

Capacity Development in SIP Formulation and Updating

Operational Guide 2 (OG-2): To Conduct “District-level ToT”

- For the Participants of Regional ToT -

Contents

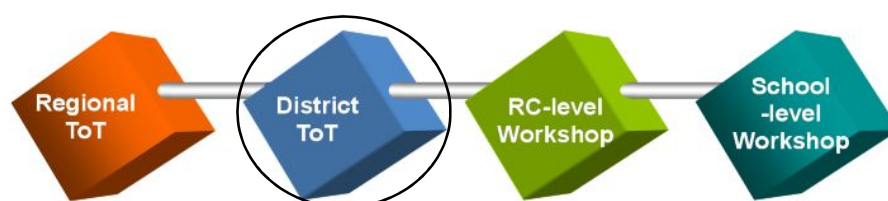
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1. Background, Objectives, and Your Roles and Responsibilities

MoE, DoE, NCED and CDC have conducted the nation-wide capacity development programme in school-based management (SBM) in collaboration with Japan International Cooperation Agency (JICA). The purposes of this programme are:

- (1) to develop capacity of the stakeholders at the school level to reactivate SMC/PTA and SIP formulation, updating and implementation process;
- (2) to develop capacity of the central/regional/district education officers and resource persons to support SBM at school; and eventually,
- (3) to improve access to and quality of education by enhancing SBM with community participation.

Under this programme, based on the lessons learnt from the piloting/testing activities, cascade-type trainings of trainers (ToT) at the region and district levels and capacity development workshops at the RC and the school levels are conducted as shown in Annex-1: PIM and the figure below:



	Regional ToT (R-ToT)	District ToT (D-ToT)	RC-level Workshop (RC-W)	School-level Workshop (SLW)
Objective	To prepare D-ToT	To prepare RC-level Workshop	To prepare School-level Workshop	To reactivate SMC/PTA and SIP process
Expected Period	Nov. 2014	Dec. 2014 – Feb. 2015	Jan. – Mar. 2015	Feb. – Mid-May 2015
Facilitators	Trainers from MoE, DoE, NCED, and CDC	Participants of R-ToT	Participants of D-ToT	Participants of RC-level Workshop
Participants	2 representatives from each district and representatives of RED/ETC	ADEOs, SS/RPs, selected roster teachers and representatives of I/NGOs	2 representatives from each school (1 from HT/teachers and 1 from SMC)	Representatives of SMC, PTA, teachers, guardians, students and others
Duration	4 days	3 days	3 days	2 days
Place	Regional HQs	District HQs	RC (in several batches)	School
Operational Guide	OG-1	OG-2	OG-3	SLW Manual

The two participants from each district are trained in this R-ToT to get further knowledge and skills of SIP updating and implementing and facilitating stakeholders' workshops for SIP updating. After completing R-ToT, both of you are to play a role of facilitator at D-ToT (circled ToT in the above figure) in your district. One of the two will be assigned as the district "SIP contact person", who will lead and coordinate the cascade training and related activities with the help from the partner.

This Operational Guide 2 (OG-2) is designed for the participants of R-ToT as well as the facilitators of the coming D-ToT in their own district. While you participate in R-ToT, please refer to this OG-2 together with the other training materials. And when you organize D-ToT by yourselves in the district, this OG-2 will give you key guidance by showing how to prepare and conduct D-ToT.

R-ToT was conducted in collaboration with the Project for Support for Improvement of School Management, Phase II (SISM2)¹. D-ToT of the 30 districts of Central and Western Region will be

¹ SISM2 has been implemented since July 2013 by DoE/NCED/CDC in collaboration with JICA.

supported by SISM2 while 39 districts of other three regions covered by DoE/NCED/CDC through SSRP budget. RC-Ws and SLWs are to be held through SSRP budget as shown in Annex: PIM.

2. Outline of D-ToT

The outline of D-ToT, which you will prepare/facilitate in your district after this R-ToT, is as below:

- (1) Title: “District ToT (D-ToT) for Capacity Development in SIP formulation and updating”
- (2) Duration and Period of Training: 3 days in December 2014 – February, 2015
- (3) Facilitators:
 - two persons who participated in R-ToT; and
 - one trainer is expected from ETC.
- (4) Participants: 20-30 persons including:
 - all of the ADEO and SS/RPs;
 - * If there are not adequate participants (=RC-W facilitators), additional trainers except RP need to be mobilized to handle RC-W facilitation properly. In this case, trainers of ETC and/or capable roster teachers are to be chosen as participants of D-ToT.
- (5) Overall Goal of the Capacity Development:
“To contribute to the improvement of the access to and the quality of basic education through enhancing the school-based management with community participation.”
- (6) Objectives of D-ToT:
 - 1) To train the participants and make them ready to facilitate RC-level workshops and to monitor school-level workshops; and
 - 2) To provide the participants with the knowledge and skills of how to support schools to achieve the quality education through improving the school management using SIP.
- (7) Expected Outputs of D-ToT:
In the end of D-ToT, we will have:
 - All participants refresh their knowledge/skills about SIP concept, contents, and process;
 - The implementation plan to organize RC-W are ready; and
 - All participants understand their ToR and are ready for preparing and conducting RC-Ws and monitoring/supporting SLWs.
- (8) Training Programme Structure:
The 3-day training framework is as below, the training contents are shown in “4. Session Plan.”

Day-1	- Opening and Overall Orientation, Overview of SIP Formulation Guidebook
	- Exercise of Writing SIP = School Data Sharing, Data Tables for Situation Analysis
Day-2	- Exercise of Writing SIP = Priority Problems/Needs, Plan Formulation etc.
	- Orientation and Practice of selected Sessions of SLW Manual = Vision of Good School, Sharing School Data, Stakeholder Analysis, Identifying Resources and Non/Low Budgetary Activities
Day-3	- Orientation and Practice of selected Sessions of SLW Manual = School Self-Assessment (SSA) Checklist, Action Plan to Update SIP, Social Audit
	- Planning of RC-W
	- Course Evaluation and Closing
- (9) Training Materials:
The following 5 types of training materials are provided by the facilitators for all D-ToT participants:
 - 1) SIP Formulation Guidebook
 - 2) SLW Manual

- 3) SSA Checklist
- 4) Supplement (Reference) Booklet
- 5) Operational Guide 3 (OG-3) to Conduct RC-level Workshop

Besides the above, the facilitators are requested to prepare hand-made training materials, which are explained in “4. Session Plan”.

3. Preparing D-ToT

Please be noted that good preparation is the most important factor for the success of any training. Please also be aware that the facilitators are the models for the participants.

3-1. Preparation Steps

As the D-ToT facilitators, the following 12 steps are needed to be completed to prepare D-ToT. Please check when you complete each steps and be ready for conducting D-ToT.

“The Preparation Check List” is as below:

No.	Steps	Done?
(1)	Ask a ETC trainer if he/she is available as a facilitator for D-ToT	
(2)	Fixing the schedule and the venue for the 3-day training	
(3)	Prepare the participants' list	
(4)	Send invitation to the participants	
(5)	Receive the necessary training materials of D-ToT (RC-W Facilitator's Bags) together with the training materials of RC-W (SLW Facilitator's Bags) from DEO and check them	
(6)	Prepare necessary hand-made training materials including newsprints, meta-cards etc. following “4. Session Plan”	
(7)	Contact a head teacher of a school and ask him/her 1) to borrow their student registers (Grade 1-5) for the use of the D-ToT session and 2) to make a presentation on their school data at the D-ToT Session, according to what is instructed in SIP Formulation Guidebook (pages 13-24)	
(8)	Made final check of training program, materials, participants, venue etc.	
(9)	Conduct 3-day D-ToT	
(10)	In the last session, check and coordinate the RC-W plans prepared by the participants using the format of Annex-2	
(11)	Carry out course evaluation using the format of Annex-3 in the end of D-ToT	
(12)	Prepare and submit report of D-ToT to DEO using the format of Annex-4 after D-ToT completed	

3-2. Receiving and Distributing Bags of Training Materials

You are provided with (1) D-ToT Facilitator's Bag for yourself at R-ToT. Later, you will receive (2) RC-W Facilitator's Bags and (3) SLW Facilitator's Bags, which will be sent to your DEO by DoE/SISM2 before D-ToT. The purposes and contents of the three bags are as below:

Bags	Contents	When to deliver	Who to use	When to use
(1) D-ToT Facilitator's Bag	1) SIP Formulation Guidebook (1 copy) 2) SLW Manual (1) 3) SSA Checklist (1)	1) R-ToT participants will receive in the beginning of R-ToT	R-ToT Participants (=D-ToT Facilitators)	At R-ToT and when conducting D-ToT

Bags	Contents	When to deliver	Who to use	When to use
	4) CFS Picture Poster (3) 5) Supplement (Reference) Booklet (3) 6) Operational Guide 2 (OG-2) to Conduct D-ToT (=this document) (1) 7) Operational Guide 3 (OG-3) to Conduct RC-W			
(2) RC-W Facilitator's Bags (Cream color bags)	For all D-ToT Participants (Cream color bags) 1) SIP Formulation Guidebook (1) 2) SLW Manual (1) 3) Supplement (Reference) Booklet (2) 4) Operational Guide 3 (OG-3) to Conduct RC-W + Only For RPs 1) SSA Checklist (1) 2) CFS Picture Poster (2)	1) Will be sent to DEO by DoE/SISM2 before D-ToT based on the RC numbers 2) D-ToT participants will receive in the beginning of D-ToT. 3) All RPs among D-ToT participants will receive SSA Checklist and CFS picture poster in the end of D-ToT for the use of RC-W	D-ToT Participants (=RC-W Facilitators)	At D-ToT and when conducting RC-W
(3) SLW Facilitator's Bag (Yellow color bags)	1) SIP Formulation Guidebook (1) 2) SLW Manual (1) 3) SSA Checklist (1)	1) Will be sent to DEO by DoE/SISM2 before D-ToT together with RC-W Facilitator's Bags based on the average number of schools in one RC in the district 2) D-ToT participants will receive necessary number of the SLW Facilitator's Bags for their responsible schools in the end of D-ToT and bring to their own RC. 3) RC-W Participants will receive one bag for each school in the beginning of RC-W.	RC-W Participants (=SLW Facilitators)	At RC-W and when conducting SLW

3-3. Reporting D-ToT

As mentioned in the table of 3-1 Preparation Check List, all the SIP contact persons are expected to write and submit "the D-ToT report" as in 3.1 Preparation Check List (12). Please see Annex-4 of this OG for the outline of the report. Prepare and submit report of D-ToT to DEO using the format of Annex-4 with the course evaluation sheets filled by the D-ToT participants after D-ToT completed.

4. Session Plan

The following is the proposed session plan for 3-day D-ToT in your district. The total time of the training session is 360 minutes/day.

DAY 1

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
	Registration	Name cards
Session 1: Opening, Introduction and Orientation Objective: To share the training objectives and management and to share the policies and strategies of MoE capacity development		
(120 min.)	Part 1: Opening and Introduction (30 min.) - MC announcement of the Chairperson - Welcome notes, introduction of guests/participants, - Brief Introduction of the participants	* Banner
	Part 2: Orientation (90 min.) - Sharing of overall objectives of the training and the expected role/responsibilities of the participants - Brief review of the key policies and strategies - Distribution of RC-W Facilitator's Bags to the participants, and explanation of the contents. - Explanation of RC-W using Operational Guide 3 - Orientation (schedule, ground rules, khaja, norms etc.) - Appointment of management tasks (Job Chart) for the training	* Newsprint with objectives of ToT - PPT-1 - RC-W Facilitator's Bags - OG-3 *Table of management tasks
Session 2: Review of SIP Formulation Guidebook (SIP-FGB) Objectives: To confirm and familiarize with the key policies and process regarding SIP as written in Sections A and B of SIP-FGB.		
(90 min.)	Section A of SIP-FGB: Relevancy and Policy Provisions (40 min.) - Reading Section A individually in silence - Extracting the key points from Section A through group work - Presentation about key policies from Facilitators using PPT-2 Section B of SIP-FGB: SIP Formulation Work Process (40 min.) - Reading Section B individually in silence - Extracting the key points from Section B through group work Questions/Answers and Clarifications (10 min.)	- Sections A and B of SIP-FGB * Newsprints to list key points - PPT-2
Session 3: Exercise of Writing SIP (1): Head Teacher's Presentation Objectives: To confirm and familiarize with the Section C Annex 1 contents of SIP-FGB based on the actual school data presented by a head teacher of a school		
(80 min.)	Overview of Annex 1 Tables 1-9 (20 min.) - Review of the objectives and the use of Tables 1-9 of Annex 1 in SIP Presentation of data of a school (60 min.) - A head teacher of a school give a presentation on	- Section C Annex 1 of SIP-FGB * Presentation by the head-teacher of the school

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
	their school data using Tables 1-9 in SIP-FGB Annex-1 - Questions/Answers	
Session 4: Exercise of Writing SIP (2): Analysis of Current Status Objectives: To confirm and familiarize with the Section C Annex 1 of SIP-FGB and practice filling tables		
(60 min.)	Section C Annex 1 of SIP-FGB - Someone of the participants who has good experience of writing SIP explain how to fill the tables - Exercise to fill some of Annex 1 Tables 1-9 - Questions/Answers and Clarifications	- Section C Annex 1 Tables 1-9 of SIP-FGB
Wrap-up (10 min.)	Wrap-up of the Day - Key questions to the participants to make sure that the DAY 1 training was effectively conducted - To ask the participants to be prepared for the DAY 2 session by reading SLW-M	

DAY 2

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
(20 min.)	Review of the Previous Day - Welcoming participants and announcement if any - Reporter's reporting on the DAY 1 activities - Ask some participants about what they remember as the most interesting knowledge/skills they gained in DAY 1 training	
Session 5: Exercise of Writing SIP (3): Identification/Prioritization of Needs and Plan Formation Objectives: To confirm and familiarize with the Section C Annex 2 to 6 of SIP-FGB and practice the process of plan formation		
(90 min.)	Section C Annex 2 and 3 of SIP-FGB (30 min.) - Exercise to identify major problems (Annex 2) and to prioritize needs (Annex 3) based on the school data given by Session 3 through group work Section C Annex 4 to 6 of SIP-FGB (60 min.) - Exercise to set vision and target (Annex 4 and 5) and to formulate programmes and activities (Annex 6) through group work	- Section C Annex 2 to 6 of SIP-FGB * Newsprint for group work
Session 6: Exercise of Writing SIP (4): Sharing the Outputs of Sessions 5 and 6 Objectives: To confirm and familiarize with the Section C Annex 7 and 8 of SIP-FGB and share/wrap-up the group work outputs about SIP-FGB		
(90 min.)	Section C Annex 7 and 8 of SIP-FGB (30 min.) - Review and explanation of Annex 7 and 8 using some sample SIPs Group Presentation of their SIPs based on the exercises of Annex 2 to 6 (50 min.) Questions/Answers and Clarification (10 min.)	- Section C Annex 7 and 8 of SIP-FGB - Sample SIPs * Newsprint for group work
Session 7: Orientation of SLW-M Objectives: To familiarize with SLW-M		

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
(30 min.)	Orientation of SLW-M <ul style="list-style-type: none"> - Brief introduction of how and who to use SLW-M with focusing “1. Background” and “How and Who to Use This Manual” of SLW-M (Using PPT-3) - Ask participants the key messages and points - Questions/Answers and Clarification 	- SLW-M - PPT-3
Session 8: Practice of Sessions in SLW-M (1) Objectives: To familiarize with SLW-M and provide knowledge and skills of facilitating RC-W		
(120 min.)	All practices are done through group work Practice Session 2 “Sharing an Image of a Good School” (30 min.) <ul style="list-style-type: none"> - Follow the instruction of SLW-M and facilitate the activities in Session 2 - Use 4-5 sets of photocopies of the schools for group discussion - Participants play the roles of participants of SLW and go through the group discussion/presentation as in SLW-M Practice Session 4 “Attendance Analysis” (30 min.) <ul style="list-style-type: none"> - Follow the instruction of SLW-M to understand the objectives of the session and practice the activities of attendance analysis - Use the real attendance registers (Class 1-5) of a neighboring school. - Put the “attendance registers data analysis table” and use them for entering the data - Then, discuss on the ways to improve the students’ attendance in a group Practice Session 6 “Stakeholder Analysis” (30 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M and understand the objectives of the session and practice the activities Practice Session 7 “Identification of Resources and Non/Low Budgetary Activities” (30 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M and understand the objectives of the session and practice the activities - Use the illustration and photos in SLW-M for explaining the examples of non/low budgetary activities 	- SLW-M For Session 2: * Photo-copies of 4 sets of pictures of two-types of schools * Newsprint for listing of good points of the school For Session 4: * Attendance registers of Grade 1-5 * Table for attendance register data * Table for listing the ways to improve students’ attendance For Session 6: * Newsprint with a blank multi-circles * Meta-cards with stakeholders written * Photocopies of the two illustrations of school with weak support and strong supports For Session 7: * Table for listing roles and responsibilities and types of supports by every stakeholder * Photocopies of the illustration of non/low budgetary activities
Wrap-up (10 min.)	Wrap-up of the Day <ul style="list-style-type: none"> - Key questions to the participants to make sure that the DAY 2 training was effectively conducted 	

DAY 3

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
(20 min.)	Review of the Previous Day <ul style="list-style-type: none"> - Welcoming participants and announcement if any - Reporter's reporting on the DAY 2 activities - Ask some participants about what they remember as the most interesting knowledge/skills they gained in DAY 2 training 	
Session 9: Practice of Sessions in SLW-M (2) Objectives: To familiarize with SSA checklist by practicing the session.		
(100 min.)	Practice Session 8 "School Self-Assessment (SSA)" <ul style="list-style-type: none"> - Follow the instruction in SLW-M and understand the objectives of the session and practice the SSA - Practice prioritization by using the two other tables: "Summary of SSA " and "Making the programme to be included in SIP as priority areas" 	- SSA Checklist with Two other tables of SSA: "Summary of SSA " and "Making the programme to be included in SIP as priority areas" of Session 8
Session 10: Practice of Sessions in SLW-M (3) Objectives: To familiarize with how to prepare the action plan to formulate/update SIP with community participation and to share the common understanding the purpose and process of social audit		
(90 min.)	Practice Session 9 "SIP Process" (50 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M - Plenary session to prepare the SIP preparation plan (action plan to update SIP) - Try to create and play a short drama as in Session 9 Practice Section 10 "Social Audit" (40 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M - Ask volunteer participants to play a role play - Discuss roles and responsibilities in Social Audit 	For Session 9: * Newsprint for SIP preparation table * Newsprint with the cycle of SIP making process written
Session 11: Planning of RC-W Objectives: To prepare the schedule and arrange the required logistics for conducting RC-W		
(120 min.)	Understanding What to do (30 min.) <ul style="list-style-type: none"> - Orientation of OG-3 - Questions/Answers and Clarification Handing over "SLW Facilitator's Bag" to the participants (50 min.) <ul style="list-style-type: none"> - Make sure that each bag has the proper number of "SLW Facilitator's Bags" for each RC - Check and confirm the contents the Bags - Explanation about checklist (List of Schools) Making the tentative batches and schedule (40 min.) <ul style="list-style-type: none"> - Divide the schools in each RC into tentative groups to make the training batches appropriate for RC-W - Prepare schedule using Format of OG-2 (Annex-2) 	- OG-3 - SLW Facilitator's Bags * Checklist of each school's participating in RC-W and receiving the Bags * Format for RC-W Planning (Annex-2 of OG-2)
Closing (30 min.)	Evaluation and Closing <ul style="list-style-type: none"> - Ask to fill the training course evaluation sheet of OG-2 (Annex-3) 	* Photocopies of the training course evaluation sheet (Annex-3 of OG-2) for all participants

Annex-1 Additional Explanation of Program Implementation Manual**(Please Refer DoE PIM 2071 for more information)**

Activity Name	Monitoring/ Performance Indicators
<p>1. District-level ToT (D-ToT):</p> <p><u>Time/Period:</u> Dec. 2014-Feb.2015 <u>Responsible Agencies :</u> SIP-CP of 69 DEOs, DEOs/DoE/ETC/SISM2 <u>Trainers of D-ToT:</u> Participants of Regional ToT</p> <p>a) The purpose of D-ToT is to train RC-level trainers, who will organize and instruct the RC-ToT, and to prepare RC-ToT. b) All 69 districts* will be provided with training package, to be used for all the levels of the cascade training. c) Two District-level trainers, who were trained in R-ToT are responsible for preparing, conducting, and reporting about D-ToT in their own district. d) ETC trainer who has participated in R-ToT may help facilitate D-ToT. e) The participants will also be given Operational Guide for conducting RC-W. f) The detail plans of RC-W, including the list of batches and names of schools and schedule of each batch have to be prepared during D-ToT. One batch will be participated by approximately 10-15 schools. g) The training package for all schools is given to RP for every school under his responsibility during RC-W.</p>	<p>RC-level trainers are trained</p> <p>RC-W plans and monitoring plans including no. of batches and tentative schedule are prepared.</p> <p>All necessary training manuals and materials for RC-W and SLW are distributed to RPs.</p>
<p>* The budget of the D-ToT of 30 districts listed below is covered by SISM2, and the budget for the remaining 39 districts is covered by the regular budget of SSRP.</p> <p>- Western Dev. Region (15): Mustang, Myagdi, Baglung, Parbat, Gulmi, Arghakhanchi, Kapilbastu, Nawalparasi, Palpa, Syangja, Kaski, Tanahu, Lamjung, Manag and Gorkha. - Central Dev. Region (15): Chitwan, Makwanpur, Parsa, Bara, Rautahat, Sarlahi, Mahottari, Dhanusa, Sinduli, Ramechhap, Dolakha, Sindhupalchok, Kavre, Nuwakot and Bhaktapur.</p>	
<p>2. RC-level Workshop (RC-W):</p> <p><u>Time/Period:</u> Jan. -Mar. 2015 <u>Responsible Agencies :</u> DEO, SIP-CP, SS and RPs of 69 DEOs <u>Trainers of RC-W:</u> Participants of D-ToT</p> <p>a) The purpose of RC-W is to train school representatives as SLW facilitators and to prepare SLW. b) Two persons from each school (HT or teacher and SMC) will be the participants. Each batch of RC-W will be participated by 20-30 participants (from 10-15 schools) c) The RC-level trainers (RPs), who are trained by D-ToT, will be responsible for preparing and conducting the batches of the training for schools under his/her responsibility.</p>	<p>SLW facilitators are trained.</p> <p>SLW and monitoring plans are prepared.</p> <p>Necessary training materials for SLW are handed to school.</p> <p>Training reports</p>

Activity Name	Monitoring/ Performance Indicators
d) RC-level trainers (RPs) will follow the Operational Guide for RC-W given during D-ToT. e) Major expected outputs of RC-W are: 1) SLW facilitators are trained; and 2) The plan for conducting SLW and SIP preparation is created. f) RP will distribute the SLW package (3 items referred above) to each school during RC-T.	from RPs are submitted to DEO.
3. School level Workshop (SLW): <u>Time/Period:</u> Feb.-Mid-May 2015 <u>Responsible Agencies :</u> HT and SMC of all community schools of 75 districts, DEO, SIP-FP, SS and RPs (monitoring) <u>Trainers of RC-W:</u> Participants of RC_W a) The purpose of SLW is to improve the school and community's awareness of SIP and school management, to discuss and identify school priority problems, and to make school stakeholders ready for preparing their SIP together. b) SLWs are technically guided and monitored by the responsible RC-W participants (SS/RPs) c) All the community school of 69 districts will be provided minimum cost for conducting at least two-day workshop participated by SMC, PTA, teachers, students, guardians, and other community representatives for Feb-May, for the formulation/updating of SIP, which should be submitted to DEO/VDC/RC in Jestha. d) The community schools of 6 districts namely Dhading, Rasuwa, Solu, Rupandehi, Jumla and Doti will be provided Rs 1000 for conducting at least one day workshop for formulating the Detail Annual Plan of the next year. e) For the formulation (updating) of SIP, the school can refer to the SIP Formulation Guidebook, and results of the workshop especially summarized in SSA-Checklist, and other material as necessary. f) Head-teacher and SMC-Chairperson are responsible for finalization of SIP. SMC-Chairperson should approve the SIP and submit to RC, DEO, and VDC.	SIP updating action plans are prepared in each school. Stakeholders' awareness of SIP and school management are improved. More interest and participation in school management from community members. SIPs are updated, approved, and submitted after SLW.

Annex- 2: Format for RC-W Planning

Name of RC _____ Name of RP _____

Responsible SS _____ District _____ Date _____

[illegible]

Annex- 3: Training Course Evaluation Sheet (D-ToT)

Agency you are belonging to (Please tick one of them)

☐ ETC, ☐ DEO, ☐ RC or ☐ Others*** Please tick the most appropriate number for each optional question****1-1 Do you understand the contents of SIP Formulation Guidebook more than before?**

←Very much				Very little→
5	4	3	2	1

1-2 Do you understand the meaning of community participation in school management more than before?

←Very much				Very little→
5	4	3	2	1

1-3 Do you understand the roles of the DEO officers and Resource Persons to support school management?

←Very much				Very little→
5	4	3	2	1

1-4 Do you understand how to promote non-budget or low-budget activities at the school level more than before?

←Very much				Very little→
5	4	3	2	1

1-5 Do you understand the importance of conducting the RC-W?

←Very much				Very little→
5	4	3	2	1

1-6 Do you understand how to organize the RC-W by using the SLW Manual?

←Very much				Very little→
5	4	3	2	1

1-7 Are you confident enough to become a facilitator at the RC-W?

←Very much				Very little→
5	4	3	2	1

1-8 Do you understand the importance of monitoring and reporting more than before?

←Very much				Very little→
5	4	3	2	1

1-9 Do you find the training is beneficial for your RC and schools?

←Very much				Very little→
5	4	3	2	1

1-10 Please name the most beneficial session (maximum 3 sessions) in the training program.

1 st	
-----------------	--

2 nd	
3 rd	

1-11 Do you find the duration of the training appropriate?

←Very appropriate				Not Appropriate→
5	4	3	2	1

1-11-1 If you think the duration is not appropriate, how many days are more appropriate for the training considering your daily work?

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1-12 What is your evaluation of the facilitators' skill in the training in general?

←Very good				Very poor→
5	4	3	2	1

1-12-1 If you have any comments to improve the facilitators' skill, please let us know.

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1-13 What is your evaluation of the training materials used in the training?

Materials	←Very good					Very poor→
1) SIP Formulation Guidebook	5	4	3	2	1	
2) School-level Workshop Manual	5	4	3	2	1	
3) SSA Checklist	5	4	3	2	1	

1-13-1 If you have any comments to improve the training materials, please let us know.

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1-14 What is your evaluation of the general administration & management of the training?

←Very good				Very poor→
5	4	3	2	1

1-14-1 If you have any comments to improve the training management, please let us know.

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1-15 If you have any other comments to improve the training in general, please let us know.

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Thank you for your cooperation.

Annex-4: Suggested D-ToT Reporting Format

District:

Date of D-ToT:

Venue:

Facilitators' Names and Positions:

1. Summary of Participants:

	ADEO/SO/SS/other officers of DEO	ETC	RP	I/NGO	Others	Sub-total
Number of Participants						

2. Your Observations

Please tick (v) one box for each of the descriptions from 1 to 8 in the following table.

	Extremely Agree	Agree	Partly Agree	Disagree
1. Participants were actively participating				
2. Participants understood the importance of SIP.				
3. Facilitators were well prepared.				
4. Facilitators were good at mobilizing and facilitating the participants.				
5. Training materials/tools were effectively used.				
6. School Self-assessment was good for discussion.				
7. Facilitators conducted training following the Training Plan				
8. Participants are now ready to conduct RC-W in their own RC				

3. Any Good Practices (positive changes) you learned from the participants?

(1) About which school did you hear/learn about the good practice?

(2) What are the contents of the Good Practice?

Report submitted by

Name

Position:

Signature:

Date: