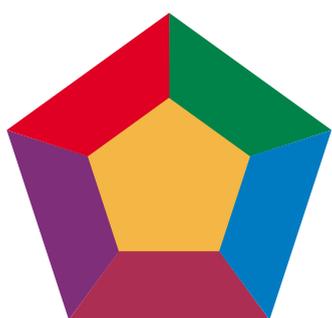


Draft framework  
for a uniting  
methodology toolkit:



A basket of tools for

# **Transforming the Education of Girls in Nigeria and Tanzania**

Booklet Four  
**Working with PARENTS,  
SMCs & PTAs**



**act!onaid**



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CHARITABLE TRUST

# WORKING WITH PARENTS, SMCs & PTAs\*

\* SCHOOL MANAGEMENT COMMITTEES and PARENT TEACHER ASSOCIATIONS

## Introduction

For space to be created for girls and for Girls' Clubs to work, the support of parents and community leaders is vital. This section provides ways for TEGINT facilitators to work with these stakeholders to promote their support and encourage their championing of the girls. This can be done directly with informal groups of parents, and also through School Management Committees (SMCs) and Parent Teacher Associations (PTAs). This toolkit also recommends working with Reflect circles to create forums with these and other adults who influence girls' education. Reflect facilitators, like all facilitators working with the TEGINT project, will need training on gender and HIV and AIDS issues along with other community development and poverty issues.

**School Management Committees** have a role in school governance, in policy-making and budgetary allocations. They are usually a legal requirement of the establishment of the school, and have specific legislation guiding their make-up and function. SMCs ideally involve a range of people, including local community members, education officers, head teacher, parents and local government representatives. The SMCs' decision-making powers vary from country to country but they are key to democratising education at the local level. Working with current committees to enable them to become representative, clear about their mandate, skilled and confident of their roles and able to function democratically is a key priority of a rights-based approach to education.

**Parent Teacher Associations** tend to help with resource mobilisation, running social events for parents and pupils, running clubs for extra-curricula activities and have more connection with the pupils themselves.



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# SECTION A

## WARMING UP

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**These activities are intended to help participants to get to know each other and to feel confident and happy working together.**

### **ACTIVITY: Introduction**

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#### **Introduction:**

- 1** Sit in a circle with the group, preferably on the ground. Everyone should be at the same level, including you. Thank everyone for coming. Enquire about latecomers or non-attendees.
  - 2** Ask each participant to recount something good that has happened to them since the last session if appropriate, or in the last few weeks.
  - 3** Review the last session if appropriate.
  - 4** Explain that you are going on to discuss important things in this session, but will start with a game.
- 

### **ACTIVITY: Tugs of war and peace**

---

**Purpose:** This exercise illustrates the benefits of everyone working together. It is an icebreaker and will help the participants overcome shyness and start talking to each other. Try to get everyone involved.

**Materials required:** length of strong rope, chalk.

#### **Steps:**

- 1** Divide the group into two teams. Ask the teams to stand facing each other holding opposite ends of the rope. Mark a line across the middle of your teams over which each team must try to pull the other.
- 2** When you have said “1,2,3, Go!” the teams should start pulling against each other. Let them continue until one team has fallen over the dividing line.
- 3** Next, ask everyone to sit in a circle. Tie the ends of the same strong rope together, and hand the circle of rope to the participants, so that they are all holding a piece of it.
- 4** Ask the participants to pull together on the rope so that they can help each other stand up.

**Ideas for discussion:** Ask the participants what this exercise illustrates to them. The idea is to show how, instead of people pulling on opposite ends – a tug of war, when only one team wins – we can change situations so that everyone is a winner, and everyone and feels good about the result. True, the tug of war might feel good for a moment for the victors – but how do the losers feel?

*Adapted from Welbourn (1998), Exercise K1: Tugs of War and Peace.*

# SECTION A WARMING UP

## **ACTIVITY: Blindfold walk**

---

**Purpose:** This activity helps participants experience the value of trust and mutual support. Participants take it in turn to walk in a straight line blindfolded across the meeting area. The first time they must do it in silence with no guidance. The second time, the rest of the group is invited to provide encouragement and advice.

**Materials required:** a blindfold or scarf.

### **Steps:**

- 1** Invite a volunteer to walk blindfolded across the meeting area. Put the blindfold on the participant and turn them around several times before they set off in a straight line across the meeting area, to reach an agreed point on the opposite side.
- 2** Instruct the rest of the group to keep completely silent. They should not touch the participant.
- 3** When the blindfolded person reaches the other side, ask them to take off the blindfold. Compare how close they are to the point they intended to reach.
- 4** Ask the participant how they felt.
- 5** Ask them to replace the blindfold and repeat the exercise, this time with the verbal encouragement of the others, who should still not touch the participant. Finally, they could repeat the exercise with some of the group using their hands to guide the blindfolded person, as well as talking to them.
- 6** On completion, remove the blindfold again and compare where they end up this time.
- 7** Ask them how they felt this time.
- 8** Repeat the exercise with two or three other volunteers.

**Ideas for discussion:** This exercise emphasises the importance of trust and mutual support in life. Encourage a group discussion about how the volunteers felt with and without the support of the group around them. Ask how their experience in this exercise relates to their real life experiences. You may need to explain to participants that this is not intended as a competition but to explore the advantages of group work over working alone and the value of listening to trustworthy friends.

*Adapted from Welbourn (1998), Exercise A4: The Straight Line.*

# SECTION B

## UNDERSTANDING GENDER

**By the end of this section the participants will have acquired some understanding of the concepts of gender and empowerment and their relationship to girls' education.**

*“People are born female or male, but learn to be girls and boys who grow up into men and women. They are taught what the appropriate behaviours and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity and determines gender roles.”*

[www.gender-budgets.org](http://www.gender-budgets.org)

### **ACTIVITY: Understanding gender**

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The term 'gender' can be confusing, and it is sometimes misunderstood as meaning the same as 'sex' or 'women's issues'. It is important for facilitators to clarify with all participants the concept of gender early on.

By the end of the session participants should be able to:

- define gender;
- explain the difference between sex and gender;
- understand the different ways in which roles and perceptions are influenced by prevailing social and cultural practices and attitudes.

#### **Steps:**

In small groups ask the participants to brainstorm the following questions:

- What are the physical differences between girls and boys / men and women?
- Do girls and boys / women and men do different jobs?
- Why?
- How do you feel about this?
- Are different things expected of you because you are a girl/woman or boy/man.
- Why?
- How do you feel about this?
- What do you understand by the term gender?
- What is the difference between sex and gender?

**Ideas for discussion:** After this discussion, the participants should come together to discuss their responses. If at this stage there is still some confusion, the facilitator should clearly explain the terms 'gender' and 'sex' and the difference between the two.

*Adapted from ACFODE (2005), p.8.*

# SECTION B

## UNDERSTANDING GENDER

### **ACTIVITY: Introductory activities**

---

**Purpose:** In order to help the participants to understand the concepts of gender and empowerment, the teacher can use the following activities:

Ask the participants to:

- List and discuss the different roles men/women play in society. Students can also demonstrate by acting.
- Discuss whether the roles played by men can also be played by women and vice versa.

Ask the participants to:

- Make a list of the female and male leaders in their society.
- Discuss the differences between the female leaders and the male leaders.

As the participants are working through these activities, try to make a note of some of the main points of the discussions that you think should be explored in order to help the group challenge stereotypes or identify major issues that affect them.

*Adapted from FAWE, (2005a), Unit 3: Gender Responsive Pedagogy.*

# SECTION B

## UNDERSTANDING GENDER

### ACTIVITY: Girls' and boys' workload calendar

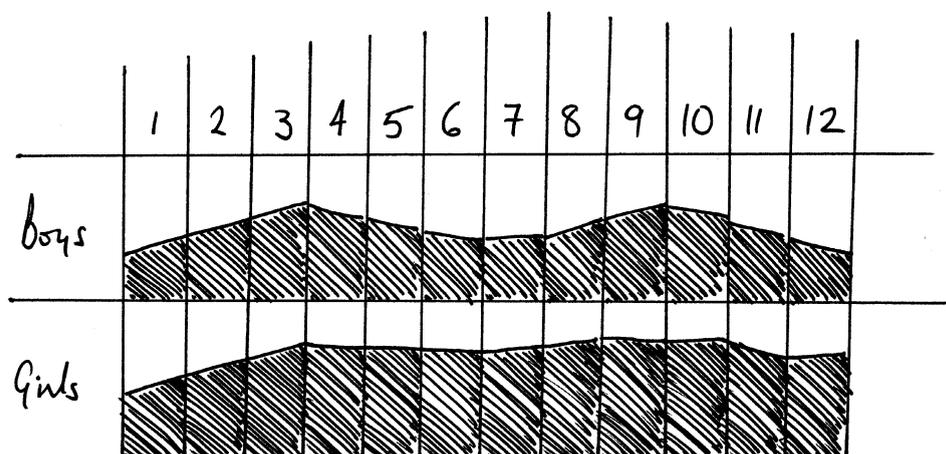
**Purpose:** This activity helps participants to analyse work done by girls and boys, and to consider whether the division of work is fair.

**Materials required:** large pieces of paper, pens, long, snappable sticks.

#### Steps:

- 1 Ask the group to discuss the work that girls and boys do on a regular basis. This may include jobs such as childcare, collecting fuel or water, paid labour on a neighbour's farm, working away from the home.
- 2 Ask the participants to make a list of categories of work done by men and women or girls and boys (i.e. cooking, cleaning, childcare, income work, collecting and gathering).
- 3 Then ask the participants to divide themselves into two single sex groups, and invite each group to construct a calendar on the ground. The calendar can be divided into months or seasons (summer/winter, dry/rainy, planting/harvesting, etc.) according to local understanding. Alternatively, a time chart can be constructed showing the hours in a day.
- 4 Then ask the participants to list the categories of work down the left hand side of the calendar. Then ask the two groups separately to place sticks snapped to different lengths, horizontally along the period marked for each work category, to show how much work is done by girls in that period, i.e. half of the time should be marked by a stick half the length of the time on the chart.
- 5 Come together to look at each other's workload calendars in turn.
- 6 Work with the group to agree a final version of both the girls' and boys' workloads, and copy it onto a large piece of paper. You could ask any participants who were not emotionally involved in the debate to do this.

	Jan	Feb	March	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Cook												
Clean												
Collect wood												
Childcare												
In fields												



Continued 

# SECTION B

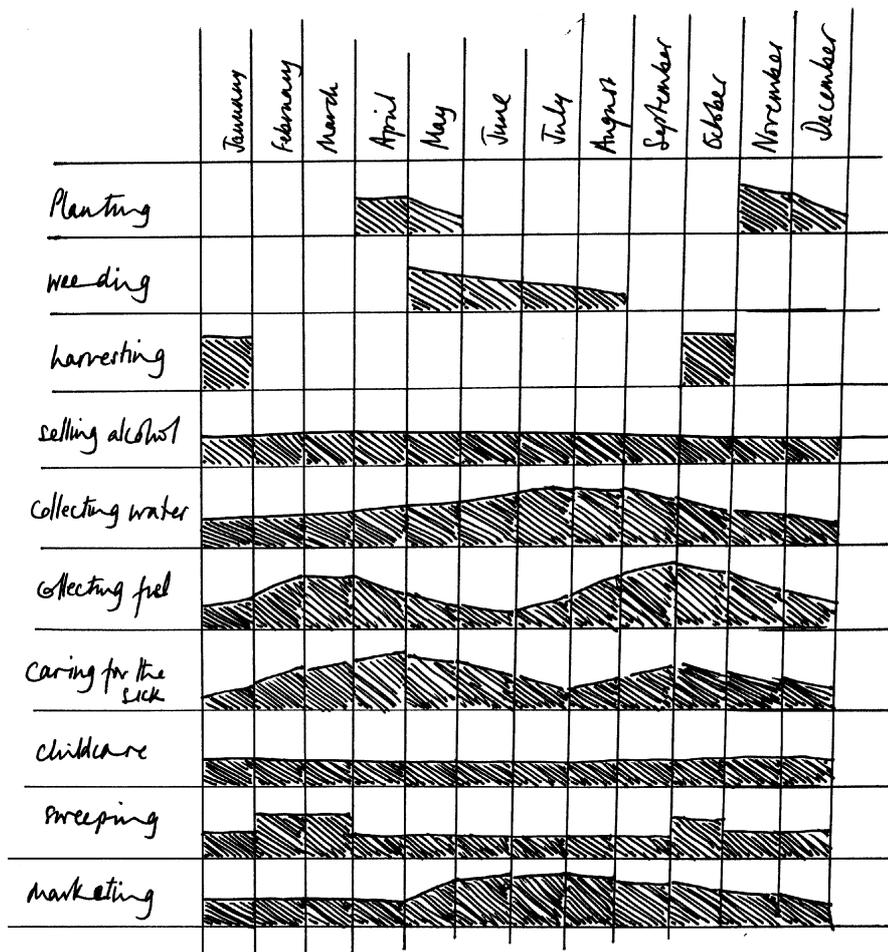
## UNDERSTANDING GENDER

**Ideas for discussion:** The construction of the calendars will probably have involved a lot of discussion. These further questions may help:

- Are there times when there is too much work?
- What do you do when there is too much work?
- What happens if someone falls sick?
- Do girls work harder than boys or more than boys?
- Is the work that both groups do recognised as work?
- Is collecting fuel work?
- Is cleaning work?
- Why is work divided up as it is between boys and girls?
- Has it always been like this?
- Has it changed in the last ten or twenty years?
- Is there any need to change it now?

**Ideas for action:** A one-day swap of workloads by the girls and boys can be both entertaining and thought provoking.

*Adapted from Archer and Cottingham (1996), p.126.*



# SECTION B

## UNDERSTANDING GENDER

### **ACTIVITY: Gender and expectations**

**Purpose:** This is a thought provoking exercise how expectations on girls and boys, men and women are powerful in society, and often reinforce each other.

**Materials required:** pen and paper or flipchart and pens.

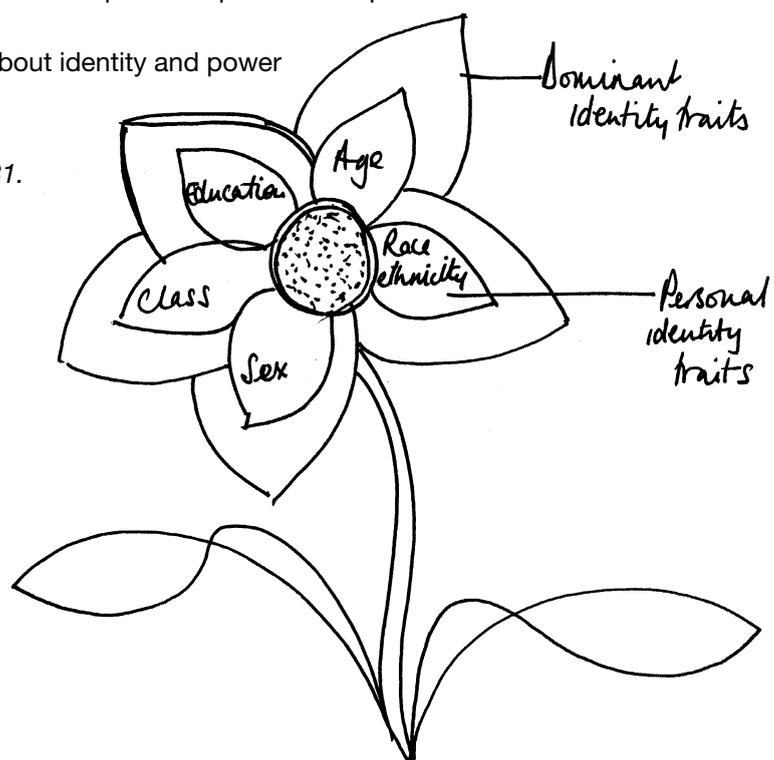
#### **Steps:**

- 1** In small groups ask participants to make a list of the differences of expectations on men and women in their society, in relation to behaviour, goals to aspire to and roles to perform. This can be done as a simple matrix with a column for women and one for men.
- 2** Once they have done this ask participants to consider the two columns. Which are more highly valued – the behaviour, goals and roles of boys or those of girls?
- 3** Now cut the list up so that each pair of attributes is a separate 'block' and spread the blocks on a big sheet of paper (or on the wall). With a pen (or pieces of string and pins) make the links between them.
- 4** Discuss the ways that these attributes and the values they carry reinforce each other.
- 5** Ask participants to use the Power Flower tool to map key elements of their own layered identity and relationship to power. Use the outer circle of petals to describe the characteristics of people that have the most power and privilege in their society. Label each petal. Now ask participants to consider their own characteristics in respect of each category. Note those on the inner circle of petals.

#### **Ideas for discussion:**

- How many of the personal characteristics are different from those of the most powerful and privileged in the society?
- Which characteristics cannot be changed?
- What does this say about participant's own power or potential for power?
- How can this influence their work?
- What does this exercise tell them about identity and power in general?

*Adapted from ActionAid (2006), p.31.*



### **ACTIVITY: The ideal woman body map**

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**Purpose:** The ideal woman body map helps participants to explore attitudes and expectations towards women in the local community. The same activity could be done for girls, men and boys.

**Materials required:** chalk or flip chart paper and pens..

#### **Steps:**

- 1** In small groups ask the participants to draw a life-size outline of a woman on the ground or on a large piece of paper. The easiest way to do this, if participants are comfortable with the idea, is for one of the participants to lie down on the ground while a fellow participant draws round them.
- 2** Participants should then develop the body map to illustrate the 'ideal woman' – what she would do, what skills and knowledge she should have, her attitudes and behaviour, etc. They can mark these attributes directly on the body map in the relevant places. Examples might include 'kind heart', 'fertile womb', etc.
- 3** Then get the different groups should come together again and discuss their illustrations of the ideal woman.

#### **Ideas for discussion:**

Ask the group to discuss the following questions:

- How does the 'ideal women' compare with reality?
- Is it easy to live up to such expectations?
- How have expectations of women changed over time?
- How do these expectations impact on the life of women in the community?

*Adapted from GCE (2007), p.68.*

# SECTION B

## UNDERSTANDING GENDER

### **ACTIVITY: Analysis of gender issues**

---

**Purpose:** By the end of this activity, participants will have a deeper understanding of gender issues and their place in everyone's lives.

Gender issues refer to differences in roles and relationships between men and women that result in unequal or different treatment. The most common gender issues involve the unequal distribution of resources, benefits, opportunities or decision-making powers. This is one of the major causes of poverty among women.

Although both men and women play a part in economic production and community organisation, it is usually women who single handedly carry the burden of child bearing, housekeeping, and caring for children and the elderly. Given their numerous roles, women usually have to work harder than men, and with fewer resources including money. All over the world, there is a growing awareness of the unequal burden that women carry – and the need to integrate gender issues into the sub county, district and national development plans and budgets.

#### **Steps:**

- 1** Divide the participants into three different groups representing the areas of health, agriculture and education. Ask each group to talk through the following:
  - List five gender issues in your area.
  - What are the causes of these gender issues?
  - What are the consequences of not addressing these gender issues?
  - What interventions should governments (sub county, district, national) put in place to address the above gender issues?
- 2** Allow 30 minutes for group work, and ask the participants to summarise their discussions to the whole group at the end.

### **ACTIVITY: Gender violence against girls**

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**Purpose:** Rape is crime that causes very emotional reactions in people. Some think that rape is impossible unless a woman really wants it to happen. When a rape survivor goes to the police station or to a court, she often finds that she has to prove that she did not provoke the rapist in some way. This activity challenges these attitudes.

**Materials required:** newspaper articles.

#### **Steps:**

- 1** Ask participants to work on their own, or with members of their group, over a few months collect newspaper articles on attacks against women or rapes.
- 2** When they have collected 5-6 articles, ask them look at them all together and consider these questions:
  - How do these experiences of women make you feel?
  - How is the survivor portrayed? And the rapist?
  - What myths/realities about rape do you think these portrayals represent?
  - What are some other common myths about rape?
  - What is reality?
  - What are the usual responses by different authorities in society (police, health providers, school officials, judges, etc)?

*Adapted from Obondoh, Nandago and Otiende, 2005, p.26.*

# SECTION C

## CONFRONTING HIV AND AIDS

**The activities in this section are selected to help the participants to explore issues around HIV and AIDS.**

While HIV and AIDS affect whole families and communities, women and girls are disproportionately affected. The spread and effects of HIV and AIDS has highlighted the fact that women's rights are systematically abused in many places in the world.

The following are examples of some of the difficulties women have to face:

- lack of control over their own sexuality and sexual relationships;
- poor reproductive and sexual health;
- coerced sex from violent rape to cultural/economic obligations to have sex;
- harmful cultural practices from genital mutilation to practices such as 'dry' sex;
- greater stigma and discrimination in relation to HIV and AIDS;
- lack of access to prevention education, media campaigns, condoms and reproductive health services before and after they are sexually active;
- sexual abuse – an important mode of transmission of HIV infection in girls.;
- disclosure of status, partner notification, confidentiality is more difficult for women than for men, particularly as most women are usually infected by their only partner/husband.

*Adapted from Obondoh, Nandago and Otiende (2005), p.10.*

### **ACTIVITY: Muddling messages**

---

**Purpose:** This activity is an energiser, to make people laugh. It also helps us appreciate how easy it is to misunderstand what someone has said. In the context of HIV and AIDS it can help participants to understand how easily incorrect information can spread.

#### **Steps:**

- 1** Ask the participants to arrange themselves in a circle. You will then ask them to whisper the same message all around the circle, one person to the next. Then the finished version is compared with the original.
- 2** Think of a phrase to whisper beforehand, such as “many people round here like eating bananas” or “the sun at this time of year is very hot” or whatever.
- 3** Whisper this quietly to the person next to you and ask her/him to whisper it quietly to the next person.
- 4** This should be repeated until the phrase has been whispered around the whole circle. Each person should only whisper on what they have heard and is not allowed to ask for the phrase to be repeated.
- 5** Finally, when the phrase has been whispered all round the circle, ask the last person to say out loud what they heard.
- 6** Then announce to the group what you originally said. The message normally changes quite a bit as it goes round the circle!
- 7** If there is time, you could ask someone else to start off with another phrase.

#### **Ideas for discussion:**

- Do you have any examples of such misunderstandings happening in real life?
- Can you think of examples of misconceptions relating to HIV and AIDS?

Participants could follow up this activity by producing a table or matrix showing misconceptions about HIV and AIDS in one column and the correct information in another.

*Adapted from Welbourn (1998), Exercise E1: Muddling Messages.*

### **ACTIVITY: Discussing love**

---

**Purpose:** The aim of this activity is to explore the many meanings of the word love.

**Steps:**

- 1** Ask the participants whether they can give you a word or words that means 'love'. Try to get everyone to agree upon this word or expression.
- 2** Then as a group analyse what kind of love this word or expression applies to – is it the love someone has for their partner (i.e. their husband or wife or recognised partner), or can it also be used to describe feelings between boyfriends and girlfriends, or lovers (who are not publicly recognised as a couple) or between brothers and sisters also? If other words or expressions are used to describe the different relationships, ask everyone to agree on those also.
- 3** Once everyone has agreed upon one or two words or expressions meaning love between partners (and, if necessary other words meaning love, between boyfriends and girlfriends, or loves, or between sisters and brothers), ask everyone to divide into pairs, preferably with someone whom they have not worked with before.

**This part of the activity involves talking about love between friends, or family members, with no sex involved.**

- 4** Ask each pair to take it in turns to describe to each other the qualities that they show to a close brother, sister or friend whom they particularly love; and then three qualities that they expect from the same brother, sister or friend.
- 5** Call everyone back to the full circle. Ask participants to share their thoughts, firstly on qualities they show to this person; and then on qualities they expect from him or her.
- 6** If there is general agreement, move on. If not, encourage participants to discuss the different views further in the whole group. Note the qualities down in two separate lists.
- 7** Do participants believe that the qualities they have chosen would be agreed by the person they were thinking of? In what ways might their views differ?

**Next consider love between partners where there is a publicly recognised relationship between them and where they have sex. Qualities of love between lovers who are not in a publicly recognised relationship will be discussed later. This to help people explore how public recognition (or lack of recognition) affects a sexual relationship in their own culture.**

- 8** Ask each pair to take it in turns to describe to each other three qualities that they would show to a partner (i.e. a spouse or publicly recognised partner) whom they love; and then three qualities that they expect from a partner who loves them. If the participants are not currently in a relationship, they can describe an imaginary relationship instead.
- 9** Then call everyone back again to the full circle. Ask them again to share their thoughts, on the qualities that they would show to a partner whom they love; and then on qualities that they expect from a partner who loves them. Again, if there is not common agreement, encourage participants to discuss the different views further in the big group.
- 10** Note the qualities down in two separate lists.
- 11** Do participants believe that their wife or husband would agree the qualities they have chosen? In what ways might their views differ?

**Look at the four lists with the participants:**

- Are there clear differences in the qualities of love described between partners and those described for sisters and brothers or friends?
- Why do these differences exist?
- What differences do the existence of sex or of formal contracts or public recognition of a liaison have on the qualities of the relationship?
- Does love equal sex, or does love equal marriage?
- If love does not equal marriage, what are the minimum levels of respect that they think each member of the couple should show each other.

*Adapted from Welbourn (1998), Exercise C2: What is love?*

### **ACTIVITY: Exploring stigma and labels**

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**Purpose:** This exercise helps the participants to experience to a small degree the misery that people with HIV feel when faced with the prejudices of others. Just because someone has HIV does not mean that they suddenly become inhuman or evil. Yet people's attitudes to them can change radically once it is known that they are HIV-positive. Is this fair?

**Materials required:** cards, crayon, and sticky tape.

#### **Steps:**

- 1** Distribute the cards and crayons. Then ask one half of the group to write a good quality on their card (such as generous, kind and caring, good listener, cheerful, etc).
- 2** Then ask everyone else to write a negative quality (such as liar, thief, selfish person, murderer, adulterer, etc).
- 3** When everyone has finished, ask each person to hold up their card in turn and show it to the rest of the group.
- 4** Then ask everyone to pass their cards to you and shuffle them so that they are all mixed up.
- 5** Leaving the cards in a pile, ask everyone to stand up and to move round the circle, greeting each other warmly, as they normally would.
- 6** Ask each person to come to you in turn and stick a card on each person's back without letting him or her see what is written on it. Tell everyone not to tell one another what the picture on their back shows.
- 7** Ask someone else to stick the last card on your own back.
- 8** When everyone has a card attached to their back, ask them to move around again, greeting one another. The style of their greeting should depend on the label that they see on the back of the person they are greeting. So if, for instance, they are greeting someone with a 'liar' label, they may show their reaction in their face and movements as they greet that person. If they meet people whom they would like to make friends with, they can stay close to them.
- 9** After everyone has greeted one another again, and moved into groups of friends, ask them to come and sit down again in a circle, leaving their labels on.

#### **Ideas for discussion:**

Ask the group the following questions:

- How did you feel during the first meeting with your friends?
- How did you feel during the second meeting?
- Did others treat you differently? How?
- How did that make you feel?

Next, ask everyone to remove their label and take a look at it. Then ask:

- What have we learnt from this exercise?
- How can we relate this lesson to the care of people with HIV and AIDS in our community?

*Adapted from Welbourn (1998), Exercise D.3: Who's labelling whom?*

# SECTION C

## CONFRONTING HIV AND AIDS

### **ACTIVITY: The language of sex**

---

**Purpose:** The aim of this activity is to clarify locally acceptable terminology through a discussion about terms for different sexual organs and sexual.

#### **Steps:**

- 1** Explain that we are going to talk about things which most people find embarrassing to discuss in public. But a good way of overcoming the embarrassment is to recognise that we all experience the same embarrassment.
- 2** Explain that since there is no vaccine or cure for HIV, the only way we have of preventing it spreading further is through changes in behaviour and in medical practices. Since one of the main routes of transmission is sex, we need to be able to talk about sexual attitudes behaviour and safer sex techniques.
- 3** Explain that you are going to need to talk together about various different sexual parts of the body and different sexual acts. Therefore you need to have a common agreement on locally acceptable words that you can all use and understand together.
- 4** Ask the participants to divide into three separate groups for five minutes, to brainstorm on the following:
  - *Ask the first group to consider local words for:*
    - male genital organs;
    - semen;
    - pubic hair;
    - female genital organs;
    - skin.
  - *Ask the second group to consider local words for:*
    - vaginal intercourse;
    - vaginal fluids;
    - anal intercourse;
    - orgasm.
  - *Ask the third group to consider local words for:*
    - masturbation;
    - withdrawal (i.e. withdrawal of the penis from the vagina before ejaculation);
    - oral sex;
    - breasts;
    - thigh sex (i.e. mutual masturbation without penetration).
- 5** Call everyone back into the large circle. Ask each group in turn to report back on the words they want to use. Congratulate everyone on the completion of a difficult exercise.

#### **Note to facilitator:**

There may be some denial that, for example, anal sex or oral sex take place. If so it is probably best to go along with

this and just to explain that they are practised elsewhere. But go on including them in any future discussions, so that participants know about the risk factors involved in practising them.

In some communities, people may find this exercise really difficult. Some may get angry and refuse to join in, others may laugh a lot. It would be helpful to explain that this exercise can raise a lot of emotion in people and this is our way of dealing with our feelings about sex being talked about publicly. Encourage participants to set aside their fears or anger and to join in to help one another. In other communities, you may find you are more embarrassed about using these words than your participants are! Alternatively, you may feel that you and the participants already know all the words involved. But this exercise is worth doing anyway, because the mere public acknowledgement and expression of the words help us to overcome our conventional attitudes towards talking about sex. Keep using the words decided upon in future exercises.

*Adapted from Welbourne, 1998, Exercise E2: The Language of Sex.*

### **ACTIVITY: Discussing sex through illustrations**

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**Purpose:** The aim of this activity is to help the participants realise that different people think about sex in lots of different ways. It is important for teachers to be aware of the many issues that relate to sex – both the act of sex and the issues surrounding sex – and how they may affect individuals. Because it can be difficult discussing sex, especially in mixed groups, this activity uses drawing to help participants present their ideas.

**Note to teacher:** If you are working with participants who may not yet be sexually active, you could ask them instead to draw hopes and fears that they have about sex.

**Materials required:** cards, strongly coloured crayons, flip chart paper, felt tips, pens, sticky tape, scissors.

#### **Steps:**

**1** You may wish to start off with the following explanation:

Sex is relevant to all of us. As adults we have seen our bodies changing as we grow and for almost all of us, part of becoming an adult is the expectation of having relationships, and perhaps children. Most of us often find sex enjoyable, fun and rewarding, and none of us would have been born if it weren't for sex! But at the same time, almost all of us at some time in our lives have had questions or difficulties related to sex, which we may find painful or embarrassing to discuss, but with which we nonetheless need some help, which can be hard to find. This exercise is a way of helping us to share with one another our own understanding of the good things and the difficult things about sex in our own lives. Because we often find it very difficult to talk about sex and our sexual health, we are going to draw the issues rather than discuss them.

**2** Ask the participants to divide into groups of three or four. Give each group at least ten small index cards and a small pack of crayons. Explain that you would like them to draw one aspect of sex or something which they feel connects in some way to sex on each card and that they can use as many cards as they would like. Issues may include:

- feeling attractive;
- no say in sex;
- no orgasm;
- having fun;
- cost of condoms;
- enjoying sex;
- peer pressure to have children;
- how to use condoms;
- fear of impotence;
- circumcision;
- stds;
- domestic violence;
- expressing love;
- enjoying power.

**3** Explain they can be good or bad, funny or happy or sad, and the drawings do not have to be skilfully drawn. Just so long as the small group understands the meaning of what has been drawn, that is good enough.

**4** Then give each small group up to 10 minutes, or until they run out of ideas, to draw on all the cards they would like.

Continued 

# SECTION C

## CONFRONTING HIV AND AIDS

- 5** While the small groups are busy, lay four pieces of flip chart paper, long end to long end, on the ground across your circle of participants, anchoring them with stones at the corners, if necessary. Stick the four pieces together with sticky tape
- 6** Then call everyone back into the big circle, bringing their cards with them. Ask the participants to choose one end of the four sheets as the good end and the other end of the four sheets as the bad end.
- 7** Once all have agreed on which end is good and which end is bad, ask them to sort through all the cards they have drawn and place them nearer to the good end of the four sheets or the bad end, depending on how they feel about them. If they feel that topics on certain cards are similar or are in some way connected, participants should be encouraged to place these cards close to one another.
- 8** Once all the cards are placed somewhere along the four sheets on the ground, all participants should move along the four sheets together, starting at the good end. The entire group should view each card together. The drawers of the card should describe what they have drawn, so that everyone understands what their picture means.

**Ideas for discussion:** Participants should be encouraged to discuss the subject of each card, so that everyone has a chance to share and learn about the issues raised.

*Adapted from Welbourn, 1998, Exercise, B4: Images of Sex.*

# SECTION D

## LEARNING ABOUT OUR SCHOOL

**By the end of this section, the participants should better understand and be able to act upon issues affecting their children in school.**

### **ACTIVITY: The value of information**

---

**Purpose:** This activity helps to illustrate why it is useful to collect information on our surroundings.

**Steps:**

Ask participants to discuss the following case:

During a familiarisation exercise, the students in one school found out that there were 2,500 girls and 1,500 boys in the school. They also found out that there were two girls' toilets for and two boys' toilets.

**Ideas for discussion:**

- What problems or issues arise out of this situation?
- What could be done about it?
- Can you think of similar issues in your school?
- What could be done about them?

*Adapted from FAWE (2005a), Unit 7: Data collection.*

# SECTION D

## LEARNING ABOUT OUR SCHOOL

### ACTIVITY: School map

**Purpose:** This activity is designed to get the participants involved in the setting of school priorities and policy decisions by asking them to make a map or model of their school. This can help parents, SMCs and teachers to really understand how the participants feel about their school – what they like and what needs to be changed.

**Materials required:** locally available materials such as sticks, stones, string, paper and cardboard.

#### Steps:

- 1 Divide the participants into groups and ask them to make a model or map of their school using the materials available. The model can be constructed on a table or on the floor or ground.
- 2 Participants should mark the most important areas of the school, their favourite place, no-go areas, etc.
- 3 The participants can then give a “tour” of their school explaining the most important features or issues.
- 4 If a large-scale model is constructed on the ground, a paper copy can be made or photos taken of it to aid later discussion.
- 5 If there is time the participants can make two models, one of the real school and one of the ideal one. Or move the materials around to change the real school to an ideal one.

#### Ideas for discussion:

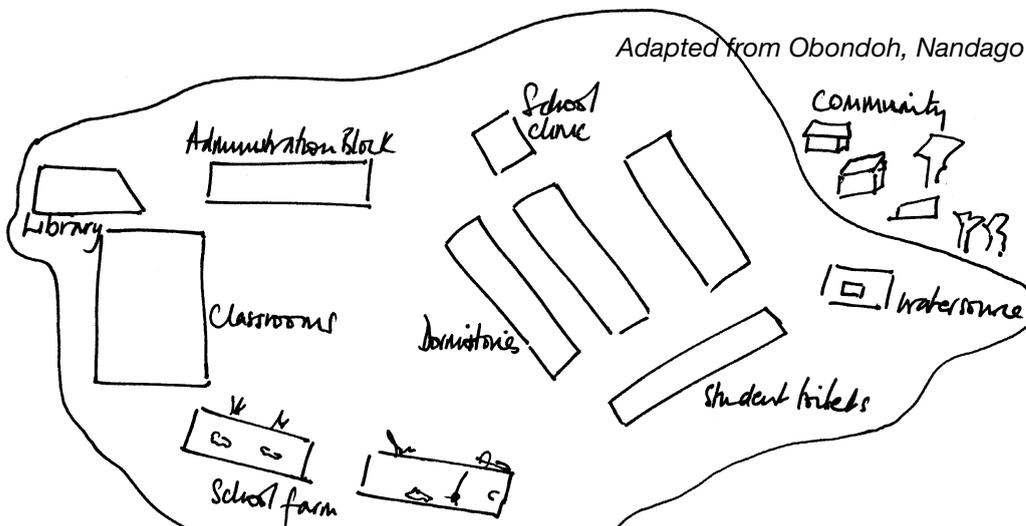
##### The real school

- What do I think about my school? Do I like it/dislike it? Why?
- What is my favourite part of my school? Where and why?
- Are there any places I avoid going in school?
- What makes me unhappy/frightened about those areas?
- What are my favourite lessons? Why?
- Are the teachers nice to me in school?

##### The ideal school

- How would I like my school to look (classroom, toilets, playground, etc)?
- What would I like in my school (books, teachers, friends, etc)?
- What would the classrooms look like?
- What would happen in my ideal school?
- How is this different from my current school?

*Adapted from Obondoh, Nandago and Otiende (2005), p.36.*



### **ACTIVITY: Changing the school environment to improve learning**

---

**Purpose:** This exercise promotes good teaching and a good learning environment as a core component of school management, in order to:

- 1** Enhance learning and teaching processes in schools to improve participation and quality of education.
- 2** Build the confidence of the local community about their school by encouraging debate and interaction beyond the classroom.
- 3** Influence and or change policies around participation in education.

#### **Steps:**

Work with participants to look at the school infrastructure and environment and ask questions about the safety and security of the school. The questions could fall into three main categories:

- physical school structure and space;
- atmosphere in/around the school;
- safety and hygiene in the school. This is particularly important as girls and/or boys spend a considerable amount of time in school and it needs to be a safe place for them to be.

It is important to access any legislation that describes minimum standards for schools.

- 1** The first step is to understand the feelings of those who spend time in the school. Talking to girls, boys and school employees separately will enable people to speak more freely. It could also be interesting to hear the views of parents or other community members.
- 2** The SMC/group should also walk around the school themselves, perhaps taking photos of the different parts of the school. This could help with discussion in the group or be useful as an advocacy tool, exposing the reality of the local school and gaining official interest. Girls and/or boys could also be encouraged to take photos of the bits of the school they like or dislike to contribute to this project.
- 3** Ask participants to look at other local schools to see if they are similar or how they differ. This is a powerful way of ensuring that the group links with the school/wider community, and this could extend to looking at what role the wider community could play in making the school a better place to be.

*Adapted from Obondoh, Nandago and Otiende, 2005, p.19 and p.24.*

### **ACTIVITY: Gender-responsive school management systems**

**Purpose:** By the end of this activity, the participants should be able to analyse the management system of the school for gender responsiveness and find strategies to improve the situation. A gender responsive management system is one that pays attention to the needs of both girls and boys, and men and women in all aspects of the school's management, and at all levels. It is also a system that gives equal opportunity to both sexes to participate in running the school.

#### **Steps:**

In small groups ask the participants to research the number of men and women, boys and girls in the following posts:

- Head and deputies;
- School board members;
- Heads of departments;
- Prefects and monitors.

Then lead a discussion about the results. What do they illustrate? What do they mean?

Ask the participants to work in small groups to create and present a role-play focusing on the response of a new head and teachers to one or more of the issues below:

- 1** Three girls have been sexually harassed by male teacher and reported the case to the head.
- 2** A girl has come crying to the head because she has missed seven classes of mathematics due to menstruation and is scared that she will fail her examinations.
- 3** Another girl has been sent out of the classroom because she has arrived late. She explains to the head that the reason why she was late is that her mother is sick and she has to take care of her younger sister.
- 4** Another girl has been reported to the head by a teacher for not doing her homework, but she argued that the boys took all the books available in the library for that subject.

#### **Ideas for discussion:**

- Did the head take the right steps to solve the problem? Why?
- Does your school take the same steps when such problems arise? If not, what steps are normally taken?
- Do you agree with those steps?
- Are the participants aware of any school rules and regulation that support such actions?
- What rules and regulations would participants want to be in place for such situations?

*Adapted from FAWE, 2005a, 13 and 14.*

# SECTION D

## LEARNING ABOUT OUR SCHOOL

### ACTIVITY: Chapatti power diagram

**Purpose:** Chapatti or Venn diagrams help structure the analysis of power relations. They can be useful to illustrate the institutional relationships in a particular school or education system, supporting work to increase cooperation in planning and implementation and enhancing responsibility and accountability.

Chapatti diagrams are made up of a variety of circles, each representing a different actor or influence in a situation. The size and position of each circle is used to indicate the relative power and the links between the different actors/influences.

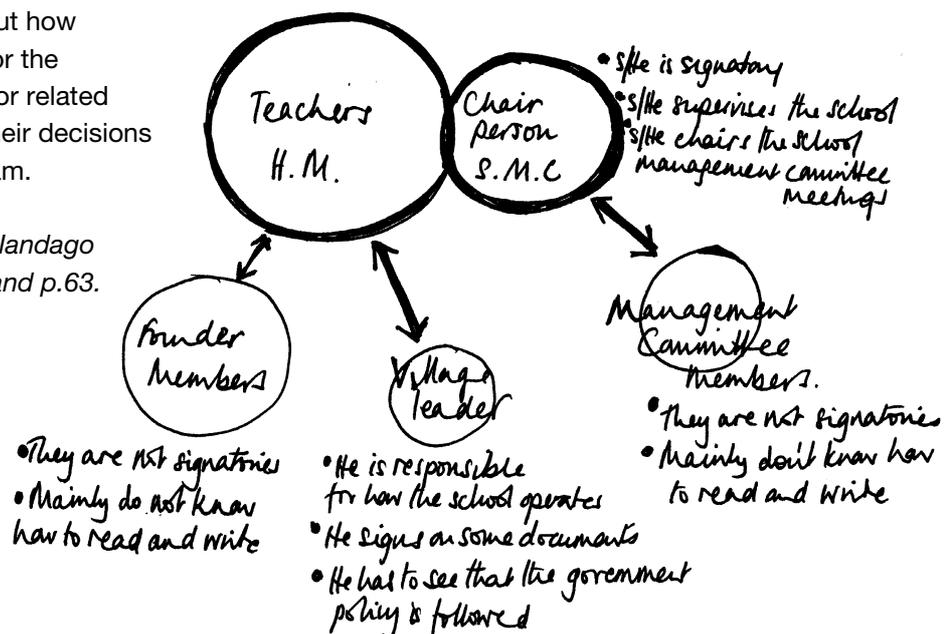
**Materials required:** coloured card, scissors, flipchart paper and pens.

#### Steps:

- 1 Explain to the participants what a chapatti diagram is, and then lead them in designing their own about a particular school.
- 2 Each of the groups or individuals involved in the running of the school (SMC, PTA, DEO, head teacher, teachers, students, etc.) has its own circle of card. The most powerful group/individual has the largest circle and the least powerful has the smallest circle. The circles can be cut to size by the participants or selected from a variety of pre-cut circles.
- 3 The labelled circles of card are placed on the ground or flip chart paper at varying distances from each other depending on the relations between them. For example, if the head teacher has a very close working relationship with the SMC then their respective circles will be placed close together.
- 4 Participants should agree on further details to be added to each circle and on symbols to represent them. These may include factors such as age, sex, ethnicity, economic or social background of the individual or group members.

**Ideas for discussion:** Lead the group in a discussion about how to improve relationships for the betterment of the school (or related institution) and illustrate their decisions with a new chapatti diagram.

Adapted from Obondoh, Nandago and Otiende (2005), p.12 and p.63.



### **ACTIVITY: Gender analysis of policies**

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**Purpose:** This activity will help participants to analyse policies from a gender perspective. This is an important exercise for SMCs as it can then be used as an advocacy tool and as a way of evaluating budgets or other resources in the school and a means by which to create a model school. When SMCs are able to work with local government officials they will have access to national and regional policies. These activities assume this access and promote gender analysis of these policies.

#### **Steps:**

- 1** Explain the different types of policies, and the words explicit and implicit to the group of participants.
- 2** Then divide the participants into three smaller groups representing Health, Education and Agriculture to analyse the national or local or village policies from a gender perspective.

#### **Ideas for discussion:**

- What explicit and implicit gender issues were addressed in your sector policy goals and objectives?
- Are the proposed interventions likely to meet the women's and men's strategic and practical gender needs in the sector? If Yes, how? If No, Why?
- In which category of gender policy does the sector fall? Why?
- How could the policies be improved to become gender-responsive?

*Adapted from ACFODE (2005b), p.15.*

# SECTION E

## IMPROVING SCHOOL MANAGEMENT

**It is the responsibility of parents, SMCs and PTAs to design and implement management strategies that have the best interests of the school community, in particular girls, at heart. The exercises in this chapter are designed to assist them.**

### **ACTIVITY: Decision-making**

---

**Purpose:** This exercise will help to assess the extent of community involvement in school management and explore the potential for SMC imbibing the culture and learning.

By the end of this activity, participants/SMC members will be able to:

- Explain the four elements of decision-making;
- identify the different types of decisions made in school;
- identify stages in decision-making processes;
- determine the degree of consensus reached in a particular decision.

#### **The four elements of decision-making:**

**Perceiving:** a meeting is called because something has happened or a change is envisaged for the development of the school (in relation to TEGINT).

**Embedding:** how do we see the problem? Trying to understand the relationship to our function as SMC and to embed the change within our previous understanding. We gradually reflect and build a multi-faceted picture of the situation.

**Concluding:** gradually shared understanding leads to plans and actions. What will happen if...?

**Acting:** this is about time to take action and is about designing the actions as a result of the decisions (it is important to monitor any changes).

**Materials required:** flipcharts, makers and cards.

#### **Steps:**

- 1** As facilitator give an overview of the session by writing the activities to be covered and objectives on a flipchart.
- 2** Ask the different participants what their understanding is about decision-making and take feedback on the flipchart.
- 3** Present to the group an already prepared flipchart on the four elements of decision-making and explain each point with reference to participant's experience.

#### **Ideas for discussion:**

Further discussion may continue in a plenary session.

*Adapted from CSACEFA (2006), p.25.*

# SECTION E IMPROVING SCHOOL MANAGEMENT

## **ACTIVITY: School management decisions**

---

**Purpose:** This activity is designed to help school management work through a process to reach decisions in the context in which they work.

**Materials required:** flipchart paper, small cards and pens.

### **Steps:**

- 1** Ask the participants to get into 2-3 groups.
- 2** In these groups ask them to write on small cards the different types of decisions made to better manage schools at community level and why?
- 3** Take all the decision cards and place each into one of the decision-making categories identified in the decision-making exercise. If there are any categories with less than two examples, ask participants to provide additional examples.
- 4** Within each category, rank the decisions by order of importance (most important, important and least important).
- 5** Create and apply symbols on each card to indicate rank and category.
- 6** Ask participants to identify persons responsible for implementing those decisions.
- 7** Ask participants which methods were employed to reach the above decisions and discuss any implications.

### **Ideas for discussion:**

- Introduce the concept of consensus building as it relates to decision-making.
- Ask participants to brainstorm on their understanding and have them written on flip chart and discuss in plenary the advantages and disadvantages.
- Summarise the activity with the group and what they will take away from it.

*Adapted from CSACEFA, 2006, p.26.*

# SECTION E

## IMPROVING SCHOOL MANAGEMENT

### ACTIVITY: An education system diagram

**Purpose:** This can be used to explore the roles and relationships of an SMC. A systems diagram is a way of understanding how organisations and individuals link, and the nature of their relationships.

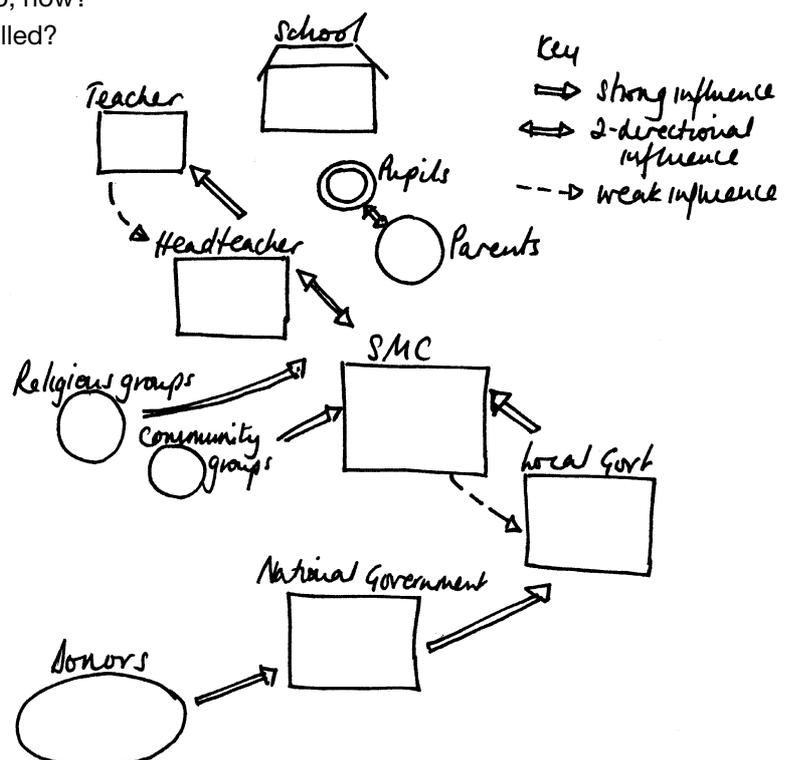
#### Steps:

- 1 The first stage is to map out the range of people and institutions that have a link to education; this includes the statutory bodies, NGOs, teachers, community members and school pupils.
- 2 Building on this mapping the group could look at where information flows well in the system, what types of power relations exist, where there are opportunities for influence by SMCs, where there are constraints, etc.

#### Ideas for discussion:

- What other groups of people influence our school management and decision-making?
- Who has the power?
- What decisions are made in education?
- Which of these can and do we make?
- Who do we get information from?
- Who do we give information to?
- Where does the school get money?
- Who is involved in making school policy?
- Who decides what we do as an SMC?
- Do we have a legal role and responsibility?
- What is the relationship between the SMC and the wider community?
- Would we like anything to change? If so, how?
- How do we ensure that legal space is filled?
- Is the role we are given realistic?
- Do we have the skills to fulfil our role?
- Are we happy with the legal role, does it need to be changed?

*Adapted from GCE, 2007, p.32.*



# SECTION E IMPROVING SCHOOL MANAGEMENT

## **ACTIVITY: Consensus building**

---

**Purpose:** This activity is useful to assess the consensus building process and outline key steps to effective decisions.

### **Key steps in consensus building:**

- Agreement of the issue
- Identification of task.
- Identifying representatives
- Allow for participation of members before reaching consensus.
- Try to achieve a unanimous decision that people can feel committed to.
- Summarise the key positions.
- Agree and confirm views expressed.
- Document the outcomes and how they were reached for reference.
- Thank everyone for their contributions.

**Materials required:** flip charts, markers and cards.

### **Steps:**

- 1** Introduce the activity by presenting it on a flip chart and linking to the previous session.
- 2** Before you start ensure that an idea/issue to debate upon has been generated and organised.
- 3** Select and brief participants to do a role-play on their expected roles.
- 4** Ask the participants to outline the key steps in consensus building and write them on flip charts.
- 5** Discuss their responses and clarify issues and contributions.

*Adapted from CSACEFA (2006), p.27.*

# SECTION E

## IMPROVING SCHOOL MANAGEMENT

### **ACTIVITY: Strategic advocacy and alliance building**

---

**Purpose:** This activity is to deepen participants' understanding of advocacy and alliance building issues so that they will be able to promote women's participation and representation in SMCs and any governance positions.

By the end of the activity, participants will be better able to:

- Understand the concept of advocacy and its components.
- Explain the relevance of advocacy to development.
- Discuss the characteristic of advocacy.
- Outline key strategies for advocacy.
- Plan and role-play advocacy issues.

**Materials required:** flip charts/markers/cards (hand out of advocacy cycle)

#### **Steps:**

- 1** In small groups, ask the participants to discuss the following:
  - Define advocacy
  - What do we understand to be the goal of advocacy?
  - When do we apply advocacy
  - Who do we target?
- 2** Ask the participants/SMCs and PTA members to display their responses on the walls for comments and observations.

**Ideas for discussion:** Have a discussion and solicit a working definition of what advocacy is (or present a pre-prepared definition).

# SECTION E IMPROVING SCHOOL MANAGEMENT

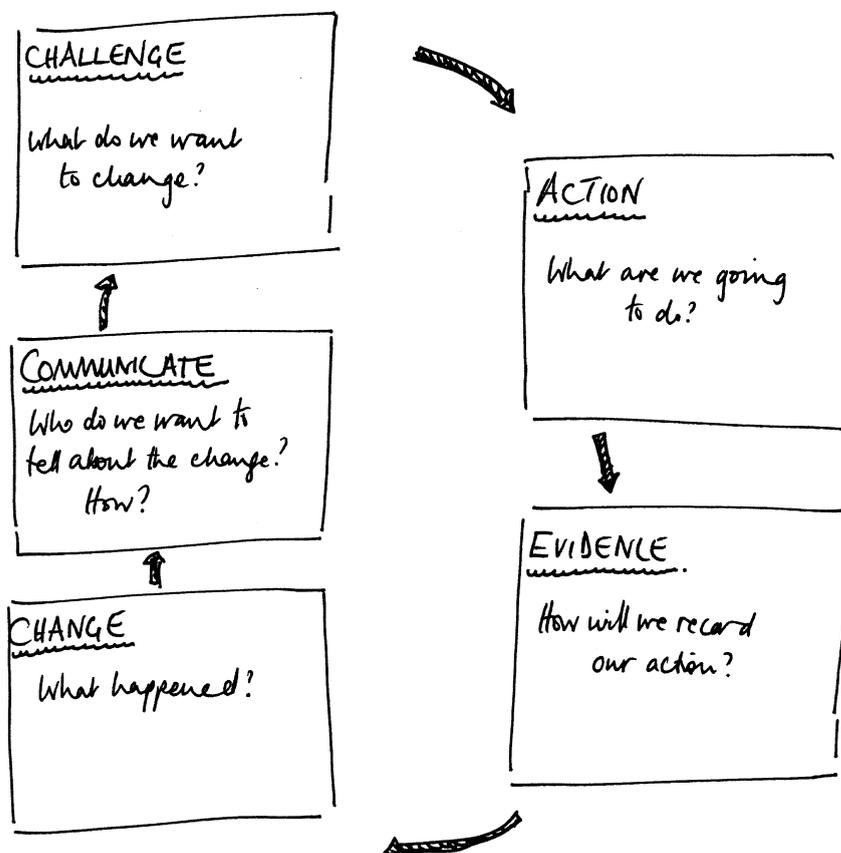
## ACTIVITY: Action plan

**Purpose:** An action plan is a tool for guiding the implementation of the activities suggested during the activities and discussions.

### Steps to develop an action plan:

- 1 The facilitator obtains the list of problems identified.
- 2 The facilitator explains to the students what an action plan is.
- 3 The facilitator uses the action plan matrix (see illustration below) to show the students how to do an action plan.
- 4 The facilitator divides the participants into groups and assigns a problem to each group.
- 5 In their groups, the participants develop their action plan using the matrix.
- 6 Each group presents their action plan for discussion by the group.
- 7 A group is appointed to compile the individual group plans into an overall plan. The group should have a representative from all the different stakeholders involved in the activity.
- 8 The group brings together the action plans into a single action plan for the school.
- 9 The action plan is discussed with all the stakeholders and agreed upon.
- 10 Comments from the other stakeholders are incorporated and the action plan is finalised.
- 11 The participants share the action plan with all the other stakeholders. The facilitator should ensure that there are sufficient copies made of the action plan for everyone involved.

*Adapted from FAWE (2005a), Unit 12: Action Plan.*



# SECTION E

## IMPROVING SCHOOL MANAGEMENT

### **ACTIVITY: Planning tree**

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**Purpose:** This uses the familiar shape of a tree to map out what actions need to be taken and in what order.

**Materials required:** paper and pens, blackboard and chalk, or locally available materials such as sticks and stones.

#### **Steps:**

- 1** Create the shape of a large tree in the middle of the floor, either by drawing it on several pieces of flip-chart paper stuck together, or using sticks and other materials.
- 2** Write or make a symbol for the action, and add it to the trunk.
- 3** Write or make symbols for goals and display these as fruit.
- 4** Tasks for achieving the goals are the branches, e.g. taking photos, writing a letter, designing materials, etc.
- 5** The resources needed should be displayed as the roots.
- 6** Leaves can be added with people's names on them, representing who does what.

#### **Ideas for discussion:**

- What are the tasks that need to be done?
- What order do the tasks need to be done in?
- Is it possible to do all of them?
- Which ones are most important?
- Who is going to do what?

*Adapted from Global Action Schools, p.55.*

# SECTION F

## BUDGETING FOR SCHOOLS

### **ACTIVITY: Introducing budgets**

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**Purpose:** In most countries there will be laws that govern the accessibility of budgets. While SMCs in every country should have access to the school budget (budget management is likely to be one of their mandated roles) the levels of public accessibility may differ.

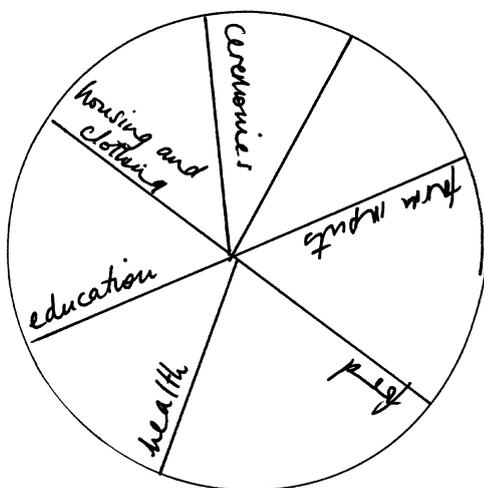
#### **Steps:**

A first stage of analysis is to understand where the income comes from and what is actually covered by the school budget.

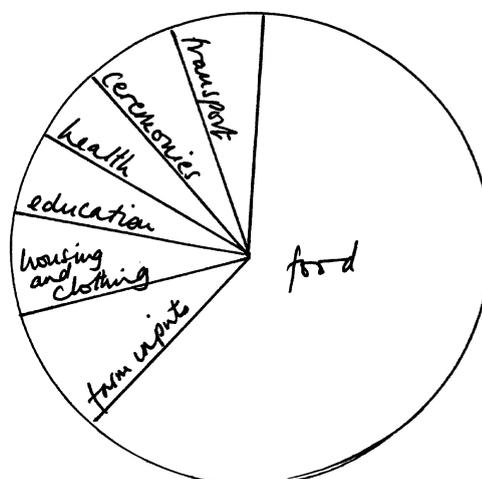
#### **Ideas for discussion:**

- How much is the total budget?
- What are the different sources of funding?
- Who contributes the most?
- What is the expenditure per pupil (i.e. total school budget/ no. of pupils)?
- What are the different types of expenditure, for example: teacher' salaries, books, schools, school maintenance, etc?
- What are the most important areas for expenditure?
- What is missing?
- How would you allocate the expenditure differently?
- A Pie Chart (See illustration below) could be constructed in order to compare the different levels of expenditure.
- Is the budget fair?
- Does it favour one specific group?
- How much would the school budget need to increase to allow all the Girls and/or boys in the area access to school?

*Adapted from GCE, 2007, p.99.*



male



female

# SECTION F

## BUDGETING FOR SCHOOLS

### ACTIVITY: Analysing budgets

**Purpose:** This activity outlines the three ways to engage with budgets.

**Budget analysis** – understanding what is contained in the budget, the information that informs the budget, and the impact of the budget on different people.

**Budget tracking** – monitoring disbursements to see if they are timely and in accordance with allocations, and monitoring flows through the system from international to national to local level.

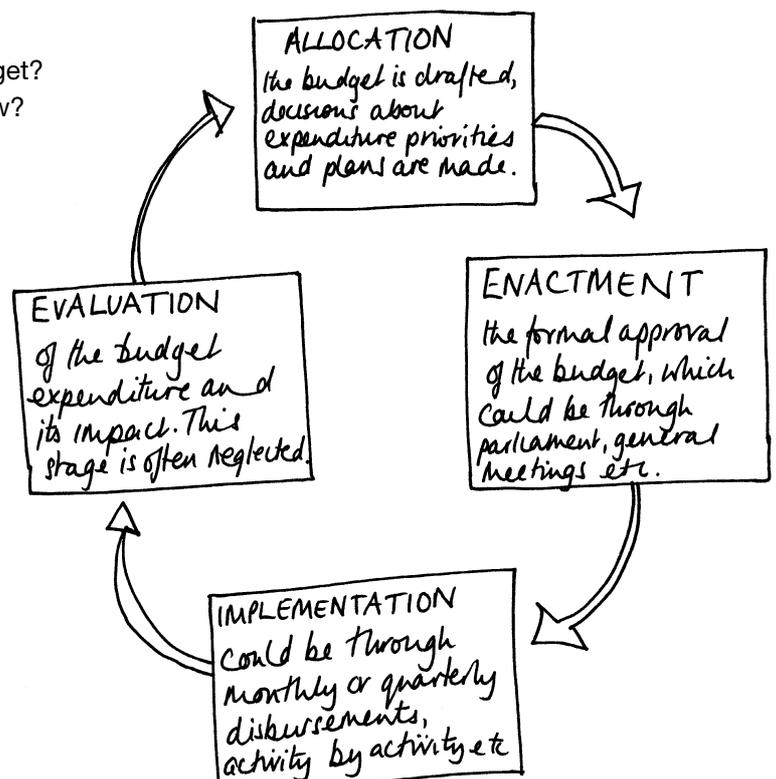
**Budget influencing** – producing alternative budgets, lobbying and campaigning to change budget allocations, offering alternative information.

A national government budget should ensure that everyone is able to access their human rights, which the government has a legal and moral obligation to deliver. It is vital to understand the different needs of those affected by all kinds of public institution budgets, for example, how a budget is likely to affect men and women differently, and boys and girls. This must be taken into consideration when planning and allocating the school's budget, as well as when monitoring and evaluating its impact.

#### Questions to ask about a budget:

- Who is involved in its production?
- Who approves it or controls it?
- Who monitors the budget?
- Who reports on it?
- Who is accountable for it?
- Where is the decision-making power?
- How much influence could you have on it?
- What choices are made producing this budget?
- Who contributes to/ benefits from it and how?
- Who knows about it? Is it accessible?
- What is a good use of resources?
- What is the worst use of resources?
- What would you change about it and why?
- Is it transparent or does it hide things?
- Should anything be confidential and why?
- How important is this budget to you?

*Adapted from GCE, 2007, pp. 97-101.*



**ACTIVITY: Steps for school planning and budgeting**

---

**Purpose:** This provides participants with a step-by-step method for creating a budget.

**Materials required:** paper and pens, blackboard and chalk, or locally available materials such as sticks and stones.

**Steps:**

- 1 Identification of needs:** The head teacher as secretary to the SMC should convene consultative meetings with all stakeholders in the area to help identify the felt needs. These meetings should examine the education situation in relation to gender issues and HIV in terms of Strengths/Weaknesses/Opportunities/Threats and the outlining possible ways of addressing these issues.
- 2 Prioritising or ranking the needs identified:** The head teacher should guide the SMC and other keen stakeholders in ranking these needs in order of priority. This should be based on goals and objectives as well as urgency and cost effectiveness
- 3 Preparing school development plans:** Once the needs have been identified and prioritised the head teacher should take it upon him/herself to sit together with a technical sub-committee selected by the SMC to draw an up to scale plan. The plan should include activities to be carried out, who will be doing them, timescale with clear indication of each step/cost implications and how they are going to be met/indicators of success, as well as expected outputs or targets. The steps to be followed must be spelt out explicitly
- 4 Organising the budget forum:** After finalising the cost plan this should be given to the different stakeholders for open or public forums for debate and feedback.
- 5 Implementation of plan:** The head teacher and sub committees of the SMC are expected to implement the plan and monitor the progress to keep it on track. Reviewing the plan and refining priorities is important as time goes on
- 6 Monitoring and evaluation of the process of executing the plans:** monitoring (see monitoring and evaluation) is a continuous process that is inbuilt in the implementation process in order to identify constraints and devise strategies to overcome them.

*Adapted from Obondoh, Nandago and Otiende (2005), p.41.*

# SECTION F BUDGETING FOR SCHOOLS

## ACTIVITY: Income and expenditure tree

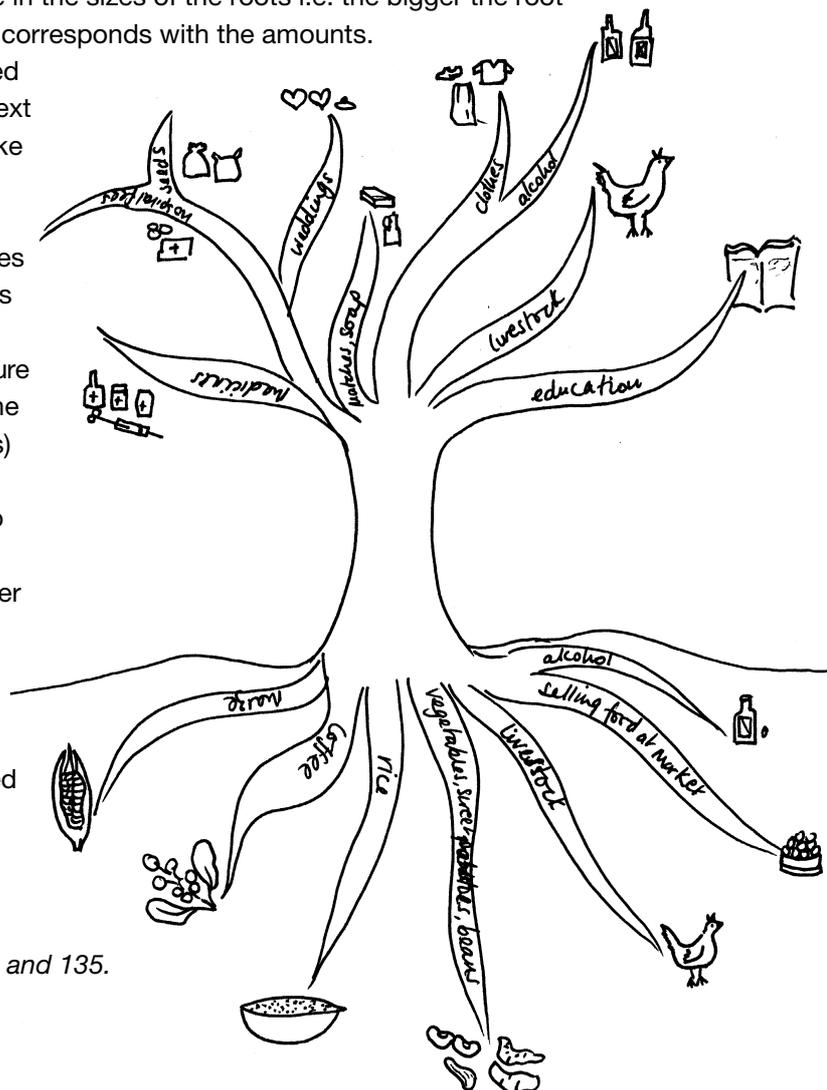
**Purpose:** This activity is useful in analysing the income sources and expenditure channels and patterns of an individual, group or institution i.e. school. In school governance (or other) discussions, the income and expenditure tree could be used but the SMCs to critically reflect on their budgets, whether their income sources have grown or not g grown within a given period of time. Through the tree the participants can compare income to their expenditure and determine if they are efficient in their operations.

**Materials required:** flip chart and pens or locally available materials such as sticks and pebbles.

### Steps:

- 1 Participants start by outlining all the income sources of the institution, and attempt to rank them according to significance. Already they will have shared the objectives of the session so after ranking they decide on the materials to use in representing the income on their tree on the ground.
- 2 Use the functions of the different parts of the tree i.e. roots for income. The significance of the source of income is depicted with the difference in the sizes of the roots i.e. the bigger the root the more significant that source is and possibly corresponds with the amounts.
- 3 Once all the income sources have been indicated (with either a local material or by drawing) the next thing is to put the branches to make it appear like a normal tree.
- 4 Participants will have to undergo the same process of identifying and listing the expenditures of the institution, following still the same process of listing them according to significance.
- 5 Branches of different sizes depicting the expenditure levels are displayed on the group and one by one and if applicable certain branches sub branches) should be also shown.
- 6 A trunk should be drawn to connect the roots to the branches and its relevance in the income and expenditure discussion will be defined as per the groups' own interpretations. The discussion that takes place during the construction of the tool is crucial.

**Ideas for discussion:** Time should be allocated for the group to analyse the tree they construct which can be facilitated by the use of a series of probing questions.



*Adapted from Archer and Cottingham, 1996, p.131 and 135.*

# SECTION F

## BUDGETING FOR SCHOOLS

### **ACTIVITY: Pie chart for income and expenditure**

**Purpose:** Participants can be asked to construct basic pie charts to show the relative allocation of their income on different categories of expenditure.

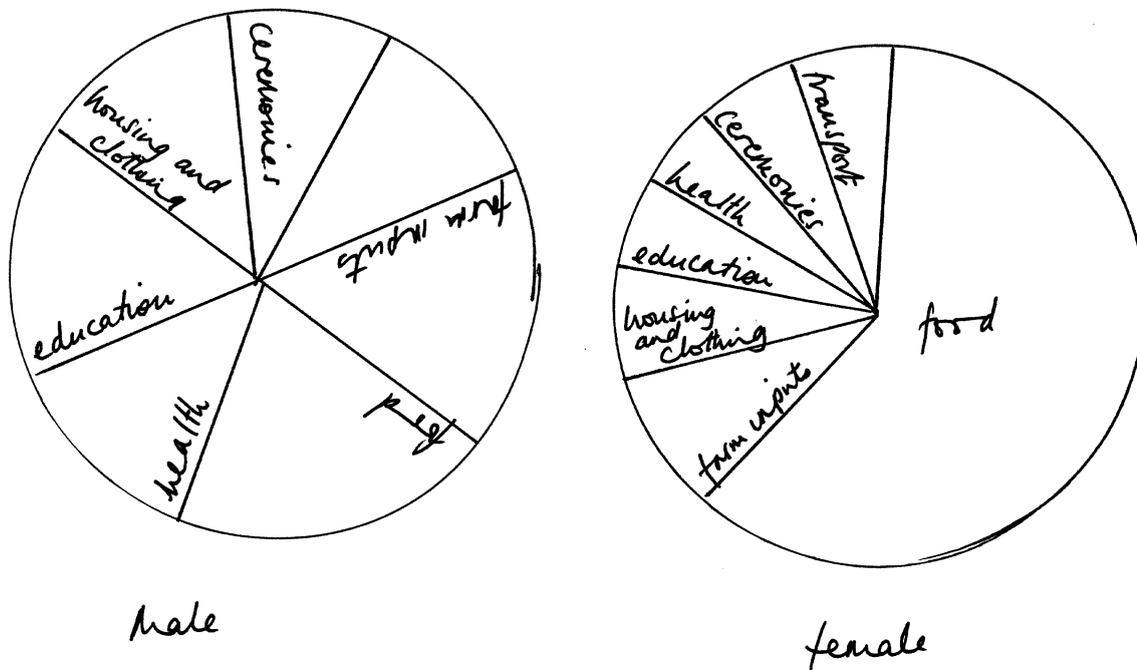
**Materials required:** flip chart and pens or locally available materials such as sticks and pebbles.

#### **Steps:**

- 1** The 'pie' represents the total available and can be introduced as anything which is culturally appropriate. After doing one pie chart a whole circle, based on a typical family, each participant can be asked to do their own. This is less intimidating than talking about actual expenditure (about which people may feel sensitive) as it only requires a display of relative and approximate expenditure.
- 2** Having introduced the pie chart it can be interesting to use it for different functions, for example, looking at local or national government expenditure and the relative allocations (which can be prepared in advance).

**Ideas for discussion:** Time should be allocated for the group to analyse and compare the pie charts they construct.

*Adapted from Archer and Cottingham, 1996, p.131 and 135.*



### **ACTIVITY: Budgeting in districts**

---

**Purpose:** By the end of this activity participants will be able to:

- define the term 'budget';
- describe the sub county/district budget cycle;
- explain key budget concepts.;
- list steps and key stakeholders in the sub county/district budget making process.

The annual budget of every local government is derived from its approved three-year development plan. Plans are therefore the means by which local government translates their development goals, objectives and strategies into actions for implementation. Plans describe activities to be implemented by a sub county/division covering a period of three years. If gender issues are missed out in the plan they may never be reflected in the budget. Weak and strong voices do not have equal say in budget decision-making; the stronger voices have their needs met first. In many cases the priorities of weaker voices can remain unmet while luxuries for stronger voices are catered for. It is very important therefore for equal participation by all stakeholders in the planning and eventually the budget making process. This will ensure that the needs of everybody are catered for.

#### **Steps:**

- 1** Ask participants what they understand by the term 'budget'.
- 2** Ask them to list the components of a budget.
- 3** Ask participants to describe the functions of the budget.
- 4** Call on a person who is familiar with the local level budgeting process to come up and demonstrate how the local governments generate their budgets. (Just like the policy process, it is important here to highlight the timing for the different activities, different stakeholders involved, and their responsibilities. Note key budget concepts as the participant highlights the budgeting process.
- 5** Ask participants to identify the key entry points for addressing gender issues in the budget cycle.
- 6** Summarise by giving a short lecture on what the local government budgeting process is using the flow chart, while emphasising the budget concepts at each stage.

# SECTION F

## BUDGETING FOR SCHOOLS

### **ACTIVITY: The household budgeting game**

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**Purpose:** This activity provides a fun way of learning about budgets by looking at the decisions made in household budgeting.

**Materials required:** pens and paper.

#### **Steps:**

- 1 The participants divide into three groups as outlined below.
- 2 Each group must decide which of the items fall into each of the three categories and give reasons:  
Category 1 – Items that are always paid for/bought in your household.  
Category 2 – Items that are sometimes paid for / bought in your household.  
Category 3 – Items that are hardly ever get paid for/bought in your household.
- 3 After the group presentations the facilitator wraps in plenary with participants highlighting similarities and differences between household budgeting and their sub county/district budgeting process.

#### **Monthly income 80,000/=**

Man, 45 years, married primary Teacher (head)

Woman, 40 years, house wife with abreast feeding baby

Girl, 20 years, in secondary school (niece)

Girl, 12 years, (baby seater)

Boy, 13 years, in primary school (son)

Girl, 15 years, in secondary school

Woman, 60 years, sick

Girl, 4 years, at home

#### **Monthly income 150,000/=**

Single woman, 39 years, market vendor (head)

Man, 40 years, unemployed

Woman, 30 years, sick with a baby

Girl, 16 years, at school

Boy, 14 years, at school

Man, 69 years, blind at home

Boy, 8 years, at home (orphan)

#### **Monthly income 50,000/=**

Man, 50 years, rural farmer (head)

Woman, 49 years, housewife

Woman, 35 years, housewife with a baby

Man, 20 years, unemployed

Girl, 18 years, in secondary school

Disabled girl, 15 years, at home

Boy, 10 years, in primary school

Girl, 8 years, at schoolgirl

Man, 60 years, at home

Continued 

# SECTION F **BUDGETING FOR SCHOOLS**

## Items to be Bought

Clothes	Loan repayment to Centenary Bank	School uniforms	School books and pens
Entertainment	Graduated tax	Contribution to private insurance	Health Insurance
Cigarettes	Newspapers and books	Hire Purchase payments for fridge, TV etc.	Fixed deposit account
Alcohol	Car loan payments	P.A.Y.E (if it exists)	School fees
Hair Saloon	Rent	Cornflakes, sausages for kids	Doctor's fees medicine
Holiday	Electricity	Burial society fund	Transport money
University fees	Water	Women's savings group payment	House girl
Insurance	Basic food items like salt, posho etc.	Paraffin	Baby's milk

*Adapted from ACFODE, 2005, p.16.*

# SECTION G

## GETTING ALL GIRLS INTO SCHOOL

**The activities in this section should help participants to understand the reasons why many girls are still not in school and encourage them to advocate to make sure that all girls have access to quality education.**

### **ACTIVITY: Who is out of school and why?**

---

**Purpose:** In this activity a map is used to help participants analyse issues affecting access to school.

**Materials required:** paper, pens, string, tape and any locally available materials.

#### **Steps:**

- 1** Ask the group to lay out a plan of the village, starting with a neutral central point, such as a tree, well or meeting area. Roads, rivers and communal buildings should be put down first so that people can orient themselves. This creates the basic framework for the space.
- 2** The meanings for the symbols should be selected and agreed upon by the whole group. For example a stone could represent a house. Moveable objects are crucial as everyone needs to be able to go back, change and add elements as the map develops.
- 3** Participants should add their own houses and indicate the number of children in each house, their age and sex, and whether they are in school or not.

#### **Ideas for discussion:**

- How many families live in the area?
- What are the differences between these families? Are some richer than others, do they all come from the same caste or tribe?
- Are there differences according to where you live in the village?
- What jobs do children do at home?
- How many children are out of school?
- What are the reasons for keeping children out of school?
- Does the community see education as important?
- What do local people think about the school?
- How do children get to school?
- What is the school environment like for the different children?
- How many children are in school? How many are in each class?
- For how many years do children go to school?
- How does the school cope with children who have disabilities?
- What policies are in place for orphans and vulnerable children?

*Adapted from Obondoh, Nandago and Otiende (2005), p.27.*

# SECTION G

## GETTING ALL GIRLS INTO SCHOOL

### ACTIVITY: Education matrix

**Purpose:** This is an illustration that can be constructed in a simple or complex way – though perhaps ideally a simple matrix (restricted to the participants in the circle) would be a prelude to later doing a more detailed matrix. It is designed to show how many people in the community have been through education.

**Materials required:** paper and pens.

#### Steps:

- 1 On a large piece of paper, map out a table, and along the top arrange column headings with the following age groups: 3-5, 6-10, 11-14, 15-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-100.
- 2 Another more detailed matrix may have year-by-year columns up to 15 years old.
- 3 Divide each age group into two columns, for male and female.
- 4 Now make row headings down the left hands side as follows: never been to school, lower primary; upper primary; lower secondary; upper secondary; college; university. The exact stages should reflect the local education system locally. For a more detailed survey you could even do it grade by grade.
- 5 Now ask each participant to consider their own household, and to go through the age groups. If they have a boy or girl in that age range, ask them to put a cross in the box in the appropriate row to show the grade of education they are now in. Once the matrix is completed, the marks in each box can be added up and numbers can be written down.

		No education	lower primary grades 1-3	upper primary grades 4-6	lower secondary grades 7-9	upper secondary grades 10-12	College Grade 13-14	University grades 15+
3-5	M	***						
	F	***						
6-10	M	***	***	***				
	F	***	***	***				
11-14	M	***	**	***	***			
	F	***	***	**	***			
15-19	M	***	**	*	***	*	*	
	F	***	*	*		*	*	
20-29	M	***						
	F	***						
30-39	M	***						
	F	***						
40-49	M	***						
	F	***						
50-59	M	***						
	F	***						
60-69	M	***						
	F	***						
70+	M	***						
	F	***						

#### Ideas for discussion:

- Do boys and girls progress through education equally?
- What sort of education did we receive as girls or boys? How has it changed?
- Is the education of girls as important as the education of boys?
- How much education should boys and girls have (to what grade)?

*Adapted from Archer and Cottingham (1996), p.187.*

# SECTION G GETTING ALL GIRLS INTO SCHOOL

## ACTIVITY: Out of school problem tree

**Purpose:** The tree is a useful image to represent the causes and effects of a particular problem.

- The trunk usually represents the situation to be analysed;
- The roots represent the causes of the situation, events leading up to it, or things necessary for its existence;
- The branches are the consequences of the situation;
- Fruits or flowers may be added to represent possible solutions or actions.

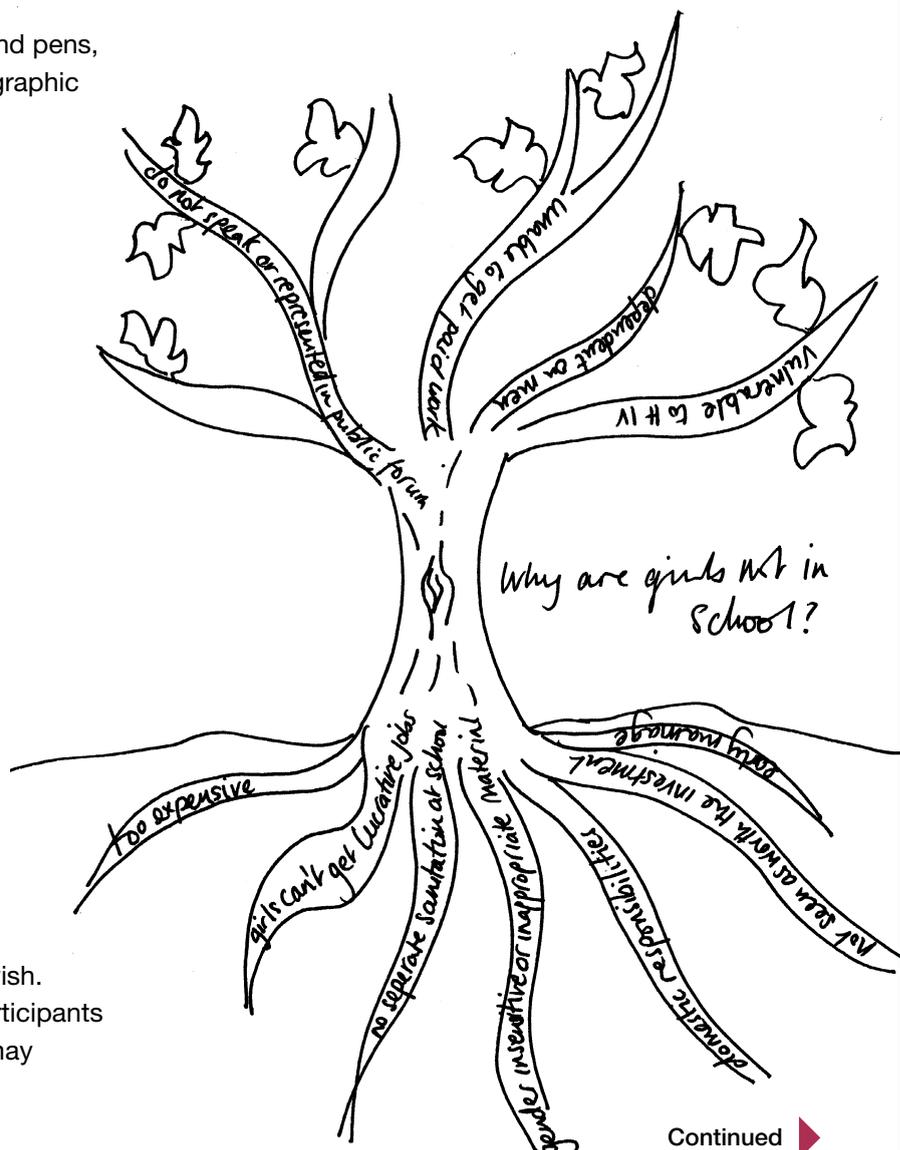
In this example, a tree is used to look at why girls are not in school and at the consequences of this.

An alternative to the problem tree could be a healthy tree, looking at the factors that enable girls and or boys to go to school and the advantages associated with school. The group could focus on how to move from the unhealthy to the healthy tree. When thinking through how to address the challenges it will be important to identify who is responsible for implementing the solution, and to develop strategies for involving the key stakeholders, holding them to account.

**Materials required:** paper and pens, or mud and sticks to create the graphic on the floor.

### Steps:

- 1 In small groups the participants work together to construct the tree.
- 2 On the trunk of the tree participants write the problem – “girls out of school”.
- 3 Participants may then write the causes of the problem on the roots. It is useful to use stick on roots or post-it notes that can be easily moved or removed as the ideas are discussed and negotiated.
- 4 Participants then use the branches to show the impact of the lack of access to school.
- 5 Participants may add additional elements as they wish.
- 6 Once the tree is complete participants may discuss the points and may alter the tree accordingly.



Continued ▶

# SECTION G

## GETTING ALL GIRLS INTO SCHOOL

### **Ideas for discussion:**

There will inevitably be much discussion during the construction of the tree and when it's final form is agreed. Once the tree is complete participants may divide into groups to discuss ways of tackling the issues raised – other symbols (such as fruits or fertiliser) may be used to illustrate action points.

### **Ideas for action:**

The participants could develop action plans to secure girls' right to education. This might involve looking at how family-based discrimination prevents girls from attending school and developing systems to overcome this, including raising awareness in the family about the importance of education.

The participants might build their analysis into an awareness-raising tool and develop a drama to illustrate the conclusions of their discussion. They may seek the involvement of a range of local organisations including the school itself, local government, faith-based groups, women's groups, village development committees and discuss with them their role in tackling issues that prevent girls from accessing education. Moving beyond the local community, it can be empowering to link to other groups of girls – for solidarity, to share experiences and to amplify voice at the district and national levels for change.

*Adapted from GCE (2007), pp. 71 & 223.*

# SECTION G GETTING ALL GIRLS INTO SCHOOL

## **ACTIVITY: Analysis of education access**

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**Purpose:** Data and monitoring activities that the groups could use to discuss issues around gender and HIV as part of the TEGINT project. This process should enable participants to identify specific information to collect, and decide methodologies for collection, analysis, compilation and dissemination.

### **Steps:**

Ask participants to start by reflecting on why they are collecting the information, and thereby clarify the aim of the project.

Explain to participants that as part of this exercise they will need to:

- Decide on their target audience.
- Identify specific messages or areas of interest.
- Think through how they will use the data – will they present it as evidence/use examples for discussion/track changes over time?

Further reflection on the following questions will help them decide any additional data to collect:

- What are the key issues in this debate?
- What education/gender/HIV specific information will be useful to collect?
- What other information will give insight into the issue?

*Adapted from GCE (2007), p173.*

### **Indicator selection:**

Indicators give evidence that something has changed over time. They may measure inputs, outputs, outcomes and impacts or they may illustrate what is happening at a particular point of time. It is also possible to collect process indicators, which may look at

the quality of a particular event, who was involved, the extent of decision-making power etc. Indicators should be relatively easy to collect, relevant, well defined and measurable and give insight into a specific issue, in this instance, gender and girls' education.

It is important to help the participants to carefully think through how they will collect the information. You also need to consider how your presence might influence data collection, for example if you are interested in understanding classroom dynamics you will need to consider how your presence might impact on the process. Data can be collected using the following methods: PRA; Maps; Matrices; Rivers; Focus group discussions; observation and informal discussion

*Adapted from GCE (2007), p176.*

Continued 

# SECTION G

## GETTING ALL GIRLS INTO SCHOOL

### Indicators and data for education access

Area of interest	Indicator	Ways of collecting indicator	Ways of presenting data
Education materials	<ul style="list-style-type: none"> <li>■ No of classrooms</li> <li>■ Class size and student teacher ratio</li> <li>■ Teacher attendance</li> <li>■ No. of grades</li> <li>■ No. of girls and boys per desk</li> <li>■ No. of girls and boys per text book</li> <li>■ Sanitation facilities</li> <li>■ Quality of school buildings</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting school data from head teacher</li> <li>■ Interviews with girls and boys</li> <li>■ Observation</li> <li>■ School records</li> </ul>	<ul style="list-style-type: none"> <li>■ Statistical as numbers</li> <li>■ Scoring out of 10</li> <li>■ If scoring is used a standard will need to be decided</li> </ul>
Education process	<ul style="list-style-type: none"> <li>■ Level of teacher training</li> <li>■ Curriculum content</li> <li>■ Learning process used</li> <li>■ Feedback given to girls and boys</li> <li>■ Contact hours for girls and boys</li> <li>■ Parent teacher evenings</li> <li>■ In-service training – does it exist?</li> <li>■ Is there a school inspection function?</li> <li>■ Level of support from the DEO</li> <li>■ Is the curriculum flexible, gendered?</li> <li>■ Can it be adapted at local level?</li> <li>■ Are local knowledge and skills used and valued in the schools</li> <li>■ How is learning examined?</li> <li>■ What are the success rates for examinations – girls and boys?</li> </ul>	<ul style="list-style-type: none"> <li>■ Questionnaires</li> <li>■ Reviewing textbooks</li> <li>■ Observation of classroom teaching</li> </ul>	<ul style="list-style-type: none"> <li>■ Subjective data so could be:                             <ul style="list-style-type: none"> <li>– Ranking exercises</li> <li>– Quotes</li> <li>– Descriptions of processes</li> <li>– Quantitative data as tables</li> </ul> </li> </ul>
Education access	<ul style="list-style-type: none"> <li>■ No of girls and boys in school</li> <li>■ Retention/completion rates for boys and girls</li> <li>■ Transition rates (gender disaggregated) and access to secondary school</li> <li>■ Availability of transport (safety of travel to school)</li> <li>■ School feeding programmes</li> <li>■ Costs of education</li> <li>■ Language of instruction</li> <li>■ Flexibility of school timetable</li> </ul>	<ul style="list-style-type: none"> <li>■ School records</li> <li>■ Produce a door to door survey</li> <li>■ PRA tools such as maps and matrices to create the data (See previous activities in the working with girls' section of this toolkit)</li> <li>■ Education access and gender related issues are contextual so important to leave questions open ended</li> </ul>	<ul style="list-style-type: none"> <li>■ Statistics illustrating basic situation</li> <li>■ Surveys or PRA could be presented statistically</li> <li>■ Qualitative information could be used to illustrate specific points</li> </ul>
Education management	<ul style="list-style-type: none"> <li>■ Existence of SMC</li> <li>■ Support and training for SMC</li> <li>■ School and community links</li> <li>■ External support</li> <li>■ Availability of school records</li> <li>■ Availability of budget information</li> <li>■ School councils, involvement of girls and boys and teachers</li> <li>■ Level of accountability, clear processes</li> <li>■ Existence of school reports</li> </ul>	<ul style="list-style-type: none"> <li>■ Observation</li> <li>■ Questionnaires</li> <li>■ Interviews with key stakeholders</li> <li>■ SMC minutes</li> </ul>	<ul style="list-style-type: none"> <li>■ Indicators could be compiled as a report with illustrations and statistics where appropriate</li> </ul>

*Adapted from GCE, 2007, p.174.*

# SECTION H

## EXPLORING ROLES

**Many people feel safer and more able to speak out when playing a 'role'. Therefore role-play, theatre and follow up discussions can be a good way to bring difficult issues out into the open both in school and beyond.**

Role-play can be an effective way to analyse issues and rehearse situations. Participants might re-enact a real incident, examining power dynamics and or conflict, identifying how they might behave differently next time and what additional information might be useful to transform the situation. Or participants could simulate or rehearse a situation, showing what normally happens and what they would like to happen. This can help to test strategies and refine arguments. Finally, participants can switch roles – men become women, girls and boys, teachers become parents, literate become illiterate, etc. This can help to understand others' reactions and behaviour, to see other points of view and identify points of leverage for changing relationships.

The role-plays can be developed into pieces of theatre to show to wider audiences, to communicate specific ideas. As the facilitator you should try to find out which form of drama is most attractive and captures the imagination of the girls and boys with whom you are working. Often traditional forms of performance are most effective. Children often feel more natural and more at ease using their traditional style to act out messages to a larger audience and the message may be more appealing to the community if their traditional drama form is used to present the message.

The theatre performance allows the participants to communicate their views to an audience without causing offence. The fact that one is assuming another role makes the performer a neutral messenger. It's also a fun way of absorbing a message. As such, difficult subjects such as sexual harassment of students by their teachers, forced marriage of girls by their fathers, or bad leadership at the school can be handled by the students with less fear. The theatre performance also gives voice to young people; often denied to them by cultural practices dictating that young people cannot challenge adults.

*Adapted from FAWE, (2005a), Unit 10: Theatre Performance.*

# SECTION H

## EXPLORING ROLES

### **ACTIVITY: Theatre preparation exercises**

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**Purpose:** These are warm up activities, but will also help to demonstrate that when we communicate, other people will subconsciously read our body language as much as listen to our words, and that using our voice and body bravely can help our confidence.

#### **Voice projection:**

- 1** Ask the participants to stand at one end of the room, and to project their voice to the other end of the room. Use a simple word like 'hello'.
- 2** Get the participants to speak at different levels of loudness together, starting with whispering and building up to shouting. Use good, emotive words like 'Stop!' or 'Well Done!'
- 3** Get the participants to imitate different sounds e.g. animals, birds, people, natural phenomena like thunder, wind, rain and any others that you all think of.

#### **Body movement:**

Ask the participants to walk around the room imitating different characters such as old people, young people, drunk, thief, girls, boys and any others you all think of.

Then ask them to move different parts of their body at different times – for example swing a leg and an arm, or nod their head and waggle their tongue.

#### **The mirror game:**

Divide the participants into pairs. One is the mirror and the other is the person looking in the mirror. The one who is the mirror repeats every action made by the person looking in the mirror, but of course if the one in the mirror raises their left arm, the one who is the mirror raises their right. After a while, reverse the roles.

#### **The space game:**

Get the students to stand apart to allow free movement. Then ask them to use the space around them giving them different instructions such as:

- imagine that there is a high ceiling and you have to touch it with your fingers;
- imagine that the space is a very tiny prison cell and you have to move in it.

*Adapted from FAWE (2005a), Unit 9: Theatre Preparation Exercises.*

# SECTION H

## EXPLORING ROLES

### **ACTIVITY: Participatory theatre creation**

---

**Purpose:** The theatre creation process is intended to involve all the participants. They decide on the content of the performance, they direct it and everybody takes part. The facilitator can guide, but not direct.

#### **Steps:**

- 1** Together with the students, select about four of the problems outlined in earlier activities. Ideally, the problems should include two problems affecting girls only, one affecting boys only, and one affecting boys and girls.
- 2** Ask the group to select a minimum of two students to act as 'jokers' for the post-performance discussions. The role of the jokers includes:
  - being prepared to play role of master of ceremonies;
  - going around to the different theatre creation groups to familiarise themselves with the content of the performances;
  - noting the main points of each performance including the problem, root causes, the possible solutions being advanced by the group and the questions thrown to the audience;
  - leading the discussion at the post-performance discussion.
- 3** Ask the participants to divide into four groups, each choosing one of the four problems.
- 4** Ask the groups to decide on the artistic form of the performance. These can include drama, dance, song, story telling, rap, poetry, and any other. This is an opportunity for the students to bring out their creativity, to use their cultural heritage and to speak out.
- 5** the student to prepare a performance of not longer than 15 minutes, which will communicate the problem, the root causes of the problem, the possible solutions and questions to provoke action.
- 6** Each group should democratically select a leader, as well as one or two people to record the content of their performance.
- 7** The facilitator and participants may decide to put on the performance for an invited audience from the school community. If so, the participants should prepare costumes, props and make up, and also materials for the publicity, and be responsible for sending out the invitations.
- 8** During the preparation, the facilitator can work with the jokers on how to conduct the post performance discussion.

*Adapted from FAWE (2005a), Unit 9: Theatre Creation.*

# SECTION H

## EXPLORING ROLES

### **ACTIVITY: Post-performance discussions**

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**Purpose:** The participants should learn the following from this exercise:

- what is expected of a post-performance discussion;
- skills to conduct a post-performance discussions with the audience.

There are three models for post-performance discussion:

- 1** The discussion for all the performances takes place at the end of all the performances, with the audience as one large group.
- 2** The audience is divided into smaller groups for discussion and they later reconvene to discuss their findings.
- 3** The discussion is held after each performance. In all three models the jokers are the facilitators.

The facilitator should work with participants to show them how to:

- project one's voice to a large audience;
- lead a discussion by highlighting points and coming to a clear conclusion;
- encourage everyone to speak;
- show politeness and patience and respect to all.

As well as discussing any issues raised by the performance, the audience may be invited to discuss the artistic merit of the performance: whether the characters were creative, whether the actors performed convincingly and whether the performance was entertaining.

*Adapted from FAWE (2005a), Unit 11: Post-Performance Discussion.*

# NEW ACTIVITY ADDED

## **ACTIVITY:**

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Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

# NEW ACTIVITY ADDED

## **ACTIVITY:**

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Purpose:

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# NEW ACTIVITY ADDED

## **ACTIVITY:**

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Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

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