

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Input Visit Report

**School Based Management Committee Development:
Progress Report 4**

Report Number: ESSPIN 408

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This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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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	Communication and Knowledge Management
CSACEFA	Civil Society Action Coalition on Education For All
CSOs	Civil Society Organisations
FME	Federal Ministry of Education
LGEA	Local Government Education Authority
LS	Lead Specialist
PTA	Parent Teacher Association
SBM	School-Based Management
SBMC	School Based Management Committee
SC	Save the Children
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
TOT	Training-of-Trainers
TTL	Technical Teams Leader
UNICEF	United Nations Children Fund

Abstract

1. The draft training manual for SBMCs was developed and agreed with state partners. The 2-Module document contains key messages on general principles, skill for SBMCs and strategies to make SBMCs work effectively. These were based on ideas and perspectives canvassed by stakeholders during the 3-Phase Visioning Process for the SBM Policy development.

Executive Summary

2. The draft School Based Management Committee (SBMC) Training Manual was developed based on the outcomes of the visioning processes conducted at the state and community levels for the School Based Management (SBM) policy development. It also incorporates contributions and inputs canvassed by state partners (State Tasks Teams (STT) Chairs, State Universal Basic Education Board (SUBEB) Directors of Social Mobilisation) and ESSPIN Access & Equity (A & E) Specialists at the 2-day workshop in Abuja during this visit.
3. The 2-Module manual is designed for trained trainers to deliver to SBMC members. It is also intended to be a useful resource material for other SBMC members, the wider community and as a guide for replication of SBMC training programme in other non-ESSPIN supported states. Selected Civil Society Organisations (CSOs) and Social Mobilisation Unit (SMU) officials who would be trained as SBMC trainers would undergo an additional 2-day workshop on facilitation and training skills
4. The activities in the manual cover the basic ideas and behaviours that SBMCs will need to perform effectively. The principles emphasised throughout the manual include: diversity, equity, transparency, accountability, problem-solving and conflict resolution.
5. The approach adopted in the manual include: elicitation and explanation; role play; demonstration; games; images; simple materials and clear, simple and specific instructions.
6. The key messages in the training manual (harmonised from the visioning process) relating to the governance role of SBMCs are that: (i) SBMCs are voluntary, non-party-political organisations that represent the community in decision making at the school level, (ii) SBMCs have two main roles –to generate community and local government support for school improvement and to create more voice for communities in education improvement, (iii) Monitoring and transmitting information are key roles for SBMC members, (iv) SBMC members can make their own direct contributions and (v) people will expect to know what the SBMC is doing and what is being achieved.

Purpose of the Consultancy

7. The main purpose of the present input visit is to develop a simple and practical draft SBMC Training manual in line with the outcomes of the state level visioning processes. Specifically, the visit aimed at:
 - Developing a framework for drafting SBMC manual in line with the state level visioning processes
 - Reviewing and adapting current manuals/materials
 - Facilitating a two day sessions with state level state actors and ESSPIN access and equity state specialists.
 - Collating, designing and developing the content and draft SBMC manual/handbook in line with the state level visioning outcomes
 - Sharing and debriefing ESSPIN and Save the Children on the draft manual
 - Preparing and submitting an input progress report

Achievement of the terms of reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Briefing meeting with Lead Specialist(LS) Community and technical team coordinator	<ul style="list-style-type: none"> Lead Specialist(LS) briefed Consultants (national and international) on assignment and reviewed progress made on proposed activities of CSOs and SMUs in relation to the SBMC development Plans for final phase of Visioning Process (SLVP-2) discussed. It was agreed that STTs should have extensive deliberations with the major stakeholders well in advance of the 1-day meeting of SLVP-2 	<ul style="list-style-type: none"> LS to develop TOR for SLVP-2 to enable the process to commence on time National Consultants to develop SLVP-2 format for use by STTs in preparation for SLVP-2 STTs/A & E Specialists to ensure extensive discussions and consensus reached on key SBMC issues before the 1-day SLVP-2 Meeting.
Developing a framework and activity plan for the duration of the assignment	Planned activities included: <ul style="list-style-type: none"> Design of Training Manual by consultants Review of existing Manuals/materials 2-day Workshop for A&E Specialists/State Partners Fine-tuning of Draft Manual to incorporate views of 2-day workshop Debriefing of ESSPIN & Save the Children Management Production of Draft Manual 	Completed
National/international consultants to work out the content of the SBMC manual	Consultants developed framework for Training Manual to include : <ul style="list-style-type: none"> SBMC Manual Format to be adopted Key features of the training package Key elements of the training manual Messages from the Policy Process to be communicated in the training 	Completed

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
	<ul style="list-style-type: none"> • Format of activities of the Manual • Outline of topics to be addressed in the training manual 	
Review the outcomes state level visioning process as well as existing SBMC manual	<p>(i) States' proposals on key elements of functionality of SBM concept at SLVP-1 and CLVP that were reviewed include:</p> <ul style="list-style-type: none"> • Roles and Responsibilities of SBMCs • Capacity building for SBMCs • Skill development needed for SBMCs • Community monitoring • Awareness raising within the community, etc <p>(ii) Existing training manuals were also reviewed and lessons learnt on capacity building in previous SBMC manuals incorporated into the draft SBMC Training Manual</p>	Completed
Deliver a 2- day workshop for key officials	<ul style="list-style-type: none"> • Met states' A & E Specialists and STT Chairs and SUBEB Directors of Social Mobilisation along with ESSPIN Communication & Knowledge Management (C & KM) Specialists. • The State officials endorsed the training approach, agreed on key steps in the training process and contributed ideas to strengthen the manual and the SBMC policy development process. 	Completed

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Develop and draft SBMC manual	<ul style="list-style-type: none"> • A draft SBMC Manual developed. The 2-Module SBMC manual would be used to train CSOs and officials of SUBEB SMU • CSOs and SMU officials would undergo an additional 2-day workshop in Facilitation skills before the commencement of the SBMC training • The Manual is to be sent for review by stakeholders and others who have worked on SBMC development process. 	<ol style="list-style-type: none"> 1. LS to send draft manual to the following for review: <ul style="list-style-type: none"> • STTs , SUBEBs, SMOEs and FME • STLs, A & E Specialists • ESSPIN Output 3/C & KM Specialists • ActionAid/UNICEF/CSACEFA • Prof Abdallah of Bayero University, Kano 2. Reviewed Manual to be expected not later than February 19th, 2010 to enable Consultants to incorporate and fine tune SBMC Manual by March 19 2010.
Prepare to debrief ESSPIN key management staff and Save the Children (SC)	<ul style="list-style-type: none"> • Activities of input visit discussed with ESSPIN Management and Save the Children(SC) Country Director • Format and contents of draft SBMC Training Manual presented to ESSPIN & SC Management • Options for Next Steps explored 	LS to: (i) prepare TOR for SLVP-2 (ii) plan for Special 2-day Training/induction of STT members and other Senior Government officials on SBM Concept and SBMC Training Manual
Prepare an input report for the assignment	Input Report prepared	Completed

Background

8. The essential feature of the Education Sector Support Programme in Nigeria (ESSPIN)'s programme on SBMC development is the 3-phase visioning process in Jigawa, Kaduna, Kano, Kwara and Lagos states aimed at involving stakeholders at the state, local and community levels in the debate on the type, function and expectations of the school-based management structure in schools.
9. The ultimate aim of the visioning process is to deepen the understanding of the key state policy makers and duty bearers about the SBMC concepts and models, gain political commitments and support. It also intended to mobilize community inputs and ensure genuine participation in policy formulation.
10. The outcome of state and community level visioning processes have brought up a wide variety of modalities for restructuring the SBMCs policy framework reflecting both state and local priorities. However, there are key messages that can be communicated through the training to reflect the emerging policy framework across the five ESSPIN supported states.
11. The main aim of the present assignment is to develop a simple, practical and adaptable SBMC training manual in line with the outcomes of the visioning processes in close liaison with state actors (STTs, SUBEB Directorate of Social Mobilisation (SMU) and ESSPIN A&E State Specialists.

Findings and issues arising

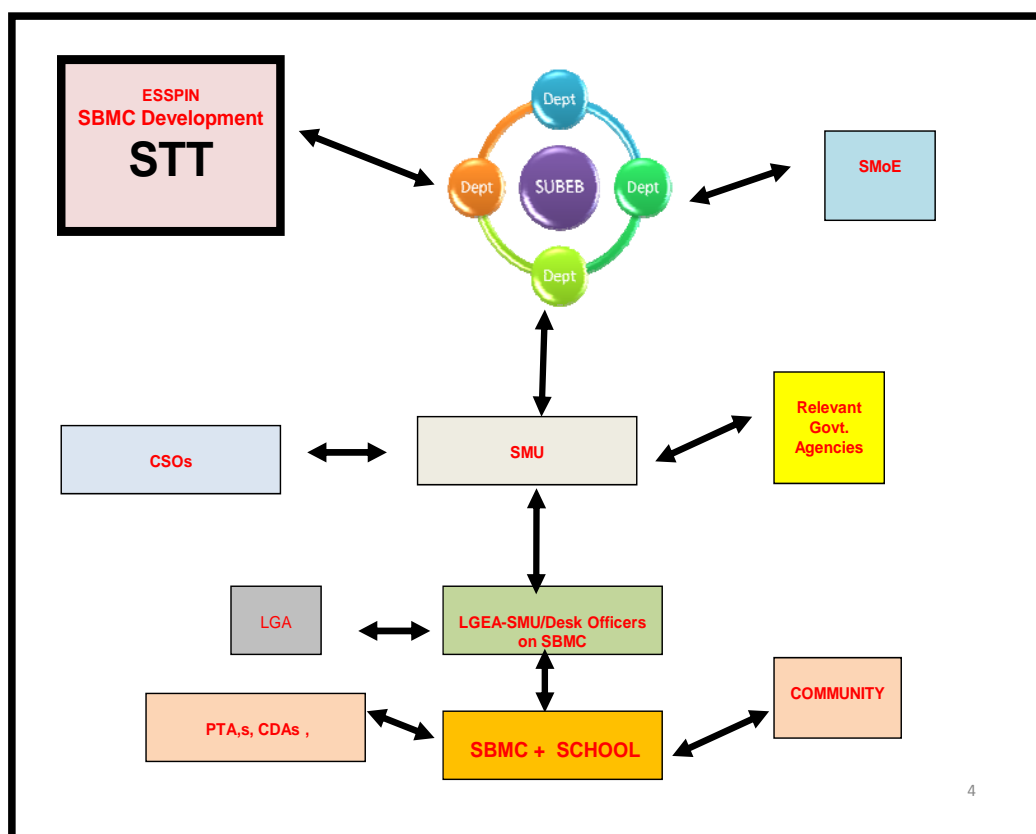
Review of existing SBMC Manual and outcome of Visioning Processes

12. A review of a range of existing SBMC training materials provided useful learning experiences on SBMC capacity building. Some of the manuals contained materials in far excess of what we consider necessary and useful for participants at the SBMC level. The language used in some of the previous manuals was not simple and clear while the messages in some others were not appropriate to the training theme and in some cases the training objectives were too ambitious.
13. The outcomes of the SLVP-1 and CLVP processes suggest the likely content of final state level SBMC policy framework. Some of the key messages that cut across states' deliberations included: (i) clearly defined roles for SBMCs, (ii) community monitoring of school activities, (iii) what SBMCs can achieve, teacher behaviour (absenteeism, work ethics), etc.

Meeting with Key Officials of the States

14. The 2-day workshop for the states partners (State Task Team Chairs, Directors of Social Mobilisation, SUBEB) and ESSPIN Access and Equity Specialists along with ESSPIN C & KM Specialists provided useful inputs for the manual development (see Annex 2 for Notes on Workshop meeting).
15. The states partners endorsed the training approach, agreed on the key steps in the training process and contributed ideas to strengthen the training manual and the SBMC policy development process in general.. Furthermore, they suggested communications and advocacy strategies that could be useful for the implementation of the school-based management structure...
16. The state partners suggested that more emphasis to be placed on the following in the SBMC manual :
 - building relationships and networking
 - facilitation skills
 - monitoring/improving teaching and learning
 - self evaluation techniques
 - understanding of good school leadership and management
 - monitoring of projects/activities
 - questioning and probing skills
 - roles of community members in voice and accountability
 - equitable access to quality education services
 - role of SBMC in mobilising support for poorest and most vulnerable people
 - preparation of work plan/activity plan
 - how to feed back/up to SMU/SUBEB
 - periodic report card sharing of SBMC achievements and capturing education challenges to/with community and relevant stakeholders (twice a year?)
17. Furthermore, the partners were of the opinion that the following key issues should be communicated internally to the state education structures (particularly, SUBEB) to ensure the effective implementation of the School Based Management (SBM) concept:
 - roles of head teachers within and in relation to SBMCs
 - roles of SBMCs in monitoring teachers, children and schools – and how this can boost and complement monitoring done by school inspectors and other agencies
 - roles of SBMCs in feeding up community priorities and standards for education
 - potential value of SBMCs in contributing to EMIS work
18. The ESSPIN C & KM Specialists suggested closer collaboration between the ESSPIN ' Access and Equity Specialists and their C & KM counterparts in the design of messages suitable for each state's communication strategy (factsheet, radio interaction – talk show on SBMC and articles in newspapers) and the production of generic slogans, jingles and poster to convey message which have the same theme across the states

19. How can the SBMC development be strengthened at the state level? Developing a robust communication strategy could go a long way:
- (i) By sharing the Knowledge (K) acquired during the visioning processes
 - (ii) Effecting Attitudinal (A) change by the implementers of the new SBM Policy
 - (iii) Putting into Practise (P) the dictates of the SBM Policy
 - (iv) Establishing Core Values (CV) which guide the implementation of the SBM Policy
20. A simple model to strengthen SBMC development at the state using the KAP-CV input is presented below.



Knowledge and experience derived from the ESSPIN 3-Phase Visioning Process by the State Task Team (STT) is shared with the main SBM implementing agencies SMoE and SUBEB Departments through their Social Mobilisation Unit (SMU). The working relationship between CSOs and SMUs provides a symbiotic learning and sharing of knowledge, attitudes and practise, particularly at the LGA level where the SBMC Desk Officers/LGEA SMUs/LSS have direct contact with the SBMCs working at the school level. What is needed is a robust communication strategy to ensure free flow of communication and information sharing

Key Features of the SBMC Training Manual

21. The draft training manual is based on the findings above and is designed specifically for trained trainers to deliver to SBMC members. The manual can also be used as a reference for SBMC members and those mentoring or supporting SBMCs. The idea would be that SUBEB is lobbied to make sure that the SBMC trainers continue as mentors to the SBMCs, and support the trained members to model their skills, and to share these with the rest of the SBMC and ultimately the community.
22. Furthermore, it should be useful as training resource material for the other SBMCs members, and potentially the wider community. The training manual should also act as a guide for replication of the SBMC training approach in non-ESSPIN supported states
23. Basis for a strong SBMC foundations: (i) The SMBC Training Manual aims to give a common framework and set of issues to be covered in activating SBMCs, (ii) It reflects a simplified version of the main issues coming out of the SBMC visioning processes
24. Targeted at both trainers and trainees: The manual is quite specific in terms of activities, because it was recognised that the people delivering the training are likely to need very clear instructions, even though they will be receiving a 7-day training of trainers course
25. Adaptable: It will be possible for state teams to change some of the policy messages in the manual, or to add key state-specific messages where necessary. But in general, as this is presented as an initial basic training, it is hoped that most of the content will be fairly relevant to all states
26. 2-Module Format: The training is designed to be delivered in two modules, one of three days and the other one of two days. “Module One” covers the general principle and skills needed for the operation of SBMCs, whiles “Module Two” discusses the strategies for making SBMCs function effectively.
27. It is pointed out in the ‘INTRODUCTION’ to the Manual that the training can be delivered to whole SBMCs, but if capacity limits the number of members to be trained; at least 8 members should receive the training. This should mean that the approach is flexible and that, if replicated by others, it can be extended more widely
28. Stand-alone Training Activities: The training activities are reasonably stand-alone, yet appropriate for fitting in with other training or development activities that take place. Thus, the training covers just the basic ideas and behaviours that we think an SBMC will need in order to get off the ground, allowing more specific or extensive capacity development to be built on top. This is to ensure that not too much is loaded into the package and allowing for a reasonable fit with any activities planned around community mobilisation and/or school development training.

29. Facilitation Skills for CSOs and SMUs: The CSOs and SMUs would require additional 2-day workshop on facilitation techniques. Day 1 of the workshop will be conducted at the end of 'Module One' training while the Day 2 of the facilitation workshop will be conducted at the end of 'Module Two' training. Thus in all, the T-O-T will be a 7-Day training Programme while the SBMC training to be facilitated by the CSOs and SMUs will only be a 5-Day training based on 'Modules One & Two'.
30. Self assessment: During the 2 day facilitation and training skills imparting session, the CSOs and SMUs will be asked to prepare sessions which will be delivered to the remaining participants. At the conclusion of each session, the trainer will make self assessment in line with some key aspects of training and facilitation skills. This feedback session will enable the participants to begin to appreciate the place of self assessment and reflection in training and facilitation. Also this aspect of self assessment will go a long way in sharpening attitudinal issues related to the "experts know it all"
31. Distinctive features of the SBMC Manual:
- (a) The key features of the training package include:
 - Covering the basics needed to get SBMCs functional; not ambitious or complex
 - Approach is based on learning from previous training packages
 - Pair training approach: Trainers build each others' capacity, with a view to strengthening government capacity where possible. (Training of Trainers guide)
 - 8 members per SBMC to be trained; better 'critical mass'
 - SBMC training manual for trained trainers to use: Training to be delivered in local language; Simple language; Simple messages; Information on variances in State policy where relevant; Illustrations and examples; Plenty of practice opportunities.
 - Initial training should be complemented by mentoring and follow up support (STTs, A&E: SUBEB/SMU)
 - (b) Key elements of the training manual are (i) certain principles are mainstreamed throughout the manual (diversity, equity, conflict resolution, problem solving, transparency and accountability, etc)
 - (c) They key messages communicated in the manual are that:
 - SBMCs are voluntary, non-party-political organisations that represent the community in decision making at the school level.
 - SBMCs have two main roles:
 - Generate community and local government support for school improvement
 - Create more voice for communities in education improvement
 - Monitoring and transmitting information are key roles for SBMC members
 - Associated functions: to improve girl child education; to promote education support for the poorest and most vulnerable; contribute to improvements in

teacher behaviour; encourage children's attendance and promotion of children through to higher grades.

- Also suggesting ideas to solve problems; encourage and organise everyone to help; and use others' resources accountably and transparently
- SBMC members can make their own direct contributions.
- People will expect to know what the SBMC is doing and what is being achieved.
- Demonstrating improvements should lead to greater support and resources

32. Boxes 1-3 show Key features, elements and messages of the SBMC Training Manual respectively while the contents of Module One and Two are shown in Boxes 4 and 5 respectively.

Debriefing ESSPIN and Save the Children official

33. Consultants debriefed ESSPIN officials (TTL, LS (Community), LS (Education Quality) and Save the Children, Country Director on the progress made in the development of the SBMC Training Manual and input received from state partners, A & E Specialists and C & KM Specialists during the 2-day Workshop.

34. Agreement reached included:

- (a) Need for LS (Community) to draft TOR for SLVP-2 soonest to enable the completion of the visioning process
- (b) Review of the SBMC Manual to be undertaken in February. The draft manual is to be sent to the following for review: (i) STTs, (ii) STLs, (iii) A & E Specialists, (iv) SUBEBs, SMOEs, and FME, (v) ESSPIN OUTPUT 3 and C & KM Specialists, (vi) Action Aid, UNICEF and CSACEFA (vii) Professor Abdallah of Bayero University, Kano (an Expert on SBM Concept and participant at SLVP-1).
- (c) Reviewers are to return the draft manual with their inputs/comments by February 19th to ensure that the final draft would be ready by March 19th.
- (d) The Training-of-Trainers (TOT) workshop should provide the opportunity to validate and finalise the training manual before the printing of the Manual

BOX 1: Key Features of the SBMC Training Package

- Covering the basics needed to get SBMCs functional; not ambitious or complex Full School Development Planning & Grant Management training can be built on top
- Approach is based on learning from previous training packages
- Pair training approach: Trainers build each others' capacity, with a view to strengthening government capacity where possible. (Training of Trainers guide)
- 8 members per SBMC to be trained; better 'critical mass'
- SBMC training manual for trained trainers to use: Training to be delivered in local language; Simple language; Simple messages; Information on variances in State policy where relevant; Illustrations and examples; Plenty of practice opportunities.
- Initial training should be complemented by mentoring and follow up support (STTs, A&E: SUBEB/SMU)
- Possible translations
- Possible SBMC Handbook in 2011

BOX 2: Key elements of training manual

A. Principles mainstreamed throughout

- Diversity
- Equity
- Conflict resolution
- Problem solving
- Transparency

B. Approaches used

- Elicitation and explanation
- Pair, small group and plenary discussion
- Games
- Images – photos, rich pictures
- Case studies & stories
- Role play
- Demonstration
- Practice tasks & tools
- Simple supplementary materials
- (flipchart, pens etc, tape, some pictures and charts to be provided)
- Clear, specific instructions for trainers with limited experience

BOX 3: Key messages communicated through the training, based on policy process

- SBMCs are voluntary, non-party-political organisations that represent the community in decision making at the school level.
- SBMCs have two main roles:
 - a. Generate community and local government support for school improvement
 - b. Create more voice for communities in education improvement
- Monitoring and transmitting information are key roles for SBMC members
- Associated functions: to improve girl child education; to promote education support for the poorest and most vulnerable; contribute to improvements in teacher behaviour; encourage children's attendance and promotion of children through to higher grades.
- Also suggesting ideas to solve problems; encourage and organise everyone to help; and use others' resources accountably and transparently
- SBMC members can make their own direct contributions.
- People will expect to know what the SBMC is doing and what is being achieved.
- Demonstrating improvements should lead to greater support and resources
- Demonstrating improvements should lead to greater support and resources

BOX 4: MODULE ONE- General Principles & Skills for SBMCs

Activity: 1-1 1.2	Introductions, expectations etc
Activity: 1.3-1.5	Visioning around education (rights, equity, access, improvement)
Activity: 1.6	Roles and purpose of SBMCs
Activity: 1.7-1.8	What SBMCs can achieve
Activity: 2.1-2.2.5	BMC members' roles and tenure (insert after SLVP completed)
Activity: 2.3	Awareness raising within the community
Activity: 2.4	Consulting the community
Activity: 2.5	Problem analyses
Activity: 2.6-2.7	Making decisions on priorities and activities
Activity: 2.8	Timetabling activities (will need more training on planning)
Activity: 3.1-3.2	SBMC relationships and positioning
Activity: 3.3	Listening
Activity: 3.4	Effective Communication
Activity: 3.5	Who to contact (using networks and communication to get support from government)

BOX 5: MODULE TWO- Strategies for making SBMCs function effectively

- | | |
|--------------------|--|
| Activity: 4. 1-4.2 | Resource mobilisation
- community
- externally (government, non-government) |
| Activity: 4.3-4.5 | Resource management – basic

(recording income and other resources, bank account, simple budgeting, recording expenditure, sharing financial information; troubleshooting) will need significant further training/support if SBMCs are to be managing large amounts of money |
| Activity: 4.6-4.7 | Working with and listening to women & children – will need further work by CSOs and SMUs during the mentoring phase |
| Activity: 4.8-4.10 | Community monitoring - school environment; teachers; participatory review of SBMC activities |
| Activity: 4.11 | Recording and reporting for evidence and accountability (Report Card)
- documentation and information will need further training/support |
| Activity: 5.1 | Conducting and recording an SBMC meeting |
| Activity: 5.2. | Conducting and recording a community review |

Options and next steps

35. LS (Community) will need to put in place the TOR for SLVP-2. This will have to be done urgently so as to ensure that the schedules for the TOT and the roll out of the SBMC Training are on target. It must be noted that for the SLVP-2, the STT will be expected to take the lead in the preparation (lobbying, forming alliances) for the SLVP-2
36. LS (Community) to despatch the draft SBMC manual to be reviewed (see list in 23 (b) above) by February 19th and all feedback are to be sent to the three Consultants. The Lead Consultant will arrange process for the finalisation of document
37. SBMC formation and selection for training: There is the need to know (i) when the community sensitization is taking place?, (ii) when the orientation for the CSOs and SMUs scheduled for? These will have implications for the SBMC Training since the CSOs and SMUs are expected to drive the set-up of the SBMC training.
38. There is the need to decide what to do with providing additional training for STT members and top SUBEB officials so that all top management staff of the SBMC implementation agency will have the understanding of the key elements of SBMC Training Manual and the overall SBM concept.

Annex 1: People Met

S/N	Name	Designation
1	Steve Baines	Technical Teams Leader
2	Fatima Aboki	Lead Specialist, Community Demand & Accountability
3	John Kay	Lead Specialist, Education Quality
4	Richard Hanson	Lead Specialist, Communication & Knowledge Management
5	Bankole Ebisemiju	Coordinator, Communication & Knowledge Management
6	Abimbola Fowomola	'A & E' Specialist, Lagos
7	Musa Muhammad H	'A & E' Specialist, Jigawa
8	Funke Bolaji	'A & E' Specialist, Kwara
9	Moh'd Nura Usman	'A & E' Specialist, Kano
10	Seyi Ayodele Ola	A&E Consultant, Kaduna
11	Faderera Oyawoye	STT, Chairperson, Kwara
12	Sheu R Ibrahim	STT, Chairperson, Kaduna
13	Halima Isyaku	STT, Chairperson, Jigawa
14	Adefuye Olatunji	D/D, HOD (SM), SUBEB, Lagos
15	Hassan Wada Jafar	DSM, SUBEB, Kano
16	Hussein Mursal	Save the Children, Country Director

Annex 2: Note from 2-Day Workshop with A & E Specialists and State Partners (January 28 and 29, 2010, Abuja)

Present:

ESSPIN Access & Equity Specialists: Jigawa, Kano, Lagos, Kwara, Kaduna

SBMC STT Chairs/Director Social Mobilisation: Kano, Lagos, Kwara, Kaduna, Jigawa

SBMC Consultants (Sulleiman Adediran, Mohammed Kudu Bawa, Helen Pinnock)

Output 4 Lead Specialist (Fatima Aboki)

Below are summary of some issues that were deliberated upon at the 2-Day Workshop

1. SBMC training approach

- Although it was originally envisaged that 5 SBMC members would be trained, all were happy that 8 members would be trained, as that covers roughly 50% of SBMC membership to mitigate concerns about a minority of 'executive' SBMC members having all the knowledge and confidence. This will necessitate some rearranging of logistics. In Kano, 34 SBMC trainers will now be needed, which is acceptable.
- The idea of trainers becoming SBMC mentoring teams received support. STT Chairs, SUBEB Directors of Social Mobilisations and A&E specialists will need to work to get SUBEB to agree to this approach; although all the people are in place at LGA level, often without a clear idea of their roles.
- Work with CSOs and further mentoring support from trainers must focus on spreading skills and knowledge on SBMC functioning to non-trained members and more widely within communities.
- The training approach was received positively, with recommendations to keep ensuring that training content and approach are simple and easy to deliver and understand.
- It was recommended that STTs, Directors of SMUs and other senior officials of SUBEB and SMOEs should have an orientation workshop on SBMC training or to take part in the training to afford them the opportunity be familiar with the new SBMC activities

2. Content of the training

Additional training topics/issues that need to be more clearly emphasised. For instance, it was suggested that more focus is needed on:

- building relationships and networking
- facilitation skills
- monitoring/improving teaching and learning
- self evaluation techniques
- understanding of good school leadership and management

- monitoring of projects/activities
- questioning and probing skills
- roles of community members in voice and accountability
- equitable access to quality education services
- role of SBMC in mobilising support for poorest and most vulnerable people
- Preparation of work plan/activity plan
- How to feed back/up to SMU/SUBEB
- Periodic report card sharing of SBMC achievements and capturing education challenges to/with community and relevant stakeholders (twice a year?)

Language – agree that local-language training is feasible.

Messages to be communicated to SBMCs during the training

Suggestions were made as to incorporating the following message in the manual:

- Everyone has not only rights, but responsibilities, in education
- SBMCs should create good community understanding on participation and effective teaching and learning (??)
- SBMCs' role is to encourage a range of influential people to talk about education.
- SBMCs' role is to improve girl child education
- ...is to ensure support for the poorest and most vulnerable
- SBMCs should have a role in teacher recruitment(?) monitoring, promotion and discipline – e.g. encouraging qualified teachers from the local area to join schools
- SBMCs should set examples
- SBMCs should encourage promotion of children through to higher grades
- SBMCs are neutral, voluntary organisations. They are not political; they are not pressure groups.

There is a need to insert clear messages into the manual from SLVP-2 on:

- mechanisms for SBMC formation currently in place and in the near future in each state
- different levels and types of support for SBMC and school development currently available in each state
- roles of SBMCs in holding teachers to account and improving learning
- specific roles SBMC members should play in teacher promotion boards, etc (and to avoid just one member sitting on all the committees, skewing power balance)

Discussion on awareness raising examples

- women SBMC members can go from house to house talking to other women to persuade them to send their children to school
- women SBMC members should be enabled to serve as role models – talking authoritatively, being very active in the SBMC, etc
- SBMCs can ask Imams and leaders at traditional ceremonies (e.g. traditional naming and marriage ceremonies, prayer ceremonies) to implore people to send their children, especially girls, to school. SBMC members, men and women, can also speak out at these

events. Similarly after prayers at funeral ceremonies, this can be done. Also these events are a good opportunity to consult people.

- SBMCs can organise annual enrolment campaigns, doing a number of activities like drama to send messages around the importance and value of education and the work of the SBMC.

3. How SBMC work links with quality work

SLVP and CLVP records show that there is clearly a strong demand in all states for improvements in quality education, especially from the community level. There is therefore a need to harmonise efforts for SBMCs to get involved with quality with other efforts of different agencies. It will be important that all the various agencies involved in improving quality have a clear understanding of their roles in relation to others', so that people do not feel that they are being brought into conflict with each other. Similarly, it will be important to ensure that new SBMC policy does not conflict with existing policy and practice around quality of education.

Current efforts to improve quality at state level:

- Setting up and strengthening State School Inspector Teams. These will deliver in-service teacher training for basic education; visit schools to observe classroom practice; feedback and mentor teachers on their performance, etc.
- Reform of teacher selection based on qualification and merit
- Improved materials distribution and focus on learning environments
- Quality Assurance work (advanced in Kwara): A QA group is developing standards and practice for school self assessment. This will involve consulting the SBMC.

Given the strong concerns about quality picked up during CLVP, there is a clear need for these efforts to be communicated to communities, to show that government is responding to their concerns.

4. Some issues to be resolved during SLVP-2

It will be important to resolve these issues during SLVP-2:

- What's the upwards communication and information sharing model for the ideal SBMC, for various issues, for example on teacher performance, wider poverty/health issues, school infrastructure improvements, and so on? Who should SBMCs contact in what circumstance, and with whom should they follow up if that contact is unsuccessful?
- (How can the situation of one or two SBMC members doing all upward communication and representation tasks, and distorting power relationships in the committee, be avoided?)
- What are the best monitoring roles and practices for SBMCs? (for example, they could encourage the community to express standards for quality education, and communicate those upwards; they could develop indicators to assess whether teachers are in class and actively delivering a class, and ask children for information against these; they could request that the head teacher take action on issues of concern with teacher performance.)
- How can SBMCs support and complement monitoring and data collection by others? For example, they can feed in information to school inspectors, and could help EMIS efforts, both by facilitating formal data collection exercises, and feeding in community knowledge to data collection.

- Can SBMC responsibilities be staged, so that they are not expected to take on too much too soon?
- What can be done to rapidly communicate and implement the state policy on a) support funding for SBMC functioning and for school improvement work; and b) SBMC membership nomination, election, tenure and performance management?
- How should SBMCs feed into school self assessment?
- What is the best way for SBMCs to support the recruitment and retention of qualified (ideally local) teachers, on a merit basis?
- In what ways could/should SBMCs raise issues of poverty and health that affect children's learning, and how should they (realistically) be expected to take action on these?
- Would it be a good idea for SBMCs to create a Report Card twice a year on their work and on issues within communities?

These issues also need to be raised within Output 3 of ESSPIN , so that training and capacity development can harmonise with the outcomes of state SBMC policy work, and that messages transmitted through different forms of training to different audiences are consistent. For example, training under Output 3 to head teachers needs to be based on SLVP policy messages when it covers how head teachers relate to SBMCs.

Once SLVP- is completed and written up, there should be a process or meeting between those involved with SBMC work and those involved with quality improvement efforts. Issues that should particularly be communicated and agreed on would include:

5. Communications and knowledge management to promote replication and adaptation of SBMC work.

- There is an urgent need to agree to a communications strategy with C&KM on each subcomponent of the work that we (other teams) are involved with. Teams know their stakeholders, and what messages they want to transmit. There have been some challenges working out how the different teams link up.
- Working with the C&KM team would help develop a clear understanding of what formats are most appropriate for different targets; and when these need to be issued to support key activities being undertaken by different teams. This means a lot of advance planning, e.g. on kits to support workshops, sensitisation to prepare for new phases of work, and so on. Discussions have begun.
- C&KM will have different levels of involvement in the development of communications products. It is helpful to think of three levels, each demanding increased involvement:
 - i. Physical production of the material
 - ii. Content of the material
 - iii. Publicity around the material
- How do we get these communications happening effectively? We can all do the following in each context at state level:
 - i. Factsheet

- ii. Radio interaction – talk show on SBMC, etc
- iii. Articles in newspapers
- At local level, issues of local language, culture, appropriacy of images and reference points – e.g. for posters - need to be worked out carefully. That can be handled by state C&KM people.

Communications work – key action points

- How can Communication people take more of a lead role in developing such strategies?
- A process for feeding messages from SBMC work into centrally co-ordinated C&KM work needs to be activated. The best mechanism is for State level Communication people to feed this back up to their central colleagues. Continue joint meetings between A&E and Communication Officers.
- ESSPIN A&E specialists need to develop an SBMC communications strategy with state C&KM officers.
- Set up a process with state communications committee to develop messages and a communications strategy based on SLVP2 – on the value of community involvement in education, and on the roles that SBMCs can play. This is relevant to the school based sensitisation exercises coming up soon. – when? From Monday, A&E Specialists will take this forward.
- Communications of government efforts to improve quality need to be directed to communities in response to strong concerns on quality. What can ESSPIN C&KM do to help this? A&E Specialists will include this in discussions with state level Communication colleagues.
- Key issues that will need to be communicated internally to state education structures:
 - ✓ roles of head teachers within and in relation to SBMCs
 - ✓ roles of SBMCs in monitoring teachers, children and schools – and how this can boost and complement monitoring done by school inspectors and other agencies
 - ✓ roles of SBMCs in feeding up community priorities and standards for education
 - ✓ potential value of SBMCs in contributing to EMIS work

6. Urgent action points for STTs, and A & E Specialists in preparation for SLVP-2

- The STT will need to do some preliminary work before the meeting: making sure key players are prepared with an understanding of the key issues. State representatives could already have their positions clear by the meeting and simply make statements. At the same time, we want to involve people who will take part in implementation, so that they drive the processes forward. A key issue is to get political support.
- Alternatively, the focus could be on more open debate, on the basis of presenting what has come out of CLVP and SLVP 1. This will not get such clear commitments. It was agreed that the former approach would be better. STTs will come together and produce a policy proposal from next week, and will then lobby senior people on the basis of that.

- Two categories of people should be invited: (i) Those who will make statements about the policy, (ii) Senior people who will provide feedback to iron out any key issues, and will then issue instructions to their teams to start implementing the policy.
- Resources indicate that a maximum of 45-50 people would be appropriate.

- Suggested invitees to include the following:

SMOE Commissioner	SAVI
SMOE Permanent Secretary	ESSPIN – A&E, C&KM
2 SMOE Directors in key departments	STT members
SUBEB Chair	State PTA Rep.
SUBEB Secretary	NUT
SUBEB Director School Services	ANCOPSS
SUBEB Director SMU	COPSHON
Education Secretaries	Traditional Leader/s
Desk Officer SBMC	State Communication Committee
Agency for Mass education	Private schools representative
Any other key education champions	
Media	

- A&E specialists and STT Chairs will draw up a final list of attendees
- The outcome of the day will be a clear set of political statements.
- Education Secretaries will need to be asked to react; and the Hon. Commissioner will need to do a final sum-up.
- The STT Chairs will need to request a motion for these messages/vision to be brought into policy.
- How will these statements be turned into a clear policy framework?
- There is a linkage with Output 2 here, which is working on institutionalising policy development strategies in states. A&E Specialists will need to go back and discuss next steps with state level Output 2 specialists.