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(ESSPIN)**

Input Visit Report

**School Based Management Committee Development:
Progress Report 3**

Report Number: ESSPIN 407

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Acronyms and Abbreviations

A & E	Access and Equity
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
C & KM	Communications & Knowledge Management
CLVP	Community Level Visioning Process
CSOs	Civil Society Organisations
FME	Federal Ministry of Education
LGEA	Local Government Education Authority
LS	Lead Specialist
SBM	School-Based Management
SBMC	School Based Management Committee
SLVP	State Level Visioning Process
SMoE	State Ministry of Education
SMU	Social Mobilisation Unit
STT	State Task Team
SUBEB	State Universal Basic Education Board
TOR	Terms of Reference
TTL	Technical Teams Leader
UBEP	Universal Basic Education Project

Abstract

1. The SBMC development methodological framework was revised. A harmonised 3-phase plan for School Based Management Committee (SBMC) and Civil Society Organizations (CSOs) activities was developed. The plan consists of a planning phase for CSO and Social Mobilization Units (SMUs) activities which is followed by an implementation phase of SBMC training and a final phase of monitoring and mentoring activities.

Executive Summary

2. The SBMC development methodological framework was revised, shared and agreement was reached with the Lead Specialist (LS), Community Demand and Accountability. The Community Level Visioning Process (CLVP) will be facilitated by the SBMC State Task Team (STT) with the Access & Equity (A&E) Specialists supporting.
3. The National Consultants will facilitate the second phase of the State Level Visioning Process (SLVP-2) workshops which is aimed at harmonising the views expressed at the first phase of the State Level Visioning (SLVP-1) and the Community Level Visioning Process (CLVP) workshops.
4. Reports for the workshop on the STT in the five states will be submitted under same cover and not separately.
5. A work schedule incorporating the development of SBMC Manual was agreed to. The first draft of the SBMC Manual for sharing with state partners is expected to be completed by the end of January/early February 2010. The SBMC Trainings are expected to run between April and June 2010.
6. An overall activity plan for SBMC and CSO activities was developed. It consists of (a) Planning/Preparatory Phase for CSO/SMU activities, (b) Implementation/Training of SBMC Phase and (c) Monitoring and Mentoring Phase
7. The Planning Phase involves activities designed to formally engage the CSOs, provide an induction programme for the CSOs and Social Mobilisation Units (SMUs), identify community volunteers, facilitate community entry and strengthen existing SBMCs.
8. The Implementation Phase will commence with the training of the SBMCs. Two models were proposed. Model "A" is a 5-day training programme for the Core SBMC Team on key topics to enable the smooth take-off of SBMCs. This will be followed by a 1-day training of other members on general topics beneficial to the SBMC structure. Model "B", on the other hand, provides for an initial 2-day training of all SBMC members and a group of children and women on topics relevant to the workings of the SBMC to be

followed later with an additional 4-day training of the core team of the SBMC. However, consensus was not reached as to which of the two training is to be adopted

9. The final phase involves community monitoring of SBMC activities. A combined team of CSOs and Government partners (Social Mobilisation Units/departments) will undertake mentoring of SBMCs during the Year 2 of the programme.

Purpose of the Consultancy

10. The purpose of the Input visit are to:
 - Provide an agreed plan to take forward emerging issues with regards to the development of SBMC guidelines;
 - Facilitate STT workshop in Kwara State
 - Revise and agree on the SBMC methodological framework and reporting schedules;
 - Firm up and agree on arrangements for taking forward SBMC manual/handbook development; and
 - Develop a harmonized implementation plan to include; training plan, mentoring and monitoring framework

Achievement of the terms of reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Provide an agreed plan to take forward emerging issues with regards to the development of SBMC guidelines	Meeting with the 'A & E' Specialists reviewed the visioning processes to date and agreed on plans on how to conduct the second State Level Visioning Process (SLVP-2). All SLVP-2s to end by December 2009	'A and E' Specialists to assist STTs in facilitating the CLVP workshops
Facilitate STT workshop in Kwara State	<ul style="list-style-type: none"> Agreement was reached on the composition of STT membership and TOR Community Level Visioning Process (CLVP) approach adopted by Kwara State is different from those used in the other four states. In the Kwara format, key stakeholders who are to participate in the workshop will not drawn from all the participating LGAs but are restricted only to three school-communities in the state. The implication of the Kwara approach to CLVP workshop is that fewer numbers of stakeholders will be participating in the decision-making process of the State SBMC model. 	STT assisted by the State A & E Specialist will coordinate the activities of the CLVP workshop
Revise and agree on the SBMC methodological framework and reporting schedules	<p>SBMC framework was revised and a new reporting format was agreed to.</p> <ul style="list-style-type: none"> 'A & E' Specialists are to assist STTs to facilitate CLVPs whilst the two National Consultants will facilitate the harmonisation workshops at SLVP-2s 	LS to effect changes to original framework and reporting schedules as agreed to

	<ul style="list-style-type: none"> • The Consultancy Team Leader will compile STT reports for Kano, Kaduna and Kwara while the second National Consultant will compile those of Lagos and Jigawa • STT workshop reports for the five states will be submitted under one cover at the end of all the STT workshops 	
Firm up and agree on arrangements for taking forward SBMC manual/handbook development	<ul style="list-style-type: none"> • A date was set for the submission of the draft SBMC Manual • A 4- Module training package was proposed and consists of: Module 1- Concept of Participation and Participation Techniques Module 2- Governance and Management In SBMC Setting Module 3- Resourcing and Resource Utilisation For SBMCs Module 4- Making SBMCs Functional 	Draft SBMC guidelines to be ready for inputs by representatives of end-users, state policy makers and SBMC implementers. Feedbacks will be incorporated into final document by the Consultants.
Develop a harmonized implementation plan to include; training plan, mentoring and monitoring framework	<ul style="list-style-type: none"> • A 3-Phase Plan (Planning-Implementation-Monitoring) was developed • The Planning Phase involves the formalisation of the engagement of CSOs and partnership with Social Mobilisation Units (SMUs) of SUBEB and SMoE; training CSOs and SMUs; establishing community entry for CSO/SMU activity and reforming/strengthening existing SBMCs • The implementation Phase involves the training SBMCs and ensuring that the SBMCs are functional <p>-Two training models were proposed:</p>	TTCand LS will decide on which of the two models to be adopted. They will convey the final decision to the SBMC and CSO Consultants.

	<p>(i) Model “A” consists of a 5-day training of the Core SBMC Team on key topics to enable the smooth take-off of SBMCs. This will be followed by a 1-day training of other members on general topics beneficial to the SBMC structure.</p> <p>(ii) Model “B”, on the other hand, provides for an initial 2-day training of all SBMC members, children and women as separate groups on topics relevant to the workings of the SBMC to be followed with additional 4-day training of the core team of the SBMC.</p> <p>However, consensus was not reached as to which of the two training models is to be adopted</p> <ul style="list-style-type: none"> • A harmonised mentoring and monitoring plan involving CSOs and Government Partners (SMUs, Desk Officers) was agreed to 	
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Background

11. A framework of the methodology for the overall development of the SBMC was developed, shared and agreed at the commencement of the SBMC Development consultancy (see SBMC Development: Progress Report-1). It was based on the Terms of Reference (TOR) for the consultancy, literature review of the SBM concept, existing guidelines and SBMC manuals/training guides, SBMC research findings and consultations with ESSPIN Managers, Lead Specialists and Consultants working on OUTPUT 3, Quality Assurance and Communication and Knowledge Management.
12. The 2-day orientation/induction programme conducted for the State Task Teams (STTs) resulted in additional capacity building for the members of the STT which informed the decision to ask the STTs to facilitate the Community Level Visioning Process (CLVP) with the assistance of the ESSPIN 'A & E' Specialists. This exercise resulted in the revision of the original SBMC methodological framework.
13. Adequate community sensitisation, mobilisation and participation are essential for functional SBMCs. The Civil Society Organisations (CSOs) and Social Mobilisation Units/departments in agencies that will be supporting SBMCs in five states have been identified and their capacity requirements have been assessed.
14. The present input is to (a) revised the SBMC development framework , (b) develop schedule for the SBMC Manual and (c) develop a coordinated approach and implementation plan for the SBMC and Community mobilisation/participation aspects of the Community Demand Component of ESSPIN ('Output 4').

Findings and Issues Arising

Review of SBMC Visioning Processes

15. A 1-day meeting of the 'A & E' Specialists held in Ilorin, Kwara State reviewed the SBMC Visioning processes so far and noted the successful completion of the first phase State Level Visioning Process (SLVP-1).
16. On STT workshops, it was generally agreed that the workshops contributed to; (i) better appreciation of the SBM concept, (ii) improved understanding on the roles of STT and CSOs, (iii) development of TOR for the STT and (iv) enhanced capacity for the STT to conduct the community level visioning process (CLVP). Lagos State is scheduled to hold its 2-day STT workshop. December 1-2, 2009 tentatively was agreed.
17. Kaduna and Kano States have conducted the Community Level Visioning Process (CLVP) workshops. Kaduna State reported that a total of 140 participants took part in the workshop (20 participants each from the seven Local Governments Councils) while Kano State indicated that 54 persons participated (18 participants from each of the three Local Governments Councils) in the workshops
18. Participants at the Kano and Kaduna CLVPs included the following groups: Community Based Organisations (CBOs)/Community Development Associations (CDAs); School (Head teachers, teachers and pupils); Community/religious leaders ; Artisans/Business Groups ; SBMCs/PTAs; Women Group; LGEAs (Education Secretary, Desk officer & Inspectorate); Youth Groups; Nigerian Union of Teachers (NUT); and Local Government Councils.
19. Jigawa, Lagos and Kwara States have fixed their CLVP workshops for November 24—25; December 7-11 and December 15-16, 2009 respectively.
20. Kwara State has opted to use a different format in conducting its own CLVP workshop. It has chosen to conduct the workshops in three school communities in the State. This according to the state is to allow 'for the voice of the minority (women and children in particular) to be heard'. In addition, it intends to hold a separate meeting for LGA/LGEA officials. Implying that for Kwara strategy, key stakeholders who are to participate in the workshop will not drawn from all the participating LGAs but are restricted only to three school-communities.
21. The second State Level Visioning Process (SLVP-2) which is to harmonise the views canvassed at SLVP-1 and CLVP are scheduled to hold in the states between December 1st and 2nd 2009 as shown in the Table below. Each of the SLVP-2 workshops is expected to be a high level meeting which should result in a draft state policy guideline on the operations of SBMCs in the state.

State	Date for SLVP-2 Meeting
Jigawa	December 15 th , 2009
Kano	December 16 th 2009
Kaduna	December 17 th 2009
Lagos	December 21 st 2009
Kwara	December 22 nd 2009

22. It was agreed that each STT should invite the following senior government officials to the SLVP-2 harmonisation meeting: Hon Commissioner for Education , SMoE Permanent Secretary, Chairman/Executive Secretary SUBEB, some Chairmen of LGAs, Education Secretaries (SBMC LGEAs), Directors (SMoE/SUBEB), ESSPIN STLs, Chairs of STT , PTA and SBMC Chairs, Community (religious, traditional, opinion) leaders, etc.

Issues from SBMC Visioning Process review

23. In spite of the improved understanding of the SBM concept, there were still some misunderstandings on the role of the STT. Some clarification were made to the effect that: (a) The STT is not expected to be another layer of administration.(b) It is an ad-hoc team to be involved in advocacy and raising awareness on SBMC issues.(c)The STT is not a SBMC an implementation body.
24. In view of the issues raised above, it would be desirable that STT members would need additional capacity development in advocacy, facilitation techniques, communication skills and approaches to community awareness campaigns to aid in their performances.
25. A fall out of the Kwara State format for the CLVP will be that unlike the other states, fewer numbers of stakeholders will be given the opportunity to contribute to the debate arising from the state's choice of conducting the CLVP in three school communities in promoting children and women participation.

Revised SBMC Methodological Frame work

26. SBMC framework was revised and a new reporting format was agreed to. The following revisions will be effected:
- I. The 'A & E' Specialists are to assist the STTs to facilitate CLVPs.
Issues for consideration:
 - (a) Number of participants at an CLVP session must not be more than 50 for effective participation of all the participants
 - (b) Participation at CLVP will be by representation of stakeholders in the school-community set-up. This means the following groups should be represented:

School (Headteacher, teachers, pupils, parents/guardians), community (religious, traditional and opinion leaders), SBMC/PTA Chairs, Women groups, CBOs/CDAs, Artisans/Business Groups, LGA, LGEA and Youth Organisations.

- (c) It is important that many stakeholders should be empowered through this initial participation process. Therefore participants should come from all LGAs participating in the ESSPIN supported programme. Arising from (a) above, there will be the need to cluster the LGAs such that the total number of participants at each CLVP session will not be more than 50. It is therefore suggested that three LGAs should form a cluster with 16-18 participants from each LGA. This will give a maximum of 48 participants at each CLVP session.
- (d) The main issues to be discussed at CLVP should include the following:

- Why is there the need to have functional SBMCs in the school system?
- Who should be involved in SBMC activities?
- What should be the selection criteria for SBMC membership?
- What should be the roles and responsibilities of SBMCs in school governance?
- What responsibilities should governments delegate to SBMCs?
- What are the accountability issues that must be addressed for the effective implementation of SBMCs?
- How can the effective participation of women and children in SBMCs be ensured?
- What kind of training should SBMCs have and how often?
- What are the risks/implications of not having functional SBMCs in schools?

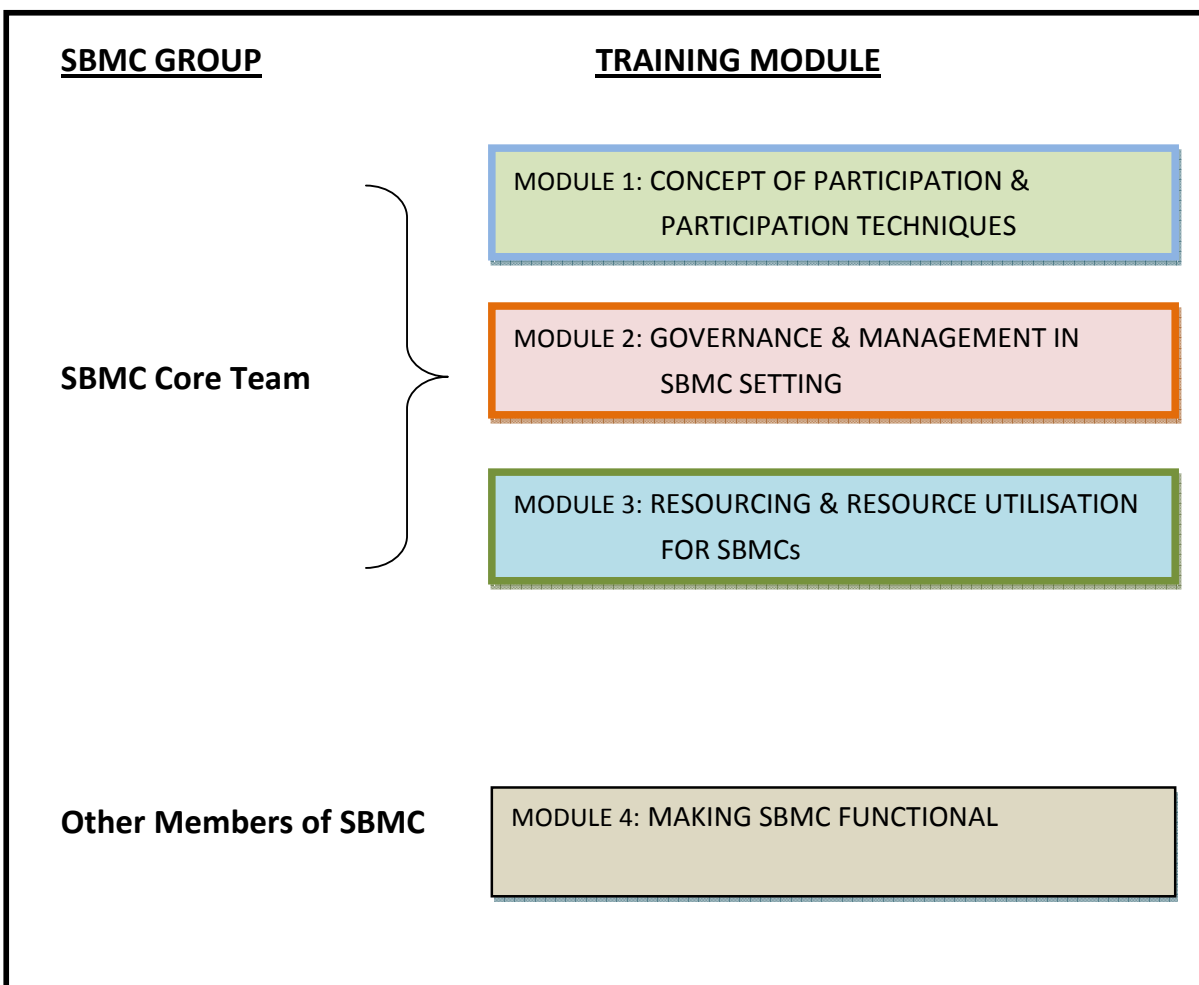
- (e) The language of communication must be that of the immediate community to ensure that participants make effective contribution and understand the implications of the decisions that will be made. Furthermore, is suggested that the CLVP should:

- Commence with a presentation by the STT on the reasons for organising the Community Level Visioning Process (CLVP) workshop (this is mainly to ensure that stakeholders at the community level are involved in the policy formulation of a State-based SBM structure).
- This should be followed by participants working in group work on an assigned topic/theme identified in (d) above.
- Next each group will be required to presentations on consensus reached on the assigned topics.

- A summary presentation should be made by the STT on the highlights of the decisions reached at the CLVP workshop
 - Participants should be informed of the next phase of the SBM formulation process, which is the SLVP-2 where state and community level decisions would be harmonised.
- II. The two National Consultants will facilitate the SLVP-2 harmonisation meetings;
- a. The final phase of the SBM Visioning Process, the second State Level Visioning Process (SLVP-2) will be facilitated by the two national consultants.
 - b. The 'A & E' Specialists along with the STT will ensure that adequate publicity and notice are given to the major stakeholders in the states for the 1-day SLVP-2 workshop. It is expected that the following will be invited to participate at the workshop: Honourable Commissioners of Education, Permanent Secretaries of SMOE , key Directors of SMOE, SUBEB Executive Chairpersons/Secretary, SUBEB Secretaries and Directors, other key State Policy makers (designers/formulators), SBMC/PTA Chairs, Education Committees of State Houses of Assembly, LGA Chairs, LGEA Education Secretaries, STT members, opinion/religious/traditional leaders, and ESSPIN STLs and State Specialists.
 - c. It is expected additional 2-3 days will be set aside after each SLVP-2 for the Consultants to produce final State Policy document on SBMC.
- III. The STT workshop reports for the five states will be submitted under one cover at the end of the STT workshops in the five states. It was agreed that The Consultancy Team Leader will compile the STT reports for Kano, Kaduna and Kwara states while the second National Consultant will compile those of Lagos and Jigawa states.

SBMC Manual Development

27. A 4- Module Training package shown in the box below is proposed. It is based on a two-part grouping of the SBMC membership for training purposes as follows:
- a. SBMC Core Group (SBMC Chairperson, Secretary, Treasurer, Financial Secretary and PTA Member which should include at least a woman)
 - b. Other members of the SBMC



28. The proposed contents of the training manual are as follows:

Module 1: CONCEPT OF PARTICIPATION & PARTICIPATION TECHNIQUES

- Understanding the challenges to education and social exclusion and equity issues
- Consulting with the wider community; understanding the value of input from distinct groups of key stakeholders, particularly children and women
- Mobilising community resources
- Mobilising government support
- Facilitations Methods
- Principles of Participatory Learning and Actions
- Levels/types of Participation
- Advocacy

Module 2: GOVERNANCE & MANAGEMENT IN SBMC SETTING

- Transparent and participatory decision making
- Conflict management and resolution
- Developing action plans / school development plans
- Sharing information & other communication related issues
- Accessing information
- Setting benchmarks/community standards for schooling
- Monitoring against benchmarks
- Involving women and children in school planning
- Understanding the roles and responsibilities of different stakeholders of the education set up
- Working in teams

Module 3: RESOURCING & RESOURCE UTILISATION FOR SBMCs

- Resourcing for SBMC
- Record keeping
- Managing funds transparently and effectively
- Other Accountability issues

Module 4: MAKING SBMC FUNCTIONAL

- Roles and Responsibilities of SBMCs
- Awareness raising/sensitization/mobilisation
- Gender sensitivity
- Women and children participation in SBMC
- Communication skills
- Resource for SBMCs: Issues on utilisation and accountability

29. The draft SBMC training Manual is to be ready for inputs by State partners by end of January/early February.

(a) It is expected that the International Consultant on SBMC, Helen Pinnock, will join the two National Consultants to work on the SBMC Training Manual in January.

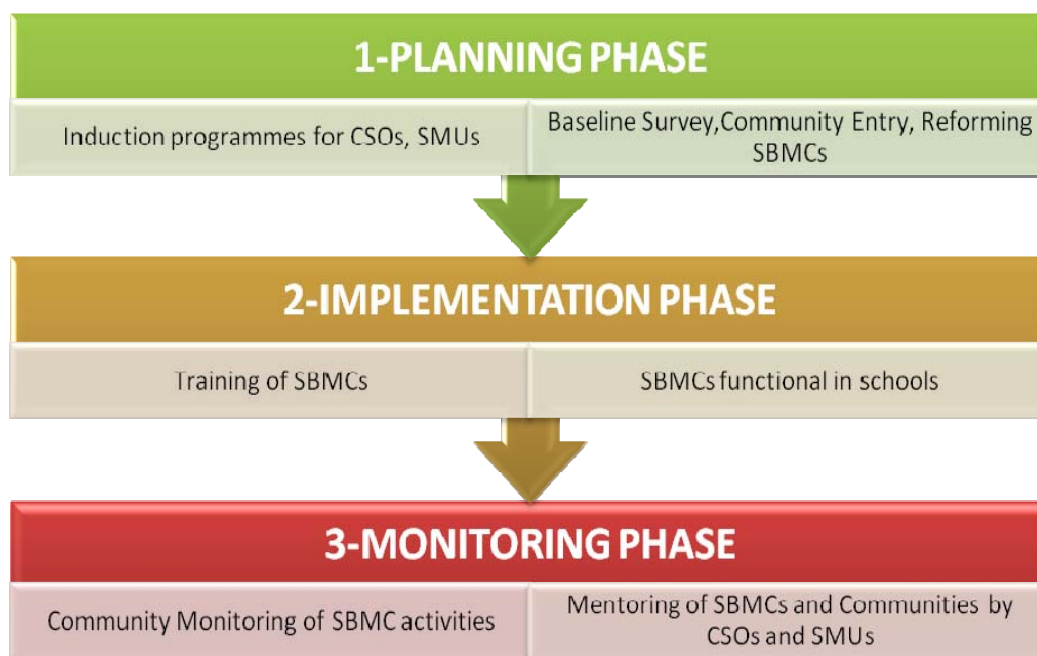
(b) The draft SBMC Training Manual will be piloted in two or three school-communities (per state). Also the views of the state policy agency (SMoE)/SBMC implementation agency (SUBEB) on the manual will be sought and collated. The feedback of the end-users (2-3 school-communities where manual will be piloted) and state partners (SMoE and SUBEB) will be incorporated into the final SBMC Training Manual.

(c) The SBMC Training workshops are scheduled to run between April and June 2010.

Harmonised SBMC and CSO Development Plan

30. An overall activity plan for SBMC and CSO activities was developed. It is divided into a (a) Preparatory/Planning Phase for CSO activities, (b) SBMC Training Phase and (c) SBMC Monitoring and Mentoring Phase.

SBMC/CSO Harmonise Implementation Plan



(a) Preparatory/Planning Phase of CSO Activities

31. The agreed overall sequence of activities for CSOs to be involved in the community mobilisation and SBMC activities is shown in the box below. The details and timelines for the activities are provided in the Input Visit Report of the CSO Consultant.

Agreed Planned Activities for CSOs and SMUs

- i. State level meeting with CSO executive and responsible programme staff to discuss and agree on (a) partnership arrangements, (b) content of Memorandum of Understanding (MoU) and (c) the signing of MoU
- ii. Identification of Facilitators to lead CSO/Government training
- iii. Development and costing of activity plans by CSOs and submission for approval to ESSPIN
- iv. Induction of CSOs' staff and SMU facilitators on programme aims, roles and responsibilities
- v. Assignment of LGA, school communities and clustering to facilitation teams
- vi. Baseline Survey
- vii. Community Entry/CSOs & Government Partners to identify community volunteers and CBOs in school-communities
- viii. CSO and Government partners to facilitate community entry – meeting of gatekeepers, community wide forum – reformation/strengthening of existing SBMC
- ix. Consultant trainers to be orientated on Training manual/facilitator guide

(b) SBMC Training Phase

32. Two models for the training of SBMC members were proposed.

- (i) Model "A" consists of a 5-day training of the Core SBMC Team on key topics to enable the smooth take-off of SBMCs. This will be followed by a 1-day training of other members on general topics beneficial to the SBMC structure.
- (ii) Model "B", on the other hand, provides for an initial 2-day training of all SBMC members and separate groupings of children and women on topics relevant to the workings of the SBMC to be followed with an additional 2-day training of the core team of the SBMC.

33. However, consensus was not reached as to which of the two training is to be adopted. ESSPIN Management will make the final decision as to which of the two training models to be adopted

Limitations of proposed SBMC Training Models

34. Model 'A' is criticised for not giving adequate space for the effective participation of women and children who are marginalised in community set-ups. The model is also seen as reinforcing the gap between different members of the SBMC by identifying and training the core-group before the other SBMC members.
35. Model 'B' appears to be mixing the issues of community sensitisation and awareness raising with those of training. Issues of marginalisation and participation are better addressed within a programme designed specifically for such important issues and not at a 2-day training programme. Furthermore, as noted during the review¹ of the Community Led Education Development Planning (CLEDEP) Project (a World Bank/DFID/CUBEB Universal Basic Education Project (UBEP)), concerns were raised about designing a combined programme of community mobilisation /awareness raising campaign as well as to train people on other issues..
36. According to the CUBE State Advisers and researchers (who coordinated CLEDEP), such a design "resulted in a lack of clarity"(p20. *ibid*) and creates a dilution effect on both the awareness campaign and the training programme.
37. It is therefore argued that awareness raising, sensitisation and mobilisation of the larger community for participation in decision making for school improvement would be better achieved during the mentoring stage by CSOs, and SMUs. This can be feasible by designing a programme of activities which will be robust enough to ensure that the long term goals of inclusivity and raising awareness for better participation of children and women are achieved.

(c) SBMC Monitoring and Mentoring Phase

38. The generalised framework for mentoring and monitoring of SBMCs was proposed. It will involve a combined team of CSOs and Government partners (Social Mobilisation Units/departments) undertaking the mentoring and monitoring of SBMCs during the Year 2 of the operation of SBMCs.
39. A detailed training will be developed to include capacity development for STTs, CSOs and SMUs. Contents of the training will include introduction to Monitoring and Evaluation (M & E), Advocacy, Communication Skills, Community sensitisation/ mobilisation, Coaching and Mentoring.

¹ H. Helen Poulsen ; Review of Community Level Education Development Planning (CLEDEP,
World Bank/DFID/CUBE CLEDEP Review Report, January 2006. 60p

Options and Next Steps

40. The three states (Jigawa, Kwara and Lagos) will conduct the Community Level Visioning Process (CLVP) workshops before the end of the year. The workshops will be facilitated by the STTs with assistance of the 'A & E' Specialists.
41. The final phase of the Visioning Process, the SLVP-2 workshops will be conducted in all the states to harmonise views of stakeholders from the state and school-communities. It is expected that working draft documents on State Policy on School-Based Management will be produced at the end of each state's harmonization workshop.
42. ESSPIN Management will make a decision on which of the two proposed SBMC Training models to be adopted. This will facilitate the development of the contents for the SBMC Training Manual, a major milestone in the SBMC development Programme.

Annex: People Met

S/No	Name	Designation
1	John Martin	National Programme Manager
2	Steve Baines	Technical Team Coordinator
3	Fatima Aboki	Lead Specialist, Community Demand & Accountability
5	Emma Williams	STL, Kwara
6	Bawa Mohammed	National Consultant, SBMC Development Programme
7	Caroline Enye	Consultant, CSO and Community Mobilisation
8	Abimbola Fowomola	'A & E' Specialist, Lagos
9	Musa Muhammad H	'A & E' Specialist, Jigawa
10	Funke Bolaji	'A & E' Specialist, Kwara
11	Moh'd Nura Usman	'A & E' Specialist, Kano
12	Adamu Nyam	Assistant Director, Kaduna SMoE
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