



MINISTRY OF EDUCATION

The Board of Governors (BoG) For Secondary Schools

For use in Secondary Schools



With support from the European Union
Improving Secondary Education in Malawi (ISEM)



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GLOSSARY OF ACRONYMS AND ABBREVIATIONS

AGM	Annual General Meeting
ADC	Area Development Committee
AEC	Area Executive Committee
BoG	Board of Governors
CBF	Community Based Trainer
CEO	Chief Education Officer at the District Education office
CL	Community Leader who is a traditional leader
DC	District Commissioner
DEM	District Education Manager
DEYS	Director of Education, Youth and Sports at the District Education office
DHT	Deputy Head Teacher
EDM	Education Division Manager
HDT	Head of Department Teacher
HT	Head Teacher
MG	Mother Group
MOE	Ministry of Education
MP	Member of Parliament
MWK	Malawian Kwacha
NGO	Non-Governmental Organisation
PTA	Parent Teachers Association
SBF	School Based Trainer
SC	Student Council
SSIP	Secondary School Improvement Plan
TA	Technical Assistant
VDC	Village Development Committee

PURPOSE OF THE GUIDE

The Education Policy in the Republic of Malawi requires every Secondary School to have a board (Board of Governors). This manual is intended to be used by the Community Based Facilitators¹ to facilitate the process of setting up and operationalizing the Board of Governors in schools. It is expected that by the end of the workshop participants will be able to form new Board of Governors for Secondary Schools that do not have them, so that they become true representatives of the key stakeholders.

For those Secondary Schools which already have a Board of Governors, this manual will help to strengthen their capacity by; having a clear understanding of their mandates, being skilled and confident of their roles and having the ability to function democratically. Considering that Malawi Secondary School system has mainly been operating with PTA as the governing body, it is recommended that former members of PTA and other previous governance- structures be encouraged to take part in the election process so they can be voted in and become members of the Board of Governors.

This Training Manual is designed to improve the knowledge and understanding in order to strengthen effectiveness of members of Board of Governors in performing their designated roles. The trainers should explain the training as outlined in this Manual, which will cover 8 essential topics. These are:

1. Training Preparation;
2. Introductions to the training;
3. Definition of Board of Governors, Its Structure, Composition and Election Process;
4. Powers Duties and Functions of the Board of Governors;
5. Essential governance skills for Board of Governors; and
6. Key Principles for successful Board of Governors;

¹ A community based facilitator is a community representative whose role is to facilitate the process of establishing and training and supporting the Board of Governors, PTA, and other governance structures at each school. Community Based Facilitator could be a HT or Deputy HT or any other Key teacher from a particular school.

Topic 1: TRAINING PREPARATION

This Manual will enable trainers to carry out training at multiple levels. After training at school level, the head teacher and the community/School representative will facilitate the election process of the Board of Governors and provide training on the Board's responsibilities and guidance on how they can successfully fulfil their roles. The activities included in this manual are intended to encourage discussion and dialogue using practical examples and information about how to address various scenarios that HTs and community representatives may encounter during the process.

Materials and Hand-outs

The trainer will need the following materials for the training:

1. Roll of flip chart paper
2. Marker pens that are of different colours
3. Blackboard or Whiteboard
4. Chalk/Whiteboard markers and Eraser
5. Sticky tape
6. Coloured paper
7. Scissors

Explain: This training will be held at multiple levels. This will provide a foundational training beginning with national level Key Mentors. These mentors will utilize the content to provide cluster level training where the School Based Trainer s will be trained. The School Based Trainer s will eventually provide direct training to Board of Governors at the school level.



Coordinating Training and Timing

It is recommended that the Board of Governors training be conducted for three consecutive full days at the district and cluster levels. And three half days at school level depending on ground prevailing factors. This shall be followed by a two halfday PTA training.

Training preparation and communication should be done at least one week in advance. This will allow all members of the Board to participate.

Preparing for the training

A. Pre-training task for the Trainer

The trainer should do the following before the training:

1. Check the workshop space and evaluate the resources (including blackboard, chalk, and chairs).
2. Review and rehearse this manual and be familiar with the content, Activities, objectives and timing of each session.
3. Ensure that all the materials needed for the training are available.

Topic 2: INTRODUCTION TO THE TRAINING

Introduction

It is necessary for participants to have a prior understanding of the training before it starts. This prepares them to actively participate after adding value to the training. For this to be effective, participants should be provided with all the basic initial information through speeches or activities. This topic there provides an opportunity for speeches from authority or trainers, who are entrusted to give a background to the concept of board of governors, its objectives and ensure interactions to breaking the training ice through introductions.

Objectives

Participants will have:

- Introduced themselves
- Understood the training set up, background of Board of Governors and training objectives
- Set training rules and targets

Suggested facilitation resources

- Chart papers
- Pentel markers
- Local environment
- Participants' experiences
- Board of Governors guideline



Board of Governors guideline Opening speeches

The trainer s should allow time for a formal opening. Some examples of those who can do this include; a Community leader or Chairperson of the Board of Governors. This opening should be limited to less than 10 minutes.

MoE Introduction

The trainer s should provide an overall explanation on the background information for this meeting by presenting the information below as clearly as possible.

Background to BoG concept

The trainer mentions: The Ministry of Education has a mandate to offer quality Secondary School education to its citizens of school going age. Its operations are aligned to its three thematic pillars of:



The Board of Governors fall under thematic area number three as a way on enhancing improved school governance and management for quality education. As a legally binding body, the board of governors is entrusted to providing an oversight role in the operations of the school through multi-sectoral stakeholder involvement approach (Education Act, 2013).

Objectives of this Training Manual

This training manual shows Ministry of Education's commitment to support Secondary Education in Malawi. It contributes to the strengthening of governance and management of secondary schools in Malawi.

This manual aims at guiding trainers in equipping board of governors for secondary schools in Malawi with knowledge and skills for improved secondary school governance and management for the attainment of effective schools (schools that offer quality education). The overall objective of this training manual is:

To guide trainers on the step by step approach in order to reach the goal number 3 of MoE.

The following are the specific objectives of the Training Manual:

1. To establish and operationalize BoG in all secondary schools.
2. To train board members on school governance and management using the national BoG guideline.
3. To orient elected board members to establish effective leadership.
4. To equip board members with resource mobilization and leadership & management skills.
5. To operationalize the newly selected board as provided for in the guidelines.
6. To delineate board of governors from other governance structures like Parents Teachers Association (PTA) and mother group.

Climate setting

Activity 1: Introducing Participants

 Time: 20 minutes

This activity serves as an icebreaker as well as a moment for introductions. As a trainer, it is imperative that you get the energy of the participants out early on so you can create a friendly learning environment.

1. Invite participants to form small groups according to their school or cluster or district (depending on the level of the training).
2. Ask each group to discuss and agree on one thing that they can do to positively contribute to the improvement of the quality of education in a school.
3. Invite each group to act out without saying the actual success while the rest of the groups try to guess what that success is.



Trainer's expectations from the participants

The training expects participants to:

1. Demonstrate a good understanding of the Board of Governors' mandates, roles, and responsibilities; their powers and limitations in their democratic operations.
2. Strengthen capabilities of Board of Governors so that they become true community representatives.
3. Have board members who have an understanding and confidence in their responsibilities and be able to function democratically.
4. Familiarize themselves with the key principles of governance at school level.
5. Gain essential skills, as a governing body, to function efficiently and effectively.

4. As soon as the group starts to act out other groups are free to start guessing the actual success.
5. Repeat the process for the rest of the groups.

Activity 2: Setting training rules, and expectations

 Time: 10 minutes

1. In plenary, ask participants to brainstorm the following:
 - (a) House rules to guide the training for effectiveness.
 - (b) Their expectations from the training.
2. Explain to the participants on the house keeping rules, and their expectations (in terms of what will be achieved and what will not be achieved from the pool of ideas they suggested).

Topic 3: DEFINITION OF BOARD OF GOVERNORS, ITS STRUCTURE, COMPOSITION AND ELECTION PROCESS

Introduction

Board of governors is a school governance structure which is legally constituted. It is important to always abide by the legal provisions of the board as provided for in the national guidelines for board of governors for secondary schools in Malawi so as to avoid legal complications. This topic therefore will help participants to understand the concept of Board of Governors, its composition, structure and how it comes into being.

Objectives

By the end of the session participants will have:

1. Understood the definition of Board of Governors and its importance to school operation.
2. Been able to differentiate between Board of Governors and PTA.
3. Familiarized themselves with the composition of the Board of Governors.
4. Practiced the Board of Governors election process.



Defining Board of governors

Activity 3: Defining Board of Governors and locating its place in the school structure

🕒 Time: 20 minutes

1. The trainer poses the following questions (one after the other) and allows discussion at plenary
 - (a) What school governance structures do you know?
 - (b) What roles do the governing structures you mentioned above play in a school?
 - (c) To whom do these structures report?
 - (d) In your view, how can you define Board of Governors and how does it relate to the other structures in a school?
 - (e) Consolidate the activity by explaining the position of board of governors in the school structure. Refer to the organogram in figure 1 below.

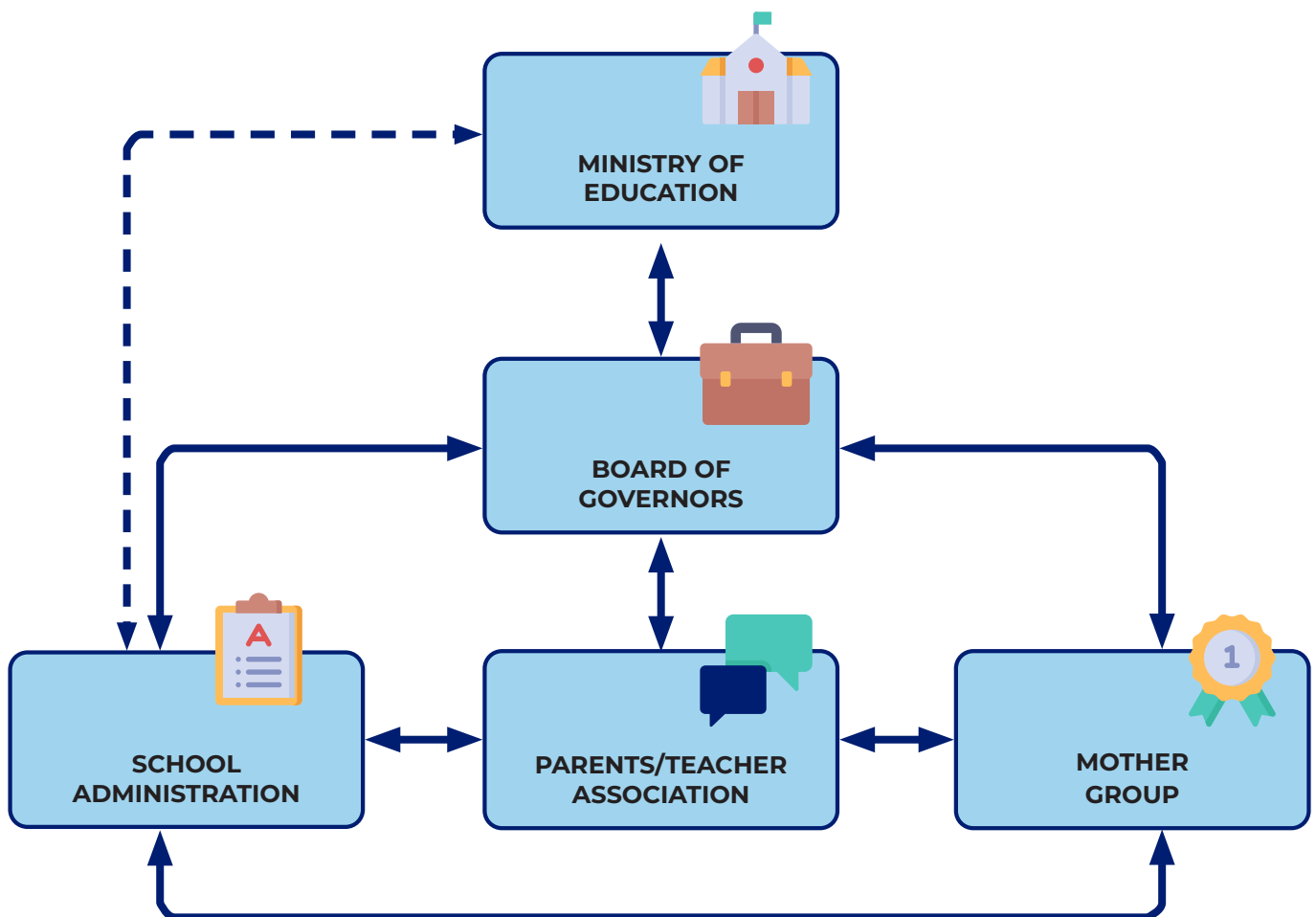


Figure 1: The school governance structure or organogram.



Additional notes

1. Governance is the process by which decisions are made, implemented or not implemented. School Governance is an important mechanism of making and implementing decisions in a transparent, accountable and responsive manner. It means enabling all to access information, hold School leaders, teachers, parents and students to account and to trigger positive changes in their School and community.
2. A board of Governors (**BoG**) is a group of people appointed/elected by the school, community and proprietor to oversee the operations, including financial matters, of that school. Being one of the critical governance structures, the goal is for each school to have a Board of Governors that will provide a platform for school governance and ensure oversight.
3. The platform will provide all school stakeholders, including other school structures such as the PTA, Mother Group, School Administration among others with the opportunity to align their collective activities, share their progress and improve the performance of their school. This is a critical change in Malawian Secondary Schools because in most schools, PTA was a body that provided school oversight. By establishing the Board of Governors as a school oversight body it means that the role of the PTA in school governance will shift to solely classroom support. PTA can also support the board in its overall school activities whenever possible.

Key differences between PTA and Board of Governors

Activity 4: Differences between Board of Governors and PTA

 Time: 15 minutes

1. Look for a place (inside or outside the room) with enough space for the whole group activity.
2. Ask the whole group (or a number of participants) to stand somewhere in the middle. Let them know that you will be mentioning one characteristic or role where each individual will decide whether the described characteristic/role is for Board of Governors or PTA by either moving forward or backwards. For example; if someone thinks the characteristic/role matches Board of Governors they take one step forward and if they believe it matches PTA they take one step backwards. At each step taken let the group briefly discuss their options.

Use the characteristics/roles in table below for the Activity:

Number	Characteristic/role
1	Supports dialogue between the teacher and the parents about the classroom
2	Members of the community who will/will-not necessarily have children at school
3	Formal body that is established by law
4	The maximum number of representatives depends on the number of streams per form

Invite participants to go through the table below followed by questions and discussion in plenary.

Table 1: Differences between Board of Governors and PTA

Board of Governors	PTA
Board of Governors is a body that is established by law (2013 Education Act, Section 28).	PTA is a mechanism established by parents to support teaching and learning.
Board of Governors is the main governing body responsible for overseeing school operations.	PTA supports dialogue between the teacher and the parents about the classroom.
Board of Governors includes members of the community who will/ will-not necessarily have children at school.	PTA includes class teachers and parents who have children in a given classroom.
Members must hold minimum of diploma from an accredited institution.	Members need to be able to read and write.
Composition is based on the MOE guidelines (13 members).	The maximum number of representatives depends on the number of streams per form.
Tenure is 3 years) with a two-term limit Elections conducted in every three years.	Tenure is 1 year Elections conducted annually/yearly.
Annual General Meeting, Termly and Ad-hoc school meetings.	Frequent meetings which are classroom based.

Composition and structure of the board

Activity 5: Composition and Structure of Board of Governors

 Time: 30 minutes

1. Distribute the participants into small groups of 5 people (three groups at School level).
2. Assign the each group one of the questions below. One question can be given to more than one group if groups are more than three.

Questions:

- a. What do you think should be the appropriate structure of a Board of Governors?
- b. What are the voting powers of each member of the Board of Governors?
- c. Why should the members mentioned be included in the Board of Governors?

Trainer summarizes key points for each question and consolidate with a plenary discussion about the structure and voting powers of members of Board of governors.

Trainer elaborates on the two composition of the Board of Governors:

A Board of Governors for secondary schools shall be composed of the following members appointed by the Minister (herself/himself or any other delegated officer):

- a. The Chairperson who shall be elected by the members at its first meeting convened by the Minister;
- b. Five (5) other persons with technical qualifications and experience in matters of education, finance and administration:

Provided that not less than two (2) and not more four (4) of the persons so appointed shall be of same sex; and

- c. The following ex officio members—
 - (i) One parent representative identified by PTA
 - (ii) One representative of the community identified by a committee of local leaders
 - (iii) One representative teacher. The District Education Manager or his representative, conversant with education matters (E.g. PEA or cluster leader);
 - (iv) The Chairperson of District Education Committee or his representative who shall be a member of the Education Committee (any member of the committee at the local level);
 - (v) One teacher representing other teachers and members of staff of the school;(v) One teacher (who is not part of the management) representing other teachers and members of staff of the school;
 - (vi) A representative from the Mother Group.
 - (vii) The District Commissioner or his representative, conversant with education matters (e.g extension officers, front line officers etc).
 - (viii) The Head Teacher will serve as the secretary of the Board of Governors.

NOTE:

The trainer can invites the participants to study the table 2 on page 19 that presents voting and nonvoting members of the Board of Governors for further clarification.

Table 2: The structure of the Board of Governors and voting powers.

Group	Number of Representatives	Voting Status	Justification for inclusion into the Board
The chair person	1	Voting	From the group of the six members
Community (includes resident & non-resident). At least two of them should be of the same sex	5	Voting	For the involvement of resident and non-resident members in governance with technical qualifications and experience in matters of education, finance and administration
A community representative, chief or his/her representative	1	Voting	For community involvement and engagement. Linking with the local authority.
One parent representative (PTA)	1	Voting	Linking with parents who have children at the school.
A representative from the Mother Group	1	Voting	Linking the Mother Group with the Board of Governors to enhance girls support especially Bursaries provision.
A representative teacher	1	Voting	Linking teachers' affairs with the Board of Governors.
DEM or representative (PEA or Cluster leader)	1	Voting	Linking the DEM's office with the Board of Governors
Chairperson of the District Education committee (PEA, ADC members)	1	Voting	For professional and advisory support as the EDM is responsible for education at division level.
District Commissioner or representative (AEC members)	1	Voting	For linkages with the District Commissioner office.

NOTE:

The trainer should explain the justification for inclusion into the board of various stakeholders as highlighted in the table. The number of members with voting status is 13. The HT is the secretary of the BoG. There can be additional co-opted members for a specific issue but they will not be allowed to vote.



Trainer mentions:

The following are some of the qualifications for the members of the Board of Governors:

- a. A person shall only be eligible to be appointed as a member of a Board of Governors if he or she holds a minimum of diploma from an education institution recognized or accredited under the National Council for Higher Education Act.
- b. Save for ex officio members, a person shall not serve as a member of a Board of Governors for more than two schools or colleges.
- c. An appointed person shall not proceed to be a member of the Board until he or she has signed a declaration in the minute book of the Board to the effect that he or she accepts the appointment and is willing to act as Board member.
- d. Board members shall render their services on voluntary basis and will not receive remuneration for such services. Where possible, schools may provide refreshments and transport reimbursements at reasonable rates.
- e. Willingness to volunteer.
- f. Knowledge and experience in education matters.
- g. High interest in education matters, especially at a school level.
- h. Track record of active participation in community based events/institutions.
- i. Demonstrable experience of building and sustaining positive relationships to achieve agreed school development objectives.
- j. History of impartiality, fairness and ability to respect others.
- k. Track record of commitment to promoting equality and diversity.
- l. Committed to a vision of high expectations for student achievement.
- m. Has no criminal record.

The chairperson and the secretary of the board

Activity 6: Responsibilities of Chairperson and Secretary

 Time: 20 minutes

1. Trainer invites participants to form small groups of 5 people (two groups at School level).
2. Ask the participants to discuss what they think should be the responsibilities of Chairperson and Secretary of the Board.
3. Invite groups to report their work to the whole group.
4. Lead a plenary reflection on key points identified by the groups.



Trainer mentions:

The Chairperson shall have the following roles or responsibilities

- (a) planning and conducting board meetings;
- (b) presiding over meetings of the board;
- (c) setting board meeting agenda in conjunction with the Secretary of the Board;
- (d) managing and providing leadership to the Board;
- (e) acting as direct liaison between the Board and school administration; and
- (f) ensuring active participation by all Board members.

The Secretary of the Board The Secretary to the Board shall be the HT of the school and he/ she shall be the central administrative authority managing day to day activities of the affairs of the school on behalf of the Board.

The secretary shall be responsible for-

- (a) ensuring that Board meetings are administered appropriately;
- (b) keeping Minutes of Board meetings; and
- (c) implementing the resolutions of the Board.

For a detailed board secretary responsibilities please see **annex I**.

Election of the board of governors

Activity 7: Conducting a meeting to elect Board of Governors

 Time 45 minutes

For this activity, trainer will require resources such as plain papers, pens, chalk and a voting box, probably a carton.

Note:

The area/village meeting should be chaired as per area/village normal procedures. This may vary from one community to another.

As a trainer, you should allow time for important speeches and introductions as per normal meeting procedures.

1. Divide the participants in small groups, share with them that the community has been involved in the process of establishing a new Board of Governors.
2. Explain to them that the group should use a village meeting to elect members to represent the community in the Board.
3. Assign each member of a group a role to play in this process. One person should be the village/Area leader, one person the HT and the rest of the individuals can be parents or members of the community.
4. Ask them to prepare a role play on holding an election.
5. Each group should elect a time keeper so as to make sure the preparations are done at the given time.
6. Each group will have a total of 10 minutes of role playing at the cluster and district level. The real play at the school level will only involve one group and can take much longer time depending on different factors
7. Allow groups/participants to give feedback to each other on how the process went.
8. Address comments and questions before continuing to the next steps.



Trainer mentions:

The following procedures shall be followed in appointing members into the Board:

1. The HT in collaboration with the Traditional Authority or the ADC will call for parents or community meeting at the school. This meeting shall be advertised to the community through letters, community radios, churches and mosques, the School or Area noticeboard and by word of mouth.
2. A reasonable time (at least a week) shall be given in advance before the meeting takes place.
3. The HT or CBF shall explain the role of Board of Governors and the requirements as described in this manual before the election process, and the criteria needed for one to be a board member.
4. Potential Board members will be nominated and elected in an open forum of parents or community members.
5. Voting shall be carried out by secret or open ballot.
6. Each voting member shall indicate their preferred nominee for the position on paper or by raising a hand or any other method practiced in the community.
7. The HT shall announce the election results to the community.
8. The elected governors shall immediately form a Board and choose leaders from among themselves.
9. At the end of the election process, the HT or his/her deputy must fill the BoG establishment form (**Annex III**).




Additional information:

For assisted (Grant Aided) Secondary Schools, the proprietor shall have the liberty to appoint governors with the consideration of the membership structure in the guidelines and in consultation with the Ministry of Education.

Tenure of office for board of governors

Activity 8: A case study on tenure of office for board of governors

 Time: 15 minutes

1. Trainer should read the following case study and then ask participants to answer the questions that follow:

Lalanje school board of governors

Lalanje community Day Secondary school established a board of governors in order to improve governance and management at the school. The Selection criteria was followed and the thirteen-member board was established at the school. The board has been serving for six years without conducting or calling for an election. The board members were, to a large extent, operating according to the National Guideline for BoG. During their tenure of office, the board used to meet regularly in a school year such that Lalanje school realized a robust positive change; both in infrastructure and academic performance, and the school was among the top schools in the area. At the expiry of their term of office, all the members were re-elected to serve for another three years.

Questions:

- a. Identify weakness of the board's tenure of office and succession.
- b. How would those weaknesses affect Lalanje CDSS' operations?
- c. What would be the best BoG succession plan for improved school governance?



Trainer mentions:

- Elected members of the Board shall serve for a period of three (3) years until such earlier date as may, at the time of their appointment, be determined for them to be re-elected or replaced following the procedures laid down in the BOG guideline (Part II, paragraph 7).
- The Board of Governors or an individual member of the Board can serve for a maximum of two three year terms (6 years) except for ex-officials who shall have no term limits.
- It is recommended that re-election should be based upon good performance.
- It is also recommended that an opportunity is created for the new Board of Governors members to learn from current and/or outgoing members.

Meetings for board of governors

Activity 9: Discussing how Board of Governors' meetings should be done

 Time 20 minutes

1. Trainer should divide the participants into groups of 4 individuals each and ask them to discuss and answer the following questions;
 - a. Who should call for a board meeting?
 - b. How often should the Board of Governors meet?
 - c. What are some of the key issues to be discussed during a board meeting?
 - d. How should the resolutions be recorded and shared?
2. The participants should come together in plenary to share their responses.
3. After the discussion, the trainer should invite participants to go through the checklist on how to conduct meetings attached as **Annex II**.





Trainer mentions:

- Meetings for Board of Governors will be called by the Chairperson.
- Board of Governors normally have three types of meetings namely; Annual General meetings, Termly Meetings and Extraordinary Meetings as presented in the example below:

Annual General Meeting	Termly Meetings	Extraordinary meetings
<p>To be conducted at the beginning of the school academic year. At this meeting, the board of governors shall:</p> <ul style="list-style-type: none"> • Receiving and approving annual reports (financial and narrative) from the School Management • Approving school plans for the upcoming year • Approving budgets for the upcoming year • Discuss any issues raised during and at the end of the year 	<p>To be conducted at the beginning of each term (Early January, March/April)</p> <ul style="list-style-type: none"> • Receiving and approving progress reports from the School Management (HT) • Monitoring and evaluating the implementation of ongoing school activities • Discuss any issues raised during the term 	<p>To be conducted based on the immediate issues/needs that can't wait for Annual or Termly meetings</p> <ul style="list-style-type: none"> • Specific issue or agenda that has been raised that requires board's meeting



NOTE:

- The quorum for any meeting of a Board of Governors shall be two thirds of the members.
- The Board shall make its decisions at its meetings by a simple majority of the votes of the members and voting.

Topic 4: POWERS, DUTIES AND FUNCTIONS OF BOARD OF GOVERNORS

Introduction

In its mandate to provide quality education to its citizens, Ministry of Education entrusts school based structures such as Board of Governors to perform an oversight role in education institutions for quality results. This topic gives the participants an opportunity to understand the powers, roles and responsibilities of Board of Governors for secondary schools in Malawi.

Objectives

By the end of the session participants will have:

1. Understood the mandates of Board of Governors.
2. Discussed the roles and responsibilities for the Board of Governors.



Activity 10: Powers of the Board

1. Trainer poses the following question to the whole group:
 - a. What does **power** mean to you?
 - b. The group can discuss in pairs and share their thoughts followed by plenary discussion.

Mention:

Power is what a person or a group of people is/are allowed to do within their institution/organization.

2. Trainer reads out loud a number of scenarios for participants to confirm whether they are Board's powers. For each scenario the participants should either show thumbs up if they think the scenario is true and thumbs down if they think it is not.
 - a. Firing the HT
 - b. Approving the budget
 - c. Disciplining a teacher
 - d. Approving the implementation of school plans
 - e. Authorizing payments for Board Members to attend the Board Meetings.



Trainer mentions:

A Board shall have power to manage and govern a secondary school or group of secondary schools under its mandate including but not limited to:

- provide oversight on management of funds and other resources
- oversee and approving the Secondary School plan
- provide oversight on identification of bursary beneficiaries and disbursement of funds
- receive and approve reports from the HT
- maintain secondary schools in its area including buildings, furniture, equipment, and education services related to secondary education, physical training and recreation;
- monitor the management of schools in the implementation of laws, policies and regulations in schools as issued from time to time by the Ministry responsible for education and other relevant legal bodies;
- handle discipline matters and submit recommendations to appropriate commissions through the Ministry;
- monitor teaching and learning in the schools under their jurisdiction to ensure that they follow prescribed or approved curriculum, syllabuses, academic calendar and national education standards as prescribed under the Act.

Add:

A Board of Governors may, subject to approval by the Minister, delegate the exercise of its powers as the Board may determine, to its head teachers.

A Board of Governors shall conform to the laws, policies and regulations approved by Government when exercising its powers under these Guidelines.

3. The trainer invites the participants to go through the powers of the board in Part II, paragraph 15 of the guideline.

**NOTE:**

Every secondary school shall have a Board of Governors which shall not—

- a. have perpetual succession;
- b. sue or be sued in its name; and
- c. have power to enter into contracts or own land.

Duties and functions of the board of governors

Activity 11: Understanding duties and functions of Board of Governors

Time 45 minutes



1. Trainer should distribute the participants in 3 groups.
2. Assign each group one duty/function from the list below.
 - (i) Implementing the National Education Policy
 - (ii) Resource mobilization and financial control role
 - (iii) School administration and management monitoring role
3. Ask each group to discuss and give a specific example for each category and write it on the flipchart.
4. Make sure you give adequate time for discussion so as to know the participant's experiences.
5. Once this activity is completed, each group will use the bus stop method or gallery walk to share their feedback to the entire group and participate in a plenary discussion.
6. Invite the group to go through the duties and functions of BoG and HT in PART II paragraph 16 and 17 of the BoG guideline.

Trainer mentions:



The Board shall be at liberty to create subcommittees to efficiently and effectively assist it to oversee certain activities of the Board. Chairpersons for such sub-committees shall be drawn from the membership of the Board and may be supported by co-opted members identified or drawn from either the Board or the community. Such sub-committees may be in any of the following areas:

1. Finance, audit, planning and infrastructure development;
2. Academic and quality assurance;
3. Discipline, Guidance and Counselling;
4. School Health and Nutrition.

Filling of vacancies in the board of governors

Activity 12: Discussing circumstances that lead to vacancies in the board

 Time 20 minutes

1. Trainer should define vacancy as a situation where the board is not fully constituted.
2. Trainer should distribute participants in groups.
3. Ask each group to discuss situations that may create a vacancy in the Board of Governors.
4. Ask each group to discuss the procedure that may be followed in order to fill a vacancy in the Board.
5. Ask each group to choose one participant to present the responses to the whole group in plenary.



Trainer mentions:

Board membership is voluntary and no member is forced to be a member. In this regard, vacancies may exist in the course of a board's tenure. When such vacancies exist, they ought to be filled according to the provisions set in the national guidelines for board of governors for secondary schools in Malawi.

A vacancy shall exist in the Board in the following circumstances;

1. if he resigns upon giving a notice to the Chairperson of not less than twenty-one days;
2. upon his death;
3. If he has been absent from two consecutive meetings of the Board of Governors, of which he has had prior notice, without a reasonable cause; or
4. if S/he is guilty of acts of misconduct.
5. Incapacitation by reason of physical or mental disability.



NOTE:

A vacancy on the membership of a Board of Governors shall be filled by the appointment of a new member based on the BoG guideline, Part II, paragraph 7.

Topic 5: ESSENTIAL SKILLS FOR BOARD OF GOVERNORS

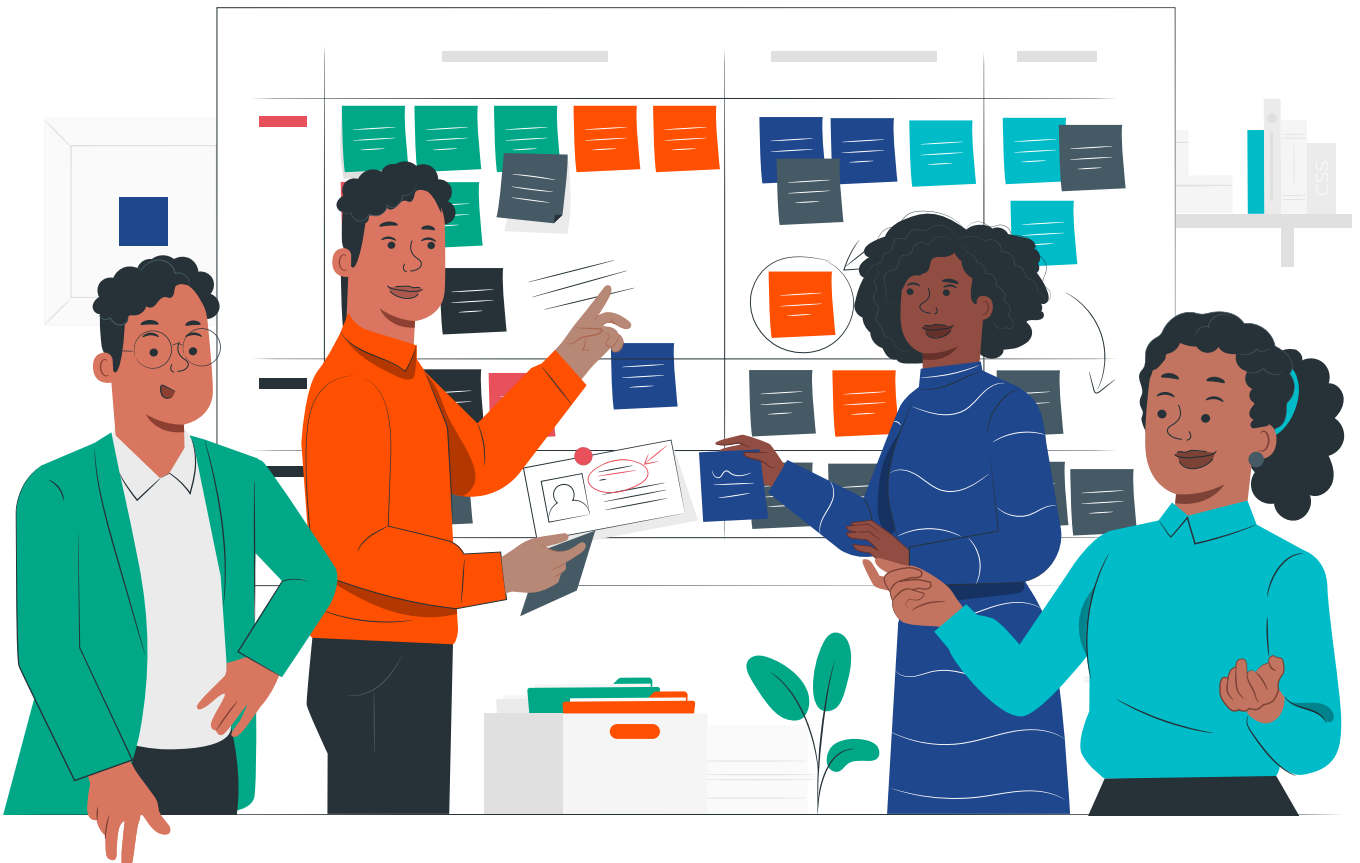
Introduction

For the Board of Governors to function effectively, there is need for the board to be equipped with various skills in community mobilization, resource mobilization, leadership, monitoring and evaluation, conflict management and communication skills just to mention but a few. This topic will therefore help participants discuss and understand the basic skills to be acquired and embraced by members of secondary school Board of Governors.

Objectives:

By the end of the session participants will have:

1. understood essential skills (mobilization, Conflict Management, Communication) for Board of governors.
2. developed the action plan.
3. appreciated the skills and knowledge gained as a useful element of their work.



A: Resource mobilization skills

Activity 13: Defining Mobilization

 Time: 20 minutes

1. The Trainer asks the question:

What does community mobilization mean to you?

2. Allow a few individuals to respond and write answers on the black/white board.
3. Allow some plenary reflection based on the answers given – identifying common responses then summarize key points.



Trainer mentions:

- Community mobilization is a process of engaging communities to change/enhance their norms within their own communities in order to achieve certain objectives.
- In this context, community mobilization, as pioneered by the Board of Governors, aims at improving the quality of education at a school.

Activity 14: Mobilizing resources for schools.

 Time: 30 minutes

1. Ask participants to brainstorm (in small groups) the resources which their school requires in the coming year and list them in order of priority on a flipchart.
2. Draw a table with three columns on the black/white board as shown below.
3. Invite groups to present their work. As groups present the trainer writes answers in the below table following the example given until all ideas are exhausted.

Resource	Availability (where can we find it)	Approaches to obtaining it. (How will you get it)
E.g. desks and chairs	e.g. from local carpenters	e.g. fundraising from community members

NOTE:

The trainer should notify the participants that the resource mobilization table above will be referred to during the action planning process at the end.



B: Action Planning Skills

Introduction

A visionary group always creates a roadmap for their operations. When a group has a guide already set in place, the implementation of operations becomes smart and effective. However, not every action plan is effective. It is therefore the purpose of this topic to help participants understand action planning for effective implementation of board activities.

Objectives

By the end of the session participants will have:

1. Discussed action planning.
2. Understood importance of action planning.
3. Understood key steps in developing action plans.
4. Have developed a one-year action plan.

Activity 15: Understanding action planning

 Time: 10 minutes

Instructions

1. Ask participants to be in pairs and discuss the following questions:
 - a. What is action planning?
 - b. Why do we need action plans?
2. Consolidate the activity by summarizing the points presented by participants.



Trainer mentions:


Action planning refers to the process of outlining activities that need to be accomplished in a particular time in order to achieve something.

Trainer emphasizes:

Action planning helps in the following:

1. Timely implementation of activities.
2. Timely resourcing of required materials for an activity since it acts as a reminder.
3. Sets direction of course of action for effective goal achievement.
4. Enhances sanity and order in activity implementation.
5. Clears room for failure since a responsible person is always set to be answerable for anything hence the strive for success.
6. Planning forms a good basis for implementation of activities or interventions.
7. Once the board has been selected and inducted, it is imperative that they come up with a one-year action plan that outlines activities to be carried out during that year.
8. One of the key activities that should appear in the action plan should be to develop the **Secondary School Improvement Plan (SSIP)**.
 - (a) Effective implementation is born from good and thorough planning.
 - (b) Most school structures do partial planning which in most cases are manipulated in the course of implementation for individual benefits.
 - (c) Poor planning leads to failure of activities, untimeliness in activity implementation, over expenditures or under expenditure, wastage and poor or substandard work.
9. Also, unjustified alteration of action plan leads to failure or low-quality results.

Activity 16: Developing an Action Plan

 Time: 60 minutes

1. Ask participants to form small groups. Preferably the chairperson of the Board of Governors should facilitate the process.
2. Explain the outline of an action plan to the participants (refer to the template in **annex IV**)
3. Guide participants to write action plan for the upcoming academic year.
4. Let the participants produce four copies;
5. Summarize the activity by stressing on the need for plan implementation and re-writing of the action plans all the time.

C: Conflict Management Skills

Introduction

Conflict has a negative association, but sometimes it can be very useful. Conflict can be between the school and community, or a school and another school. Conflict can also be between and among individuals. This is normal, but the key is not to let conflict escalate. This topic takes participants to understand the concept of conflict and management skills associated with them.

Objectives

By the end of the session participants will have:

1. Gained knowledge about different styles to deal with conflict at the school and the community.
2. Practiced conflict management techniques when dealing with other school stakeholders.



Activity 17: Practicing conflict resolution

 Time: 30 minutes

1. Ask participants to be in small groups and discuss a conflict situation that they recently had. Let them explain what the problem was about.
2. While participants are discussing the conflict situation, the trainer prepares (by writing on cards – one approach per card) the six approaches below and sticks them around the room on the wall.
3. Ask groups to prepare a summary of what they did in order to solve this problem or conflict.
4. Ask the groups to get up and walk around. Read the 6 different approaches and compare with the solution they came up with. Was it the same or different? If different, ask them what they did to solve the conflict and add it to the 6 approaches. (if it is a valid approach!!)
5. The Trainer leads a discussion on group's experience in comparison to the approaches.

Trainer mentions:



Some approaches to resolving conflicts include:

1. **Make sure that good relationships are a priority.** Treat the other person with respect. Do your best to be courteous, and to discuss matters constructively.
2. **Separate people from problems.** Recognize that, in many cases, the other person is not “being difficult” – real and valid differences can lie behind conflicting positions. By separating the problem from the person, you can discuss issues without damaging relationships.
3. **Listen carefully to different interests.** You'll get a better grasp of why people have adopted their position if you try to understand their point of view.
4. **Listen first, talk second.** You should listen to what the other person is saying before defending your own position. They might say something that changes your mind.
5. **Set out the “facts.”** Decide on the observable facts that might impact your decision, together.
6. **Explore options together.** Be open to the idea that a third position may exist, and that you might reach it jointly.

NOTE: If the two parties conflicting deem it necessary they can seek for a mutually trusted mediator to help facilitate the discussion/ dialogue.

D: Communication Skills

Introduction

Communication is a process. It looks complicated but it is not, rather it is nonlinear. Due to its nonlinear complexity, communication has barriers which require attention for progress of the board.

Objectives

By the end of the session, participants will have:

1. Defined the concept of communication.
2. Used different techniques to enhance effective communication in the school and community.

Activity 18: Communication and its barriers

 Time: 45 minutes

1. Ask the group to form small groups (different from the previous ones) of 4 to 5 people.
2. Ask each group to discuss and answer the following questions:
 - a. What do you understand by communication?
 - b. What happens when there is no good communication between individuals or groups of people at the school or community? What are the key barriers to communication?
 - c. What are the key barriers to communication at your school or community?
Groups write their work on the flipchart.
3. Invite each group to share 1 barrier until the list is exhausted from all groups. The trainer can cluster cards with barriers on the board for everyone to see and have a discussion at plenary.
4. Ask groups to then discuss how these barriers can be removed/reduced to enhance communication at your school or community.
5. Allow groups to present results of their discussions followed by plenary reflection.



Trainer mentions:

Communication is the transfer of oral and written information (message) from one individual or group (sender) to another person or group (recipient).

It is a transaction whereby participants together create meaning through the exchange of symbols.

Barriers of communication are things that hinder communication. Some common barriers to effective communication that must be avoided include:

a. Filtering

- (i) Filtering is when a sender manipulates information so that it will be seen more favorable by the receiver. It's like telling what the other wants to hear.
- (ii) This happens especially where one wants the superior or boss/elders to like what he/she says. E.g. instead of telling the chief that the school needs his/her help in supporting the project, you tell him/her that the school really loves if you can pay a visit, it would be great.

b. Selective Perception: The receiver selectively sees and hears, based on own needs, motivations, experience, background and other personal characteristics instead of getting the genuine meaning of the message.

c. Emotions: How receiver feels at the time of receiving a message will influence how s/he interprets it.

d. Language: Words mean different things to different people, because of age, education cultural background. Make sure to use the right language for the right audience.

e. Nonverbal communication: Signals do not correspond with verbal messages or different according to culture or subculture.

f. Channel: Using the wrong channel for the specific message. For example, if you send a verbal message to the parents via students to invite them for a meeting on a specific date and time chances are that different message from different students will reach the parents.

TOPIC 6: KEY PRINCIPLES FOR SUCCESSFUL BOARD OF GOVERNORS

Introduction

This topic focuses on the key principles for a successful Board of Governors. If followed, these can make a Board of Governors an effective governance structure in enhancing quality education in a secondary school.

Objectives:

By the end of the session participants will have:

1. Seen the importance and identified ways to promote wide and regular community participation.
2. Agreed on ways to engage/involve students/youth in school activities.
3. Been able to distinguish between sex and gender.
4. Been aware of the different ways in which roles and perceptions are influenced by prevailing social and cultural practices and attitudes.
5. Demonstrated knowledge of good governance, transparency and accountability in Schools.



A: Maximizing Community Participation

Activity 19: How to get the community involved

 Time: 30 minutes

Trainer distributes participants into groups and asks the participants the following:

1. Who do you think should be involved and consulted when it comes to matters relating to education at a school? (Rather than general categories ask them to be as specific as possible).
2. If participants are struggling you can prompt them by asking them to consider the gender, age, ethnic backgrounds, cultural or religious diversity, disability, different levels of poverty, various education levels and different livelihoods (jobs and incomes at home) of the individuals in their community.
3. Why do you think the groups/individuals you mentioned in 1 above are important and should be involved in these discussions?
4. Engage the participants in a plenary. **Note: Bring the participants** together as a group and ask each group to share one or two stakeholders that they have identified. The trainer should record these on the flipchart.



Trainer mentions:

1. Each community is made up of different groups of people. For example, there are women, men, young, old, rich, and poor.
2. Each one of these individuals and groups may have different ideas of how to best promote education, problems that exist and what should be done to solve them. Understanding the diversity of views within a community is an important part of making sure that the schools are able to attract students, help them to learn and make sure they stay until they finish School.
3. One of the first steps to undertake in order to facilitate community and parental participation in the School is to understand who the relevant stakeholders are. For example, it is important to engage with and include the views of women, girls and boys if we want to understand why there are fewer girls at school or vice versa.
4. It is important to take what all stakeholders say seriously, as these individuals have important contributions and information that can help in coming up with solutions.
5. Students are in a good position of knowing better why they don't have time to finish their homework and poorer families will understand more how hard it might be to buy uniforms or provide parental contributions.

Add that:

- Consultation with parents and members of the community offers an opportunity to identify problems and work together to find lasting solutions.
- As we consult, it helps us understand what people think about education, what they like and dislike, and what they want to improve. It also brings about buy in and enables us to see how education fits with the big issues/ challenges in the lives of people.

B: Enhancing Student Participation

Activity 20: Students Involvement

 Time: 30 minutes

1. Let participants brainstorm what limits boys and girls from participating in the decision making processes in their school? Write answers on a flip chart or chalk board.
2. Invite the groups to brainstorm how they think girls and boys can improve the way they participate in, and make decisions about their school.
3. Consolidate the activity by discussing the points in the text box below.



Trainer mentions:

1. The involvement of young people in the School can benefit them and the education environment in many ways.
2. It can help with their own development, claiming their rights and contributing to the general society.
3. One of the key ways of enhancing student participation is by having in place a functional **Students Council**. It is a body formed by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.
4. They help share student ideas, interests and concerns with the school wide community.

The Board of Governors can support the Student Council in the following examples;

1. Ensuring that there is a freely elected Student Council in the school that represents all students from all forms.
2. Enabling critical thinking and problem solving skills by providing the necessary resources requested by the council in their day to day activities.
3. Encouraging students and the Student Council to speak freely and openly about student issues and present them to the School Management or Board of Governors when deemed necessary.
4. Allowing the Student Council to develop their potential and talent, be part of the solution, interact and build relationships with peers and other adults, especially teachers.

C: Incorporating Gender in School Governance

Activity 21: Discussing Gender Roles

 Time: 30 minutes

Direct the participants to brainstorm on the following questions in small groups.

1. What are some of the differences in nature between girls and boys / men and women?
2. What work is done by girls and boys, women and men in Malawi? Are they different for each group? Why?
3. How do you feel about these differences?
4. What are the different things that are expected from them because they are a girl, a woman or a boy, a man? Why do they think so?
5. In an open discussion, the trainer may ask the participants to give some examples of gender roles in Malawi? Have these responsibilities changed in their life time?



Trainer mentions:

The term 'Gender' can be confusing and it is sometimes misunderstood as meaning the same as 'sex' or 'women's issues'. This section will focus on gender issues for men and women, boys and girls, male and female that affect the different groups and solutions that can be identified to solve challenges. The first part of this session will focus on what we mean by the term gender and what we mean by the term sex.

1. **Sex** refers to the biological differences between the two sexes. These are given at birth by nature and unchangeable in terms of time and space. For instance, the sexual organs are different between men and women. They identify the reproductive functions of men and women: only women can get pregnant, give birth and breast-feed; only men can impregnate a woman and not the vice versa.
2. **Gender** refers to the social differences and relations between the two sexes. These are learned, vary widely within and between cultures, and change overtime. For example, in many countries women take care of young students but increasingly men are taking care of young students too. These social differences reflect equality and inequality situations as we have just discussed. Therefore, it is our responsibility to find the way to change such inequalities.

Gender issues often find their way into the School setting and affecting the education of girls and boys.

1. For example, boys may leave School earlier than girls so that they can look after cattle or girls are often late for School because they are busy helping clean the house.
2. These are issues that are linked to the gender of the students.

Gender issues in schools

Activity 22: Dealing with gender issues in Schools

 Time: 30 minutes

1. Divide the participants into two having all of the women together and all the men.
2. Ask each group to discuss and list the gender issues that affect students in their school. They should provide 3 issues that affect girls and 3 issues that affect boys.
3. **ASK:** How the participants will work with the **Mother Groups** and **other-related-groups** in the school to solve the issues mentioned above?
4. Each group write their responses on a flipchart and allow one person to present followed by plenary discussions.



Board of Governors can support Mother Groups in the following ways:

1. Work with Mother Groups to secure resources for bursary activities in the community to ensure that both Girls and Boys are able to stay and learn in school.
2. Encourage Mother Groups to prioritize on Adolescent girls to make sure that these girls are well informed and have access to Sexual Reproductive and Health guidance/services.
3. Can arrange for Mother Group to receive basic training on counselling and psycho-social support to effectively support students.
4. Encourage and motivate members of the community to volunteer as Mother Group members.
5. To seek support on other gender issues from the Mother Groups based on the needs of the school/community.

D: Exercising Transparency and Accountability

Activity 23: Case Study

 Time: 45 minutes

1. The trainer should read out the following case story and let participants respond to the question posed at the end of each bullet:

The BoG from Kavuta Secondary School posts information on the School notice board about the School's performance in last year's JCE. It is noted by parents that the School has had very bad results in English subject compared with other Schools in the same district.

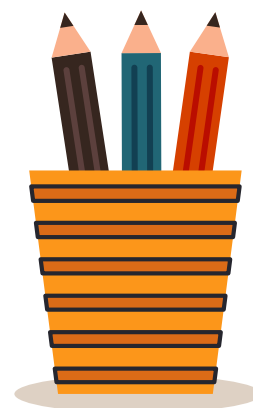
Question: Who should the parents hold accountable for the bad results? Parents are very angry with the head teacher and demand to meet with him. During the meeting the head teacher informs the parents that the teacher of English quit the School a year earlier and that there has not been a replacement, even after repeatedly informing the EDM.

Question: Who should the head teacher and parents hold accountable for lack of the teacher of English?

Parents decide to make a formal complaint to their Member of Parliament by writing a letter and getting a petition signed by all parents in the area. The head teacher also decides to write again to the EDM updating him on the situation. The MP is concerned by this and makes enquiries with the EDM. The EDM says that they have had a shortage of teachers but did find one 2 months ago, however she has refused to go to the school as there is no house for her and she is afraid to live with another family.

Question: What might be a result of this information being shared with the community surrounding the school?

2. Ask participants to discuss how transparency will help to bring changes in the school?



Transparency

1. Transparency is a way of acting that is clear and open for others to see. It means that decisions are taken and their enforcement done in line with School rules and regulations. Information is both freely available and directly accessible.
2. Information should be in easily understandable formats. In the context of School management, it could refer to explaining what decisions have been made, why actions have been done, and where resources are used.
3. Transparency in Schools is very important because:
 - a. Schools take care of students for large parts of the day and parents have a right to know what happens when their children are at School.
 - b. Public funds are used to operate Schools and all citizens have a right to know how these funds are used.
 - c. Schools often call for parents to contribute money to School operations and so parents have a right to know how their money is spent.
 - d. Students are in a vulnerable position in School and it is important that they are protected and their rights are upheld. Transparency helps create an atmosphere that exposes corruption and abuse.

Noticeboard as a transparency tool in schools

1. Schools are encouraged to have a noticeboard displayed in an accessible area where information meant for community and parents can be posted. The following information can be posted on the noticeboard:
 - a. Expected grants and actual received grants
 - b. School expenses
 - c. Parental contributions received and spent
 - d. All financial incomes and expenses for the School including the School income generating activities (School business)
 - e. The School development plans and priorities
 - f. Information on School performance and student achievements
 - g. Information on enrolment, exclusion and dropout rates
 - h. Staffing reports etc.
2. It is important to note the information only becomes transparent when it is presented in such a way that is understandable to its target audience. In other words, if you give a document full of information written in English to an illiterate and non-English speaking parent then the information is neither relevant nor transparent.

Accountability

1. The concept of accountability is being answerable to the public and to supervisors or to those who choose you to do a task.
2. It also means taking responsibility for your actions and being honest about achievements, challenges and failures. When leaders refuse to do something that is unethical or wrong but to care about results and wanting to do the best possible with public resources it entails being responsible and accountable. The clearer a situation is understood the better solutions can be found to fix any challenges

ANNEX I: DETAILED RESPONSIBILITIES OF THE BOARD SECRETARY

Before the meetings

1. Meeting with the chairperson and agreeing on the general agenda of the meeting.
2. Communicating to members about the place and time that the meeting is scheduled to take place and the agreed upon agenda.
3. Preparing all the papers relevant to the meeting at least a week before the actual meeting. The papers should also include the correspondence from the last meeting and the minutes which is a record of the previous meeting.

During the meetings

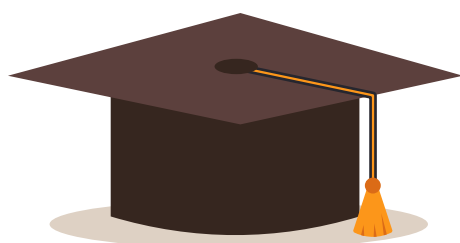
1. Taking notes of the people present at the meeting. Also, noting the people who are not in attendance but earlier sent an apology.
2. Circulating and reading out the minutes of the last meeting, while taking questions about the minutes and changing the minutes when required.
3. Taking notes of what the participants of the meeting are saying when reporting on the immediate action undertaken.
4. Noting the decisions undertaken by the Board of Governors. Reporting to the board of any communications made by the secretary for action to be taken.

After the meetings

1. Writing up the formal minutes from the taken notes captured during the meeting in time for the issue to the next Board of Governors meeting.
2. Writing and sending off any of the letters that the Board of Governors had earlier requested to be dealt with.
3. Maintaining the latest records of Board of Governors members and other key people that work with the Board of Governors.
4. Other duties as the Board may assign/instruct.

ANNEX II: BOARD MEETING CHECKLIST

- The chairperson calls the **meeting to order** - on time
- **Take attendance.** Note in the minutes who is present and absent. The attendance record is important proof that your meeting had a quorum present to conduct official business.
- **Recognize and welcome visitors.** Introduce non-board guests who may play a key part in the upcoming meeting - such as PTA coordinator, Mother Group members, staff members or any other visitors.
- **Go through and approve the agenda.** The agenda is the board's plan for the meeting. You should formally accept the preliminary agenda sent to you earlier or modify that plan based on the recommendation from other board members
- **Approve minutes of the last meeting.** Minutes are the official record of board actions.
- **Hear the financial report.** Your financial condition affects the actions you take in the rest of the meeting, so the financial report should come early on the agenda.
- **Hear committee reports, if any.** Committees which work for the board should be expected to report to the board about their activities.
- **Hear the HT's report.** The HT's report is like other reports - it should be for information purposes only. This report should not be the HT's only involvement in the meeting.
- As a secretary of the Board of Governors, HT should be active participants throughout meetings, recommending specific actions, providing background on issues and acting as resources for their board.
- Hear PTA or any other governance entity's report, if any.
- **Consider unfinished business.** There could be few items of "unfinished business" on your agenda. These are items that were not completely disposed of at a previous meeting, such as motions tabled or actions interrupted by adjournment and intentionally carried over for discussion or action at the current meeting.
- Consider and discuss new business.
- Announce future board meetings and activities.
- Adjourn the meeting.



ANNEX V: TRAINING EVALUATION FORM

Instructions

After training, ask participants to fill the form below to give an oversight of how the training fared. The information provided to help rework the training approach, material delivered and material delivery as well as the entire organization of such trainings. Your feedback will inform future MoE trainings and processes.

Tick an option that meets your view on different questions. Please provide an explanation in the spaces provided and where necessary.

Sex	Position	School	District

Indicate a number for your answer:

1 = not good; 2 = fair, 3 = Good; 4 = Very good 5 = Excellent (exceeding expectations)

1. How was the training in the following areas?

Description	Score	Comment
Setting and convenience of the venue		
Participants and Trainer (s) welfare		
Overall conduct of the Trainer (s)		
General conduct of the participants		
Amount and quality of the content delivered		
Content delivery mode (or approach)		
Availability and use of training resources		
Flexibility of the Trainer s		
Innovativeness of the Trainer s		
Contextualisation of content		
Overall		% of the training =

2. What are the areas that require improvement?

Area requiring attention	Suggested solution

3. What are some of the areas you would wish to be trained in

4. Outline any major three lessons you have gotten from the training.

5. Outline any major recommendations for future trainings.

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