SUBEB Departments of Social Mobilisation

Social Mobilisation Officer Handbook

Acknowledgements

This Social Mobilisation Officer's Handbook is the result of collaborative development and partnership between Government and Civil Society in Nigeria. It utilises the professional expertise and experiences of the Kano, Kwara, Jigawa, Enugu, Lagos and Kaduna State Universal Basic Education Boards and supporting Civil Society Organisations. The work was coordinated by the Education Sector Support Programme in Nigeria (ESSPIN).

This document is issued for and can only be relied upon by the party which commissioned it to the extent set out in the terms and conditions of the commission. These materials were produced with UKaid technical assistance from DFID under ESSPIN.

© Cambridge Education Limited 2017

Contents

Acknowledgements 3
Welcome to the Social Mobilisation Officer Handbook 4

The Role of the Social Mobilisation Officer: Community Engagement in Basic Education 5

1. Who am I and what is my role? 5
2. What capacity, skills and knowledge do I need to do my job effectively? 7
3. Who are my partners in conducting social mobilisation for school improvement? 8
4. What overall changes do I expect to see? 9

Supporting and Monitoring School Based Management Committees: Linking Community and School 10

5. What is my role in working with School Based Management Committees? 10
6. How to support and monitor SBMC development 11
7. Monitoring: Gathering, Sharing and Using Information 15
8. SMOs and Inclusive Education (IE) 18
9. SMOs and School Development Planning (SDP) 19

Creating Space for Community Voice in School Improvement and Improved Accountability 20

10. SBMC Forums at LGEA and State Level and Forums of Traditional and Religious Leaders 20

Appendices 22

Appendix 1: 24
Appendix 2: 25
Appendix 3: 29

Welcome to the Social Mobilisation Officer Handbook

This Social Mobilisation Officer (SMO) handbook is designed as a reference guide for SMOs to consult as they engage with their professional and mobilisation roles and responsibilities. Throughout the school calendar year, SMOs lead on community mobilisation and social issues related to the school. They support the development of School Based- Management Committees, bodies instituted in Nigeria to link the community and school, act as the vehicle for community voice in school improvement, and strengthen school governance for improved learning of **all** children.

The handbook is intended for SMOs to support and stimulate social change in a community for school improvement and the education of all children in the community. The handbook will properly guide SMOs to strengthen community participation in School Improvement Programmes in each community they work with by supporting community members, teachers, Head Teachers, LGEA staff and other relevant stakeholders.

The emphasis is on the needed skills and the understanding of the concepts useful to community mobilisers. The focus for SMOs and those they work with is improving access and equity as well as quality of teaching and learning.

The Handbook does not attempt to repeat information which can be found in the 4 other key SBMC resources:

1. The state specific **SBMC policy guidelines**
2. The **SBMC Guidebook** (the training tool based on state specific policy guidelines which SMOs used to train SBMCs)
3. The **SBMC Training Manual** (the training tool used by State SBMC Master Trainers to train SMOs and CSOs)
4. The **SBMC Mentoring and Monitoring Pack** (The pack of follow-up mentoring and monitoring pack used by State SBMC Trainers with SMOs and CSOs, and by SMOs and CSOs with SBMCs)

It is therefore important that SMOs complement this Handbook with the reference materials above.

The Role of the Social Mobilisation Officer: Community Engagement in Basic Education

The Role of the Social Mobilisation Officer: Community Engagement in Basic Education

1. Who am I and what is my role?

I am a Social Mobilisation Officer (SMO) of the Department of Social Mobilisation (DSM) which is one department of the State Universal Basic Education Board (SUBEB).

The Department of Social Mobilisation, has an overall mandate concerned with mobilising communities to improve school governance, and to participate in, and advocate for school improvement.
It works closely with its sister Departments of School Services and Planning Research and Statistics amongst others.
I work together with School Support Officers and other SUBEB departments as well as Civil Society Organizations to ensure a joined-up and integrated approach to school improvement.

As an SMO, I am an agent of change and my **vision** is that our communities play a strong role in supporting all children to access quality education and to learn to the best of their ability. I support the goal that no child should be left behind in education.

My Department of Social Mobilisation has a mandate to:

- work with Local Government Education Authorities (LGEAs) to carry out community mobilisation, sensitisation and advocacy activities
- support the establishment and effective functioning of School Based Management Committees (SBMCs)
- design initiatives to promote access, enrolment, attendance, retention, and completion for all children
- develop community awareness on school health issues including HIV and AIDS
- inform communities of their rights and entitlements, and the Nigeria Child Right's Act
- design and implement a framework for Inclusive Education
- prepare strategies for donor support to basic education and manage relationships between SUBEB, donor agencies, philanthropists, development partners and community based organizations
- support LGEAs and communities to implement self-help projects
- implement communication initiatives through diverse media
- manage SUBEB's communication documents and resources
- utilise reports generated by SMOs and Civil Society Organizations, and School Support Officers for better education planning and budgeting.

These are the key areas of work that I am involved with as an SMO.

The Role of the Social Mobilisation Officer: Community Engagement in Basic Education

My own role, more specifically is to:

- create a synergy between the schools and communities to enhance collaboration and provide feedback on school improvement programmes
- support the implementation of programmes at school and community level including the 'self-help' programme
- develop a cordial relationship with community 'gate-keepers' and wider community members
- partner with Civil Society Organisations in the locality to support school improvement programmes, particularly the establishment, capacity development, mentoring and monitoring of School Based Management Committees
- support the conduct of SBMC, Religious and Traditional Leaders Forums at LGA/LGEA level as a platform for community voice and participation
- organise regular community feed-back meetings at school-community level
- write progress reports on schools visited and share these with schools, SBMCs and the Head of Section Social Mobilisation at the LGEA
- support the SBMCs in mobilising resources, enrolment drive campaigns and School development planning
- support inclusive practices which support the access and learning of all children in the school community
- support SBMC to participate in the School development planning processes in collaboration with the Head teacher and SSOs.

I recognise that communities are key partners in basic education service delivery. They know the terrain and the context of their school communities better than anyone else and this knowledge is key if our schools are to improve for all children.

I recognise that School Based Management Committees, which represent communities, are volunteers and therefore my role is one of a mentor and supporter.

I provide capacity development, I **mentor** and **monitor**.

I help to resolve problems which arise, and I provide information to my LGEA so that relevant support can be provided.

Through the participation of communities, I gain a better understanding of the kinds of school needs, and children's needs, which communities themselves cannot address.

2. What capacity, skills and knowledge do I need to do my job effectively?

I visit a maximum of 10 schools on a termly basis. Limiting my visits to this number of schools allows me to provide better quality support to each school than if I had a higher number.

Master SBMC Trainers in my state provide the necessary training to enable me to carry out my key roles and responsibilities in respect of SBMC development. This training is based on the **Federal SBMC Training Manual and Guidelines**.

The **skills** I require as an SMO include the following:

- how to 'enter' a community respectfully and effectively
- how to support a community to fairly elect and appoint SBMC members
- facilitation and presentation skills for SBMC capacity development workshops, SBMC mentoring visits, LGEA SBMC Forums, and supporting community feedback sessions
- how to listen and communicate effectively with communities and build positive relationships
- how to engage with the school and its teachers to support better learning for all children
- how to support the development and monitor implementation of the School Development Plan (SDP)
- how to involve women and children in school development and decision making processes
- conducting monitoring visits to schools, filling and summarising Social Mobilisation Officer Report templates
- analysis skills to be able to respond appropriately to information provided in the reports
- advocacy, negotiation, networking and lobbying skills
- how to manage change in school communities, especially when there may be resistance to change
- conflict management and resolution
- report and case-study writing, documentation.

Key **knowledge** areas I require and need to pass on to SBMCs include:

- inclusive education and gender
- resource mobilisation for school improvement and marginalised children
- child protection and participation
- advocacy and networking
- conflict management, resolution and communication
- school development planning
- financial management and retirement of funds
- documentation, minute-taking and report-writing.

Qualities that I must nurture:

- to be a truly effective SMO I need to have certain qualities. These include tolerance, patience and perseverance to enable me to work with a wide and diverse range of education stakeholders.
- I must be innovative, creative and flexible as the environments I work in are challenging and often remote, and my work may not always go to plan.
- an open, encouraging and transparent approach to my work is likely to help in achieving goals and objectives.

3. Who are my partners in conducting social mobilisation for school improvement?

First and foremost an SMO is a Government officer of the Department of Social Mobilisation, but to achieve quality education for all, working in partnership is key. SMOs work in partnership with the **schools** and **communities** they serve and strive for positive relations with **religious and traditional leaders** – the gate-keepers of the communities. In SBMC development SMOs work in partnership with local **Civil Society Organisations (CSOs)** to establish, train, mentor and monitor **SBMCs**. It is known as the CGP – Civil Society Government Partnership.

The benefit of working with CSOs in partnership includes the reach that local CSOs have into school communities, their knowledge and experience of the cultures and traditions of school communities, their skills and experience of community mobilisation and sensitisation, their ability to source additionally for support to school improvement from sources other than government, and their ability to conduct evidence-based advocacy, pointing to gaps in education provision and bringing community voice to education decision-makers.

Key stakeholders with whom SMOs must work closely include:

4. What overall changes do I expect to see?

As a result of the work that I do with communities and SBMCs I expect to see improvements to schools which will help all children to attend regularly and learn better. I expect that more children who were excluded from education, perhaps on the grounds of gender, ethnicity, wealth status, disability or a combination of these, will be in school and learning.

With community support and resources, much can be expected:

- increased community ownership of schools
- more children from diverse backgrounds attending school
- less children dropping out of school early
- families of girls delaying marriage for education
- improved school environments and infrastructure which support attendance and learning
- parents, traditional/religious leaders and community members engaging with the school and the local government education office for improved services. improved accountability
- schools which are safe for children to learn and school communities which take action on issues of child protection
- parents and teachers engaging on children's attendance, progress, well-being and achievement
- children participating in school life and influencing decisions which affect their education
- women playing a key role alongside men on school improvement and support to marginalised children
- improved learning outcomes for children in the longer term.

Supporting and Monitoring School Based Management Committees: Linking Community and School

Supporting and Monitoring School Based Management Committees: Linking Community and School

5. What is my role in working with School Based Management Committees?

Supporting and monitoring the development of School Based Management Committees (SBMCs) for improved school governance, better quality, inclusive schools and for increased accountability is a key aspect of my job as an SMO. SBMCs are instituted in Nigerian national policy and practice, they are situated within the Department of Social Mobilisation.

I work together with CSOs to deliver an initial programme of support to SBMCs after which I continue with my regular termly support to schools, calling on the CSOs as appropriate.

6. How to support and monitor SBMC development

Diagram 1 below shows the steps set out in state and federal SBMC policy guidelines for developing functional SBMCs in Nigeria. As an SMO I must know these steps well, particularly those which I am responsible to deliver (steps in blue).

1. Assessment and selection of qualified CSOs
   Training of SMOs and CSOs by State SBMC Master Trainers
2. Community entry, mobilisation and SBMC establishment/activation
3. SBMC Training
4. Orientation of SMOs and CSOs by State SBMC Master Trainers (for Mentoring visits 1-5)
5. Mentoring and monitoring visits 1-5
6. Orientation of SMOs and CSOs by State SBMC Master Trainers (for Mentoring visits 6-10)
7. Mentoring and monitoring visits 6-10
8. Review of mentoring and monitoring

Supporting and Monitoring School Based Management Committees: Linking Community and School

The Steps:

1. **Training of SMOs and CSOs by SBMC Master Trainers: preparation for community entry, SBMC establishment and SBMC training**

2. **Community Entry and SBMC Establishment conducted by SMO (with CSO support).** I should:

Enter the community respectfully

- Inform the Head Teacher who should also inform the School Support Officer, village/community leaders, community members including women and children and the PTA. Stress the importance of the initial visit and approach to the community.
- Agree with the Head Teacher on timing, venue, objectives and participants for the event.
- Prepare to conduct a mapping and stakeholder's analysis of the community which maps the key players including those with power to bring or influence change, ethics of engaging with the community, identifying community resources, culture and religious context.
- Ensure that community entry embraces cultural and traditional norms. Follow the guidance in the SBMC training manual, guidebook.

Support the establishment of the SBMC

- Based on the composition of the SBMC as set out in state-specific SBMC policy guidelines and guidebooks, facilitate the process of participants selecting SBMC members.
- Where a SBMC has already been established but is not functioning, activate it as per state SBMC policy guidelines.
- Form Women's and Children's SBMC Committees (approximately 20 in each) to enhance women and children's voice and participation.
- Mobilise and inform the stakeholders including women and children on the need to participate in school improvement; on educational rights and entitlements; on government education policy; on the benefit of girl-child education; and on child awareness protection, gender and inclusion.

3. **SBMC Training conducted by SMO (CSO support).** I should:

- Provide cluster level training to SBMCs over 5 days as per the state-specific SBMC Guidebook. This contains capacity development for SBMCs on topics such as how to conduct SBMC meetings, how to participate in school development planning, and how to manage school finances.

Supporting and Monitoring School Based Management Committees: Linking Community and School

4. Orientation 1 of SMOs (and CSOs) by SBMC Master Trainers: Preparation for Mentoring 1-5

5. Mentoring and Monitoring (1-5) of SBMCs conducted by SMO (with CSO)

- Conduct termly mentoring and monitoring visits to SBMCs (twice per term advised for the first 8-10 visits).
- Notify SBMCs and schools of visits in good time.
- Meet the SBMC and listen to their achievements, challenges and progress. Offer assistance in finding solutions to challenges.
- Use the Federal SBMC Mentoring and Monitoring Pack to provide 'top-up' training to SBMCs on each visit, including topics of inclusive education, gender, conflict resolution, change management, resource mobilisation, child protection and participation, advocacy, networking and communications.
- Sit with the SBMC and fill the SMO reporting template. Where criteria are not met, ask the SBMC how they intend to meet the criteria and what support they may need to continue to deliver on their roles and responsibilities.
- Agree on action points and arrange the next mentoring visit to the school community.

6. Orientation 2 of SMOs (and CSOs) by SBMC Master Trainers: Preparation for Mentoring 6-10

7. Mentoring and Monitoring (6-10) of SBMCs conducted by SMO (with CSO)

As per (v) above

8. Review of mentoring and monitoring conducted by SBMC Master Trainers with SMOs (and CSOs)

Table 1 on the following page shows how the mentoring and monitoring programme for SBMCs works over time. Each visit has a 'top-up' training session attached to it as well as routine monitoring using the SMO reporting template. The content for each 'top-up' session can be found in the SBMC Mentoring and Monitoring pack. Beyond 10 mentoring visits the Mentoring and Monitoring sessions can be used again as refresher training for SBMCs and also as new SBMC members come on board.

Each mentoring visit should be at least 3 hours in length, and should achieve the following:

- discussion of progress and issues arising since training or last mentoring visit
- delivery of additional training content, building on and consolidating initial SBMC training
- monitoring of SBMC progress using the SMO report template
- action planning for the next period.

Supporting and Monitoring School Based Management Committees: Linking Community and School

Table 1 below shows how the mentoring programme works in practice over time. Refer to the SBMC Mentoring and Monitoring Pack for the content to be covered on each visit, as follow-up to initial SBMC training. Civil Society Organisations identified in the state should support SMOs to conduct the first 10-12 mentoring and monitoring visits.

As an SMO I have to wear 3 'hats' as I conduct my work with schools and communities, and I have to balance these 3 roles to be effective. SMOs do not play an inspection role, nor are they supervisors. I play the role of a **mentor** who also **monitors** the activities of those that I mentor (SBMCs/Communities), and I am also a **facilitator**.

A Mentoring Approach

As a mentor I provide support, encouragement and constructive feedback to my 'mentees'. I share my views and discuss challenges with SBMCs to help SBMC members make the best decisions in supporting children and the school. The monitoring role, which involves for example gathering information and checking how well SBMCs are able to conduct their roles and responsibilities, must be balanced with the role of mentor. Balancing the two means engaging with, asking questions and listening to SBMC members on the challenges they face and assisting them to find the best way forward.

Table 1: Mentoring and monitoring of SBMCs over time

Timeframe
(mentoring visit once every 6 weeks for first 8 visits then termly thereafter)

Mentoring Visit	1	2	3	4	5	6	7	8	9	10
Orientation for CGP by Master Trainers to prepare for mentoring visits 1 – 5 (should cover Chapters 1-3 of this guide and Mentoring visits 1-5)										
Visit 1										
Visit 2										
Visit 3										
Visit 4										
Visit 5										
Orientation for CGP by Master Trainers to prepare for mentoring visits 6 – 10										
Visit 6										
Visit 7										
Visit 8										
Visit 9										
Visit 10										
1-day Review of mentoring programme (Master Trainers and CGP)										

7. Monitoring: Gathering, Sharing and Using Information

SMOs are in a unique and critically important position. By seeing what good work a particular SBMC is doing, and by sharing that with other schools, I can help everyone to improve. By sharing my knowledge with other SMOs, I can help their schools to improve. By sharing successes and challenges with LGEA management, across all departments, I can find more support for my schools and also have an impact on schools across my LGEA and State. Support to schools can be much improved if SSOs and SMOs work together. As an SMO I may be able to provide crucial information to an SSO linked to teacher support and learning. An SSO may provide information to me as an SMO on children's progress and learning, which I can follow up with SBMCs, parents and community members.

As well as monitoring and reporting on SBMC development, SMOs also provide reports on special briefs and intervention programmes such as 'self-help' programmes and donor interventions in schools. Guidelines for SMOs on supporting self-help programmes are provided by the Universal Basic Education Commission (UBEC) at federal level.

How do I monitor SBMC development?
As an SMO I use the SMO reporting template (see appendix 1) to collect information on SBMC progress and functioning against key SBMC roles and responsibilities which are set out in state-specific and federal SBMC policy guidelines. Detailed step-by-step instructions on how to fill the SMO report templates are contained in the SBMC Mentoring and Monitoring Pack and are supplied as guidance notes with the SMO reporting template.

a) **At school level** I hold discussion with SBMCs to agree on whether they have MET or Not Met criteria related to communication and networking, finance management, resource mobilisation, monitoring of teacher attendance and punctuality, school development planning, participation of women and children, and inclusive education.

   I then work out overall whether the SBMC meets the criteria for a 'functional SBMC' which 'takes measurable actions based on the concerns of women and children', and which 'supports inclusive education'. The template also asks SBMCs to estimate enrolment into schools as a result of their action, and to estimate amounts of resources mobilised (in cash, in kind, by donation) by school communities.

Supporting and Monitoring School Based Management Committees: Linking Community and School

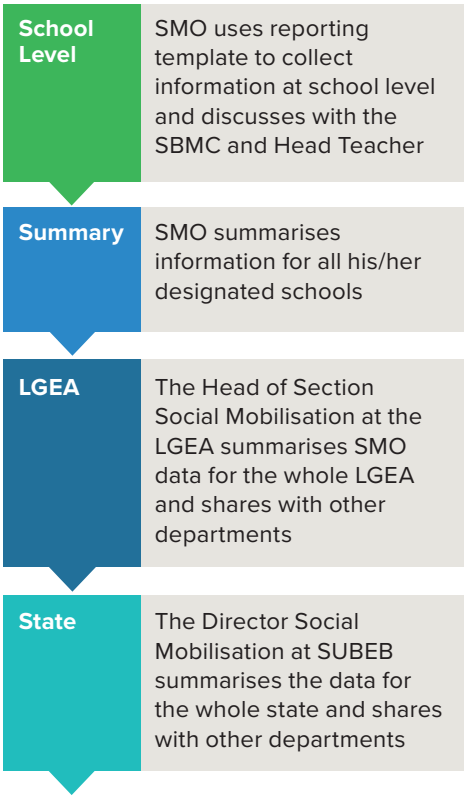
b) I collect data across all my designated schools and then compile a summary spreadsheet for submission to the LGEA.

c) I then pass the summary reports to the **LGEA** where they are summarised for all schools in the LGEA

d) The LGEA summaries are passed up to **SUBEB at state level** for the compilation of a state SBMC summary report.

e) Analysis of the reports generated by SMOs can direct LGEAs or SUBEB at state level to provide the appropriate response/resources to a need or challenge in a school community, based on accurate information and evidence.

Diagram 2: SBMC Monitoring System



Supporting and Monitoring School Based Management Committees: Linking Community and School

Qualitative Information in the SMO Report
The SMO report template provides space in each section for narrative commentary as per example below:

Section 1: Information on functional SBMCs against criteria (General SBMC roles and responsibilities)
SBMC Communication Reporting - narrative (provide examples of SBMC partnerships with other organisations/CBOs) please refer to supporting CSO / CBO at the background information)

This commentary may constitute examples or comment related to the specific criteria. For example, if a school report states that the SBMC is communicating well and developing partnerships with other SBMCs or community based organisations, the narrative section might describe who the SBMC is partnering with and how the partnership is contributing to school improvement and education for all children. This kind of qualitative information is very useful to document for Departments of SUBEB.

The SMO report template also has a page for the provision of case-studies which document as learning and evidence, experiences of SBMCs, teachers, women and children in supporting school improvement. Capacity development for SMOs includes the writing of case-studies and the documentation of more qualitative information/evidence. The SMO template lays out key case study headings to support SMOs. Case studies can help us to document the impact of our interventions, providing and articulating a deeper understanding of how our intervention affects those that it intends to benefit.

Using SMO and SSO data for integrated planning: Any response from the LGEA or SUBEB based on the information in the reports will be more holistic if the SMO reports are read alongside those of the School Support Officers, because combined they provide key information on the broader needs and challenges faced by schools and the children who attend them. Information collected in the SMO report is also useful for the School Services Department, and information collected by the School Support Officers of the School Services Department is useful to SMOs and the Department of Social Mobilisation. Sharing information in this way promotes an **integrated approach** to school improvement. Analysis of both SMO and SSO reports, as well as the more qualitative reports which the CSOs submit to SUBEB will help Departments of Planning to develop more relevant, well targeted, and holistic plans for future support to schools.

School development plans, also submitted to LGEAs, are another good source of information for planning departments to use with SSO and SMO reports, as analysed together they highlight common challenges faced across school communities for government response. They lead to government being able to base their decisions and resource allocations on solid information directly from schools and communities.

8. SMOs and Inclusive Education (IE)

Inclusive education is about minimising the barriers to learning for all children irrespective of their background and it cuts across all departments of SUBEB. It is therefore a key area of my support to SBMCs and of SSO support to teachers and head teachers. I provide capacity development to SBMCs on what inclusive education is and help them to identify the role that they can play in supporting all children to be in school and learning. I support them to plan and implement inclusive education practice in the school and community and then I monitor progress and offer further support. The capacity development session on inclusive education which is delivered during mentoring can be found in the **SBMC Mentoring and Monitoring Pack**.

During mentoring I facilitate a session with the SBMCs to identify which children in the community are out of school, or have dropped out, the reasons for their exclusion, and the role that the SBMC can play in getting these children into school with regular attendance. I also highlight to SBMCs that there are children who are IN school but may not be learning well and discuss with the SBMC how to identify these children and how to work with the teachers and head teacher to support them to participate and achieve.

When conducting monitoring of SBMC progress I use the SMO report template to check how well SBMCs are doing in: a) addressing exclusion and drop-out, b) how they are acting to ensure that the school is a safe, protective space in which all children can learn, and c) how they are encouraging parents to engage with the school on children's well-being, progress and learning.

9. SMOs and School Development Planning (SDP)

I provide capacity development to SBMCs on the subject as they are major contributors to the plan, and they then monitor its implementation and provide feedback to the community on progress.

I also need to engage with the Head Teacher and the SSO who visits the schools to ensure that the SBMC are fully and properly included in the SDP process as per state SBMC policy guidelines.

The community through the SBMC are crucial to the SDP process because of the in-depth knowledge of context they bring to planning, and their role and capacity to mobilise resources and generate support for the implementation of the plan.

Analysis of SDPs when submitted at LGEA level highlights to my senior colleagues, the most important needs of the schools in the area and where there are resource gaps that communities alone cannot fill. **Appendix 3** shows the SDP format.

Creating Space for Community Voice in School Improvement and Improved Accountability

10. SBMC Forums at LGEA and State Level and Forums of Traditional and Religious Leaders

As an SMO I give time to listen to SBMC members who visit my office at the LGEA. They may come to provide information useful to education officers at the LGEA, or to make requests for items included in School Development Plans, which communities alone cannot provide. I may not have the answer or be able to resolve the problem, but I listen nonetheless and document the meeting for future reference. I also make sure that I take time to listen to what women and children are saying if they come, or during my routine visits to schools, and I follow up with SBMCs to ensure that they are listening to and taking action on concerns raised by women and children.

I support SBMCs to organise **SBMC forum** events at cluster level in their own locality (once or twice per year), or at LGEA and even state level. Matters discussed in such forums are important if Nigeria is to fully realise community participation in school governance and improvement, and education for all.

Forums present an opportunity for SBMCs to identify and articulate common concerns linked to education and school improvement to government, as well as to community based organisations, the traditional and religious institutions, businesses and other private organisations and individuals. A wide and diverse range of stakeholders should be invited to such events.

I also support annually the organisation of **Forums for Traditional and Religious Leaders**, the 'gate-keepers' of the community to come together with government and other stakeholders to discuss education. The traditional and religious institutions have the potential to greatly influence the improvement of schools in their locality, and the delivery of quality inclusive education. They can provide crucial information on education challenges in their area and they can help in finding solutions which will work in the context, they can mobilise resources, they can support SBMCs to manage change related to social, traditional and cultural practice, and they can lead on campaigns to ensure that all children are in school and learning. As such they are critical stakeholders for SMOs to engage with.

Appendices

Appendix 1

Appendix 1: School Level SMO Report Template

SBMC Monitoring Tool for Social Mobilisation Officers

School background information and SBMC composition (membership and training received)			
STATE:	LGEA:		
School code:	School name:	Name of Head Teacher:	
Address:	Location of school: Rural ☐ Urban ☐		
Name of supporting CSO/ CBO if any:	Name of SBMC Chair:	Year SBMC was established:	
Composition of SBMC membership by sex: Male: ( ) Female: ( )			
Complete each box on each visit		Yes	No
Has SBMC been trained (basic training e.g role and responsibility)?			
How many have been trained? Male: ( ) Female: ( )			
Number of mentoring visits this term:	Date of last visit:...../...../.....	No. of visits this year:.....	

Section 1 – Information on functional SBMCs against criteria (general SBMC roles and responsibilities)		
SBMC communication reporting – narrative (provide examples of SBMC partnerships with other organisations/CBOs) please refer to supporting CSO/CBO at the background information		
Complete each box on each visit	Yes	No
SBMC communicating and developing partnerships with other SBMCs, CBOs and organisations		
Clear financial records kept by SBMC		
Financial records shared with community		
SBMC resource mobilisation and grant utilisation – narrative (provide examples of the kind of resources mobilised, grant accessed, direct funding to school by government, the source and how they have been used)		
Complete each box on each visit	Yes	No
SBMCs mobilising resources (time, funds, labour, equipment) for school improvement, marginalised and vulnerable groups of children		
SBMCs making requests to LGEA and SUBEB for support to schools which cannot be provided at community level		
Structure to handle administrative and financial matters in place by SBMC		
Funds are utilized based on priority as indicated in the School Development Plan (SDP)		

Appendix 1

Funds mobilised by SBMC					
How much money has been mobilised by SBMC this term?					
How much money in total has SBMC mobilised since beginning of this school year?					
School development planning, monitoring and evidence of implementation – narrative					
Complete each box on each visit				Yes	No
The SBMC is involved in the school development planning process					
The SBMC is monitoring progress of implementation of the School Development Plan and providing feedback to the wider community quarterly					
SBMC reviews the School Development Plan annually					
Evidence of implementation of at least 2 actions from the School Development Plan					
School Development Plan has activity/activities addressing girls enrolment/retention					
Community Participation and mobilisation – narrative (provide examples of what is happening as the result of SBMC monitoring of teaching and learning)					
Complete each box on each visit				Yes	No
The SBMC visits the school regularly to observe, monitor and support teaching and learning					
The SBMC monitors teacher's and pupils' attendance at least monthly					
SBMC takes action to address irregular attendance and absenteeism of Head teacher, teachers and pupils					
SBMC holds meetings at least 4 times a year (on a quarterly basis)					
Section 1: Highest possible score is 16. **A score of 11 and above = MET** **A score of 6-10 = PARTIALLY MET** **A score of 0-5 = NOT MET**	Score	Circle which applies	**Met**	**Partially Met**	**Not Met**

Appendix 1

Section 2 – Information on the participation of women against criteria					
Section 2: Participation in SBMCs – narrative (provide examples of the concerns which women are raising at SBMC meetings and how these are being addressed, and actions that women are taking to support schools and children)					
Complete each box on each visit				Yes	No
SBMC communicating and developing partnerships with other SBMCs, CBOs and organisations					
Clear financial records kept by SBMC					
Financial records shared with community					
Number of SBMCs where Women's SBMC Committee are taking actions to improve the school and support children					
Section 2: Highest possible score is 4. **A score of 3 or more = MET** **A score of 2 means = PARTIALLY MET** **A score of 1 or less = NOT MET**	Score	Circle which applies	**Met**	**Partially Met**	**Not Met**

Section 3 – Information on the participation of children against criteria					
Section 3: Participation in SBMCs – narrative (provide examples of the concerns which children are raising at SBMC meetings and how these are being addressed and actions that children are taking for school improvement)					
Complete each box on each visit				Yes	No
Children's SBMC committees are formed and active in SBMC					
Child members attend all SBMC meetings					
SBMC **can give evidence** of concerns raised by children's SBMC committee at SBMC meetings and action taken					
Number of SBMCs where children's SBMC Committee are taking actions to improve the school and support children					
Section 3: Highest possible score is 4. **A score of 3 or more = MET** **A score of 2 means = PARTIALLY MET** **A score of 1 or less = NOT MET**	Score	Circle which applies	**Met**	**Partially Met**	**Not Met**

Appendix 1

Section 4 – collects information on the role of the SBMC/community in promoting inclusive education					
Section 4: Access and Inclusion – narrative (provide examples of actions SBMC has taken to support inclusive education)					
Complete each box on each visit				Yes	No
SBMC mobilising the community to support the access of all children to school (girls, boys, nomadic children, children affected by disability etc)					
SBMC monitoring children's drop-out from school, the cause of it and communicating this to school and community					
SBMC and Head Teacher taking action to address and report child protection issues in and around the school (violence, bullying, harassment)					
SBMC encouraging interaction between parents and the school on children's well-being and progress					
Section 3: Highest possible score is 4. **A score of 3 or more = MET** **A score of 2 means = PARTIALLY MET** **A score of 1 or less = NOT MET**	Score	Circle which applies	**Met**	**Partially Met**	**Not Met**

Appendix 1

Additional Information Section: Enrolment, Drop-Out and Attendance
There are 3 tables below. The first captures estimated enrolment and the second children returned to school, both as a result of SBMC action. The third captures attendance on the day of the monitoring visit against enrolment data.

Total number of children who are newly enrolled in school due to SBMC action			Children affected by disability			Children unable to pay costs such as levies (e.g uniform, book, etc)			Children from ethnic minority			Other (please state)		
Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total

Estimated number of school drop-out children who returned to school due to SBMC action			Children affected by disability			Children unable to pay costs such as levies (e.g uniform, book, etc)			Children from ethnic minority			Other (please state)		
Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total

Total number of teachers in the school by sex			Number of teachers present on the day of visit		
Female	Male	Total	Female	Male	Total

Number of pupils enrolled in this school (P1-P6)			Number of pupils present on the day of visit		
Female	Male	Total	Female	Male	Total

GENERAL REMARKS / OBSERVATIONS/ BEST PRACTICE/ ISSUES				
OVERALL SCORE for SBMC MET on all Sections 1-4 = **Functional SBMC** MET on 2-3 out of 4 sections = **Partially Functional** 0-1 sections MET = **Not Functional**	Circle which applies for this SBMC:	**FUNCTIONAL**	**PARTIALLY FUNCTIONAL**	**NOT FUNCTIONAL**
SBMC chairperson Signature:	SBMC chairperson phone no:			
Head Teacher's Signature:	Head Teacher's phone no:			
Enumerator's Name:	Phone Number:			
Signature:	Date:			

Appendix 2

Appendix 2: Summary Report SMO Template

SMO Summary Report (Summary of all schools covered by SMO)

STATE:	LGEA:	Cluster:
Number of Schools Monitored:	Supporting SMO:	
Period of Visit (Months/Year):	Date of Report:	

Section 1: General SBMC roles and responsibilities	Complete box for all schools visited
SBMC communication and reporting narrative Comments (summary of key points):	

Complete box for all schools visited	Number
Number of SBMC communicating and developing partnerships with other SBMCs, CBOs and organisations	
Number of SBMCs able to produce clear financial records kept by SBMC	
Number of SBMCs sharing financial records with community	
SBMC resource mobilisation and grant utilisation narrative (provide examples of the kind of resources mobilised, grant accessed, direct funding to school by government, the source and how they have been used) Comments (summary of key points):	

Complete box for all schools visited	Number
Number of SBMCs mobilising resources (time, funds, labour, equipment) for school improvement, marginalised and vulnerable groups of children	
Number of SBMCs making requests to LGEA and SUBEB for support to schools which cannot be provided at community level	
Number of SBMCs that have structure to handle administrative and financial matters	
Number of schools that utilized funds based on priority as indicated in the SDP (Naira)	
Funds mobilised by SBMC	
Money mobilised by SBMC this term	
Money in total mobilised by SBMC since beginning of this school year	
School development planning, monitoring and evidence of implementation narrative Comments (summary of key points):	

Appendix 2

Complete box for all schools visited	Number
Number of SBMC involved in the school development planning process	
Number of SBMC monitoring progress of SDP implementation and providing feedback to the wider community quarterly	
Number of SBMC reviewing the SDP annually	
Number of schools where SBMC provided evidence of implementation of at least 2 actions from SDP	
Number of schools where SBMC had activity/activities addressing girls enrolment/ retention in SDP	
Community Participation and mobilisation narrative (provide examples of what is happening as the result of SBMC monitoring of teaching and learning) **Comments (summary of key points):**	

Complete box for all schools visited	Number
Number of schools where SBMCs visits regularly to observe, monitor and support teaching and learning	
Number of school where SBMC monitors teacher's and pupils' attendance at least monthly	
Number of schools where SBMC takes action to address irregular attendance and absenteeism of Head Teacher, teachers and pupils	
Number of schools where SBMC holds meetings at least 4 times a year (on a quarterly basis)	

Section 1 Score **Number of schools achieving MET, Partially MET (P/M) or Not MET:**	**Not Met**	**P/M**	**Met**

Section 2 – Information on the participation of women against criteria
SBMC communication and reporting narrative Comments (summary of key points):

Complete box for all schools visited	Number
Number of schools where women's SBMC committees are formed and active in SBMC	
Number of schools where women members attend all SBMC meetings	
Number of schools where SBMC can **give evidence** of concerns raised by women's SBMC committee at SBMC meetings and action taken	
Number of schools where Women's SBMC Committee are taking actions to improve the school and support children	

Section 2: Number of schools achieving MET, Partially MET (P/M) or Not MET:	Score	Circle which applies	**Met**	**Partially Met**	**Not Met**

Appendix 2

Section 3 – Information on the participation of children against criteria					
Section 3: Participation in SBMCs – narrative (provide examples of the concerns which children are raising at SBMC meetings and how these are being addressed, and the actions women are taking to support)					
Complete box for all schools visited					Number
Number of schools where children's SBMC committees are formed and active in SBMC					
Number of schools where child members attend all SBMC meetings					
Number of schools where SBMC can give evidence of concerns raised by children's SBMC committee at SBMC meetings and action taken					
Number of schools where Children's SBMC Committee are taking actions to improve the school and support children					
Section 3: Highest possible score is 4. **A score of 3 and above = MET** **A score of 2 = Partially Met** **A score of 0-1 = Not Met**	Score	Circle which applies	**Met**	**Partially Met**	**Not Met**

Section 4 – collects information on the role of the SBMC/community in promoting inclusive education					
Section 4: Access and Inclusion – narrative (provide examples of actions SBMC has taken to support inclusive education) Comments (summary of key points):					
Complete box for all schools visited					Number
Number of SBMC mobilising the community to support the access of all children to school (girls, boys, nomadic children, children affected by disability etc)					
Number of SBMC monitoring children's drop-out from school, the cause of it and communicating this to school and community					
Number of SBMC and Head Teacher taking action to address and report child protection issues in and around the school (violence, bullying, harassment)					
Number of Schools SBMC encouraging interaction between parents and the school on children's well-being and progress					
Section 4: Highest possible score is 4. **A score of 3 or 4 = MET** **A score of 2 = PARTIALLY MET** **A score of 0-1 = NOT MET**	Score	Circle which applies	**Met**	**Partially Met**	**Not Met**

Appendix 2

Additional Information: Enrolment and out-of school children If children have newly enrolled or returned to school due to SBMC activities, state numbers and which groups of children														
Total number of children who are newly enrolled in school due to SBMC action			Children affected by disability			Children unable to pay costs such as levies (e.g uniform, book, etc)			Children from ethnic minority			Other (please state)		
Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total

Estimated number of school drop-out children who returned to school due to SBMC action			Children affected by disability			Children unable to pay costs such as levies (e.g uniform, book, etc)			Children from ethnic minority			Other (please state)		
Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total

Total number of teachers in the school by sex			Number of teachers present on the day of visit		
Female	Male	Total	Female	Male	Total

Number of pupils enrolled in this school (P1-P6)			Number of pupils present on the day of visit		
Female	Male	Total	Female	Male	Total

OVERALL SCORE: **NUMBER OF SBMCS SCORING:**	**Met**	**Partially Met**	**Not Met**

GENERAL REMARKS / OBSERVATIONS/ BEST PRACTICE/ ISSUES	
Signature (SMO):	Date:

Appendix 3

Appendix 3: School Development Plan

(Based on School Self Evaluation SSE)

School Year:	Name of School:	EMIS Code:
Enrollment: Male	Female	Total:
LGA:	Town:	Street/Community:

Part 1: Funding - DFS/School Grants/Community Resources **Implementation** – School and SBMC

S/N	Activity	Resources Needed	Cost	Possible Sources of Funds	When will this be done	Who will be responsible	How will we know if the Activity is carried out
1							
2							
3							
4							
5							
6							
		Total _____					

Part 2: Funding - LGEA/SUBEB/MoE			**Implementation** – LGEA/SUBEB/MoE	
S/N	SSE Rating	Items Required	Quantity Required	Estimated Cost (If Known)
1	Priority 1			
2	Priority 2			
3	Priority 3			
4	Priority 4			
5	Priority 5			
6	Priority 6			
			Total Estimated Cost	

Signed: Headteacher_____ SBMC Chairman_____

camb-ed.com
esspin.org