‘School Infrastructure Management’
for
Elementary, Community and Primary Schools

Ideas for school-based capacity building activities
booklet 8

Department of Education and
Department for Community Development
Acknowledgements
This booklet was developed by BEDP with the support, effort and commitment made by the Basic Education Development Project Training Committee consisting of: BEDP advisers, Loana Mave, Nopa Raki, Staff Development and Training Division, Peter Kants, Joe Eka, Annemarie Kona and Elizabeth Solon, Inspection and Guidance Division, Isiop Iason, Jennie R Kome, Maryanne Retaw, Helen Walangu, Wawala Kali, Silvenus Vaso and Dianah Kenehe, Papua New Guinea Education Institute, Willie Jonduo and Genua Toea, National Literacy and Awareness Division and Jack Simbou, Dept of Community Development. We would like to also acknowledge the support given by the National Inservice Committee and Divisions of the National Department of Education who assisted with editing the booklets.
SECRETARY’S MESSAGE

This school–based capacity building series is a step towards institutionalising capacity building. This series contains activities to enhance the capacity of community members, primary school Boards of Management (BoM), head teachers, inservice coordinators, and teachers to better perform their current work responsibilities. These school-based activities support and strengthen work-place skills and knowledge and enhance individual personal development.

Teachers, BoMs and communities can decide which capacity building activities are needed and the approach you will use.

Primary school teachers and school community members can use these capacity building activities for your personal and professional development, and the needs of children you teach. These capacity building activities can be undertaken by groups or individually. The Papua New Guinea Education Institute will provide accreditation to their students on the completion of assessment tasks.

The capacity building activities in this booklet help you learn about:

- Introduction to School Infrastructure Management;
- The National Infrastructure Guidelines
- The School Profile;
- Preparing a Three Year School Infrastructure Development Plan;
- Work Parade Programs.

All those involved in school administration need to understand the various laws so they can better manage their school.

This booklet is part of the ‘Helping our Schools’ series and is to be used with the School Infrastructure Management Manual and Flipchart.

I commend these activities to you.

Dr Joseph Pagelio
Secretary for Education
‘School Infrastructure Management’

The five topics are:

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<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to the School Infrastructure Management System</td>
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<tr>
<td>2</td>
<td>National Infrastructure Guidelines for Primary and Community Schools</td>
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<td>3</td>
<td>The School Profile</td>
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<td>4</td>
<td>Preparing a Three Year School Infrastructure Development Plan</td>
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OVERVIEW
School-Based **School Infrastructure Management** capacity building activities.

**Goal:** These activities are designed to improve your understanding of how to better manage your school’s infrastructure.

**Rationale:** These activities are designed to help you, as teachers, BoM and P&C members to better manage your school’s infrastructure through the development of:

- A School Profile
- A Three School Infrastructure Plan
- Work Parades for the community and students

You will use the National Infrastructure Guidelines to help develop your school plans.

**Content:** In this booklet there are 5 topics.

1. Introduction to the School Infrastructure Management System – 2 hrs
2. National Infrastructure Guidelines for Primary and Community Schools – 2 hrs
3. The School Profile – 4 hrs
4. Preparing a Three Year School Infrastructure Development Plan – 4 hrs
5. Work Parade Program – 2 hrs

Activities can be completed by an individual or a group. We suggest you work in pairs or small groups.

**Facilitator:** If you have a large group, select one person to facilitate each topic.

**Participants:** The capacity building activities are for the teachers, Head teachers, BoM members and P&C representatives in the school.

**Materials:** You will need the SIMM Manual, SIMM Flipchart, NIG Guidelines, butcher paper and marking pens.

**Signposts:** The capacity building activities use the following signposts:

- 😊😊 work in pairs or groups (tok tok wantaim)
- 📚 read the information in the book or flipchart (redim)
- ✍️ write a response (rait)
- ✅ There are model answers in the book
- ⏳ Your answers are different so there are no model answers

**Assessment:** Students enrolled in Diploma Education Primary Inservice (DEPI) studies can get credits if they submit their work to an assessor.
**Topic 1: Introduction to the School Infrastructure Management System** (suggested time: 2 hrs)

**Aim:** to understand the elements of our school’s infrastructure management system.

**Outcome:** by the end of this activity, you will have discussed the elements of a School Infrastructure Management System.

**Materials:** The School Infrastructure Management Manuel; The School Infrastructure Management Flipchart; butcher paper and markers.

**Content:** SIM Manual (English & Tok Pisin): pages 1-8; SIMM Flipchart: (English & Tok Pisin) pages 1-13

![Book](book_icon) ![Smiley](smiley_icon) ![Pen](pen_icon) **Exercise 1:** Work through the SIM Manual glossary on page v and discuss the meanings of each word. Use the vernacular to help explain meanings. Read and discuss pages 1-13 of the SIMM Flipchart. If there is a technical question that requires further information refer to the SIM Manual.

![Smiley](smiley_icon) ![Pen](pen_icon) **Exercise 2:** In pairs or small groups discuss the following questions:
1. How the school’s infrastructure was developed in the past – who contributed, and how the buildings were constructed.
2. Who is responsible for the various infrastructure work at our school?
3. How can we involve women and youth more in our school’s infrastructure decision making and maintenance activities?
4. How can we improve ‘Good Governance’ (accountability, transparency, self-reliance) in our school’s Infrastructure Management systems?

![Book](book_icon) ![Smiley](smiley_icon) ![Pen](pen_icon) **Exercise 3:** Each group reports to the whole group on the question/s they discussed. Then ask questions or share opinions.

**Conclusion:** Prepare recommendations based on your discussions in exercise 3 to be discussed at the next BOM and P&C meetings.
Topic 2: National Infrastructure Guidelines for Primary and Community Schools
(suggested time: 2 hrs)

Aim: to identify areas where our school needs to carry out additional work to meet the National Infrastructure Guidelines for Primary and Community Schools.

Outcome: by the end of the activities you will have examined the National Infrastructure Guidelines for Primary and Community Schools and identified areas where additional work needs to be carried out.

Materials: National Infrastructure Guidelines for Primary and Community Schools; butcher paper and markers.

Content: National Infrastructure Guidelines for Primary and Community Schools: pages 1-29;


😊😊📝 Exercise 2: Read and discuss the National Infrastructure Guidelines for Primary and Community Schools pages 12-28. 8. Infrastructure Designs and Targets

😊😊📝 Exercise 3: In pairs or small groups discuss the national infrastructure guidelines for the following:
1: School site and grounds
2: Classroom light and ventilation
3: School toilets
4: School water (tanks, wells, pipes, etc.)
5: School building plans
6: School storerooms and offices
7: Teachers houses

👉 Conclusion: Each group reports their findings to the whole group.
**Topic 3: The School Profile  (suggested time: 4 hrs)**

**Aim:** to be able to prepare a School Profile.

**Outcome:** by the end of the activities you will have discussed and prepared the eight components needed for your School Profile.

**Materials:** The School Infrastructure Management Manual; The School Infrastructure Management Flipchart; butcher paper, markers; a copy of the School Grounds Inspection, (SIMM (English) pgs 39-46 (Tok Pisin) pgs 40-47) a copy of the School Stocktake and condition survey SIMM (English) pgs 47-58 (Tok Pisin) pgs 48-59; a School stock-take book (use an exercise book if there isn’t one at the school); the last School Baseline Data Survey completed for the school. Loose leaf folder.

**Content:** SIM Manual: (English & Tok Pisin) pages 10-19;
SIMM Flipchart: (English & Tok Pisin) pages 14-33.

📖 😊 Exercise 1: Discuss the SIMM Flipchart pages 14-33. If there is a technical question that requires further information refer to the SIM Manual.

😊😊 📚 Exercise 2: In pairs or small groups allocate the following School Profile tasks:
1. Prepare school maintenance objectives
2. Prepare a school map
3. Carry out a school grounds inspection
4. Complete a stocktake and condition survey
5. Gather information on Community Resources
6. Identify where the school gets its financial support
7. Prepare an enrolment projection
8. Check if there is any information about our school in LLG, District and Provincial Plans

**These activities should be carried out over one week. Exercise three should be carried out in the following week.**

😊😊 📚 Exercise 3: Each group reports to the whole group on their allocated task/s.

👉 Conclusion: Completed work is put into a loose leaf folder that becomes the School profile. (NB. this could be an assignment task.)
Topic 4: Preparing a Three Year School Infrastructure Development Plan  (suggested time: 4 hrs)

Aim: to develop a Three Year School Infrastructure Development Plan. (NB. There is a separate capacity building booklet on how to do this if there are any difficulties.)

Outcome: by the end of the activities you will have discussed and prepared a Three Year School Infrastructure Development Plan.


Content: SIM Manual: (English) pages 20-24; 67-83; 85; (Tok Pisin) pages 20-24; 68-84; 86 SIMM Flipchart: (English & Tok Pisin) pages 35-47

Exercise 1: Read and discuss the SIMM Flipchart pages 35-47. If there is a technical question that requires further information refer to the SIM Manual.

Exercise 2: Discuss the five steps to develop a Three Year School Infrastructure Development Plan for Giamon Primary School in the SIM Manual (English) pages 71-83 (Tok Pisin) pages 72-84.

Exercise 3: Use the information in your School Profile to prepare a draft Three Year School Infrastructure Plan for your school. ie.

Step 1: School Baseline Data Survey
Step 2: Three Year School Enrolment Planning worksheet
Step 3: Future Infrastructure Needs worksheet
Step 4: School Infrastructure Development Plan worksheet
Step 5: Three Year School Infrastructure Development Plan

Conclusion: Use the checklist in the SIM Manual (English) page 85 (Tok Pisin) page 86 to check your work. Present your draft Three Year School Infrastructure Plan to your P&C and BOM for their revisions and approval.
**Topic 5 Work Parade Programs – Lets Do It! (suggested time: 2 hrs)**

**Aim:** to prepare work plans for your Three Year School Infrastructure Development Plan.

**Outcome:** by the end of the activities you will have discussed and prepared a draft budget and student and community work parades to carry out the work listed in your school’s Three Year School Infrastructure Plan.

**Materials:** The School Infrastructure Management Manual; The School Infrastructure Management Flipchart; butcher paper and markers.

**Content:** SIM Manual: (English & Tok Pisin) pages 25-37; 84; SIMM Flipchart: (English & Tok Pisin) pages 48-67

**Exercise 1:** Read and discuss the SIMM Flipchart: pages 48-67. If there are technical questions that require further information refer to the SIM Manual.

**Exercise 2:** Discuss what school funds are likely to be available for SIM activities for your school, how those funds are best spent for acquittal purposes; what your community can contribute in terms of materials and labour; and the best way to organise your student and community work parades.

**Exercise 3:** Use butcher paper and the templates in the SIM manual to prepare draft student and community work parade for presentation to your P&C and BOM.

**Conclusion:** Present the draft student and community work parades for changes and final approval at your P&C and BOM meetings. Make special mention at both meetings of the importance of acquitting all school funds and of displaying at each meeting all monies collected, spent and acquitted by your school.
Evaluation: 'School Infrastructure Management’

School-based capacity building activity evaluation sheet:
Number of men attending: ________________ Number of women attending: ______
School: _______________________________ District: ________________________________
Province: _____________________________ Date: ________________________________

The facilitator should ask participants to complete this evaluation sheet together at the end of the activities. Please hand this collective evaluation sheet to your school inspector. NB. If you are a DEPI student you should also submit a copy of this page to your assessor with your assessment tasks.

1. What did you find most valuable about this capacity building activity?

2. How relevant was the capacity building activity? – please tick and add comments if you wish.

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Comments:__________________________________________ ___________________________

3. Was the content at the right level for all the participants?

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Comments:__________________________________________ ___________________________

4. Was the Language at the right level?

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Comments:__________________________________________ ___________________________

5. How suitable were the materials and handouts used in the activities?

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Comments:__________________________________________ ___________________________

6. What suggestions do you have for improving this capacity building activity?

Comments:__________________________________________ ___________________________

__________________________________________ ___________________________

__________________________________________ ___________________________

__________________________________________ ___________________________
Example of a completed evaluation sheet

**Evaluation:** 'Board of Management roles and responsibilities'

School-based capacity building activity evaluation sheet:
Number of men attending: ______ 7 ______  Number of women attending: ____ 8 ____
School: ________ Giamon PS ________ District: ________ Wopa ________
Province: ________ Northern Highlands ________ Date: ________ 23/05/2007 ________

The facilitator should ask all participants to complete this evaluation sheet together at the end of the activities. Please hand this collective evaluation sheet to your school inspector. NB. If you are a DEPI student you should also submit a copy of this page to your assessor with your assessment tasks.

7. What did you find most valuable about this capacity building activity? We realised that our school BoM was not following the correct procedures and we have taken action to fix up the problems.

8. How relevant was the capacity building activity? – please tick and add comments if you wish.

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Comments: it was very relevant as no-one had told our community what the Education Act laws were about the Board of Management.

9. Was the content at the right level for all the participants?

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<td>M3 F6</td>
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Comments: we all understood the different activities. The facilitator explained anything we were not sure about.

10. Was the Language at the right level?

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Comments: we used tok Pisin for all the activities so everyone understood.

11. How suitable were the materials and handouts used in the activities?

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Comments: the booklet was easy to follow, and everyone enjoyed the BoM Flipchart.

12. What suggestions do you have for improving this capacity building activity?

Comments: we would like to have more time to do follow-up activities.