

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

Assignment Report

**School Based Management Committee (SBMC)
Development: Progress Report 6**

Report Number: ESSPIN 413

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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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Contents

Report Distribution and Revision Sheet.....	ii
Disclaimer	iii
Note on Documentary Series.....	iii
Acronyms and Abbreviations.....	v
Abstract.....	1
Executive Summary.....	1
Purpose of the Consultancy.....	2
Achievement of the terms of reference	3
Background	8
Findings and Issues Arising	8
Options and next steps	15
Annex 1: Programme of Activities for a 2-Day SLVP-2 Workshop.....	16
Annex 2. People Met/Attendance at SLVP-2 Workshop	17

Acronyms and Abbreviations

A &E	Access & Equity
CGP	Civil Society Organisations-Government Partnership
CLVP	Community Level Visioning Process
CSOs	Civil Society Organisations
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
LS	Lead Specialist
NC	National Consultant for SBMC
PIC	Project Implementation Committee
PTA	Parent Teacher Association
SBM	School -Based Management
SBMC	School- Based Management Committee
SDP	School Development Plan
SLVP	State Level Visioning Process
SMoE	State Ministry of Education
SMU	Social Mobilisation Unit
STT	State Task Team
SUBEB	State Universal Basic Education Board
TG/PS	Tutor General/Permanent Secretary
TOT	Training of Trainers

Abstract

1. The School Based Management (SBM) development process in ESSPIN supported states has produced three key resources materials for School Based Management Committees' (SBMC) operations. These are the state-specific SBMC Policy Guidelines, SBMC Guide Book and a generic SBMC Trainers' Manual. The Quality and level of participation by state and community level actors in harmonizing all expectations enriched the process as well as the SBMC resource materials.

Executive Summary

2. A 2-day State Level Visioning Process (SLVP-2) workshop held in each of the five ESSPIN supported states harmonised and finalized the contents of the state-specific SBMC Policy guidelines.
3. The major highlight of the workshops across the five states was the prominence given to SBMCs' role on governance issues. These include SBMCs' participation in school decision-making process, holding teachers and government accountable on pupils' performance, communication and information sharing among all stakeholders at all levels, school planning process and capacity building. However, one area which was not fully resolved is the issue of governments' willingness to allocate resources directly to schools for school improvement in the short term.
4. The agreed SBMC structure is similar in Jigawa, Kaduna, Kano and Kwara States. That is, SBMCs are established in each school. However, Lagos State has opted to have SBMCs established based on the clustering of schools, whereby group of schools within the same vicinities have a common SBMC.
5. Each state policy guidelines on SBMC contains details on (a) objectives, roles and responsibilities of SBMCs, (b) planning, reporting/communication and reporting, (c) partnership, participation, inclusion and sustainability, (d) capacity building and mentoring and (e) monitoring and evaluation
6. Among others, the SBMC Guide Book introduces SBMC members to their main roles and responsibilities and provides information on what SBMCs can achieve.
7. The SBMC Trainers' Manual consists of three modules. Module One introduces the trainers to key facilitation techniques and other training methods. Module Two discusses building relationships and communication between SBMC members, and introduces the key purposes and roles of an SBMC. Module Three uses scenarios, aimed at assisting SBMC members to prepare for some of the more specific tasks and

challenges that they will likely encounter during the implementation of school based management concept.

8. The next steps include training of (i) SBMC trainers, (ii) SBMCs and (iii) State Task Teams (STTs).

Purpose of the Consultancy

9. The main purpose of the consultancy was to provide technical support in the development of state specific SBMC policy guidelines and Guide Book for SBMC members in line with the outcomes of the visioning processes. A secondary purpose is the revision of the existing SBMC training manual, so that it corresponds to the policy guidelines and the SBMC Guide Book.

Specific tasks include:

- Developing a framework and activity plan for the duration of the assignment
- Developing a framework for drafting state policy SBMC guidelines/statements and SBMC manual and Guidebook in line with the state level visioning processes.
- Facilitating two day sessions for key state level actors to discuss, determine and agree i) SBM policy statements /guidelines and ii) Guidebooks for SBMC members
- Producing first drafts of brief state SBM policy guidelines for each state which specify the purpose, composition and functions of the SBMCs, their delegated powers and their relations with school management, communities and LGEA staff
- Developing an outline and draft SBMC guidebooks that are state specific and written in simple and accessible ways for SBMC members.
- Revising the draft SBMC training manual in line with the policy statements
- Obtaining agreement of state authorities to the draft SBM state policy, manuals and guidebooks for SBMC members
- Reporting back to ESSPIN once the SBMC guidebook, the second and final draft of the SBM training manual is produced.
- Preparing and submitting to ESSPIN a consultancy report in the required format

Achievement of the terms of reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Develop a framework and activity plan for the duration of the assignment	<p>Achieved.</p> <p>Planned activities included:</p> <ul style="list-style-type: none"> • Preparation of SLVP-2 documents for STTs' inputs preparatory to SLVP-2 workshop • Meeting with ESSPIN Management the development of SBMC materials • Designing programme activities for 2-day State level workshop for SLVP-2 and draft SBMC Policy • 2-Day advocacy workshop for SLVP-2 for state actors • Production of Draft SBMC Policy • Consultations with state partners on draft SBMC Policy • Production of draft state SBMC Guide Books and Training Manual • Debriefing of ESSPIN Management • Preparation and submission of consultancy report to ESSPIN 	Completed
Develop a framework for drafting state policy SBMC guidelines/statements and SBMC manual and Guidebook in line with the state level visioning processes	<p>Achieved.</p> <ul style="list-style-type: none"> • Meeting with ESSPIN Management developed a new strategy for the sequencing in the development of SBMC Policy, Guide Book and Manual. Agreement was 	

	<p>reached on finalising the Policy documents before proceeding onto the development of the Guide Books and the Manual</p> <ul style="list-style-type: none"> • Both the policy document and Guide Book will be state-specific to reflect the outcome of the visioning process. • Training Manual will be designed for use by the SBMC Trainers, CSOs and Social Mobilisation/SBMC Desk officers of each SUBEB and SMOE. 	Completed
<p>Facilitate two day sessions for key state level actors to discuss, determine and agree i) SBM policy statements /guidelines and ii) Guidebooks for SBMC members</p>	<p>Achieved.</p> <ul style="list-style-type: none"> • A 2-day meeting was held in each state to complete the visioning process. • DAY 1 was an advocacy visit and briefing of Honourable Commissioners, Permanent Secretary, Chairmen/Executive Secretary of SUBEB on (i) the Community Level Visioning Process (CLVP) and (ii) overview of activities for DAY 2 and (ii) the development of SBMC Policy in their respective states. • The proposals on the development of Guide Book for SBMCs were also discussed and agreements were reached with senior policy makers in each state. • DAY 2 workshop was attended by major state actors on education and views from SLVP-1 and CLVP on SBMC were harmonised to produce a draft document for State SBMC Policy (SLVP-2 Output) 	Completed

	<ul style="list-style-type: none"> • STTs to check final version of SBMC Policy Document before submission to ESSPIN by the SBMC National Consultants 	
Produce first drafts of brief state SBM policy guidelines for each state which specify the purpose, composition and functions of the SBMCs, their delegated powers and their relations with school management, communities and LGEA staff	<p>Achieved.</p> <ul style="list-style-type: none"> • Draft SBMC Policy for each state was produced using a standard Policy Format based on the agreements reached at each state's SLVP-2 workshop • Prominence is given to the governance role of SBMCs in the policy document • Major headings of Policy document include: <ul style="list-style-type: none"> (a) Objectives, Roles and Responsibilities of SBMCs (b) Planning, Reporting/Communication and Reporting (c) Partnership, Participation, Inclusion and Sustainability (d) Capacity Building and Mentoring and (e) Monitoring and Evaluation 	Completed
Obtain agreement of state authorities to the draft SBM state policy, manuals and guidebooks for SBMC members	<p>Achieved.</p> <ul style="list-style-type: none"> • Draft of SBMC State Policy shared with state authorities for factual checks • Received and incorporated comments on draft SBMC Policy guidelines from the state actors 	Completed
Develop an outline and draft SBMC guidebooks that are state specific and written in simple and accessible ways for SBMC members.	<p>Achieved.</p> <ul style="list-style-type: none"> • Agreements were reached with OUPUT 3 (Lead Specialist and Consultant) on the Sections of the SBMC Guide Books and the responsibilities for writing the 	

	<p>various Sections were agreed to as follows:</p> <ul style="list-style-type: none"> (a) Introduction (b) Section One: SBMC Overview (c) Section Two: Policy in Practice (d) Section Three: Conducting SBMC Meeting and Consulting others (e) Section Four: School Development Planning (f) Section Five: Managing Money (g) Section Six: Community Monitoring <ul style="list-style-type: none"> • Items (a) to (d) will be the responsibility of SBMC Consultants • OUTPUT 3 officials will produce materials for items (e) to (g) to supplements materials developed by the SBMC Consultants 	Completed
Revise the draft SBMC trainers' manual in line with the policy statements	<p>Achieved.</p> <ul style="list-style-type: none"> • The draft SBMC Trainers' Manual has been revised in line with SBMC Policy Guidelines of the 5 ESSPIN-Supported states and the SBMC Guide Books and consists of three Modules • Module One introduces the SBMC Trainers to key facilitation techniques, other training methods and resources for training • Module Two covers building relationships and communications between SBMCs and other bodies 	Completed

	<ul style="list-style-type: none"> Module Three uses detailed scenarios aimed at assisting SBMC members to prepare for some of the more specific tasks and challenges that are likely to during the operations of the SBMCs 	
Report back to ESSPIN once the SBMC guidebook, the second and final draft of the SBM training manual is produced.	<p>Achieved.</p> <ul style="list-style-type: none"> Drafts of Guide Books and Trainers' Manual submitted to ESSPIN 	Completed
Prepare and submit to ESSPIN a consultancy report in the required format	<p>Achieved .</p> <ul style="list-style-type: none"> Consultancy Reported prepared and submitted 	Completed

Background

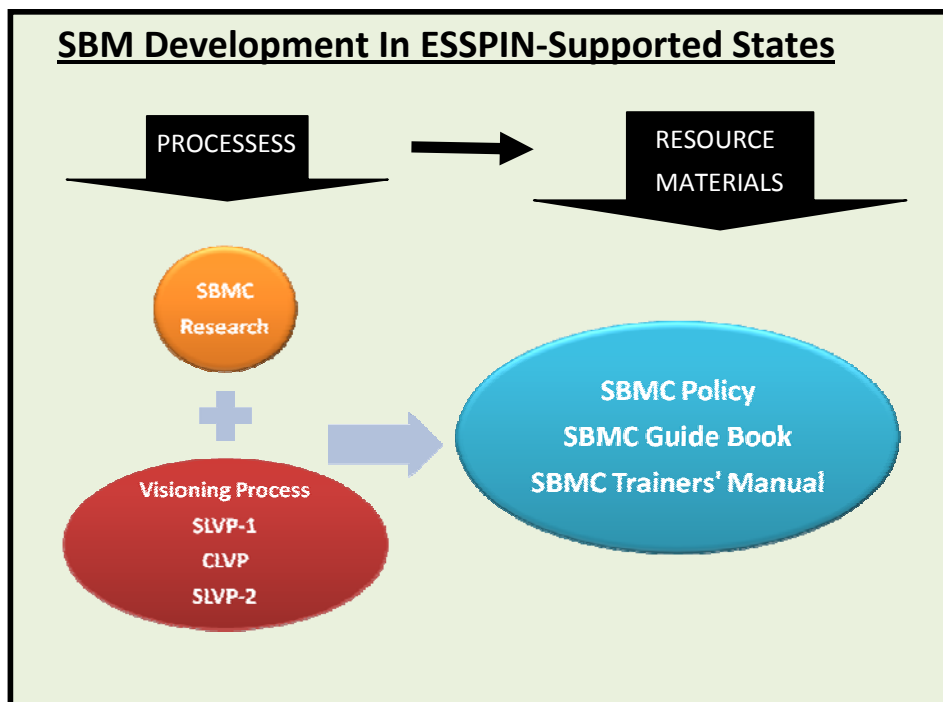
10. The ESSPIN 3-Phase visioning process was design to create space for stakeholders at the state, local community levels in order to have input in the formulation of each state's SBMC policy. The Phase 1, the first State Level Visioning Process (SLVP-1), documented the views and perspectives of major state actors (Commissioners, Permanent Secretaries of State Ministries of Education and SUBEB Chairs). The Phase-2 was the Community Level Visioning Process (CLVP) which created the environment for the people at the school and community level to contribute to the development of the SBMC Policy.
11. State Task Teams (STT) on SBMCs were established in each state during the visioning processes to coordinate the activities of the visioning process and play facilitative and advocacy roles during the implementation of the SBMC policy. Each STT was responsible for the conduct of workshops on the Community Level Visioning Process (CLVP) to enable stakeholders at the school-community level voice their opinions on the re-structured SBMCs for their communities. Furthermore, they were responsible for collating and harmonizing both the government and community views and expectations for presentation during the SLVP 2 for ownership and sustainability.
12. The present assignment was to complete the SBMC Visioning Process (i.e., conducting the third and final Phase, the second State Level Visioning Process (SLVP-2). This aimed at harmonising the views and perspective expressed by the different stakeholders during the workshops at SLVP-1 and CLVP), and produce 3 documentations for the take-off and sustenance (i.e., SBMC Policy document, Guide Book and Training Manual).

Findings and Issues Arising

(a) Review of the development of SBMC Materials

13. The meeting with ESSPIN Management resulted a new strategy for the development of SBMC resource materials (i.e., SBMC Policy, SBMC Guide Book and SBMC Trainers' Manual).
14. Agreement was reached on (i) producing state-specific SBMC Policy guidelines and Guide Book to reflect the outcomes of the visioning processes in each state, (ii) re-designing the training manual for use in the training of SBMC Trainers (Civil Society Organisations [CSOs] and Government official [Social Mobilisation/SBMC Desk Officers of SUBEBs and SMOEs]) and (iii) linking with OUTPUT 3 team on developing the Section on "School Development Planning" in the Guide Book to ensure co-ordination during the training of Headteachers and SBMCs on school planning.

The diagram below describes the stages of SBM development in ESSPIN-supported states.



(b) 2-Day SLVP-2 Workshop to harmonise views from SLVP-1 and CLVP

15. In preparation for the 2-Day Workshop (SLVP-2), each STT where asked to make an initial attempt to present an “Agreements Reached” document, reflecting the harmonised positions of the stakeholders on issues discussed at the first State Level Visioning Process (SLVP-1) workshop and the Community Level Visioning Process (CLVP) workshop. This document was used for discussions in each state’s SLVP-2 deliberations.
16. **DAY-1:** In each state, the first day of the SLVP-2 Workshop was devoted to advocacy visit and briefing senior state policy actors¹ on (a) progress made in the SBMC visioning process, (b) planning for the final workshop to harmonise the different views on the structure, role and responsibilities of the SBMCs and the expected roles and support of the different levels of governments and (c) the format for the proposed State Policy Framework on SBMC. (see Annex 1 for Programme of 2-Day SLVP-2 Workshop)

¹ Honourable Commissioners of Education, Chairpersons of SUBEB, Special Advisers to Executive Governors, Directors of SUBEB and SMOE, Representatives of State Houses of Assembly and State Task Team members (see Annexes 2b-2f for list of attendance at SLVP-2)

The state actors expressed their support for the visioning processes and promised their commitments to the establishment of functional SBMCs based on the implementation of the new state specific SBMC policy

DAY-2: The workshops on harmonisation of outcomes of SLVP-1 and CLVP recorded high level of quality participation as it was well attended in the five states by senior government officials (including State Commissioners of Education, Permanent Secretaries, Chairs of SUBEB and Management, Special Adviser to Deputy Governor and Special Advisers/Senior Special Assistant to Governor on SUBEB, Conference of Headteachers/Principals of Schools, Houses of Assembly Officials (Committee on Education), STT members, SBMC and PTA Chairs, Traditional Leaders, CSOs and retired educationists. In all, a total of 155 persons participated in the SLVP-2 workshops in the five states (see Annex 2b-2f for List of Attendance).

17. To promote ownership of the process, the document on “Agreements Reached” at SLVP-1 and CLVP was presented at each workshop by the STT Chair with their deliberations through questions and answers chaired by the state policy actors such as Honourable Commissioner (Kaduna State), SUBEB Permanent Member 1 (Kwara State), SUBEB Chair (Jigawa State), SUBEB Permanent Member 1 (Kano) and Senior Special Assistant to the Executive Governor (Lagos State). The outcomes of the deliberations were incorporated into a final draft SBMC Policy Documents which were submitted to the consultants by each State Task Team (STT).
18. The major highlight of the workshops across the five states was the prominence given to SBMCs’ role on issues bordering on school governance. These include SBMCs’ participation in school decision-making process, SBMCs holding teachers and government accountable on pupils’ performance, communication and information sharing among all stakeholders at the state, local and community levels, priority setting (school planning process) and capacity building.
19. However, one area which was not fully resolved is the issue of governments’ willingness to allocate resources directly to schools for school improvement in the short term. Most state actors agreed that SBMCs could be involved in planning and monitoring of resources.
20. Arising from (14) above, ESSPIN could demonstrate through its proposed school funding to pilot schools to demonstrate that SBMCs could manage funds in transparent ways for school improvements. The various state governments could then be encouraged to replicate the ESSPIN model of support to school with SBMCs’ participation in the planning, decision making process in the implementation of school improvement plans.

21. On the Structure of SBMCs: The agreed SBMC structure is similar in Jigawa, Kaduna, Kano and Kwara states. That is, SBMCs are to be formed in each school. However, Lagos has opted to base the formation of its SBMCs on the clustering of schools. In this option, eight to ten schools located within the same vicinity constitute a central SBM system. Each school in the cluster has its own mini School Based Management Committee (SBMC) termed Project Implementation Committee (PIC). To effectively manage schools that are far apart, the central SBM system will constitute fewer schools. However, in exceptional cases where schools are far apart, each school would be expected to form its own SBMC.
22. In Lagos State, the Project Implementation Committee (PIC)² in each school shall contribute a member each to the central SBMC. Membership will be nominated by each school will be on a rotational basis to be determined by school Headteachers/principals in the cluster.
23. Furthermore, the SBMC at the Secondary School level will be managed by the Lagos State Ministry of Education through the office of the Tutor General/Permanent Secretary (TG/PS) in the districts while those at the primary and junior secondary school level will be supervised by the SUBEB through the office of the directorate of the social mobilisation
24. On SBMC Policy Document, Guide Book and Training Manual: Agreements were reached with state actors as follows:
 - (i) The final version of the SBMC Policy document will be shared with state actors after necessary formatting by the SBMC national consultants before submission to ESSPIN for publication;
 - (ii) SBMC Guide Book will be developed for use by SBMC members. The Guide Book will be designed to enable SBMC members learn “**How to**” run a school-based management based on the state policy on SBMC. The Guide Book may be translated into the immediate local languages by the state governments later;
 - (iii) An additional resource, SBMC Trainers’ Manual, will be developed as part of the ESSPIN supported SBMC Development Process. It will be used as a trainers’ manual. This document will be used for the delivery of Training of the Trainers (TOT) workshop to be organised for Civil Society Organisations (CSOs) and Government officials in the Social Mobilisation Departments of SUBEB and State Ministry of Education (SMoE). This partnership between the state and non-state actors is referred to as Civil Society Organisations and Government Partnership (CGP).

² The existing School Development Committee (SDC) in Lagos State Primary and Junior Secondary Schools will constitute the Project Implementation Committee (PIC) in each primary and junior school in the state

25. On Next Step after the production of the State Policy Document on SBMC: State officials offered different scenarios on what follows after the submission of the policy document to SMOE and SUBEB as follows:

(i) **Kwara State**: The SBMC Policy guideline will be incorporated into the revised State Education Law which is currently underway and will be presented to the State House of Assembly for necessary ratification as part of the Kwara State Law.

(ii) **Kano State**: The SBMC Policy document will be presented to State Executive Council by the Honourable Commissioner for Education. The State Government after necessary deliberations will submit the SBMC document to the State House of Assembly as SBMC Bill for enactment as a State Law.

(iii) **Jigawa State**: The State Government officially launched the SBMC in August 2008 and will request the State House of Assembly to pass law for the establishment of the state SBMC after deliberations on the State SBMC Policy document.

(iv) **Kaduna State**: The SBMC Policy will be presented to the Executive Governor of the State by the Honourable Commissioner of Education for deliberations at the Executive Council before further actions can be taken.

(v) **Lagos State**: The SBMC Policy Document will be discussed by the State Sub-Committee on Policy (Education Summit) and then sent to the State Executive Council for further deliberations before being submitted as a Bill for consideration by the State House of Assembly.

(c) Draft SBM policy guideline shared with states for comments and final version produced

26. Draft SBMC Policy guidelines for each state (based on the outcomes of the SLVP-2 workshops) were produced using a standard Policy Format and shared with state partners for comments and factual checks.
27. The revised and final version of each state policy guidelines contains six Sections with details provided on (a) objectives, roles and responsibilities of SBMCs, (b) planning, reporting/communication and reporting, (c) partnership, participation, inclusion and sustainability, (d) capacity building and mentoring and (e) monitoring and evaluation .

Format of the State SBMC Policy Guideline

Policy Name;

Commencement Date:

Section 1: Rationale

Section 2: Policy Statement

Section 3: Implementation

- (a) Objectives, Roles and Responsibilities of SBMCs
- (b) Planning, Reporting/Communication and Reporting
- (c) Partnership, Participation, Inclusion and Sustainability
- (d) Capacity Building and Mentoring and
- (e) Monitoring and Evaluation

Section 4: Evaluation and Review

Section 5: Definitions

Section 6: References

(d) Development of an outline and draft SBMC Guide Book

The Guide Book for each of the states introduces SBMC members to their main roles and responsibilities and provides what SBMCs can achieve. It contains six sections:

Contents of SBMC Guide Book

- a. **SECTION ONE** gives a general idea of what SBMCs are and what they are expected to do.
- b. **SECTION TWO** explains what the state policy on SBMCs says, and how SBMCs could work in practice.
- c. **SECTION THREE** contains instructions and guidance on how to conduct regular SBMC tasks like running meetings, and holding regular consultations with the wider community.
- d. **SECTION FOUR** explains how to turn the opinions and knowledge in the SBMC and the local community into a clear plan for improving schooling.
- e. **SECTION FIVE** provides advice and instructions on how an SBMC should manage money to improve education
- f. **SECTION SIX** gives a more detailed introduction to how SBMCs can monitor aspects of education, and how they can act on the information that they record to improve education Section.

32. The contents of the Guide Books reflect the SBMC Policy in general. However, Section Two is specific for each state as it reflects the peculiarities of each state in terms of (i) SBMC structure, (ii) composition of the SBMC, (iii) roles and responsibilities of SBMC, (iv) forming partnerships and (v) reporting and communications channels.

(e) Revision of draft SBMC Trainers' Manual

33. The draft training manual for SBMC Trainers has been revised in line with its overall purpose of increasing the delivery capacity of the SBMC Trainers. The anticipated outcomes of the training are; (i) better understanding of the school based management concepts, (ii) enhanced facilitation and training skills, (iii) improved capacity for training resources preparation and usage, (iv) better appreciation of the School Development Planning (SDP) process, (v) increased understanding of the concepts of resource mobilisation and usage (v) more practical knowledge on the concept of community monitoring and (vi) readiness to train SBMC members.
34. The revised training manual consists of two training-of- trainers (TOT) workshops which will be delivered closed to each other in time. The first TOT workshops are scheduled to take five days after which the Trainers will be expected to go and train the SBMCs for a 3-day period. A 1-Day review workshop will then be conducted for the SBMC Trainers to document lessons learnt before the commencement of the second TOT which will last for two days.
35. The contents of TOT-1 are discussed in Modules One and Two. Module One introduces the SBMC Trainers to key facilitation techniques, other training methods and resources for training. Detailed instructions for delivering this TOT are given in the manual to facilitate the replication of the TOT approach by others.
36. Module Two covers the second three days of the TOT workshop. This Module can be used as a step by step manual for delivering a three-day residential introductory training workshop for SBMC members. Module Two covers building relationships and communication between SBMC members, and introducing them to the key purposes and roles of an SBMC.
37. The contents of the second TOT workshop are contained in Module Three of the Trainers' Manual. The manual can be used, in a step by step fashion by trainers to take SBMC members through their second training. Furthermore, Module Three uses more detailed scenarios, aimed at assisting SBMC members to prepare for some of the more specific tasks and challenges that they will likely encounter during the implementation of school based management concept.

Options and next steps

39. The Training of Trainers (TOT) workshops are to be conducted in all states for Civil Society Organisations (who have been engaged by ESSPIN) and Government officials from SUBEB and SMOE
40. After the first TOT workshops (Modules One and Two completed), SBMC Trainers will train SBMCs in their respective locations for three days using experiences gained at the first TOT
41. A joint 1-day review meeting for SBMC Trainers will be organised by SBMC National Consultants and Change Managers International to document lessons learnt during the first SBMC training conducted by the SBMC Trainers
42. The second TOT workshop for SBMC Trainers will take place in all five states for two days after which the SBMC will conduct their final 2-day trainers for SBMCs. This will be followed by a second 1-day review by the joint SBMC National Consultants and Change Managers International.
43. State Task Teams will need to undergo 3-day training on participatory monitoring and evaluation, policy influencing/advocacy and report writing to build their capacity.

Annex 1: Programme of Activities for a 2-Day SLVP-2 Workshop

DAY	ACTIVITY
1	<p>(a) Lead Specialist (LS) & National Consultants (NCs) Meeting with STT</p> <p>On.....</p> <ul style="list-style-type: none"> Plans by STT for SLVP-2 State of the Proposed Policy framework on SBMC Challenges on Policy framework Issues to be raised with state policy makers Programme for DAY 2 of SLVP-2 Establishment of Communiqué Group for SLVP-2 Next Steps <p>(b) LS + NCs + STT Meeting with the following:</p> <ul style="list-style-type: none"> -Hon Commissioner / PS Education -Chair/Executive Secretary/PM SUBEB -Chair, House Committee on Education -Education Secretaries; etc <p>On.....</p> <ul style="list-style-type: none"> Plans for SLVP-2 Proposed State Policy Framework on SBMC Next Steps
2	<ul style="list-style-type: none"> Opening Prayers Introduction-Why SLVP-2?- -----ESSPIN STL Opening Remarks-----Honourable Commissioner of Education Background to SLVP-2- -----SBMC National Consultants Proposed State Policy Framework on SBMC- -----STT Chairperson Questions & Answers /Inputs Session to Proposed Policy ----- Participatory – and to be Facilitated by SUBEB Chair/Executive Secretary Summary of Decisions Agreed to-----Permanent Secretary, SMoE Next Steps----- STT /A & E Specialist Communiqué -----SUBEB Board Secretary Final Remarks----- Honourable Commissioner of Education Closing Prayers

Annex 2. People Met/Attendance at SLVP-2 Workshop

2(a) ESSPIN

S/N	Names	Designation
1	John Martin	National Programme Manager
2	Steve Baines	Technical Teams Coordinator
3	Fatima Aboki	Lead Specialist, Community Demand & Accountability
4	John Kay	Lead Specialist, Education Quality
5	Lilian Breakell	Teacher Development Consultant
6	Sandra Graham	CSO Task Leader, Consultant
7	Felicia Onibon	Change Mangers International
8	Maureen Apata	Change Managers International
9	Ignatius Agwu	Change Managers International

2 (b) Kano State

S/N	Names	Designations
1	Musa Salihu	Hon. Commissioner of Education
2	Salamat M.N. Garba, mni	Permanent Secretary
3	Muhammad Lawan Usman	PM I, SUBEB
4	Bala M. Inuwa	PM II, SUBEB
5	Muhammad Itaris	Secretary, State House of Assembly Committee on SUBEB
6	Dr Adamu Turaki	STT Member
7	Musa Wada	STT/DD Soc Mob , SUBEB
8	Lawal Abdullahi	STT Member
9	Baturia Wada	STT/CPTA/NGO, SUBEB
10	Musa Salihu	STT/SMoE
11	Kabiru Hassan Yakasai	DAGS
12	Umar Balarabe	Director AIED
13	Yusuf Kabir	DPRS, SMoE
14	Rabiu Yusuf Alhaji	DD/DPSNGO, SMoE
15	Hamisu Maifade	Magajin Mallam Edu
16	Hauwa Tanimu Sharif	Soc Mob/SBMC Desk Officer
17	Alhassan A. Musa	Ad/Inspectorate, SUBEB
18	Haruna Abdu	Rep. E/S, KBTLGAE
19	Aminu Haladu	Rep. ANCOPSS
20	Abdussaludeen A. N	SUBEB
21	Muhammad Idris	E/S KSSSMB
22	Rabiu Y Alh.	DD/ ESS, SMoE
23	Lawal-Abdullahi J.	SPTA, PRO
24	Hon Haladu B Ishak	E/S, Albasu
25	Ibrahim Bala	E/S, Fagge
26	Lawal Abdu	Rep. COPSHON
27	Yakubu Adamu	NGO
28	Bello Ibrahim	NGO

2 (c) Jigawa State

S/N	Names	Designations
1	Prof Ruqayyatu A. Rufai, OON	Hon. Commissioner of Education, Science and Technology
2	Alh. Mukaila Abdullahi	Permanent Secretary, SMoEST
3	Sani Abdullahi	Executive Chairman, SUBEB
4	Dr Yau Haruna Usman	Sole Administrator, Adult Education
5	Hon. Nasir Mohammed	Jigawa State House of Assembly
6	Hon. Babu I. Gumel	Jigawa State House of Assembly
7	Habu Saleh Ado	DSM, SUBEB
8	Mohammed Sirajo	SBMC Coordinator, SUBEB
9	Gamba Ubamfo	IQTE
10	Hussaini Abdullahi	ANCOPSS President
11	Sadiya Adamu	Chairperson, AOPSHON
12	Umar Farouk Wada	Coordinator, CSACEFA
13	Mohammed Umar Zango	E/S M/Madori LGEA
14	Habu Saleh Ado	DSM, SUBEB
15	Muhammad S. Sabiu	E/S Birniwa LGEA
16	Balarabe A Yusuf	D/D Soc Mob, SUBEB
17	Mati Ali	PRO, SUBEB
18	Babawuro Fate	D/M&E Nomadic Education Agency
19	Hauwa Sule	DD Women Education
20	Aisha Ahmed	State Prog Office, AHIP
21	Halima Isyaku	D/SD MoEST
22	Usman Namadi	Ag E/S, Ringim LGEA
23	Yusuf Haruna Rozu	E/S. Miga LGEA
24	Garba Mohd Adaka	E/S Roni LGEA
25	Garba Muhd Kazaure	E/S Gumel LGEA
26	Ali Ibrahim Dutse	NGO
27	Lami Danjami	Gender Co-ord, SUBEB
28	Nafiu Sabo	STSB, Dutse
29	Tijani Aminu	DPRS, SUBEB
30	Major Z.A. Adamu (Rtd)	Sec-Gen. PSPA
31	Arab A. Sabo	E/S Buji
32	Mohd Shu'aibu	HOS Pers. Dutse
33	Sule Ibrahim	E/S, K/Hausa
34	Saratu Musa	NGO
35	Muhd N. Babura	MoEST
36	Garba Umar Labbo	MoEST
37	Garba Isyaku	CSO
38	Haruna Usman	CSO
39	Uwani Yunusa	State Amirah
40	Ado Bello Ibrahim	CSO
41	Yahaya Saleh	DD, SUBEB

2 (d) Kaduna State

S/N	Names	Designations
1	Suleiman Lawal Kauru	Hon. Commissioner of Education
2	Nafisatu N. Babajo	Permanent Secretary , SMoE
3	Bashir Balarabe	Executive Chairman, SUBEB
4	Shehu R. Ibrahim	STT Chair, DD/PRS SUBEB
5	Tom Maiyashi	NGO
6	Esther J. Myalwegi	Project Coordinator, KDSESP
7	Shuaib Muhammad Dabo	Social Mob/PRO, SUBEB
8	Ishaya Banda	PRO, SMoE
9	Grace Bila	NGO
10	Anna L.B. Arowa	DE, SMoE
11	Jibrin U Abdullahi	DSS, SUBEB
12	Isyaku Salihu	STT, AD/ES, SMoE
13	Adamu Nyam	STT, AD/Schools, SMoE
14	Hauwa Suleiman	AD/SS, SUBEB
15	Samaila Gambo	Desk Officer, SBMC
16	Umar G Ahmad	E/S Makarfi LGEA
17	George Danwazah	E/S, Kajura LGEA
18	Ruth Barrera	NGO
19	Paulina E. Telld	E/S, Kachia, LGEA
20	Muhd Abubakar	E/S, Kaduna North, LGEA
21	Ishak Abdullah Kaura	DDPRS, SMoE
22	Hassan Ezra Danganaye	Desk Officer, SBMC
23	Lillian J Yerima	SUBEB
24	Demas T Shinggu	NGO
25	Christopher Ladan	Asst Sec, NUT, Kaduna State
26	Rifkatu A. Tukuma	NUT
27	Iliya Magaji	NGO
28	Rebecca Maigida	STT
28	Haruna Ibrahim	Desk Officer, SBMC, Kaduna North
30	Musa Ibrahim Aboki	SBMC Desk Officer, SUBEB
31	Muhammad Auwal Adam	SBMC Desk Officer, Kudan LGEA
32	Joe N. Cham	E/S Kauru LGEA
33	Haruna Ishaq	Desk Officer, SBMC, Kauru LGEA

2 (e) Lagos State

S/N	Names	Designations
1	Ronke Azeez	Special Adviser to Deputy Governor
2	Abisola Olatunji (Mrs)	Senior Special Assistant (SUBEB) to Executive Governor
3	Gbolahan Daodu (Mrs)	Executive Chair, SUBEB
4	Erogbogbo, F.O. (Mrs)	Permanent Secretary, SMOE
5	Oluseye, I.T. (Mrs)	Board Secretary, SUBEB
6	Opaleye, O. O. (Mrs)	Ag. Tutor-General/Permanent Secretary, District 6
7	Puddicombe A.P. (Mrs)	Ag. Tutor-General/Permanent Secretary, District 1
8	Obajimi, A.B. (Mrs)	Tutor-General/Permanent Secretary, District 3
9	Ajani, B.F. (Mrs)	Tutor-General/Permanent Secretary, District 5
10	Idris, M.W. (Mrs)	Tutor-General/Permanent Secretary, District 4
11	Ogunsanwo, A. (Mrs)	Tutor-General/Permanent Secretary, District 2
12	Chief I.A. Ajayi-Asadi	SBMC Chair, Ojo
13	Solarin, M.T. (Mrs)	AD/ BES Dept., SMOE
14	Akinosho-Thomas, A.M. (Mrs)	HOD/PR SUBEB
15	Adebiyi, O.O.	Director, SS SUBEB
16	Adefuye, O.A.	HOD/Soc Mob. SUBEB

2 (f) Kwara State

S/N	Names	Designation
1	Alhaji Bolaji Abdullahi	Hon. Commissioner (MoEST)
2	Alhaji Opobiyi A Olatunji	Special Adviser ,SUBEB, to Governor
3	Mr. Adetunji Fagbemi	Permanent Secretary (MoEST) & Executive Secretary, SUBEB
4	Alhaji Suleiman Dadi	PM III, SUBEB
5	Gana James	Executive Director, AME
6	Jimoh Kamaldeen S	State Coordinator, UBEC
7	Mrs. F.Y Oyawoye	STT Chair & Dir. Higher Education
8	Mr. J.A. Afolagboye	STT Member/Dir. Social Mobilisation, (SUBEB)
9	Hajia A.K. Abdulkadir	STT Member/AD , PRS, (MoEST)
10	Mr S.O. Kuteyi	STT M ember/ AD , SS,(SUBEB)
11	Elder A.O. Abolarin	STT Member/AD, Primary, (MoEST)
12	Mrs. Adenike O. Amole	STT Member/Press Secretary (SUBEB)
13	Idowu E. Oladunni	STT Member
14	Ishola S.A. (Mrs)	STT member
15	Aboyaji S.A. (Mrs)	STT Member
16	Alh. Busari Mohammed	HOD (ED) I.E.LGA
17	Sulyman S Duro	E/S IL East LGEA
18	Yakubu Ahmed Ango	E/S Kaima
19	Afolayan J. Olaniyi	E/S Oke-Ero
20	Omokanye A Bolarito (Mrs)	E/S Oyun
21	Alhaji Ibrahim Oniye Makam	PTA Chairman
22	Fati Yakubu	HOS (Soc Mob) Kaima
23	Alh Abdullahi Y Yusuf	HOS (SS) Kaima
24	Alabi Amuda Idiat (Mrs)	Soc Mob Dept, SUBEB
25	Afolayan A Funmilayo	Soc. Mob Dept., SUBEB
26	Abioye, C.O. (Mrs)	AD/STT Member
27	Suleiman Y.A.	State PTA
28	Abubakar sekinat, Tayo	Soc Mob Dept, SUBEB
29	Ibrahim Alh. Baba	SMO II, SUBEB
30	Idris Suleiman	SSMO I, SUBEB
31	Alh Babtunde Shehu Abiona	SBMC Chair, IL.West
32	Rev, J.B. Akanbi	HOS(SMD), Oke-Ero, LGEA
33	Mr. R.O. Olaniyan	HOS Sch Serv, Oke-Ero LGEA
34	Mr. J.F. Akinyemi	HOS, Soc Mob, Oyun
35	Akewushola O. Ganiyu	HOS, Soc Mob. II East , LGEA
36	Oderinde Olatunji Samuel	SSIT
37	Jegede Toyin Qudirat	SSIT
38	Ibrahim D. Yahaya	SSIT

39	Bello Akanbi Kareem	SSIT
40	Bamidele Joseph Oyetunde	CSACEFA
41	Alh Abdulkadir A. Yusuf	PTA, IL West
42	Alh. Iman Laro	PTA
43	Elder Opoola Bitinlaye J.	HOS (SS), Oyun LGEA
44	Ayanda, J. Sunday	HOS (SM), Asa LGEA
45	Shehu Babatubde	HOS (SM) ifelodun
46	Mallam A.S. Alaya	HOS (SM) Il West
47	Elder L.M. Ajomole	HOD(ELSS)
48	Otan S. Rasag	SSIT
49	Lawal Abdullateef	