

Ministry of Education



Republic of Kenya



National Taxpayers
Association
pesa zetu, haki yetu

Primary School Report Card Guidelines for Parents



Improving the quality of education for girls and boys
in public primary schools



Canadian International
Development Agency



UKaid
from the Department for
International Development

Republic of Kenya



Ministry of Education



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| TABLE OF CONTENTS | Page |
|--|-------------|
| Preface from the Education Secretary, Ministry of Education | 1 |
| Foreword from the Permanent Secretary, Ministry of Education | 2 |
| Message from the Director of Quality Assurance and Standards | 3 |
| Section 1: Introduction to the School Report Card | 4 |
| 1.0 What is the School Report Card? | 4 |
| Section 2: Selection of the School Report Card Committee | 6 |
| 2.0 Organising a meeting with active parents to get their support | 6 |
| 2.1 Meeting with active parents on the School Report Card | 6 |
| 2.2 Meeting with parents to introduce the School Report Card | 8 |
| Section 3: Completing the School Report Card | 16 |
| 3.0 Preparing for the meeting of parents | 16 |
| 1 st School Report Card Item – School Safety and Protection | 19 |
| 2 nd School Report Card Item – School Facilities | 22 |
| 3 rd School Report Card Item – Access to textbooks | 24 |
| 4 th School Report Card Item – Continuous Assessment | 27 |
| 5 th School Report Card Item – Water and Sanitation | 29 |
| 6 th School Report Card Item – Roles of Children at the School | 31 |
| 7 th School Report Card Item – Management of Instructional Materials | 33 |
| 8 th School Report Card Item – Performance of the School Management Committee | 35 |
| 9 th School Report Card Item – Homework Assignments and Marking | 37 |
| 10 th School Report Card Item – Parental Responsibility | 40 |
| Section 4: Parents priorities for improvement at the school | 42 |
| 4.1 Statement from parents for the DEO and DEO staff | 43 |
| 4.2 Statement from parents for the Head-teacher and SMC | 44 |
| 4.3 Calculating the total score for the school out of 100 marks | 46 |
| 4.4 Introduction to School Report Card activities | 46 |
| 4.5 Term of the School Report Card Committee | 51 |
| 4.6 Closing of the meeting with parents | 51 |
| 4.7 School Report Card Committee meeting | 52 |

School Report Card Guidelines

| Four School Report Card Forms | Page |
|--|-------------|
| School Report Card to be kept by the School Report Card Committee | 55 |
| School Report Card for the Head-teacher and School Mgt. Committee | 59 |
| School Report Card for the District Education Officer (DEO) | 63 |
| School Report Card for the Ministry of Education, Directorate of Quality Assurance and Standards, and the National Taxpayers Association (NTA) | 67 |

| Section 5: Monthly School Report Card activities | 73 |
|--|-----------|
| Month 2 Activity: Meeting to discuss the School Report Card findings | 73 |
| Month 2 Report on the meeting to discuss the School Report Card findings | 75 |
| Month 3 Activity: Meeting to discuss the Management of Instructional Materials | 76 |
| Month 3 Report on the Management of Instructional Materials | 78 |
| Month 4 Activity: Physical Count of Textbooks | 79 |
| Month 4 Report on the Physical Count of Textbooks | 80 |
| Month 5 Activity: Meeting on Gender and Education Statistics | 81 |
| Information form on gender, education statistics and overall school performance | 82 |
| Month 5 Report on Gender, Education Statistics and Overall School Performance | 84 |
| Month 6 Activity: Meeting about School Infrastructure and Fees | 85 |
| Month 6 Report on School Infrastructure and School fees | 86 |
| Month 7 Activity: Meeting about a topic selected by parents | 87 |
| Month 7 Report on the meeting on _____ (topic selected by parents) | 88 |
| Month 8 Activity: Meeting about extra-curricular activities | 89 |
| Month 8 Report on Extra-curricular Activities | 90 |
| Month 9 Activity: Meeting about achievements since the presentation of the School Report Card findings | 91 |
| Month 9 Report on achievements since the presentation of the School Report Card findings | 92 |
| Month 10 Activity: Meeting about School Management Committee performance | 94 |
| Month 10 Report on the Performance of the School Management Committee | 95 |
| Month 11 Activity: Documenting achievements over the last 11 months and reporting to the Ministry of Education and NTA | 96 |
| Annex 1: Form on Textbook Sharing and Homework | 97 |
| Annex 2: Meeting Attendance Form | 105 |

School Report Card Guidelines

Preface

The School Report Card has been developed to encourage parents to take a more active role in improving the quality of education in their local primary schools. It is very important for parents to get involved and help head-teachers, teachers and School Management Committees focus on improving the quality of education for all girls and boys in school.

The School Report Card is a tool to share information between parents and District Education Officers, DEO staff, and District Education Boards, head-teachers, teachers and School Management Committees. This information is usually very difficult to access due to lack of formal mechanisms through which parents can communicate directly with DEOs, DEBs and the Ministry Headquarters. The Ministry of Education, with the National Taxpayers Association, have developed the School Report Card to address this constraint.

The School Report Card is not linked to any funding from the Ministry Head Office. Rather, it is a tool which would be used by parents to demand accountability from head-teachers, teachers, School Management Committees, District Education Officers, DEO staff, and DEBs.

All District Education Officers, DEO staff, District Education Boards, headteachers, teachers and School Management Committees are requested to implement the recommendations listed by parents in their School Report Card. We should remember that children are the main stakeholders in their right to quality education. Parents, as their custodians, will help to provide a voice for children. Therefore, it is vital to respond to the views of parents and children on how well their local primary school is performing, and their ideas on what areas to improve.

The School Report Card is a very useful tool for improving the quality of education in our public primary schools. I would like to take this opportunity to strongly encourage all parents to get involved in completing the School Report Card for their school so that it fully reflects the views of all parents and children. All parents as taxpayers have a right to demand quality education. All parents should stand up and demand this right on behalf of their children. Through working together we can all make a difference in the quality of education our children receive.



Prof. Karega Mutahi
Permanent Secretary
Ministry of Education

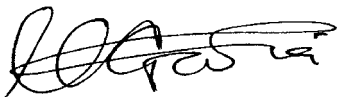
Foreword

In Kenya today, parents play an important role in the successful management of schools through their participation in School Management Committees (SMCs), School Instructional Materials Selection Committees (SIMSCs), Parents Teachers Associations (PTAs) and Boards of Governors (BOGs). Under the Kenya Education Sector Support Programme (KESSP), which was launched in July 2005, parents are expected to actively demand accountability from head-teachers, teachers, SMCs, District Education Officers (DEOs) and District Education Boards (DEBs) in order to improve the quality of the education their children receive. To effectively channel this demand for accountability, the Ministry of Education (MOE), in partnership with the National Taxpayers Association (NTA), has developed the Primary School Report Card.

The School Report Card is a tool for parents to assess the performance of their school each year in 10 key areas that relate to education quality. Each year all parents will meet together to discuss and agree on the assessment scores they want to list in their School Report Card. Then the parents, through their School Report Card Committee, will send one copy of their completed School Report Card to the DEO/DEB and one copy to the Ministry Head Office. This will enable education officials at the district to take appropriate action in schools which perform poorly. It will also enable the best performing schools to get awards in each district.

The School Report Card is a practical and accessible tool for parents to use to demand accountability and improved performance from their head-teacher, teachers and SMC.

The MOE fully understands the important role parents must play in improving the quality of education at their local primary school. I strongly encourage all parents to use their School Report Card to demand accountability at their school, as well as from their DEO and DEB. Together, we can make a difference in improving the quality of education our children receive, which in turn will contribute to a prosperous future for all Kenyans.



Prof. George I. Godia
Education Secretary
Ministry of Education

School Report Card Guidelines

Message from the Director of Quality Assurance and Standards

The School Report Card will be implemented, in all 18,560 public primary schools in Kenya, through a partnership between the Ministry of Education (MOE) and the National Taxpayers Association (NTA). At the MOE, the Directorate of Quality Assurance and Standards will be the lead Directorate responsible for the successful implementation of the School Report Card in all public primary schools.

The School Report Card is a very important tool for parents to use to assess the performance of their school each year, and then communicate these findings to the District Education Officers (DEOs), DEO staff, District Education Boards (DEBs), head-teachers, teachers and School Management Committees.

The Directorate of Quality Assurance and Standards (DQAS) would like to emphasize the need for parents to use the School Report Card to hold head-teachers, teachers, SMCs, DEOs, and DEO staff to account for improving the quality of education in their primary school.

At this time, I strongly encourage all the parents in public primary schools to get involved in completing the School Report Card for their school so that it fully reflects the views of all parents and the needs of their children. Once completed, parents should use their School Report Card to demand accountability for improvements in the quality of education from DEOs, DEO staff, DEBs, head-teachers, teachers and School Management Committees.

In closing, I wish to record my appreciation of the efforts of my fellow staff members who have come to grips with the issues faced by parents in the management of public primary schools. In addition, my staff have also provided major inputs into the development of this School Report Card, through meetings with the National Taxpayers Association (NTA).

I would like to take this opportunity to thank all parents for getting involved in successfully implementing School Report.



Enos O. Oyaya OGW
Director, Quality Assurance and Standards
Ministry of Education

Section 1: Introduction to the School Report Card

Notes for Section I

- * This Section provides a brief introduction to the School Report Card.
- * If anyone wants to learn about the School Report Card, they should read this section.
- * All School Report Card Committee members should read this section.

1.0 What is the School Report Card?

- The School Report Card is a form developed by the Ministry of Education (MOE) and the National Taxpayers Association (NTA) to improve the quality of education in public primary schools in Kenya.
- The School Report Card is a form that is completed once a year by parents of children enrolled in public primary schools.
- Parents will use their completed School Report Card to hold their head-teacher, teachers, and School Management Committee to account to improve the quality of education in their primary school.
- To assist with completing the School Report Card form, parents will elect a School Report Card (SRC) Committee. The SRC Committee will arrange a meeting with parents to complete the School Report Card form.
- Once completed, the SRC Committee will arrange a meeting with parents, the head-teacher and the School Management Committee to discuss the School Report Card form findings. The aim of this meeting is to discuss and agree on actions to be taken by the head-teacher and School Management Committee to address the concerns of parents listed in the School Report Card form.
- Once completed, the SRC Committee will send two copies of their completed School Report Card form to the District Education Officer. One copy of the completed School Report Card will be kept by the SRC Committee.
- The DEO and his/her staff will be required to review each School Report Card and take action based on the information listed by parents.
- After the meeting between parents, the headteacher and the School Management Committee to discuss the School Report Card findings, the SRC Committee will organise other activities to help improve the quality of education in the school. One activity will be undertaken each month over a period of eleven months. Some of these activities will be undertaken by parents, and some by the SRC Committee and the headteacher and the School Management Committee.
- These School Report Card Guidelines explain how to successfully undertake the different activities each month.

School Report Card Guidelines

- The School Report Card is not linked to any funding by the Ministry of Education. Rather, it is a tool to be used by the SRC Committee and all parents to demand accountability from the head-teacher, teachers and School Management Committee.
- The School Report Card is jointly implemented through a partnership between the Ministry of Education and the National Taxpayers Association (NTA).
- The National Taxpayers Association is a national, volunteer-based, independent, and non-partisan organization established to improve the delivery of services and the management of devolved funds for the benefit of all Kenyans. The NTA represents all citizens as everyone pays taxes.
- The Ministry of Education and the National Taxpayers Association have setup a School Report Card hotline to answer any questions the School Report Card Committee or parents have about the School Report Card.
- Please call **0701447448** if you have any questions about the School Report Card, or you can send a text message.
- All parents who call the hotline number will be called back so that you do not use your credit.
- **It is very important for School Report Card Committee members to call or text the School Report Card hotline mobile number if they have any questions or problems in implementing these Guidelines.**

Section 2: Selection of the School Report Card Committee

Notes for Section

- * This Section explains how to select the School Report Card Committee.
- * **If parents have already selected SRC Committee members, then skip this Section and go to Section 3**

2.0 Organising a meeting with active parents to get their support

Instructions for the two parents who were trained in the School Report Card

- The Ministry of Education and the National Taxpayers Association trained two parents – one woman and one man – in these School Report Card Guidelines.
- These two parents should undertake the following tasks:
 1. Identify active female and male parents to help in holding the first meeting with parents on the School Report Card.
 - Active parents are those who are committed to improving their school.
 - Active parents have a good level of education and can speak in public.
 - Active parents are willing to volunteer their time to help the school.
 - Active parents cannot be executive officials of the School Management Committee, or the School Instructional Materials Selection Committee (SIMSC) or any other school committee.
 2. Please remember that the term ‘parent’ is used loosely and can refer to any guardian or caregiver in the extended family networks and foster families who is responsible for caring and rearing a child or children attending the school.
 3. It is important, as far as possible, that every effort is made to ensure both female and male parents and guardians are identified.

2.1 Meeting with active parents on the School Report Card

Instructions for parents

- Thank everyone for coming to the meeting.
- Explain the School Report Card by reading aloud the points listed in Section 1.
- Ask those attending the meeting if they have any questions about what you have read.
- Next complete the following tasks:
 1. After explaining the School Report Card, discuss and agree on the most suitable day, time and date to hold the first meeting with parents to explain the School Report Card and select members of the School Report Card Committee.
 - Make sure you choose a time and day that is convenient for parents and guardians, both women and men, to attend. If you are unable to find a time when both women and men can attend, consider holding one meeting for women and one meeting for men.

School Report Card Guidelines

- Make sure the location can accommodate all the parents and guardians that will come.
2. Discuss together and agree on the best ways to inform parents about the meeting. Make sure special attention is paid to informing and mobilising female and male parents and guardians to attend.
 3. Remember that this meeting is just for parents. The head-teacher can be invited to open the meeting, and then leave, as he or she will be asked to help mobilise parents.
 4. Parents are advised to use the school facilities, as they will likely not be in use when the meeting with parents is held.
 5. Discuss together and agree on who will do what at the meeting with all parents.
 - Select parents to facilitate the meeting with parents. These people should have good skills in speaking in front of groups. Both female and male parents should be represented. The meeting facilitators can be the parents who were trained or other parents.
 - The information to explain to parents and guardians at the meeting is listed below.
 6. Next the group should discuss and agree who will go with the two parents who were trained to meet the headteacher. There are three objectives of this meeting:
 - (a) to explain the School Report Card;
 - (b) to ask for his or her assistance to call a meeting of parents and guardians to discuss the School Report Card; and,
 - (c) to ask for the use of the school grounds or building to meet with parents.
 7. Once it is agreed who will go to meet the head-teacher, then go over the main points below to be covered at the meeting:
 - (a) Explaining the School Report Card
 - Those attending the meeting should explain the points listed in Section 1 of these Guidelines.
 - It is important to make it clear to the head-teacher that the School Report Card aims to improve the quality of education at the school.
 - Also clearly explain that the School Report Card will mobilise parents to get more involved in supporting their primary school.
 - (b) Inviting parents and guardians
 - Ask the head-teacher to use the normal method to formally invite parents to come to the meeting on the agreed date.
 - Ask the head-teacher to open the meeting, and then explain that after opening the meeting the parents will meet by themselves.
 - (c) Using the school grounds or classroom to meet with parents

- Ask the head-teacher for use of the school facilities for the meeting with parents.
 - Explain that the meeting will be held when the school is not in session.
8. If the head-teacher refuses to meet with parents then the people who were trained in the School Report Card should call the District Quality Assurance and Standards Officer or the District Education Officer to get help. Ask one of these officers to call the head-teacher and request his or her support for the School Report Card.
 9. If you have difficulty reaching district officers then call or text the School Report Card hotline number listed at the end of Section 1. If you call this number then someone will call you back immediately.
 10. After covering the above points conclude the meeting. Ask everyone to come early on the day of the meeting to help with preparing for the meeting.

2.2 Meeting with parents to introduce the School Report Card

Instructions for meeting facilitators

- Make sure there is enough seating, and make sure it is arranged so that all parents can see what is going on.
- Have two people facilitating the meeting. If possible have one female and one male facilitator.
- One facilitator can talk and one person can write key points on the blackboard. Ensure that the facilitators each take turns writing key points and talking.
- Welcome parents and guardians to the meeting when everyone is seated and you are ready to start.
- Thank parents and guardians for coming to this meeting.
- If the head-teacher is attending ask him or her to open the meeting and welcome parents.
- After his or her introduction thank the head-teacher for his or her support.
- After the introductions go to Meeting Item # 1 below.

School Report Card Guidelines

Meeting Item #1: Introducing the School Report Card to parents

- Read aloud the following points (exactly as they are written) to all parents:
 - » The Ministry of Education is implementing a new national programme called the School Report Card, in partnership with the National Taxpayers Association (NTA).
 - » The School Report Card is a form completed by school parents and guardians each year on how well their school is performing.
 - » Children are the main stakeholders in their right to quality education. Parents and guardians, as their custodians, have a duty to ensure children have access to quality education and will help to ensure the children's rights.
 - » The aim of the School Report Card is to improve the quality of education for girls and boys in public primary schools in Kenya.
 - » The School Report Card is not linked to any funding by the Ministry of Education. Completing the School Report Card will have no bearing on any decisions by the Ministry of Education for funding.
 - » The School Report Card is a tool for parents to use to demand accountability from the DEO, head-teacher, teachers and School Management Committee to improve the quality of education their children receive.
 - » School parents are the only people involved in completing the School Report Card form.
 - » The term 'parent' in these Guidelines is used loosely, and can refer to a guardian or 'caregiver' in the extended family networks who is responsible for caring and rearing a child or children attending the school.
 - » The School Report Card form covers ten key areas of the school. These are:
 1. School Safety and Protection
 2. School Facilities
 3. Access to Textbooks
 4. Continuous Assessment
 5. Water and Sanitation
 6. Roles of Children at the School
 7. Management of Instructional Materials
 8. Performance of the School Management Committee (SMC)
 9. Homework Assignments and Marking
 10. Parental Responsibility
- » For each of the 10 areas, parents/guardians will discuss and agree on a score out of 10 marks, with 10 marks being the best score and 1 mark being the lowest score. The scores for the ten areas will then be combined to give each school a score out of 100 marks.
- » Once completed, the School Report Card Committee will arrange a meeting with parents, the head-teacher and the School Management Committee to discuss the School Report Card form findings. The aim of this meeting will be to discuss and agree on actions to be taken by the head-teacher and School Management Committee to address the concerns of parents listed in the School Report Card form.
- » Once completed, the SRC Committee will send two copies of their completed School Report Card form to the District Education Officer. One of these copies will be sent by the DEO to

the Ministry of Education headquarters. One copy of the completed School Report Card will be kept by the SRC Committee and the other one will be given to the headteacher.

- » These guidelines contain all the School Report Card forms we need. There are forms at the back of the Guidelines that we must fill out and send to the DEO.
- » The DEO and his/her staff will be required to review each School Report Card and take action based on the information listed by parents.
- » Parents will use the School Report Card to hold headteachers, teachers and SMCs to account for improving the quality of education in their primary school.
- » Parents in all 18,560 primary schools will meet to complete a School Report Card
- » Completion of the School Report Card does not mean that schools will be eligible for more funding from the government. The School Report Card is completely independent of funding decisions made by the Ministry of Education.
- » To help parents complete the School Report Card each school will establish a School Report Card Committee of parents. In our meeting today we will select members of our School Report Card Committee.
- » The School Report Card Committee will organise activities for parents to support each month for the coming 11 (eleven) months. On average, there will be one activity each month. In this meeting we will learn about the different activities.
- » The School Report Card provides an opportunity for us parents and guardians to have a critical voice in the operation of our schools, and our girls' and our boys' education.
- » Some members of the school community may see the School Report Card as a threat; therefore it is important for all parents to help assure these people that our aim is good, for the education of our children.
- » All parents in the school must inform those who do not understand the School Report Card that it is an official document from the Ministry of Education Headquarters.
- » Some people will say that the School Report Card is about parents spying on their school. This is simply not true. The School Report Card is open to all parents and guardians. The School Report Card findings will be shared with the head-teacher, School Management Committee and District Education Officer.
- » The School Report Card is a tool for parents and guardians to share their collective views about the performance of their school and the quality of education their children receive.
- » The School Report Card is a tool for parents to use at their school to improve the quality of education their children receive.

School Report Card Guidelines

Instructions for meeting facilitators

- Ask parents if they have any questions about what you have read. Answer their questions. Make sure everyone understands the School Report Card and why it is being implemented.
- After discussion go to Meeting Item # 2 below.

Meeting Item #2: Establishing the School Report Card Committee

Instructions for meeting facilitators

- Read aloud the information below to parents:
 - » Parents in each primary school should establish a School Report Card Committee to successfully coordinate completion of the School Report Card and carry out the different monthly activities.
 - » As far as possible, every effort should be made to ensure both female and male parents are part of the School Report Card Committee.
 - » There must be a mix of parents on the SRC committee. Some with their girls enrolled at the school, some with their boys enrolled at the school, some with both their girls and boys enrolled at the school.
 - » The role of the School Report Card Committee will be to:
 - Collect information for listing in the School Report Card;
 - Facilitate a second meeting of parents to complete the School Report Card;
 - Facilitate a meeting between parents, the head-teacher, and the School Management Committee to discuss the School Report Card findings;
 - Be the focal points for the DEO, the District Quality Assurance and Standards Officer, Zonal Officers, any Ministry of Education staff, or any National Taxpayers Association staff, that contact the school about the School Report Card;
 - On behalf of all parents to demand their rights to quality education for their children, for both girls and boys;
 - To actively implement the monthly activities outlined in these Guidelines;
 - Mobilise parents on a regular basis to demand improved performance from the head-teacher, teachers and the School Management Committee for improving the quality of education at the school; and,
 - Fulfil any other role given by parents at the school.

Instructions for meeting facilitators

Ask parents if there are any additional roles that they want to add.

Ask parents if they have any questions about what you have read. Answer their questions.

1. After discussion read aloud the points below to parents.
 - » Now that it is clear as to the role the School Report Card Committee will play, I will read aloud the proposed criteria for the selection of members:
 - i. Committee members should have a track record of being active at the school;
 - ii. Committee members should be committed to improving the quality of education at the school;
 - iii. Committee members cannot be executive officials on any other school committee, such as the School Management Committee or the School Instructional Materials Selection Committee (SIMSC);
 - iv. Committee members should be willing to volunteer their time to implement the School Report Card;
 - v. Committee members should have a good level of education, such as reading and writing in English and good speaking in Kiswahili;
 - vi. Committee members should be comfortable speaking in public and good at facilitating;
 - vii. Committee members should be willing to volunteer their time;
 - viii. Committee members should be willing to represent all parents and all children;
 - ix. There should be both women and men committee members. It is important for some committee members to have their girls enrolled at the school, some with their boys enrolled at the school, some with both their girls and boys enrolled at the school; and,
 - x. There should be between 6 to 10 Committee members.

Instructions for meeting facilitators

- Ask parents if they have any additional criteria they would like to suggest. Write this on the blackboard.
- Ask parents to nominate potential members for the School Report Card Committee. Remind parents and guardians that there needs to be both female and male committee members. Write the nominations on the blackboard.
- If there are many people nominated then meeting facilitators should organise a vote for the most popular candidates. Remind parents of the need for both female and male committee members. It is important that nominated parents and guardians are asked if they want to join the Committee before it is finalised. Use pieces of paper to tabulate the vote so that each parent's vote remains a secret.
- Finalise members of the School Report Card Committee.
- Now you have explained the purpose of the School Report Card Committee, you need to explain the role of parents in supporting both their girl and boy child, to access quality education.
- Read aloud the following points to parents:
 - » As parents we have the most important role in helping both our girls and boys, to access quality education. It is important that you help your child's learning in the home too. It is important, for example, to manage your child's chores around home so they can attend school regularly. It is also the responsibility of parents to ensure good behaviour and discipline of our child and provision of basic items required in schools like food, uniforms and sanitary towels for those with girls in school.

School Report Card Guidelines

- After discussion go to Meeting Item # 3 below.

Meeting Item #3: Tasks for parents to undertake before the next meeting

Instructions for meeting facilitators

- Read aloud the information below to parents:
 - » The School Report Card Guidelines state that two meetings should be held to successfully complete the School Report Card. The first meeting is to introduce the School Report Card, establish the School Report Card Committee, and provide guidance to parents about what information to collect before the next meeting. The second meeting will be to complete the School Report Card.
 - » Parents and guardians of a child in **higher classes, such as 6, 7 and 8**, should collect this information from their children. Parents and guardians are requested to collect information on two of the 10 areas that will be listed in the School Report Card. These are: Access to Textbooks and Homework Assignments and Marking.
 - » Forms have been provided in these Guidelines to give out to parents who agree to collect the information we need.
 - » Can I ask for 12 parents to volunteer to collect the information we need using one of the forms from these Guidelines.

Instructions for meeting facilitators

- Identify and list the names of the 12 parents.
- Ask them to wait after the meeting so that you can give them a form and explain what information is needed.
- Then go to Meeting Item # 4 below.

Meeting Item #4: Next meeting date and meeting closing

Instructions for meeting facilitators

- Read aloud the information below to parents:
 - » The last item to discuss before we finish this meeting is to agree on the day, time and place for the next meeting to complete the School Report Card.
 - » We should meet before two weeks. Can I have suggestions from parents on the next day we should meet?
- Reach an agreement with parents on the most suitable day and time to meet.
- Ensure that the views of both female and male parents are considered, and that both female and male parents are able to attend the next meeting.
- Close the meeting by reading aloud the following points.
 - » Before closing the meeting, I would like to ask all parents to tell other parents or guardians who could not come to this meeting about the next meeting.
 - » Remember that we are using the term 'parent' loosely, and it can relate to a guardian or 'caregiver' in the extended family networks who is responsible for caring and rearing a child/ children attending the school.
 - » For the next meeting, all parents are requested to bring a pen or pencil.
 - » At the end of this meeting School Report Card Committee members are asked to meet briefly with the 12 parents who will help us collect information.

- » Before we end this meeting, are there any questions on any of the topics we have discussed?
- » I would like to now close the meeting. I would like to thank all parents who attended this meeting today. The School Report Card is a very important tool for parents to improve the quality of education for our children in our school.
- » We should make sure we complete a quality School Report Card so that it can inform the head-teacher, School Management Committee and DEO about the views of parents regarding the quality of education in our school.
- » With a quality School Report Card we can demand accountability at our school for improvements in the quality of education for all our children, both girls and boys, receive.
- » Thank you again for your commitment to the School Report Card.

Meeting with 12 parents

Instructions for meeting facilitators

- Ask the 12 parents to sit at the front of the room.
- Cut or tear out the pages list in Annex 1 of these Guidelines.
- Give each parent one form.
- Read aloud the information below to parents.
 - » The first type of information we need to collect is about **textbooks**.
 - » Please look at the first table on the paper I have given you.
 - » Ask your child each question and then write the answer in the space provided.
 - » Remember **only children in higher classes i.e. 6, 7 and 8** should be asked these questions by their parents, as they will be able to answer the questions easily.
 - » If you have two children remember to ask only one child.
 - » Ensure that both female and male children are asked.
 - » Write the information in the table and bring to the next meeting.
 - » Let me read aloud the questions and then people can ask questions?

Instructions for meeting facilitators

- After discussing Table 1 and making sure all parents are clear then discuss Table 2.
- Read aloud the information below to parents.
 - » Now let's discuss Table 2. This table is to collect information on **homework assignments given to your children, and the marking of this homework**.
 - » Parents are requested to ask their children, both female and male, about the homework assignments given by teachers over a five day period.
 - » We need answers to two important questions: (1) Are teachers giving homework to your children? and, (2) Are teachers marking this homework?
 - » Parents should list the names of the days we will collect information under the words Day 1, 2, 3, 4 and 5 in the table. For example, if you are asking your child questions about Homework Assignments and Marking after school on Wednesday then you would count back from that day the last five schools days, and then list the day names in the spaces on the table. Let's look at this example:

| | | | | | |
|--------------------|------------------|-----------------|-----------------|-------------------|-------|
| Day 1 Wednesday | Day 2 Tuesday | Day 3 Monday | Day 4 Friday | Day 5 Thursday | Total |
|--------------------|------------------|-----------------|-----------------|-------------------|-------|

School Report Card Guidelines

- » Let's look at another example. If you are asking your child questions about Homework Assignments and Marking after school on Friday, then you would count back the last five school days and then list the day names in the boxes. Let's look at this example:

| Day 1 Friday | Day 2 Thursday | Day 3 Wednesday | Day 4 Tuesday | Day 5 Monday | Total |
|-----------------|-------------------|--------------------|------------------|-----------------|-------|
|-----------------|-------------------|--------------------|------------------|-----------------|-------|

- » Now let's all agree on the day names to write in the boxes. If we all ask our children at the end of school tomorrow then the days we need to write down are.....
- » Can everyone please write the names of the days in the boxes so we all follow the same days.
- » Now we have done that you need ask your child if she or he was given homework on each day. If he or she said yes then tick the box. If he or she said not, then leave it blank.
- » Then when you ask your child the questions about homework, tick the answer given.
- » Next for each day you will ask your child if the homework he or she was given was marked. Your child may want to show you their marked homework. Check it to see the homework.
- » If their homework was marked then tick the box. If the home work was not marked then leave the box blank.
- » The last step is to add up the number of ticks in each row and list it in the total column.
- » Bring your findings to the second meeting of parents to complete the School Report Card.
- » Remember that this Table is one for one child.
- » Are there any questions?
- » Now we will have a meeting with School Report Card Committee members.
- » Thank you for helping to collect the information from your child. Let's meet at the our next meeting.

Meeting with School Report Card Committee members

Instructions for meeting facilitators

- After the 12 parents have gone then read aloud the information below to Committee.
 - » School Report Card Committee members must plan for the second meeting of parents to complete the School Report Card.
 - » We need to secure the venue for the meeting and get permission if it is a school building.
 - » Committee members should arrange to bring extra pens or pencils to the meeting in case other parents forget to bring them. Also the Committee could borrow some pens and pencils from the school.
 - » Committee members should bring one or two blank exercise books to the next meeting so that paper can be given out to parents.
 - » It is very useful if the venue for the next meeting has a blackboard with chalk.
 - » Committee members should agree on who will be the facilitators for the next meeting, where possible there should be one female and one male facilitator.
 - » Other Committee members should provide support to parents who may need help with understanding what is being asked or support with completing the scoring
 - » The meeting facilitators should meet to study these Guidelines and to agree on their roles in the next meeting.
 - » Committee members should agree on who will meet with the head-teacher to ask for his/her assistance to invite parents and to hold the next meeting using the school facilities.

Section 3: Completing the School Report Card

Notes for Section

* This Section explains how to successfully complete the School Report Card.

3.0 Preparing for the meeting of parents

Instructions for meeting facilitators

- Make sure there is enough seating, and make sure it is arranged so that all parents can see what is going on.
- Have two people facilitating the meeting. If possible have one female and one male facilitator.
- One facilitator can talk and one person can write key points on the blackboard. Ensure that the facilitators each take turns writing key points and talking.
- Welcome parents and guardians to the meeting when everyone is seated and you are ready to start.
- Thank parents and guardians for coming to this meeting.
- If the head-teacher is attending ask him or her to open the meeting and welcome parents.
- After his or her introduction, thank the head-teacher for his or her support .
- After the introductions go to Meeting Item # 1 below.

Meeting Item #1: Introduction of the School Report Card

- » I am now going to introduce the School Report Card. I will go over some of the points we discussed at our previous meeting for parents who were not able to attend that meeting.
- » The Ministry of Education is implementing a new national programme called the School Report Card, in partnership with the National Taxpayers Association (NTA).
- » The School Report Card is a form completed by school parents each year on how well their school is performing.
- » The aim of the School Report Card is to improve the quality of education for girls and boys in public primary schools in Kenya.
- » The parents that should be involved in completing the School Report Card are those who are not involved in any committees at the school, such as the School Management Committee and the School Instructional Materials Committee. This is because we want to have an independent opinion from parents about the activities in our school.
- » The School Report Card is not linked to any funding by the Ministry of Education. Completing the School Report Card will have no bearing on any decisions by the Ministry of Education for funding.
- » The School Report Card is a tool for parents to use to demand accountability from the DEO, head-teacher, teachers and School Management Committee to improve the quality of education their children receive.
- » As parents, we have the most important role in helping our children, both girls and boys, to access quality education. It is important that you help your child's learning in the home too.
- » To help parents complete the School Report Card, each school will establish a School Report Card Committee of parents. In the last meeting of parents, we selected members of our School Report Card Committee.
- » The School Report Card Committee will organise activities for parents to support each month for the coming 11 months. On average there will be one activity each month. In this meeting we will learn about the different activities.

School Report Card Guidelines

- » It is important, for example, to manage your child's chores around home so they can attend school regularly
- » It is the responsibility of parents to ensure good behaviour and discipline of your child.
- » School parents are the only people involved in completing the School Report Card form.
- » The School Report Card form covers ten key areas of the school. These are:

1. School Safety and Protection
2. School Facilities
3. Access to Textbooks
4. Continuous Assessment
5. Water and Sanitation
6. Roles of Children at the School
7. Management of Instructional Materials
8. Performance of School Management Committees (SMCs)
9. Homework Assignments and Marking
10. Parental Responsibility

- » Today we are going to complete the School Report Card. This will involve discussing each of the 10 categories in the School Report Card and then giving it a score.
- » Let me start by asking if all parents have a pen or pencil.
- » I will now give out sheets of paper to each parent.
- » If you do not have a pen or pencil then you can share with another parent.
- » The paper I am giving out is to be used to list the scores out of ten marks that you will give to the each of the 10 School Report Card categories.
- » Please write the numbers 1 to 20 on the far right hand column of the paper I am handing out. Start with 1 at the top and go down the page to the number 20.
- » For each of the categories in the School Report Card we are all going to write a score out of ten marks on our sheets of paper. Then as a group we will discuss our scores and then agree on an overall score for all parents.
- » For each of the 10 categories of the School Report Card, we will consider the quality of education in three imaginary schools in Kenya. Then, we will give scores for our own school which our children attend. We ask you to think about the experiences of both female and male children and if there are any differences. By thinking about the imaginary schools first, we have a chance to consider the good and bad aspects of other schools in Kenya.
- » Let me start by reading aloud an example so we can all get the idea. The following example is for the category of Homework Assignments and Marking.
- » I will read out the example. Then, you will each write down the mark you would give the school. A school that gets a "10" is a school that ranks among the very best in Kenya in that category. A school that gets a "1" is among the very worst in that category. Most schools fall somewhere in between.
- » By thinking about the factors that make a school better or worse, we can identify areas in which our school does well, and areas in which our school needs improvement. Now, let me read the example.

Example 1:

Imagine your child is attending the following school. The teachers assign homework to pupils in lower primary twice per week, and upper primary every day. The teachers mark all the homework assignments given to pupils. Teachers at this school require pupils to take their marked homework back home to show their parents.

Out of ten marks, what score would you give this school for homework assignments and marking?

- » All parents should now write down a score out of 10 marks on their piece of paper.
- » Now lets debate together what we think the score should be out of 10 marks.
- » I will now read out the second example. Then, you will each write down the mark you would give the school.

Example 2:

Imagine your child is attending the following school. The teachers never assign any homework to pupils in upper or lower primary. Out of ten marks, what score would you give this school for homework, assignments and marking?

- » All parents should now write down a score out of 10 marks on their piece of paper.
- » Now lets debate together what we think the score should be out of 10 marks.
- » I will now read out the third example. Then, you will each write down the mark you would give the school.

Example 3:

Imagine your child is attending the following school. The teachers in a primary school assign homework to pupils in upper primary three times a week. Teachers do not assign homework to pupils in lower primary. The teachers mark all the homework assignments given to pupils in upper primary.

- » All parents would now write down a score out of 10 marks on their piece of paper.
- » Now let's debate together what we think the score should be out of 10 marks.
- Encourage discussion and agreement on the score out of 10 marks.
- Read aloud the points below once there is agreement on the score.
 - » Now we are going to discuss a second example. This category is called Access to Textbooks. I will read the example and then you can give it a score out of 10 marks.

Example 1:

Imagine your child is attending the following school. At this school there is a textbook to pupil ratio of one to one, which means that each pupil has his own textbook for all main subjects, for both upper and lower primary.

Out of 10 marks, how many marks would you give your child's school with regard to access to textbooks?

- Ask all the parents to write down their score. Then encourage discussion and agreement on the score out of 10 marks.
- Then once you have agreement read aloud example 2.

School Report Card Guidelines

Example 2:

Imagine your child is attending the following school. At this school there is a textbook to pupil ratio of one to two in lower and upper primary, which means that each pupil shares a textbook for all subjects with one other pupil.

Out of 10 marks, how many marks would you give this school with regard to access to textbooks?

- Ask all the parents to write down their score. Then encourage discussion and agreement on the score out of 10 marks.
- Then once you have agreement read aloud example 2.

Example 3:

Imagine your child is attending the following school. At this school there is a textbook to pupil ratio of one to five in lower primary, which means that each pupil shares a textbook for all subjects with four other pupils. In upper primary the textbook to pupil ratio is one to three, which means that each pupil shares a textbook for all subjects with two other pupils.

Out of 10 marks, how many marks would you give this school with regard to access to textbooks?

- Ask all the parents to write down their score. Then encourage discussion and agreement on the score out of 10 marks. Ensure that the views of both female and male parents are heard.
- Then once you have agreement read aloud the points below.
 - » Do parents have any questions before we start on the ten School Report Card items?
 - » Now lets discuss the actual School Report Card items.

1st School Report Card Item – School Safety and Protection

Instructions for meeting facilitators

- Read aloud the following points.
 - » The first item of the School Report Card we are going to discuss is school safety and protection.
 - » Children have the right to be protected from being hurt and mistreated, physically or mentally. The Ministry of Education and schools should ensure that children are properly cared for and protected from violence, abuse and neglect by anyone who looks after them, including teachers. There are ways to discipline children that can help children learn about family and social values and behaviour.
 - » As parents and guardians, it is our responsibility to teach our children about good behaviour and being respectful. Parents have a responsibility to ensure their child is disciplined, so that teachers should not routinely administer physical punishment to the child.
 - » Teacher should not be physically punishing your child as a matter of routine. This would be seen as physical abuse and can have a bad impact on your child's ability to learn.
 - » The Teachers Service Commission (TSC) Code of Regulations for Teachers prohibits a Public Officer from engaging in any sexual activity with a pupil or student regardless of whether they give consent. The Ministry of Education has guidelines for reporting sexual harassment cases in school.

- » A good school system requires clear policies that ensure children are safe and in a secure school environment without sexual assault and harassment by teachers and classmates. The policies should be well known and accepted by everyone and effectively enforced by the head teacher and the School Management Committee.
- » The school should provide adequate physical security and measures to ensure safety of boys and girls in schools as fences, proper lighting in all areas of the school and any other security precautions.
- » Girls and boys should be encouraged to report any inappropriate behaviour and the head teacher and School Management Committee should address the issue. The child should be supported and receive counselling.
- » We will start with three examples from imaginary schools. I will read each example and then each parent will write their score out of 10 marks on their piece of paper. Then we will all discuss what score to give it as our combined score.

Example 1:

Imagine your child is attending the following school. When problems with pupil discipline interfere with learning, the deputy head teacher arranges for a meeting with the concerned class teacher and parents to discuss the problem. Together, they find a solution to the problem. There is a friendly environment at school where boys and girls can feel safe and report any cases of sexual harassment affecting them. When an incident of sexual harassment is received, the head-teacher reports it immediately to the relevant authorities. The school provides counselling to pupils who may have experienced abuse or have regular discipline problems.

Out of 10 marks, how many marks would you give this school with regard to school safety and protection?

- Read aloud the example again if parents need to listen to it again.
- Ask all the parents to write down their score next to number 1.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 1. Score out of 10 marks for school safety and protection for example 1 | /10 |
|---|-----|

- Read aloud example 2.

Example 2:

Imagine your child is attending the following school. Physical punishment is regularly used by teachers even for trivial offences. Parents are only notified about serious offences when their children are to be sent home or expelled from school. The school does not have a fence and strangers are often found on school property. Some teachers regularly meet with pupils out of school. There have been several incidents of sexual harassment reported by children, but the head-teacher has taken no action, and the child is punished for talking about this issue.

Out of 10 marks, how many marks would you give this school with regard to school safety and protection?

School Report Card Guidelines

- Ask all the parents to write down their score next to number 2.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 2. Score out of 10 marks for school safety and protection for example 2 | /10 |
|---|-----|

- Read aloud and discuss the following example.

Example 3:

Imagine your child is attending the following school. At your child's school, there are rumours about an inappropriate relationship between a teacher and a pupil, but no one is asked for more information. Only when the head-teacher has received reports of sexual harassment by pupils against teachers, has it been reported to the relevant authorities. When problems with pupil discipline interfere with learning, the deputy head teacher disciplines the pupils and then notifies the concerned parents. No counseling is available for children.

Out of 10 marks, how many marks would you give this school with regard to school safety and protection?

- Ask all the parents to write down their score next to number 3.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 3. Score out of 10 marks for school safety and protection for example 3 | /10 |
|---|-----|

- Read aloud the point below.
 - » Now, think about the school your child actually attends. Out of 10 marks, how many marks would you give your child's school with regard to school safety and protection?
- Ask all the parents to write down their score next to number 4.
- Then encourage discussion.
- Ensure both female and male parents' views are heard.
- Encourage discussion on whether school safety and protection is of a concern for parents for both girl and boy pupils.
- Ask the group for actual examples of different experiences relating to school safety and protection.
- Ask the parents then to agree on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 4. Score out of 10 marks for school safety and protection for your child's school | /10 |
|---|-----|

2nd School Report Card Item – School Facilities

Instructions for meeting facilitators

- Read aloud the following points.
 - » The second item of the School Report Card we are going to discuss is school facilities.
 - » A good standard for school facilities is for classrooms to have a roof, concrete floors and electric lighting. In addition each child should have a chair or seat, and there should be sufficient desk space for each child.
 - » We will start with three examples from imaginary schools. I will read each example and then each parent will write their score out of 10 marks on their piece of paper. Then we will all discuss what score to give our school.

Example 1:

Imagine your child is attending the following school. Every class has its own permanent classroom, and there are plenty of good quality desks for pupils. The teachers have sufficient office space to plan and organise their work. The school is secure with a fence and lockable gate. During breaks your child can play in a clean area shaded by trees.

Out of 10 marks, how many marks would you give this school with regard to school facilities?

- Ask all the parents to write down their score next to number 5.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 5. Score out of 10 marks for school facilities for example 1 | /10 |
|--|-----|

- Read aloud example 2.

Example 2:

Imagine your child is attending the following school. Half the classrooms are permanent, while the other half are made of temporary materials. The teachers have sufficient office space to plan and organise their work. Your child usually has their own desk, although sometimes they should share with another pupil. The school is secure with a fence and lockable gate. During breaks your child can play in a clean area, however, it is not shaded by trees.

Out of 10 marks, how many marks would you give this school with regard to school facilities?

- Ask all the parents to write down their score next to number 6.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 6. Score out of 10 marks for school facilities for example 2 | /10 |
|--|-----|

- Read aloud and discuss the following example.

School Report Card Guidelines

Example 3:

Imagine your child is attending the following school. Some of the classrooms are permanent, but most are made of temporary materials. The head-teacher has an office, but the other teachers do not have a staff room. Your child usually has to share a desk with other pupils, and sometimes your child should sit on the floor. There is no fence or lockable gate at the school. During breaks your child has access to a small field next to the school grounds.

Out of 10 marks, how many marks would you give this school with regard to school facilities?

- Ask all the parents to write down their score next to number 7.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 7. Score out of 10 marks for school facilities for example 3 | /10 |
|--|-----|

- Read aloud the point below.

Now, think about the school your child actually attends. Out of 10 marks, how many marks would you give your child's school with regard to school facilities?

- Ask all the parents to write down their score next to number 8.
- Ensure the views of both female and male parents are heard.
- Encourage discussion on whether girls and boys have the same or different experiences – if, for example, there are insufficient desks are male children more likely to have to sit on the floor than female children?
- Ask the parents then to agree on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 8. Score out of 10 marks for school facilities for your child's school | /10 |
|--|-----|

- After completing this item go to the next School Report Card item.

3rd School Report Card Item – Access to textbooks

Instructions for meeting facilitators

- Read aloud the following points.
 - » The third item of the School Report Card we are going to discuss is access to textbooks.
 - » The Ministry of Education provides Free Primary Education funds to all public primary schools for the purchase of textbooks. The Ministry policy is that there should be sufficient textbooks for one textbook for the four main subjects to be shared between two pupils in lower primary, which is a textbook pupil ratio of 1 to 2. Therefore every pupil in lower primary should share four textbooks with one other pupil.
 - » For upper primary, there should be one textbook for the four main subjects for each pupil, that is a textbook pupil ratio of 1 to 1. Therefore every pupil in upper primary should have a minimum of four textbooks for the main subjects of English, Kiswahili, Mathematics and Social Studies.
 - » To help with completing this School Report Card item some parents and guardians were asked to collect information on their child’s access to textbooks. Before we look at the information they collected lets discuss the examples from three imaginary schools.
 - » I will read aloud the first example then all parents will give it a score out of ten marks.

Example 1:

Imagine your child is attending the following school. At this school there is a textbook to pupil ratio of one to one, which means that each pupil has his own textbook for all subjects, in upper primary. In lower primary, one textbook is shared between two pupils.

Out of 10 marks, how many marks would you give this school with regard to access to textbooks?

- Ask all the parents to write down their score next to number 9.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 9. Score out of 10 marks for access to textbooks for example 1 | /10 |
|--|-----|

- Read aloud example 2.

Example 2:

Imagine your child is attending the following school. At this school there is a textbook to pupil ratio of one to two in lower and upper primary, which means that each pupil shares a textbook for all subjects with one other pupil.

Out of 10 marks, how many marks would you give this school with regard to access to textbooks?

- Ask all the parents to write down their score next to number 10.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 10. Score out of 10 marks for access to textbooks for example 2 | /10 |
|---|-----|

School Report Card Guidelines

- Read aloud and discuss the following example.

Example 3:

Imagine your child is attending the following school. At this school there is a textbook to pupil ratio of one to five in lower primary, which means that each pupil shares a textbook for all subjects with four other pupils, and girls are less likely to have access to textbooks than boys. In upper primary the textbook to pupil ratio is one to three, which means that each pupil shares a textbook for all subjects with two other pupils.

Out of 10 marks, how many marks would you give this school with regard to access to textbooks?

- Ask all the parents to write down their score next to number 11.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 11. Score out of 10 marks for access to textbooks for example 3 | /10 |
|---|-----|

- Read aloud the point below.
 - » Now lets hear about the information collected by parents. Please wait a few minuets while we write the summary table on the blackboard.
- Copy the table below onto the blackboard. If there is no blackboard write it on a piece of paper.
- Then complete the table by writing down the information collected by parents in each column.
- Then calculate the textbook to pupil ratio for boys and girls and write it in the last column of the table.
- To calculate the textbook to pupil ratio divide the number of textbooks by the number of pupils. For example, if 15 boys are sharing 5 English textbooks then the textbook to pupil ratio is 1 textbook to 3 pupils. Or if 20 girls are sharing 5 Kiswahili textbooks then the ratio is 1 textbook to 4 pupils.

Note: Further instructions are listed below the table.

Table: Summary of information collected by parents on access to textbooks

| | Parent 1 | Parent 2 | Parent 3 | Parent 4 | Parent 5 | Parent 6 | Parent 7 | Parent 8 | Parent 9 | Text-book: pupil ratio for boys | Text-book: pupil ratio for girls |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|---------------------------------|----------------------------------|
| Child's gender (M/ F) | | | | | | | | | | | |
| Child's class | | | | | | | | | | | |
| Number of textbooks issued to your child | | | | | | | | | | | |
| No. of pupils sharing one English textbook with your child | | | | | | | | | | | |
| No. of pupils sharing one Maths textbook with your child | | | | | | | | | | | |
| No. of pupils sharing one Kiswahili textbook with your child | | | | | | | | | | | |

- Once you have completed the table, encourage parents to actively discuss the findings.
- Ask them if they think their school is close to having one textbook per child in upper primary and one textbook shared by two children in lower primary?
- Ensure the views of both female and male parents are heard.
- Encourage discussion on whether girls and boys have the same or different experiences – if, for example, do boys have more textbooks than girls?
- After discussion, ask parents how many marks they would give their school with regard to access to textbooks. Ask them to write down a score out of 10 marks on their piece of paper next to the number 12.
- Next ask parents to agree on a score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 12. Score out of 10 marks for access to textbooks for your child's school | /10 |
|---|-----|

- After completing this item go to the next School Report Card item.

4th School Report Card Item – Continuous Assessment

Instructions for meeting facilitators

- Read aloud the following points.
 - » The fourth item of the School Report Card we are going to discuss is continuous assessment.
 - » It is important that the teacher supports your child’s progress in class. One way to do this is to regularly assess your child’s progress each month, and have regular meetings between the teacher and parents or guardians to discuss their child’s progress.
 - » The teacher should also discuss your child’s promotion with parents or guardians. This helps both parents and teachers to encourage your child’s learning. It will also help parents and teachers identify where your child needs more support in order to gain promotion to the next class year.
 - » We will start with three examples from imaginary schools. I will read each example and then each parent will write their score out of 10 marks on their piece of paper beside the number 1. Then we will all discuss what score to give it as our combined score.

Example 1:

Imagine your child is attending the following school. Your child’s teacher assesses the performance of your child at the end of each month and keeps detailed records. You meet with your child’s teacher each month to discuss his or her progress. At the end of the year you meet with your child’s teacher to discuss promotion. You and the teacher come to a joint decision about what class your child should attend next year.

Out of 10 marks, how many marks would you give this school with regard to continuous assessment?

- Ask all the parents to write down their score next to number 13.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 13. Score out of 10 marks for continuous assessment for example 1 | /10 |
|---|-----|

- Read aloud example 2.

Example 2:

Imagine you child is attending the following school. Throughout the school year you hear nothing about your child’s performance. It is only at the end of the year that the teacher assesses your child’s performance to make a decision about your child’s promotion. If you disagree with the decision, you are expected to go and discuss it with the head-teacher.

Out of 10 marks, how many marks would you give this school with regard to continuous assessment?

- Ask all the parents to write down their score next to number 14.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 14. Score out of 10 marks for continuous assessment for example 2 | /10 |
|---|-----|

- Read aloud and discuss the following example.

Example 3:

Imagine your child is attending the following school. You are informed of your child’s progress half-way through the year and at the end of the year when the teacher makes a decision about your child’s promotion. If you have concerns about you child’s progress, you can schedule a meeting with your child’s teacher. If you disagree with the decision about promotion you can discuss it with the head-teacher.

Out of 10 marks, how many marks would you give this school with regard to continuous assessment?

- Ask all the parents to write down their score next to number 15.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 15. Score out of 10 marks for continuous assessment for example 3 | /10 |
|---|-----|

- Read aloud the point below.

Now, think about the school your child actually attends. Out of 10 marks, how many marks would you give this school with regard to continuous assessment?

- Ask all the parents to write down their score next to number 16.
- Ensure the views of both female and male parents are heard.
- Encourage discussion on whether girls and boys have the same or different experiences
- Ask the parents then to agree on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 16. Score out of 10 marks for continuous assessment for your child’s school | /10 |
|---|-----|

- After completing this item go to the next School Report Card item.

5th School Report Card Item – Water and Sanitation

Instructions for meeting facilitators

- Read aloud the following points.
 - » The fifth item of the School Report Card we are going to discuss is water and sanitation.
 - » The Ministry of Education recommends that each school should have access to safe, clean water and to teach personal hygiene, such as hand washing to children. In addition, there should be separate toilets for girls and boys that are regularly cleaned. Also the Ministry recommends access to sanitary pads for girls when required.
 - » We will start with three examples from imaginary schools. I will read each example and then each parent will write their score out of 10 marks on their piece of paper. Then we will all discuss what score to give it as our combined score.

Example 1:

Imagine your child is attending the following school. At your child’s school there are enough permanent toilets for all pupils, with separate toilets for girls and boys to use the facilities with privacy and dignity. There are basins, water and soap for washing hands at the toilets. There are sanitary pads for girls to use if they need. The school teaches personal hygiene to pupils. The toilets are cleaned daily. The school has a clean water supply system and water storage tanks providing water year round.

Out of 10 marks, how many marks would you give this school with regard to water and sanitation?

- Ask all the parents to write down their score next to number 17.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 17. Score out of 10 marks for water and sanitation for example 1 | /10 |
|--|-----|

- Read aloud example 2.

Example 2:

Imagine your child is attending the following school. Your child’s school has a few toilets made of semi-permanent materials that are shared by pupils and teachers, with no separate toilets for girls and boys. The toilets are overflowing and dirty. There are no basins, water or soap for washing hands, and no sanitary pads available for girls. The school does not teach personal hygiene to pupils. The toilets are never cleaned. The school has no clean water supply system and no water storage tanks.

Out of 10 marks, how many marks would you give this school with regard to water and sanitation?

- Ask all the parents to write down their score next to number 18.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 18. Score out of 10 marks for access to water and sanitation for example 2 | /10 |
|--|-----|

- Read aloud and discuss the following example.

Example 3:

Imagine your child is attending the following school. Your child’s school does not have enough permanent toilets for all pupils. At the toilets, there are wash basins and water for washing hands but no soap. At times, there are sanitary pads available for girls. The school teaches personal hygiene to pupils. The toilets are cleaned once per week. The school has a clean water supply for some of the year, but storage is severely limited.

Out of 10 marks, how many marks would you give this school with regard to water and sanitation?

- Ask all the parents to write down their score next to number 19.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 19. Score out of 10 marks for water and sanitation for example 3 | /10 |
|--|-----|

- Read aloud the point below.

Now, think about the school your child actually attends. Out of 10 marks, how many marks would you give this school with regard to water and sanitation?

- Ask all the parents to write down their score next to number 20.
- Encourage discussion on whether girls and boys have the same or different facilities.
- Ensure the views of both female and male parents are heard.
- After discussion ask parents to agree on a score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 20. Score out of 10 marks for water and sanitation for your child’s school | /10 |
|--|-----|

- After completing this item go to the next School Report Card item.

6th School Report Card Item – Roles of Children at the School

Instructions for meeting facilitators

- Read aloud the following points.
 - » The next item of the School Report Card we are going to discuss is roles of children at the school
 - » All children are expected to help with activities at the school, such as gardening and sweeping and washing down the floors. Teachers give tasks to children and both boys and girls should share this work equally.
 - » It is important that these tasks are fairly spread, and that they do not interfere with a child being able to take part in lessons.
 - » The Ministry of Education has also been looking at ways to improve child learning in all public primary schools. These methods focus on encouraging more discussion in the classroom between the teacher and pupils. It is very important for children to be encouraged to take an active part in lessons for child learning.
 - » We will start with three examples from imaginary schools. I will read each example and then each parent will write their score out of 10 marks on their piece of paper. Then we will all discuss what score to give it as our combined score.

Example 1:

Imagine your child is attending the following school. At your child’s school, the roles of children are shared evenly. Once a week both girls and boys collect water before school to help clean the floors. The girls and boys share with sweeping. All children help with the garden. Teachers encourage both girls and boys to take part in lessons and work together in groups.

Out of 10 marks, how many marks would you give this school with regard to roles of children at the school?

- Ask all the parents to write down their score next to number 21.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 21. Score out of 10 marks for roles of children at school for example 1 | /10 |
|---|-----|

- Read aloud example 2.

Example 2:

Imagine your child is attending the following school. At your child’s school, girls do most of the chores. Girls are expected to collect the water before school to help clean the floors once a week; as a result they are often late for class. The teacher pays more attention to the boys in class, and only asks boys to answer questions. Girls are expected to sit quietly in class and not talk.

Out of 10 marks, how many marks would you give this school with regard to roles of children at school?

- Ask all the parents to write down their score next to number 22.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 22. Score out of 10 marks for roles of children at school for example 2 | /10 |
|---|-----|

Read aloud and discuss the following example.

Example 3:

Imagine your child is attending the following school. At your child’s school, girls collect water before school to clean the floors once a week, and as a result are often late for class. Boys help with sweeping the floors. Boys sometimes help in the garden, but mainly the girls do this work. In class teachers ask boys questions and give them feedback on their answer. Sometimes girls are encouraged to take part in the lesson too.

Out of 10 marks, how many marks would you give this school with regard to roles at school?

- Ask all the parents to write down their score next to number 23.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 23. Score out of 10 marks for roles of children at school for example 3 | /10 |
|---|-----|

- Read aloud the point below.
 - » Now, think about the school your child actually attends. Out of 10 marks, how many marks would you give your child’s school with regard to roles at the school?
- Ask all the parents to write down their score next to number 24.
- Encourage discussion on whether roles at school are fair between girls and boys and if teachers encourage girls and boys at school.
- Ask the parents then to agree on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 24. Score out of 10 marks for roles at school for your child’s school | /10 |
|---|-----|

- After completing this item go to the next School Report Card item.

7th School Report Card Item – Management of Instructional Materials

Instructions for meeting facilitators

- Read aloud the following points.
 - » The seventh School Report Card item we are going to discuss is instructional materials management.
 - » It is important that child learn to be responsible for the care of their textbooks and other learning materials. Schools can support with this by ensuring books have a plastic cover to prevent them from damage. Schools should also have a library where all pupils can build their reading skills.
 - » We will start with three examples from imaginary schools.

Example 1:

Imagine your child is attending the following school. All of your child’s textbooks have a serial number and are covered in plastic for protection. The school teaches children each term how to look after textbooks. If your child loses a book, you should pay for its replacement. Your child also has access to many reading and reference books in the school’s library.

Out of 10 marks, how many marks would you give this school with regard to the management of instructional materials?

- Ask all the parents to write down their score next to number 25.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 25. Score out of 10 marks for management of instructional materials for example 1 | /10 |
|---|-----|

- Read aloud example 2.

Example 2:

Imagine your child is attending the following school. All of your child’s textbooks have a serial number, but many are not covered in plastic. The school teaches children how to look after textbooks once a year. If your child loses a book, you are supposed to pay for its replacement, though this rule is not always enforced. Your child has access to the school’s library, though it has few reading and reference books.

Out of 10 marks, how many marks would you give this school with regard to the management of instructional materials?

- Ask all the parents to write down their score next to number 26.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 26. Score out of 10 marks for the management of instructional materials for example 2 | /10 |
|---|-----|

- Read aloud and discuss the following example.

Example 3:

Imagine your child is attending the following school. None of child’s textbooks have a serial number and they are not covered in plastic. The school does not teach children how to look after textbooks. If your child loses a book you do not have to pay for its replacement. The school has no library.

Out of 10 marks, how many marks would you give this school with regard to instructional materials management?

- Ask all parents to write down their score next to number 27.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 27. Score out of 10 marks for instructional materials management for example 3 | /10 |
|--|-----|

- Read aloud the point below.

Now, think about the school your child actually attends. Out of 10 marks, how many marks would you give your child’s school with regard to instructional materials management?

- Ask all parents to write down their score next to number 28.
- Encourage discussion. Ensure the views of both female and male parents are heard.
- Encourage discussion on whether girls and boys have the same or different experiences of instructional materials.
- Ask the parents then to agree on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 28. Score out of 10 marks for instructional materials management for this school | /10 |
|--|-----|

- After completing this item go to the next School Report Card item.

8th School Report Card Item – Performance of the School Management Committee

Instructions for meeting facilitators

- Read aloud the following points.
 - » The eighth School Report Card item we are going to discuss is School Management Committee (SMC) Performance.
 - » The SMC is responsible for the management of the school and they prepare and work to a School Development Plan.
 - » There should be School Management Committee elections each year. They should hold meetings once a year with parents to get feedback and agreement about the School Development Plan.
 - » The SMC and the head-teacher should hold a meeting with parents to discuss school finances each term.
 - » We will start with three examples from imaginary schools.

Example 1:

Imagine your child is attending the following school. The SMC holds an annual meeting with parents to review their achievements and to hold SMC elections. The SMC has a detailed School Development Plan that is endorsed by parents, and being implemented successfully. Once a term, the head-teacher and SMC hold a general meeting with parents to discuss school finances.

Out of 10 marks, how many marks would you give your child’s school with regard to SMC Performance?

- Ask all parents to write down their score next to number 29.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 29. Score out of 10 marks for the performance of the SMC for example 1 | /10 |
|--|-----|

- Read aloud example 2.

Example 2:

Imagine your child is attending the following school. The SMC does not hold an annual meeting with parents to review their achievements. There have been no elections for SMC for the last four years. The SMC has no School Development Plan. There are no general meetings to discuss school finances.

Out of 10 marks, how many marks would you give this school with regard to SMC Performance?

- Ask all parents to write down their score next to the number 30.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 30. Score out of 10 marks for the performance of the SMC for example 2 | /10 |
|--|-----|

- Read aloud and discuss the following example.

Example 3:

Imagine your child is attending the following school. The SMC holds an annual meeting with parents to review their achievements and to hold SMC elections. The SMC has a detailed School Development Plan, however, it is not being well implemented. Once a year, the head-teacher and SMC hold a general meeting with parents to discuss school finances.

Out of 10 marks, how many marks would you give this school with regard to SMC performance?

- Ask all parents to write down their score next to number 31.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 31. Score out of 10 marks for the performance of the SMC for example 3 | /10 |
|--|-----|

- Read aloud the point below.

Now, think about the school your child actually attends. Out of 10 marks, how many marks would you give this school with regard to instructional materials management?

- Ask all parents to write down their score next to number 32.
- Then encourage discussion, ensuring views from both female and male parents are heard, and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 32. Score out of 10 marks for the performance of the SMC for this school | /10 |
|--|-----|

- After completing this item go to the next School Report Card item.

9th School Report Card Item – Homework Assignments and Marking

Instructions for meeting facilitators

- » The ninth School Report Card item we are going to discuss is Homework Assignments and Marking.
- » To help with completing this School Report Card item some parents and guardians were asked to collect information on their child’s homework assignments and marking. Before we look at the information they collected let’s discuss the examples from three imaginary schools.
- » I will read aloud the first example then all parents will give it a score out of ten marks.

Example 1:

Imagine your child is attending the following school. The teachers assign homework to Pupils in lower primary twice per week and upper primary every day. The teachers mark all the homework assignments given to Pupils, and require Pupils to take marked homework back home to show their parents.

Out of 10 marks, how many marks would you give your child’s school with regard to homework assignments and marking?

- Ask all parents to write down their score next to number 33.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 33. Score out of 10 marks for homework assignments and marking for example 1 | /10 |
|--|-----|

- Read aloud example 2.

Example 2:

Imagine your child is attending the following school. The teachers assign homework to Pupils in upper primary every day, but no homework is assigned to pupils in lower primary. The teachers mark all the homework assignments given to pupils.

Out of 10 marks, how many marks would you give this school with regard to homework assignments and marking?

- Ask all parents to write down their score next to number 34.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 34. Score out of 10 marks for homework assignments and marking for example 2 | /10 |
|--|-----|

- Read aloud and discuss the following example.

Example 3:

Imagine your child is attending the following school. The teachers never assign any homework to pupils in upper or lower primary.

Out of 10 marks, how many marks would you give this school with regard to homework assignments and marking?

- Ask all parents to write down their score next to number 35.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 35. Score out of 10 marks for homework assignments and marking for example 3 | /10 |
|--|-----|

- Read aloud the point below.
 - » Now let's study the information collected by parents. Please wait a few minutes while we write the summary table on the blackboard.
- Copy the table below onto the blackboard. If there is no blackboard write it on a piece of paper.
- Then complete the table by writing down the information collected by parents in each column.
- Then calculate the total amount in the last column.

Summary Table: Homework assignments and marking for male children

| Data collected on male children | Parent 1 | Parent 2 | Parent 3 | Parent 4 | Parent 5 | Parent 6 | Parent 7 | Parent 8 | Parent 9 | Total | Average |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------|----------------|
| Your child's grade (or standard) | | | | | | | | | | | |
| Number of days your child was given homework | | | | | | | | | | | |
| Number of days your child's homework was marked | | | | | | | | | | | |

School Report Card Guidelines

Summary Table: Homework assignments and marking for female children

| Data collected on female children | Parent 1 | Parent 2 | Parent 3 | Parent 4 | Parent 5 | Parent 6 | Parent 7 | Parent 8 | Parent 9 | Total | Average |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------|----------------|
| Your child's grade (or standard) | | | | | | | | | | | |
| Number of days your child was given homework | | | | | | | | | | | |
| Number of days your child's homework was marked | | | | | | | | | | | |

- Read aloud the point below.
 - » Before we give a score to our school, I would like to ask parents to think about our findings and the experiences of female children and male children.
- Encourage discussion. Ensure the views of both female and male parents are heard.
- Encourage discussion on whether girls and boys have the same or different experiences of homework assignments and marking.
- Ask all parents to write down their score next to number 36.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|--|-----|
| 36. Score out of 10 marks for homework assignments and marking for this school | /10 |
|--|-----|

- After completing this item go to the next School Report Card item.

10th School Report Card Item – Parental Responsibility

Instruction for meeting facilitators

Read aloud the following points

- » The tenth School Report Card item we are going to discuss is parental responsibility.
- » Please remember that we are using the term parent broadly, it refers to any parent or guardian or caregiver in extended family networks, as well as a foster family who is responsible for caring and rearing a child or children attending school.
- » We all know that parents should get fully involved in the education of their child. The more involved parents are, the more likely their child will succeed in school.
- » Parents have a responsibility to ensure that the basic needs of their child are provided for. Parents must make sure that their child regularly attends school, and parents should check to see if their children have done their assigned homework.
- » Parents should meet regularly with their child's teacher to make sure that he or she is doing well at school, such as being active in class, being well behaved, and completing the homework given by the teacher.
- » Parents should talk with their child when they return home from school about their day and what they have learnt. And they should ask about any upcoming interesting events at the school. Parents must be involved; the more involved a parent is, the more likely your child will do well at school.
- » Parents should not ask their children to get involved in domestic or paid work during school hours. Any form of paid work done by children is considered as child labour and it is prohibited under Kenyan Law
- » Parents are expected to provide an environment that is safe for their children which includes keeping children free from physical, sexual, and emotional abuse.
- » It is the responsibility of the parent to teach good values and morals to their children and to develop mutual respect with their child through the use of respectful language.
- » Parents are expected to provide their children with their basic needs like appropriate clothing for different weather conditions, school uniform, adequate nutritious foods and sanitary towels for girls.
- » Parents should provide their children with self-esteem by accepting a child's uniqueness and individuality, and also recognizing and acknowledging their child's academic achievements. They should also model the value of learning, self-discipline and hard work and discuss the value of a good education.
- » It is the responsibility of a parent to provide time and a quiet place for their child to study at home, setting limits for leisure activities and assigning equal responsibility for household chores to both boys and girls.
- » Now lets us start with our three imaginary schools. I will read aloud the first example and then you will write down a score out of ten marks.

Example 1:

Imagine your child is attending the following school. Children come to school in neat, clean school uniform. All the children come to school at the right time and absenteeism is very minimal. When a child has to miss school for a day the parent informs the class teacher. The parents at this school attend all meetings organised by the head-teacher and School Management Committee. Each parent meets with their child's teacher each term to discuss their progress. When their child comes home from school, the parent asks their child about their day and they help them complete their homework.

School Report Card Guidelines

Out of 10 marks, how many marks would you give this school with regard to parental responsibility?

- Ask all the parents to write down their score next to number 37.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 37. Score out of 10 marks for parental responsibility for example 1 | /10 |
|---|-----|

- Read aloud example 2.

Example 2:

Imagine your child is attending the following school. Children come to school in a neat, clean school uniform. Some of the children come to school at the right time, while others do not. When a child has to miss school for a day parents do not inform the class teacher. The parents at this school attend most meetings organised by the head-teacher and School Management Committee. Most parents meet with their child's teacher each term to discuss their progress. When their child comes home from school the parent tells their child to complete their homework, but does not check it or asks if it has been done.

Out of 10 marks, how many marks would you give this school with regard to parental responsibility?

- Ask all parents to write down their score next to number 38.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 38. Score out of 10 marks for parental responsibility for example 2 | /10 |
|---|-----|

- Read aloud and discuss the following example.

Example 3:

Imagine your child is attending the following school. At your child's school most children come to school in tattered clothes. Only a few children wear school uniform. Children rarely come to school on time and there are many cases where parents send their children to do paid work, while others give them domestic chores at home, on school days. When the head-teacher asks parents to meet at school to discuss the problem of absenteeism parents do not come. Parents at this school do not meet with class teachers to discuss the education of their children.

Out of 10 marks, how many marks would you give this school with regard to parental responsibility?

- Ask all parents to write down their score next to number 39.
- Then encourage discussion and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 39. Score out of 10 marks for the parental responsibility for example 3 | /10 |
|---|-----|

- Read aloud the point below.

Now, think about the school your child actually attends. Out of 10 marks, how many marks would you give this school with regard to parental responsibility? We all must be honest with each other about the score we will give our school in this area.

- Ask all parents to write down their score next to number 40.
- Then encourage discussion, ensuring views from both female and male parents are heard, and agreement on the score out of 10 marks.
- Write the score below when there is agreement.

| | |
|---|-----|
| 40. Score out of 10 marks for parental responsibility for this school | /10 |
|---|-----|

- After completing this item go to number 4.2 below.

Section 4: Parents priorities for improvement at the school

Instructions for meeting facilitators

- Read aloud the points below.
 - » The next part of our meeting today is to discuss and agree on up to five of the School Report Card categories that we want our School Management Committee, head-teacher and teachers to improve in the coming year.
 - » I will read aloud the 10 categories and then we can discuss the five that we all agree are most important to improve. The 10 categories are:
 1. School Safety and Protection
 2. Continuous Assessment
 3. School Facilities
 4. Access to Textbooks
 5. Water and Sanitation
 6. Roles of Children at the School
 7. Management of Instructional Materials
 8. Performance of the School Management Committee (SMC)
 9. Homework Assignments and Marking
 10. Parental Responsibility
 - » Which five of these categories are the most important to improve in the coming year?
 - » Which of these categories had major differences between female pupils and male pupils?
- Encourage discussion. Remind all parents that this is about improving quality of education for all children, including girls and boys.
- Write suggestions by parents on the blackboard. Ensure that both female and male parents' views are heard. If you need to, ask female parents about what they believe are the 5 most important categories and then ask male parents about what they believe are the 5 most important categories.
- If parents cannot agree on the five then you could have a hand vote to decide. If parents want more than five on the list then this is possible.
- If parents want less than five then just list the areas they select.
- Once you have agreed on the five items then list them below in the box. Then read aloud the next points below the box.

School Report Card Guidelines

| Most Important School Report Card Categories to improve in the coming year |
|---|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

- » Now we have agreed on the five categories the School Report Card Committee will be tasked with listing specific recommendations for each category. These recommendations will then be formally submitted to our head-teacher and School Management Committee in a meeting with parents.
 - » The recommendations will also be listed in our School Report Card sent to the DEO and the Ministry of Education in Nairobi.
- Go to 4.1 below.

4.1 Statement from parents for the DEO and DEO staff

Instructions for meeting facilitators

- Read aloud the point below.
 - » The next item for the meeting today is to agree as a group on the statement we want to list in the School Report Card for the DEO.
 - » Each School Report Card has a section for parents to make a joint statement to the DEO. This statement can cover any issues, including gender issues, that parents want to communicate directly to the DEO.
 - » I would like parents to make suggestions for what we want to say directly to the DEO. Encourage discussion and agreement on the statement. Ensure that the views of both female and male parents are encouraged and heard. When there is clear agreement, write the statement below in the box.
- After the statement is written, a committee member should read the statement aloud to ensure it represents the parents' sentiments.
- Then go to 4.2.

4.3 Calculating the total score for the school out of 100 marks

Instructions for meeting facilitators

- Read aloud the point below.
 - » Now we are going to add up all the scores we have given to our school for the 10 School Report Card categories.
 - » Please wait while we add up the marks.
- Only list the scores for your school, and not the scores from the examples.

| School Report Card Areas | | Score for our school |
|-------------------------------------|---|----------------------|
| 1. | School Safety and Protection | /10 |
| 2. | Continuous Assessment | /10 |
| 3. | School Facilities | /10 |
| 4. | Access to Textbooks | /10 |
| 5. | Roles of Children at the School | /10 |
| 6. | Water and Sanitation | /10 |
| 7. | Instructional Materials Management | /10 |
| 8. | School Management Committee Performance | /10 |
| 9. | Homework Assignments and Marking | /10 |
| 10. | Parental Responsibility | /10 |
| Total Score out of 100 Marks | | /100 |

- Read aloud the points below when the final score is determined.
 - » The total marks we scored for our school is ____ marks of our 100.
 - » This is the score that we will list in our School Report Card that we send to the DEO and the Ministry of Education.
 - » Next year we will complete the School Report Card again to see if our score out of 100 marks has improved.
 - » Are there any questions to discuss before we go to the next item?
- After questions and discussion go to 4.4 below.

4.4 Introduction to School Report Card activities

Instructions for meeting facilitators

- Read aloud the point below.
 - » The last topic of our meeting today is to learn about the activities that the School Report Card Committee and parents will undertake in the coming months.
 - » These activities aim to keep parents actively involved in helping to improve the quality of education in their school.
 - » One activity will be undertaken each month so as not to take too much time for parents.
 - » For some months the activity will be undertaken by the School Report Card Committee, parents, the head-teacher, the School Management Committee and teachers, while in other months the activity will be undertaken by just the School Report Card Committee in partnership with the head-teacher and the School Management Committee.

School Report Card Guidelines

- » Now will read the activities to be undertaken over the coming months. I will read the month number, then the activity, and then who will undertake the activity, and then any comments.

| Month # | Activity | Undertaken by | Comments |
|-----------------------------|--|---|--|
| 1st month | Completion of School Report Card | <ul style="list-style-type: none"> • Parents • School Report Card Committee | <ul style="list-style-type: none"> • Today we have had successfully completed our School Report Card which is the activity for the first month. • The last step will involve the School Report Card Committee completing School Report Card forms and then giving them to the DEO and the Ministry of Education headquarters. |
| 2nd month | Meeting to discuss the School Report Card findings | <ul style="list-style-type: none"> • School Report Card Committee With: <ul style="list-style-type: none"> • All parents • Head-teacher • School Mgt. Comm. | <ul style="list-style-type: none"> • In the second month the School Report Card Committee will organise a meeting with all parents, the head-teacher and the School Management Committee, to discuss our School Report Card findings. • After today, the School Report Card Committee will meet with the head-teacher to arrange a meeting date next month (or 30 days from now) and plan to inform all parents. • When the SRC Committee meets the head-teacher they will give him or her a copy of our completed School Report Card. • There are clear instructions in these Guidelines on holding the meeting next month with our head-teacher and School Management Committee. |

- » Are there any questions about what we will do in the second month of the School Report Card?
- » Now let's hear about the activities in the third month.

| Month # | Activity | Undertaken by | Comments |
|-----------------------|---------------------------------------|---|---|
| 3 rd month | Meeting about instructional materials | <ul style="list-style-type: none"> • All parents • Head-teacher • School Mgt. Committee • Teachers • School Instructional Materials Management Committee (SIMMC) | <ul style="list-style-type: none"> • In the third month we will have a meeting to discuss about the management of instructional materials in our school. • The head-teacher will be invited to explain how the Free Primary Education grants work and what has been achieved to date. • At this meeting the role of parents in ensuring their children look after textbooks they have been issued will be discussed. • At this meeting, a date will be agreed to have a count of textbooks issued to children, as well as an inspection on the condition of textbooks kept by pupils. |

- » Are there any questions about what we will do in the third month of the School Report Card?
- » Now let's hear about the activities in the fourth month.

| Month # | Activity | Undertaken by | Comments |
|-----------------------|--------------------|--|---|
| 4 th month | Count of textbooks | <ul style="list-style-type: none"> • School Report Card Committee With: <ul style="list-style-type: none"> • Head-teacher • School Mgt. Committee • Teachers | <ul style="list-style-type: none"> • In the fourth month, the School Report Card Committee will assist the head-teacher and teachers to count all issued textbooks, as well as those in storage • This activity will involve a half-day or less exercise where all children line up in front of their classrooms to have their textbooks counted and inspected. • The aim of this exercise is to get a good understanding of the number of textbooks in the school. • This activity will not involve parents. • The School Report Card Committee will also assist the head-teacher to collect money from parents whose children have lost or badly damaged their issued textbooks. |

- » Are there any questions about what we will do in the fourth month of the School Report Card?
- » Now let me introduce the fifth month.

School Report Card Guidelines

| Month # | Activity | Undertaken by | Comments |
|-----------------------|--|--|---|
| 5 th month | Meeting about gender and Student Performance | <ul style="list-style-type: none"> • All parents • Head-teacher • School Report Card Committee • School Mgt. Committee • All Teachers | <ul style="list-style-type: none"> • In the fifth month we will have a meeting to discuss issues of gender and education, such as are boys and girls receiving equal support in their education. • Also at this meeting pupil performance will be discussed, such as learning achievements of children in different grades. • This meeting will be organised by the School Report Card Committee and the head-teacher. |

- » Are there any questions about what we will do in the fifth month of the School Report Card?
- » Now let me introduce the sixth month.

| Month # | Activity | Undertaken by | Comments |
|-----------------------|--|--|--|
| 6 th month | Meeting about school infrastructure and schools fees | <ul style="list-style-type: none"> • All parents • Head-teacher • School Report Card Committee • School Mgt. Committee • All Teachers | <ul style="list-style-type: none"> • In the sixth month we will meet to discuss issues about school infrastructure and school fees. • This meeting will be organised by the School Report Card Committee and the head-teacher. |

- » Are there any questions about what we will do in the sixth month of the School Report Card?
- » Now let me introduce the seventh month. In the seventh month we will discuss a topic that parents want to discuss. I would like to have suggestions from parents as to what topic we should discuss. Can I have suggestions from both male and female parents?
 - o Write the suggestions on the blackboard and get people to agree on the meeting topic.
 - o Write the agreed meeting topic below, and also who will attend the meeting.

| Month | What is the meeting topic? | Who will attend? | Notes |
|-----------------------|----------------------------|------------------|-------|
| 7 th month | | | |

- » Are there any questions about what we will do in the seventh month of the School Report Card?
- » Now let me introduce the eighth month.

| Month # | Activity | Undertaken by | Comments |
|-----------------------|---|--|--|
| 8 th month | Meeting about extra curricular activities | <ul style="list-style-type: none"> • All parents • Head-teacher • School Report Card Committee • School Mgt. Committee • All Teachers | <ul style="list-style-type: none"> • In the eighth month we will meet to discuss issues about extra curricula activities. |

- » Are there any questions about what we will do in the eighth month of the School Report Card?
- » Now let me introduce the ninth month.

| Month # | Activity | Undertaken by | Comments |
|-----------------------|--|--|--|
| 9 th month | Meeting about achievements since presentation of the School Report Card findings | <ul style="list-style-type: none"> • All parents • Head-teacher • School Report Card Committee • School Mgt. Committee • All Teachers | <ul style="list-style-type: none"> • In the ninth month we will meet to hear about what has been achieved by the head-teacher and School Management Committee since the meeting we had in month two to discuss our School Report Card findings. |

- » Are there any questions about what we will do in the ninth month of the School Report Card?
- » Now let me introduce the tenth month.

| Month # | Activity | Undertaken by | Comments |
|------------------------|---|--|---|
| 10 th month | Meeting about School Management Committee performance | <ul style="list-style-type: none"> • All parents • Head-teacher • School Report Card Committee • School Mgt. Committee • All Teachers | <ul style="list-style-type: none"> • The aim of this meeting is to discuss the performance of our School Management Committee. |

- » Are there any questions about what we will do in the tenth month of the School Report Card?
- » Now let me introduce the eleventh and final month.

School Report Card Guidelines

| Month # | Activity | Undertaken by | Comments |
|------------------------|--|--|---|
| 11 th month | Documenting the achievements over the last 11 months and reporting to the Ministry of Education and National Taxpayers Association | <ul style="list-style-type: none">• School Report Card Committee | <ul style="list-style-type: none">• The final activity involves documenting the achievements over the last 10 months and then reporting the achievements to the Ministry of Education and the National Taxpayers Association.• The MOE and NTA will send a form for the School Report Card committee to complete listing their achievements. |

- » Are there any questions about what we will do in the eleventh month of the School Report Card?
- » Now we have covered the activities we will undertake over the coming 11 months, Now let's discuss the term of the School Report Card Committee.

4.5 Term of the School Report Card Committee

Instructions for meeting facilitators

- Read aloud the points below.
 - » The last point to make clear to all parents concerns the role of the School Report Card Committee.
 - » **The School Report Card Committee is a permanent committee for two years starting from this School Report Card.**
 - » At completion of the next School Report Card, that is in year 2, elections will be held for new Committee members, or for retaining existing Committee members.
 - » The Ministry of Education and the National Taxpayers Association will send new Guidelines concerning the next School Report Card.

4.6 Closing of the meeting with parents

Instructions for meeting facilitators

- Read aloud the point below.
 - » We have now finished the tasks to complete our first School Report Card.
 - » The last activity we must undertake is to sign a Meeting Attendance Form listed in Annex 2 of the School Report Card Guidelines. I will cut out the form and then pass it around so that people can sign it.
- Pass around the Meeting Attendance Form.
- Read aloud the points below while parents are signing the form.
 - » The next meeting that you will be asked to attend will be the meeting between parents, the head-teacher and the School Management Committee to present and discuss our School Report Card findings.
 - » The head-teacher and the School Report Card Committee will inform parents as to when this meeting will be held.

- » After this meeting the School Report Card Committee will meet to copy the information we have agreed today into four School Report Card forms listed in these School Report Card Guidelines.
- » The first School Report Card form will be kept by our School Report Card Committee.
- » The second School Report Card form will be given to the head-teacher.
- » The third School Report Card form will be sent to the DEO.
- » The fourth School Report Card form will be sent to the Ministry of Education Head Quarters and the National Taxpayers Association in Nairobi through the DEO.
- » Are there any questions from parents before we close this meeting?
- » If there are no more questions then I would like to ask the School Report Card Committee to meet at the end of this meeting.
- » Before ending this meeting I would like to ask parents to list your name and sign the Meeting Attendance Form.
- Pass the form at the back of these Guidelines around for signing by parents.
- When the form has been filled then read aloud the points below to close the meeting.
 - » On behalf of the School Report Committee I would like to thank all of you for your time and commitment to improving the quality of education in our school.
 - » Parents have a very important role to play in demanding accountability from the head-teacher, teachers and School Management Committee regarding the quality of education their children receive.
 - » Parents being active and demand accountability is the most effective way to improve the quality of education our children receive.
- End the meeting.
- **Make sure the Meeting Attendance Form (listed in Annex 2) is correctly filled out and signed by all parents attending the meeting.**
- Speak individually with parents if they have any questions or comments. Specifically seek the views from female parents to ensure they felt able to contribute to the meeting and that their views were heard.
- When parents have left, hold a meeting with School Report Card Committee members. The content for this meeting is listed in Section 4.7 below.

4.7 School Report Card Committee meeting

Instructions for School Report Card Committee members

- Read aloud the points below School Report Card Committee members.

Meeting Item #1: School Report Card Priority Improvement Areas

- » The School Report Card Committee needs to discuss and agree on concrete actions to be undertaken in the coming six months for each of the priority School Report Card categories identified and agreed in the recent meeting with parents.
- » The actions we identify should be short and concise points, rather than detailed statements. The actions should seek to include any identified differences in experiences between female and male children.
- » The actions should be practical and achievable for the school to undertake.
- » All actions must be able to be undertaken by the head-teacher, teachers or the School Management Committee.

School Report Card Guidelines

- » Now let's discuss the first School Report Card Priority Improvement Area. What are our recommendations for this area to be improved?
- Show School Report Committee members the boxes below.
- Complete the boxes below with the most important five actions that parents want undertaken the coming six months.

| |
|---|
| School Report Card Priority Improvement Area # 1 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| School Report Card Priority Improvement Area # 2 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| School Report Card Priority Improvement Area # 3 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| School Report Card Priority Improvement Area # 4 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

| |
|---|
| School Report Card Priority Improvement Area # 5 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Meeting Item #2: Completion of the four School Report Card Forms

Instructions for School Report Card Committee members

- Read aloud the points below.
 - » The School Report Card Committee must now complete the four School Report Card forms. These are:

| Name of School Report Card forms | Instruction |
|--|--|
| 1. School Report Card to be kept by the School Report Card Committee | <ul style="list-style-type: none"> • Keep this School Report Card as the document with all the original information. • Do not cut this form out of these Guidelines. |
| 2. School Report Card for the Head-teacher and School Management Committee | <ul style="list-style-type: none"> • This School Report Card will be given to the head-teacher, and then it will be presented by the School Report Card Committee at a special meeting with parents. • Complete this form, and then cut it out of these Guidelines. |
| 3. School Report Card for the District Education Officer (DEO) and DEO staff | <ul style="list-style-type: none"> • Cut this form out of these guidelines neatly. • Complete the form by copying information from these Guidelines and then give it to the DEO. • Committee members can give this form to their School Report Card trainer, or they can give it directly to the DEO. |
| 4. School Report Card for Ministry of Education Head Office and National Taxpayers Association (NTA) | <ul style="list-style-type: none"> • Cut this form out of these guidelines neatly. • Complete the form by copying information from these Guidelines and then give it to the DEO. • Committee members can give this form to their School Report Card trainer, or they can give it directly to the DEO. |

- » All of the information needed to complete the four School Report Cards should have been written and listed in various sections of these Guidelines.
- » All that needs to be done is for someone with neat handwriting to copy the information into each form.
- » The instructions in the table above should be followed to successfully complete the four School Report Card forms.
- » **Make sure the completed Meeting Attendance Form is attached to the School Report Card for Ministry of Education Head Office and National Taxpayers Association (NTA) in Nairobi**
- » **Once all the School Report Card Forms have been completed then go to Section 5 so see what activities the School Report Card Committee should undertake next month.**

School Report Card Guidelines

School Report Card for _____ Primary School (to be kept by the School Report Card Committee)

| | |
|-------------------|--|
| 1. Name of School | |
| 2. District Name | |
| 3. Province Name | |

Section 1: School Report Card Scores and Total Score

- List the final scores agreed in the meeting with parents for each School Report Card item below. These scores should be only those given for the school, and not any scores given for the example schools. Then total the marks for a score out of 100 marks.

| | |
|---|-------------|
| 1. School Safety and Protection | /10 |
| 2. School Facilities | /10 |
| 3. Access to Textbooks | /10 |
| 4. Continuous Assessment | /10 |
| 5. Water and Sanitation | /10 |
| 6. Roles of Children at the School | /10 |
| 7. Management of Instructional Materials | /10 |
| 8. Performance of the School Management Committee (SMC) | /10 |
| 9. Homework Assignments and Marking | /10 |
| 10. Parental Responsibility | /10 |
| Total Score out of 100 Marks | /100 |

Section 2: Priority School Report Card Improvement Areas and Recommendations

- List the final agreed actions to improve each of the five priority School Report Card categories. These should be copied from the boxes listed earlier in this document.

| |
|---|
| School Report Card Priority Improvement Area # 1 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

| |
|---|
| School Report Card Priority Improvement Area # 2 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| School Report Card Priority Improvement Area # 3 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| School Report Card Priority Improvement Area # 4 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| School Report Card Priority Improvement Area # 5 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

School Report Card Guidelines

School Report Card for the Head-teacher and School Management Committee

| | |
|-------------------|--|
| 1. Name of School | |
| 2. District Name | |
| 3. Province Name | |

Section 1: School Report Card Scores and Total Score

- List the final scores agreed in the meeting with parents for each School Report Card item below. These scores should be only those given for the school, and not any scores given for the example schools. Then total the marks for a score out of 100 marks.

| | |
|---|-------------|
| 1. School Safety and Protection | /10 |
| 2. School Facilities | /10 |
| 3. Access to Textbooks | /10 |
| 4. Continuous Assessment | /10 |
| 5. Water and Sanitation | /10 |
| 6. Roles of Children at the School | /10 |
| 7. Management of Instructional Materials | /10 |
| 8. Performance of the School Management Committee (SMC) | /10 |
| 9. Homework Assignments and Marking | /10 |
| 10. Parental Responsibility | /10 |
| Total Score out of 100 Marks | /100 |

Section 2: Priority School Report Card Improvement Areas and Recommendations

- List the final agreed actions to improve each of the five priority School Report Card categories. These should be copied from the boxes listed earlier in this document.

| |
|---|
| School Report Card Priority Improvement Area # 1 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

| |
|---|
| School Report Card Priority Improvement Area # 2 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| School Report Card Priority Improvement Area # 3 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| School Report Card Priority Improvement Area # 4 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| School Report Card Priority Improvement Area # 5 = _____ |
| Recommended actions to be undertaken: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

School Report Card Guidelines

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| |
|---|
| Actions to improve School Report Card Category 4 = _____ |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| Actions to improve School Report Card Category 5 = _____ |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Section 4: Signatures of School Report Card Committee members

- Below are the names and signatures of School Report Card Committee members.

| Name | Mobile No. | Signature (if available) |
|------|------------|-----------------------------|
| | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |

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End of School Report Card for the DEO.

School Report Card Guidelines

MINISTRY OF EDUCATION



Republic of Kenya



School Report Card for the Ministry of Education Directorate of Quality Assurance and Standards, and the National Taxpayers Association (NTA)

Section 1: School Report Card Background Data

- Complete all the sections below. Make sure you list all the scores in the tables below, i.e. all scores for the examples and all the scores given to your school.

| | | |
|----|-----------------------|--|
| 1. | Name of School | |
| 2. | County Name | |
| 3. | Current District Name | |
| 4. | Province Name | |

| | | | | |
|----|--|--------------------|------------------|---------------|
| 5. | Was there a meeting with parents to explain the School Report Card, and select School Report Card Committee members? (tick correct box) | Yes | No | |
| 6. | How many parents attended this meeting? | Total no. of women | Total no. of men | Total parents |
| | | | | |
| 7. | Are there minutes of this meeting available? (tick correct box) | Yes | No | |
| 8. | Was there a second (or final) meeting with parents to discuss and complete the School Report Card? (tick correct box) | Yes | No | |
| 9. | How many parents attended this meeting? | Total no. of women | Total no. of men | Total parents |
| | | | | |

Section 2: School Report Card findings

- List the final scores agreed in the meeting with parents for all examples and School Report Card items. All boxes below (i.e. /10) must be completed.

1st School Report Card Item – School Safety and Protection

| | |
|---|-----|
| 1. Score out of 10 marks for School Safety and Protection for example 1 | /10 |
| 2. Score out of 10 marks for School Safety and Protection for example 2 | /10 |
| 3. Score out of 10 marks for School Safety and Protection for example 3 | /10 |
| 4. Score out of 10 marks for School Safety and Protection for this school | /10 |

2nd School Report Card Item – School Facilities

| | |
|--|-----|
| 5. Score out of 10 marks for school facilities for example 1 | /10 |
| 6. Score out of 10 marks for school facilities for example 2 | /10 |
| 7. Score out of 10 marks for school facilities for example 3 | /10 |
| 8. Score out of 10 marks for school facilities for this school | /10 |

3rd School Report Card Item – Access to textbooks

| | |
|---|-----|
| 9. Score out of 10 marks for access to textbooks for example 1 | /10 |
| 10. Score out of 10 marks for access to textbooks for example 2 | /10 |
| 11. Score out of 10 marks for access to textbooks for example 3 | /10 |
| 12. Score out of 10 marks for access to textbooks for this school | /10 |

4th School Report Card Item – Continuous Assessment

| | |
|---|-----|
| 13. Score out of 10 marks for continuous assessment for example 1 | /10 |
| 14. Score out of 10 marks for continuous assessment for example 2 | /10 |
| 15. Score out of 10 marks for continuous assessment for example 3 | /10 |
| 16. Score out of 10 marks for continuous assessment for this school | /10 |

5th School Report Card Item – Water and Sanitation

| | |
|--|-----|
| 17. Score out of 10 marks for water and sanitation for example 1 | /10 |
| 18. Score out of 10 marks for access to textbooks for example 2 | /10 |
| 19. Score out of 10 marks for access to textbooks for example 3 | /10 |
| 20. Score out of 10 marks for water and sanitation for this school | /10 |

6th School Report Card Item Roles of Children at the School

| | |
|---|-----|
| 21. Score out of 10 marks for Roles of Children at the School for example 1 | /10 |
| 22. Score out of 10 marks for Roles of Children at the School for example 2 | /10 |
| 23. Score out of 10 marks for Roles of Children at the School for example 3 | /10 |
| 24. Score out of 10 marks for Roles of Children at the School for this school | /10 |

7th School Report Card Item – The management of Instructional Materials

| | |
|---|-----|
| 25. Score out of 10 marks for mgt. of instructional materials for example 1 | /10 |
| 26. Score out of 10 marks for mgt. of instructional materials for example 2 | /10 |
| 27. Score out of 10 marks for mgt. of instructional materials for example 3 | /10 |
| 28. Score out of 10 marks for mgt. of instructional materials for this school | /10 |

Section 4: Names of School Report Card Committee members

- List the details of School Report Card Committee members in the table below.

| Name | Postal address (if available) | Mobile No. (if available) | Signature |
|-------------|--|--------------------------------------|------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |

Note: Make sure one of the boxes is signed on the next page when the completed School Report Card is given to School Report Card Trainer, Zonal Education Officer or DEO staff.

Note: School Report Card Committee members must have one of the boxes signed below by the person they give the School Report Card to. This is very important to ensure that the form is not lost.

Complete the box below if the completed School Report Card was given to the School Report Card Trainer

| | Name | Signature | Date | Mobile No. |
|---|-------------|------------------|-------------|-------------------|
| Name of School Report Card Trainer receiving the document | | | | |
| Name of School Report Card Committee member or parent giving the document | | | | |

School Report Card Guidelines

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Complete the box below if the completed School Report Card was given to the Zonal Education Officer /TAC - tutor

| | Name | Signature | Date | Mobile No. |
|---|-------------|------------------|-------------|-------------------|
| Name of Zonal education Officer/TAC-tutor receiving the document | | | | |
| Name of School Report Card Committee member or parent giving the document | | | | |

Complete the box below if the completed School Report Card was given to the DEO or DEO staff

| | Name | Signature | Date | Mobile No. |
|---|-------------|------------------|-------------|-------------------|
| Name of DEO or DEO staff receiving the document | | | | |
| Name of School Report Card Committee member or parent giving the document | | | | |

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Section 5: Monthly School Report Card activities

Notes for Section

- * This Section explains how to successfully undertake the monthly School Report Card activities.
- * School Report Card Committee members should read about the activities so that they can plan for the successful implementation.

Month 2 Activity: Meeting to discuss the School Report Card findings

Instructions for School Report Card Committee members

- Read aloud the points below.
- School Report Card Committee members must agree on when they will meet the head-teacher to give him/her the completed School Report Card.
- This meeting is not to discuss the School Report Card findings; rather it is to request the head-teacher to attend a meeting with all parents, the School Report Card Committee and the School Management Committee to discuss the School Report Card findings.
- When meeting the head-teacher the Committee should ask him or her to assist in inviting parents to the agreed meeting.
- It is important that both female and male parents are encouraged to attend the meeting of parents.
- Choose a venue with the head-teacher that can accommodate the expected number of parents.
- The goal of the meeting with parents is to reach agreement with the head-teacher and the School Management Committee on the actions that they will undertake in the coming months to respond to the School Report Card findings.
- On the day of the meeting, School Report Card Committee members should present the main findings of the School Report Card to all parents, the head-teacher and the School Management Committee.
- Then SRC Committee members should facilitate discussion between parents, the head-teacher and the School Management Committee.
- The female facilitators should encourage women to speak during the meeting.
- A proposed schedule for the meeting is listed below, alongside the estimated times.

| Proposed meeting items | Estimated time |
|--|--|
| 1. Opening of the meeting, and welcome of parents, by a School Report Card Committee member | 10 minutes |
| 2. Prayer | 5 minutes |
| 3. Introduction of the School Report Card Committee members, head-teacher and School Management Committee | 5 minutes |
| 4. Presentation by a School Report Card Committee member on the findings from the School Report Card | 10 minutes |
| 5. Response from the head-teacher to the School Report Card findings | 10 minutes |
| 6. Response from the Chairman of the School Management Committee | 10 minutes |
| 7. Open session – questions from parents to the head-teacher and School Management Committee (facilitated by a School Report Card Committee member) | 60 minutes (if there are a lot of questions from parents make it longer) |
| 8. Agreement on the concrete actions, and timeframes, the head-teacher and School Management Committee will take to address the School Report Card findings (facilitated by a School Report Card Committee member) | 30 minutes |
| 9. Closing the meeting -- statement from the head-teacher and a member of the School Report Card Committee | 5 minutes |

- » Remember that the agreed actions the head-teacher and School Management Committee agree to take must be feasible and easy to check if they have been done or not.
- » During the meeting one School Report Card Committee member should be assigned to take minutes.
- » At the end of the meeting a report should be written using the pages below. Answer the questions listed and write the relevant information in the spaces provided.
- » **Do not cut these pages out of these Guidelines. The information listed in the report will be used later in the year.**
- » Study the report below before the meeting with parents is held so that it is clear what information must be collected.
- » Before concluding Activity No. 2, agree on when the School Report Card Committee will meet to plan and implement Activity No. 3 listed below.

School Report Card Guidelines

Month 2 Report on the meeting to discuss the School Report Card findings

| Question to be answered | Write answers below |
|---|---------------------|
| What day and date was the meeting with parents held? | |
| How long was the meeting in hours? | |
| How many parents attended the meeting? (estimate the number) | |
| How many female parents attended the meeting? (estimate) | |
| Did the head-teacher attend the meeting? (write yes or no) | |
| How many School Report Card Committee members attended the meeting? | |
| How many School Management Committee members attended the meeting? | |
| How many teachers attended the meeting? | |

| Write below the concrete actions agreed in the meeting by the head-teacher and School Management Committee to address the School Report Card findings: | To be completed by? (list date) |
|--|---------------------------------|
| 1. | |
| | |
| 2. | |
| | |
| 3. | |
| | |
| 4. | |
| | |
| 5. | |
| | |
| 6. | |
| | |
| 7. | |
| | |
| 8. | |
| | |
| List any other comments below: | |
| | |
| | |
| | |
| | |

End of report

Month 3 Activity: Meeting to discuss the Management of School Instructional Materials

Instructions for School Report Card Committee members

- Read aloud the points below.
 - » School Report Card Committee members must meet with the head-teacher to agree on a date, time and his/her participation in a meeting with parents to discuss management of instructional materials.
 - » Teachers, School Management Committee members, and School Instructional Materials Selection Committee members (SIMSC) should attend this meeting.
 - » The aim of this meeting is for parents to fully understand the situation with instructional materials in the school.
 - » A proposed schedule for the meeting is listed below, alongside the estimated time.
 - » Committee members should inform the head-teacher of the 10 topics listed below to be covered in the meeting with parents. These topics are mandatory and the head-teacher can add additional information on related topics.
 - » School Report Card Committee members should also raise the issue of assisting with a physical count of textbooks with the head-teacher, which is the main activity in the next month.

| Proposed meeting items | Estimated time |
|--|----------------|
| 1. Opening of the meeting and welcome to parents by a School Report Card Committee member | 10 minutes |
| 2. Prayer | 5 minutes |
| Presentation by the Head-teacher on: <ol style="list-style-type: none"> i. The role of the SIMSC ii. Members of the SIMSC iii. The amount of funding the school has received from MOE Free Primary Education funds (Account 1) over the last two years, as well as this year, to purchase textbooks iv. The number of textbooks purchased each year over the last two years, and the number purchased this year v. The current pupil to textbook ratio for children in lower primary (i.e. how many children share four core subject textbooks) vi. The pupil to textbook ratio for children in upper primary (i.e. how many children share four core subject textbooks) vii. In the last two years how many textbooks have been damaged and are beyond repair in lower primary viii. In the last two years how many textbooks have been damaged and are beyond repair in upper primary ix. How many parents have not replaced textbooks their children lost beyond repair? x. What are the main issues that must be addressed to improve the management of instructional materials in the school? | 40 minutes |

School Report Card Guidelines

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|--|------------|
| 3. Open session – questions from parents to the head-teacher and School Management Committee and teachers (facilitated by a School Report Card Committee member) (if there are a lot of questions from parents make it longer than 60 minutes) | 60 minutes |
| 4. Agreement on the concrete actions, and by which time, the head-teacher and School Management Committee will take to improve the management of instructional materials in the school (facilitated by a School Report Card Committee member) | 30 minutes |
| 5. Introduction to the idea of a physical count of all issued and stored textbooks | 5 minutes |
| 6. Closing of the meeting -- statement from the head-teacher and a member of the School Report Card Committee | 5 minutes |

- » Remember that the key goal of the meeting is for the head-teacher and School Management Committee to commit to concrete actions, within a fixed timeframe, to improve the management of instructional materials in the school.
- » Remember that the agreed actions must be feasible and easy to check if they have been done or not.
- » During the meeting, one School Report Card Committee member should be assigned to take minutes.
- » At the end of the meeting a report should be written using the page below. Answer the questions listed and write the relevant information on the spaces provided.
- » Do not cut these pages out of these Guidelines. The information listed in the report will be used later in the year.
- » Study the report below before the meeting is held so that it is clear what information must be collected.
- » Agree on when the School Report Card Committee will meet to plan and implement Activity No. 4 listed below.

Month 3 Report on the Management of Instructional Materials

| Question to be answered | Write answers below | |
|--|---------------------|--|
| What day and date was the meeting held? | | |
| How long was the meeting in hours? | | |
| How many parents attended the meeting? (estimate) | | |
| How many female parents attended the meeting? (estimate) | | |
| Did the head-teacher attend the meeting? (write yes or no) | | |
| How many School Report Card Committee members attended the meeting? | | |
| How many School Management Committee members attended the meeting? | | |
| How many teachers attended the meeting? | | |
| How many School Instructional Materials Selection Com. members attended? | | |

| Write below the concrete actions agreed in the meeting by the head-teacher and School Management Committee to address the School Report Card findings: | To be completed by? (list date) |
|--|---------------------------------|
| 1. | |
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| 5. | |
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| 6. | |
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| 7. | |
| | |
| 8. | |
| | |
| List any other comments below: | |
| | |
| | |
| | |

End of report

School Report Card Guidelines

Month 4 Activity: Physical Count of Textbooks

Instructions for School Report Card Committee members

- Read aloud the points below.
 - » In the fourth month the School Report Card Committee should assist the head-teacher and teachers to count all issued textbooks, as well as those in storage.
 - » The overall aim of this activity is to get a clear picture of the exact number of textbooks each child has, as well as the conditions of textbooks.
 - » Members of the School Report Card Committee should meet with the head-teacher and discuss the best date and time for the physical count of textbooks.
 - » Committee members should assist the head-teacher with undertaking the count.
 - » To successfully count all textbooks it is important to inform all children in all classes that they must bring all their textbooks to school on the agreed day.
 - » Those children who do not bring their textbooks should be asked to bring them the next day.
 - » On the day of the count all children should line up in their classes and then hold their textbooks as they are counted and inspected. It is best to count and inspect the textbooks for one subject then all textbooks, and then the next subject.
 - » After the count of textbooks a report should be written using the page below. Answer the questions listed and write the relevant information on the spaces provided.
 - » Do not cut these pages out of these Guidelines. The information listed in the report will be used later in the year.
 - » Study the report below before the meeting is held so that it is clear what information must be collected.
 - » Agree on when the School Report Card Committee will meet to plan and implement Activity No. 5 listed below.

Month 4 Report on the Physical Count of Textbooks

| Question to be answered | Write answers below |
|---|---------------------|
| What day and date was the physical count of textbooks held? | |
| Situation of textbooks in lower primary | |
| What is the total number of textbooks in the school for lower primary? | |
| What is the total number of textbooks in the school for lower primary for the four core subjects, Maths, English, Social Studies and Kiswahili? | |
| What is the total number of pupils currently enrolled in lower primary? | |
| What is the pupil to textbook ratio for lower primary? | |
| Calculate it by dividing the total number of pupils by the number textbooks in the four core subjects, Maths, English, Social Studies and Kiswahili, e.g. 300 students and 200 textbooks for 4 subjects = 3 pupils must share 1.5 textbooks | |
| What is the total number of girls enrolled in the school in lower primary? | |
| What is the no. of textbooks damaged in the last 12 months in lower primary? | |
| How many parents have outstanding bills with the school to replace damaged textbooks for lower primary? | |
| Situation of textbooks in upper primary | |
| What is the total number of textbooks in the school for upper primary? | |
| What is the total number of textbooks in the school for upper primary for the four core subjects, Maths, English, Social Studies and Kiswahili? | |
| What is the total number of pupils currently enrolled in upper primary? | |
| What is the pupil to textbook ratio for upper primary? | |
| Calculate by dividing the total number of pupils by the number textbooks in the four core subjects, Maths, English, Social Studies and Kiswahili, e.g. 200 students and 600 textbooks = 1 pupil has 3 core textbooks | |
| What is the total number of girls enrolled in the school in upper primary? | |
| What is the no. of textbooks damaged in the last 12 months in upper primary? | |
| How many parents have outstanding bills with the school to replace damaged textbooks for upper primary? | |
| List any other comments hereabout the physical count of textbooks | |
| | |
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| | |

End of report

Month 5 Activity: Meeting on Gender and Education Statistics

Instructions for School Report Card Committee members

- Read aloud the points below.
 - » In the fifth month the School Report Card Committee should help organise a meeting with all parents to talk about gender, education statistics and overall school performance.
 - » School Report Card Committee members must meet the head-teacher to agree on a date, time and his/her participation in this meeting.
 - » When meeting the head-teacher give him or her a copy of the form listed on the next page. Ask the head-teacher to present the information listed in the form at the meeting with parents.
 - » Ask the head-teacher if he or she has any questions about the form.
 - » A proposed schedule for the meeting is listed below, alongside the estimated time.

| Proposed meeting items | | Estimated time |
|-------------------------------|--|-----------------------|
| 1. | Opening of the meeting and welcome to parents by a School Report Card Committee member | 10 minutes |
| 2. | Prayer | 5 minutes |
| 3. | Presentation by the Head-teacher of information on gender, education statistics and overall school performance | 30 minutes |
| 4. | Open session – questions from parents to the head-teacher and School Management Committee and teachers (facilitated by a School Report Card Committee member) (if there are a lot of questions from parents make it longer) | 60 minutes |
| 5. | Agreement on the concrete actions, and by which time, the head-teacher and School Management Committee will take to address gender, education statistics and overall school performance (facilitated by a School Report Card Committee member) | 30 minutes |
| 6. | Closing of the meeting -- statement from the head-teacher and a member of the School Report Card Committee | 5 minutes |

Information form on gender, education statistics and overall school performance
1. Enrolment of boys and girls

| | Girls | Boys |
|-------------|-------|------|
| Total | | |
| Enrolment % | | |

2. Absenteeism rates of girls and boys by grade

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------|---|---|---|---|---|---|---|---|
| Girls | | | | | | | | |
| Boys | | | | | | | | |

3. Repetition rates of girls and boys by grade

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------|---|---|---|---|---|---|---|---|
| Girls | | | | | | | | |
| Boys | | | | | | | | |

4. Dropout rates of girls and boys by grade

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------|---|---|---|---|---|---|---|---|
| Girls | | | | | | | | |
| Boys | | | | | | | | |

5. KCPE Exam results for girls and boys

| Subject | Female | Male | Total |
|-----------------------|--------|------|-------|
| English | | | |
| Kiswahili | | | |
| Mathematics | | | |
| Science | | | |
| GHCR / Social Studies | | | |

6. KCPE results over time

| KCPE scores | Five years ago | Four years ago | Three years ago | Two years ago | Last year | Most recent score |
|-------------|----------------|----------------|-----------------|---------------|-----------|-------------------|
| Girls | | | | | | |
| Boys | | | | | | |

7. Number of female and male teachers by grade

| Teachers | Grade | | | | | | | | Total |
|----------|-------|---|---|---|---|---|---|---|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Female | | | | | | | | | |
| Male | | | | | | | | | |

School Report Card Guidelines

8. Number of female and male people on School Management Committee

| School Management Committee | Number |
|-----------------------------|--------|
| Women | |
| Men | |

- » Remember that the key goal of the meeting is for the head-teacher and School Management Committee to commit to concrete actions, within a fixed timeframe, to address the issues of gender, education statistics and overall school performance.
- » Remember that the agreed actions must be feasible and easy to check if they have been done or not.
- » During the meeting one School Report Card Committee member should be assigned to take minutes.
- » At the end of the meeting a report should be written using the pages below. Answer the questions listed and write the relevant information on the spaces provided.
- » Do not cut these pages out of these Guidelines. The information listed in the report will be used later in the year.
- » Study the report below before the meeting is held so that it is clear what information must be collected.
- » Agree on when the School Report Card Committee will meet to plan and implement Activity No. 6 listed below.

Month 6 Activity: Meeting about School Infrastructure and Fees

Instructions for School Report Card Committee members

- Read aloud the points below.
 - » In the sixth month the School Report Card Committee should organise a meeting with parents about school infrastructure and school fees.
 - » School Report Card Committee members must meet the head-teacher to agree on a date, time and his/her participation in this meeting.
 - » A proposed schedule for the meeting is listed below, alongside the estimated time.

| Proposed meeting items | | Estimated time |
|-------------------------------|---|-----------------------|
| 1. | Opening of the meeting and welcome to parents by a School Report Card Committee member | 10 minutes |
| 2. | Prayer | 5 minutes |
| 3. | Presentation by the Head-teacher on the school infrastructure and school fees | 30 minutes |
| 4. | Open session – questions from parents to the head-teacher and School Management Committee and teachers (facilitated by a School Report Card Committee member) | 60 minutes |
| 5. | Agreement on the concrete actions, and by which time, the head-teacher and School Management Committee will take on school infrastructure and schools fees (facilitated by a School Report Card Committee member) | 30 minutes |
| 6. | Closing of the meeting -- statement from the head-teacher and a member of the School Report Card Committee | 5 minutes |

- » During the meeting one School Report Card Committee member should be assigned to take minutes.
- » At the end of the meeting a report should be written using the pages below. Answer the questions listed and write the relevant information on the spaces provided.
- » Do not cut these pages out of these Guidelines. The information listed in the report will be used later in the year.
- » Study the report below before the meeting is held so that it is clear what information must be collected.
- » Agree on when the School Report Card Committee will meet to plan and implement Activity No. 7 listed below.

School Report Card Guidelines

Month 7 Activity: Meeting about a topic selected by parents

Instructions for School Report Card Committee members

- Read aloud the points below.
 - » In the seventh month the School Report Card Committee should organise a meeting with parents about the topic selected by parents.
 - » School Report Card Committee members must meet the head-teacher to agree on a date, time and his/her participation in this meeting.
 - » A proposed schedule for the meeting is listed below, alongside the estimated time.

| Proposed meeting items | | Estimated time |
|-------------------------------|--|-----------------------|
| 1. | Opening of the meeting and welcome to parents by a School Report Card Committee member | 10 minutes |
| 2. | Prayer | 5 minutes |
| 3. | Presentation by the Head-teacher on the topic selected by parents | 30 minutes |
| 4. | Open session – questions from parents to the head-teacher and School Management Committee and teachers (facilitated by a School Report Card Committee member) | 60 minutes |
| 5. | Agreement on the concrete actions, and by which time, the head-teacher and School Management Committee will take on the topic selected by parents (facilitated by a School Report Card Committee member) | 30 minutes |
| 6. | Closing of the meeting -- statement from the head-teacher and a member of the School Report Card Committee | 5 minutes |

- » During the meeting one School Report Card Committee member should be assigned to take minutes.
- » At the end of the meeting a report should be written using the pages below. Answer the questions listed and write the relevant information on the spaces provided.
- » Do not cut these pages out of these Guidelines. The information listed in the report will be used later in the year.
- » Study the report below before the meeting is held so that it is clear what information must be collected.
- » Agree on when the School Report Card Committee will meet to plan and implement Activity No. 8 listed below.

Month 8 Activity: Meeting about extra-curricular activities

Instructions for School Report Card Committee members

- Read aloud the points below.
 - » In the eighth month the School Report Card Committee should organise a meeting with parents about extra-curricular activities.
 - » School Report Card Committee members must meet the head-teacher to agree on a date, time and his/her participation in this meeting.
 - » A proposed schedule for the meeting is listed below, alongside the estimated time.

| Proposed meeting items | | Estimated time |
|-------------------------------|---|-----------------------|
| 1. | Opening of the meeting and welcome to parents by a School Report Card Committee member | 10 minutes |
| 2. | Prayer | 5 minutes |
| 3. | Presentation by the Head-teacher on extra-curricular activities at the school | 30 minutes |
| 4. | Open session – questions from parents to the head-teacher and School Management Committee and teachers (facilitated by a School Report Card Committee member) | 60 minutes |
| 5. | Agreement on the concrete actions, and by which time, the head-teacher and School Management Committee will take on school infrastructure and schools fees (facilitated by a School Report Card Committee member) | 30 minutes |
| 6. | Closing of the meeting -- statement from the head-teacher and a member of the School Report Card Committee | 5 minutes |

- » During the meeting one School Report Card Committee member should be assigned to take minutes.
- » At the end of the meeting a report should be written using the pages below. Answer the questions listed and write the relevant information on the spaces provided.
- » Do not cut these pages out of these Guidelines. The information listed in the report will be used later in the year.
- » Study the report below before the meeting is held so that it is clear what information must be collected.
- » Agree on when the School Report Card Committee will meet to plan and implement Activity No. 9 listed below.

Month 8 Report on Extra-curricular Activities

| Write below the concrete actions agreed in the meeting by the head-teacher and School Mgt. Committee to address issues of extra-curricular activities. | By how long (timeframe to complete it) |
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List any other comments about the meeting with parents below:

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End of report

School Report Card Guidelines

Month 9 Activity: Meeting about achievements since the presentation of the School Report Card findings

Instructions for School Report Card Committee members

- Read aloud the points below.
 - » In the ninth month the School Report Card Committee should organise a meeting with parents to hear about the achievements since the presentation of the School Report Card findings made in month 2.
 - » School Report Card Committee members must meet the head-teacher to agree on a date, time and his/her participation in this meeting.
 - » A proposed schedule for the meeting is listed below, alongside the estimated time.

| Proposed meeting items | | Estimated time |
|-------------------------------|---|-----------------------|
| 1. | Opening of the meeting and welcome to parents by a School Report Card Committee member | 10 minutes |
| 2. | Prayer | 5 minutes |
| 3. | Presentation by the Head-teacher on the achievements since the presentation of the School Report Card findings in month 2, what have the head-teacher and School Management Committee achieved? | 30 minutes |
| 4. | Open session – questions from parents to the head-teacher and School Management Committee and teachers (facilitated by a School Report Card Committee member) | 60 minutes |
| 5. | Agreement on the concrete actions, and by which time, the head-teacher and School Management Committee will undertake in the coming months (facilitated by a School Report Card Committee member) | 30 minutes |
| 6. | Closing of the meeting -- statement from the head-teacher and a member of the School Report Card Committee | 5 minutes |

- » Remember that the agreed actions must be feasible and easy to check if they have been done or not.
- » During the meeting one School Report Card Committee member should be assigned to take minutes.
- » At the end of the meeting a report should be written using the pages below. Answer the questions listed and write the relevant information on the spaces provided.
- » Do not cut these pages out of these Guidelines. The information listed in the report will be used later in the year.
- » Study the report below before the meeting is held so that it is clear what information must be collected.
- » Agree on when the School Report Card Committee will meet to plan and implement Activity No. 10 listed below.

Month 9 Report on achievements since the presentation of the School Report Card findings

| Explain below, what the head-teacher and School Management Committee have achieved since month 2. Write clear points and explain exactly what they have done. | | |
|---|--|--|
| List the action that was agreed in month 2 | What has actually been done? Answer yes or no, and say what was done. | List comments below, such as what action, if any, will be taken in the coming months? |
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Month 10 Activity: Meeting about School Management Committee performance

Instructions for School Report Card Committee members

- Read aloud the points below.
 - » In the tenth month the School Report Card Committee should organise a meeting with parents about the performance of the School Management Committee.
 - » School Report Card Committee members must meet the head-teacher to agree on a date, time and his/her participation in this meeting.
 - » A proposed schedule for the meeting is listed below, alongside the estimated time.

| Proposed meeting items | | Estimated time |
|-------------------------------|---|-----------------------|
| 1. | Opening of the meeting and welcome to parents by a School Report Card Committee member | 10 minutes |
| 2. | Prayer | 5 minutes |
| 3. | Presentation by the Chairman of the School Management Committee on their achievement and performance | 30 minutes |
| 4. | Open session – questions from parents to the head-teacher and School Management Committee and teachers (facilitated by a School Report Card Committee member) | 60 minutes |
| 5. | Agreement on the concrete actions, and by which time, the head-teacher and School Management Committee will take to improve the performance of the School Management Committee (facilitated by a School Report Card Committee member) | 30 minutes |
| 6. | Closing of the meeting -- statement from the head-teacher and a member of the School Report Card Committee | 5 minutes |

- » During the meeting one School Report Card Committee member should be assigned to take minutes.
- » At the end of the meeting a report should be written using the pages below. Answer the questions listed and write the relevant information on the spaces provided.
- » Do not cut these pages out of these Guidelines. The information listed in the report will be used later in the year.
- » Study the report below before the meeting is held so that it is clear what information must be collected.
- » Agree on when the School Report Card Committee will meet to plan and implement Activity No. 8 listed below.

Month 11 Activity: Documenting achievements over the last 11 months and reporting to the Ministry of Education and NTA

Note:

- After 9 months from the start of the School Report Card the MOE and the NTA will send a new guideline and reporting form to all School Report Card Committees for them to complete.

End of School Report Card Guidelines

Annex 1: Form on Textbook Sharing and Homework

Cut out this page

Instructions for parent: Ask your child the questions below and fill in the tables.

Table 1: Textbooks

| | |
|---|--|
| What is your child's class? | |
| What is your child's gender (female/ male) | |
| How many textbooks have been issued to your child? | |
| How many pupils are sharing one English textbook with your child? | |
| How many pupils are sharing one Maths textbook with your child? | |
| How many pupils are sharing one Kiswahili textbook with your child? | |

Table 2: Homework Assignments and Marking

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Write the last 5 schools days under Day 1, 2, 3, 4 and 5 below. Then ask your child what days they were given homework? Tick the box for the days he she was given homework. | | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Total |
| | | | | | |
| Then ask your child what days his/her homework was marked? Tick the box for the days his/her homework was marked. Then add the totals in the last column. | | | | | |
| | | | | | |

Cut along this line

Instructions for parent: Ask your child the questions below and fill in the tables.

Table 1: Textbooks

| | |
|---|--|
| What is your child's class? | |
| What is your child's gender (female/ male) | |
| How many textbooks have been issued to your child? | |
| How many pupils are sharing one English textbook with your child? | |
| How many pupils are sharing one Maths textbook with your child? | |
| How many pupils are sharing one Kiswahili textbook with your child? | |

Table 2: Homework Assignments and Marking

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Write the last 5 schools days under Day 1, 2, 3, 4 and 5 below. Then ask your child what days they were given homework? Tick the box for the days he she was given homework. | | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Total |
| | | | | | |
| Then ask your child what days his/her homework was marked? Tick the box for the days his/her homework was marked. Then add the totals in the last column. | | | | | |
| | | | | | |

Cut along this line

Instructions for parent: Ask your child the questions below and fill in the tables.

Table 1: Textbooks

| | |
|---|--|
| What is your child's class? | |
| What is your child's gender (female/ male) | |
| How many textbooks have been issued to your child? | |
| How many pupils are sharing one English textbook with your child? | |
| How many pupils are sharing one Maths textbook with your child? | |
| How many pupils are sharing one Kiswahili textbook with your child? | |

Table 2: Homework Assignments and Marking

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Write the last 5 schools days under Day 1, 2, 3, 4 and 5 below. Then ask your child what days they were given homework? Tick the box for the days he she was given homework. | | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Total |
| | | | | | |
| Then ask your child what days his/her homework was marked? Tick the box for the days his/her homework was marked. Then add the totals in the last column. | | | | | |
| | | | | | |

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Annex 1: Form on Textbook Sharing and Homework

Cut out this page

Instructions for parent: Ask your child the questions below and fill in the tables.

Table 1: Textbooks

| | |
|---|--|
| What is your child's class? | |
| What is your child's gender (female/ male) | |
| How many textbooks have been issued to your child? | |
| How many pupils are sharing one English textbook with your child? | |
| How many pupils are sharing one Maths textbook with your child? | |
| How many pupils are sharing one Kiswahili textbook with your child? | |

Table 2: Homework Assignments and Marking

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Write the last 5 schools days under Day 1, 2, 3, 4 and 5 below. Then ask your child what days they were given homework? Tick the box for the days he she was given homework. | | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Total |
| | | | | | |
| Then ask your child what days his/her homework was marked? Tick the box for the days his/her homework was marked. Then add the totals in the last column. | | | | | |
| | | | | | |

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Instructions for parent: Ask your child the questions below and fill in the tables.

Table 1: Textbooks

| | |
|---|--|
| What is your child's class? | |
| What is your child's gender (female/ male) | |
| How many textbooks have been issued to your child? | |
| How many pupils are sharing one English textbook with your child? | |
| How many pupils are sharing one Maths textbook with your child? | |
| How many pupils are sharing one Kiswahili textbook with your child? | |

Table 2: Homework Assignments and Marking

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Write the last 5 schools days under Day 1, 2, 3, 4 and 5 below. Then ask your child what days they were given homework? Tick the box for the days he she was given homework. | | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Total |
| | | | | | |
| Then ask your child what days his/her homework was marked? Tick the box for the days his/her homework was marked. Then add the totals in the last column. | | | | | |
| | | | | | |

Cut along this line

Instructions for parent: Ask your child the questions below and fill in the tables.

Table 1: Textbooks

| | |
|---|--|
| What is your child's class? | |
| What is your child's gender (female/ male) | |
| How many textbooks have been issued to your child? | |
| How many pupils are sharing one English textbook with your child? | |
| How many pupils are sharing one Maths textbook with your child? | |
| How many pupils are sharing one Kiswahili textbook with your child? | |

Table 2: Homework Assignments and Marking

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Write the last 5 schools days under Day 1, 2, 3, 4 and 5 below. Then ask your child what days they were given homework? Tick the box for the days he she was given homework. | | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Total |
| | | | | | |
| Then ask your child what days his/her homework was marked? Tick the box for the days his/her homework was marked. Then add the totals in the last column. | | | | | |
| | | | | | |

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Annex 1: Form on Textbook Sharing and Homework

Cut out this page

Instructions for parent: Ask your child the questions below and fill in the tables.

Table 1: Textbooks

| | |
|---|--|
| What is your child's class? | |
| What is your child's gender (female/ male) | |
| How many textbooks have been issued to your child? | |
| How many pupils are sharing one English textbook with your child? | |
| How many pupils are sharing one Maths textbook with your child? | |
| How many pupils are sharing one Kiswahili textbook with your child? | |

Table 2: Homework Assignments and Marking

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Write the last 5 schools days under Day 1, 2, 3, 4 and 5 below. Then ask your child what days they were given homework? Tick the box for the days he she was given homework. | | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Total |
| | | | | | |
| Then ask your child what days his/her homework was marked? Tick the box for the days his/her homework was marked. Then add the totals in the last column. | | | | | |
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Instructions for parent: Ask your child the questions below and fill in the tables.

Table 1: Textbooks

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|---|--|
| What is your child's class? | |
| What is your child's gender (female/ male) | |
| How many textbooks have been issued to your child? | |
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Annex 1: Form on Textbook Sharing and Homework

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Instructions for parent: Ask your child the questions below and fill in the tables.

Table 1: Textbooks

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| What is your child's class? | |
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School Report Card Guidelines

Annex 2: Meeting Attendance Form for the parents to complete the School Report Card

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School Report Card Guidelines

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