of the different group members to read the questionnaire out loud.
- The group members must collectively decide which score to give each question. All group members should agree with the selection before moving on to the next question.

### Checklist

- ✓ Welcome and icebreaker
- ✓ Questions about the session
- ✓ Selecting group leaders and readers
- ✓ Complete the questionnaire

## Group priority setting:

- This session will run in the different groups. It will take about 2 hours.
- In this session facilitators will help the different groups establish a list of priorities.
- An approach to priority setting should have been agreed. Details of the Pairwise Ranking Approach can be found in Box G on page 23.
- At least one facilitator will work with each of the groups.
- To promote openness it is important for groups to be separated.
- During the priority setting session it may be useful to use energisers (see Box E on page 16).
- You may wish to refer to the different strengths and areas of underdevelopment identified during the Questionnaire Session when reviewing the outcomes of the questionnaire. It is important to note priorities should not be limited to those issues identified in the question.
- You need to take notes. These will be vital in supporting the feedback and action planning.
- At the end of the session the group should have created a list of priorities. The group should nominate a representative to share these priorities during the Action Planning Session.

### Checklist

- ✓ Explain approach to prioritising
- ✓ Energisers
- ✓ Create a list of group priorities

## Meeting Close

- All groups should attend this plenary session together. It will take 1 hour.
- In this session at least one person from each group should be invited to share their observations about the Priority Setting Session and any lessons they have learnt.
- You should take notes on the observations made by the participants; this will be useful in subsequent stages of the tool and for feedback and reporting.
- It is also important to prepare the participants for the next steps and give information about the Action Planning Session.
- Remember to say thank-you to all involved!

### Checklist

- ✓ Observations about priority setting
- ✓ Lessons Learnt
- ✓ What next and Action Planning



*Pupils at Twendane Primary School, Kenya, completing the questionnaire*





Children attending schools with better infrastructure tend to perform better than children attending schools with poor infrastructure. Above: new classroom block at Kapkures Primary School, Kenya

## Preparation for Action Planning Session

**AIM: To finalise the *Shule Yetu* Outcomes Scores and prepare for the Action Planning Session**

In advance of the Action Planning Session there are a number of things you need to prepare. This section considers what needs to be done before undertaking the Action Planning Session.

The section is broken down into the following sub-sections:

- Timings
- Finalising *Shule Yetu* outcomes scores
- Priority Setting
- Agreeing an approach to action planning
- Arrangements with the school

### Timings

Enough time needs to be left between the Priority Setting Session and the Action Planning Session to ensure that:

1. Participants have time to reflect on the questionnaire, and on their roles and responsibilities in the school, before setting priorities.
2. It reduces disruption to the school and to participants' lives.
3. You have time to finalise the *Shule Yetu* Outcomes Scores and make necessary arrangements.

A period of 1 to 2 weeks after the Priority Setting Session is recommended.

## Finalising the *Shule Yetu* outcomes scores

In order to finalise the *Shule Yetu* Outcomes Scores you will need to enter the scores from the weighting questionnaire into the *Shule Yetu* Analysis Tool. This has been designed to automatically generate a finalised score and outcomes star. The final scores should be shared with the school community and copies taken for each of the participants. You might wish to have these laminated so that the participants can keep it as a record of their involvement. This finalised score will provide a more accurate snapshot of the school's development and should be used in tracking the school's progress in future.

## Priority setting

As part of the Action Planning Session all of the four groups will come together to establish a joint priority list and action plan. It is recommended that the same approach that was used in creating the group priority lists is used in setting the joint priority list. Facilitators will need to prepare the necessary materials.

## Agreeing an approach to action planning

An important part of *Shule Yetu* is to develop an Action Plan. For every priority the school community identifies a corresponding action must be made. These actions should contain the following information for each priority:

- The priority or need
- The action to be taken
- Who will carry out the actions
- By when they will take place, and for how long
- What resources (i.e. money, people) are needed to carry out these changes
- Communication (who should know what?)
- How to monitor progress

This information must be recorded and copies should be shared with each of the school's stakeholders to help them facilitate the monitoring process. An Action Plan could take the form of a School Development Plan (as discussed on page 12). If this approach is taken it is still important to ensure all of the above information is included in the SDP.

## Arrangements with the school

It is important that all of the participants involved in the Questionnaire Session and the Priority Setting Session are invited back to the Action Planning Session.

The school will be required to provide space for the meeting to be held. During the Action Planning Session the four groups will need space to meet separately. If the school is not in session classrooms could be used or benches could be set up in shady parts of the school ground.

You may also want to arrange refreshments and/or lunch for the participants and facilitators.





*It is important to think about the distance of the water source as well as whether the water supply is safe/clean/free from contaminants. Above: new tanks at Kiatuni Primary School, Kenya*

## Action Planning Session

**AIM:** For the whole school community to share their priorities and create a shared set of priorities and an action plan.

**DURATION:** The Action Planning Session will take 5 to 6 hours (not including breaks).

### Introduction

- This plenary session should be run with all groups and is likely to take half an hour.
- This session is important to introduce the outline of this session. It also provides a chance for the facilitators to recap on the Priority Setting Session.
- It is a chance to reiterate how setting collective priorities benefits the school. The reasons for creating an action plan should also be highlighted.
- Copies of the final *Shule Yetu* Outcomes Star should be presented to each of the participants.
- The importance of confidentiality and for the groups to provide open and honest answers should be restated.

### Checklist

- ✓ Welcome and recap
- ✓ Plans for the session
- ✓ Reasons for priority setting and action planning
- ✓ Overall scores
- ✓ Confidentiality

### Priority Setting

- This plenary session should be run with all groups and is likely to take 2-3 hours.
- This session is important to introduce the group priorities and create a joint priority list.
- An approach to priority setting should have been agreed. Details on agreeing an approach to priority setting can be found on page 22.

- As this is the first time all of the groups will be working together facilitators may wish to have the participants reintroduce themselves. Icebreakers might also be useful. As this is a long session energisers should also be used (see Box E on page 16 for suggestions).
- The nominated representative from each group should be invited to share their group's priorities and reasons for selecting these priorities.
- A long list of all of the priorities should be generated from the individual group priorities. The pairwise ranking approach or equivalent should be used to put these in priority order.
- At the end of the session the group should have created a list of priorities.

#### Checklist

- ✓ Reintroductions
- ✓ Share group priorities
- ✓ Create a collective list of priorities
- ✓ Energisers
- ✓ Priority setting and action planning
- ✓ Overall scores
- ✓ Confidentiality

### Action Planning

- This plenary session should be run with all groups and is likely to take about 2 hours.
- This session should be used to create an action plan.
- The group should create actions based on each of the joint priorities that they have identified. Participants should be chosen to record the action plans.
- For every priority that is identified the corresponding action plan should contain the following information:
  - The priority or need
  - The action to be taken
  - Who will carry out the actions
  - By when they will take place, and for how long
  - What resources (i.e. money, people) are needed to carry out these changes
  - Communication (who should know what?)
  - How to monitor the progress
- This information must be recorded and copies should be shared with each of the school's stakeholders to help them facilitate the monitoring process.
- You should take notes and photos. Interesting observations and stories, direct quotes and photographs will help to illuminate *Shule Yetu*.

#### Checklist

- ✓ Create an action plan

### Meeting Close

- All groups should attend this plenary session. It is likely to take half an hour.
- In this session at least one person from each group should be invited to share their observations about the Action Planning Session and any lessons they have learnt.
- This session is an opportunity for those involved to discuss ways of sharing the results and priorities with the rest of the school community. Facilitators could suggest that the school hold one or a series of community meetings in order to share the outcomes.
- You may wish to reiterate what they plan to do with the results of *Shule Yetu*. Participants may also discuss whether they think that the *Shule Yetu* tool was a useful process for the school and whether a review of *Shule Yetu* should be conducted.
- Remember to say thank-you to all involved!

#### Checklist

- ✓ Sharing priorities and action plans
- ✓ Plans for *Shule Yetu*
- ✓ Reviewing *Shule Yetu*
- ✓ Thank you's



## Appendix A: *Shule Yetu* Report Template

<b>Name of school:</b>
<b>District and country:</b>
<b>Date:</b>
<b>Name of facilitators:</b>
<b>Number of attendees and composition of the different groups</b> – This should include a summary of the gender, socio-economic status, disability, vulnerability etc. of the different group members.
<b>Overview</b> – An overview of how the tool was delivered and received should be provided, referring to notes taken during the sessions and including stories, quotes and photos. Was <i>Shule Yetu</i> carried out as a stand-alone activity or integrated into another planning process? What went well? Where there any challenges? What was the community response to the tool?
<b>Outcomes star and key strengths and weaknesses</b> – A copy of the outcomes star should be included. What are the school's key strengths and weaknesses?
<b>Analysis</b> – Analyse the results and the participants' response, refer to notes taken during the sessions and include stories, quotes and photos. What reasons did the groups give for the school's strengths and weaknesses? Was there an exceptional spread of scores, if so why? Did any of the groups struggle to answer any of the questions, if so why? Any other observations?
<b>Different groups' key priorities</b> – Explain the approach used to set the priorities. What are the groups' key priorities?
<b>School priorities and action plans</b> – This should include the whole school priority list and final action plan. How will these actions be implemented?
<b>Organisational plans</b> – What plans does the organisation have for the school? It might be useful to include a list of action points and who is responsible for them.

## Appendix B: Standard Deviation Calculations

2.10 Learning materials	Pupil's Score		Parent's Score		Teacher's Score		SMC's Score	
Very few pupils have access to learning materials.		1		1		1	Yes	1
Less than half of the pupils have access to learning materials.	Yes	2		2	Yes	2		2
Half of the pupils have access to learning materials.		3	Yes	3		3		3
Most pupils have access to learning materials.		4		4		4		4
All pupils have access to learning materials of a good standard.		5		5		5		5
	Final Score	2	Final Score	3	Final Score	2	Final Score	1
	Number of groups that answered				4	Average Score		2

In this example we can see that all four groups have provided a score. To work out the standard deviation we must first calculate the mean.

The mean is the average of all of the results. In this instance it is:

$$\frac{2 + 3 + 2 + 1}{4} = 2$$

**Mean = 2**

In order to work out the standard deviation you first calculate the variance. The variance is the difference between each score and the mean.

	Pupil's Score		Parent's Score		Teacher's Score		SMC's Score	
		1		1		1	Yes	1
Yes		2		2	Yes	2		2
		3	Yes	3		3		3
		4		4		4		4
		5		5		5		5
	Final Score	2	Final Score	3	Final Score	2	Final Score	1
	Number of groups that answered				4	Average Score		2
		$2 - 2 = 0$		$3 - 2 = 1$		$2 - 2 = 0$		$1 - 2 = -1$

$$\text{Variance } \sigma^2 = \frac{0^2 + 1^2 + 0^2 + (-1)^2}{4} = \frac{0 + 1 + 0 + 1}{4} = 0.5$$

$$\text{Variance } \sigma^2 = 0.5$$

The standard deviation is the square root of the variance.

$$\text{Standard deviation } \sigma = \sqrt{0.5}$$

$$\text{Standard deviation } \sigma = 0.7$$

In this example the standard deviation is less than one and therefore shows there is little variation between the group scores.

## Appendix C: Shule Yetu Weighting Questionnaire

The weighting questionnaire helps to understand what you think is particularly important for your school.

For each statement you will need to decide if it is 1 important; 2 very important; or 3 extremely important. Once you decide tick the box below the number.

### 1.0 Infrastructure

1.1 Classrooms	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

1.2 Seating	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

1.3 Latrines	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

1.4 Administration block	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

1.5 Playing field	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

1.6 School is fenced	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

1.7 Teacher housing	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

### 2.0 Teaching and Learning

2.1 Teachers deployed by the government	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.2 Teacher attendance	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.3 Pupil: teacher ratio	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.4 Preparing for lessons	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.5 Working under supervision	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.6 Working to the recommended syllabus	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.7 Completing the syllabus	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.8 Teaching and learning methods used	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.9 Pupil participation in lessons	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.10 Learning materials	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.11 Guidance from education officials	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.12 Pass rates	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

2.13 General assessment	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

### 3.0 School Management and Administration

3.1 School Development Planning (SDP)	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

3.2 Effective leadership by school administration	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

3.3 Committed leadership of school administration	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

3.4 Government support	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

3.5 Record keeping	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

### 4.0 Governance

4.1 School Management Committee properly formed	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

4.2 School Management Committee hold regular meetings	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

4.3 Committed leadership from School Management Committee	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

4.4 Well functioning and capable School Management Committee	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

4.5 School Management Committee involvement in decision making	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

4.6 School Management Committee involvement in lobbying	1	2	3
Are they 1. Important, 2. very important, or 3. extremely important.			

## 5.0 Child Well-Being

<b>5.1 Pupils understand child's rights</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.2 Teachers understand of child's rights</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.3 Parents understanding of child's rights</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.4 Policies and guidelines on Child Protection in place</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.5 Issues of abuse/violence/bullying addressed</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.6 Guidance and counselling</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.7 Child friendly school compound</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.8 Accessible safe drinking water</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.9 Provision of food during the school day</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.10 Health and hygiene awareness in the school community</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.11 Girls are supported to wear sanitary pads</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.12 HIV and AIDS awareness in the school community</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.13 School supports pupils non-examinable skills</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>5.14 Provision of sports equipment</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

## 6.0 Community Involvement

<b>6.1 Community involvement in School Development Planning</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>6.2 Community involvement in developing the school's infrastructure</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>6.3 Community contribution to school finances</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>6.4 Parents support learning at home</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>6.5 Parents support pupils with a uniform</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>6.6 Parents are involved in monitoring school progress</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

## 7.0 Financial Health

<b>7.1 School management and administration and School Management Committee members understand financial management</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>7.2 The school receives government support</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>7.3 The school has a range of income sources (excluding government)</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>7.4 School financial structures ensure transparency and accountability</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			

<b>7.5 School committees are set up to support the school's financial health</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are they 1. Important, 2. very important, or 3. extremely important.			



# Section 2: Shule Yetu Questionnaire

## Informed Consent Form for participants of *Shule Yetu*

This Informed Consent Form has two parts:

- Information Sheet (to share information about the exercise with you)
- Certificate of Consent (for signatures if you agree to participate)

You can ask to take away a copy of the full Informed Consent Form

### Part I: Information Sheet

#### Introduction

My name is \_\_\_\_\_ and I work with Build Africa and together we will be carrying out an exercise called *Shule Yetu* to help get a picture of your schools' development. The delivery of *Shule Yetu* will involve children, parents, teachers and school management. Whenever Build Africa asks for children to be involved in an exercise like this, we talk to the parents and ask them for their permission. We want you to make your own independent decision.

You do not have to decide today whether or not you agree to participate. Before you decide, you can talk to anyone you feel comfortable with.

There may be some words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or of another member of staff.

#### Do you have any questions for me at this time?

#### Purpose of *Shule Yetu*

This exercise is meant to help us get a better understanding of the schools' development, to identify priority areas for the school and create action plans for future developments. It can also be used to help monitor the school's progress over time.

#### Voluntary Participation

Please note that you do not have to talk to us. You can choose to say no and this will not affect you in any way. We know that the decision can be difficult. You can ask as many questions as you like and we take the time to answer them. You don't have to decide today. You can think about it and tell me what you decide later.

#### Do you have any questions for me at this time?

#### Procedure

*Shule Yetu* is a group exercise and no-one will be asked to contribute as an individual. You will take part in a discussion with 7-8 others and later in the exercise with approximately 40 pupils, parents, teachers and school management committee members from the school. These exercises will be guided by Build Africa staff.

#### Duration

We are asking you to participate in several sessions (most likely 3 in total) which will take several hours and which will be spread out over approximately 4 weeks.

#### Risks and Discomforts

We believe that you will not have any risks in participating in this exercise apart from taking your time.

#### Do you have any questions for me at this time?

#### Benefits

There will be no immediate and direct benefit to you, but your participation is likely to help better understand the development of your school and plan for the future.

#### Reimbursements

Since the exercise will be held at school, you will not be provided with any payment for taking part (including transport refunds), but you may receive refreshments.

**Confidentiality**

We will not be sharing information about you outside of the Build Africa team. The information that we collect from this exercise will be kept confidential. No personal information other than your name will be taken during this exercise.

**Do you have any questions for me at this time?****Sharing of Findings**

At each stage of *Shule Yetu*, we will be sharing what we have learnt with the participants. We will do this by meeting first with the participants and then with the larger community. Nothing that you tell us today will be shared with anybody outside the Build Africa team, and nothing will be attributed to you by name. We may also publish results of these exercises for fundraising for your school and public interest.

**Right to refuse or withdraw**

You may choose not to participate in *Shule Yetu* and you do not have to take part if you do not wish to do so. Choosing to participate or not will not affect you in anyway. You may stop participating in the exercise at any time without losing any of your rights here.

**Who to Contact**

If you have any questions you may ask them now or later, even after the exercise has started. If you wish to ask questions later, you may contact:

[insert address and phone numbers]

## PART II: Certificate of Consent

### Certificate of Consent

I have been asked to give consent to participate in *Shule Yetu* which will involve several group exercises. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily to participate in this exercise.

Print Name of Participant \_\_\_\_\_

Print name of parent if participant is a minor \_\_\_\_\_

Signature of Participant \_\_\_\_\_ Signature of parent \_\_\_\_\_

Date \_\_\_\_\_

Day/month/year

Date \_\_\_\_\_

Day/month/year

### If illiterate

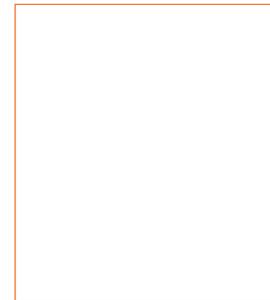
I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness \_\_\_\_\_ AND Thumb print of participant

Signature of witness \_\_\_\_\_

Date \_\_\_\_\_

Day/month/year



### Statement by the person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the person understands everything therein.

I confirm that the potential participant was given an opportunity to ask questions about the exercise, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Print Name of person taking the consent \_\_\_\_\_



## 1.0 Infrastructure

School infrastructure is everything from safe classrooms, latrines, desks, fencing, playing field and more. All schools should have these things.

It is important because without adequate infrastructure, a school cannot work properly. School infrastructure impacts on how children are able to learn and teachers are able to teach. Children attending schools with better infrastructure tend to perform better than children attending schools with poor infrastructure.

These questions help you to understand the standard of your school's infrastructure; how it has been developed and what still needs to be done.

**For each question there are five descriptions. You will need to circle the number of the description that best describes your school.**

### 1.1 Classrooms

*A permanent classroom is a building which is a permanent, safe and secure environment that meets government requirements. In Uganda the recommended government ratio is 1 classroom for 55 pupils and in Kenya it is 1 classroom to 40 pupils. Also in Kenya the minimum size requirement of a classroom is 20'x 20'*

There are no permanent classrooms or all buildings are in a very bad condition.	<b>1</b>
Less than half of the classrooms needed have been built or completed to a good standard.	<b>2</b>
Half of the classrooms needed have been built or completed to a good standard.	<b>3</b>
Most of the classrooms needed are available and of a good standard.	<b>4</b>
The school has permanent, well maintained classrooms with a ratio in keeping with government standards.	<b>5</b>

Notes:

<b>1.2 Seating</b>	
<i>Children who are adequately seated should feel comfortable when sat at their desks (which can include tables and chairs) and have space to work. A good standard of desk does not have sharp edges or large splinters and has an even surface. Facilitators should be aware of the government standards for seating. For example in Kenya the recommendation is 3 pupils per desk in lower primary and 2 pupils per desk in upper primary. In Uganda the recommendation is 4 pupils per desk in lower primary and 3 pupils per desk in upper primary.</i>	
Very few or no pupils are seated at desks of a good standard.	<b>1</b>
Half of the pupils are adequately seated at desks of a good standard.	<b>2</b>
Half of the pupils are adequately seated at desks of a good standard.	<b>3</b>
Most of the pupils are adequately seated at desks of a good standard.	<b>4</b>
All of the pupils and teachers are adequately seated.	<b>5</b>
Notes:	

<b>1.3 Latrines</b>	
<i>A good standard of latrine stance is a latrine stance with a door that can only be used by one person at a time. It is a permanent, safe and secure environment that meets government requirements and has at least 2 years' service left. Boys and girls should have separate latrines. Appropriate facilities for girls may include a washroom while boys may have a urinal. Children with disabilities will need to have a wider latrine with sloping access, while teachers should have their own facilities. It is recommended that in Kenya there is one latrine stance for 25 girls and one for 30 boys; teachers require a 2-door stance for up to 20 teachers.</i>	
There are no or only a few poorly maintained latrines.	<b>1</b>
Less than half of the latrines needed are available and of a good standard.	<b>2</b>
Half of the latrines needed are available and of a good standard.	<b>3</b>
Most of the latrines needed are available and of a good standard but they are not accessible for children with disabilities.	<b>4</b>
All of the latrines needed are available with the pupil: latrine ratio in keeping with government standards and that have appropriate facilities for girls and boys, children with disabilities as well as teachers.	<b>5</b>
Notes:	

#### 1.4 Administration block

*A permanent administration block is a building which is a safe and secure environment that meets government requirements. It may include a staff room, head or deputy teachers' office, a library or book store; but these do not have to be in one block.*

There is no administration block.	<b>1</b>
There is a temporary administration block.	<b>2</b>
There is a permanent administration block but it only has the space for some of the school's needs.	<b>3</b>
There is a permanent administration block and has the space for most of the school's needs.	<b>4</b>
There is a permanent administration block and has the space for all of the school's needs.	<b>5</b>

Notes:

#### 1.5 Playing field

*A suitable playing field should be free from hazards such as stones and tree trunks. It should be positioned away from the edge of cliffs or busy roads unless there is a permanent fence. It should also have a reasonably flat surface.*

There is no playing field.	<b>1</b>
There is a playing field but it is not suitable for play and sport.	<b>2</b>
There is a playing field and some of the field is suitable for play and sport.	<b>3</b>
There is a playing field suitable for play and sport but it is not large enough for all of the pupils.	<b>4</b>
There is a playing field suitable for play and sport that is large enough and has equal access for all of the pupils.	<b>5</b>

Notes:

### 1.6 School is fenced

*A permanent fence may be made from plants or solid fence posts. A good standard of fence should be able to withstand bad weather conditions and animals (this is likely to be due to the strength of the posts and not the material used).*

There is no fence or gate around the school grounds.	<b>1</b>
There is a temporary fence and gate around the school grounds.	<b>2</b>
Establishment of a permanent fence and gate has started but these do not surround the whole school.	<b>3</b>
A permanent fence and gate are in place but it is not of a good standard.	<b>4</b>
A permanent fence and gate are in place and is of a good standard.	<b>5</b>

Notes:

### 1.7 Teacher housing

*A permanent teacher's house is a building which is a safe and secure environment that meets the government recommendation. A semi-permanent house is likely to be made of timber, mud or iron sheets and may have been built by the community.*

There is no teacher's housing within the school grounds.	<b>1</b>
Some semi-permanent teacher's housing is available.	<b>2</b>
Semi-permanent teacher's housing is available for all teachers.	<b>3</b>
Some permanent teacher's housing is available.	<b>4</b>
All of the teacher's housing needed is available within the school grounds.	<b>5</b>

Notes:



## 2.2 Teacher attendance

*It is important to convey that teacher attendance is about teachers being in class and not in school. This also includes teachers who miss a large portion of the class. This could be if a teacher: is very late to class; steps out for most of the class; is in and out for the duration of the lesson.*

All teachers missed a lesson in the last month and did not catch pupils up on the work that was missed.	1
Most teachers missed a lesson in the last month and did not catch pupils up on the work that was missed.	2
Half of teachers missed a lesson in the last month and did not catch pupils up on the work that was missed.	3
Less than half of teachers missed a lesson in the last month and did not catch pupils up on the work that was missed.	4
Almost no teachers missed a lesson in the last month and did not catch pupils up on the work that was missed.	5

Notes:

## 2.3 Pupil: government teacher ratio

*In Uganda the ratio is 1:55, in Kenya it is 1:40. In Kenya High is 1:60+; Average is 1: 50-59; Close is 45-49.*

The school does not have a government teacher for every class.	1
There is a government teacher for every class but the pupil: teacher ratio is high.	2
There is a government teacher for every class and the pupil: teacher ratio is average.	3
There is a government teacher for every class and the pupil: teacher ratio is close to government standards.	4
There is a government teacher for every class and the pupil: teacher ratio is in keeping with the government standards.	5

Notes:

## 2.4 Preparing for lessons

*Evidence that a teacher prepares a lesson may come from checking on their schemes of work or lesson plans; but it could also come from the teacher making pupils aware of what they will be studying in their next class, putting together learning resources ready for the lesson; or setting up an experiment prior to class etc. A teacher may not be prepared if they take a very long time to start the class; or find it difficult to know where they left off in the syllabus etc.*

Teachers do not prepare for most lessons.	1
Less than half of the teachers prepare for most lessons.	2
Half of the teachers prepare for most lessons.	3
Most teachers prepare for most lessons.	4
All teachers prepare for most lessons based around the syllabus and this is supervised.	5

Notes:

## 2.5 Working under supervision

*Teachers may be supervised by head, deputy or senior teachers. They might also be supervised by other teachers, the SMC and/or a pupil council. Supervision may include spot checks in class, recording teacher attendance, checking on records of work and/or that a teacher is working to lesson plans, the syllabus and schedules of work, subject panels etc.*

Teachers' work in class is not supervised.	1
Less than half of the teachers' work in class is supervised.	2
Half of the teachers' work in class is supervised.	3
Most teachers' work in class is supervised.	4
All teachers' work in class is supervised.	5

Notes:

## 2.6 Working to the recommended and latest syllabus

*Is there an awareness of the syllabus; have they been show copies of it; do they know whether it is being covered?*

No teachers work to the recommended and latest syllabus.	<b>1</b>
Less than half of the teachers work to recommended and latest syllabus.	<b>2</b>
Half of the teachers work to the recommended and latest syllabus.	<b>3</b>
Most teachers work to the recommended and latest syllabus.	<b>4</b>
All teachers work to the recommended and latest syllabus.	<b>5</b>

Notes:

## 2.7 Completing the syllabus

*Are pupils/parents/teachers/SMC aware of the content of the syllabus and what they are supposed to cover in a week/term; is everything on exam papers covered in class?*

No teachers complete the recommended and latest syllabus.	<b>1</b>
Less than half of the teachers complete the recommended and latest syllabus.	<b>2</b>
Half of the teachers complete the recommended and latest syllabus.	<b>3</b>
Most teachers complete the recommended and latest syllabus.	<b>4</b>
All teachers complete the recommended and latest syllabus.	<b>5</b>

Notes:

## 2.8 Teaching and learning methods used

*Teaching methods may include active listening, pupil-to-pupil teaching, group work, participatory teaching, demonstrations, experiments etc.*

Teachers only use one method of teaching.	<b>1</b>
Less than half of the teachers use at least three methods of teaching.	<b>2</b>
Half of the teachers use at least three methods of teaching.	<b>3</b>
Most teachers use at least five methods of teaching.	<b>4</b>
All teachers use at least five methods of teaching.	<b>5</b>

Notes:

## 2.9 Pupil participation in lessons

*Pupils may participate in class by getting involved in group work, pupil-to-pupil teaching, being involved in experiments or demonstrations etc.*

No pupils are motivated to participate in lessons.	<b>1</b>
Less than half of pupils are motivated to participate in lessons.	<b>2</b>
Half of pupils are motivated to participate in lessons.	<b>3</b>
Most pupils are motivated to participate in lessons.	<b>4</b>
All pupils are motivated to participate in lessons.	<b>5</b>

Notes:

## 2.10 Learning materials

*Teaching and learning materials may include text books, stationery, science equipment, maps, a globe etc. These are well kept if they are properly stored and looked after.*

Very few pupils have access to learning materials.	1
Less than half of the pupils have access to learning materials.	2
Half of the pupils have access to learning materials.	3
Most pupils have access to learning materials.	4
All pupils and teachers have access to teaching and learning materials of a good standard.	5

Notes:

## 2.11 Guidance from education officials

*Government officials should take time to visit the school to check progress and offer support and guidance (on the delivery of the curriculum; the links between the school and community; the status of teachers in the community; child wellbeing; child centred learning methods being used; inclusiveness and accountability). Visits from education officials should not include school inspections or electing School Management Committees.*

Education officials do not support the school.	1
Education officials only visit when there is a problem.	2
There has been no support supervision from education officials to check up on the school's progress in the last 6 months.	3
There has been one support supervision visit from education officials to check up on the school's progress in the last 6 months.	4
There has been two or more support supervision visits from education officials to check up on the school's progress in the last 6 months.	5

Notes:

### 2.12 Pass rates

*It is important to know how many students sit and pass the primary leaving exams. A pass in Kenya is 250; In Uganda it should be in Division III.*

Pupils do not sit primary leaving exams.	1
No pupils pass the primary leaving exams	2
Less than half of pupils pass the primary leaving exams.	3
Half of pupils pass the primary leaving exams.	4
Most pupils pass the primary leaving exams.	5

Notes:

### 2.13 General assessment

*This may include assessment of the thematic curriculum between P1 and P4 in Uganda or Standard 1 and 4 in Kenya, as well as end of term and end of year assessments.*

No pupils are assessed and provided with feedback.	1
Only upper primary pupils are assessed regularly and provided with feedback.	2
Half of the pupils are assessed regularly and provided with feedback.	3
Most of the pupils are assessed regularly and provided with feedback.	4
All pupils are assessed regularly and provided with feedback, this guides the progression to the next year.	5

Notes:



### 3.2 Effective leadership by school administration

*Evidence that the school administration are implementing these lessons; for example the setting of annual targets, involving SMC members and parents in monitoring, providing evidence of new developments at the school as a result of contributions or fundraising.*

None of the school administration are clear on their roles and responsibilities.	<b>1</b>
Less than half of the school administration are clear on their roles and responsibilities.	<b>2</b>
Half of the school administration are clear on their roles and responsibilities, but this is not being implemented.	<b>3</b>
Most of the school administration are clear on their roles and responsibilities, which is being implemented but not always to a good standard.	<b>4</b>
All of the school administration are clear on their roles and responsibilities, which is being implemented to a good standard.	<b>5</b>

Notes:

### 3.3 Committed leadership of school administration

*Commitment might be evident in the level of attendance of the head, deputy or senior teacher; whether they seem happy in their jobs; whether they seem proud of their responsibility etc.*

Those in charge of school administration have no commitment.	<b>1</b>
Less than half of those in charge of school administration are committed.	<b>2</b>
Half of those in charge of school administration are committed.	<b>3</b>
Most of those in charge of school administration are committed.	<b>4</b>
All of those in charge of school administration are committed.	<b>5</b>

Notes:

### 3.4 Government support

*A school that is registered is likely to have government deployed teachers and be visited by education officials on a regular basis. Evidence of success might be seen in the deployment of extra teachers to the school; a good relationship with district officials and regular visits; provision of sufficient text books or sanitary towels; school and teachers receiving specified funds on time etc.*

The school is not recognised by the government and the school administration cannot lobby for support.	<b>1</b>
The school is registering with the government and school administration is not able to lobby for support from government.	<b>2</b>
The school is registered and school administration have lobbied for support from government but less than half of this has been successful.	<b>3</b>
The school is registered and school administration have lobbied for support from government and Half of this been successful.	<b>4</b>
The school is registered and school administration have lobbied for support from government most of this has been successful.	<b>5</b>

Notes:

### 3.5 Record keeping

*School records can take many forms: the register of pupils and parents; pupil's performance records; drop outs of the year; records of those that repeat a year; cash book; minutes of SMC meetings; inventory etc. These may be visible in the head teacher's office or on display in classrooms. A system of record keeping might mean assigning roles and responsibilities to certain members of the school administration to keep them.*

No school records are kept.	<b>1</b>
Very few records are kept.	<b>2</b>
Some school records are kept but are unclear.	<b>3</b>
Most school records are kept but can be inaccurate.	<b>4</b>
There is a very good system of keeping records and records are clear and accurate and are used to guide the school administration's decision making.	<b>5</b>

Notes:



#### 4.2 SMC meetings

*The SMC should meet on a regular basis and at least once a term. How frequently do the SMC meet?; do the SMC have a meeting schedule that is agreed between the members?; are the SMC seen together on the school grounds?*

The SMC never meets.	1
The SMC meets very infrequently.	2
The SMC meets once a term.	3
The SMC meets twice a term.	4
SMC members meet twice a term and have extra meetings whenever it is seen as necessary.	5

Notes:

#### 4.3 Committed leadership of SMC

*Commitment might be evident in how visible the SMC are in the school; how regularly they attend meetings; whether they seem happy to contribute to the school's development; whether they seem proud of their responsibilities etc.*

Those in charge of SMC have no commitment.	1
Less than half of those in charge of SMC are committed.	2
Half of those in charge of SMC are committed.	3
Most of those in charge of SMC are committed.	4
All of those in charge of SMC are committed.	5

Notes:

#### 4.4 SMC capacity

*Each SMC member should have a defined role and responsibility. It might be evident that the SMC is well organised in this sense if they are meeting regularly; monitoring the teachers and pupil's performance; supporting construction and repairs; meeting with government officials. Do pupils/parents/teachers seem them active in these roles? etc.*

SMC roles and responsibilities have not been defined or understood.	<b>1</b>
The SMCs members are not trained and have limited understanding about their roles and responsibilities.	<b>2</b>
The SMC have an understanding about their roles but are not yet performing these to a good standard.	<b>3</b>
The SMCs have been trained and understand their roles and responsibilities but do not always perform these to a good standard.	<b>4</b>
The SMC has an excellent understanding of their roles and have sub-committees which perform these to a very good standard.	<b>5</b>

Notes:

#### 4.5 SMC involvement in decision making

*High level of involvement might be evident if different SMC levels regularly come to the school to meet with the head teacher, or are actively involved in school activities and lead different activities within the school.*

No members of the SMC are involved in school decision making.	<b>1</b>
Only one or two members of the SMC are involved in school decision making.	<b>2</b>
Half of the SMC have some involved in school decision making.	<b>3</b>
Most of the SMC have some involved in schools decision making.	<b>4</b>
The whole SMC are involved in the school decision making process.	<b>5</b>

Notes:

#### 4.6 SMC lobbying

*Examples of SMC members lobbying for the school include meeting with district education officials or NGOs; encouraging parents to make financial contributions or provide food for lunch; holding community meetings at the school.*

The SMC does not lobby for support.	<b>1</b>
The SMC have very limited ability to lobby for support but would like to do so.	<b>2</b>
The SMC have lobbied for support but less than half of this has been successful.	<b>3</b>
The SMC have lobbied for support and Half of this has been successful.	<b>4</b>
The SMC have lobbied for support most of this has been successful.	<b>5</b>

Notes:

#### 4.7 Monitoring school activities

*SMC members should be involved in monitoring the teaching and learning as well as building work at the school or school gardens. This may include monitoring teaching and teacher attendance; pupil performance; construction; gardening etc.*

SMC members are not involved in the monitoring of school activities.	<b>1</b>
Less than half of SMC members are involved in monitoring school activities.	<b>2</b>
Half of SMC members are involved in monitoring school activities.	<b>3</b>
Most SMC members are involved in monitoring school activities.	<b>4</b>
SMC members take a leading role in monitoring schools activities and encourage others in the community to help support the monitoring of school activities.	<b>5</b>

Notes:

## 5.0 Child well-being

Learning comes naturally to children, but this capacity to learn can be undermined and sometimes destroyed. A school that supports children's well-being recognizes the importance of nurturing children during their time at school.

It is vital that every child feels safe and secure, protected and supported. It is imperative that the school environment is safe and supportive if children are motivated and able to learn.

These questions help you to understand how well your school supports children's well-being; how far you have come and what you might still need to work towards.

**For each question there are five descriptions. You will need to circle the number of the description that best describes your school.**

### 5.1 Pupils understanding of child's rights

*Pupils with an average understanding on child rights might be aware of the importance of protecting children from harm and supporting them to meet their basic needs and of the mechanisms for reporting abuse. But they may not know about child rights as a concept. Do pupils raise issues about their rights, or report violence?*

Pupils have very little understanding about their rights.	<b>1</b>
There is some awareness amongst pupils of child protection and child rights.	<b>2</b>
There is an average understanding amongst pupils of child protection and child rights.	<b>3</b>
There is a good understanding amongst pupils of child protection and child rights.	<b>4</b>
There is an excellent understanding amongst pupils of child protection and child rights.	<b>5</b>

Notes:

### 5.2 Teachers' understanding of child's rights

*Teachers with an average understanding of child rights might be aware of the importance of protecting children from harm and supporting them to meet their basic needs and of the mechanisms for reporting abuse. But they may not know about child rights as a concept. Do teachers treat pupils well at school? Have there been any changes in teachers' behaviour?*

There is very little understanding amongst teachers about the rights of the child.	<b>1</b>
There is some awareness amongst teachers of child protection and child rights.	<b>2</b>
There is an average understanding amongst teachers of child protection and child rights.	<b>3</b>
There is a good understanding amongst teachers of child protection and child rights.	<b>4</b>
There is an excellent understanding amongst teachers of child rights.	<b>5</b>

Notes:

### 5.3 Parents' understanding of child's rights

*Parents with an average understanding of child rights might be aware of the importance of protecting children from harm and supporting them to meet their basic needs and of the mechanisms for reporting abuse. But may not know about child rights as a concept. Do parents support children's needs and send them to school regularly? Have there been any changes in parents' behaviour?*

There is very little understanding amongst parents about the rights of the child.	<b>1</b>
There is some awareness amongst parents of child protection and child rights.	<b>2</b>
There is an average understanding amongst parents of child protection and child rights.	<b>3</b>
There is a good understanding amongst parents of child protection and child rights.	<b>4</b>
There is an excellent understanding amongst parents of child rights.	<b>5</b>

Notes:

#### 5.4 Policies, guidelines and implementation

*Child protection policies may include international, national or school level policies. There may be displays about child protection issues and childrens' rights; children and/or parents may be given information of child protection policies at the school. Has anyone received training on child protection etc. For example in Uganda legislation includes the Children Act, Corporal Punishments Guidelines etc.*

There are no child protection policies or guidelines in place.	<b>1</b>
There are some child protection policies and guidelines in place but these are not being implemented.	<b>2</b>
There are some child protection policies and guidelines in place but these are not always implemented.	<b>3</b>
Child protection policies and guidelines exist and issues are reported but appropriate action is not always taken.	<b>4</b>
Child protection policies and guidelines exist and issues are reported and appropriate action is taken quickly.	<b>5</b>

Notes:

#### 5.5 Abuse/violence/bullying

*The most common forms of violence in the school may include older children hitting younger children; corporal punishment from teachers and prefects; forced child labour. Reports of all forms of abuse should be noted, as should any actions taken to resolve them.*

Abuse/violence/bullying is evident in the school but rarely raised as a problem.	<b>1</b>
Abuse/violence/bullying has been raised as a problem but goes unreported and is not dealt with.	<b>2</b>
Abuse/violence/bullying is reported but not always dealt with.	<b>3</b>
Abuse/violence/bullying is reported but appropriate action is not always taken.	<b>4</b>
Abuse/violence/bullying is reported and appropriate action is taken quickly.	<b>5</b>

Notes:

### 5.6 Counselling and guidance

*Children should be made to feel safe and supported by teachers, the school administration and SMC. Do pupils talk to adults in the school about their problems; is there a nominated and trained guidance counsellor?; do pupils concerns and worries from school get raised with parents and SMC members?*

There are no policies in place to support counselling and guidance.	<b>1</b>
There are some policies in place to support counselling and guidance but these have not been implemented.	<b>2</b>
There are some policies in place to support counselling and guidance but these have not been fully implemented.	<b>3</b>
There are good policies in place to support counselling and guidance and these are being implemented but most pupils do not feel comfortable sharing their concerns with adults in the school.	<b>4</b>
There are good policies in place to support counselling and guidance, these are being implemented and most pupils feel comfortable sharing their concerns with adults in the school.	<b>5</b>

Notes:

### 5.7 Child friendly school compound

*A child friendly school ground is one with ample shade, with trees and plants and space for all children to play. It is safe and secure if it has a fence and there are no hazardous objects such as rocks and boulders and isn't on the edge of a cliff.*

The school grounds are not child friendly.	<b>1</b>
Very little has been done to make the school grounds child friendly or to ensure the compound is safe and secure.	<b>2</b>
Some effort has been made to make the school grounds child friendly or to ensure the compound is safe and secure.	<b>3</b>
The school grounds are quite child friendly and reasonably safe and secure.	<b>4</b>
The school grounds are very child friendly and safe and secure for all pupils.	<b>5</b>

Notes:

### 5.8 Water

*It is important to think about the distance of the water source as well as whether the water supply is safe/clean/free from contaminants.*

There is no safe water at the school within 300m.	<b>1</b>
There is some safe water within 300m but access is very irregular.	<b>2</b>
Safe water is provided on site but it can be irregular even in the rainy season.	<b>3</b>
Safe water is provided on site and is normally available but can be irregular in the dry season.	<b>4</b>
Safe water is readily available throughout the year.	<b>5</b>

Notes:

### 5.9 Food

*Food should be provided throughout the year, including times just before harvests when food shortages are likely. Sustainable lunch programmes are likely to be community-led, and could include parents providing money or food ample for school lunches throughout the year. It could also be a government programme but would not include emergency food provision or one which could be stopped at any time.*

No pupils eat lunch at school.	<b>1</b>
Less than half of pupils eat lunch throughout the year.	<b>2</b>
Half of pupils eat lunch throughout the year.	<b>3</b>
Most pupils eat lunch throughout the year.	<b>4</b>
All of pupils eat lunch throughout the year and this is sustainably managed.	<b>5</b>

Notes:

### 5.10 Health and hygiene awareness amongst the school community

*A good understanding and awareness of health and hygiene could be evident in pupils washing their hands after they have been to the toilet or before they eat; if there is an active health club where the issue is raised in plays, poems, song etc. It is likely to be integrated into policy if these are part of the time table or take place at structured and regular times throughout the year.*

There is no or very little awareness of issues relating to health and hygiene.	<b>1</b>
There is a limited understanding of issues relating to health and hygiene but this is not incorporated into policies or activities.	<b>2</b>
There is an average understanding of issues relating to health and hygiene and some one-off activities take place but these are not integrated into policy.	<b>3</b>
There is a good understanding of issues relating to health and hygiene and activities take place but this is not integrated into school policies.	<b>4</b>
There is a very good understanding of issues relating to health and hygiene which is integrated into activities and school policy.	<b>5</b>

Notes:

### 5.11 Sanitary pads

*A permanent solution is likely to be supported by either the local community and parents or government.*

There is no provision of sanitary pads for girls in emergencies.	<b>1</b>
There is limited and irregular provision of sanitary pads for girls in emergencies.	<b>2</b>
There is some provision of sanitary pads for girls in emergencies but this is not always regular or permanent.	<b>3</b>
There is a good provision of sanitary pads for girls in emergencies but this is not permanent.	<b>4</b>
There is a good and permanent provision of sanitary pads for girls in emergencies.	<b>5</b>

Notes:

### 5.12 HIV and AIDS awareness amongst the school community

*Pupils are likely to have a good understanding of HIV and AIDS if HIV is openly discussed and pupils are supported to prevent themselves from contracting the disease. There may be an active club aimed at raising awareness of HIV, or the issue is raised in school plays, poems, song etc. It is likely to be integrated into policy if these are part of the time table or take place at structured and regular times throughout the year.*

There is no or very little awareness of issues relating to HIV and AIDS.	<b>1</b>
There is a limited understanding of issues relating to HIV and AIDS amongst teachers but this is not integrated into policies or activities.	<b>2</b>
There is an average understanding of issues relating to HIV and AIDS and some one-off activities take place but not integrated into policy.	<b>3</b>
There is a good understanding of issues relating to HIV and AIDS and activities take place but this is not integrated into school policies.	<b>4</b>
There is a very good understanding of issues relating to HIV and AIDS which is integrated into activities and school policy.	<b>5</b>

Notes:

### 5.13 Non-examinable skills

*Non-examinable skills might include life skills, PE., arts and crafts, agriculture, home-science and debating.*

No pupils have the opportunity to learn non-examinable skills.	<b>1</b>
Less than half of pupils have the opportunity to learn non-examinable skills.	<b>2</b>
Half of pupils have the opportunity to learn non-examinable skills.	<b>3</b>
Most pupils have the opportunity to learn non-examinable skills.	<b>4</b>
All pupils have the opportunity to learn non-examinable skills.	<b>5</b>

Notes:

### 5.14 Sports Equipment

*Sports equipment may include balls, nets and posts for a number of sports, as well as javelins, discuses etc.*

There is no sports equipment.	<b>1</b>
There is a small amount of very basic sports equipment but this is very inadequate.	<b>2</b>
There is some basic sports equipment but this does not meet the school's needs.	<b>3</b>
There is good sports equipment but this does not meet the school's needs.	<b>4</b>
There is excellent sports equipment that meets all of the school's needs.	<b>5</b>

Notes:



## 6.2 Community involvement in developing school infrastructure

*Parents and community members, other than the SMC, may contribute to the development of the school by supporting the building of classrooms, latrines, school fence, desks, digging a well etc.*

There has been no community involvement in developing the schools infrastructure.	<b>1</b>
There have been a few community members involved in providing labour, resources or materials to support the development of the school.	<b>2</b>
There have been some community members involved in providing labour, resources and materials but many people are not involved.	<b>3</b>
Most community members are committed to providing labour, resources and materials to support the school's development.	<b>4</b>
The school community is very committed to providing labour, resources and materials for the school's development.	<b>5</b>

Notes:

## 6.3 Community contribution to school finances

*Parents and community members, other than the SMC, may contribute finances directly; they may attend fundraising drives at the school; pay the wage of a non-government teacher; provide money for school lunches; provide seeds for the school garden; provide funds for school resources.*

No parents contribute to the school's finances.	<b>1</b>
Less than half of all parents contribute to the school's finances.	<b>2</b>
Half of the parents contribute to the school's finances.	<b>3</b>
Most of the parents contribute to the school's finances.	<b>4</b>
All of the parents contribute to the school's finances.	<b>5</b>

Notes:

#### 6.4 Parents support learning at home

*Parents may support children in their studies by allowing them the time to do their homework, helping or supervising them with their studies; providing them with lighting and space etc.*

Parents are not supporting their children's learning at home.	<b>1</b>
Less than half of parents support their children's learning at home.	<b>2</b>
Half of parents support their children's learning at home.	<b>3</b>
Most parents support their children's learning at home.	<b>4</b>
Almost all parents support their children's learning at home.	<b>5</b>

Notes:

#### 6.5 Parents support pupils with a uniform

*School uniforms should be the approved uniform and are likely to be a specific colour and material. Good quality would not be torn or have holes and would be kept clean.*

Very few children wear a uniform that is of good quality.	<b>1</b>
Less than half of the children wear a uniform that is of good quality.	<b>2</b>
Half of the children wear a uniform that is of good quality.	<b>3</b>
Most of the children wear a uniform that is of good quality.	<b>4</b>
All of the children wear a complete uniform that is of good quality.	<b>5</b>

Notes:

## 6.6 Community monitoring the school

*Parents and community members, other than the SMC, may be involved in monitoring the teaching and learning as well as building work at the school or school gardens. This may include monitoring teaching and teacher attendance; pupil performance; construction; gardening etc.*

Parents are not involved in the monitoring of school activities.	<b>1</b>
Less than half of parents are involved in monitoring school activities.	<b>2</b>
Half of parents are involved in monitoring school activities.	<b>3</b>
Most parents are involved in monitoring school activities.	<b>4</b>
Parents take a leading role in monitoring schools activities and do so willingly.	<b>5</b>

Notes:



### 7.2 Government support

*The deployment of government teachers might be one indication that the school is receiving the agreed financial support, textbooks might be another. If payment is irregular or late teachers may complain or strike; or schools may have to delay buying resources such as text books.*

The school receives no financial support from the government.	<b>1</b>
The school receives some financial support from the government but this is irregular and insufficient.	<b>2</b>
The school receives regular but inadequate financial support from the government.	<b>3</b>
The school receives the agreed government financial support but it is not always received on time.	<b>4</b>
The school receives the agreed government financial support on time.	<b>5</b>

Notes:

### 7.3 Alternate income sources

*School may receive income from a number of sources, other than the government. These could include parents, former pupils, school trusts, NGOs etc. This might be evident in PTA teachers, the provision of sanitary pads, parents providing school lunches, school income generating activities etc.*

The school receives no financial support from parents or the community.	<b>1</b>
The school receives some irregular financial support from parents and the community.	<b>2</b>
The school receives regular but insufficient financial support from parents and the community.	<b>3</b>
The school receives regular and reasonable financial support from parents and the community.	<b>4</b>
The school receives regular and adequate financial support from parents and the wider community.	<b>5</b>

Notes:

#### 7.4 Transparency and accountability

*What evidence is there of how the school finances have been spent; are the school accounts publicly accessible to all including pupils?; is there a record of how money has been spent? etc.*

There are no financial reports displayed in the school.	<b>1</b>
There are some basic financial reports displayed in the school for everyone to see but these are rarely updated.	<b>2</b>
There are some financial reports displayed in the school for everyone to see but these are a little out of date and may not be accurate.	<b>3</b>
There are financial reports displayed in the school for everyone to see and these are up to date but there are no processes in place to ensure these are kept up to date and accurate.	<b>4</b>
There are financial reports displayed in the school for everyone to see and there are effective and transparent processes in place to ensure that these are kept up to date and accurate.	<b>5</b>

Notes:

#### 7.5 Committees set up to support the school's financial health

*Committees that might be set up to support the school's financial health should not include the SMC as a group, but might include their sub committees. For example in Kenya these could include a finance committee, procurement committee or school foundation.*

No committees have ever been set up to support the schools financial health.	<b>1</b>
Committees have been formed on occasion to support the schools financial health but these are not permanent.	<b>2</b>
Permanent committees to support the schools financial health are being considered but are not in place.	<b>3</b>
Some permanent committees have been set up to support the schools financial health but are not yet functioning.	<b>4</b>
Permanent committees have been set up to support the school's financial health have been established and are functioning.	<b>5</b>

Notes:



## Section 3: *Shule Yetu* Analysis Tool

The *Shule Yetu* Analysis Tool is an excel sheet which has been set up to automatically generate the preliminary and final *Shule Yetu* Outcome Score and Star. A downloadable copy of the sheet can be found online at <http://www.build-africa.org/pages/shule-yetu.html>

This section of the *Shule Yetu* Guide provides an explanation of how to use the excel sheet.

### Analysis Tool structure

There are 11 sheets which make up the *Shule Yetu* Analysis Tool:

**Sheets 1-7:** provide space to enter in the results of the *Shule Yetu* Questionnaire. There is one sheet for each of the seven outcome areas. There is space on each sheet to add the results for each of the four groups, the pupils, parents, teachers and school management.

**Sheet 8:** generates the detailed Outcomes Scores and Star and indicates whether there are any outlying results.

**Sheet 9:** generates the preliminary *Shule Yetu* Outcomes Star.

**Sheet 10:** provides a space to enter the results of the weighting questionnaire. There is space to add the results for each of the four groups, the pupils, parents, teachers and school management.

**Sheet 11:** generates the final *Shule Yetu* Outcomes Score and Star.

### Completing the *Shule Yetu* Analysis Tool

There are two stages to completing the *Shule Yetu* Analysis Tool:

#### 1. After delivering the *Shule Yetu* Questionnaire

In order to generate the results of the questionnaire, all of the scores from the questionnaire session will need to be entered into the analysis sheet. Sheets 1-7 provide space to enter these results. For each question there is space to enter the results for the pupils, parents, teachers and school management. As you can see in example 1 below, the answers and score for each question are visible in the excel sheet. To record the results all you need to do is select the box next to the corresponding score and chose "Yes" from the drop down list.

5.1 Pupils understanding of child's rights	Pupil's Score		Parent's Score		Teacher's Score		SMC's Score	
Pupils have very little understanding about their rights.		1		1	Yes	1		1
There is some awareness amongst pupils of child protection and child rights.		2		2		2	Yes	2
There is an average awareness amongst pupils of child protection and child rights.		3		3		3		3
There is a good understanding amongst pupils of child protection and child rights.	Yes	4	Yes	4		4		4
There is an excellent understanding amongst pupils of child protection and child rights.		5		5		5		5
	Final Score	4	Final Score	4	Final Score	1	Final Score	2
	Number of groups that answered					4	Average Score	2.75

If a group has not scored a particular question leave it blank. Once the sheet has been updated it will automatically generate the preliminary *Shule Yetu* Outcomes Score and Star.

## **2. After completing the weighting questionnaire**

In order to generate the final *Shule Yetu* Outcomes Score and Star you will need to enter the weighting. The tenth sheet provides space for you to enter all the weighting scores. For each question there is space to enter the results for the pupils, parents, teachers and school management. To record the results all you need to do is select the box next to the corresponding score and chose “1”, “2”, or “3” from the drop down list. If a group has not scored a particular question leave it blank. Once the sheet has been updated it will automatically generate the final *Shule Yetu* Outcomes Score and Star.



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