

Logo of the  
Municipality



**United Nations Development Programme  
Municipal Sustainable Development Programme  
In Ukraine**

**And**

..... **Municipality**  
**Ukraine**

**DRAFT**  
**Operational Manual For**  
**SCHOOL NETWORK**

**2005**

## Table of Content

- A Glimpse of the Network-Manual, 3
- Background, 5
1. Establishment of School Network (SN), 5
  2. Institution Development and building partnership with local authorities (municipality), 6
  3. Capacity building, 8
  4. Network's maturity, 8
  5. Participatory planning, 8
  6. Project implementation and resource mobilization, 10
    - a. Creation of Functional Group, 10
    - b. Development of detailed project proposal and local resource mobilization, 10
    - c. Mobilization of external resources (linkage with donor agencies), 11
    - d. Resource management, 11
    - e. Work division, procurement and implementation, 11
  7. Signing of agreement, 11
  8. Project monitoring, reporting and public auditing, 12
  9. Sustainability:
    - a. Ensuring project sustainability, 12
    - b. Ensuring institutional sustainability, 13
  10. Participatory assessment system, 13
  11. Policy feedback through networking, 14

### Tables

- I. Basic Information on Academic Institutions
- II. Tentative Problems Facing Academic Institutions
- III. List of School Level Needs

### Charts

- I. Institutional Development
- II. Participatory Planning of the City Council
- III. Four Stages of a Cycle of Social Mobilisation
- IV. Sustainability of Institutions Development under Social Mobilisation

### Boxes

- I. Prioritisation of Local Needs

### Annexes

- I. Some Elements of Statute
- II. Complete Model of the MSDP
- III. Sample Account Book for Functional Group
- IV. Sample Management Information System
- V. Sample Questionnaire for Participatory Assessment System

### Abbreviations

CSU	Communal Service Unit (same as micro-rayon)
MoA	Memorandum of Agreement
MIS	Management Information System
MSDC	Municipal Sustainable Development Council
MSDP	Municipal Sustainable Development Programme
MST	Municipal Support Team
MSU	Municipal Support Unit
PMU	Programme Management Unit
PSC	Project Selection Committee
QSC	Quality Supervision Committee
SDC	Social Development Centre
ZHEO	Communal Service Company of municipality

### A Glimpse of the School Network-Manual

The following is the summing-up scheme of the activities, which School Network should follow in day-by-day activities to promote sustainable development and participatory approach.

SN	MAIN STEPS	MAIN ACTIVITY
1	Establishment of School Network	<ul style="list-style-type: none"> <li>• Get organized</li> <li>• Form General Assembly of the Network</li> <li>• Form an Executive body</li> <li>• Generate income source to maintain the Network</li> </ul>
2	Institutional Development and Capacity Building.	Institutional development: <ul style="list-style-type: none"> <li>• Get registered</li> <li>• Get premises</li> <li>• Set up secretariat or Social Development Centre</li> <li>• Get account number in the bank</li> <li>• Establish management information system (MIS)</li> <li>• Build linkage with other networks and development agencies</li> </ul>
		Capacity building <ul style="list-style-type: none"> <li>• Receive management trainings from MSU</li> <li>• Organise training on development aspects for the officials of member schools</li> <li>• Mobilise necessary logistics to run the seretariat</li> </ul>
3	Gaining maturity	<ul style="list-style-type: none"> <li>• Practice norms of good governance</li> <li>• Carry out at least one development activity</li> </ul>
4	Participatory planning	<ul style="list-style-type: none"> <li>• Support member schools in preparing social development plan</li> <li>• Collect and aggregate social development</li> <li>• Get the aggregate plans prioritised from general assembly</li> <li>• Forward the proritised plan to MSU/municipality</li> <li>• Participate in public hearing to endorse local priorities</li> </ul>
5	Implementation of plans	<ul style="list-style-type: none"> <li>• Form Functional Group (FG)</li> <li>• Develop detailed proposal</li> <li>• Mobilize local funds</li> <li>• Mobilize external resources, sign MoA with donor(s)</li> <li>• Develop sound fund management system and display data</li> <li>• Prepare necessary work plan and distribute work responsibilities</li> <li>• Procure preliminary materials</li> <li>• Select competent contractor through agreed bidding practices</li> <li>• Sign the agreement with the contractor</li> </ul>
6	Project monitoring, reporting and public auditing	<ul style="list-style-type: none"> <li>• Maintain Management Information System</li> <li>• Ensure Project Quality Supervision Committee is formed</li> <li>• Prepare and present interim/final progress reports</li> <li>• Hold public auditing</li> <li>• Send a copy of Public auditing to donor agency</li> </ul>
8	Ensuring project sustainability	<ul style="list-style-type: none"> <li>• Ensure project hand over</li> <li>• Develop appropriate institutional mechanism of project O&amp;M</li> <li>• Generate revenue for project operation and maintenance (O&amp;M)</li> </ul>
9	Ensuring institutional sustainability	<ul style="list-style-type: none"> <li>• Repeat the cycle of planning to project realization</li> <li>• Expand linkage to more development agencies</li> <li>• Keep the members well informed and participated</li> <li>• Ensure generating of regular income source</li> <li>•</li> </ul>
10	Participatory assessment system	<ul style="list-style-type: none"> <li>• Conduct participatory assessment of th Network annually</li> </ul>
11	Policy feedback	<ul style="list-style-type: none"> <li>• Support in policy studies on participatory approach</li> </ul>

## I. BACKGROUND

Academic institutions everywhere aim for a quality learning environment in which knowledge could be effectively accumulated, disseminated, shared and learned. Of many factors, quality of physical facilities and availability of latest knowledge in the academic institutions influence learning environment. Besides, academic institutions in Ukraine, are supported by large number of parents, pupils and teachers who have a huge potential to bring positive changes not only in the academic premises but also in the public space (*doms, ulitsa*) in the vicinity. Often, this potential remains untapped.

It is commonly seen that the stakeholders (e.g. teachers, managers, parents, pupils) of the academic institutions struggle for improving the learning environment but with less than expected success. The reason for low level of success is obviously due to their lack of access to resources (money) and source of new knowledge. It is also not uncommon to find many of them quoting that it is only the state/municipality which is responsible to fulfil the essential needs of their institution..

But, the experience around the world and especially in some part of Ukraine and Europe indicate that many problems of academic institutions can be solved by collective action of the academic institutions themselves. Each school/academia has not much space for settling its own problems, but many of them together have more strength to influence the supporting factors or even implement large projects that would enhance quality of their learning environment. Coming together to achieve development goal is termed as forming a network. In today's world, donor agencies, government sectors, municipalities and non-government sectors recognize the fact that no single individual/agency will be able to tackle all the local problems. Therefore, they look for suitable partner(s) to join hands and solve local problems. In case schools/academia can network to help themselves, these agencies from public and private sectors also become interested to support them. Such support comes through partnership arrangement. Partnership is founded on mutual trust and capacity of the network to help its members in solving local problems. Often, network feels lack of capacity or is unable to demonstrate its capacity to be trustworthy development partner. Therefore, it requires capacity building support from outside.

It is in this very context, the Municipal Sustainable Development Programme (MSDP) of UNDP/Ukraine is functioning in ..... municipality since ..... This Programme supports in building capacity of the partners (schools/academia) to help themselves. It works in partnership with ..... municipality. To materialise the vision of the Programme, the City Council has established a Municipal Support Unit (MSU). The personnel of the MSU (called municipal support team or MST) are available to work with the schools and academia in the municipality. They assist the schools/academia in building their capacity to forge partnership with the municipality, other local/regional/national agencies from public and private sectors and international development agencies such that they become able to resolve their local problems – may it be of social, economic or environmental nature.

Contact address of the MSU-staff is given in Box – I below.

<b>Box – I: Whereabouts of the MSU Staff</b>		
<i>Contact Person</i>		
1. ....	Municipal Project Coordinator	
2. ....	Community Mobiliser	
3. ....	Community Mobiliser	
 <i>Adress</i>		
.....		
.....		
.....		
<i>Telephone: -</i>	<i>Fax: -</i>	<i>E-mail:</i>

***What must be done?***

In practice schools by themselves often solve different small problems, like repair of the premises at summer time or cleaning the territory, but for solving significant problems the educational organizations must –

- **Get organized** (into a Network) as an organization provides opportunity for pooling resources to resolve local problems;
- **Identify genuine leadership/activists from among themselves.** It is only these activists, and not outsiders, that are able to bring out the willingness for self-help and working together;
- **Generate capital** which is essential to meet the management cost of the organization;
- **Identify and prioritise** local needs (and not the wants, which are to be provided by outsider) what schools/academia are willing to undertake;
- **Assess the feasibility** of identified needs;
- **Arrange and secure** required resources (from various sources) to the network for undertaking the needs;
- **Monitor, lobby and establish linkages** with various development agencies to keep resolving local problems one after another.

***How to do?***

There are definite processes that the academia must follow in a step-by-step manner to meet all these conditions by themselves. Sometimes, the academic institutions are not very much aware about the processes and the steps. Following sections of this manual describes step-by-step process that ought to be followed for resolving local problems and improving learning environment.

Staffs of the MSU will provide necessary assistance to the academic institutions in fulfilling these processes and steps. Academic institutions should keep in close touch with them to get clarifications and assistance at any stage of process.

***Who should start?***

Often, the MSU-officials contact the schools or academia and describe the advantages and processes of forming a network. Nonetheless, one or more active persons from schools/academia could initiate the process by themselves as mentioned in this manual.

## II. ESTABLISHMENT OF SCHOOL NETWORK

### 2.1 Collect basic information

To start with, it is necessary to document basic information about all educational institutions (e. g. schools, academia etc.) of the city in following terms:

**Table – I: Basic Information on Academic Institutions**

SN	Name of Institution	Address	Director	Contact media			# of teachers		# of students		Chairperson of Association		
				Tele.	Fax	E-mail	Male	Female	Male	Female	Teacher	Parents	Pupil

Most of these information could be availed from education department or by contacting each academic institution in the list separately or from other relevant sources.

### 2.2 Collect Local Needs

Use appropriate technique to collect list of the problems facing academic institutions (in the list) and are hampering the learning environment. Such problems may be social, economic or environmental. Analyse the problems in following format:

**Table – II: Tentative Problems Facing Academic Institutions**

SN	Specific Problem	Identifying School/Academia	Total number of identifying Schools	% of total participating schools
1				
2				
3				
4				
...				
...				
TOTAL				

### 2.3 Decide on Forming Network:

At an appropriate time, call meeting of the representatives of the schools<sup>1</sup>/academia. Management (i.e. director), focal teacher<sup>2</sup> and the chairperson of the parents' association together represent a school. Other academia could represent themselves in appropriate manner. Also, invite officials from the education and health departments to attend this meeting.

Present the above analysis (in section 2.2) of the needs to them and seek their opinion on –

- How these problems could be solved?

<sup>1</sup> It is assumed that each school has active association of the parents, pupils and teachers. If one or more of these associations are non-existent or inactive then it would be useful to form/activate them.

<sup>2</sup> The focal teacher ought to be a highly creative teacher committed to the social cause in the society. He/she should be selected by consensus by the teachers, parents and students council. He/she shall apply various awareness tools to familiarise the school community on social issues and mobilise/motivate them to take local action

- Who should solve them?

A sharp debate may be expected before any conclusion could be reached. In case the conclusion is that the schools should try themselves before expecting help from outside then there appears a room for partnership among the academia. This partnership will be for solving local problems on self-help basis. For forging partnership, the schools' members must be willing to –

- Believe in community approach i.e. working together approach
- Meet regularly to discuss on local development issues and seek possible solutions
- Contribute money on regular basis as a gesture to show commitment and to sustain the network (e.g. pay membership fees)
- Join other schools in -
  - planning for development
  - undertaking activities for development of the school, its surrounding area and the *ulitsa*, to which the schools belong
  - monitoring of the development activities related with the school
- Avoid personal agenda or any social/religious/political agenda that will cause a conflict
- Select genuine leadership<sup>3</sup> from among the directors, focal teachers and parents' chairpersons to facilitate implementation of the activities they would like to do.

Affirmative response from 80% or more of the focal teachers, chairpersons of the parents' associations and the directors of the participating schools/academia could be considered as a clear indication that they are willing to make decision in favour of forming a network of schools.

## 2.4 Forming a Network

By writing a protocol, the representatives of the schools/academia network themselves around clearly defined areas (as seen in the above analysis) such as advocacy, capacity building, information and experience sharing. Three representatives (the director, the chairperson of the parents' committee and the focal teacher) from each school will form the general assembly of the Network.

The members of the general assembly form an executive body comprising of a chairperson, a treasurer, a secretary, and 4-6 active members. The executive body should be balanced in terms of gender.

The member schools decide to make contribution, in cash/kind to meet the running cost of the Network.

The general body will meet quarterly, preferably on rotational basis from school to school. The executive body will meet as and when required.

Detail activities of the Network will be bound by the statute to be prepared by the executive committee and approved by the general assembly later.

## III. CAPACITY BUILDING AND INSTITUTIONAL DEVELOPMENT

<sup>3</sup> A person satisfying following criteria could be considered as a genuine leadership/activist:

- Having high regards and affinity for social service
- Not active politically and unbiased from the perspective of religious and cultural differences
- Capable of giving development leadership to members of the network
- Able to spare time for social/educational service

### **3.1 Institutional Development of Networks and Building Partnership with Local Authorities**

Institutional development in context of the Network involves its formalization; opening of bank account and establishing financial management system; establishing office (secretariat) of the Network; ensuring system of good governance and building linkages with similar networks.. Often, MSU organizes basic training for the representatives (officials) of networks to facilitate the process of institutionalisation.

Network can be registered according to the current legislation of Ukraine. In this case they will act as non-governmental non-profit public organizations with its own statute. Network can also choose another form of the official recognition – writing application to the local council following the framework of regulation offered by the council. The Network should develop its statute/regulation under consensus of the general members. Annex – I provides some elements to consider while developing a statute.

For the effective functioning, the School-Network establishes its secretariat as ‘Social Development Centre (SDC)’. Often one of the member schools offers its premises for the secretariat. Also, MSU assists in availing premises, setting up of the office with appropriate MIS-display, and securing logistics and equipments. If necessary, MSU lobbies with various agencies including the municipal authorities for this purpose. A support staff is deputed to look after day-to-day affairs of the secretariat, to coordinate the activities of the Network and to maintain the documentation. Deputation of the support staff could be done through following alternative options depending on situation prevailing in the municipality:

- Deputation from the host school (at least on part time) to work for the Network
- Contribution from the partner schools to meet the salary cost of the support staff
- Deputation of staff, on rotational basis, from the member schools
- Volunteer(s) on part time/full time basis

For quite some times, the Network functions around its immediate local needs and the needs of its members institutions, at their own individual level. For this end, it keeps interacting with municipal level local authorities and service providing agencies. However, it faces a need of working together with other networks, and in close cooperation with other important institutions such as oblast administration, municipality etc., so as to expand its capacity to serve its members better. One such common forum for the Network to join is the Municipal Sustainable Development Council (MSDC) formed by the representatives of the networks of the citizens, NGOs, small businesses, oblast state administration, municipality, and the officials of the executive committee of the local council. MSDC supports activities like –

- Experience sharing,
- Identifying challenges and opportunities related with the implementation of sustainable development strategies/millennium development goals in the municipality
- Exploring policy options to promote participatory governance and public-private partnership for improving the living quality of the people in the municipality;
- Lobbying with various actors at oblast/national level for recognition of the policy options
- Managing Municipal Sustainable Development Fund (MSDF)' whenever it comes into existence

Following flow-chart explains the complete picture of the institutional development:

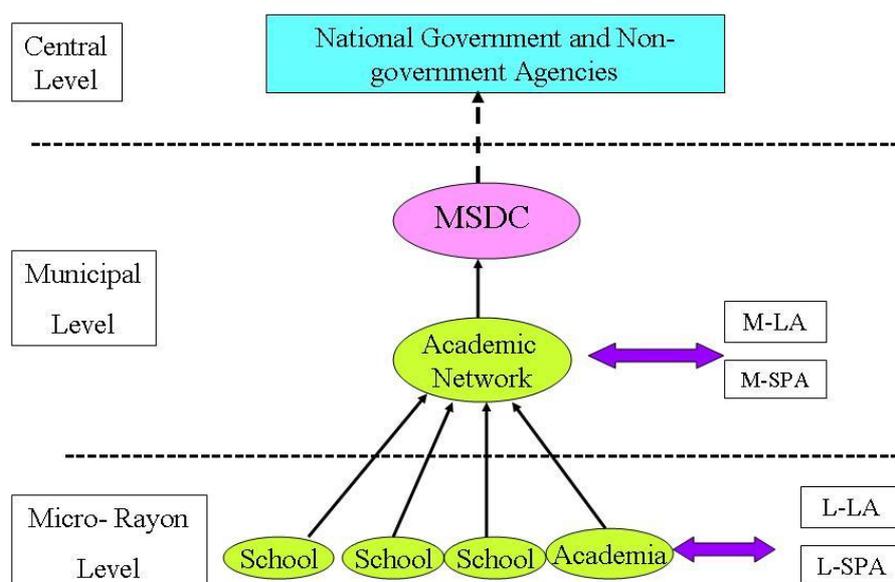


Chart – I: Institutional Development<sup>4</sup>

### 3.2 Capacity Building

MSU makes assessment of training needs of the School Network officials and organizes training, with support of the Programme Management Unit in Kyiv, on following subjects so as enhance their (a) skill on effective management of the Network and (b) awareness key development needs and ways to tackle them:

- Organisational management - Organisational vision, rights and duties of officials, holding meetings, writing minutes, legal provisions (developing statute, registration process and post registration formalities);
- Financial management – opening account, book keeping, audit, taxation etc.;
- Human Rights
- Community, its characteristics and its position in the existing law of Ukraine. Community and community development in the urban context
- Analysis of urban problems with a focus on social and environmental issues
- Governance, good governance and local governance;
- Sustainable development (Local Agenda – 21) and Millennium Development Goals and their relevance in Ukrainian context;
- Effective Communication and conflict management;
- Planning – Strategic planning and Participatory planning
- Participatory monitoring and reporting
- Leadership development
- Gender and development
- HIV/AIDS prevention

On its turn, the Network assesses the training need of its member-schools on above subjects and organizes training, with support of the MSU, PMU and relevant agencies in the municipality. This will open the door for academia to plan for supporting current generation and preparing future generation towards right course of development in the municipality.

<sup>4</sup> A complete framework of the model can be seen in Annex - II

MSU supports for enhancing capacity of the secretariat of school-network in terms of equipment and documentation (books, journals, video films and others) on sustainable development in Ukraine and other parts of the world. These documents will be shared among participating schools on regular basis.

#### **IV. ORGANIZATIONAL MATURITY**

It is important that Network becomes mature before undertaking development task of significant size. In fact, external development agencies take interest in supporting only after the Network demonstrates adequate maturity to be considered as trustworthy partner.

Network is recognized as mature after reaching at least following criteria:

- Statute of the Network has incorporated elements of good governance
- At least 50% of the Network's members are female
- Meeting is held regularly and in participation of minimum of 80% its members
- System of making consensus based decision is established
- Commitment fee are regularly deposited by the member schools (in cash/kind) for sustaining the function of the Network and its secretariat
- Accounts are kept transparently and in auditable form
- At least one development activity has been carried out by the Network and its result is visible
- 80% or more members of the Network take decisions on major matters related with project (activity) selection, income-expenditure, result (output) and benefit distribution
- The members are willing to be accountable for all the decisions made by them.
- Equity is built in the benefit distribution
- The Network's officials are committed to serve the interests of the Network and are willing to be accountable to the general members
- Documents (protocols) related with decisions are well maintained
- The network has come into contact with local government and or other development agencies to learn how they function on partnership.
- The Network has maintained simple management information system (MIS) for documenting, reporting, displaying. Such a system is developed under the framework of the Programme's requirement.

**Note:** In case there already exists a Network that can serve as substitute of the above-mentioned Network, no separate Network should be formed.

#### **V. PARTICIPATORY PLANNING**

In context of local development, planning policy everywhere strongly recommend for participatory planning. It means those plans which are prepared through people participation are appreciated at all level and by all support agencies – may it be city council or a government agency or an aid agency. The plans which are initiated directly by people carry more value than the ones initiated by some one else on people's behalf. This is based on the assumption that the local inhabitants know their problems the best. That's why they should directly participate in identification and prioritization of needs. It goes without saying that parents, pupils and

teachers constitute local population in context of conducting planning exercise at the academic institution.

Logically, the school’s plan move upward from local level to regional level and national level. Each year, the City Council facilitates bottom up planning process to this end. In this process, needs (plans) of citizens, academia, business communities, NGOs are collected, debated and finalized for funding in subsequent year.

Often, the City Council announces in advance the schedule (dates) for events (steps) involved in the process. The School Network ought to update itself about this timing and participate in the process accordingly. A tentative planning process followed by City Council is given in the Scheme below.

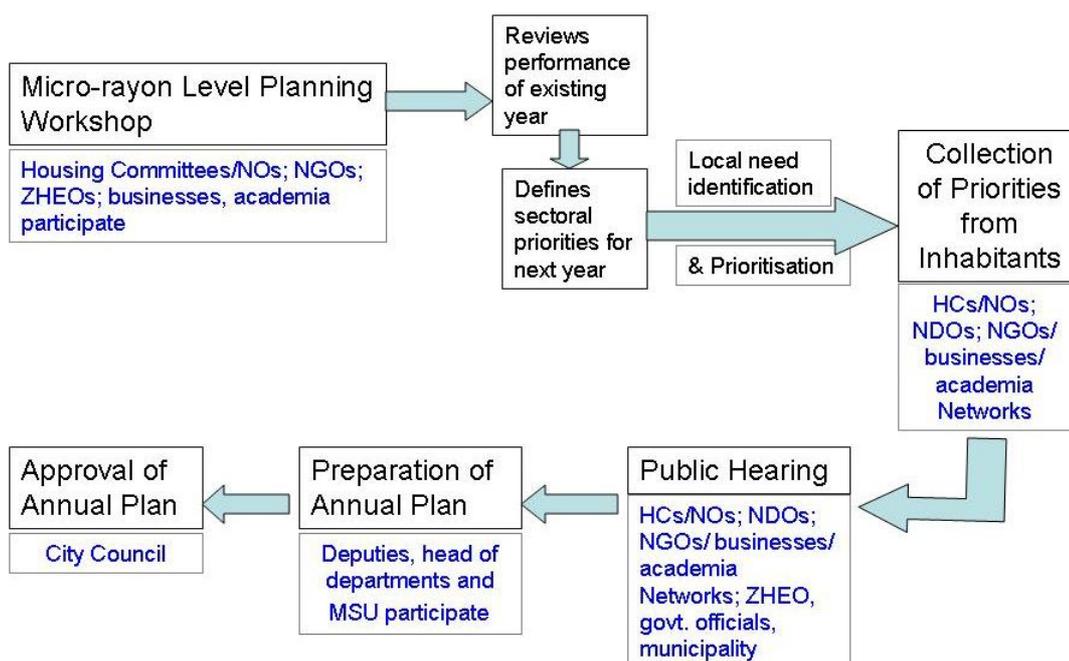


Chart – II: Participatory Planning of the City Council<sup>5</sup>

The Network ought to follow following steps and activities to benefit from the participatory planning process:

### 5.1 Participation in the micro-rayon level planning workshop

The member-schools participate in the planning workshop initiated by the MSU/municipality for the micro-rayon. Dwellers of the houses, entrepreneurs and NGOs in the micro-rayon along with the responsible ZHEO-officer/deputy also participate in this workshop. This workshop reviews the performance of the current year plans in the micro-rayon. Based on the conclusion of the review, sectoral priorities are decided for the next year. At this stage the preliminary forecast on budget allocation is made.

### 5.2 Identification and Prioritisation of Local Needs

In light of the conclusion of the planning workshop, each of the member school/academia carries out participatory planning exercise in participation of 80% or more of the parents,

<sup>5</sup> It should be noted that bottom up/participatory planning process is quite new for Ukrainian official system, which used to receive commands top-down. The proposed scheme (above) is envisaged to be adopted into Ukrainian realities. It is being practiced in some municipalities.

teachers and members of the pupils' council and make its social development<sup>6</sup> plan for the subsequent year and prioritise them. It is important to ensure that the parents, teachers and students put forth their own need. If necessary scientists and MSU-officials may be contacted for assisting in developing participation-based plans.

This exercise ends in a list of needs with tentative cost (Table – III) for which each school has indicated willingness to contribute from its sides and also execute by itself. It is a known fact that by making contribution and by taking part in the execution, the stakeholders take ownership of the project.

Often the schools are found to identify such needs as renovation/repair of building, heating system, sanitation system, water supply and play ground; upgrading of library; computerizing and internet facility; upgrading teaching/awareness curricula on such area as HIV/AIDS, environment etc.

**Table – III: List of School Level Needs**

SN	Identified Need	Estimated Cost and Cost-Sharing					Priority Ranking
		Own	Municipality	Other Public	Other Private	External	
1							
2							
3							
4							
5							
	TOTAL						

During this exercise, people, through joint discussion and understanding about current needs, not only identify problems but also rank them according to urgency of their resolving. Ranking of each need can be showed in the last column of the Table.

In case there is difficulty in ranking the priority, weighing technique may be used to assess the importance of each need identified. Criteria for weighing is given in Box – I.

**Box – I: Prioritisation of Local Needs**

To facilitate ranking process criteria are devised and agreed upon by all. Some criteria are suggested as *intensity of need, basic need, productivity, equity, sustainability and ownership* based upon which each need can be assessed and prioritised (Table – I).

List of identified projects	Basic Need	Intensity of need	Productivity	Equity		Sustainability		Ownership		Total score	Ranking
	(3 if yes and 0 if no)		Increase in income or decrease in parents expenses	Gender balance	% of the members (parents, teachers, students) will benefit	Will school/Net work operate and maintain the project	Impact on Existing Environmental condition	Local Participation in the cost of the project	Use of local resources		

**Weightage for scoring:** 1 for low priority; 2 for middle priority and 3 for high priority

### **5.3 Mainstreaming the Local Priorities**

Each member academia sends its priority need(s) to the Network for aggregation, recommendation and forwarding to the MSU/municipality for incorporation in the municipal plan.

The Network aggregates priorities of the member schools/academia and puts forth in the meeting of its general assembly. The general assembly will review the plans and sets their ranking. If necessary, they will use ranking criteria (as mentioned in Box – I).

The Network forwards the list of plans to the MSU/municipality for support in the subsequent year.

There upon, the representatives of the school and the Network follow up constantly to ensure that its plans are incorporated into municipal plan for the next year. For it, they participate in following events of municipal planning cycle becomes essential:

- Micro-rayon level public hearing which endorses the local priorities. (NOs/housing committees; NDOs; NGOs/ businesses/ academia Networks; ZHEO, government officials, other municipal authorities are participants of the public hearing. During the hearing, the proposed plans are debated, coordinated and prioritised in light of the intensity of need, similarity/commonality, availability of resources and technical complexity).
- Municipal level public hearing which endorses local priorities at municipal level and recommends them to be included into the municipal plan. (This hearing is participated by municipality-officials, officials from oblast administration, NDOs, executive bodies/ service providers, NGO-Network, School-Network, private sector/Business-Network and others).

Due to various factors all the plans are not accepted. At each level screening is done. The plans which get into final selection are often the one which are viable and show high intensity of people's need, higher cost sharing from local partners. Viable plans means the one which is technically feasible and can be implemented and maintained by the Network/beneficiary school itself.

## **VI. PROJECT IMPLEMENTATION AND RESOURCE MOBILIZATION**

It is imperative that the School Network would like to explore opportunity for getting at least one of its priorities implemented. It remains in constant touch with the MSU for this purpose. MSU, upon finding that the Network is matured enough to become a trustworthy partner and there is availability of resources from the municipality and or other donors, it conforms the Network to undertake following activities:

### **6.1 Creation of Functional Group (FG)**

For implementation of the prioritized plans, the member-school/Network (who so ever gets the project) forms a Functional Group (FG). This FG is responsible for preparing proposal, mobilizing resources and implementing the project

***For network level project (meant for more than one member schools)***

Each beneficiary member-school delegates 1 representative<sup>7</sup> to FG. Municipality Educational Department representatives can also participate in project implementation and represents themselves on the FG. The Network sends minimum three members from among its executive committee. FG will be balanced in terms of gender and will comprise of a team leader, a treasurer and active members. One of the Network's representatives will be selected to serve as the team leader. The treasurer of the Network will be ex-officio treasurer of the FG. The FG is accountable to the Network's Executive Body. Also, one of the members of the FG must be a person with skill/aptitude to handle the technical component of the proposed plan (so that this person will continue as operator/maintainer upon completion of the work if it is about development/rehabilitation of physical infrastructure).

Terms of reference of the FG and other policies and procedures are set by the Network under facilitation of the MST.

It is ensured that FG is capable of handling technical, administrative and financial matters effectively. If needed training is organised by MSU as and when required.

***For school/academic institution***

The beneficiary school/academic institution will form a FG out of Parents' Association, pupil's council and teachers of the school. There will be 5-7 members, balanced in gender and with high affinity towards the nature of the project. The members will chose from among themselves a chairperson, a treasurer and a secretary while the remaining will serve as active members of the FG. Also, one of the members of the FG must be a person with skill/aptitude to handle the technical component of the proposed plan (so that this person will continue as operator/maintainer upon completion of the work if it is about development/rehabilitation of physical infrastructure).

Terms of reference of the FG and other policies and procedures are set by the Network under facilitation of the MST.

It is ensured that FG is capable of handling technical, administrative and financial matters effectively. If needed training is organised by MSU as and when required.

**6.2 Detailed Proposal Preparation and Local Resource Mobilization**

FG works on details of the activity assigned, explore availability of local resources and prepare a proposal. Often, different donors have different proposal form. MSU assists the FG in securing appropriate proposal form. The proposal form requires FG to mention detailed cost and cost sharing arrangement, implementation mechanism and justification. If necessary, the FG may seek help of technical personnel availed from technical departments, consultants and MST to prepare detail proposal of the plan.

During proposal preparation necessary technical survey and designing is done with full involvement of the beneficiaries/members taking care that following criteria are met:

- **Do-ability** -The FG should be able to implement the plan with the help of its general assembly members

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<sup>7</sup> Who will be able to mobilise the school parents association, pupils' council, teachers and the management of the school to carry out the component of the total project which is related with the school.

- Sustainability -Beneficiaries should be able to maintain the project output (in case it is a physical infrastructure development) or the project should be able to leave a permanent awareness (impression) on the mind set of the beneficiaries or should lead towards change in the policy/legal provisions
- Equity -At least 80% of the members must get benefit or must fulfil basic human need
- Productivity - The project directly or indirectly contributes to reduction in expenditure of the parents/school
- Environmental soundness – The standard environmental conditions are fully met
- Cost estimation is done once the design is endorsed by the Schools by consensus
- Operation, maintenance and sustainability mechanism is devised

At this stage School/Network must mobilize local resources (costs from deputy's funds, communal department, education department, private sponsors etc.) through lobby and requests. It should be borne in mind that more is the local contribution higher is the chance of getting support from municipality and external donors like UNDP.

### **6.3 Mobilising Resources From Outside (linkage with donor agencies)**

#### ***Proposal submission***

The proposal developed thus is sent to MSU with following additional documents attached to it:

- Protocols related with the decision on formation of FG and the TOR for it
- Protocol on opening of the bank account or evidence about existence of such account
- Protocol on endorsing the proposal and the design of the project
- Copy of the technical design (if available) or a draft version of such design
- Certificate of the registration (and or renewal of such registration) of the Network/validity of the school
- Audit report (if any)
- Any other document deemed necessary

#### ***Proposal review and recommendation***

The MSU-officials and the members of the Project Selection Committee (PSC) review proposals received from various schools/Network and select the ones which are worth to be recommended to the municipality and donor agency for funding. The selection procedure is based on principle of competition (e.g. first come first serve, level of beneficiaries' participation in the cost, quality of proposal, magnitude of impact on learning environment and or local population etc.) and transparency. Thus, MSU ensures high project quality and responsibility of partners for proper implementation.

#### ***Proposal appraisal and approval***

The selected proposal is sent by the MSU/municipality to appropriate donor, for example UNDP/MSDP. The donor agency (UNDP/MSDP) appraises the quality of the proposal. The officials of the donor agency often make a visit to the school/Network and interact with the FG/Network officials, teachers, parents, pupils, management and other relevant stakeholders (donors) to confirm the information given in the proposal and to check if the school/Network is really matured and will be able to implement and sustain the project.

If the things are satisfactory, the donor (UNDP/MSDP) approves the proposal and informs about it to the MSU. MSU contacts Network executive body/school and informs about the approval.

#### **6.4 Signing of Agreement**

The donor UNDP/MSDP sends a Memorandum of Agreement (MoA), through MSU, to the Network/school for review and signature. The Network makes sure that 80% or more of its general assembly members are familiar with its contents. In case of school, 80% or more of the teachers, parents association members and the pupils' council members are informed about the contents of the MoA. MoA is read, discussed and agreed upon if the contents and terms and conditions are acceptable.

The Agreement is signed between the UNDP and the Network/school (or official of the executive committee/FG as specified) for funding to the proposed project. Often, the officials of municipality/MSU are also present during signing of the Agreement.

#### **6.5 Resource Management**

Often, the resource is transferred from the donor like UNDP to the beneficiary School/Network's account in three or more tranches as mentioned in the MoA. For every tranche is associated a set of specific tasks to be carried out by the grant receiving School/Network. The second and subsequent tranches are released based on enough evidence of utilisation of the previous tranche.

Functional groups should keep accounting books according to principles of transparency of transactions (in cash or kind). It should also present the progress report, from time to time, in the meetings of the Network/schools. Besides, the account books are made to be accessible to the beneficiary members, so that they can verify the things as and when felt necessary.

A sample of accounting book for Functional Group is given in Annex - III.

#### **6.6 Work division, procurement and implementation**

The FG of the Network/school prepare necessary work plan and budget allocation for utilisation of resources (cash, kind, labour), distribute work responsibilities among the members in line with the work plan. Where applicable, procurement of goods/equipments and services is done by the FG as per the standard bidding practices of the donor or the municipality or the education department. Wherever necessary, parts of the work is contracted out to the contractor and implementation of the project is carried out as planned in the proposal. The contracting should be done as per the standard practices of the donor (e.g. UNDP) or the municipality or the education department

#### **6.7 Project monitoring, reporting and public auditing**

The bodies (parents' association, pupils' council, teacher community) of the school/general assembly members of the Network form a Committee that will supervise project implementation. The members of this Committee ensure fulfillment of works according to technical specification. Besides they will report on works done to the members and the MSU and the donor, as well as send financial reports to MSDP.

Also, MSU establishes a Quality Supervision Committee (QSC) to ensure the quality of the project undertaken. The QSC inspects the quality of output of the project and reports to the MSU with its recommendation.

After project completion Functional Group should present the final progress report to the general assembly members. The members, will inspect physical and financial transactions, as well as proper project quantity and quality. After the work is recognized satisfactory, general assembly make public announcement on completion of the task/project. The announcement is reflected in the meeting of assembly and is signed by all beneficiaries. The short report on project implementation should be presented for public consideration. The School/Network also sends to the donor (e.g. UNDP/MSDP) and MSU/municipality final progress report together with copy of public auditing report.

Public auditing is a process during which the School/Network members independently assess the activity of their organization from point of view of various development activities. On the meeting on public auditing the representatives from contractor part, municipality, city council deputies and other local development agencies, involved in the process, should be invited.

Public auditing is held by a person who is not a part of the project activity and is known for his/her neutrality and enjoys respect from members and other partners, taking into account his/her qualities, such as patience, tolerance, awareness about local culture, history and local community development. If necessary social mobilizers of the MSU could be called for this purpose.

Public auditing should be practiced not necessarily when there is a project, but every time a new activity is completed. It should become a good practice of assessing own functioning by all members of the Network and other stakeholders, who can give their independent recommendations for further improvement.

## **VII. ENSURING SUSTAINABILITY**

In case the project is not a physical infrastructure (such as informational campaign), then formal obligation of the Network finishes upon completion of the project. However, in case the project is related with physical infrastructure, then the School/Network-members are obliged ensure sustainability of the project even after its completion. It involves following steps:

### **7.1 Property handover and usufruct right**

Under mediation of MSU, the School/Network hands over the property right to the concerned department (e.g. on the balance of communal organization in case of a heating system or on the balance of education department in case of a property created during school repair). However, such transfer must be followed by obtaining usufruct right<sup>8</sup> from the department. This right will allow School/Network to operate and maintain the property and use its services in favour of the member-schools.

### **7.2 Developing institutional mechanism**

With support of MSU, the School/Network develops appropriate legal institutional mechanism to take care of operation and maintenance of the property/system created under the project. This

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<sup>8</sup> A right to use others' property and revenues from it

system will enable it to raise users' fee, maintain the system and deliver service to the students and teachers on a sustained basis.

## VIII. MONITORING AND EVALUATION

### 8.1 Management Information System (MIS)

It is natural that local situation keeps changing due to Programme support and other various reasons. Network executive body maintains simple management information system (MIS) for documenting, reporting and displaying. A sample of such MIS is given in Annex – IV.

Any change (positive or negative) in the information related with individual school (e.g. students number, change in availability of services, number of trainings provided etc.) or the Network (e.g. number of members, executive body, development fund etc.) should be documented and displayed.

### 8.2 Participatory Assessment System

General assembly members of the Network assess quality of their organisation in terms of governance and the services delivered (i.e. utility) to the members as mentioned below:

- Ownership (*Whether or not members are willing to own Network*)
- Level of transparency (*Whether or not decisions, transactions and information are transparent*)
- Equity consideration (*Whether or not the benefit has been enjoyed by all/most of the members*)
- Accountability (*Whether or not the members, managers and the organisation-leaders are accountable to the decisions made*)
- Performance of Network in fulfilling the needs/interest of their members (*by improving governance, service delivery and environment in the area*)

The assessment is participatory, whereby each member opines on a set of indicators giving value based on his/her own judgement. For it, a set of printed questions (*A sample given in Annex-V*) is sent to each member-school. The members respond to the questions and returns to the responsible member of the executive committee. The collected questionnaires are analysed and tabulated. On a suitable date, a general meeting is called for participatory assessment. In this meeting, the results are presented and opinion of the members are sought to undertake action(s) to make the Network better.

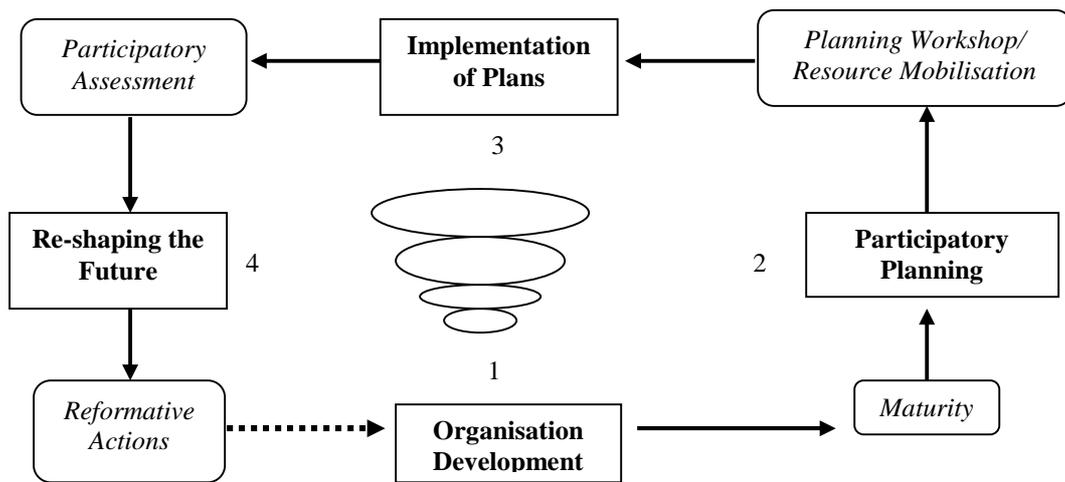
### 8.3 Reporting

Besides reporting to Network -members from time to time or as demanded, the Network also reports about changes and activities undertaken to the MSU and to its donor agencies (local, regional, national or international) if deemed essential. It should also disseminate its success through various local media.

## IX. FUTURE DIRECTION

### 9.1 Cycles of Action for Better Learning Environment

Following the path as described from section II to section VIII, the Network completes first cycle of operation. With completion of this cycle, learning environment in the member schools increases in one aspect or the other. With experience, the Network becomes stronger to undertake 2<sup>nd</sup> round by repeating activities mentioned from section V – VIII. With it, learning environment or the living quality of the people will increase further. Thus, the cycle continues and learning environment/living quality keeps on increasing as shown in the flow chart (below).



Flow Chart – III: Four Stages of a Cycle of Social Mobilisation

The MSU and UNDP/MSDP support for the first cycle could be considered as training to enhance capacity of the Network to help itself. It is expected that Network will be able to explore other sources of funding for second cycle and thereafter.

### 9.2 Ensuring Institutional sustainability

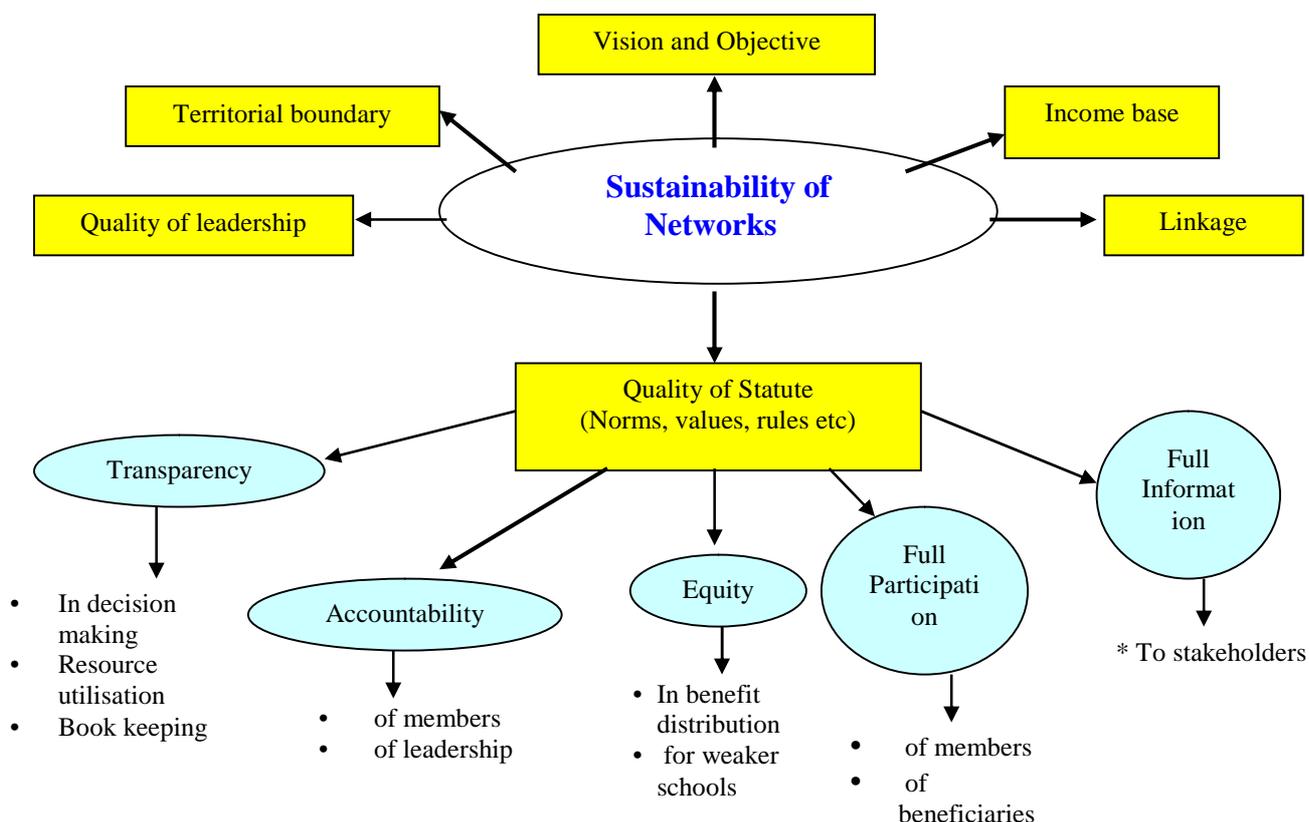
For the Network to move along cycle after cycle in its effort to improve living quality of the member-schools, it ought to remain alive for long time. It leads to the need of keeping it sustainable. Sustainability of an organization such as the Network is possible if it follows criteria mentioned below:

- *Clarity of vision* - The general assembly members should see that the Network is useful in many ways
- *Transparency* should be maintained at high level in decision making and transactions (reflected in quality of account keeping)
- *Equity* consideration in benefit distribution (most of the members should get benefit from the Network's activities)
- *Accountability* of members, managers and leaders of the Network to the general members
- *Financial health* of the Network (reflected in terms of its ability to meet the management cost)
- *Linkage* of Network with other support agencies.

To strengthen participatory governance the approach promoted by the Programme must continue for long time. For it, the Networks developed under the Programm activity must continue functioning.

Flow-chart – IV (below) presents a schematic presentation of the institutional sustainability of the Network.

Flow Chart - IV  
Sustainability of Institutions Development under Social Mobilisation



## IX. POLICY FEEDBACK THROUGH NETWORKING

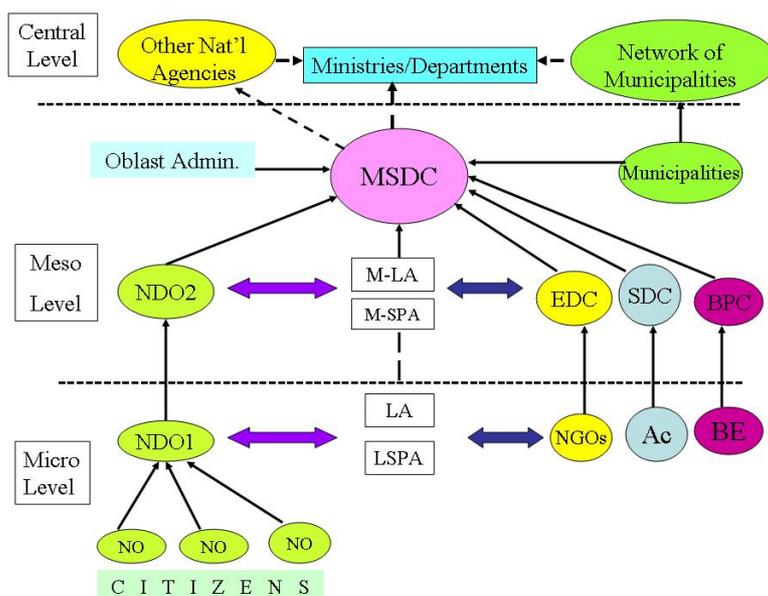
The environment created by participatory approach provides a strong room for policy recommendation as the lessons learned at the grassroots start flowing upward through interfacing of stakeholders at micro-rayon, municipality, oblast and national level by sharing of progress reports, policy studies and experiences gained through exposure visits among the stakeholders through media, networks, workshops/conferences and periodical meetings etc. Besides, high-level officials and lawmakers will be invited from time to time to actively observe the activities and proceedings at the grassroots.

This mechanism helps improve governance at all level and strengthens decentralisation process by mainstreaming the local plans in the national planning system and enhances fiscal transfer from the top level to the grassroots level in line with the choices of the people at the grassroots.

Annex – I  
**Some Elements for Consideration in the Statute of Network**

Clauses of Statute	Matter for discussion and inclusion
Vision of the organization (network)	Specify the common goal (e.g. improving educational conditions of the students in academia)
Name of the Network	Choose a name acceptable to all member-schools
Eligibility of membership and election of governing bodies	Geographical area, member's character, membership duration (entry and exit criteria), responsibilities/commitments, age, gender etc.
Management Team	Positions, eligibility criteria, responsibilities and authority, tenure (period), selection/election procedures etc. What if they fail to deliver expected service? What if the Network faces a loss due to them?
Meeting schedule	Time, place, periodicity. Number of members necessary to be present to take decisions, consensus based decision-making/voting model. Registration of absent members. Does an absent member have a right to deputize anybody? Does such a representative have a right to vote?
Area of activities to be carried out. Formation of sub-committees	Formation of Functional Groups/coordination committees etc, duties and responsibilities and accountability
Disciplinary measures	Disciplinary measures for management team and sub-committees (penalties, removal, etc.)  Disciplinary measures for the members: Causes and situations in which disciplinary action is required.
Joining other similar networks	Conditions in which the Network can join other Networks with similar objectives etc.
Commitment fees	Objectives of the collecting fees. Schedule and amount of fees (entrance and regular fees). Where do they have to deposit this fee? Procedures for using the collected money? What to do if they will lose their money?
Book-keeping	What to record? Who will keep books? How to audit?
Benefit	Policy on utilization of benefit. Benefit sharing.

Annex – II  
**Detail Model of the Municipal Sustainable Development Programme**



Annex – III

**Book Keeping for Functional Group**

**(A) Labour mobilisation**

SN	Name	Street No.	House No.	Labour contribution (in hours or day) during ..... month of 200__													
				1	2	3	4	5	6	7	.....	.....	30	31	Total		

**(B) Inventory**

Date	Description	.....			.....			.....			.....		
		Entry	Exit	Stock									

**(C) Cash Transactions (in UAH)**

Date	Description of transaction	Income	Expenditure	Balance	Whereabouts of the balance		
					Cash	With FG/Network	In bank

Annex – IV  
**A Sample of Management Information System for School Network**

SN	Description	Qty.
1	Total number of academic institutions	
	Primary level (school, kindergarten etc.)	
	Secondary level	
	College/university	
	Research institutions and others	
2	Number of member academic institutions	
	Primary level (school, kindergarten etc.)	
	Secondary level	
	College/university	
	Research institutions and others	
3	Number of students	
	Male	
	Female	
4	Number of teachers/researchers	
	Male	
	Female	
5	No. of Parents' Association	
6	Members of the Parents' Association	
7	Academia (%) with quality of learning environment	
	Very good	
	Satisfactory	
	Poor	
8	Network sustenance fee (UAH)	
	Total Amount raised	
	In bank	
	In cash	
	Utilised (spent)	
9	Number of activity carried out	
a	Participatory planning	
	No. of academic institutions participated	
b	Training/orientation	
	Beneficiaries	
c	Roundtables	
	Participants	
d	No. of projects for improving learning environment	
	No. of academic institutions benefited	
	No. of students, teachers benefited - male	
	No. of students, teachers benefited - female	
e	Total amount of the projects (cash and kind)	
	Contributed by students, parents, teachers	
	Contributed by private sector	
	Contributed by municipality/deputat	
	Contributed by government institution (rayon, oblast etc.)	
	Mobilised from other national donors	
	Mobilised from international donors	
10	Others ..	

Annex –  
**Participatory Assessment of the SN**

Following 7 factors are considered important to judge effectiveness of the School Network. Each factor is assessed through five variables. Each variable is expected to be reflected by one of three possibilities (options). The person making assessment ought to choose one of the three options in each variable based on his/her experience on functioning of the Network. Total of all the 7 factors (given in the end) will show how strong (effective) is the Network in serving the member schools. It also indicates which factors are weak and need attention for improvement.

**1. Organisation Development** (Total Possible Points: 15)

SN	Sub-Indicators	Status	Score
1.1	Participation of academic institutions in the Network	More than 90 percent	3
		60-90 percent	2
		Less than 60 percent	1
1.2	Scheduled Meetings	Meetings are held regularly	3
		Meetings are held sometimes	2
		Meetings are seldom held	1
1.3	Attendance in the Meetings	Full attendance almost always (80 % or more members)	3
		High attendance almost always (60-80% members)	2
		Less than 60% member attend	1
1.4	Participation in Discussions	Almost all the members participate in discussions	3
		More than half participate	2
		Less than half participate	1
1.5	Information About Decisions (Transparency)	Almost everyone is informed	3
		More than 50% members knowledgeable	2
		Less than half members are aware	1

**Total Score :**

**2. Leadership Development** (Total Possible Points: 15)

SN	Sub-Indicators	Status	Score
2.1	A system to evaluate office bearers	Is in place	2
		Need for development has been realised	1
		Not developed	0
2.2	Distribution of responsibilities among Network-members (Shared leadership)	Developed adequately	2
		Need for development has been realised	1
		Not developed	0
2.3	Techniques for handing over of leadership (leadership rotation)	Developed adequately	2
		Need for development has been realised	1
		Not developed	0
2.4	A system to respect office bearers for their work	Well-established	2
		Beginning to feel the necessity	1
		Necessity not felt yet	0
2.5	Office bearers follow rules and regulations and perform their duty	Very well	2
		Moderately	1
		Unsatisfactorily	0

**Total Score :**

**3. Fund for Self-reliance** (Total Possible Points: 15)

S.N	Sub-Indicators	Situation	Score
3.1	Commitment fee deposited by	All the members	2
		More than 90 % of the members	1
		Less than 90 % of the members	0
3.2	Organisation Sustenance fee deposited by	All the members, regularly	2
		More than 50% members, regularly	1
		Less than 50% members/seldom	0
3.3	Account book	Well maintained	2
		Satisfactorily maintained	1
		Very weak	0
3.4	Feeling secured about the capital (fees) by	All the members	2
		Most of the members (80 %)	1
		Less than 80 % of the members	0
3.5	Information about fees	Everyone is informed	2
		More than half are informed	1
		Less than half are aware	0

**Total Score :**

**4. Gender and Development** (Total Possible Points: 10)

S.N.	Sub-Indicators	Situation	Score
4.1	Participation of female in the Network	More than 50% members female	3
		25-50% members are female	2
		Less than 25 % members are female	1
4.2	Expression of opinion by female members is of	High level	2
		Moderate level	1
		Low level	0
4.3	Discrimination against women is	Completely put to an end	5
		Decreasing in general	3
		Same level/has even increased	0
4.4	Participation of female in the FG	50% or more	2
		25 – 50%	1
		Less than 25%	0
4.5	Women's participation in planning process	Sufficient level	3
		Increase in general	2
		No development at all	0

**Total Score :**

**5. Participatory Planning/Coordination/Linkage (Points = 15)**

S.N.	Sub-Indicators	Situation	Score
5.1	Linkage of Network with local authorities	Established to a satisfactory level	3
		Plans for developing linkage	2
		Plans do not exist for such linkage	0
5.2	Linkage of Network with other development agencies	Has increased	3
		Is the same as it before	2
		No transaction	0
5.3	Information system maintained at the Network is	Excellent	3
		Moderate	2
		Not good/Weak	0
5.4	Network officials - participate in planning process	Almost all of them	3
		More than half of them	2
		Less than half of them	0
5.5	Member academic institutions participate in the planning process	Almost all of them	3
		More than half of them	2
		Less than half of them	0

**Total Score :**

**7. Improvement in Learning Environment (Total Points = 15)**

S.N	Sub-Indicators	Situation	Score
7.1	Improvement in Heating system is	Satisfactory	3
		Moderate	2
		No improvement	0
7.2	Improvement in Water Quality is	Satisfactory	3
		Moderate	2
		No improvement	0
7.3	Improvement in Sanitation	Satisfactory	3
		Moderate	2
		No improvement	0
7.4	Access to Information (ICT, books, brochures etc.)	Satisfactory	3
		Moderate	2
		No improvement	1
7.5	Improvement in sport/cultural infrastructure	Satisfactory	3
		Moderate	2
		No improvement	0

**Total Score :**

**6. Project Development and sustainability (Points:15)**

S.N.	Sub-Indicators	Situation	Score
6.1	Network has carried out/in process of undertaking	Two or more projects	
		One project	
		None	
6.2	Network is confident of undertaking similar other activities	Highly confident	
		Moderately confident	
		Non-confident	
6.3	System of users' fee to maintain such infrastructure is	Well developed	
		Moderately developed	
		Not developed	
6.4	Priority given to less income schools	High priority	
		Moderate priority	
		No especial priority for them	
6.5	Involvement of beneficiaries from beginning to end of the project	High involvement	
		Moderate involvement	
		No involvement	

**Total Score :**

**Summary Statement**

SN	Indicator	Full mark	Score
1	Organisation Development	15	
2	Leadership Development	15	
3	Fund for Self-reliance	15	
4	Gender and Development	10	
5	Planning, & Linkage	15	
6	Project Development	15	
7	Learning Environment	15	
<b>Grand Total</b>		100	

**Score and Status**

Score less than 19	means	Serious
Score between 20 – 39	means	Weak
Score between 40 – 59	means	Moderate
Score between 60 – 79	means	Satisfactory/Good
Score between 80 – 100	means	Excellent/Sustainable