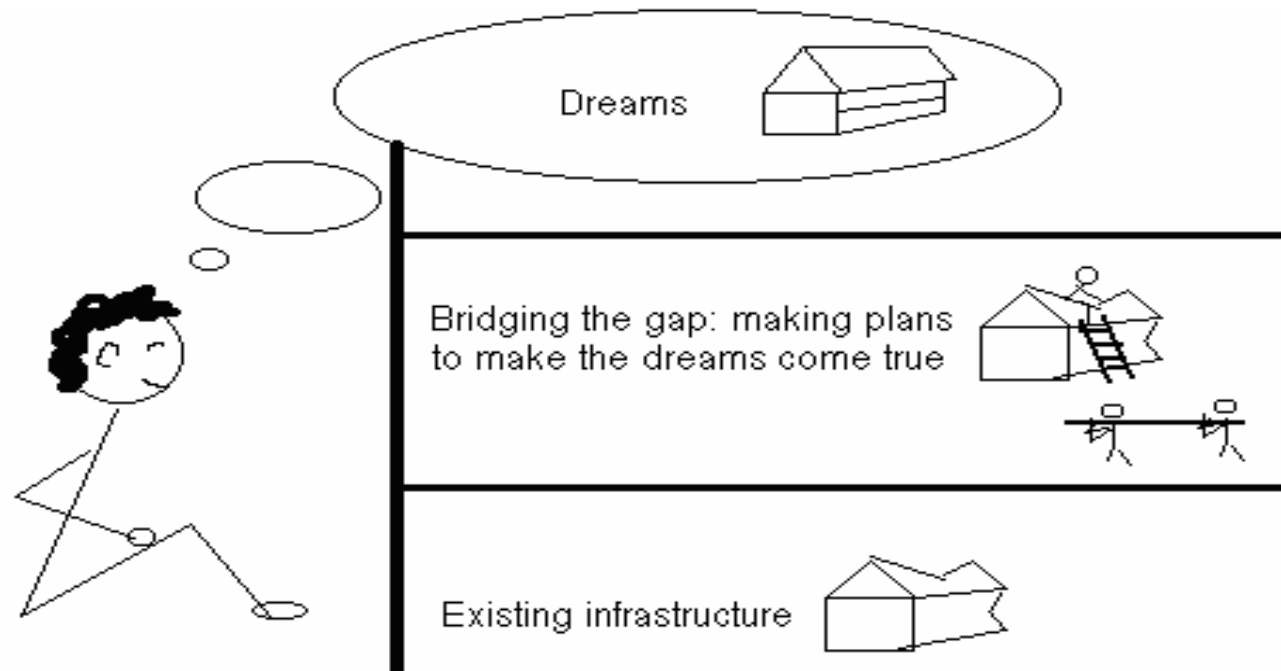


Preparing a Three Year School Infrastructure Development Plan for Elementary, Community and Primary Schools



**Department of Education and
Department for Community Development**

INTRODUCTION

This flipchart is to help schools to make better plans. There are a number of simple steps to preparing a Three Year School Infrastructure Plan (3 Yr SIDP), and this flipchart takes the participants through each step. The 3 Yr SIDP becomes an important part of the Three Year School Learning Improvement Plan (SLIP)

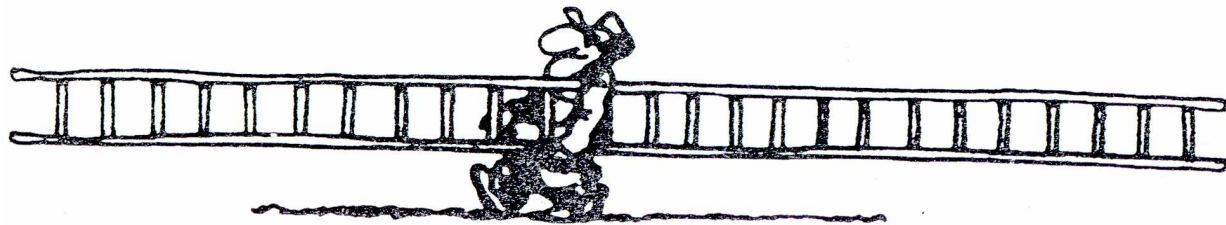
The capacity building activities in this booklet help you learn about the following five steps to preparing a 3 Yr SIDP

- **Introduction:** The 5 D Planning Process and Community Action Plans
- **Introduction:** What makes a good school
- **Introduction:** Our Dream School
- **Step One:** Completing the Primary School Data Survey
- **Step Two:** Completing the Three Year Enrolment Planning worksheet
- **Step Three:** Completing the future Infrastructure Needs worksheet
- **Step Four:** Completing the School Infrastructure Development Plan worksheet
- **Step Five:** Completing the Three Year School Infrastructure Development Plan

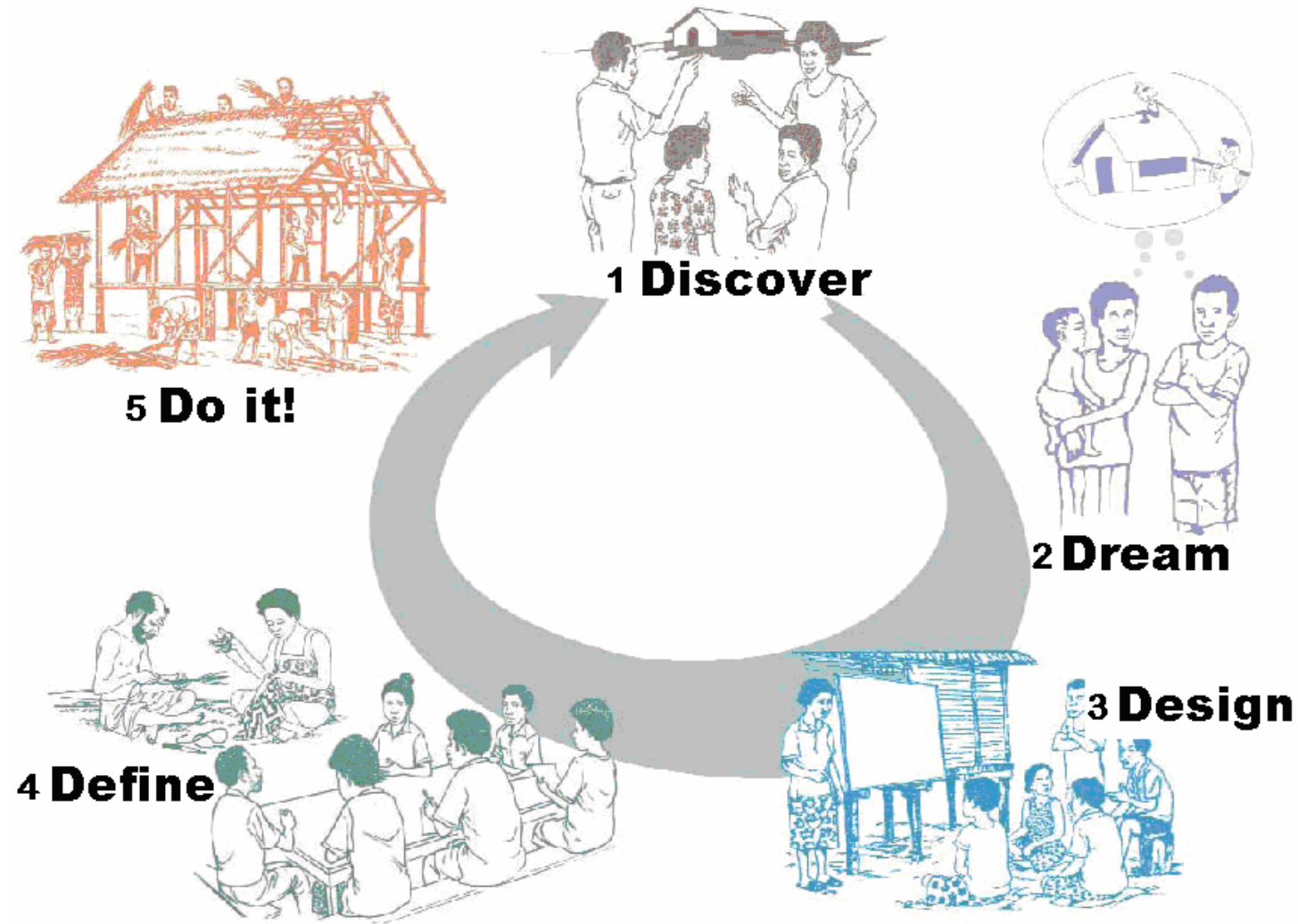
Accurate plans will help save money, and will help the community and government give the right support to your school. Well prepared school plans will help in the preparation of good LLG and District Education plans.

This Plan will form part of the School Learning Improvement Plan.

NATIONAL SONG	NATIONAL PLEDGE	PRAYER
<p>O arise all you sons of this land Let us sing of our joy to be free Praising God and rejoicing to be Papua New Guinea Shout our name from the mountains to seas Papua New Guinea Let us raise our voices and proclaim Papua New Guinea</p> <p>Now give thanks to the good Lord above For his kindness, his wisdom and love For this land of our fathers so free Papua New Guinea Shout again for the whole world to hear Papua New Guinea We're independent and we're free Papua New Guinea</p>	<p>We the people of Papua New Guinea Pledge ourselves, united in one nation We pay homage to our cultural heritage The source of our strength We pledge to build a democratic society Based on justice, equality, respect and prosperity for our people We pledge to stand together as One people, One nation One country God bless Papua New Guinea</p>	<p>Almighty and Eternal Father, We thank you and praise you. For the infinite love and mercy, You rain down blessings upon mankind, in spite of their faults and failings. Bless our nation PNG, and her people. We are pilgrims on our way to freedom, with good news for all we meet. Help us travel lightly, travel together. Learn as we go, we are disciples, The mission is urgent, The journey is long. Help us travel with authority, fearing no one. We are apostles, Opponents of evil. Let the cross be our compass, love be our sign. To lean upon your great strength, Trustfully and to wait patiently and serenely For the unfolding of Your Will.</p> <p>Amen</p>



Introduction 1: The 5 D planning process and school community action plan



An example of a 'School Community Action Plan'

Priority	Action	What is needed to do the job	Who will do it	When can this be done
1	Make the library secure	Security bars, deadlock purchased by the BOM funds	Geno Wari who has a welding machine has volunteered	As soon as the BOM purchases the security bars and deadlock
2	Level the playing field for rugby matches	Spades, spikes, bush knives and wheelbarrows	The youth and students	Working bees will be held each Saturday for the next 4 weeks
3	Fix all the broken desks at the school	Bolts, nuts purchased by BOM funds and timber and labour provided free by the community	The School maintenance sub-committee. Joe Gudman has volunteered to provide the timber.	As soon as the BOM purchases the bolts and nuts.

Introduction 1: The 5 D planning process and school community action plan

The Five D Planning Process

The five Ds are a very good way of helping to start the planning process. It helps if there are three focus groups: Men, women and youth that share what they think is needed at their school and make plans to carry out the activities.

Discover: Focus group (men, women, youth) discuss community strengths. Community Success Stories are told and recorded.

Dream: Prepare a 'dream' school map; Prepare a school vision statement.

Design: Priority decision on the action to be taken together.

Define: Identify existing resources (people skills, materials, equipment, organisations, finances)

Do It: Prepare a full School Community Action Plan and present the plan to the BOM.

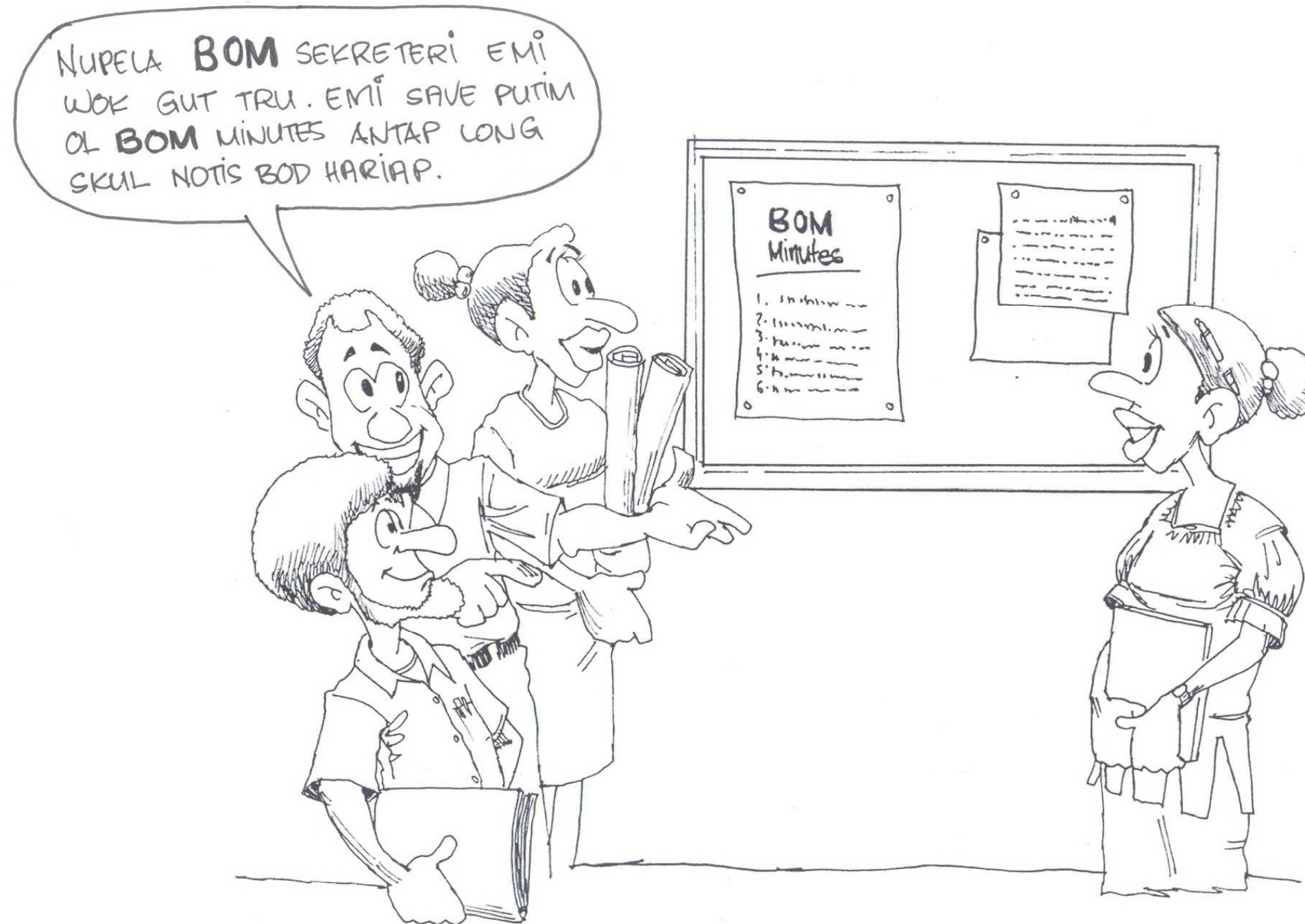
Example of a School Community Action Plan

Priority	Action	What is needed to do the job	Who will do it	When can this be done
1	Make the library secure.	Security bars, deadlock purchased by the BOM funds	Geno Wari who has a welding machine has volunteered	As soon as the BOM purchases the security bars and deadlock
2	Level the playing field so it can be used for rugby matches	Spades, spikes, bush knives and wheelbarrows	The youth and students	Working bees will be held each Saturday for the next 4 weeks
3	Fix all the broken desks at the school	Bolts, nuts purchased by BOM funds and timber and labour provided free by the community	The School maintenance sub-committee. Joe Gudman has volunteered to provide the timber.	As soon as the BOM purchases the bolts and nuts.

Discussion questions

1. Why is it important to first involve the whole community (men, women and youth) in making the school plans?
Ans: they will then contribute labour and materials freely to the school, and feel greater ownership for their school.
2. Why is it important that the community discover the strengths in their community first? Ans: So the community has a positive attitude and realises that they can do things by themselves.
3. Why are focus groups used? The men, women and youth often have different priorities and have different dreams for the school and it is important that all ideas are shared and become part of the school action plan.
4. Why is it helpful to have the community to first prepare a school community action plan? Ans: It helps empower the community to take responsibility for their school, and enables them to do something for their school by themselves with their own resources.
5. Has your school completed a School Community Action Plan? If not, when should it be prepared?

Introduction 2: What makes a good school?



Introduction 2: What make a good school?

Characteristics of a Good School

- Pupils, parents, P&C, BoM, church agency and teachers working together,
- Developing a good learning environment,
- Classrooms, toilets, storerooms, library,
- Maintenance Plan (adequate funding),
- Lighting, seating, chalkboards, display areas,
- Grounds for sports, relaxation,
- Health issues: toilets, water,
- Security for females and teachers,
- Finishing touches: School sign, painted buildings, school office/staffroom, flower gardens and shrubberies.

Key cross-cutting issues

- Gender equity: men and women, girls and boys have equal opportunities: all children can go to school,
- Environmental protection: making decisions that protect our natural environment,
- Transparency and integrity: making decisions that are fair to everyone in a way that people can clearly understand.

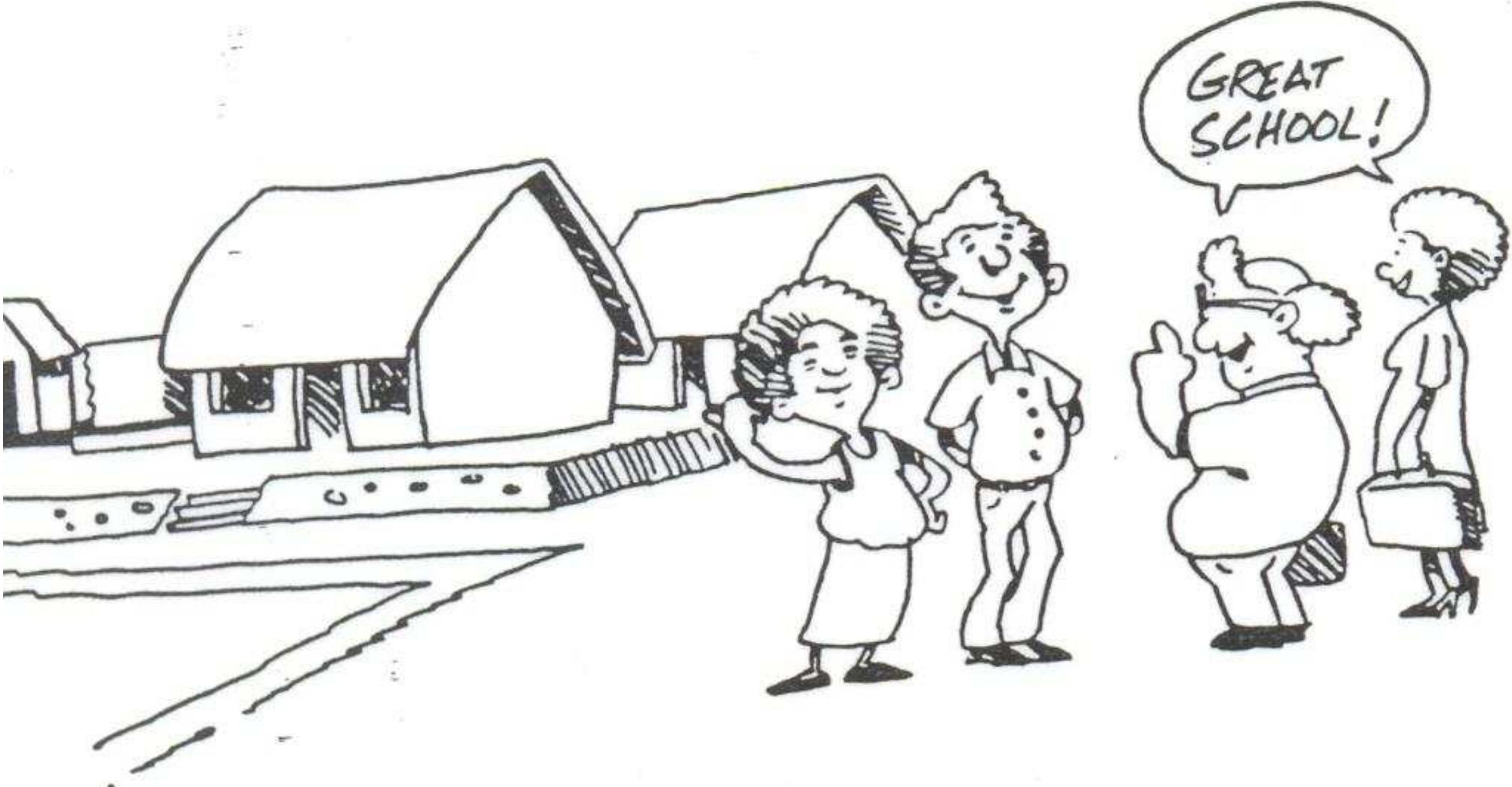
Principles of providing quality education

- Larger schools obtain better results.
- Teachers who are assisted by the community are better teachers,
- Students who have the necessary curriculum materials obtain better results,
- Schools with good libraries and library books obtain better results,
- Children learn better in a safe, loving, caring environment.

Discussion questions

1. Discuss the characteristics of a good school point by point and identify where your school could improve.
2. Discuss the Key cross cutting issues and identify where there are children not attending school, where the environment can be improved, and how the decision making process can be improved.
Discuss the principles of providing quality education and identify where your school can provide a better quality education.

Introduction 3: Our Dream School



Introduction 3: Our Dream School

'Dream School' Activity Sheet

CATEGORIES	WHAT OUR SCHOOL SHOULD HAVE:
1. Buildings: Classrooms, libraries, storerooms, office/staffroom, Teachers houses	
2. Water: Tanks, wells, etc.	
3. Toilets: VIP, septic, for children and teachers.	
4. Playing grounds: for boys and girls sports	
5. Gardens: for pupils and teachers, food and flowers.	
6. Paths: to classrooms and staff houses	
7. Drains: to stop erosion and keep paths and classrooms dry.	
8. Classroom furniture and equipment: enough desks for small and large students and equipment to teach all subjects	
9. Fences: to stop pigs, to show boundaries, for security.	
10. Security: classrooms, Teachers houses, Staffroom/office, storerooms	
11. Gender: Provides security and privacy for female staff and students	
12. Healthy: Good water, fruit trees, School gardens, no stagnant water, no rubbish, no dangerous trees, poisonous plants, etc.	
13. Protects environment: no erosion, no destruction of trees, etc.	
14. Shade areas: areas where children can rest in the shade during recess and lunch time.	
15. Quiet working areas: Classrooms not too close to each other.	
16. Attractive: Murals, displays of pupils and teachers work, etc.	
17. Other:	

Discussion questions

1. Discuss each of the Dream School categories and discuss what the participants think your school should have. This could be listed on a chalkboard. You might like to do this exercise in three groups (men, women and youth) and then share each group's results.

Step 1: School Profile data needed for the 'Three Year Enrolment Planning' Worksheets

School Profile: a folder with

School Maintenance Objectives; A school map of existing and planned buildings; School Grounds Inspection reports; School stocktake and condition surveys; Information about community resources (human and materials); Primary School Baseline Data Surveys and school census forms; Information about your school in LLG, District or Provincial Education plans; School enrolment projection

Example of enrolment data needed for Giamon Primary School

Worksheet A: Elementary 'feeder' school enrolment in current year

Name of elementary feeder school/s	EP			E1			E2		
	M	F	T	M	F	T	M	F	T
1. Wan ES	22	21	43	18	12	30	13	14	27
2. Tua ES	19	15	34	17	17	34	15	16	31
3. Tria ES	20	12	32	22	8	30	11	17	28
4. Giamon ES	12	12	24	8	14	22	10	11	21
5.									
6.									
TOTAL	73	60	133	65	51	116	49	58	107

Worksheet B: Community 'feeder' school enrolment in current year

Name of community feeder school/s	Grade 5			Grade 6		
	M	F	T	M	F	T
1. Antap CS	0	0	0	24	15	39
2. Nabis CS	23	18	42	0	0	0
3.						
TOTAL	23	18	42	24	15	39

Worksheet C: Total of feeder schools with Giamon Primary School enrolment

	ELEMENTARY GRADES									COMMUNITY or PRIMARY SCHOOL GRADES									TOTAL of students											
	EP			E1			E2			Grade 3			Grade 4			Grade 5						Grade 6			Grade 7			Grade 8		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
This Years students	73	60	133	65	51	116	49	58	107	44	53	97	45	38	83	40	35	75	34	35	69	45	47	92	38	43	81	246	251	497

Step 1: School Profile data needed for the 'Three Year Enrolment Planning' Worksheets

Make sure you have the following information from your School Profile:

1. Up to date **student enrolment data** for your own school and feeder elementary and community schools,
2. Up to date information on the **condition of all school buildings and facilities**, and school grounds inspection checklist,
3. Up to date information on available **school funds**,
4. An up to date **school map** with what exists at the school and what is planned to be built,
5. A list of **local resources** (available manpower and materials),
6. Information about what is planned for your school in **LLG, District and Provincial Education Plans**.

Discussion and activities

1. Discuss each of the questions in the School Baseline Data survey and check that the information is correct for your own school. ie.1. Land ownership and grounds; 2. School water supply; 3. School Sanitation; 4. Fencing; 5. Number of classrooms, storerooms, offices and staffrooms; 6. Number and condition of buildings; 7. Library; 8. Services available at the school; 9. Feeder schools and school enrolment data; 10. Accessibility and location; 11. Support; 12. BoM Meetings; 13. P&C meetings; 14. Information collection and sharing by BoM and P&C; 15. Contribution by the wider community. Also refer to the Giamon PS example in the SIM Manual (English) pages 72-76 (Tok Pisin) pages 73-77 if not sure about any of the questions. If possible have your 'School Profile Folder' to show the participants.
2. Revise any of the information that needs revision and collect data on any information that is missing. Update your School Profile while you do this.
3. Ask if anyone has any worries over the data that is going to be used to develop your school's Three Year School Infrastructure Development Plan. Make corrections.

Step 2: The Three Year Enrolment Planning Worksheets

The Enrolment Planning worksheets

- **Worksheet A:** to identify the number of elementary children who will be entering *Grade 3* in the Primary School over the three years. The current enrolment for each 'feeder' elementary school needs to be entered.
- **Worksheet B:** to identify the number of community school children who will be entering *Grade 6* in the Primary School over the three years. The current enrolment for each 'feeder' community school needs to be entered.
- **Worksheet C:** the worksheet for working out the number of students at the Primary school over the next three years. The feeder elementary and community school pupils need to be added to this worksheet.

Discussion and activities

1. Discuss the worksheets A, B and C and what each of the three worksheets is used for.
2. Prepare two blank copies of the worksheets so that you can demonstrate how the worksheet is used for the Giamon Primary School example, and then to use for your own school in the following steps.
3. Complete worksheets A and B by entering the data collected from your school's feeder elementary and community schools.
4. Complete the current enrolment data for your own school's enrolment for Grades 3-8.

Step 2: Preparing the Three Year Enrolment Planning Worksheet

2.4: WORKING OUT 'NEXT YEARS STUDENTS - PART A: - The number of students that will be at Giamon Primary school next year can be estimated by following the arrows to the totals in the next grade in 'Next Years students'. This years EP students go to E1 in 'Next years students' E1 go to E2; E2 go to Grade 3, etc. The fewer numbers in 'this year's students' help estimate how many students will 'drop out'. Throughout PNG approximately 10% students drop out between grades 3-8 each year. There are usually no drop outs in elementary schools. For example, if there are 40 students in grade 3 then 10% or four students will 'drop out' and only 36 students will go on to grade 4. If the school is in town there may be no drop outs so no deductions should be made. In Giamon Primary School 10% deductions have been made. i.e. 44 Grade 3 boys is reduced to 40 in Grade 4; 53 Grade 3 girls has been reduced to 49 in Grade 4, etc. **Note:** Step 5 will show how the next year's Grade 7 enrolment can be worked out.

Worksheet C:

	ELEMENTARY GRADES									COMMUNITY or PRIMARY SCHOOL GRADES															TOTAL of students at Giamon PS (Grds 3-8)				
	EP			E1/Grd 1			E2/Grd 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7						Grade 8	
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
This Years students	73	60	133	65	51	116	49	58	107	40	49	89	41	34	75	36	32	68	45	47	91	38	43	82	246	251	497		
Next Years students	73	60	133	65	51	116	49	58	107	40	49	89	41	34	75	36	32	68	52	45	97	41	42	83					

2.5: WORKING OUT 'NEXT YEARS STUDENTS - PART B: Finding how many students will be in Grade 7: Add the Grade 6 intake from the feeder community schools (24M +15F=39T) Grade 6 students on worksheet B to the (34M+35F=69T) Grade 6 Giamon Primary school students making a total of (58M +50F=108T) students. The 10% 'drop outs' (6M+5F=11T) are subtracted. The new totals (52M+45F=97T) are entered in 'next years' Grade 7 and for the whole school (Grades 3-8). i.e.

Worksheet B:

	Grade 6		
School	M	F	T
Giamon PS	34	35	69
Feeder CS	24	15	39
Total	58	50	108
Less 10%	-6	-5	-11
Total	52	45	97

Worksheet C:

	ELEMENTARY GRADES									COMMUNITY or PRIMARY SCHOOL GRADES															TOTAL of students at Giamon PS (Grds 3-8)				
	EP			E1/Grd 1			E2/Grd 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7						Grade 8	
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
This Years students	73	60	133	65	51	116	49	58	107	40	49	89	41	34	75	36	32	68	45	47	91	38	43	82	246	251	497		
Next Years students	73	60	133	65	51	116	49	58	107	40	49	89	41	34	75	36	32	68	52	45	97	41	42	83	259	260	519		

Step 2: Preparing the Three Year Enrolment Planning Worksheet

<p>2.1: DATA THAT IS NEEDED TO COMPLETE A THREE YEAR ENROLMENT PLANNING WORKSHEET. Giamon Primary School has four ‘feeder’ elementary schools – Wan, Tua, Tria and Giamon Elementary Schools. The EP, E1 and E2 enrolment from these four schools are entered onto worksheet A. eg</p> <p>2.2: Giamon Primary School has two ‘feeder’ community schools – Antap and Nabis community schools. The Grade 5 and 6 enrolment from these two schools are entered onto worksheet B. eg:</p> <p>2.3: ENTERING ‘THIS YEARS STUDENTS’ - The EP, E1 and E2 totals from Giamon Primary School’s four ‘feeder’ elementary schools are entered on ‘This Years students’ on the enrolment planning worksheet. Then the current enrolment figures for Giamon Primary School Grades 3-8 are entered on the worksheet. Giamon Primary School has the current enrolments: Grade 3: 44 boys and 53 girls, Grade 4: 45 boys and 38 girls, Grade 5: 40 boys and 35 girls, Grade 6: 34 boys and 35 girls, Grade 7: 45 boys and 47 girls, Grade 8: 38 boys and 43 girls. The totals are also entered on the school enrolment planning worksheet. eg.</p> <p>2.4: WORKING OUT ‘NEXT YEARS STUDENTS - PART A: - The number of students that will be at Giamon Primary school next year can be estimated by following the arrows to the totals in the next grade in ‘Next Years students’. This years EP students go to E1 in ‘Next years students’ E1 go to E2; E2 go to Grade 3, etc. The fewer numbers in ‘this year’s students’ help estimate how many students will ‘drop out’. Throughout PNG approximately 10% students drop out between grades 3-8 each year. There are usually no drop outs in elementary schools. For example, if there are 40 students in grade 3 then 10% or four students will ‘drop out’ and only 36 students will go on to grade 4. If the school is in town there may be no drop outs so no deductions should be made. In Giamon Primary School 10% deductions have been made. i.e. 44 Grade 3 boys is reduced to 40 in Grade 4; 53 Grade 3 girls has been reduced to 49 in Grade 4, etc. Note: Step 5 will show how the next year’s Grade 7 enrolment can be worked out.</p> <p>2.5: WORKING OUT ‘NEXT YEARS STUDENTS - PART B: Finding how many students will be in Grade 7: Add the Grade 6 intake from the feeder community schools (24M +15F=39T) Grade 6 students on worksheet B to the (34M+35F=69T) Grade 6 Giamon Primary school students making a total of (58M +50F=108T) students. The 10% ‘drop outs’ (6M+5F=11T) are subtracted. The new totals (52M+45F=97T) are entered in ‘next years’ Grade 7 and for the whole school (Grades 3-8).</p>	<p>Discussion/Activity</p> <ol style="list-style-type: none"> 1. Show how the Giamon Primary School Three school enrolment is completed step by step using the example provided. 2. Carry out the next steps for completing a ‘Three Year enrolment for your own school you’re your participants following the first five steps.
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Step 2: Completing the Three Year Enrolment Planning Worksheet

2.6: WORKING OUT YEAR 3 STUDENTS – Steps 4 and 5 are repeated to estimate ‘Year 3 students’ by following the arrows. ‘Drop outs’ are estimated for Grades 4-8 and are deducted from the totals for each grade. The Grade 5 students (23M+18F) from the feeder community schools on worksheet B are added to ‘Next Years’ Grade 6 students (36M+32F=68T) to estimate how many Grade 7 students there will be in ‘Year 3’ (59M+50F=109T) -10% (6M+5F=11T) = (53M+45F=98T). i.e.

Grade 6			
School	M	F	T
Giamon PS	36	32	68
Feeder CS	23	18	41
Total	59	50	109
Less 10%	-6	-5	-11
Total	53	45	98

Three Year School Enrolment Planning Worksheet

	ELEMENTARY GRADES									COMMUNITY or PRIMARY SCHOOL GRADES									TOTAL of students at Giamon PS (Grds 3-8)											
	EP			E1/Grd 1			E2/Grd 2			Grade 3			Grade 4			Grade 5						Grade 6			Grade 7			Grade 8		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
This Years students	73	60	133	65	51	116	49	58	107	44	53	97	45	38	83	40	35	75	34	35	69	45	47	91	38	43	82	246	251	497
Next Years students	73	60	133	65	51	116	49	58	107	40	49	89	41	34	75	36	32	68	52	45	97	41	42	83	259	260	519			
Year Three students	73	60	133	65	51	116	44	53	97	36	45	81	37	31	68	53	45	98	47	41	88	282	266	548						

Giamon Primary School’s ‘Three Year School Enrolment Planning Worksheet’ is now complete. At Giamon Primary School there is an increase from 497 students this year, to 519 students next year, through to 548 students in the third year. The school will need additional infrastructure for 15 girls and 36 boys = 51 students.

Step 2: Completing the Three Year Enrolment Planning Worksheet

2.6: WORKING OUT YEAR 3 STUDENTS – Steps 4 and 5 are repeated to estimate ‘Year 3 students’ by following the arrows. ‘Drop outs’ are estimated for Grades 4-8 and are deducted from the totals for each grade. The Grade 5 students (23M+18F) from the feeder community schools on worksheet B are added to ‘Next Years’ Grade 6 students (36M+32F=68T) to estimate how many Grade 7 students there will be in ‘Year 3’ (59M+50F=109T) -10% (6M+5F=11T) = (53M+45F=98T).

Giamon Primary School’s ‘**Three Year School Enrolment Planning Worksheet**’ is now complete. At Giamon Primary School there is an increase from 497 students this year, to 519 students next year, through to 548 students in the third year. The school will need additional infrastructure for 15 girls and 36 boys = 51 students.

Discussion/Activity

3. Show how the Giamon Primary School Three school enrolment is finalised step by step using the example provided.
4. Carry out the last two steps for completing a ‘Three Year enrolment for your own school.
5. Discuss if there are any changes to the process needed for your school. (NB. Town schools will not have students leaving schools.)

Step 3: How to complete a 'Future Infrastructure needs worksheet.

Giamon Primary School example

Enter the number of students from the Future Enrolment worksheet and the infrastructure from the Primary and Community School Baseline Data Survey. Then divide the data following the instructions.

1. Female toilets with washing facilities needed. Divide number of girls by 40

	Number of existing girls toilets	Number needed this year	Number needed next year	Number needed in year 3
Number of girls	251	$251 / 40 = 6$ $6 - 3 = 3$	$260 / 40 = 7$ $7 - 6 = 1$	$271 / 40 = 7$ $7 - 7 = 0$
Number of girls toilets	3	3 needed	1 needed	0

2. Male toilets needed. Divide number of boys by 60

	Number of existing boys toilets	Number needed this year	Number needed next year	Number needed in year 3
Number of boys	246	$246 / 60 = 4$ $4 - 2 = 2$	$259 / 60 = 4$ $4 - 4 = 0$	$287 / 60 = 5$ $5 - 4 = 1$
Number of boys toilets	2	2 needed	0	1 needed

3. Staff Toilets: There should be one toilet for every 25 teachers: 1 needed

4. Classrooms needed. Divide total number of students by 40. NB. Each classroom also needs storage space.

	Number of existing classrooms	Number needed this year	Number needed next year	Number needed in year 3
Number of students	497	$497 / 40 = 12$ $12 - 12 = 0$	$519 / 40 = 13$ $13 - 12 = 1$	$558 / 40 = 14$ $14 - 13 = 1$
Number of classrooms	12	0	1 needed	1 needed

5. Water tanks needed. Divide number of students by 40 for student requirement and allow one per staff house for teachers. NB. Dry areas will need 9000 litre tanks; wet areas will need 4500 litre tanks.

	Number of existing tanks	Number needed this year	Number needed next year	Number needed in year 3
Number of classes and teachers houses	3	Class: $497 / 40 = 12$ Teachers house: 3 $12 + 3 = 15$ $15 - 3 = 12$	Class: $519 / 40 = 13$ Teachers house: 3 $13 + 3 = 16$ $16 - 15 = 1$	Class: $558 / 40 = 14$ Teachers house: 3 $14 + 3 = 17$ $17 - 16 = 1$
Number of tanks		12 needed	1 needed	1 needed

6. Desks needed. Divide number of students by 2

	Number of existing desks	Number needed this year	Number needed next year	Number needed in year 3
Number of students	497	$497 / 2 = 249$ $249 - 213 = 36$	$519 / 2 = 260$ $260 - 249 = 11$	$558 / 2 = 279$ $279 - 260 = 19$
Number of desks	213	36 needed	11 needed	19 needed

Step 3: How to complete a 'Future Infrastructure needs worksheet.'

Enter the number of students from the Future Enrolment worksheet and the infrastructure from the Primary and Community School Baseline Data Survey. Then divide the data following the instructions. See the example for **Giamon Primary School**.

1. **Female toilets with washing facilities needed. Divide number of girls by 40**
2. **Male toilets needed. Divide number of boys by 60**
3. **Staff Toilets:** There should be one toilet for every 25 teachers
4. **Classrooms needed. Divide total number of students by 40.** NB. Each classroom also needs storage space.
5. **Water tanks needed. Divide number of students by 40 for student requirement and allow one per staff house for teachers.** NB. Dry areas will need 9000 litre tanks; wet areas will need 4500 litre tanks.
6. **Desks needed. Divide number of students by 2**

Discussion/Activity

6. Show how the Giamon Primary School 'Future Infrastructure Needs worksheet' is finalised step by step using the example provided.
7. Complete a 'Future Infrastructure Needs worksheet' for your own school.

Discuss if there are any changes to the process needed for your school.

Step 3: Complete a 'Future Infrastructure needs worksheet. Your School: _____

1. Female toilets with washing facilities needed. Divide number of girls by 40

	Number of existing girls toilets	Number needed this year	Number needed next year	Number needed in year 3
Number of girls				
Number of girls toilets				

2. Male toilets needed. Divide number of boys by 60

	Number of existing boys toilets	Number needed this year	Number needed next year	Number needed in year 3
Number of boys				
Number of boys toilets				

3. Staff Toilets: There should be one toilet for every 25 teachers: 1 needed

4. Classrooms needed. Divide total number of students by 40. NB. Each classroom also needs storage space.

	Number of existing classrooms	Number needed this year	Number needed next year	Number needed in year 3
Number of students				
Number of classrooms				

5. Water tanks needed. Divide number of students by 40 for student requirement and allow one per staff house for teachers. NB. Dry areas will need 9000 litre tanks; wet areas will need 4500 litre tanks.

	Number of existing tanks	Number needed this year	Number needed next year	Number needed in year 3
Number of classes and teachers houses				
Number of tanks		12 needed	1 needed	1 needed

6. Desks needed. Divide number of students by 2

	Number of existing desks	Number needed this year	Number needed next year	Number needed in year 3
Number of students				
Number of desks				

Step 3: Complete a 'Future Infrastructure needs worksheet.'

Complete a Future Infrastructure needs worksheet for your school.

- a. **Female toilets with washing facilities needed. Divide number of girls by 40**
- b. **Male toilets needed. Divide number of boys by 60**
- c. **Staff Toilets:** There should be one toilet for every 25 teachers
- d. **Classrooms needed. Divide total number of students by 40.**
NB. Each classroom also needs storage space.
- e. **Water tanks needed. Divide number of students by 40 for student requirement and allow one per staff house for teachers.** NB. Dry areas will need 9000 litre tanks; wet areas will need 4500 litre tanks.
- f. **Desks needed. Divide number of students by 2**

Discussion/Activity

1. With the participants, complete a Future Infrastructure needs worksheet for your own school.
2. Ask the participants to double check each of the answers.
3. Are there any other infrastructure items needed for your school (e.g. security bars, fencing, storerooms, etc. Make a list of these items.
4. Discuss if there are any changes to the process needed for your school.

Step 4: Example of a 'School Infrastructure Development Plan' worksheet

When completing a School Infrastructure Development Plan worksheet

1. Use your Primary School Data Survey to list the buildings that need maintenance and estimate the cost of materials to maintain the buildings. If you have a carpenter on your school BoM ask the carpenter to estimate the costs.
2. Transfer the information from the 'Future Infrastructure Needs' worksheet to the 'School Infrastructure Development Plan' worksheet. Estimate the cost of purchasing the new infrastructure. Take care not to underestimate the costs. Remember to include transport costs and labour costs where necessary.
3. Always use a pencil so you can make corrections.

Discussion and activities

1. Revise the example of how to complete a School Infrastructure Development Plan worksheet using the Giamon Primary School example.
2. Explain how the information on the school's Future Infrastructure Needs Worksheet is used to help identify what new infrastructure is needed,
3. Show how the School Baseline Data Survey is used to enter a school's infrastructure maintenance needs.
4. Show how the 'Future Infrastructure Needs worksheet' is used to enter the new infrastructure your school will need over the next three years.

Step 4: Complete a 'School Infrastructure Development Plan' worksheet

School: _____

Code No: _____

Province: _____

The Total annual cost must be the same as the Total funding expected for the year.

Maintenance

Year	20__ This year			20__ Next year		20__ Year 3	
Item	Number to be repaired	Cost	Priority	Number to be repaired	Cost	Number to be repaired	Cost
Classrooms							
Storerooms/Offices							
Teachers Houses							
Toilets							
Other (List)							
New Infrastructure	Additional number required	Cost	Priority	Additional number required	Cost	Additional number required	Cost
Girls toilets							
Boys toilets							
Staff Toilet							
Classrooms							
Water Tank/s							
Student's desks							
Library							
Chalkboard							
Pinboard							
Teachers desks and chairs							
Class bookshelf							
Class cupboard							
Storeroom shelves							
Teacher housing/water tank							
Other (List)							
TOTAL ANNUAL COST of maintenance and new Infrastructure	K			K		K	
TOTAL Funding expected to be available from School subsidies, School Project fees, other grants and fund raising	K			K		K	

BoM Chairman's signature: _____

BoM Secretary/Treasurer's signature: _____

Head teacher's signature: _____

Date: _____

Step 4: Complete a 'School Infrastructure Development Plan' worksheet

When completing a School Infrastructure Development Plan worksheet

1. Use your Primary School Data Survey to list the buildings that need maintenance and estimate the cost of materials to maintain the buildings. If you have a carpenter on your school BoM ask the carpenter to estimate the costs.
2. Transfer the information from the 'Future Infrastructure Needs' worksheet to the 'School Infrastructure Development Plan' worksheet. Estimate the cost of purchasing the new infrastructure. Take care not to underestimate the costs. Remember to include transport costs and labour costs where necessary.
3. Always use a pencil so you can make corrections.

Discussion and activities

1. Revise the example of how to complete a School Infrastructure Development Plan worksheet for Giamon Primary School.
2. Examine how the information on the school's Future Infrastructure Needs Worksheet is used to help identify what new infrastructure is needed,
3. Use the School Baseline Data Survey is used to enter your school's infrastructure maintenance needs.
4. Use the 'Future Infrastructure Needs worksheet' to enter the new infrastructure your school will need over the next three years.

Step 5: An example of a '3 Year School Infrastructure Development Plan'

School: Giamon Primary School Code No: 007

Province: Northern Highlands

Maintenance

Year	2005 This year			2006 Next year		2007 Year 3	
	Item	Number to be repaired	Cost	Priority	Number to be repaired	Cost	Number to be repaired
Classrooms	6	10600	1	2	10000	2	10000
Storerooms/Offices							
Teachers Houses	3	4400	2	1	10000	1	10000
Toilets							
Other (List)							
New Infrastructure	Additional number required	Cost	Priority	Additional number required	Cost	Additional number required	Cost
Classrooms				1 double	60000	1 (built 2006)	
Storerooms/Offices							
Library						1	100000
Teacher housing				1	30000	1	30000
Boys toilets	2	4800	5	0		1	1200
Girls toilets	3	6000	1	1	1200		
Male Staff toilets							
Female Staff toilets	1	1200	4				
Fence							
Student's desks	36	3600	3	11	1100	19	1900
Teachers desks and chairs							
Water Tank/s	12	36000	2	1	3000	1	3000
Other (List)							
TOTAL ANNUAL COST of maintenance and New Infrastructure		K66,600		K115,300		K156,300	
TOTAL Funding expected to be available from School subsidies, School Project fees, other grants and fund raising		K66,600		K115,300		K156,300	

BoM Chairman's signature: Gras Rutz

BoM Secretary/Treasurer's signature: Hapi Tumas

Head teacher's signature: Gene Nowari

Date: 20th February 2005

Step 5: An example of a '3 Year School Infrastructure Development Plan'

When completing a School Infrastructure Development Plan worksheet:

1. Discuss what activities need to be carried out this year; what activities should be carried out next year; and what activities should be carried out in Year Three for Giamon Primary School.
2. Show how to use the information on Giamon Primary School's Infrastructure Development Plan worksheet to transfer the information from the 'School Infrastructure Development Plan worksheet' to the 'School Infrastructure Development Plan'. Use the cost of purchasing the new infrastructure from the 'School Infrastructure Development Plan worksheet'.
3. Always use a pencil so you can make corrections or do the preparation on a chalkboard.
4. The '3 Year School Infrastructure Plan' should be included as an attachment in the School Learning Improvement Plan (SLIP).

Discussion and activities

1. Revise the example of how to complete a School Infrastructure Development Plan using the Giamon Primary School example.
2. Explain how the information on the school's School Infrastructure Development Plan Worksheet is used to complete the 3 Yr School Infrastructure Development Plan.
3. Discuss how the 'School Infrastructure Development Plan' is to be part of the School Learning Improvement Plan (SLIP) and how Giamon Primary School needs to set priorities for the use of limited funds.

Step 5: Complete a '3 Year School Infrastructure Development Plan'

School: _____

Code No: _____

Province: _____

The Total annual cost must be the same as the Total funding expected for the year. Remember to check with your LLG and District on possible funding and possible funding from other sources such as Aid donors. You need to include a copy of this plan in your School Learning Improvement Plan. (SLIP)

Maintenance

Year	20__ This year			20__ Next year		20__ Year 3	
Item	Number to be repaired	Cost	Priority	Number to be repaired	Cost	Number to be repaired	Cost
Classrooms							
Storerooms/Offices							
Teachers Houses							
Toilets							
Other (List)							
New Infrastructure	Additional number required	Cost	Priority	Additional number required	Cost	Additional number required	Cost
Girls toilets							
Boys toilets							
Staff Toilet							
Classrooms							
Water Tank/s							
Student's desks							
Library							
Chalkboard							
Pinboard							
Teachers desks and chairs							
Class bookshelf							
Class cupboard							
Storeroom shelves							
Teacher housing/water tank							
Other (List)							
TOTAL ANNUAL COST of maintenance and new Infrastructure	K			K		K	
TOTAL Funding expected to be available from School subsidies, School Project fees, other grants and fund raising for school maintenance and new infrastructure	K			K		K	

BoM Chairman's signature: _____

BoM Secretary/Treasurer's signature: _____

Head teacher's signature: _____

Date: _____

Step 5: Complete a '3 Year School Infrastructure Development Plan'

When completing a School Infrastructure Development Plan worksheet:

5. Discuss what activities need to be carried out this year; what activities should be carried out next year; and what activities should be carried out in Year Three.
6. Transfer the information from the 'School Infrastructure Development Plan worksheet' to the 'School Infrastructure Development Plan'. Use the cost of purchasing the new infrastructure from the 'School Infrastructure Development Plan worksheet'.
7. Always use a pencil so you can make corrections or do the preparation on a chalkboard.

The '3 Year School Infrastructure Plan' should be included as an attachment in the School Learning Improvement Plan (SLIP).

Discussion and activities

1. Revise the example of how to complete a School Infrastructure Development Plan worksheet for Giamon Primary School.
2. Examine how the information on the school's Future Infrastructure Needs Worksheet is used to help identify what new infrastructure is needed,
3. Use the School Baseline Data Survey is used to enter your school's infrastructure maintenance needs.
4. Use the 'Future Infrastructure Needs worksheet' to enter the new infrastructure your school will need over the next three years.
5. Discuss how the 'School Infrastructure Development Plan' is to be part of your school's School Learning Improvement Plan (SLIP) and how to set priorities for the use of limited SLIP funds.