



**Training of Master Trainers
for
School Management Committees
at
Secondary Schools in Azad Jammu and Kashmir¹
(Pilot Testing Version)**

Training Module

**Directorate of Education Extension
Government of Azad Jammu and Kashmir**

September 2009

¹ Being revised.

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INTRODUCTION/RATIONALE

Parents are key partners and are vital for the success of a school. Current research on parents' role in schools has made it abundantly clear that parents, if properly organized, can substantially contribute to the well-being of a school. This realization led to the development of organized community and parent bodies, commonly known as School Management Committees or Parent Teacher Associations, etc, which hereunder will be referred to SMCs. The ultimate objective of a SMC is to ensure more effective education in a school by fostering a principle message that education is a shared responsibility of both the school and the home.

There are innumerable examples of best practices, vis-à-vis improved academic gains and visible educational outcomes that stem out of effective school management as a result of sound home-school networks. "Those who have been found to succeed in schooling (boys & girls) come from homes that support education....." (Kutnick, 2000). These bodies play a key role in enhancing communication, accountability, parental support, local resource generation and ensure improved access, quality and sustainability of educational institutions.

However, the whole concept and practice of community participation is by no means uncontroversial. The non-existence of continued learning structures for an inexperienced community may jeopardize the process and may detract from the expected desirable product of community participation. It is, therefore, also important to be cautious in the use of this valuable resource. Whilst establishing the role of a particular community representative body to be partner for the development of an institution one should not lose sight of necessary growth opportunities and associated gestation period for development. Otherwise, the whole plan may backfire.

Realizing the importance of the enhanced home school partnership, the education department AJK established a number of SMCs at primary and middle level in collaboration with UNICEF, RISE and NRSP etc. A comprehensive capacity building program including training modules and developing master trainers has also been undertaken for the effective functioning of the SMCs. However, there always existed a need to replicate this model at secondary level.

The New Education Policy approved by the Government of Pakistan emphasizes the importance of SMCs formation at all levels. Nonetheless it indicates that the SMCs at primary and middle level did not perform as desired. It also identifies factors and causes that hampered its functioning. Inter alia; one among the most important causes affecting their performance is the lack of capacity of the head teacher. The policy strongly recommends training and developing the capacity of the head teacher as leaders, for effective functioning of the SMCs.

UNESCO took an initiative to address the gap of SMCs presence at the secondary level as well as to implement the recommendation of policy regarding enhancing the leadership skills of the head teacher. This training module will develop a cadre of master trainers who will further train the SMC members at secondary level. A six day pilot workshop was organized in collaboration with Directorate of Education Extension Muzaffarabad to improve the module. The design and contents of the module have been improved in the light of the recommendations drawn from this pilot workshop and by developing complete harmony with the recommendation of the National Education Policy.

INAUGURAL SESSION

The list of participants to be invited for the inauguration of the workshop keeping in view the following broader strategic objectives:

- To develop ownership of the whole approach of SMCs among the policy/decision maker;
- To develop a conducive environment for the implementation of SMCs concept;
- To seek institutional support for SMCs from relevant key stakeholders;
- To ensure the replication of the Model across the board;

S. N.	Activity	Time (hrs)	Duration (minutes)
1	Registration of the participants	9:00	30
2	Seating	9:30	5
3	Welcome address	9:35	10
4	Introduction of the workshop	9:45	10
5	Closing remarks by the chief guest	9:55	5

OBJECTIVES OF THE WORKSHOP

- To develop a cadre of master trainers for capacity building of the SMCs;
- To enhance their knowledge and improve their skills on conceptual and practical dimensions of leadership styles
- To equip them with the expertise related to reflective practices and mentoring skills for enhancing the school improvement processes;
- To develop their capacity on future planning and resource mobilization for the sustainability of the SMCs' program;
- To integrate gender in SMCs' capacity building program for ensuring gender mainstreaming in their future programs;

PROCEEDINGS OF THE WORKSHOP

TILAWAT

The participants would settle down on their seats and facilitator will formally start the session by asking any one of the participants for TILAWAT.

Introduction of participants

The participants will be asked to make pairs and share their name, qualification, areas of interest and two good and two bad attributes with each other. The participants will be given three minutes and then would be asked to introduce their partner one by one, providing the information mentioned above. This would result in an informal and conducive environment for learning.

Code of conduct for the workshop

Code of conduct for the workshop will be developed involving the participants. Facilitator will intervene where needed.

Workshop content

Facilitator will briefly introduce the workshop content to the participants in order to stimulate their interest and prepare them for sharing their knowledge.
(The entire session will take 30 minutes.)

SMCs introduction

Introduction, background and current status of the SMCs (10:00 – 10:30)

MODULE 1: DAY 1 - LEADERSHIP

Focused Content;

- Re-conceptualization of leadership
- Possible roles and responsibilities
- Qualities of a leader
- Leadership styles
- Difference between leadership and management

Objectives:

By the end of the session participants will be able to;

- Reflect on current practices of their leadership roles, share new learning on leadership, and state its implications.
- Describe responsibilities related to their work particularly with reference to effective and meaningful participation of communities
- Explain any five leadership qualities and reflect on any one as most important for effective leadership
- Discuss various leadership styles and focusing on appropriate use of structures and systems to bring positive changes in school;
- Differentiate between leadership and management by making a list of their roles and responsibilities

Resources: multimedia, marker, board, stationery, overhead projector

Teaching and learning plan

S. N.	Teaching and learning activities	Time (hrs)	Duration (minutes)
1	Warm up activity: facilitator will show pictures of different leaders and ask participants to relate these personalities with their current roles and responsibilities. OR Participants will be given an opportunity to reflect why an individual opts for a specific role particularly teaching. (money, status, change, service)	10:30	30
2	What is leadership? Participants will share their understanding of leadership. It would be followed by a plenary on leadership definitions and quotes that cover all dimensions of leadership. Furthermore he would underline the characteristics of leader with regard to influencing people's thinking and action, empowering staff, providing vision and involving key stakeholders in school improvement initiatives. This activity will help the participants to come out of stereotype perceptions of leadership. It would broaden their understanding enabling them to link leadership and community participation. Teaching and learning strategy: Brainstorming and discussion, facilitator's input and presentation of literature	11:00	30 min

	based definitions		
3	Tea break	11:30	30
4	<p>What is role and responsibility? The participants would be give Zhob Cards to brainstorm and write their perceptions on “Roles and Responsibilities”. Facilitator will write responses on the board. It will be followed by plenary on definitions from literature.</p> <p>What is role? The term ‘role’ is used to describe the behavior expected from an individual occupying a particular position within the structure of the organization. (Handy, 1993)</p> <p>What are responsibilities? Responsibilities are duties, tasks and functions that are required by a person or persons to fulfill the role attached to a particular job.</p> <p>What are possible roles and responsibilities of a leader? Participants will be facilitated to recall their routine practices as leaders. Facilitator will divide them into groups for the elicitation of roles and responsibilities through deliberation and discussion. The groups will present their findings and the facilitator will consolidate them. Facilitator will analyze their responses for assessing the inclusion of community participation in their responsibilities. In case it is missing, he will link their leadership responsibilities to enhanced community participation.</p> <p>Teaching and learning strategy: brainstorming and discussion, facilitator’s input and presentation of literature based definitions</p>	12:00	60 min
5	Lunch and prayer	13:00	60
6	<p>Leadership qualities Facilitator will encourage participants to make a list of qualities of a leader in pairs and choose one of the qualities that they possess as leaders. It would be followed by plenary on literature review and Q & A session for discussion.</p> <ul style="list-style-type: none"> • Emotional and spiritual wisdom and maturity • Concern for both people and task • Sense of humor • Self confidence • High energy level • Voracious for self and staff learning and development • Able to plan and support staff in implementation • Integrity <p>Teaching and learning strategy: Facilitators’ presentation of literature and definitions. Brainstorming and discussion in groups, facilitator’s input and consolidation of the findings.</p>	14:00	30

7	<p>Leader vs. Manager Participants will make a list of responsibilities they execute in their capacity on daily basis as managers and leaders. It would be followed by literature review and group work on management and leadership.</p> <p>Teaching and learning strategy: Brainstorming and discussion, facilitator's input and presentation of literature based definitions.</p>	14:30	30min
8	<p>Leadership styles Facilitator will share different styles of leadership and will ask participants to share their style of leadership and its results.</p> <ul style="list-style-type: none"> • Autocratic vs. Democratic leadership • Transformational vs. Transactional leadership <p>Teaching and learning strategy: brainstorming and discussion, facilitator's input and presentation of literature based definitions</p>	15:00	60 min
9	<p>Reflection on session on the basis of the following questions</p> <ul style="list-style-type: none"> • What is new learning from this session in terms of knowledge, attitude and skills? • What will you change in your previous practices in the light of this new learning? • What did you enjoy most and why? • How will you practice new learning in your job? 	16:00	60 min

MODULE 2: DAY 2 - REFLECTION AND REFLECTIVE PRACTICE

Content;

- Define reflection
- Why should we reflect?
- Steps in reflective practice
- Why participatory reflective process is important?
- Levels for reflection and how communities are involved in various levels of reflection?

Objectives:

By the end of the session participants are expected to;

- Define reflection
- Identify the purposes of reflection and discuss the importance of reflection for improvement
- Discuss the steps involved in reflective process and guiding questions for writing reflections
- Highlight the importance of community participation in reflection

Resources: multimedia, board marker, whiteboard, permanent markers, small sheets, reading material

Teaching and learning plan

S. N.	Teaching and learning activities	Time (hrs)	Duration (minutes)
1	<p>Warm up activity: Ask the participants to discuss in pairs and list down the common issues pertaining to pedagogy, discipline, teaching and learning environment, teachers' capacity and infrastructure facilities of the schools. Facilitator will discuss and consolidate their responses in the perspective of their roles and responsibilities to address these issues.</p> <p>Teaching and learning strategy: Brainstorming, pair and share and whole class discussion</p>	9:00	30
2	<p>Define reflection: facilitator will ask participants to share their understanding of reflection. He will write responses on the board and elaborate them. It would be followed by plenary on the definition of "Reflection".</p> <p>Teaching and learning strategy: Brainstorming and discussion, facilitator's input and presentation of literature based definitions</p>	9:30	30
3	<p>Why reflection in practice? Participants will recall their practices of reflection and share the purposes of reflection to the whole class on small sheets. For personal and professional growth</p> <ul style="list-style-type: none"> • To improve the practice and understand it better • To do right things and be able to justify actions 	10:00	60

	<ul style="list-style-type: none"> • To be creative and innovative • To have better relationships with colleagues and across the stakeholders particularly with communities • To bring about a better society • To come to a deeper understanding of issues related to education • Enables teachers to discuss, analyze, evaluate and change their practice <p>Facilitator will explain the reflective practice by linking it with the community participation for shared vision and ownership on the issues, actions to address them and assigning responsibilities.</p> <p>Teaching and learning strategy: Individual brainstorming, sharing in group, group presentation and discussion, followed by facilitator's input and power point presentation and discussion</p>		
4	Tea break	11:00	30
5	<p>Steps in reflective practice: Facilitator will elicit responses how participants reflect on routine practices. Whether they follow any steps while reflection.</p> <ul style="list-style-type: none"> • What happened? • Why did it happen? • What might it mean? • What are the implications for my practice? <p>Teaching and learning strategy: individual brainstorming, sharing experiences of reflection and results in group and whole class presentation. Interactive discussion, facilitator's input, sharing literature on steps in reflective process</p>	11:30	45
6	<p>Levels of reflection: Facilitator will ask participants to share, do they reflect when an issue arises?</p> <ol style="list-style-type: none"> 1. on job responsibilities as teacher or head teacher, 2. on their role as a leader? 3. on his/her role as a community member <p>Facilitator will generate discussion about the results/change of behavior when an individual reflects at different levels. He would further elaborate how to involve communities in the reflective process in any of the above roles.</p> <p>Teaching and learning strategy: individual analysis of self reflective practice and find the level. Discussion and facilitator's input.</p>	12:15	45
7	Lunch and prayer	13:00	14:00
8	Reading on reflection: Facilitator will encourage the participants to share their experiences of reflective practice	14:00	45

	<p>facing an issue during the execution of their ToRs. Facilitator will consolidate their responses by adding the standard reflective practices.</p> <p>Teaching and learning strategy: Individual sharing of experiences, facilitator's input and consolidation.</p>		
9	<p>Reading on four guided questions: Facilitator will divide the participants in four groups and will provide reading material based on a case study of a teacher and ask participants to identify the text related to the four guided questions. Each group will work on one question.</p> <p>Guided questions</p> <ol style="list-style-type: none"> 1. What happened? 2. Why did it happen? 3. What might it mean? 4. What are the implications for my practice? <p>Teaching and learning strategy: Individual reading, group work and plenary.</p>	14:45	75
10	<p>Reflection on session on the basis of the following questions</p> <ol style="list-style-type: none"> (a) What is your new learning from this session in terms of knowledge, attitude and skills? (b) What will you change in your previous practices in the light of this new learning? (c) What did you enjoy most and why? (d) What will you do to introduce new learning in your job? 	16:00	30

MODULE 3: DAY 3 - MENTORING

Contents:

- Defining mentoring
- Benefits of mentoring
- Roles and responsibilities of a mentor
- Skills and attributes of a good mentor
- Principles of mentoring
- Mentoring plan

Objectives:

By the end of the session participants will be able to;

- Define mentoring and share the purpose of mentoring
- Explain qualities of an effective mentor and describe principles of mentoring
- Reflect on their current practice highlighting the role of SMCs' members as mentors
- Develop a mentoring plan for capacity building of school staff

Resources: multimedia, sheets, markers, board marker

Teaching and learning plan

S. N.	Teaching and learning activities	Time (hrs)	Duration (minutes)
1.	<p>Warm Up Activity: facilitator will ask participants what they do or how they behave when a new individual or a new teacher joins their ranks. Facilitator will write responses on the board and generate discussion on their concept of mentoring through probing.</p> <p>Teaching and Learning Strategy: individual responses, brainstorming, discussion and facilitators'</p>	9:00	30 min
2	<p>Defining mentoring: facilitator will encourage participants to share their understanding of the term "mentoring." It would be followed by plenary by the facilitator which in addition to the definition of mentoring will highlight the role of SMCs. "Mentoring is a nurturing process in which a more skilled or more experienced person serving as a role model, teaches, sponsors encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's personal and/or professional development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé". (Anderson, 1987)</p> <p>Teaching and learning strategy: deliberation in pairs and sharing. Facilitator input by plenary session.</p>	9:30	45
3	<p>Benefits of mentoring: The facilitator will divide the participants into groups for deliberation on the benefits of mentoring based on their experiences. Groups will present</p>	10:15	45

	<p>their findings. Facilitator will consolidate the findings and will present the literature review of the benefits.</p> <ul style="list-style-type: none"> • Through Mentoring, protégé at all levels benefits through having legitimate privilege access to an experienced colleague who can provide support and guidance • Through mentoring a protégé learns from the mentor's experience and mentor encourages and nurtures her/his protégé. • Mentoring is mutually learning experience • Mentoring helps teachers and others to develop collaborative models of working which enables them to share ideas and problems and enhance the collective competence of protégé • Teachers become more confident and skillful in teaching and learning. • Mentoring fosters positive relationships • Best approach for in- house capacity building • Fulfillment of responsibility to extend expertise to other teachers as a head or a veteran teacher. <p>Teaching and learning strategy: Group work, presentations, and facilitator's input.</p>		
4	Tea break	11:00	30
5	<p>Roles and responsibilities of a mentor: The participants will be asked to work on the potential roles and responsibilities of a mentor in particular reference to SMCs involvement in pairs. The pairs will work and present their findings on Zhob cards in a diagrammatic illustrations. It would be followed by interactive discussion to enrich the knowledge.</p> <ul style="list-style-type: none"> • Advising on teaching strategies and content • Demonstration lessons • Observing new teachers • Consultations and new planning with new teachers • Advising about learning resources • Advising about parent and students relations • Information about expectations <p>Teaching and learning strategy: brainstorming and general discussion</p>	11:30	30 min
6	<p>Skills and attributes of a good mentor: Facilitator will drive interactive discussion, participants will share their understanding. Facilitator will present the attributes of a good mentor by consolidating the discussion.</p> <p>Teaching and learning strategy: Interactive discussion and plenary.</p>	12:00	30
7	<p>Six Principles of mentoring: In continuation with the previous session facilitator will present and elaborate the principles of mentoring by simultaneously encouraging Q & A.</p>	12:30	30

	<ul style="list-style-type: none"> • Principle of Attraction • Principle of Image-Building • Principle of Reward. • Principle of Permanent Success • Principle of Thankfulness • Principle of Destiny- Making <p>Teaching and learning strategy: Plenary and Question Answer session.</p>		
8	Lunch and prayer	13:00	60
9	<p>Developing a mentoring plan on need basis: Participants will select a new and untrained teacher to develop his content knowledge or teaching skill within a given period of time. They will be facilitated to develop a mentoring plan by describing clear role and responsibility of the SMCs in mentoring.</p> <p>Teaching and learning strategy: Brainstorming, group work, presentations, Question answers session and facilitator's input.</p>	14:00	120 min
9	<p>Reflection on session on the basis of the following questions (a)What is your new learning from this session in terms of knowledge, attitude and skills? (b) What will you change in your previous practices in the light of this new learning? (c)What did you enjoy most and why? (d)What will you do to introduce new learning in your job?</p>	16:00	30

MODULE 4: DAY 4 – SCHOOL IMPROVEMENT

Contents

- What is school improvement?
- Significance of school improvement plan.
- Parents and communities' role in school improvement process
- Role of head teacher in school improvement
- School culture (positive & negative)

Objectives

By the end of the session participants will be able to;

- Define school improvement and describe purposes of school improvement
- Explain those cultural norms which underpin successful school improvement
- Discuss key factors in school improvement process and focus on factors like SMCs responsibilities in this regard
- Realize and explain their role in school improvement

Resources:

Multimedia, sheets, markers, white board, board marker

Teaching and learning plan

S. N.	Teaching and learning activities	Time (hrs)	Duration (minutes)
1	<p>What is school improvement? The facilitator will ask the participants to share the experiences of the schools, categorize them as good or bad and what could be the factors of their being so. Facilitator will synthesize their responses and will write the factors of good and bad school on the flip chart.</p> <p>Teaching and learning strategy: individual brainstorming and facilitator's input</p>	9:00	30
2	<p>Why school improvement? Facilitator will pose a question, do we really need to develop a plan for school improvement or just follow the routine school program? Participants will give their views and facilitator will consolidate them.</p> <p>Teaching and learning strategy: think, pair and share, whole class discussion based on their beliefs on school improvement Share literature and facilitator's input</p>	9:30	45
3	<p>Role of head teacher in school improvement: Facilitator will give plenary on the role of head teacher in school improvement. He will link it with previous activity of community's role in school improvement.</p> <ul style="list-style-type: none"> • Vision and mission building 	10:15	75

	<ul style="list-style-type: none"> • The effective involvement of the deputy head • The effective involvement of teachers and pupils • Consistency among teachers • Structured professional development sessions • To prepare teachers for Intellectually challenging teaching • To establish a work- centered collegial environment • Enhance effective communication across the stakeholders • Record keeping of all important activities • Parental involvement <p>Teaching and learning strategy: think, pair and share, followed by facilitator’s input and share literature</p>		
4	Tea break	11:30	30
5	<p>What are the key factors that contribute to successful school improvement? (describe four main factors such as Quality of leadership, Managing change in the culture of the school, Focus on teaching and learning, Systematic professional development of staff but focus on quality of leadership) Facilitator will give presentation and give details of the factors.</p> <p>Teaching and learning strategy: individual brainstorming and group work. Whole class discussion and facilitator’s input</p>	12:00	60
6	Lunch break	13:00	60
7	<p>What is school culture? Facilitator will generate discussion on how school culture is formed (beliefs, expectations, school vision, local values etc.) Facilitator will share definitions from literature and give his or her input.</p> <p>“School Culture is a powerful web of rituals and traditions, norms and values that affects every corner of school life” (Deal and Peterson, 1999) “Culture describes how things are and acts as a screen or lens through which the world is viewed. It defines reality for those within a social organization, gives them support and identity and forms a framework for occupational learning”. (Hargreaves 1994)</p> <p>Teaching and learning activities: interactive discussion and power point presentation</p>	14:00	45
8	<p>Which factors contribute to a bad and a good school culture: Participants will make two separate lists of factors which contribute to a bad or a good school culture</p>	14:45	45

	<p>in their respective schools. Facilitator will generate discussion how these features have established their roots in their school culture and how to improve weak areas of school culture by involving the SMC members. In addition he will explain the types of school cultures.</p> <ol style="list-style-type: none"> 1. Individualistic (individual efforts, no sharing of ideas or plans, own direction, personal interest, professional jealousy) 2. Balkanization: (working in small teams, no collaboration with other colleagues, defending group interest, micro politics) 3. Contrived Collegiality: (collaboration with external force, timely relationships, dependency) 4. Collaboration: (collective efforts, positive relationships with all staff, intrinsic motivation, shared decision making, individuals are valued, complementary roles, self and mutual accountability) <p>Teaching and learning strategy: individual brainstorming and group work. Whole class discussion and facilitator's input</p>		
9	<p>Reflection on session on the basis of the following questions</p> <p>(a)What is your new learning from this session in terms of knowledge, attitude and skills?</p> <p>(b) What will you change in your previous practices in the light of this new learning?</p> <p>(c)What did you enjoy most and why?</p> <p>(d)What will you do to introduce new learning in your job?</p>	15:30	15

MODULE 5: DAY 5 – STRATEGIC PLANNING

Contents;

- Importance of planning
- Strategic planning
- Developing action plan

Objectives;

By the end of the workshop, the participants will have the capacity to:

- Train the participants in setting organizational priorities;
- Set strategic direction and plan of action for enhanced performance of SMCs
- Identify stakeholders' roles and responsibilities for the implementation of the plan of action;

Resources: multimedia, sheets, markers, white board, board marker

Teaching and learning plan

S. N.	Teaching and learning activities	Time (hrs)	Duration (minutes)
1	Warm up activity: Facilitator will invite participants to recapitulate all the previous sessions from day 1 to day 4. The participants will reproduce the learning from the previous day's sessions. The purpose of this session is to build the context for strategic planning.	9:00	60
2	Participants understanding about planning and its importance: facilitator will pose the following questions to the participants in order to build the context. What is planning? Why planning is important? Do they plan their activities? Any example of good result due to planning or bad result due to unplanned actions. Facilitator will solicit the responses and will present the definition of strategic planning. “Strategic planning can be used to determine mission, vision, value, goals, objectives,, roles and responsibilities, timelines, etc” Teaching and learning strategy: brainstorming Facilitator will write all responses on the board.	10:00	45
3	Strategic planning steps: Facilitator will give presentation on strategic planning steps. He/she will explain each step through thorough description and practical examples. Participants will be encouraged to raise questions for enhanced understanding. <ul style="list-style-type: none"> • Developing vision, mission and goal • Analysis of Strengths, weaknesses, opportunities and threats (SWOT) for setting goals and priorities 	10:45	90

	<ul style="list-style-type: none"> • Designing of objectives • Strategic interventions • Roles and responsibilities of the stakeholders • Monitoring and accountability mechanisms <p>He/she will give material on strategic planning to the participants</p> <p>Teaching and learning strategy: discussion, plenary, presentations and facilitator's input</p>		
4	Working Tea		
5	<p>Developing strategic plan</p> <p>Participants will be divided into groups and will be asked to undertake strategic planning for SMCs, school or for any other welfare organization. Participants will present their work one by one and facilitator will give his/her input where needed.</p> <p>Teaching and learning strategy: Individual brainstorming and group work. Whole class discussion and facilitator's input.</p>	12:15	45
6	Lunch and prayer	13:00	14:00
	Continued	14:00	45
7	<p>Demonstration on model strategic plan: The facilitator will share an already developed strategic plan. A question answer session will follow to bring more clarity on concept.</p>	14:45	45
8	<p>Reflection on session through following questions</p> <p>(a)What is your new learning from this session in terms of knowledge, attitude and skills?</p> <p>(b) What will you change in your previous practices in the light of this new learning?</p> <p>(c)What did you enjoy most and why?</p> <p>(d)What will you do to introduce new learning in your job?</p>	15:15	15

MODULE 6: DAY 6 - GENDER

Contents;

- Understanding Gender and sex
- Understanding women's role
- Behavioral change

Objective;

By the end of this session, participants will have the expertise to:

- Increase sensitivities to the gender issues and need for gender balance in SMCs by developing understanding of the terms Sex and Gender
- Foster awareness about gender disparities in planning and implementation process
- Educate on developing gender sensitive/responsive development plans.

Resources: multimedia, sheets, markers, white board, board marker

Teaching and learning plan

S. N.	Teaching and learning activities	Time	Duration
1	<p>Warm up activity: Facilitator will give a statement “men and women are equal and women can equally shoulder the responsibilities that a men can.” And seek comments from the participants, female participants will speak first. This will stir up the discussion and create the required zest. The male participants will give their reflection on the stereotypes related to the professional performance of females.</p> <p>Understanding Gender and Sex: At the end of the session the facilitator will give his/her input and present the definitions of Sex and Gender.</p> <p>Teaching and learning strategy; brainstorming, general discussion and facilitators input</p>	9:00	45
2	<p>Understanding women's role; the participants will be divided in groups. Each group will be given an area like agriculture, house hold economy, education and health. The group will be asked to list down the activities related to the topics carried out by men and women separately.</p> <p>Group presentations will follow and the facilitator will identify the common activities that both can perform. At the end facilitator will draw the percentage of work load on both males and females at house hold level.</p> <p>Teaching and learning strategy; brain storming, discussion, group work , presentations and facilitator's input.</p>	9:45	60

3	<p>Behavioral change; facilitator will give PowerPoint presentation on four dimensions of behavioral change; personal, professional, organizational and socio-political-cultural and religious dimensions and explain the barriers impeding behavioral change.</p> <p>During the discussions facilitator will point out the factors in education system that promote gender inequality, like gender biased curriculum, teaching kits and infrastructures etc. he/she will also explain how these biases can be minimized.</p> <p>Teaching and learning strategy; presentation and general discussion</p>	10:45	60
4	Working tea		
5	<p>WID and GAD; facilitator will explain WID women in development and GAD Gender and development approaches and provide the relevant literature to the participants.</p> <p>Teaching and learning strategy: Plenary and question answers.</p>	11:45	45
6	Reflection; participants will be asked to reflect on what they learned and how do they apply in their work?	12:30	30
7	Lunch break	13:00	60

MODULE 7: DAY 7 - RESOURCE MOBILIZATION

Contents;

- Why fund raising
- Types of funding
- Funding requirements for SMCs
- Pre-requisites for funding

Objectives;

By the end of this session the participants are expected to:

- Have insight on the importance of fund raising
- Have knowledge about the availability of local resources and how to harness them
- Enhance understanding about the external funding opportunities
- Increase their knowledge on how to enhance their access to these resources

Resources: multimedia, sheets, markers, white board, board marker

Teaching and learning plan

S. N.	Teaching and learning activities	Time (hrs)	Duration (minutes)
1.	<p>Warm up activity; “money makes the mare go” facilitator will ask the participants to speak for and against the saying. Some will speak strongly in the favor of the connotation saying that money is inevitably required for doing anything. While others will support the notion of strong will, determination and aspirations being essentially required for any initiative.</p> <p>Do the SMCs need funding?; the participants will be given the ToR of SMCs and will be asked to identify tasks that need money/resources and tasks that need no money. Participants will work in groups and give presentations. Facilitator will give his/her input. Furthermore he/she will educate the participants about the kinds of funding.</p> <ol style="list-style-type: none"> 1. Local funding sources 2. External funding sources <p>Teaching and learning strategy: brainstorming, discussions, question answers, group work, presentations and facilitator’s input.</p>	14:00	45
2	<p>Pre-requisites for fund raising; facilitator will give presentation and explain in detail on pre-requisites and procedural steps for fund raising. General discussion will follow on SMCs structure, capacity and systems.</p> <ul style="list-style-type: none"> • Positive reputation • Staff and board credibility • Efficient H/R systems • Efficient and transparent financial systems 	14:45	30

	<ul style="list-style-type: none"> • Relationship with community and other stakeholders • Technical expertise of the organization • Effective communication <p>Teaching and learning strategy; brainstorming, discussions, question answers, presentations and facilitator's input</p>		
3	<p>Guidelines for project proposal: facilitator will give plenary on standard format of the project proposal.</p> <ul style="list-style-type: none"> • Introduction/rationale/Back ground • Project goals and objectives • Project implementation strategy • Description of activities • LFA • Project management • Monitoring and evaluation • Project sustainability • Project calendar or work plan • Budget <p>Teaching and learning strategy: plenary, question answer session.</p>	15:15	30
4	<p>Reflection on session on the basis of the following questions</p> <p>(a)What is your new learning from this session in terms of knowledge, attitude and skills?</p> <p>(b) What will you change in your previous practices in the light of this new learning?</p> <p>(c)What did you enjoy most and why?</p> <p>(d)What will you do to introduce new learning in your job?</p>	15:45	15
5	<p>Workshop evaluation the participants will be given a questionnaire for the evaluation of the workshop</p>	16:00	15

CLOSING CEREMONY

In the closing ceremony, the training organizing agency will invite key stakeholders. Speeches will be delivered by the representative of the agency, participants and the chief guest.

Reference Material
for
Resource Person

SUPPORTING LITERATURE FOR FACILITATOR

DAY 1 LEADERSHIP

What is leadership?

Leadership is a process of influencing people's beliefs, behaviors and actions to achieve vision of an organization.

"Leadership is the process of influencing people's thinking and actions. It is also the process of empowering staff, providing vision and getting staff and others involve in the whole school improvement initiatives" (Memon, 2000).

"Leadership is a relationship that the head teacher, teachers and staff develop that allows each person to have an opportunity to influence the organizational decisions"
(Farmer et al. 1993)

"As a process, leadership is the use of non-coercive influence to direct and coordinate the activities of group members to meet a goal" (Hagler, 2005)

About Leadership and Leaders

- To lead is to be adaptive, to make personal change and to help others change.
- Leaders build integrity through constant self monitoring or increasing awareness of our lack of integrity.
- Integrity is associated with positive thinking about self, increased self- esteem, self regard, productive interpersonal relationships, team work and a positive climate.
- Personal change happens when we unfreeze our defenses and look internally to determine what is ultimately important to us.
- Commitment to change is preceded by increased consciousness, increased awareness of alternatives, emotional arousal and self evaluation.
- The process of questions from ourselves stimulates a person to action. Asking questions enhances mindfulness and mindfulness is the ability to pay attention to an experience from moment to moment
- "A true leader not only leads the way and gives you direction. He must walk side by side with you to encourage, support, listen and learn from others" (Estella).
- "Good leaders need to be good followers."
- "Good leaders are always in the quest of improving and are not scared of other people knowing more than they do." (Nelly)
- "Leaders inspire confidence, are flexible, and bring out the best in others" (Kathy).
- "The man who does not work for the love of work but only for money is not likely to make money nor find much fun in life." (Charles Schwab)

Comparative study of leadership styles

Autocratic vs. Democratic leadership

Autocratic leaders make decisions of their own and believe that they are the only competent individuals for this task. They take subordinates as objects and pass orders to implement their decisions. They do not trust followers and communicate messages to their subordinates through hierarchical communication system. Under this style of leadership, followers are passive listeners and take responsibility half heartedly. On the other hand democratic leaders encourage followers to take part in decision making. All followers without any discrimination

are considered potential individuals and their ideas are valued. Under this style of leadership followers are also decision makers so they own their responsibility and make a commitment to achieve the shared objectives.

Transformational vs. Transactional leadership

Transformational leaders are those who inspire followers to transcend their self-interests and who are capable of having a profound and extraordinary effect on followers. (Robbins, 2003)

Leadership
<ul style="list-style-type: none"> • The ability to work simultaneously on a variety of issues and problems • Has clear shared values and vision • Passion for pupils' development and achievement • Understands the need for, and practices well developed interpersonal skills • Sets high expectations • Uses monitoring and evaluation for improvement • Prepared to take risks • High level of knowledge, understanding and professional confidence • Appropriate use structures and system • Efficient use of time • Political awareness and skills • Integrated approach to strategic and operational issues • Whole school perspective and approach • Positive commitment to staff development

Transactional leaders are those who guide or motivate their followers in the direction of established goals by clarifying role and tasks requirements. (Robbins, 2003)

The transforming leader recognizes and exploits an existing need or demand of a potential follower. He or she looks for potential motives in followers, seeks to satisfy higher needs and engages the full person of the follower. Transforming leaders develop and empower followers. Transactional leader, in contrast, is characterized by an exchange of valued things. It implies neither a binding nor elevating relationship of mutual engagement; rather, it emphasizes the satisfaction of basic needs and extrinsic rewards such as pay, promotion or punishment, as the main motivation for action. These two leaders are at the opposite ends of the leadership spectrum.

Transformational leadership is characterized by four factors;

1. **Charisma:** These leaders have a personal magnetism due to their personal attributes such as empathy, trust, personal consideration, integrity, humor and professional attributes such as lead learner, head follower, individual support, accessibility to all, problem solving, open and fair communication, role model and shared leadership.
2. **Inspirational motivation:** Transformational leaders arouse followers' emotions to reinforce awareness and understanding in the pursuit of shared goals.
3. **Intellectual stimulation:** Followers are encouraged to question their old ways of doing things, their values and beliefs, including those of the leader and the organization and to think of new ways to meet challenges.
4. **Individual consideration:** Followers are treated according to their needs which may be raised by the higher level. They are helped to meet challenges and to become more effective in attaining goals. Learning opportunities are provided for all according to their individual needs.

Transactional leadership, in contrast, is defined by the following factors:

Contingent reward: The leader rewards for attaining common goals and objectives. The interaction between leader and followers is based on exchange of desired items. It is an agreement between the leader and followers that what the leader expects from them and what they can get from their leader.

1. **Management by exception:** The leader intervenes when mistakes are made or problems occur. The intervention is characterized by negative feedback, punishment or disciplinary action. In short a transactional leader takes action when the mistake occurs.
2. **Laissez – faire:** In this case the leadership is absent. Decisions are delayed, not made or happen by accident. There is no intervention of either positive or a negative kind.
(Reading Pack on Pedagogical Leadership AKU-IED, M.Ed. 2005)

Qualities of Leadership:

1. Emotional and spiritual wisdom and maturity:

Emotional maturity is essential for a leader to resolve conflicts, making decisions in the time of turbulence through self awareness, self regulation, self motivation, empathy and effective relationships. Similarly, a leader must be matured spiritually so that he or she fears God and does the right thing.

2. Concern for both people and task:

Effective leaders focus on both people and task. They are caring, supportive, and empathetic, build trust, and provide individual support and monitor individual's progress.

3. Sense of humor:

Today humor is considered one of the major qualities of a leader. Humour helps to minimize conflicts, stress, tantrum and create motivation amongst staff for improved relationships and actions.

Distinctions between Leaders and Managers

- Managers administer; leaders innovate
- Managers maintain; leaders develop
- Managers control; leaders inspire
- Managers have short term view; leaders have long term view
- Managers ask how and when; leaders ask what and why.
- Managers imitate; leaders originate.
- Managers accept the status quo; leaders challenge it.
- Managers deal with operational aspects of organization; leaders deal with strategic aspects.

4. Self confidence:

Self confidence is necessary for leaders to develop confidence in others. It comes through acquiring diverse knowledge, love of work, integrity, altruism and ability to influence others.

5. High energy level:

A leader must show energy and enthusiasm while playing lead role in school improvement activities. An energetic leader can only instill commitment and enthusiasm in followers.

6. Voracious for self and staff learning and development:

Leadership means adaptation and creativity in self and others. It is possible when leader continually learns and updates his or her knowledge.

7. Able to plan and support staff in implementation:

A leader should foresee the future situations and develop capacity to plan and provide support to followers in implementation of the plan accordingly.

8. Integrity:

A leader must be a man of truthfulness, fairness, justice, trust worthy and walk the talk.

DAY 2 REFLECTION

What is reflection?

Dewey, (1933) defined reflection as:

It is an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends.

Boud et.al. (1985) define it as “a generic term for those intellectual and effective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation.”

Reid, (1993) states that reflection is a process of reviewing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice.

Reflection in the classroom context is a multi-sourced, honest and systematic analysis of educational event.

Why reflection on practice?

- For personal and professional growth
- To improve the practice and understand it better
- To do right things and be able to justify actions
- To be creative and innovative
- To have better relationships with colleagues
- To bring about a better society
- To come to a deeper understanding of issues related to education
- Enables teachers to discuss, analyze, evaluate and change their practice

Guided Questions for Reflective Practice

There are four guided questions to practice reflection.

1. What happened? (Describe event or incident briefly. No need of any analysis at this stage)
2. Why did it happen? (explain and critically analyze the elements that are responsible for making things happen)
3. What might it mean? (explain and analyze effects of happening things)
4. What are the implications for my practice? (Identify and describe alternatives for same action in future on the basis of lessons learned through reflection. In other words how differently should I do the same action in future to achieve positive results?)

DAY 3 MENTORING

What is Mentoring?

Mentoring is a nurturing process in which a more skilled or more experienced person serving as a role model, teaches, sponsors encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's personal and/or professional development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé. (Anderson, 1987)

Mentoring is pairing of a new teacher and an experienced teacher in a non-evaluative and voluntary relationship built on trust and flexibility for the purpose of providing support. (Jackson & Mc Phic, 1994)

Who is a Mentor?

An experienced person who advises, and helps a less experienced person is called a mentor. (Longman Dictionary)

Mentor is a person of greater rank or expertise who teaches, counsels, guides and develops a novice in an organization or profession. (Allman, 1986)

Role of a Mentor

1. Advising on teaching strategies and content
2. Demonstration lessons
3. Observing new teachers
4. Consultations and new planning with new teachers
5. Advising about learning resources
6. Advising about parent and students relations
7. Information about expectations

The promise of Mentoring

- Mentoring is a powerful means for promoting, building and sustaining a strong culture of collaboration.
- It is to shift the norm from "isolation" to "collaboration."
- Mentoring is an effective way for transmitting expertise to the next generation of teachers the collective wisdom of experienced teachers."
- (Johnson, Berg & Donaldson, 2005)

Skills and Attributes of Mentors

- Interpersonal skills
- Exemplary teacher
- Coaching
- Open-minded
- Patient and helpful
- Flexible
- Non-judgmental
- Active listener
- Observation skills
- Problem solver
- Organized

Benefits of Mentoring

- Through Mentoring, protégé at all levels benefits through having legitimate privilege access to an experienced colleague who can provide support and guidance
- Through mentoring a protégé learns from the mentor's experience and mentor encourages and nurtures her/his protégé.
- Mentoring is mutually learning experience
- Mentoring helps teachers and others to develop collaborative models of working which enables them to share ideas and problems and enhance the collective competence of protégé
- Teachers become more confident and skillful in teaching and learning.
- Mentoring fosters positive relationships
- Best approach for in- house capacity building
- Fulfillment of responsibility to extend expertise to other teachers as a head or a veteran teacher.

Successful Mentors Are

- Confident
- Secure
- Flexible
- Altruistic (unselfish)
- Warm and Caring
- Sensitive to protégé's needs
- They trust their protégés.

The Six Guiding principles for Mentors

1. Principle of Attraction

Live with, sustain, nourish and love the idea of working as an effective mentor.

2. Principle of Image- Building

As you would want people (e.g. teachers, heads...) to think and speak about you, think and speak about them in the like manner.

3. Principle of Reward

The good you do, the kindness you offer, the love and good you send forth will all come back to you multiplied in many ways.

4. Principle of permanent Success

"If you know how to develop others, you will permanently succeed." (Harvey)

5. Principle of Thankfulness

Living in thankfulness is miraculous as it brings more rewards and increases the bounty.

6. Principle of destiny- Making

You are the captain of your soul and the master of your fate. Remember you have capacity to choose. Choose knowledge! Choose good deeds! Choose generosity! Choose a strong faith! Choose peace! Choose health!

DAY 4 SCHOOL IMPROVEMENT

“School improvement is a strategy for educational change that enhances student outcomes as well as strengthening the school’s capacity for managing change.” (Hopkins, 1996)

“School improvement is a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in a school with the ultimate aim of accomplishing educational goals more effectively.” (Hopkins, 1996)

Cultural Norms Which Underpin Successful School Improvement

- Shared goals
- Responsibility for success
- Collegiality
- A belief in continuous improvement
- Lifelong learning for children and adults
- Risk taking as an essential part of growth
- Mutual support
- Mutual respect
- Openness
- Celebration and humor (Stoll and Fink 1996)

Key Factors In School Improvement

- Quality of leadership
- Managing change in the culture of the school
- Focus on teaching and learning
- Systematic professional development of staff

Role of Head Teachers in School Improvement Process

- Vision and mission building
- The effective involvement of the deputy head
- The effective involvement of teachers and pupils
- Consistency among teachers
- Structured professional development sessions
- To prepare teachers for Intellectually challenging teaching
- To establish a work- centered collegial environment
- Enhance effective communication across the stakeholders
- Record keeping of all important activities
- Parental involvement

Developmental process of a school vision to lead to school development plan:

A shared vision for school is important to point the path of school development. First of all a leader needs to develop characteristics of a good school with the help of teachers, students and other stakeholders to develop a shared vision for the school. An example of developing characteristics of a good school is given here.

Characteristics of a good school

- Fully equipped with resources

- Professionally trained and committed teachers
- Close relationships with parents and community
- Child- centered teaching and learning
- Enriched curriculum based on local environment
- Focus of holistic development of children
- Encourage co-curricular activities
- Prepare students as self directed and life long learners
- Prepare students as problem solvers
- Hundred percent success
- All students and teachers feel valued and accepted in school i.e. unbiased environment

Curriculum of a good school

The head teacher should be able to develop curriculum for his or her school. An example of a curriculum is given here.

- The curriculum of the school must have respect for differences like faith, language, ethnicity, colour etc.
- Up to date knowledge
- Enriched and globally accepted curriculum
- Helps students develop various skills
- Practical activities based on students' real life experiences

Qualities of a graduate

- Respects others with differences
- Good grades and access to quality institutions
- Positive self esteem
- Generous in sharing knowledge and resources
- Effective communication skills
- Self directed and life long learner
- Emotionally and spiritually wise and mature person
- Generous for volunteer service
- Critical and creative thinker

SESSION: CULTURE

What is Culture?

Culture comes from the Latin word “Colere” meaning to build on, to cultivate, and to foster. The culture is summarized as both tangible and intangible elements like shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms that knit a community together. (Kilmann et al. 1985)

Culture is the most powerful source of leverage for bringing about change in a school or any organization, for that matter. Thomas J. Sergiovanni

School Culture

School culture is norms (mandatory activities) developed over time based on shared attitudes, values, beliefs, expectations, relationships, and traditions of a particular school that cause it to function or react as it does.

School Culture is often majority driven (staff), intangible, hard to describe, and difficult to positively impact, or change in a systemic (complete) way. The attitudes, beliefs, and values may often be “hidden” to those new to or outside of the school community.

“School Culture is a powerful web of rituals and traditions, norms and values that affects every corner of school life” (Deal and Peterson, 1999)

“Culture describes how things are and acts as a screen or lens through which the world is viewed. It defines reality for those within a social organization, gives them support and identity and forms a framework for occupational learning”. (Hargreaves 1994)

Why Is School Culture Important?

“Positive learning can only take place in a positive culture. A healthy school culture will affect more student and teacher success than any other reform or school improvement effort currently being employed (Gary Phillips)

Four types of school culture

1. **Individualistic** (individual efforts, no sharing of ideas or plans, own direction, personal interest, professional jealousy)
2. **Balkanization:** (working in small teams, no collaboration with other colleagues, defending group interest, micro politics)
3. **Contrived Collegiality:** (collaboration with external force, timely relationships, dependency)

Positive School Culture/Climate

- Mission is about student and teacher learning.
- Rich sense of history and purpose.
- Core values of collegiality, performance, and improvement centered on quality, achievement, and learning for ALL students.
- Positive and Proactive Approaches for and by staff and students.
- Stories that celebrate successes and recognize heroines and heroes.
- Physical Environment reflects pride and joy.
- Widespread sense of respect and nurturing.

4. **Collaboration:** (collective efforts, positive relationships with all staff, intrinsic motivation, shared decision making, individuals are valued, complementary roles, self and mutual accountability)

Negative School Culture

- No or low expectations
- Little or no communication among stakeholders
- Resistance to change
- No ownership
- Little or no sense of community
- Disrespect/hostility widespread
- Low morale and distrust
- Dread coming to school
- Criticize those who are innovative
- Politics drive decision-making
- Do just enough to get by
- Judgmental/Critical of other's motivation
- Fear of revenge
- Distrust between students, colleagues or administration
- "Me First"
- Operate in a vacuum
- Absenteeism and late coming

DAY 5 STRATEGIC PLANNING

What is strategic planning?

Strategic planning determines where an organization is going over the next year or more and how it's going to get there. Typically, the process is organization-wide, or focused on a major function such as a division, department or other major function. Strategic planning can be used to determine mission, vision, value, goals, objectives, roles and responsibilities, timelines, etc.

Strategic planning is a management tool, period. As with any management tool, it is used for one purpose only: to help an organization do a better job - to focus its energy, to ensure that members of the organization are working toward the same goals, to assess and adjust the organization's direction in response to a changing environment. In short, strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the future. (Adapted from Bryson's *Strategic Planning in Public and Nonprofit Organizations*) A word by word dissection of this definition provides the key elements that underlie the meaning and success of a strategic planning process: The process is strategic because it involves preparing the best way to respond to the circumstances of the organization's environment, whether or not its circumstances are known in advance; nonprofits often must respond to dynamic and even hostile environments. Being strategic, then, means being clear about the organization's objectives, being aware of the organization's resources, and incorporating both into being consciously responsive to a dynamic environment.

The process is about planning because it involves intentionally setting goals (i.e., choosing a desired future) and developing an approach to achieving those goals. The process is disciplined in that it calls for a certain order and pattern to keep it focused and productive. The process raises a sequence of questions that helps planners examine experience, test assumptions, gather and incorporate information about the present, and anticipate the environment in which the organization will be working in the future. Finally, the process is about fundamental decisions and actions because choices must be made in order to answer the sequence of questions mentioned above. The plan is ultimately no more, and no less, than a set of decisions about what to do, why to do it, and how to do it. Because it is impossible to do everything that needs to be done in this world, strategic planning implies that some organizational decisions and actions are more important than others - and that much of the strategy lies in making the tough decisions about what is most important to achieving organizational success. *(Courtesy IUCN)*

Basic Overview of Various Strategic Planning Models

There is no one perfect strategic planning model for each organization. Each organization ends up developing its own nature and model of strategic planning, often by selecting a model and modifying it as they go along in developing their own planning process. The following models provide a range of alternatives from which organizations might select an approach and begin to develop their own strategic planning process. Note that an organization might choose to integrate the models, e.g. using a scenario model to creatively identify strategic issues and goals, and then issues based model to carefully strategize to address the issues and reach the goals.

The following models include: "basic" strategic planning, issue-based (or goal-based),

alignment, scenario, and organic planning.

Model one Basic Strategic Planning

This very basic process is typically followed by organizations that are extremely small, busy, and have not done much strategic planning before. The process might be implemented in year one of the nonprofit to get a sense of how planning is conducted, and then embellished in later years with more planning phases and activities to ensure well-rounded direction for the nonprofit. Planning is usually carried out by top-level management. The basic strategic planning process includes:

1. Identify your purpose (mission statement) this is the statement(s) that describes why your organization exists, i.e., its basic purpose. The statement should describe what client needs are intended to be met and with what services, the type of communities are sometimes mentioned. The top-level management should develop and agree on the mission statement. The statements will change somewhat over the years.

2. Select the goals your organization must reach If it is to accomplish your mission - Goals is general statements about what you need to accomplish to med your purpose, or mission, and address major issues facing the organization.

3. Identify specific approaches or strategies that must be implemented to reach each goal- The strategies are often what change the most as the organization eventually conducts more robust strategic planning, particularly by more closely examining the external and internal environments of the organization.

4. Identify specific action plans o implement each strategy - These are the specific activities that each major function (for example, department, etc.) must undertake to ensure it's effectively implementing each strategy. Objectives should be clearly worded to the extent that people can assess if the objectives have been met or not. Ideally, the top management develops specific committees that each have a work plan, or set of objectives.

5. Monitor and update the plan - Planners regularly reflect on the extent to which the goals are being met and whether action plans are being implemented. Perhaps the most important indicator of success of the organization is positive feedback from the organization's customers.

DAY 6 GENDER

Gender is difference between men and women which are socially rather than biologically determined. The conceptual distinction between sex and gender is a useful analytical tool to clarify the situation.

Sex is connected with biology, whereas the gender identity of men and women in any given society is socially and psychologically (and that means also historically and culturally) determined. Biological and physical conditions lead to the determination of male or female sex. To determine gender, however, social and cultural perceptions of masculine and feminine traits and roles must be taken into account. Gender is learnt through a process of socialization and through the culture of particular society concerned.

WID AND GAD		
	WOMEN IN DEVELOPMENT	GENDER AND DEVELOPMENT
The approach	<ul style="list-style-type: none"> Seeks to integrate women into the development process 	<ul style="list-style-type: none"> Seeks to empower women and transforms unequal relations between women and men
The Focus	<ul style="list-style-type: none"> Women 	<ul style="list-style-type: none"> Relation between men and women
The problem	<ul style="list-style-type: none"> The exclusion of women from the development process 	<ul style="list-style-type: none"> Unequal relations of power that prevent equitable development and women's full participation
The Goal	<ul style="list-style-type: none"> More effective development 	<ul style="list-style-type: none"> Equitable sustainable development Women and men sharing decision making and power
The Strategy	<ul style="list-style-type: none"> Implement women's projects Increase women's productivity and income 	<ul style="list-style-type: none"> Identify and address needs/problems determined by women and men to improve their conditions Identify interests

Gender based inequality; Gender inequality pervades all societies and the same principles need to be applied to all situations. This means that question asked about genders in relation

to development initiatives in other societies also have to be asked about our own organizations.

Gender relationship differ; Women's experiences of disadvantage differ according to their race, class, age, culture religion and historical situation. Although gender issues are universal, they need to be addressed in the context of particular structures and cultures. Relations of domination are multiple and interrelated. The assumption that all women have a single interest is false. Awareness of gender differences and relationship has to be built into the overall, development strategy and applied to all aspects of the organization's operations. There are no areas or work, which are gender-neutral.

The general lack of attention to women needs within the development process stems from a general lack of gender awareness amongst those that plan and implement development projects. Development in the third world is not merely about increased productivity and welfare, it although these things are important. Development is also about meeting needs of those who are most in need and about increased participation and equality and is also concerned with enabling people to take charge of their own life and allowing them an opportunity to escape from poverty.

However the problem in women's development is not primarily concerned with enabling women to be more efficient or to use their labor more effectively. The central issue of women's development is women's empowerment, to enable women to take an equal place with men and to participate equally in the development process in order to achieve control over the factors of production on an equal basis with men. But none of this can be achieved in the absence of involving men as a crucial aspect of the empowerment process.

Gender can not simply be 'stitched' to existing development models, nor added into development and relief programs as an extra component. Gender awareness is not a separate or additional issue; it is addressed; it is a way of seeing a perspective, a set of insights, which informs our understanding of people or our society. As we have seen, gender is at the heart of human identity and all-human attitudes, beliefs and actions. We take it for granted. Yet when we begin to look into it and question our assumptions, we find that the world looks different.

Gender sensitivity means looking with new eyes, in a way, which is constantly open to learning more. It allows us to realize that until recently women's needs, as distinct from men's have been largely ignored and that development projects had overall failed to bring any real benefits to women.

Personal Dimension	Professional Dimension
<ul style="list-style-type: none"> • Beliefs attitudes • Values • Motivation, commitment • Personal relationship (men & women) 	<ul style="list-style-type: none"> • Knowledge • Awareness, Understanding • Commitment • Technical Skills • Relationship (Colleagues)
Socio-Cultural, Religious & Political Dimension	Organizational Dimension
<ul style="list-style-type: none"> • Discrimination & gender stereotyping • Subordination & violence • Changing trends (economy, society, 	<ul style="list-style-type: none"> • Policies & procedures • Organizational structure • Staffing

<ul style="list-style-type: none"> • religion, culture, modernization) • Human rights of women • Feminist agenda 	<ul style="list-style-type: none"> • Commitment and accountability • Organizational outputs (services, programs, projects) • Informal & formal support systems
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However the concept is often taken for granted, leading to the dangerous assumption that people are participating, while in fact their experience is being marginalized, undervalued or ignored. It is common for women to feel this, because it is often assumed that they will be compliant and their views are not valued. Yet they may be defined as participating simply because they are present in a group, in a village community, or in an organization.

Participatory development is premised on the assumption that the benefits of participation are self-evident, and outweigh any cost for participants. However, increasing participation often requires organizational skills, time, and resources. The relationship between inputs and benefits is rarely direct and costs are often greatest for those most disadvantaged.

Participation is a prerequisite for effective development strategies in general, and specifically relating to equality strategies. Given the varying definitions of gender across societies, the differences among women, and the need to understand each situation on its own merits, the involvement of the intended beneficiaries through the conception and implementation of an initiative is absolutely fundamental. An oft-cited prerequisite for program development that supports more equitable gender relations is participation. Wiering (1994) for example, argues that there is no abstract category of "women's needs or interests" and therefore, a participatory approach with the direct involvement of the specific women concerned is essential. (Courtesy IUCN)

DAY 7 RESOURCE MOBILIZATION

Resource Mobilization

How can an organization raise the income needed to carry out its mission? Where are the required resources? How do you sustain your organization and work? These are the key questions confronting organizations when they consider how to maintain their work and strengthen organizational sustainability. Developing a plan or strategy for resource mobilization can lead to creative efforts in using your own local assets to gain support for your organization. Multiple sources of funding can increase your independence and flexibility to implement programs and reduce reliance on external (or foreign) funding. With increased competition for scarce grant resources, thinking of, and creating options for new, diverse, and multiple funding streams will help your organization manage its programs. This brief starts with aspects to consider prior to mobilizing resources. The tips on resource mobilization first discuss what your organization can do locally before soliciting external sources for funding.

Pre-Requisite for Fundraising

Before you start fundraising, you should lay the foundation to have a compelling reason for donors to give. A plan that weighs your options can help save time and effort and have a better chance of success. Some of the key elements that will strengthen your case include: Clear sense and commitment to your vision and mission -- who you are, where you are going, and how your mission relates to the communities served

- Promising program that will yield results
- Evidence of past accomplishments
- Effective management and leadership by your board members and staff who will ensure the accountability and transparency of the organization
- Financial systems that will safeguard the resources raised, including adequate financial controls that demonstrate good management and builds trust Solid reputation, credibility, and positive image
- Mutual respect and knowledge sharing between the organization and the community it benefits, as well as other stakeholders
- The ability to attract, create, and sustain new resources, especially based in the local community

Current Situation

Fundraising requires knowledge of the country's current situation, including legal and tax structures, as well as what kind of fundraising activity could succeed in your unique environment, for example:

- The legal situation in your country may allow or restrict certain types of activities for your type of organization. Be familiar with any special permission that is required for your fundraising activities
- Tax consequences may affect how your organization reports the income and should be a consideration for selecting the appropriate activity
- Tax relief for individual or corporate donations may be an incentive for giving

- Successful fundraising efforts of other civil society organizations (CSOs) may be replicated. On the other hand, creating innovative and fresh ideas may also inspire people to contribute

Community's Assets

Each community has a unique set of assets upon which to build its future. The first step in a fundraising strategy is to identify and inventory the range of financial and non-financial resources of the individuals, community (including NGOs, groups, and associations), and local institutions (including local government agencies). Non-financial resources include skills, talents (such as handicrafts), and capacities.

Focusing on the community's assets could help to localize your fundraising and engage the local citizens to invest in their own future and create a sense of hope and control. Knowing one another's assets could also help to build relationships among local residents, associations, and institutions.

Volunteers

Volunteers can provide great resources and benefits to your organization. Volunteering is generally done by choice, without monetary reward (apart from expenses), and benefits the community. To recruit and keep your volunteers, you need to recognize the motivations and expectations of a volunteer. People give their time because they get something out of the service they provide. For example, a young person may gain skills or experience to apply for future opportunities.

Identifying Other Support Systems

Foundations, trusts, and other grant making entities that make grants are another major source of funding for development projects. The first step in seeking a grant from a foundation is to identify those foundations that operate in your area and support work on your specific issue. Foundations have priorities, guidelines, and requirements detailing what they support. Usually foundations require a letter of inquiry or proposal demonstrating that your organization or project is a good investment. Many foundations require additional sources of funding, including a demonstration of community or in-kind support.

Do not be discouraged if your request is declined; most foundations receive many more proposals than they can support. If you are awarded a grant, send a thank you note immediately. Respond promptly to the foundation's request for reports and work with your bookkeeper to ensure that the financial records are sent on time.

Donors have their own guidelines, requirements, and application procedures. The grant proposal is a written description of your project plan based on the key questions described in the tips on "Grant Proposal Writing." Before writing the proposal, think through and outline the key components below:

Individual Donors

Your organization can raise funds from individuals and present or past beneficiaries who give of their money and time. Individual solicitations require unique approaches depending on the

person's interests, motivations, and ability to give. For example, professionals can give regular, moderate amounts and may consider membership fees. The general public may want to give loose change at public collection boxes or buy a ticket for a special event.

Developing a list of potential individual donors who can give substantial sums starts with understanding what motivates them to give. It is important to recognize the motivations and incentives of the prospects so that you can tailor how you ask for a donation.

For donors to keep giving, it is critical to ensure that you continue to meet their expectations and continue to educate and inspire them about your cause. Depending on the donor, this may be a report with photos describing your achievements and how the funds were used. Treat your donors with respect and honor their commitment by using their donations appropriately. Your strongest supporters are those who you have already convinced to give once.

Sources of Donations

Professional associations, such as the the Rotary or Lions Clubs, can provide excellent opportunities to network and connect to international sources of funding. Local associations or community clubs may also provide donations or be a partner to organize charity events. Expatriate associations or international schools may also be interested in donating goods, such as books, toys, or furniture.

Religious leaders may be approached for their support, usually through a member of their congregation. They may be able to provide a venue for meetings, workshops, or even an event such as a theatrical performance, talent show, or art exhibit on their property.

Local authorities, government agencies, multilateral or bilateral agencies, and foreign embassies could be a source of direct grants, fees for service, technical assistance, or in-kind contributions. These sources may require discussion regarding your respective missions, values, and development priorities. Access for smaller, rural organizations to these agencies may be difficult, but building a strong reputation for your work, networking with diverse groups, and serving in leadership positions representing your constituency can help you and your organization be recognized.

Positive Reputation

Your reputation or the way others view your organization and work is built by many years of credible results and relationships that make a difference to your community and by processes that are transparent to the public and accountable to your stakeholders. A positive image can help donors feel confident about supporting your organization. Your image is based on the effectiveness of your programs, the organization's technical expertise, staff and board credibility, and relationships with the community and other stakeholders.

In addition to being a solid organization, you will need effective communication tools to share your organization's results and strategies or "messages." Your message should not only share what you are doing, but also educate the public about the issues you care about. It should also demonstrate the value you are adding to society. Your message should be targeted towards your audience and clarify your distinct niche.

Your organization will need to tailor your method of communication to your situation and budget. Some types of communications tools are: annual reports, brochures, newsletters, public bulletin board, media coverage, advertising on community radio stations, and public or special events launching your new program. (Courtesy World Bank SGP)