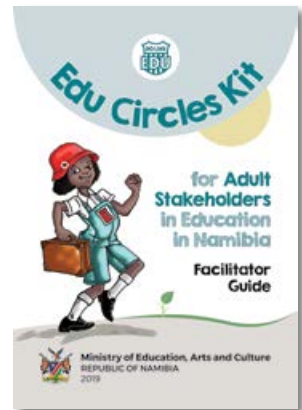DO LIKE
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Edu Circles Kit

for **Adult Stakeholders** in Education in Namibia

Facilitator Guide

Ministry of Education, Arts and Culture
REPUBLIC OF NAMIBIA
2019

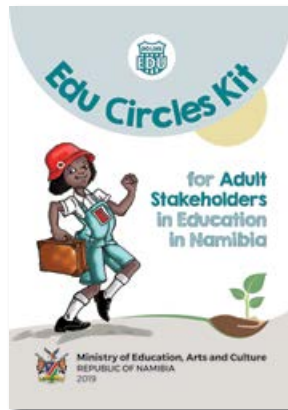REPUBLIC OF NAMIBIA
Ministry of Education, Arts and Culture
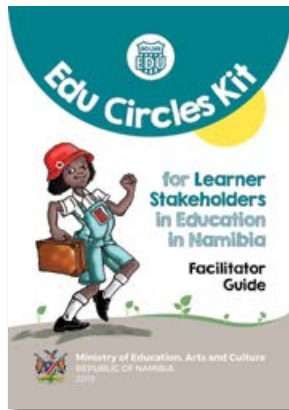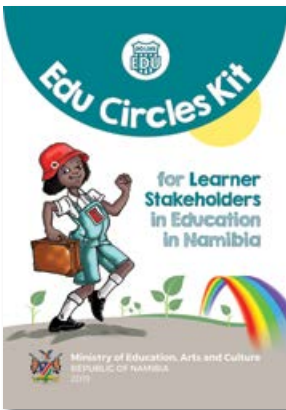2019

Edu Circles Kit

for Adult Stakeholders in Education in Namibia ▷ Facilitator Guide

There are **4 SEPARATE TOOLKITS for Edu Circles**: 2 for Facilitators, 1 for Learners, 1 for Stakeholders

unicef 🙂
for every child

Contents

Training agenda

This is an agenda for a training session with regional education officials, school-based officials and governmental and non-governmental partners in Namibia's Edu Circles Programme. *This agenda is purely a guide.*

Duration: half day to one day

The training facilitator should determine the duration of the session based on the realities of the participating school communities. You are unlikely to do justice to all of the themes in just half a day or even a full day. More time may be required where explanations and translation are needed. So, prior knowledge of stakeholders and timing is essential when planning the training. The implication is that training could be conducted over two or more days to fully deal with all themes.

Proposed agenda for a full day

Time (minutes)	Activity
10	Introduction of selves and participants: Icebreaker
20	Objectives of the training (4 slides)
15	Introduction to the Kit
25	Exercise on barriers to learning
30	**Theme 1:** Groups respond to the 8 questions on what an Edu Circle is
30	**Theme 2:** Review the key steps and Edu Circle Charter
30	**Theme 3:** Stakeholder mapping exercise
20	**Theme 4:** Group brainstorm on criteria for the Edu Circle Mentor
Break/lunch	
50	**Theme 5:** Exercise – needs analysis for Noordhoek Primary School
15	**Theme 6:** Discussion on training Edu Circle members
15	**Theme 7:** Discussion on guiding and administering the Edu Circle and school structures and processes
20	**Theme 8:** Discussion on ICT and communications
25	**Theme 9:** Review of monitoring tools
30	Conclusion and way forward

Purpose of the workshop

The workshop is intended to prepare the various stakeholders in authority in schools to go back to their schools and train their learners on the concept, setup and activities of the Edu Circle. Other participants – officials of Regional Education Offices and NGO personnel – are involved because it is necessary for them to understand what Edu Circles are all about, so that they can assist schools in implementing the Edu Circle Programme and ensure that the programme is sustainable.

This "Facilitator Guide" is meant to assist the training facilitators in using the Kit for Stakeholders. *Facilitators should be careful to use the Kit for Stakeholders rather than the Kit for Learners.*

The training is designed to take half a day to a day, but can be conducted over more than one day to ensure that all themes are fully understood. Much of the training involves exposing the participants to the tools that will be used back in schools to set up, manage and monitor the Edu Circle. There is some group work included in the training. If you are short of time, make sure that the key sessions are fully covered – these are Sessions 1, 2, 3, 4, 5 and 9. The final sessions can be covered quickly.

Make sure that the stakeholders understand the concept of ***Learner Agency*** as explained in the "Preamble" of the Stakeholder Kit. It is important for the facilitator to have a thorough understanding of this concept, to be able to explain it to participants.

The facilitator must also expose the participants to the terminology used in the Stakeholder Kit, as defined in the "Definitions of terms and concepts" section.
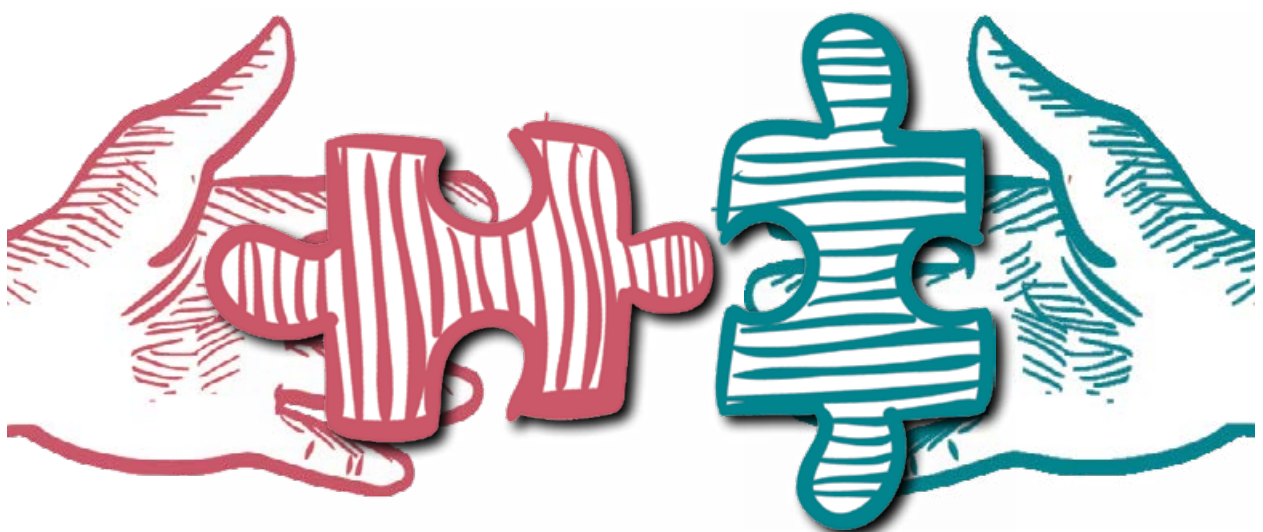
Edu Circles are designed to provide learners with a structure through which they can engage with the school authorities and the wider community on the barriers that get in the way of their accessing school fully and learning. The Edu Circle is not meant to repeat the work of the LRC, but it could be a sub-committee of the LRC. When it comes to deciding how the Edu Circle might work in a particular school, it is best that the facilitator does not prescribe, but lets the school groups decide how they will implement the Edu Circle in their school. The structure and functioning of the Edu Circle should be responsive to the culture of the school and the local community. Edu Circles are encouraged to work and cooperate with the existing learner structures in the schools. This includes existing learner clubs as well as the LRC.

The Edu Circle is a flexible concept. However, there are a few things that cannot be changed:
- Members of the Edu Circle must be elected and not selected.
- No teacher or non-learner has a vote in determining who will be in the Edu Circle.
- When any learner leaves the Edu Circle, his/her place must be filled by a learner from the same grade and of the same sex as quickly as possible.
- The Edu Circle must meet at least 4 times a year, and preferably every week during term-time; and
- The Edu Circle must focus on challenges that learners are facing in their schooling and learning environment.

If you experience resistance among participants to the idea of learner agency or empowerment, you should point out that there is considerable evidence of the following, in Namibia and other countries around the world:
- Learner agency is a key feature of high-performing schools.
- When learners feel respected and included in key decisions, they work harder and are more committed, in turn making the jobs of the teachers and principal much easier.
- Learner engagement promotes learners' critical thinking and builds good decision-making skills which are useful throughout life.
- Learners are an importance resource who can contribute significantly to school development if given the chance.

You can also point out that schools should not fear giving learners more influence over solving their problems, but rather should welcome this, as it would take a part of this responsibility off the school administrators and teachers.

By the end of the training session, the school managers and teachers should feel confident enough to go back to their school and train learners to set up their school's Edu Circle.

START CARING!

NO MORE BARRIERS!

Quality Education: Our shared responsibility!
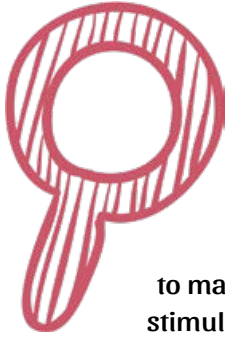
Introduction

The facilitator will introduce him/herself and then ask the participants to introduce themselves. There are various games you can play (ice-breakers) to make the introductions more fun and interesting. SASG and "Edu" videos are an effective stimulator, and other similar videos could be used for arousing participants' interest.

Ice-breaker

Facilitators can use an ice-breaker they know, or one of these:

Ask the participants to note down two things that everyone knows about them and one thing that no one knows about them – for example, *"I have 4 children and I am 42 years old,"* and *"I like reading detective novels."* The first facts are known, but the last fact is not known. Go around the room with participants introduce themselves in this way:

"Hello, my name is _____. I am a languages teacher at _____ School. I have 4 children and I am 42 years old. Something no one knows about me is that I like reading crime novels."

It is easiest if you lead by telling them who you are and what thing no one knows about you.

This is a quick and amusing way of introducing everyone to each other.

If you want to get the participants more engaged later in the day, you can use an energiser. There are many online. Here is one you could try:

Common Ground:
Ask the participants to divide into groups of 4 per group. The groups have 6 minutes to find out what things all 4 members have in common – e.g. they all have the same colour eyes and all have a sister named Sarah. The winning team is the one that discovers the most things in common within 6 minutes.

Group organisation

Divide the participants into groups of 5-8 per group, depending on the number of people present. Each group must include representatives of the different stakeholder groups present, so that teachers, school principals, regional officials and NGO officials are sitting together. The groups can include representatives from the same locality or different localities.

Distribute copies of the "Edu Circles Kit for Stakeholders", but ask the participants not to open it at this stage.

Go through the "Purpose of the training" with the participants, and then do the following activities.

Purpose of the training

At this stage, instruct the participants to open their training manual.

Lead the participants through the section on "learner agency" and then the "definitions of terms and concepts", and explain why it is important to understand these. Emphasise that the terms are used in the manual, and that they may need to constantly refer to the definitions when dealing with the relevant themes.

ACTIVITY 1
Brainstorming the 'barriers to learning' as understood by participants

1. Present a slide, **SLIDE 1**, bearing the phrase "BARRIERS TO LEARNING".

2. Ask the participants to think of things that inhibit learning in schools, in homes and in the communities. To trigger participants' responses, give at least three examples of such barriers.

    Examples of barriers could include:
    *   **bullying;**
    *   **lack of access for learners with disabilities (e.g. no signers for deaf children; no Braille machines for blind children; no ramps for children in wheelchairs);**
    *   **lack of money for lunch or school uniform;**
    *   **no teachers trained to identify dyslexia in children;**
    *   **corporal punishment;**
    *   **drugs;**
    *   **noise from shebeens;**
    *   **home chores.**

3. Ask each participant to give feedback (one or two words), without repeating any word/phrase already mentioned by another participant.

4. Note and record all the words (on a mind map or by listing them).

5. The responses will be grouped/categorised according to prevalence in the school and outside the school. The responses could be tabulated like this:

BARRIERS TO LEARNING	
In the school	**Outside of school**
Corporal punishment	Drugs
No ramps for children	Shebeens
School uniform	Violence in homes
Bullying	Bullying

Contextualising 'barriers to learning'

Ask the following questions:

1. **What barriers to learning do learners in our schools face?**

2. **What are the main causes of these barriers to learning?**

3. **Where do these barriers to learning occur? Are they general or specific to certain communities?**

4. **What is being done to reduce barriers to learning in our schools?**

5. **Why do barriers to learning continue despite all the laws and campaigns to remove them?**

ACTIVITY 3
Objectives of the training

You will now present 4 slides (which you prepare in advance using PowerPoint or sheets of paper). The information for the slides is provided below and on the next page. The titles of the 4 slides are as follows:

1. **Objectives of the Workshop**
2. **Background**
3. **Findings of the Evaluation Conducted by UNICEF**
4. **Key Recommendations for Implementation**

When presenting the slides, your aim is to make sure that all participants understand the purpose of the workshop. If participants start asking questions about what an Edu Circle is when the first slide is presented, you should ask them to be patient as this will become clear in a few minutes.

Slides 2, 3 and 4 are based on the work already undertaken by the Ministry of Education, Arts and Culture and UNICEF, and the evaluation already conducted to better understand how Edu Circles can be implemented effectively in Namibian schools. (The facilitator must be familiar with the contents of the Evaluation Report. An electronic copy can be obtained from the MGECW or UNICEF.)

SLIDE 1

Objectives of the Workshop

1. **To present and orientate stakeholders to the concept of an Edu Circle**

2. **To prepare school-based stakeholders to train their learners in setting up an Edu Circle in their school**

3. **To prepare regional officials and NGOs to play a role in supporting and monitoring Edu Circles**

4. **To enable implementing partners to review and refine the toolkit**

Background

- Ministry's commitment to involving learners on governance.
- Learner agency in school governance processes is part of the Social Accountability and School Governance (SASG) Programme which seeks to increase meaningful parental, community and private sector engagement with schools.
- The SASG is part of the National Standards and Performance Indicators framework.
- In 2014-2016, Edu Circles were piloted in two regions: Hardap and Ohangwena.
- In September 2017, an evaluation of the pilot was undertaken and the accompanying "Kit for Stakeholders" is informed by the findings.

Findings of the Evaluation Conducted by UNICEF

- Edu Circles generally not successfully implemented in schools.
- Conceptual and programme weakness.
- Lack of clarity of what an Edu Circle is among key people interviewed.
- Introduction of Edu Circles not negotiated with the schools, hence schools did not volunteer to be part of the pilot.
- Edu Circles model viewed as one-dimensional ('one size fits all').
- Lack of ongoing support to schools.
- Lack of communication among key stakeholders and no use of ICTs and social media.
- Role confusion with other anti-bullying programmes and campaigns.
- Lack of clarity on how the Edu Circle and LRC roles differ.

Key Recommendations for Implementation

- Adopt a flexible and adaptable approach that takes into account culture, traditions, conditions and challenges.
- Phase in the implementation incrementally, starting in one or two regions, with a manageable number of schools per region.
- Incorporate Edu Circles into a policy on governance and accountability programme.
- Adopt a three-phase planning process involving engagement at national, regional and school level.
- Develop guidelines for implementing the Edu Circles Programme in schools.

Go through Slide 5 with the group. Refer to this slide later if participants ask why learners should be involved in school governance or be given the right to act in certain ways. You can introduce this slide by saying, *"You may be wondering why we want to involve learners in making decisions and governing their own schools. The following slide tells you why."* (You may consider refreshing their memories by referring to the "learner agency" section at the front of their Kit).

SLIDE 5

Why should schools involve learners in school governance?

- **Because they are social beings.**
- **To develop and empower learners.**
- **To develop a sense of ownership.**
- **Agency (i.e. doing things for yourself) is linked to dignity.**

What are the benefits for schools which already have empowered learners?

- **The learners are more disciplined and time bound.**
- **The learners tend to work harder and with clearer personal and school targets.**
- **The learners take ownership and value their school more.**
- **The learners will show a sense of pride in themselves and their school.**
- **The learners will develop critical thinking and decision-making skills.**

Finally, go through Slide 6 with the group, pointing out that Edu Circles are part of a wider process which involves many activities that bring communities and specialists (e.g. medical professionals) into schools, and which integrate school safety, data collection and use, use of school grants etc. into delivering a number of the National Standards and Performance Indicators which support a single programme called the Social Accountability and School Governance (SASG) Programme.

SLIDE 6

Social Accountability and School Governance

- Sensitisation of Gatekeepers
- Integrated School Health Programme
- School Board Operations
- Edu
- National Standards and Performance Indicators
- National Safe Schools Framework
- School Grant Utilisation
- Data informed, planned and managed

Quality Education: Our shared responsibility!
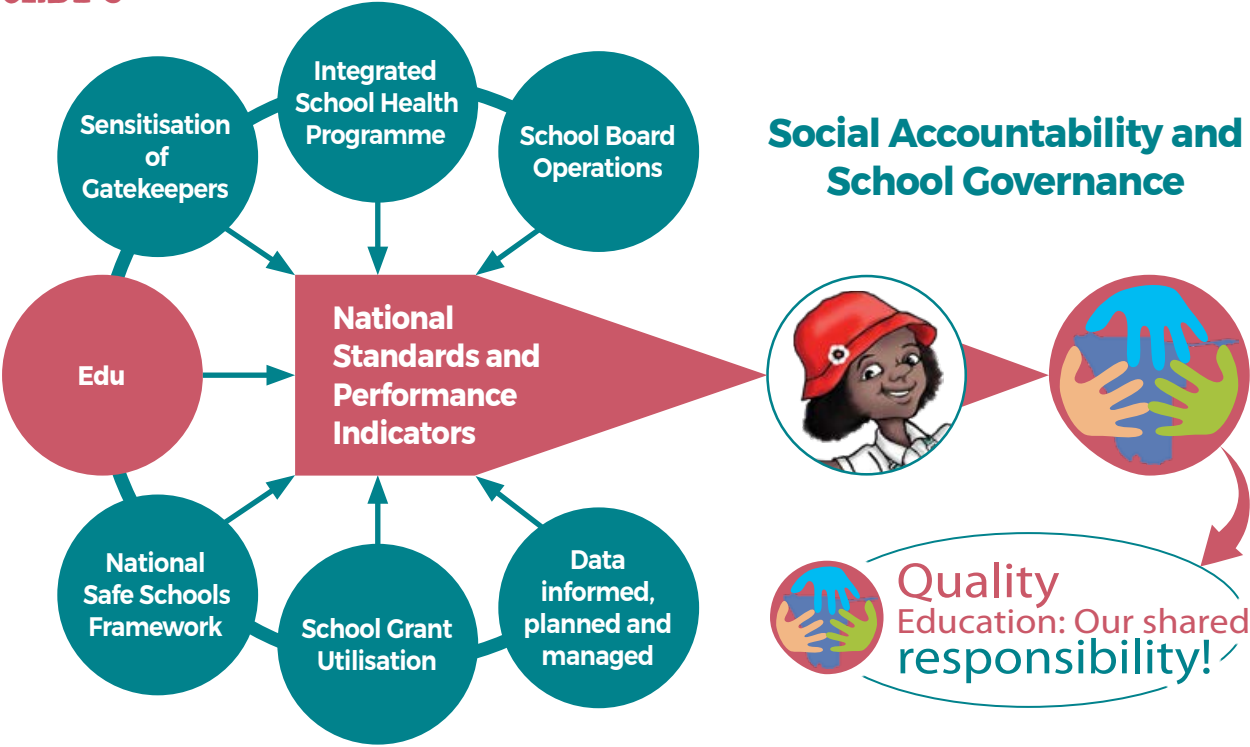
What is an Edu Circle?

Brainstorm using Theme 1 content

Ask the participants to read the information in Theme 1 of their Kit – "What an Edu Circle is". Once they are done, ask them to work in their groups to answer the 7 questions below, and to write their answers on flipchart paper. (If you have a big group, you can allocate different questions to different groups, but each group should answer at least 2 of the 7 questions.):

1. **What is an Edu Circle?**
2. **Why do you think the Edu character is used to convey the messages that inform the work of the Edu Circle?**
3. **What is "Social Accountability and School Governance", and how do Edu Circles fit into the programme?**
4. **Why is the Ministry encouraging the schools to establish functional Edu Circles? How can Edu Circles help schools?**
5. **Who can be a member of the Edu Circle?**
6. **How does the Edu Circle differ from the LRC and other governance structures?**
7. **How can Edu Circles support increased learning outcomes?**

A different group should answer each question. Once a group has reported, ask the other groups if they have anything to add to the answer just heard. As other groups report, each group should add on their flipchart paper what they hear from the other groups.

Then lead a discussion on the Edu Circle concept. If there are voices against setting up Edu Circles in schools, these should be heard and the views discussed. You should stress the need for learners to have a voice, and the evidence that in schools where learners feel respected and listened to, they tend to act more responsibly and make running the school and teaching easier. The participants must understand that having an Edu Circle is not the same as allowing learners to do whatever they want, but rather, it is a way to channel learners' concerns about the things that prevent them from learning well, so that these things don't become entrenched barriers to learning and teaching.

After the participants' feedback, you should ensure that everyone has understood the background, the study findings and the recommendations emanating from the study, using the information in Slides 1-4 presented earlier. It may be worthwhile to show the slides again briefly.
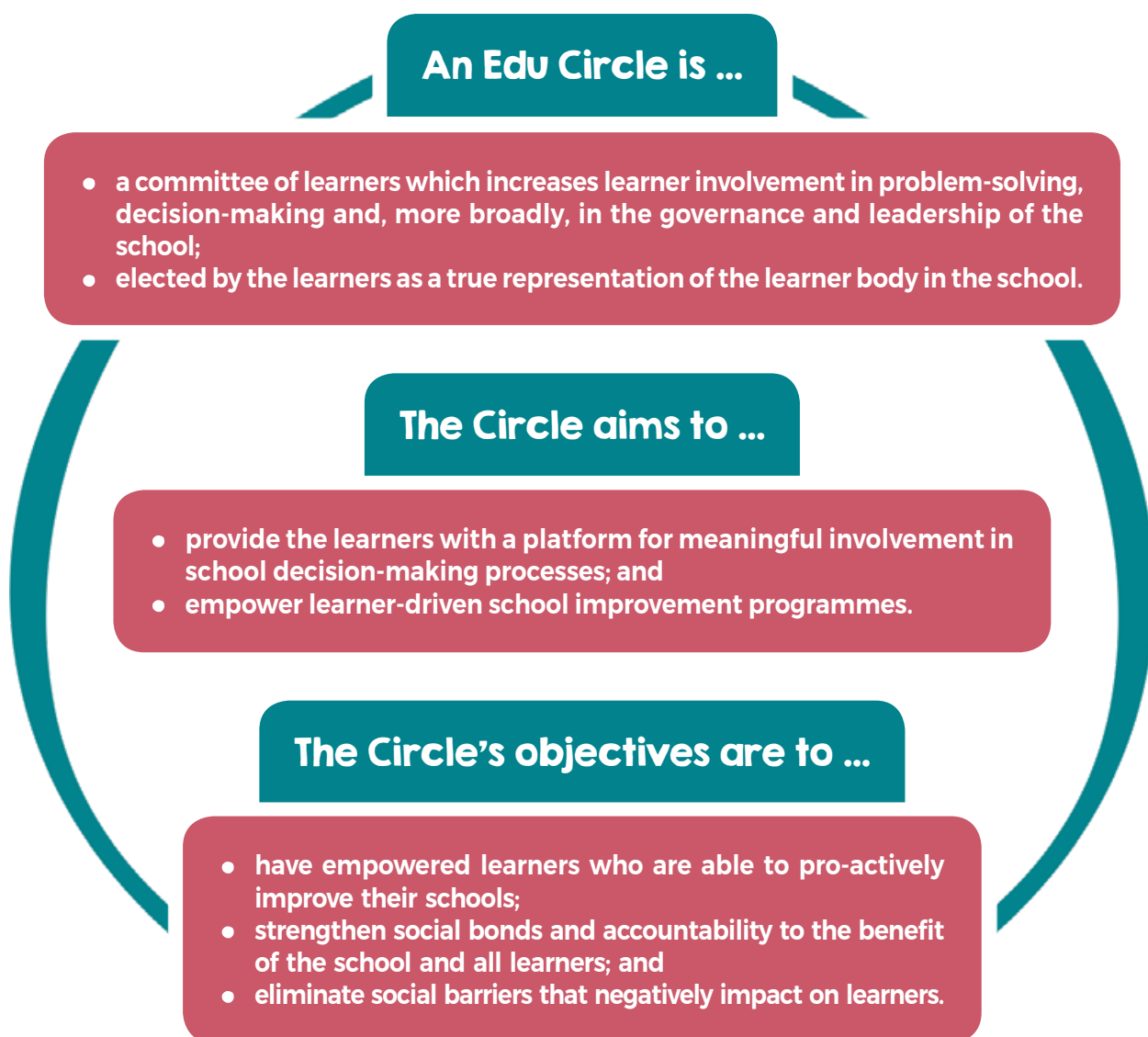
Then ask if there are any questions or comments about the content just covered. If you are unable to answer a question, you should say that you will confer and come back with the answer before the end of the workshop.

Contents of the Stakeholder Kit

Give the participants an overview of the contents of their "Edu Circles Kit", by telling them that the Kit comprises 9 key elements or themes which are considered essential for successful implementation of an Edu Circle. Read out the themes:

1. **What is an Edu Circle?**
2. **Setting up your school's Edu Circle**
3. **Conducting a stakeholder analysis: Who are the Edu Circle stakeholders in your school?**
4. **Identifying an Edu Circle Teacher-Mentor in your school**
5. **Conducting a needs analysis**
6. **Training Edu Circle members**
7. **Guiding and administering your school's Edu Circle**
8. **Communication and interactive ICT platforms**
9. **Monitoring Edu Circles**

Then go through the other 8 themes in the Kit, *in order*, guided by the remaining sections of this "Facilitator Guide".

An Edu Circle is ...

- a committee of learners which increases learner involvement in problem-solving, decision-making and, more broadly, in the governance and leadership of the school;
- elected by the learners as a true representation of the learner body in the school.

The Circle aims to ...

- provide the learners with a platform for meaningful involvement in school decision-making processes; and
- empower learner-driven school improvement programmes.

The Circle's objectives are to ...

- have empowered learners who are able to pro-actively improve their schools;
- strengthen social bonds and accountability to the benefit of the school and all learners; and
- eliminate social barriers that negatively impact on learners.

2 Setting up your school's Edu Circle

Tell the participants that the process for setting up an Edu Circle involves **6 key steps**, and direct them to the relevant diagram in their Kit (page 13).

Step 1 — Briefing stakeholders on what an Edu Circle is and the reasons for having an Edu Circle in the school

Step 2 — Adoption of the "School Edu Circle Charter" by the school stakeholders

Step 3 — Election of Edu Circle members via classroom briefing, nominations and voting

Step 4 — Announcement of election result by the school's Edu Circle Mentor

Step 5 — Election of the Chairperson of the Edu Circle by all members of the Edu Circle

Step 6 — Introduction of Edu Circle to learners, School Board, LRC, school management and school community

EXERCISE
Discussion of the sample Charter

Refer the participants to **"ANNEX 1: Edu Circle Charter"** in their Kit, and make it clear that this Annex is intended to serve as a guide, and should be adapted by the schools to fit their respective localities. Give them time to read the sample Charter, and then lead a discussion about its content. Record the comments and inputs for the participating schools to consider when developing their own Charter. (You will need this record to compile a brief summary of points for inclusion in your report on the workshop.) Emphasise that each school must have its own Charter and not a copy of another school's Charter.

3 Conducting a stakeholder analysis

Once established, the Edu Circle has to conduct a stakeholder analysis, which serves to help the members map out and understand who their main clients and partners are. There are different ways to do this mapping. It is recommended that they use either a mind map or a stakeholder table, and the facilitator will use the samples in the Stakeholder Kit (pages 18-19) as references.

Put up a slide/picture of the "Edu Circle Stakeholder Mind Map" (repeated on the next page for your convenience), and then quickly remove it, so that groups do not copy it.

As far as possible, ensure that members of the same school community are in the same group along with their inspector, if available. This will help the groups to do the mapping exercise in more detail.

EXERCISE
Stakeholder mind map

On flipchart paper, each group should draw a diagram (mind map) of the stakeholders relevant to their school. They should group (place close to each other) stakeholders who offer similar services – for the Edu Circle's ease of reference when seeking help for doing similar things. For example, 'local council' and 'traditional leaders' might be placed close to each other, as they provide similar support.
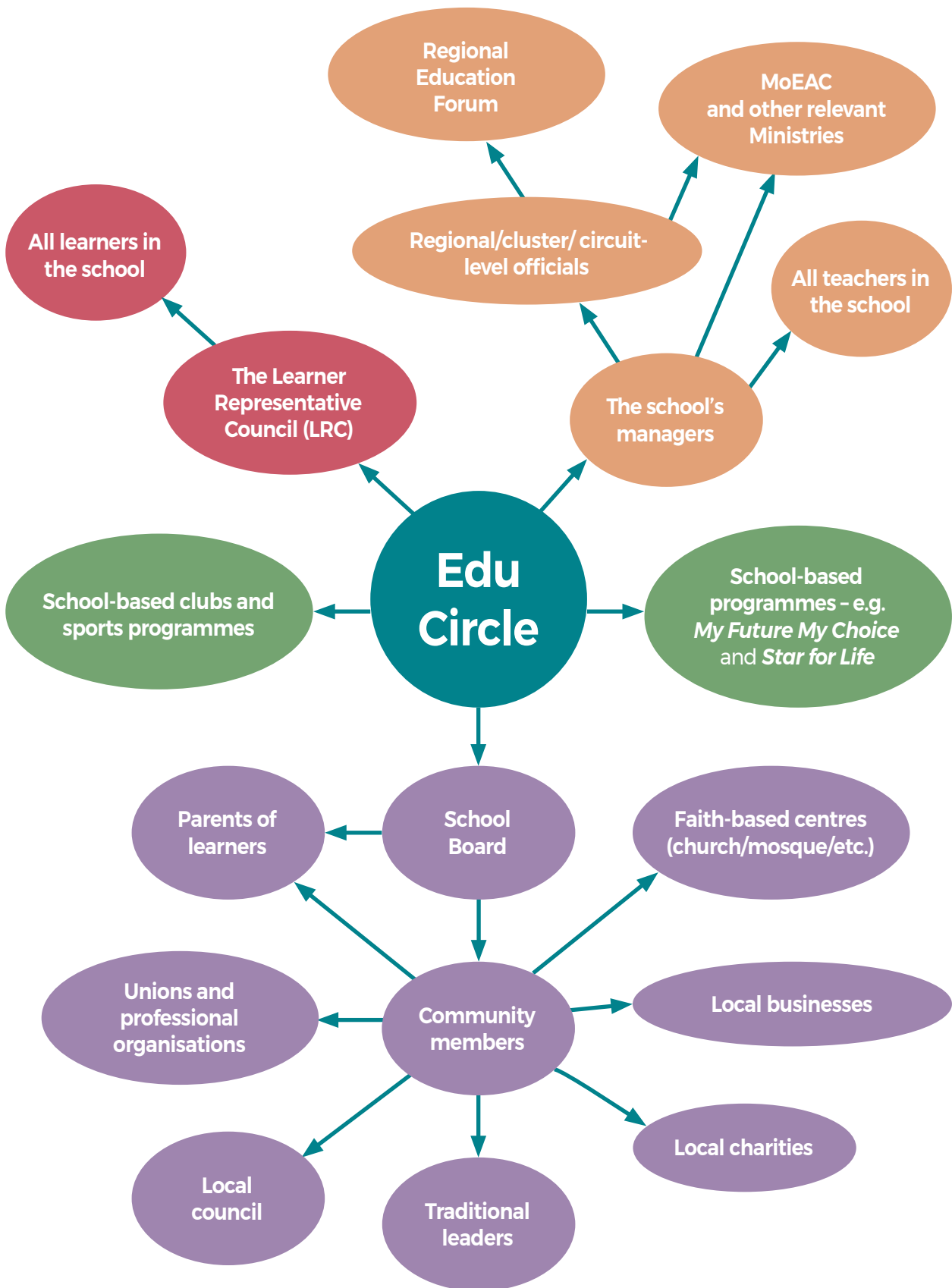
The main differences between the sample mind map and those produced by the groups are that their maps should speak to their specific community, and should include names of specific individuals in their community. So, they might say something like:

- *"Nurse Molife, to help with issues of teenage pregnancy"*;
- *"Mrs Endjala, businesswoman, to provide funds and advice on approaching businesses for support"*; or
- *"Rev. de Klerk and other religious leaders, for ideas on dealing with social problems in the school"*.

After the time allocated for this exercise, the groups should compare their mind map to the sample in the Kit. At the end, each group should have a detailed mind map of all the people in the community with whom the Edu Circle can link to gain support.

The facilitator will then lead a discussion as to whether the mind map sample in the Kit includes all of the relevant stakeholders. If any are deemed to be missing, you should note this and include it in your report on the workshop.

Edu Circle Stakeholder Mind Map

Regional Education Forum

MoEAC and other relevant Ministries

Regional/cluster/ circuit-level officials

All learners in the school

The Learner Representative Council (LRC)

The school's managers

All teachers in the school

Edu Circle

School-based clubs and sports programmes

School-based programmes – e.g. *My Future My Choice* and *Star for Life*

Parents of learners

School Board

Faith-based centres (church/mosque/etc.)

Unions and professional organisations

Community members

Local businesses

Local council

Traditional leaders

Local charities

Stakeholder table

Pre-prepare copies of the sample "Stakeholder table" in the Stakeholder Kit (page 19), adding a few blank rows to it. Hand out these copies and display the same table on a flipchart or slide.

Tell the participants that this is a sample table which they should adapt to befit their own school. In their groups (the same groups as for the mind maps), they should examine and discuss the table (this should not take more than 5 minutes), and then *add to the list all other stakeholders in their own school*. This adding of stakeholders should not take too long – maybe 10 minutes.

Then lead a discussion of whether the sample table in the Kit includes all relevant stakeholders per category, and allow the groups to add to this 'master' table.

In this way, the groups will be able to compare the similarities and differences and thereby identify possible omissions of key stakeholders in their own lists.

You must emphasise that this is a practice exercise and that individual schools may have different stakeholders.

	GOVERNMENT	SCHOOL	COMMUNITY	PROGRAMMES
CATEGORIES AND LIST OF STAKEHOLDERS	Ministry of Education, Arts and Culture	School Board	Local Businesses	*Star for Life* *My Future My Choice* etc.
	Regional Officials	LRC	Local Charities	
	Cluster-level	School Manager	Local church/mosque	Sports
	Regional Education Forum	Teachers	Local Council	Clubs
	Other Ministries	Clubs	Traditional Leaders	
			Unions	
			Professional Associations	
			Parents	
			Youth organisations	

4 Identifying an Edu Circle Teacher-Mentor in your school

The best way to select a Mentor is to allow learners (possibly through the LRC, if the school has one) to choose a teacher with whom they would prefer to work. In primary schools where there are no elected LRCs, the school management should consider engaging existing leadership structures such as the Head Boy, Head Girl and prefects for this choosing of a teacher. However, the preferred teacher is under no obligation to agree to being the Mentor. In the event that the preferred teacher is not available for the task, the management will have to take the lead, by doing the following.

Ideally, the management team should ask for a teacher to volunteer for the role – i.e. no teacher can be forced to 'volunteer'. The volunteer must be truly interested and committed. One requirement for being the Mentor is a demonstrated commitment to learner voices and roles in the school. While not necessary, it is often better to consider younger teachers with whom learners can more easily communicate and relate. Another requirement of the Mentor is basic social media competence, because communication will be paramount for keeping participants active.

The proposed term of the Mentor is a maximum of two years or when the Mentor leaves the school, if that is after less than two years, after which the process should be re-done. This is subject to the participants' views.

Refer the participants to Theme 4 in the Kit (identifying a Mentor), and lead a discussion on the main things that the Mentor will have to be prepared to do. (These are explained in the Stakeholder Kit.)

EXERCISE: Criteria for Mentor selection

The participants will brainstorm and list the criteria which the teacher should meet to be the Mentor. Kick off the session by suggesting the criteria proposed in the Kit, namely:

- patience;
- respect for children's views; and
- passion for learner agency.

NB: The proposed criteria shall be treated as a guide. They should be negotiated and accepted by the LRC before the LRC proposes a Mentor. At this stage, the Edu Circle is not yet established, so the LRC is the only legitimate body that can act on behalf of learners. Once an Edu Circle is established, it will take the place of the LRC in the process of nominating a Mentor. A similar approach should be considered for primary schools. Once established the Edu Circle will take over all activities relating to Edu Circles.

5 Conducting a school needs analysis

Explain that each Edu Circle will be expected to do this needs analysis as an essential first step in tackling challenges, because this analysis serves to identify the challenges, the responses and the resources required for responding.

Explain the process for analysing the needs of a school, and then do the following exercise.

EXERCISE: Case study

The participants will practise doing the needs analysis, using the case study of Noordhoek Combined School (next page). In their groups, participants will role-play being members of a newly established Edu Circle (for either the primary or the secondary grades), and in their roles do the needs analysis for that school.

First, each group must decide which one out of three methods to use: a BRAINSTORM, a PROBLEM TREE or a SWOT ANALYSIS. Once this has been decided, the group will use the preferred method to do the following:

1. List all the learning challenges that the school and learners face.

2. Explore each of the challenges using the method chosen.

3. Enter these challenges into the **"Mapping Challenges: Form 1"** template in the Kit. (Don't worry about the other columns.)

4. Prioritise the list of challenges by determining which 2 or 3 challenges are the most important and need dealing with immediately.

5. Use **"Mapping Challenges: Form 2"** to present these priorities and to propose actions for dealing with them and stakeholders who might be able to assist (e.g. parents, businesses, LRC, teachers, school management or School Board). (Again don't worry about the other columns.)

The principal or Mentor must submit each Edu Circle's needs analysis forms to the relevant official at the Regional Education Office.

NB: Such exercises can take a long time, so the facilitator should make sure that time is observed, and must help groups which are struggling.

Noordhoek Combined School is situated in a rural area. Most of its learners come from subsistence farming and fishing communities. The school has boarding facilities, but many learners struggle to afford them and the basics they need for learning, such as books and pens. While the school performs reasonably well in exams, individual learners struggle. Alcohol and drug use has been increasing, and each year over 20 children drop out of the school for various reasons. The school also has an unacceptably high level of pregnancy among learners, and there are rumours that some of the girls have been impregnated by teachers. The teachers are mostly young and hard-working, however the school has struggled to recruit quality maths teachers and this has upset the learners in the senior classes.

The local community is proud of the school, but does not engage with the school much, and so the school gets little benefit from the community, and the School Board struggles to get a quorum for its meetings. In the community is a clinic with a very supportive nurse. The Local Council and traditional leaders are not so supportive.

The school's principal is well-liked and respected by the learners and teachers, because he is hard-working and dedicated to improving the school. It is also for this reason that he has welcomed the idea of setting up two Edu Circles in the school – one for Grades 4-7 and the other for Grades 8-10.

To make both of them large enough to function effectively, he has suggested that there should be 4 representatives per grade – 2 boys and 2 girls – which gives each Edu Circle 12 members.

The young Head of Science (teacher) has volunteered to be the Mentor for both Edu Circles.
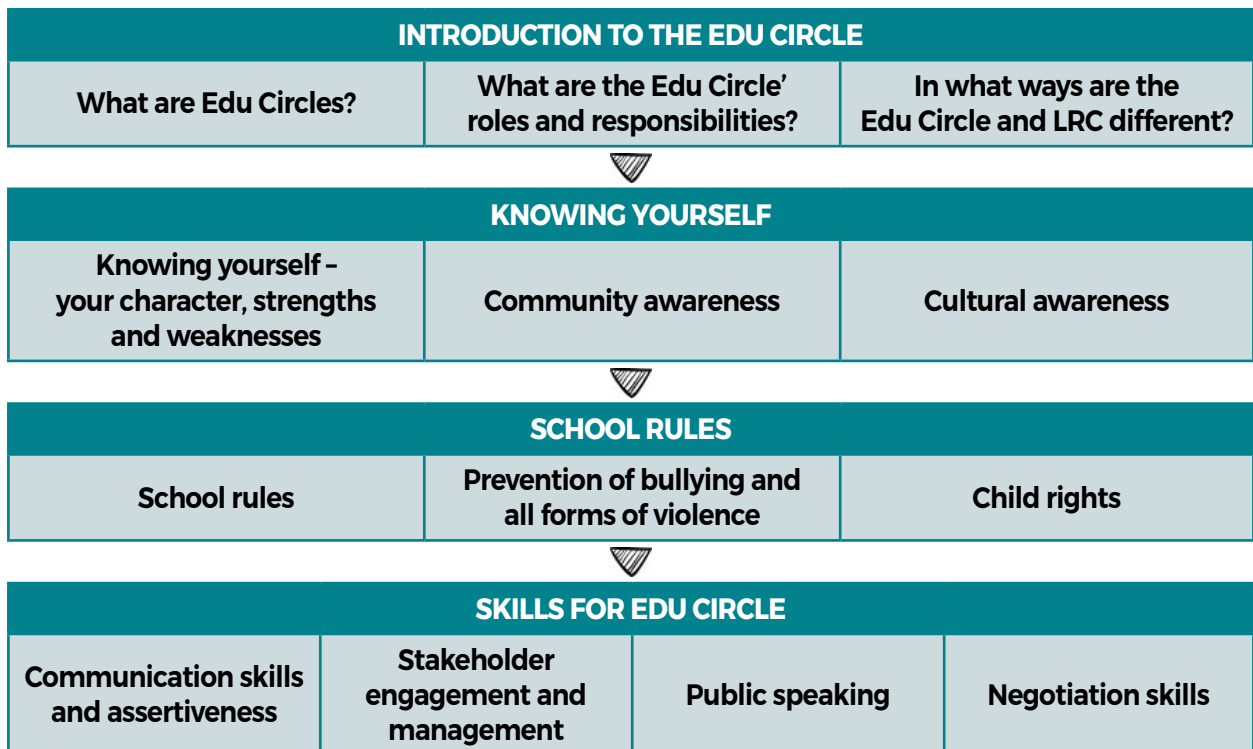
6 Training Edu Circle members

The facilitator will explain the bottom-up approach to implementing Edu Circles, as recommended in the Evaluation Report. This means that the training of members of each Edu Circle should focus on specific issues that characterise the particular school and community. The trainer and Edu Circle Mentor must work with each Edu Circle and stakeholders to understand the specific context, culture and tradition of the school, the local community and stakeholders of the Edu Circle. In other words, the training offered to Edu Circle members must be informed by their specific needs. This is what we mean by a 'bottom-up approach'. However, as made clear in the Kit, there are generic topics that must be covered in all training sessions for Edu Circle members.

The training should be innovative, with limited paperwork and presentations. The trainer needs to make the training as practical and as exciting as possible. Visual and graphic materials are always stimulating and exciting. All stakeholders in the stakeholder training should understand what the facilitator is trying to achieve when training the learner members of the Edu Circle. It is particularly important that the teachers at each school understand how these learners will be trained.

Elements required in training programmes for Edu Circle members

INTRODUCTION TO THE EDU CIRCLE		
What are Edu Circles?	What are the Edu Circle' roles and responsibilities?	In what ways are the Edu Circle and LRC different?

KNOWING YOURSELF		
Knowing yourself – your character, strengths and weaknesses	Community awareness	Cultural awareness

SCHOOL RULES		
School rules	Prevention of bullying and all forms of violence	Child rights

| SKILLS FOR EDU CIRCLE			
Communication skills and assertiveness	Stakeholder engagement and management	Public speaking	Negotiation skills

How to fit the training to a particular school

Training should be preceded by the school-level needs analysis (**Theme 5**), and should be informed by each school's specific contextual peculiarities – so not a case of 'one size fits all'. If, for instance, a school community has a particular challenge with drugs, this is likely to become the main priority of the Edu Circle in that school, while other schools might prioritise issues such as anti-bullying or the need for a library as a centre for learner study. The needs analysis enables Edu Circle trainers to customise their training approach and to tailor-make the content to fit a particular school and its Edu Circle. The Edu Circle Mentor, supported by the training provider, will oversee and be involved in the training-customisation process.

Where possible and costs allow, all training should be done at each school. However, where schools are small, it will be necessary to centralise the training. When training Edu Circle members, it is important to make the sessions short and focused. Use many energisers, such as the following two examples, and lead the learners through linked guided questions.
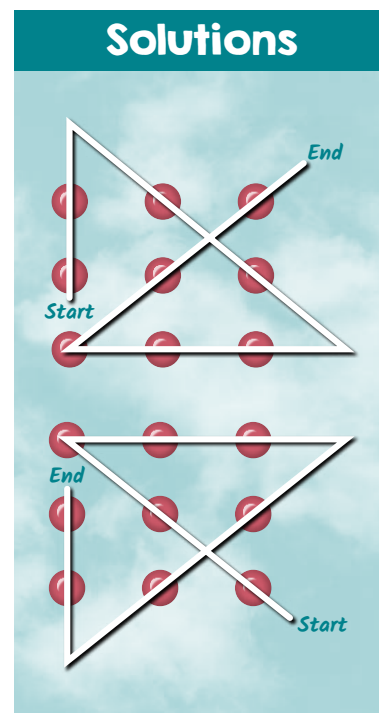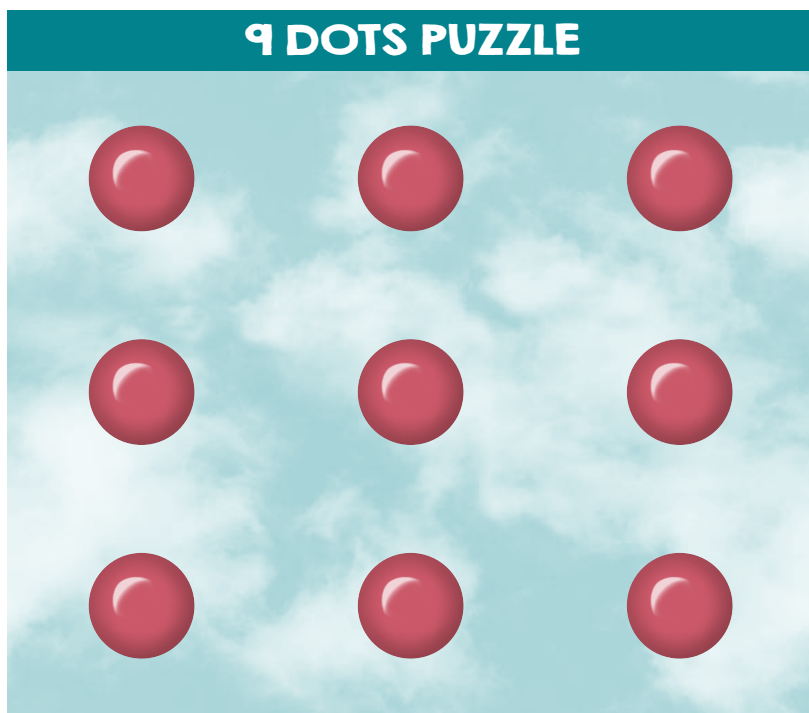
ENERGISER EXAMPLE 1

For this energiser, pre-prepare copies or a slide of the picture on the right. Arrange the trainees in groups of 5 (or fewer or more per group, depending on the total number of learners present). Ask the groups to discuss what they see in the picture. Then, each group should describe one real-life experience or scenario related to this picture. This could be a situation where people did different things to solve a common problem without success, or where people worked as a team to achieve a common goal. This exercise should not take more than 5 minutes.
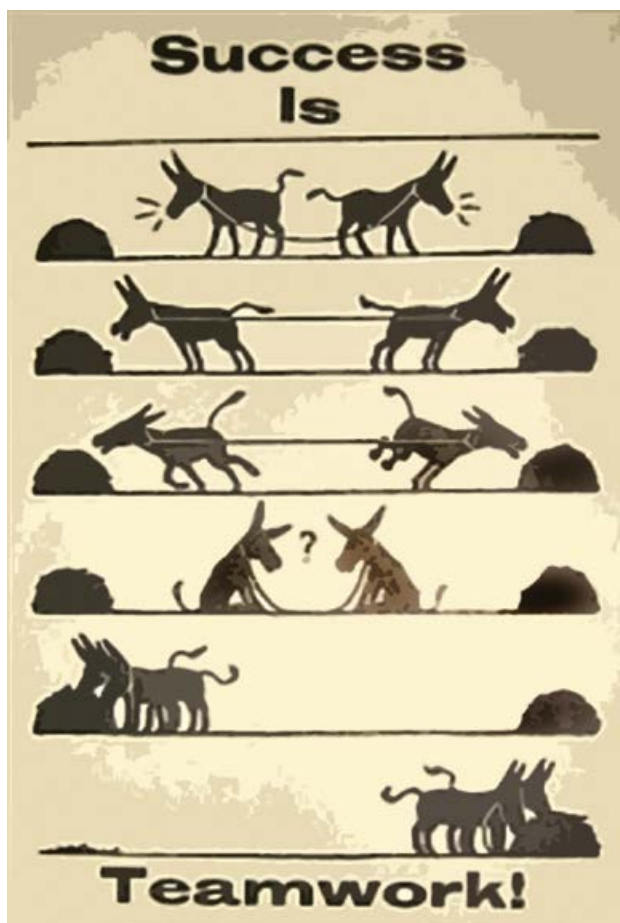
ENERGISER EXAMPLE 2

For this exercise, each learner should have a sheet of paper, a pencil and an eraser. Draw or project the **"9 Dots Puzzle"** (top of next page), and then explain the exercise: *"There are 9 dots arranged in 3 rows, and the challenge is to draw 4 straight lines through the middle of all 9 dots without lifting the pencil off the paper."* If you like, you can give them a hint by adding that *"There are different ways to do this, starting in different places."* This exercise is ideal for group members to do individually and then to compare drawings.

Solution: After 5 minutes, show at least one solution on a flipchart/slide/transparency, and give the learners some time to compare their drawings with the solution(s). Then explain that the purpose of this exercise was to get the Edu Circle members to 'think out of the box'. Conclude the exercise by pointing out that, *to solve this puzzle, the pencil had to go outside the box of dots!*

9 DOTS PUZZLE

Solutions

More energisers can be found online – see, for example, https://www.excellerate.co.nz/blog/free_energisers_and_group_games.html and http://www.zakelijk.net/media/Extra_trainersmateriaal/Ice.pdf. Make the training sessions as enjoyable as possible. The atmosphere should be relaxed, and the learners should feel free to ask questions and present ideas. End each session with a discussion in which you create space for the learners to ask questions and make comments. The aim in training the learners is to empower them to take action over challenges, and to take on agency, which means building their confidence. The rest of the school community, particularly the school's management and teachers, must understand the implications of this training. The Edu Circles will not be effective under intimidating circumstances. This is why teachers have to be involved in the training of Edu Circle stakeholders, or similar training – so that they know what to expect.

When training an Edu Circle, the facilitator should check that all trainees understand everything taught to them. Rather than asking, *"Do you understand?"*, throw questions at the group throughout the session, and also ask specific learners to answer a question, particularly learners who you think may not be fully concentrating. Such questions could include the following:

- How many learners represent each grade/class in the Edu Circle?
- Can the Edu Circle be a sub-committee of the LRC?
- What is the title given to the teacher who assists the Edu Circle?
- How often should the Edu Circle meet?
- What is the main purpose of the Edu Circle?
- How are the members of the Edu Circle chosen?

When an answer is wrong, ask another learner the same question, until the correct answer is given. Do not demotivate learners by telling them they are wrong or shouting at them. It is better to allow them to correct each other. Once the correct answer has been given, move on to the next question.

The facilitator should also brief the learners on the basic tenets of **child online protection**, and give them the contact numbers of all child protection hotlines.

7 Guiding and administering your school's Edu Circle

Take the participants through **Theme 7** in the Stakeholder Kit, with a special focus on the roles and responsibilities of the different stakeholders.

Invite the participants to comment on the explanation, since the processes might have implications for the functioning of the existing structures, especially those established by law. For example, can the LRC or School Board invite a non-elected member to make a presentation in its formal meeting? If not, what options or opportunities can be considered for this purpose? Participants will also be expected to confirm the stakeholders and their roles.

This session is more of a discussion than a pure training session. All participants should be given a chance to talk about their understanding of how the Edu Circle will work in their school and how it will fit into existing structures.

The main outcome sought here is for the participants to agree on which structures and processes to use in their schools, and how they can actively assist the Edu Circle solve the challenges it prioritises. If any participants deem the identified structures and processes inappropriate, they must explain this view, and then state which ones they would use instead.

Do the following exercise only if there is time left in the training session.

EXERCISE: Linkage to other structures

Where possible the participants should be grouped into their school groups, but if there are too few members of particular schools to make a group, then two or more schools can be represented in one group.

Each group has a sheet of flipchart paper. In the centre of the paper they should write "Edu Circle" in a circle. On the top half of the page, they should draw lines from the centre circle upwards to the various school systems, structures, clubs and any other entities with which the Edu Circle should link. On the bottom half of the page, they should do the same for the institutions, systems and groups in the community and beyond the community that the Edu Circle could link to.

You will have noted that this map supports the mind map developed under Theme 3. The difference is that this map focuses on systems and not people.

8 Communication and interactive ICT platforms

Aside from its usefulness and efficiency, communication infrastructure has significant cost implications. The facilitator will take the participants through **Theme 8,** and allow for open discussion. It may be necessary for you to explain the different forms of social media mentioned, and the strengths and uses of each.

Inform the participants that Edu is present online as part of a learning support online platform called *"Do Like Edu"*. This platform is set up to help learners to do better in English, Maths and Sciences. Also inform the participants that there is a *"Do Like Edu"* campaign on TV and the Internet. The Evaluation Study discovered that learners found the Edu character memorable, but there was very little knowledge among learners or teachers about the online platform or the TV and Internet campaign. You should encourage the participants to advertise the platform and the TV and Internet campaigns in their school and community.

It is important for those who train the Edu Circle members to avoid potential dominance of those learners who have access to ICT facilities, and think about how those who don't have access can be accommodated. For example, thought needs to be given in each school to the cost of data, access to the Internet, ability of community members to read newsletters, and other communication issues.

9 Monitoring Edu Circles

Present the three monitoring mechanisms proposed under **Theme 9** in the Stakeholder Kit, and allow for inputs and comments. Ask the participants to discuss in their groups how they see the monitoring of the Edu Circle fitting into the existing monitoring and evaluation processes that they undertake (formally and informally). After 10 minutes of discussion, the groups should report. The reports should be linked to supporting or modifying the two monitoring templates in the Kit. In the feedback it should be made clear that each school and regional official can modify the reporting template to work for their particular school and Edu Circle. Significant changes suggested should be used to improve the template for all schools.

10 Conclusion and way forward

YES! We are in!

Before you close the workshop, it is important that you get the commitment of all those present to take the process forward in their schools.

Time frames for effecting the Edu Circle process must be agreed to by all participants.

MoEAC regional officials should answer any questions and respond to all queries received from the schools for which they hold responsibility.

As highlighted in UNESCO's Happy Schools Framework,
a conducive school environment leads to the results described below.

The Happy Schools Criteria

People

- Friendships and Relationships in the School Community
- Positive Teacher Attitudes and Attributes
- Respect for Diversity and Differences
- Positive and Collaborative Values and Practices
- Teacher Working Conditions and Well-being
- Teacher Skills and Competencies

UNESCO
United Nations Educational, Scientific and Cultural Organization

Process

- Reasonable and Fair Workload
- Teamwork and Collaborative Spirit
- Fun and Engaging Teaching and Learning Approaches
- Learner Freedom, Creativity and Engagement
- Sense of Achievement and Accomplishment
- Extracurricular Activities and School Events
- Learning as a Team Between Students and Teachers
- Useful, Relevant and Engaging Learning Content
- Mental Well-being and Stress-Management

Place

- Warm and Friendly Learning Environment
- Secure Environment Free from Bullying
- Open and Green Learning and Playing Spaces
- School Vision and Leadership
- Positive Discipline
- Good Health, Sanitation and Nutrition
- Democratic School Management

- Learners, staff members and parents are safe, included and accepted.
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships, free from discrimination and harassment.
- Learners are encouraged and given support to be positive leaders and role models in their school community – for example by speaking up about issues such as bullying.
- Learners, principals, staff members, parents and community members engage openly and actively in ongoing dialogue.
- Principles of equity and inclusive education and strategies for learners and staff related to prevention, intervention and awareness-raising on bullying are reinforced across the curriculum.
- The learning environment, instructional materials and teaching and assessment strategies reflect the diversity of learners.
- There is a sense of pride in the school, and of being a member of the school.
- Education is valued and the role of the school is respected.
- Every learner is inspired and given support to succeed in an environment of high expectations.

REPUBLIC OF NAMIBIA

Ministry of Education, Arts and Culture

EDU CIRCLE KIT
for Adult Stakeholders
in Education
in Namibia

Facilitator Guide

unicef
for every child