



Mentoring and Training Pack for Supporting School Based Management Committees in Nigeria

Produced to support
SBMC development
in Nigeria

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esspin
Education Sector
Support Programme
in Nigeria



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Abbreviations

CBO	Community Based Organisation
CGP	Civil Society and Government Partners
CSO	Civil Society Organisation
DSM	Department of Social Mobilisation
ESSPIN	Education Sector Support Programme in Nigeria
LGA	Local Government Authority
LGEA	Local Government Education Authority
NGO	Non-Governmental Organisation
SBMC	School Based Management Committee
SMD	Social Mobilisation Department
SMO	Social Mobilisation Officer
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission

Welcome

This guidance pack is for SBMC trainers and mentors using the federally approved SBMC training and development process developed with support from the ESSPIN programme, and replicated across Nigeria.

If you are reading this guide, you are going to be working with School Based Management Committees (SBMCs) in Nigeria. You will either be a Master SBMC Trainer at state level, part of the Local Government Education Authority (LGEA/ Social Mobilisation Department), or you will be part of a civil society organisation partnering with government to support SBMC development (CSO). This guide is for the Master SBMC Trainers and the CSOs and Government Partners – the people mentoring and training SBMCs to help them deliver on their State’s SBMC Policy guidelines.

SBMCs exist to improve schools and make it easier for more children to get an education. People like you are in the front line of this work. You will be helping people in SBMCs and in government use their energy to make education far better for everyone. You will be a vital link person - especially between local government and SBMCs, and between all the SBMCs in your area. This guide gives you information to help you do this job, and gives you the basis of several top up training sessions to give SBMCs extra training in important areas. For more on SBMC roles, look at your State SBMC Guidebook.

The mentoring programme for SBMCs offers the following:

.....
Reinforcement of the training received using the SBMC guidebook and manual.

.....
Further development of areas mentioned in the guidebook but not described in detail. This includes the formation and functioning of SBMC committees to support the voice of women and children, child protection, inclusive education and relationship and change management.

.....
Additional support as may be requested by SBMCs themselves during the programme.

.....
Provision of support based on observations/monitoring of SBMC progress made during training and mentoring visits.

What does this guide tell you?

This guide is your manual for the period after an SBMC has received its initial training, until the point at which you are able to support SBMCs regularly on your own. It is a follow-up to and builds upon the SBMC Training Manual.

The guide tells you how to provide the next phase of support to SBMCs after initial training: how to provide mentoring and further training for SBMCs to improve education in their communities. It also covers the steps involved in monitoring SBMCs, to make sure that they get the support they need. The contents of this guide are based on a programme of training and support provided by the ESSPIN programme in six states of Nigeria during 2010 - 2012.

This guide contains:

.....
Explanations of your role as a mentor and trainer for SBMCs

.....
Important messages about education for you to communicate to SBMC members

.....
Detailed training activities for you to follow with SBMCs, which will strengthen important SBMC skills and knowledge.

Overview - what will this guide help you to do?

Let's remind ourselves of what we are aiming to do in supporting SBMCs. We want to encourage people to come together and make the best improvements possible for all children's education. We want SBMCs to be able to work enthusiastically together for many years, and to make dramatic improvements to children's education. We know that, to do this, many SBMCs will need plenty of initial training, and regular support visits to encourage and advise them. The encouragement, training and advice you give to SBMCs will make a huge difference to their ability to help children's education.

We have found that SBMCs in Nigeria need help to understand and act on several important issues. SBMCs will have already had initial training on many issues, but they will need longer term training and advice to become confident in responding to the more complex and demanding issues around children's education.

These more complex areas, in which SBMCs are likely to need longer term support, are:

.....
How to get more money into the school - from inside the community and outside it. This is covered in the first chapter of Section Two: 'Resource Mobilisation'.

.....
How to listen to women's and children's ideas for improving education. This is covered in 'Women's and Children's Participation'.

.....
How to keep children safe and well cared for, so that they can do well at school and come to school easily. This is covered in the 'Child Protection' chapter.

.....
How to get schools working well for all children, particularly those who face the biggest problems in life and with education. This is covered in 'Inclusive Education'.

How we support SBMCs is important, as well as what we help SBMCs to do. Advice on how to support SBMCs for the longer term is covered in the first two chapters of this guide.

Section 1:

The first chapter covers mentoring and monitoring of SBMCs. SBMC mentors need to help SBMC members identify and solve problems in a sustainable way. Mentors also need to be able to check and monitor SBMCs' work, so that they can help them to improve, and tackle any problems before they get too serious.

The second chapter covers reporting on SBMCs. SBMCs mentors will need to report on SBMCs' work, so that they can show money spent on supporting SBMCs is being well used. Sharing information through reports on how SBMCs are working is likely to show that supporting SBMCs is leading to improvements in children's education. Reporting on SBMC work should encourage support and funding for SBMCs to spread further to other communities. At the same time, it is important to report on the needs and issues which SBMCs are raising around children's education.

The third chapter is about the process of managing change. These are important skills for all involved in SBMC development: the Department of Social Mobilisation at SUBEB and LGEA, the State Master SBMC Trainers, the civil society and government partners, and the SBMCs including their women's and children's committees.

Section 2:

Section 2 provides the content for each of 8 mentoring visits.

How does the mentoring programme look across time?

The table below shows how the mentoring programme works in practice.

	Timeframe (mentoring visit once every 6 weeks for first 8 visits then termly thereafter)							
Mentoring Visit	1	2	3	4	5	6	7	8
Orientation for CGP by Master Trainers to prepare for mentoring visits 1 – 4 (should cover Chapters 1-3 of this guide and Mentoring visits 1-4)								
Visit 1								
Visit 2								
Visit 3								
Visit 4								
Orientation for CGP by Master Trainers to prepare for mentoring visits 5 – 8								
Visit 5								
Visit 6								
Visit 7								
Visit 8								
1-day Review of mentoring programme (Master Trainers and CGP)								

For the first 8 visits it is necessary to provide quite intense follow-up support to SBMCs to help them to keep up the momentum following training. Thereafter, visits can become once per term or as per the routine SMO monitoring schedule set out by the Department of Social Mobilisation. CSO support is also more intense during these initial 8 visits with SMOs gradually taking more and more of the lead role as time goes on. By the end of the initial 8 visits SMOs should be ready to continue the mentoring and monitoring process with more occasional support, as per state policy, from the CSOs.

Whilst SBMC training takes place in clusters, **mentoring involves the CGP teams visiting each school directly with 1 day allocated per school.** So the amount of time it takes to complete the mentoring programme will depend on the number of schools each CGP has to cover. In the ESSPIN pilot programme CGPs across 6 states visited on average 30-40 schools each. Some covered less, some more depending on CSO and government officers' capacity. For those with more schools it took 12-18 months to complete the process.

How to use this guide

1.

Read Section One and make a plan for your first visits to SBMCs. Make sure you have a checklist of actions ready to take with you to your first visit, and a notebook to record your visits. Print off or photocopy the reporting formats in Section One, Chapter Two, and bring them with you. Afterwards, always share a brief report of the progress and challenges found during your visits with your colleagues and superiors.

2.

Read and practise the relevant training session in Section Two for your upcoming visit. Although this guide is written in English, **you will need to deliver the training and discussions with SBMCs in local language**, so that everyone can understand.

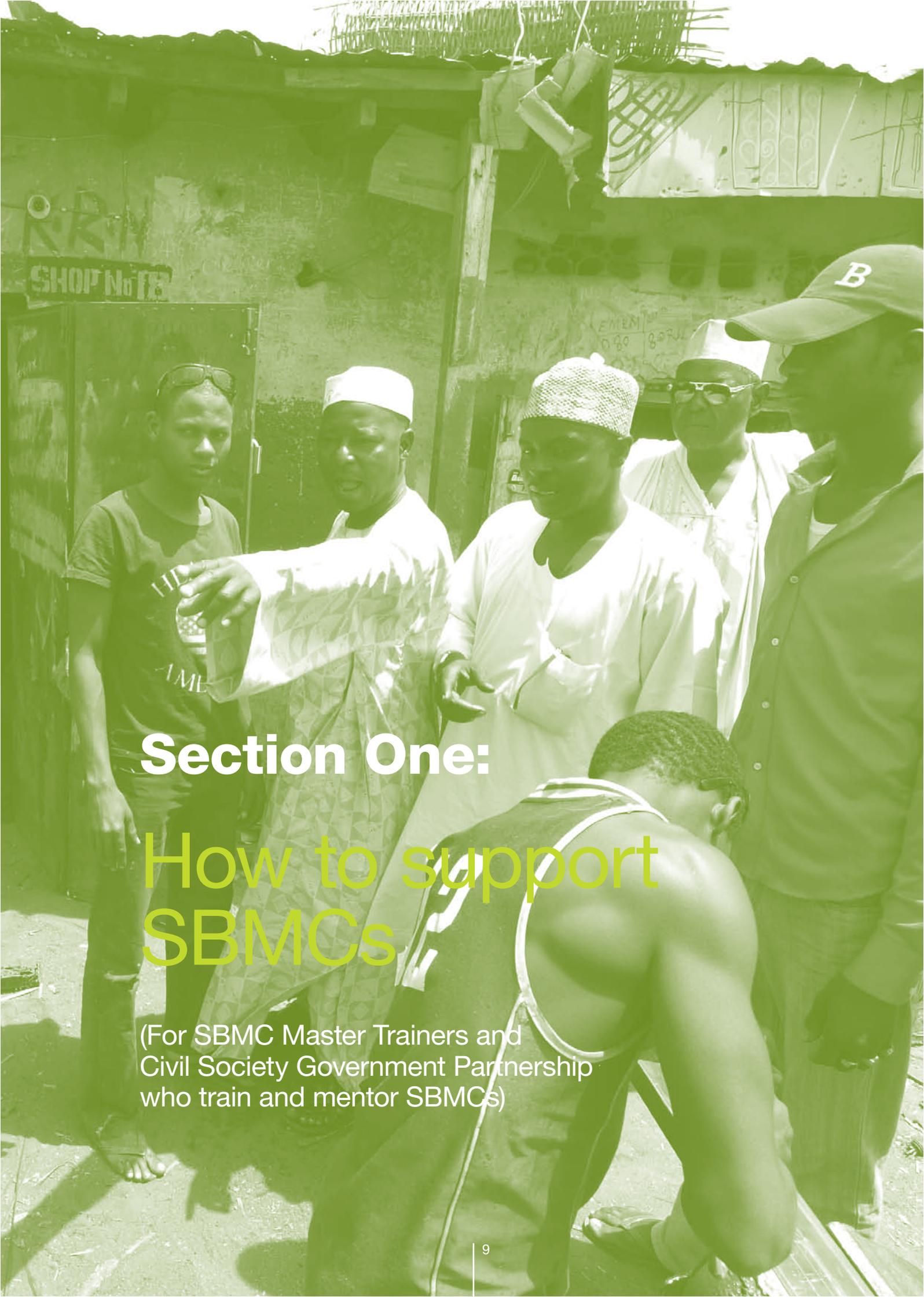
3.

Prepare any **training materials** you may need (always flipchart, writing paper, marker pens and biros/pencils - sometimes you will need to photocopy information sheets or present them on flipcharts or a data projector). You will also need to **find out whether all SBMC members can read English or a local language**. If they can all read English, you can present and distribute the English materials in this manual. If they all read a local language, you will need to prepare and distribute local-language versions of the handouts. **Note:** Where the instructions say 'give out handouts', if you think anyone will have difficulty reading the handouts, tactfully arrange for a member of the group to quietly read the handout to them.

Core content for mentoring visits:

The content of all mentoring visit sessions is important and based on the SBMC Guidebook. SBMCs have a key role to play in supporting all children to attend and stay in school and to make sure they are safe in and around the school. They also have to continually manage a process of change in their community, and so communication, relationship and conflict management skills are also important along with resource mobilisation. It is difficult to prioritise one topic over another. It is suggested that 8 mentoring visits are the minimum that each SBMC should receive to help it become fully functional, and that Inclusive Education and Child Protection are foundational. Therefore if there has to be any prioritisation of content or variation in numbers of mentoring visits by state, these two sessions should not be missed amongst those selected.

However all sessions support each other and it is advisable that all are covered as the core follow-up support to SBMCs. Thereafter, social mobilisation staff can decide in collaboration with supporting CSOs which sessions to re-visit from the SBMC Guidebook and training manual, for example School Development Planning, finance management etc.



Section One:

How to support SBMCs

(For SBMC Master Trainers and Civil Society Government Partnership who train and mentor SBMCs)

Introduction

This section gives all the basic information needed for SBMC Master Trainers and CGPs to start mentoring SBMCs and providing long term training and support.

It should be used to provide initial training of trainers for SBMC mentors by Master Trainers before they begin SBMC mentoring and longer term training.

Each chapter can also be read by mentors and trainers before they start mentoring SBMCs. Chapters can be used as reference material by mentors while they are preparing for mentoring or longer term training sessions, to remind

How to conduct mentoring visits

Most visits will be at least 3 hours. Each visit you make to an SBMC should have this structure:

.....
discussion of previous progress and issues

.....
training activities and messages on an important theme for SBMCs linked to roles and responsibilities as set out in the State policy

.....
action planning for the next period.

.....
Make notes of your discussions and plans with each SBMC.

.....
After training, you can spend more time on your visits to SBMCs on discussing progress, offering advice and follow up planning - both for yourself with government colleagues and with SBMCs.

Use this table as a guide to which issues you should cover with each mentoring visit.

Mentoring Visit	Key content & materials
1. Getting Started on Mentoring What the SBMC should expect from CGP mentoring SBMC Roles and Responsibilities refresher SBMC Documentation SBMC Committees to create space for women's and children's participation in education and school improvement Do the following on each visit: Ensure that all SBMC members including women and children are present as far as possible Enquire on achievements and challenges since training Provide advice and relevant support to SBMCs based on challenges met Check that SBMCs have recorded minutes of meetings and updated financial records

<p>2. Making the voice of women and children heard</p>	<p>Listening to women and children</p> <p>The benefits of women's and children's participation</p> <p>Creating space for women's and children's participation</p> <p>Materials required:</p> <p>Mentoring package materials for Visit 4</p> <p>SBMC Guidebook</p> <p>SMO report format and guidelines</p> <p>Do the following on each visit:</p> <p>Check whether all SBMC members including women and children are present; discuss ways to improve attendance</p> <p>Enquire on achievements and challenges since last visit</p> <p>Provide advice and relevant support to SBMCs based on challenges met</p> <p>Check that SBMCs have recorded minutes of meetings and updated financial records</p>
<p>3. Resource Mobilisation and SBMCs</p>	<p>What is resource mobilisation</p> <p>Resource mobilisation cycle</p> <p>Using resources to support school plans</p> <p>SMO report format and guidelines</p> <p>Materials required:</p> <p>Mentoring package materials for visit 3</p> <p>SBMC Guidebook</p> <p>SMO report format and guidelines</p> <p>Do the following on each visit:</p> <p>Check whether all SBMC members including women and children are present; discuss ways to improve attendance</p> <p>Enquire on achievements and challenges since last visit</p> <p>Provide advice and relevant support to SBMCs based on challenges met</p> <p>Check that SBMCs have recorded minutes of meetings and updated financial records</p>

<p>4. Protecting children in the community and school</p>	<p>Child protection and children's learning</p> <p>Protection issues children face in school and community and their impact</p> <p>Who is responsible for child protection?</p> <p>The SBMC and child protection</p> <p>Materials required:</p> <p>Mentoring package materials for visit 5</p> <p>SBMC Guidebook</p> <p>SMO report format and guidelines</p> <p>Do the following on each visit:</p> <p>Check whether all SBMC members including women and children are present; discuss ways to improve attendance</p> <p>Enquire on achievements and challenges since last visit</p> <p>Provide advice and relevant support to SBMCs based on challenges met</p> <p>Check that SBMCs have recorded minutes of meetings and updated financial records</p>
<p>5. Communications Conflict resolution and change management</p>	<p>Good and bad communication</p> <p>Understanding and resolving conflict</p> <p>Materials required:</p> <p>Mentoring package materials for visit 2</p> <p>SBMC Guidebook</p> <p>SMO report format and guidelines</p> <p>Do the following on each visit:</p> <p>Check whether all SBMC members including women and children are present; discuss ways to improve attendance</p> <p>Enquire on achievements and challenges since last visit</p> <p>Provide advice and relevant support to SBMCs based on challenges met</p> <p>Check that SBMCs have recorded minutes of meetings and updated financial records</p>

<p>6. Inclusive Education</p>	<p>What do children need to learn well?</p> <p>Barriers to access</p> <p>Presence in school, participation and achievement</p> <p>Materials required:</p> <p>Mentoring package materials for visit 6</p> <p>SBMC Guidebook</p> <p>SMO report format and guidelines</p> <p>Do the following on each visit:</p> <p>Check whether all SBMC members including women and children are present; discuss ways to improve attendance</p> <p>Enquire on achievements and challenges since last visit</p> <p>Provide advice and relevant support to SBMCs based on challenges met</p> <p>Check that SBMCs have recorded minutes of meetings and updated financial records.</p> <p>Present certificate of completion of training (see Visit 6, Section 2).</p>
<p>7. Building relationships and SBMCs</p>	<p>Relationship building and networking</p> <p>Building good working relationships/leadership skills</p> <p>Building community support</p> <p>Materials required:</p> <p>Mentoring package materials for visit 1</p> <p>SBMC Guidebook</p> <p>SMO report format and guidelines</p> <p>Do the following on each visit:</p> <p>Ensure that all SBMC members including women and children are present as far as possible</p> <p>Enquire on achievements and challenges since training</p> <p>Provide advice and relevant support to SBMCs based on challenges met</p> <p>Check that SBMCs have recorded minutes of meetings and updated financial records</p>

8.
School Development
Planning and
Community
Feedback

Review of School Development Planning process

Refresher on responsibilities of SBMCs in SDP process

Review of Community Feedback on SBMC meetings and monitoring of school development plan

Materials required:

SBMC Guidebook

Sample SDP if available

Flip chart

Marker pens

Chapter 1

Mentoring and monitoring

This section is for use by **Master Trainers** who are delivering training to SMOs and other local government staff or Civil Society Organisations supporting SBMCs. Master Trainers should make sure they are fully familiar with the content and session organisation before facilitating the sessions with the CGP.

There are questions and information that will need to be prepared on flipchart prior to leading discussions with the CGP.

Step 1:

Facilitator: Ask participants to work in small groups of 3 or 4. Ask the following (write on flipchart):

As you will be both **monitoring** and **mentoring** SBMCs to help them do a better job:

.....
How would you define the word 'Monitoring'?

.....
What does monitoring involve?

.....
When have you been monitored by others?

.....
Was it a useful experience?

.....
What would you like from someone who is monitoring you?

.....
How would you define the word 'Mentoring'?

.....
Have you ever been mentored?

.....
Was it a helpful experience for you?

.....
What would you like from someone mentoring you?

Let one group feed-back – and the other groups add if anything is missed.

Ask participants to take a look at these definitions of monitoring and mentoring.

Ask:

.....
Do you agree with them?

.....
Do these definitions match your experience?

SAY: These are the definitions of monitoring and mentoring that we would like you to use while working with SBMCs.

Mentoring is supporting and encouraging people to manage their own learning, so that they improve their performance. There is never a hierarchy in a mentoring relationship.

Monitoring is systematic and purposeful observation to check on progress, usually against some standards or targets.

Highlight the following ideas to participants to think about or discuss:

Monitoring is simply gathering information – it is not making a judgement or saying progress has been good or bad.. This information may be used later for evaluation (making a judgement: did the work go well or poorly?).

There can be mentoring in a relationship where there is usually a hierarchy (e.g. boss – employee, teacher – pupil). **BUT** at the point of the mentoring, **that hierarchy must be put to one side. The mentor and the person being mentored should feel on the same level, working side by side on the issues that have come up.**

The person being mentored needs to feel free to share problems and concerns and **shouldn't feel intimidated**. The person being mentored should be encouraged to come up with their own ideas, **not to expect the mentor to know all of the answers.**

The mentor and person being mentored work together – the mentor does not provide all of the answers. **It is a mutual relationship and both sides can learn from each other.**

Step 2

Still working in small groups ask participants to read the following descriptions.

Ask them to identify which column contains examples of mentoring, and which describes monitoring? (Don't look at the answer below!)

A	B
A Head Teacher walks around the school to see if teachers are in their classrooms.	A Head Teacher observes a lesson, and discusses with the class teacher what went well and what could be improved.
The Education Secretary asks for the SMO's report.	The Education Secretary meets the SMO to discuss how to move forward.
The trainer counts the number of people taking part in training.	A CSO representative meets with the SBMC finance subcommittee to discuss the financial barriers faced by the SBMC.
The SMO calls the SBMC chairman to check whether a meeting took place.	The SBMC supervisor calls the SBMC chairman to ask him how he thought the meeting went.

Questions for you to think about:

1.
Is there any hierarchy? If there is usually a hierarchy in a relationship (e.g. boss and employee), this hierarchy is put to one side when mentoring takes place.
2.
Sometimes there is a mixture of monitoring and mentoring – sometimes one leads to another. Think about the purpose of each activity.

3.

Why is this person observing the other? Is it to check on progress or to be able to offer support?

4.

Why is this person asking questions? Is it to gather information or to help the other person to think through the process themselves?

(Answers: Column A is monitoring, and Column B is mentoring.

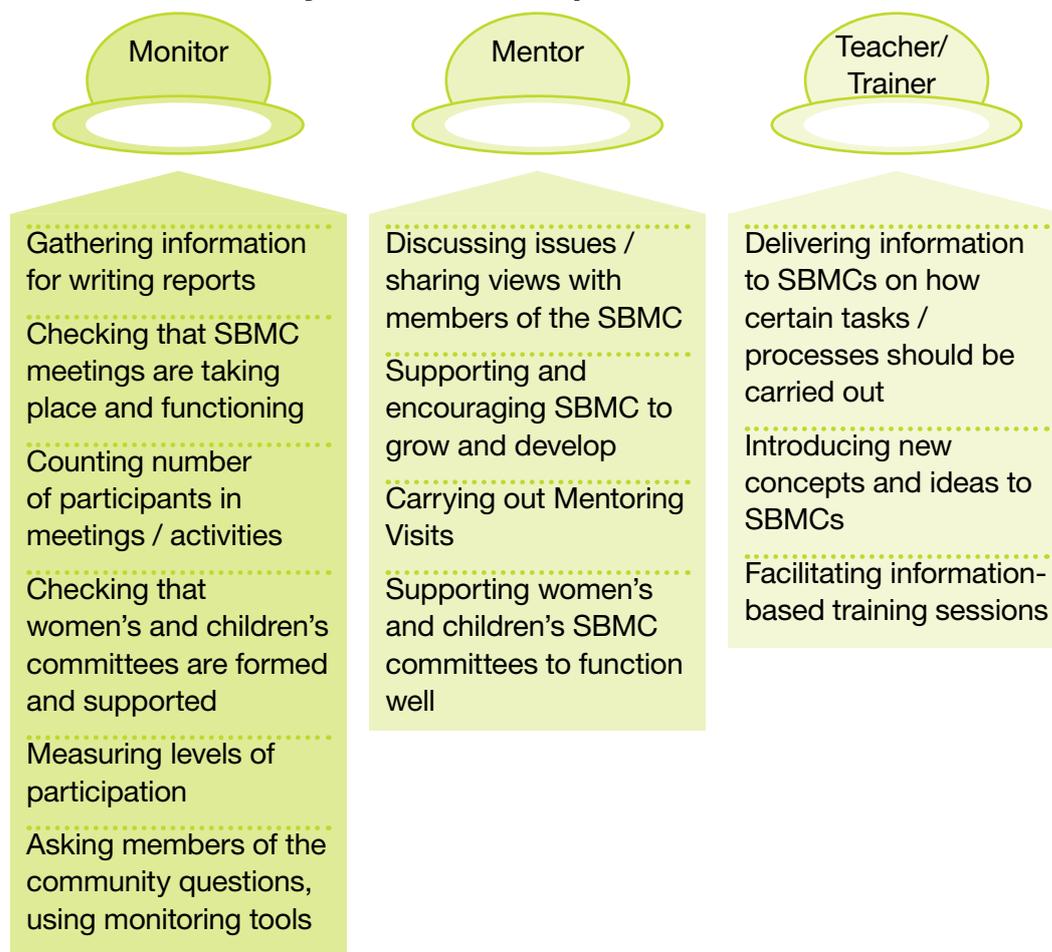
Did you get it right?)

The Different Hats you will wear!

(10 minutes)

Explain to participants: As SBMC supporters and supervisors you will need to wear different 'hats' at different times: you will need to fulfil different roles. Look at the next page. Do you agree about the different 'hats' you will need to wear? Are there any other things a good SBMC supervisor and mentor should be doing?

Handout 1: The many hats of SBMC supervisors!



Step 3

Prepare the below table on slide or flipchart.

Ask participants to read through the following table which lists typical **Skills and qualities of effective SBMC mentors**

Explain: This is a general list of behaviours and ways of speaking that will help you be a good mentor.

Aim to be constructive all the time, and avoid being destructive. This sometimes takes a little bit of practice - you could practice with colleagues or family members, and ask them for feedback on how you give feedback.

Encourage SBMC members to be similar in their behaviour to each other, and with the rest of their community.

Constructive	Destructive
Be encouraging, supportive and empathetic	Be judgemental and dismissive - interrupt and cut off others
Start your feedback with a positive point about what the other person has said or done	Start your feedback with a negative point
Be specific - give examples	Be general
Focus on the most important points. (If you only had 30 seconds to speak to this person, what would you want them to understand in order to achieve a good result?)	Give feedback on everything.
Describe what you saw – be objective	Say what was good or bad and your feelings about it – be subjective
Start your observations with 'I' (as in 'I think / I hope')	Start your observations with 'You' (as in 'You should have')
Give more positive than negative points	Give more negative than positive points
Discuss and agree on next steps (agree targets). Check - does everyone feel they can do what we have agreed? Does anyone have any problems, or is anyone unsure? Make sure you have left time at the end of any discussion to talk about these worries and agree changes if needed.	Tell someone what to do next time (set targets)
Talk about things that could be improved	Talk about what went wrong
Focus on actions / behaviour in your feedback	Focus on the person in your feedback
Give feedback as soon as possible	Give feedback within 1 month of observation

Remember - your aim after giving feedback is for the other person to feel good about themselves and you; and for the other person to feel they can take action to make things better next time.

Step 4

Specific words and phrases for being constructive

Explain: Being constructive and positive is important for mentoring, so that people will accept what you are telling them.

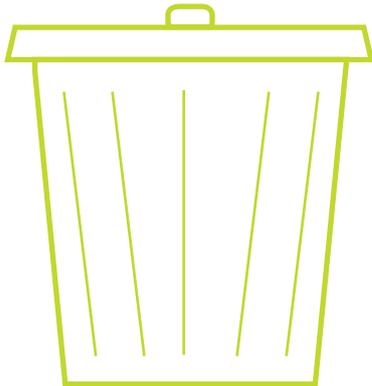
Task: Ask participants to look at the first column in the table above. This describes a skilled mentor.

What words and phrases would someone like this **never use**? (To get you started, one example would be ‘You shouldn’t have done that.’)

What other examples can you think of?

Ask participants to draw the dustbin picture below and write these words and phrases on it. This can help remind you **which words or phrases you will try not to use** while you are working with SBMCs.

Dustbin of unhelpful words and phrases



Remember: it is much harder to make people feel good about themselves than it is to make people feel bad about themselves. If you make someone feel good, they will be happier to listen to you and work with you.

Tell participants: You’re now going to think about the words and phrases that an effective mentor **would use**. Have another look at the first column of the table above. Which words or phrases would you like to use often when working with SBMCs? What can you say that will be constructive? Write these in the speech bubble below.

To help you get started, here is one example:

‘I think you did a great job of producing that school development plan. It is clear and has useful information on costs. Are there any ways the plan could be improved?’

Step 5

Easy ways for a mentor to help decision making

Explain: One of the ways in which a mentor can help someone to solve problems is to ask a lot of open questions. **Open questions** require specific information - they cannot be answered with ‘yes’, ‘no’, or ‘OK’.

Provide this as an example:

“This is a strong school development plan. I like your focus on building a new roof - this is clearly an urgent need. In the longer term, what do you think we could also do about improving teachers’ attendance and punctuality?”

Highlight that: If an SBMC has a problem, an important part of mentoring is to use open questioning to help them find the causes of the problem and possible solutions.

Another part of mentoring is to put possible solutions as questions - asking if it is possible to do something instead of telling people they should do something.

For example, an SBMC has identified the need to buy new classroom furniture, but they have not been able to find the money for this.

Ask participants to write down some open questions which you could ask the SBMC to help them find their own solution to the problem.

An example of asking open questions to help solve a problem:

SBMC: We haven’t made any progress with our school development plan because we don’t have money for new furniture.

You: How important is it to get new furniture?

SBMC: Very important - the children and parents have complained that they have to sit in the dirt and cannot study easily. We have put it as our top priority.

You: OK, I’m sure we can work out a solution. First, do you know why you haven’t been able to get the money?

SBMC: We asked the village head but he said no.

You: What do you think were his reasons?

SBMC: We don’t know.

You: Do you think it would be possible to find out more, so that we can understand why people do and don’t give money? How could you do that?

SBMC: Yes. We could go back and ask him.

You: Great. Who will do that, and when will you do it? (agree a person and a time; make sure it is noted).

You: Who else with a link to this community might have money for buying furniture? Or could anyone provide or make furniture directly?

SBMC: A, B, and C people might be able to help.

You: Wonderful, good idea. What do you think would be the best ways of asking for A, B and C’s help?

If it were really not possible to make progress on the furniture in the short term, the mentor could say:

“Could we work out a long term plan for getting the furniture money, and move something else from the school development plan to the short term?’ That way we can make more progress. Do you agree?”

(If yes:) What other issue from the plan could we choose to work on in the next week?”

(after this discussion, make the long term plan.)

Another important part of mentoring is **repeating ideas back to the group**. This helps everyone to be clear on what is being agreed and to check whether or not everyone agrees. If people aren't clear, this is an important opportunity to find out what is causing the confusion and to help people get a better understanding.

This is very important, as people will be less willing to help with SBMC work if they don't understand or agree with what is happening.

An example of repeating to make sure everyone is clear:

“So are we saying that hawking is the biggest reason why children don't come to school?”

Have I got that right?

Are there any other important reasons why children don't go to school?”

(then write the main points on a flipchart.)

Step 6

Guide SBMCs to do no harm

Explain: If an SBMC comes up with an idea that could harm somebody or make life more difficult for them, part of your role is to raise that issue with the SBMC, constructively. This is particularly important if people with little money or power, or a child could be harmed.

“So it seems we think the head teacher should stop children of families who do not contribute money to the School Development Plan from coming to school. Can anyone think of any problems with this? (If nothing is suggested:) How well does this fit with the principles of our State SBMC Policy? (remind the group of those principles)

“What ways can we encourage families to contribute something to the School Development Plan without damaging their children's education?”

Get ideas from everybody

Try to look around the room in a friendly manner as you ask questions, to help encourage everyone to speak. Check people's faces - do they look like they have an idea, but are too shy to speak? You can ask people directly for their ideas if they look interested or look like they want to speak. This is particularly useful if someone else has been speaking a lot.

[‘Just a second, sorry - I think Amina wanted to say something. Did you have an idea, Amina?]

You can then go back and ask the other speaker for their ideas after you have discussed the new contribution.

[‘So we have agreed that you will change the times of SBMC meetings as Amina suggests. Sorry, Doctor - I think you had something you wanted to say just now?']

This behaviour from a mentor will help include more people in SBMC decision making, which will make decisions stronger. This behaviour will also be a useful **model** for SBMC members on how to manage their discussions and decisions.

Step 7

Focus on success

Explain: As a mentor, you want to encourage the SBMC to make progress with difficult problems - but it is just as important to help them to solve easier problems.

Each piece of progress made, no matter how small, will encourage the SBMC to do more. Every time the SBMC can report positive progress to the local community and the government, the more support they will be likely to get in future.

Highlight to Participants: Every time you meet members of the SBMC, do the following:

.....
Ask them **what has happened** since you last visited.

.....
Ask what has happened which has been **good**.

.....
Write this down, acknowledge them and encourage them to **celebrate**.

.....
Encourage them to reflect on what they did which **contributed** to the positive change. (If people can't think of something good, ask which issues have not got worse - not getting worse is good!)

After celebrating, say 'So is (the original problem) solved now? (If yes - when will we tell the community? If no - what would we like to do next on this?')

If the SBMC comes up with negative things, write these down and promise to discuss them. Then ask for positive things, and celebrate these before moving on to problem solving for the difficult issues.

Step 8

Working with children

Explain: It is important that children agree and are comfortable to take part in any discussions, and that they understand what is happening. Children should not be forced to participate.

Write these guidelines on flipchart paper - which mentors and SBMCs should use when meeting and talking with children.

When you meet with children **explain to them first:**

.....
What the meeting or discussion is about

.....
How long it will take

How their ideas and comments will be used

That there will be no direct rewards to them for taking part (but their ideas will be very helpful)

That anything that they say will be kept private if they want it to

Always ask:

If the children have any questions for you about the meeting.

If they are willing to take part.

Where and when they would prefer the consultation to take place.

Always seek consent from parents/ carers and inform other members of the community about what you are doing if you need to consult with the children

Children must always be **protected from harm** during discussions and consultations. Children might be harmed by consultations and discussion if:

They are required to take time off school, missing out on valuable learning.

Parents or employers have not given consent, and may later punish children for taking part.

Consultations encourage children to talk about upsetting issues without offering support to help them with the problems raised.

Children believe that they will gain materially from consultations, and are disappointed.

Sensitive information that children reveal is later shared with others in the community.

Children get tired and hungry/thirsty during long consultations.

Children are pushed or “instructed” into taking part when they don’t want to.

Those conducting the consultations exploit, harm or mistreat the children.

See Section 2, Visit 3 for more information on child participation and consultation, and Chapter 5 for more information on child protection.

Chapter 2

Reporting what SBMCs do and what schools need

Step 1

Facilitator: Recap last session points. Let participants work in small groups and ask: Why do we need to write reports and other documents about what SBMCs are doing? Let participants answer and collect on flipchart

Highlight that there are three reasons, which link up with our focus on monitoring and mentoring.

One is to review whether SBMCs are doing what is expected of them, and to identify where SBMC members may need further help and training.

Another is to identify the wider issues which SBMCs have identified, so that you and your superiors can help direct resources and effort to solving these problems.

A third purpose is to record the successes of SBMCs. It is essential for SBMCs, who are volunteers, to get good information showing where they have been successful. Seeing that their achievements have been noticed and recorded by an outsider will motivate the SBMCs to keep working hard for their school and community.

Highlight: Also, if you record what SBMCs have achieved it will help to create a database of information on what SBMCs all over Nigeria are doing. This will help to justify the money spent on training and supporting SBMCs, and will show that it is worth continuing to support SBMCs.

Because of these different purposes to reporting on SBMCs, you will need to produce different types of information in your reports. For example:

it will be important to record personal stories of change, success or difficulties – case studies

It will be just as important to record numbers of children helped, classrooms repaired and so on, which can be combined with numbers from other SBMCs to create a picture of progress across the whole LGEA and state.

Explain: The SMO and CSO report formats highlighted in this chapter have been devised to encourage a good mixture of these different types of information.

Summary of why we report on SBMC work:

Reporting for understanding: to capture the education challenges and needs faced by SBMCs and communities

Reporting for learning: showing how education problems are being overcome in communities

Reporting for accountability: to show that the resources used to support SBMCs are getting good results.

Step 2

Ask participants in plenary if they are aware of the regular reporting tasks for SBMC mentors and supervisors (CGPs). Let them answer.

Prepare on flipchart or go through the different reporting requirements for Social Mobilisation Officers and CSOs working with SBMCs:

- i.
Using the **SMO Reporting Format** (which is a report for government using numerical information to analyze SBMC functionality, women and children's participation and inclusive school communities).
- ii.
Using the **CSO Reporting Format** (a report of local civil society work for education which must be shared with government)
- iii.
Writing **case studies** of education needs and SBMC efforts (see headings in the CSO Reporting Format below)
- iv.
Writing a record of mentoring visits and training sessions you deliver (see final section of CSO Reporting Format)
- v.
Sharing the information in these reports with government, SBMCs and other interested people - through conversations, letters, written reports and telephone calls.

Highlight: TIPS for completing SMO and CSO reports:

- i.
Bring blank copies of all the reporting formats with you to each SBMC visit.
- ii.
Write your report as soon as possible after you meet your SBMCs. If at all possible, plan in half an hour at the end of each visit for you to find a quiet place to sit and write your report. Or write your report in the car on the way back home.
- iii.
It is always easier to recall important information **in or near** the place where you discovered it.
- iv.
Fill up each section with as much information as you can. This will be useful for you in future, as well as for anyone else using your reports. You won't remember the information so well unless you write it down.

Step 3

The Facilitator should ensure that ALL reporting formats are available for participants for this session (see Annexes II - IV). It is essential that the following is clearly explained in this session:

The documentation that SMOs/CSOs can expect SBMCs to provide as the basis for their assessment using the SMO reporting format

The SMO report format at school, summary, LGEA and SUBEB level – using the SMO Reporting Guidelines (Annex I) and Case Study Guidelines

The CSO reporting format

Task:

Ask participants to work in small groups

Ask them to look through the SMO Reporting Format. Give them 10 minutes to familiarise themselves with it. Answer any questions they may have.

Ask participants **how** the SMOs who are filling the SMO report will decide whether to tick 'YES' or 'NO' for each criteria. Let them think about this for 10 minutes and take answers in plenary. Collect a few on flipchart.

Explain that the SBMCs will need to be able to show reasonable evidence to support the judgment of the SMO.

Ask what would be reasonable evidence for the SBMC to produce for example to indicate resources mobilized for school improvement, or women attending all SBMC meetings, or communication with the LGEA on school needs.

Highlight that as part of mentoring Visit 1, CGPs will support SBMCs further on the kinds of documentation that they need to keep. These were covered in SBMC training – but need refreshing.

Highlight the following examples that SBMCs need to keep for reasonable judgments to be made by the SMOs:

Financial records of monies coming into the school and of how the money is spent

Minutes of regular SBMC meetings (see generic template in Mentoring Visit I materials) with list of those members in attendance, issues raised by different members and actions planned/taken

The School Development Plan with SBMCs able to highlight their own concerns within it

Copies of letters written to supporters including the LGEA, LGA, local business people or philanthropists, and any responses received

Minutes of any other meetings held with other CBOs or government representatives or the wider community

Lists of Children's and Women's SBMC Committee members and records of their activities

Annex I: SMO Reports: how to complete them

Section 1: SBMC Communication and Reporting

In the narrative section give at least two examples of partnerships that SBMCs have with for example other SBMCs, community based organisations or associations. The SBMC LGEA forum would be one example of SBMCs networking and communicating.

In box 1 tick yes if the SBMC has been able to give at least 2 concrete examples of networking with other bodies and organisations

In box 2 tick yes if the SBMC has been able to show clearly kept financial records – of funds coming in and monies spent and what funds have been spent on.

Section 2: SBMC Resource Mobilisation and Management

In the narrative section provide at least 2 examples of the kinds of resources mobilised by the SBMC (community funds, philanthropist, old boys network, local businessman etc). Provide examples of how the funds were used.

In box 3 tick yes if SBMCs can show evidence of resources mobilised (SBMC records of community time or labour for the school, financial records, equipment provided etc).

In box 4 tick yes if the SBMC can show evidence of requests made to the LGEA and or SUBEB for support which the community cannot provide

In box 5 tick yes if the SBMC can show evidence of funds, equipment, materials, response from LGEA/SUBEB

In the next un-numbered box state if possible, if not estimate the amount of funds mobilised by the SBMC since the last monitoring visit

Section 3: School Development Planning and Monitoring Narrative

In the narrative section provide examples of the suggestions and priorities raised by the SBMC for input to the school development plan.

In box 6 tick yes if the Head Teacher and SBMC can verify that SBMC contributed to school development planning. Ask to see the plan and ask what the community priorities were and whether they were included or not.

In box 7 tick yes if the SBMC can provide evidence of community feedback meetings. Evidence would include for example minutes or report of the meeting, asking community members if they were consulted etc.

Section 4: Monitoring of Teaching and Learning in the school

In the narrative section provide examples or case studies of the kind of monitoring that SBMCs have been doing, how they do it and what some of the key outcomes have been.

In box 8 tick yes if the SBMC and Head Teacher can provide evidence of regular school visits by SBMC members. Verbal verification by teachers, pupils and the Head Teacher is evidence, as would be any reports written or checklists on monitoring visits

In box 9 tick yes if the SBMC can demonstrate that they are monitoring and consulting with teachers on issues of attendance.

Section 5: Participation in SBMCs

In the narrative section describe the ways in which women and children are participating in the SBMC. Ask to see minutes of SBMC meetings or ask SBMC members what issues are being raised by women and children and how the SBMC is giving attention to their concerns. Ask to meet the Women's and Children's SBMC Committee members and the Community Facilitators for the children and find out how they are participating.

In box 1 tick yes if there is evidence that women are attending all SBMC meetings

In box 2 tick yes if there is evidence that children are attending all SBMC meetings

In box 3 tick yes if there is evidence that the Women's SBMC Committees are formed (register of names), and active (reports, stories, evidence of their activities)

In box 4 tick yes if there is evidence that the Children's SBMC Committees are formed (register of names), and active (reports, stories, evidence of their activities)

In box 5 tick yes if the SBMC has evidence that issues raised by the Women's SBMC Committee are being considered and acted upon

In box 6 tick yes if the SBMC has evidence that issues raised by the Children's SBMC Committee are being considered and acted upon

Section 6: Access and Inclusive Education

In the narrative section provide examples and case studies of any actions the SBMC has taken to support out-of-school or other vulnerable groups of children to attend, remain and learn better in school. Include any examples of SBMCs taking actions on issues of child protection and welfare (such as bullying, neglect, beating, harassment, or difficulties on the way to and from school)

In box 1 tick yes if there is evidence (physical or documented) of SBMCs mobilising the community to support children to access school

In box 2 tick yes if there is evidence that the SBMC are monitoring who is dropping out of school and why, and taking actions to address it

In box 3 tick yes if there is evidence that the SBMC and Head Teacher is taking action on child welfare in and around the school (reports, raising awareness, mobilising resources, workshops on child welfare in community/school)

In box 4 tick yes if there is evidence that the SBMC is encouraging other parents in the community to take an interest in their learning, well-being and attendance at school (the SMO can ask parents and children, ask the SBMC for anything written in minutes etc).

Annex II: SMO School-level Report Format

Format for SMO Report – School Level		
School Code:	Name of Head Teacher:	
School Name:	Name of SBMC Chair	
LGEA:	Supporting CSO:	
Mentoring Visit Number:	Date of Visit:	
Sections 1 – 4 Information on functional SBMCs against criteria (SBMC roles and responsibilities)		
Section 1: SBMC Communication Reporting Narrative (provide examples of SBMC partnerships with other organisations/CBOs)		
Complete each box on each visit	YES	NO
1. SBMC communicating and developing partnerships with other SBMCs, CBOs and organisations		
2. Clear financial records kept by SBMC and shared with community		
Section 2: SBMC resource mobilisation and management narrative (provide examples of the kind of resources mobilised, the source and how they have been used)		
Complete each box on each visit	YES	NO
3. SBMCs mobilising resources (time, funds, labour, equipment) for school improvement and vulnerable groups of children		
4. SBMCs making requests to LGEA and SUBEB for support to schools which cannot be provided at community level		
Amount of funds mobilised by SBMC by term		
Section 3: School development planning and monitoring narrative		
Complete each box on each visit	YES	NO
5. The SBMC is involved in the school development planning process		
6. The SBMC is monitoring progress of SDP implementation and providing feedback to the wider community		

Section 4: Monitoring of teaching and learning in the school narrative (provide examples of what is happening as the result of SBMC monitoring of teachers and learning)				
Complete each box on each visit			YES	NO
7. The SBMC visits the school regularly to observe and monitor teaching and learning				
8. The SBMC monitors teacher attendance regularly and takes action to address irregular attendance and absenteeism				
Sections 1-4: Highest possible score is 9. A score of 5 and above out of 8 means MET	Score:	Circle which applies	MET	NOT MET
Section 5 – Information on the participation of women and children against criteria				
Section 5: Participation in SBMCs – Narrative (provide examples of the concerns which women and children (boys and girls) are raising at SBMC meetings and how these are being addressed)				
Women:				
Children:				
Complete each box on each visit			YES	NO
1. Women members attend all SBMC meetings				
2. Child members attend all SBMC meetings				
3. Women's SBMC committees are formed and active in SBMC				
4. Children's SBMC committees are formed and active in SBMC				
5. SBMC can give examples of concerns raised by women's SBMC committee at SBMC meetings and action taken				
6. SBMC can give examples of concerns raised by children's SBMC committee at SBMC meetings and action taken				
Section 5: Highest possible score is 6. A score of 4 and above means MET	Score:	Circle which applies	MET	NOT MET
Section 6 - collects information on the role of the SBMC/community in promoting inclusive education				
Section 6: Access and Inclusion Narrative (provide examples of actions SBMC has taken to support access, prevent drop-out and enhance protection of children in school)				
Complete each box on each visit			YES	NO
1. SBMC mobilising the community to support the access of all children to school (girls, boys, nomadic children, children affected by disability etc)				
2. SBMC monitoring children's drop-out from school, the cause of it and communicating this to school and community				

3. SBMC and Head Teacher taking action to address and report child protection issues in and around the school (violence, bullying, harassment)									
4. SBMC encouraging interaction between parents and the school on children's well-being and progress									
Section 6: Highest possible score is 4. A score of 3 or 4 means MET				Score:		Circle which applies		MET	NOT MET
Additional Information: Enrolment and Drop-out: If children have newly enrolled or returned to school due to SBMC activities, state numbers and which groups of children eg:									
Total No children enrolled in school due to SBMC action		Children affected by disability		Children unable to pay costs such as fees/levies/uniform		Children from ethnic minority		Other (please state)	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Total No children returned to school due to SBMC action		Children affected by disability		Children unable to pay costs such as fees/levies/uniform		Children from ethnic minority		Other (please state)	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys

Annex III:

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

SMO Summary Report	
Name of LGEA:	Supporting CSO:
Number of schools monitored:	Date:
Name of SMO:	
1. SBMC Communication and Reporting	
Comment	
Number of SBMCs communicating and developing partnerships with other SBMCs, CBOs, organisation	
Number of SBMCs able to produce clear financial records of monies in and out of the school account	
Total community contribution in schools visited (Naira)	
3. School Development Planning	
Comment	
Number of SBMCs involved in school development planning process	
Number of SBMCs monitoring progress of SDP implementation and providing feedback to the wider community	
4. Monitoring of Teaching and Learning in the School	
Comment	
Number of SBMCs visiting the school regularly to observe and monitor teaching and learning	
Number of SBMCs monitoring teacher attendance regularly and taking action to address irregular attendance and absenteeism	
Number of schools which have achieved MET on functional SBMC criteria (5 or more out of 8)	

5. Participation in the SBMC										
Comment										
Number of SBMCs where women members attend all meetings										
Number of SBMCs where children attend all meetings										
Number of SBMCs with women's committee										
Number of SBMCs with children's committee										
SBMC can give examples of concerns raised by women's SBMC committee at SBMC meetings and action taken										
SBMC can give examples of concerns raised by women's SBMC committee at SBMC meetings and action taken										
Number of schools which have achieved MET on the participation of women and children (4 or more out of 6)										
6. Access and Inclusion										
Comment										
Number of SBMCs mobilising the community to support access to education for all children										
Number of SBMCs monitoring children's drop-out from school, the cause of it, and communicating this to the community										
Number of SBMCs and Head Teachers taking action to address and report child protection issues in and around the school										
Number of SBMCs encouraging interaction between the parents and the school on children's well-being and learning progress										
Number of SBMCs which have achieved MET on support to inclusive education (3 or more out of 4)										
Additional Information: Enrolment and Drop-Out										
If children have newly enrolled or returned to school due to SBMC activities, state numbers and which groups of children eg:										
Total No children enrolled in school due to SBMC action		Children affected by disability		Children unable to pay costs such as fees/levies/uniform		Children from ethnic minority		Other (please state)		
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Total No children returned to school due to SBMC action		Children affected by disability		Children unable to pay costs such as fees/levies/uniform		Children from ethnic minority		Other (please state)		
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	

Annex IV:

Reporting format for CSOs: Community Mobilisation and Advocacy

Name of CSO:

Name of SMO/Desk Officer:

State:

LGEA (s) Covered:

Date of Report:

Period Covered by Report:

.....
This reporting template is generic and flexible.

.....
The report should be produced on a quarterly basis following each mentoring cycle.

.....
Section 1 should be filled to report on the mentoring visit. Sections 2 and 3 should be filled with any advocacy activities or important meetings which have taken place within the quarter.

.....
The purpose of the report is for CSOs to keep track of progress of all CSO activities (CGP/mentoring, advocacy activities), AND to document evidence on which to base advocacy.

SECTION 1: Mentoring Visits to Schools

Number of schools included in report:	
Mentoring visit number:	
Mentoring visit focus:	

1.

Mentoring Visit Objectives

.....

.....

.....

2.

Key achievements towards visit objectives:

.....

.....

3.

Key challenges and issues arising from visit

.....

.....

.....

4.

Solutions found to address challenges and recommendations for further action:

.....

.....

.....

5.

Key Changes Observed in Schools and Communities: In section 5 of the CSO Report, write any case studies in relation to key changes which you observe during mentoring in the school communities as the result of the CGP and SBMC work.

How to write case studies

Case studies are very useful to tell a powerful story. Case studies can describe why more money or support is needed to help with an education problem. They can be written by SBMCs and given to SUBEB or other government departments to request more support, or given to wealthy community members to ask for support.

Case studies can also be used to tell a story of how a school success has been achieved using SBMC funds or using help from government or the community. There are many examples of case studies in the 'Handouts' parts of each training session in Section 2.

You should use these guidelines to write your own case studies about SBMCs, the problems they identify, and the work you have been supporting SBMCs to do. Write one case study after every visit to an SBMC.

(You can also use these guidelines to help SBMCs write their own case studies, for example during Visit 2 or 3 on communication and resource mobilisation.)

Real names of people are not necessary for case studies. If it would embarrass someone for their name to be included, use a different name. Always get parents' or caregivers' permission to write a case study about a child.

If you are describing a situation for a case study, use this approach to organise what you write:

.....
The place and date where the situation has occurred.

.....
What issues you have seen or had described to you

.....
The problem that is causing these issues - as discussed with the SBMC

.....
The underlying cause of that problem - as discussed with the SBMC

.....
The solution to the problem - as discussed with the SBMC

.....
How you or the SBMC think the solution can be implemented, and by whom.

If you are telling a personal story in a case study, organise the information like this:

.....
The person, their age and where they are from. (Check that the person is happy for you to record this information; if not, ask if you can change some details, and put in a false name or other details.)

.....
The issues they are experiencing with education

.....
The problem causing these issues - according to the person

.....
The underlying cause of that problem - according to you; does the person agree? If no, what does he/she think is the underlying cause?

.....
The solution to the problem - as suggested by the person. What would you like to add?

.....
How you or the person think the solution can be implemented, and by whom.

Format for Case Studies

Priority Areas for Case Studies/Examples on Community Mobilisation and Change of Practice at School, Community and LGEA level (provide full case-studies where possible. Otherwise comment briefly with examples to illustrate)
Civil Society partnership with government
SBMCs communicating and developing partnerships with other CBOs/organisations
SBMC monitoring in and around school (teachers, environment, children etc)
Participation/actions of traditional and religious leaders
Actions of SBMCs to support inclusive education and child protection (include examples of SBMC action to address access and drop-out – provide numbers enrolled, numbers dropped out and brought back as is possible)
SBMCs requesting and receiving support from government for school improvement

Resource mobilisation (time, funds, labour, equipment/materials)

Involvement of SBMC and community in School Development Planning

SECTION 2: Advocacy: Activities Implemented Related to Advocacy and Advocacy Plan

Include here any activities/actions taken in relation to your advocacy plan and advocacy issue.
Include any outcomes of your advocacy.

(This section can be used to keep reporting and updating against your advocacy plan)

Records of Mentoring Visits

Total Number of Participants	Number of Women	Number of Men	Number of Children GIRLS	Number of Children BOYS

Participants List for Meetings and/or Workshops

	Name	Organisation	Designation	Contact
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Chapter 3

Managing Change in the Community and School

Step 1

Highlight to SMO and CSO partners that what they will be doing as they mentor and monitor SBMC development in schools and communities is essentially to contribute to managing a process of change towards school improvement and education for all children.

Split SMOs and CSOs into the groups they will be working in and ask them to brainstorm on challenges or resistance they may face as ‘change-agents’ in the community and school.

Collect their answers on flipchart paper

Highlight

People tend to resist change – so they, and SBMCs themselves are likely to meet resistance to change, to new processes and ideas, both in the community and school

Where there has been little or no involvement of the community in the local school, encouraging community members to get involved and see the school as ‘theirs’ may be challenging and take time

The participation of children alongside adults in decision-making processes is uncommon in Nigeria, and in some contexts women do not sit with men to discuss and decide on issues. People may resist change in these deep-rooted attitudes.

Step 2

Ask participants what kind of conditions they will need to create in working with communities and SBMCs to ease this change management process.

Collect answers again on flipchart

Highlight

Managing school change and improvement is a complex task and the school leadership including the SBMC will have to learn to overcome barriers that exist naturally during the process of change

Where school leaders, teachers and other stakeholders including the SBMC work effectively as a team, with a shared vision of change towards improved student learning, the change process is likely to be more successful

A clear School Development Plan which is developed implemented and monitored with the involvement of the community through the SBMC is another positive strategy for managing change and school improvement

Sharing the SDP with the relevant education authority departments and others who might help bring resources to the school

Considering access and equity issues is key to developing and implementing initiatives which bring change at school and community level.

Sharing of leadership functions towards school improvement: Head Teachers, Teachers, SBMC, Community, business partners, parents and children should all play a part.

Involving civil society, community-based organisations and the traditional and religious institutions – the community gatekeepers – are key to managing change

Using a mentoring approach to helping people cope with change is helpful

Step 3

Activity/Role-play: Managing Resistance to Change

a.

Explain that for a number of reasons people often time feel uncomfortable at the moment change is to be introduced. Change is however an inevitable phenomenon which must occur if certain level of improvement must be made in the lives of people. Sometimes, it is a problem of how change is introduced

b.

Split the participants into two groups for a role play: one group is called “Change Agent” from a CSO or NGO and the second group acts as the “Community” that the CSO/NGO has come to target, and “help to bring development”

c.

The facilitator at this point should give instructions to the two groups separately:

The change agent group is told that they are quite arrogant ‘development experts’: experienced, knowledgeable, and exposed to so many different ideas. When they meet the community the first time they will ‘tell’ the community what changes they need to make to improve themselves. (no consultation)

The community is told that they are very fortunate that a CSO/NGO agency has taken an interest in their community, understands their problems, and is coming to help them bring about change. The community is encouraged not to be fearful of asking questions, but to understand too, that these change agents are very experienced people who ‘know what they are talking about’.

d.

The change agent group then goes and changes the community without asking questions, just simply instructing the community what to do. The community, although asking questions, complies. Note that this first meeting always ends up in some disagreement and quarrel.

e.

After role-playing in this way for a few minutes, the groups are separated again. The change agents gathered together in a meeting forum and are asked to go back to the community. In a more sensitive and participatory manner, they ask how do they think they should bring about change in that community – in a more consultative manner. For a second time, they go and try to bring about changes in the community.

The group came back into plenary and answered the following questions:

How did you feel the first time (Change Agent) + (Community)?

How did you feel the second time (Change Agent) + (Community)?

Would our responses be different if these were a community of children/young people?

Again reflecting on the role-play, what are the possible reasons for resisting change?

Tip for Facilitator:

A major reason often mentioned as to the reason why people resist change is what people referred to as “fear of the unknown”.

The Facilitator should wrap up the activity at this point explaining that by communicating clear objectives of coordination and ensuring inclusive, consultative and participatory planning, a group can help minimize chances of mistrust, rumor-mongering, and frequent conflicts in working together to achieve a common objective.

Finish this session by highlighting to participants that there is another session as part of the mentoring visits to SBMCs which examines this area in more depth under the heading of **Conflict Resolution**.



Section Two:

Mentoring Visit Sessions for SBMCs

(To be used by Civil Society and Government
Partners to conduct follow-up mentoring for
SBMCs and monitor progress)



Visit 1: Getting Started

This first mentoring session will help SBMCs:

Understand mentoring as the basis of the relationship between them, the SMD Social Mobilisation Officer and the supporting CSO members

Refresh their memories on their key roles and responsibilities with a particular emphasis on the simple but essential documentation they need to keep.

Set up SBMC Women's and Children's Committees to enhance participation

Resources:

SBMC Guidebook, Flipchart paper, marker pens, masking tape, with pre-prepared flipcharts (see below)

Time: 3-4 hours

1. Introduction to Mentoring (45 minutes)

Explain to SBMC members that the programme of mentoring support is a follow-up to the initial SBMC training to provide help to them on-the-job. This will mean that they will be able to put their training into practice and receive continued support to address challenges as they arise and find solutions to these.

Using some of the training materials in Chapter 1 for the CGP, ask the SBMC members the following:

What do you think mentoring is?

What do you think would be the difference between a mentoring relationship and a relationship where you are 'inspected'?

Can you give examples of 'mentoring' relationships in your school/community?

What would you expect from a 'mentor'?

How would you define 'monitoring'?

What would you expect from someone who is monitoring you?

Let members feed back.

Explain:

The CGPs (CSO and SMOs) will essentially be providing mentoring support to SBMCs, and part of that support will be to also monitor their progress so that there can be learning from the achievements and challenges SBMCs face.

Ask participants to take a look at these definitions of monitoring and mentoring.

Ask:

Do you agree with them?

Do these definitions match your experience?

SAY: These are the definitions of monitoring and mentoring that we would like you to use while working with SBMCs.

Monitoring is systematic and purposeful observation to check on progress, usually against some standards or targets.

Mentoring is supporting and encouraging people to manage their own learning, so that they improve their performance. There is never a hierarchy in a mentoring relationship.

Highlight to SBMCs:

Monitoring is simply gathering information – it is not making a judgement or saying progress has been good or bad.. This information may be used later for evaluation (making a judgement: where are we on community involvement in school governance? What more do we need to do?).

There can be mentoring in a relationship where there is usually a hierarchy (e.g. boss – employee, teacher – pupil). BUT at the point of the mentoring, that hierarchy must be put to one side. The mentor and the person being mentored should feel on the same level, working side by side on the issues that have come up.

The person being mentored needs to feel free to share problems and concerns and shouldn't feel intimidated. The person being mentored should be encouraged to come up with their own ideas, not to expect the mentor to know all of the answers.

The mentor and person being mentored work together – the mentor does not provide all of the answers. It is a mutual relationship and both sides can learn from each other.

2.

Review of SBMC Roles and Responsibilities (30 minutes)

Step 1

Ask the SBMC members to remind each other of their key roles and responsibilities as set out in their State SBMC policy and Guidebook. Try to elicit:

Contributing to the school development plan

Keeping financial records

Holding regular SBMC meetings with all members and keeping minute/records of these

Supporting vulnerable groups of children to attend and remain in school

Building the foundations of a safe learning space for all children (addressing child protection issues in and around the school)

Monitoring of teacher's attendance, punctuality, behaviour and lessons

Communicate and network with other organisations in and around the community

Mobilise resources according to community capacity to do so

Engage with government on the needs of children and schools

Provide regular feedback to the wider community

Supporting the participation of all members including women and children, particularly through formation and support of the women's and children's SBMC committees

Step 2

Reminder of Records and Documents SBMCs must keep

Ask SBMC members if they can remember from the initial training the records that they have to keep (financial records, SBMC meeting minutes, copies of letters/receipts etc). Remind them that the documentation should not be too much for them, but that it is very important to enable them and their mentors to be able to track progress of SBMC development in the school, LGEA and state.

Ask participants why it is important to write reports and other documents about what they are doing.

Explain

a.

So that we are accountable and transparent to the community and school

b.

To help SBMCs identify areas where they may need further help and support

c.

So that there is documented evidence of the challenges communities are facing in getting a good education for their children, which can help in making a case for support and relevant resources

d.

To make the achievements of SBMCs, who are a voluntary membership, visible. This will motivate members but also provide learning for others on what SBMCs can achieve.

e.

With documentation of what SBMCs are doing all over Nigeria, there is more potential for justification of funding and resources for SBMC support

Step 3

Explain to SBMCs that SMOs also have to write reports for their offices, as do CSOs and that these reports also depend on the SBMCs keeping accurate records.

Explain that:

The CSOs and the Social Mobilisation Officers also have to document their activities and support to SBMCs – and indicate the kind of progress that SBMCs are making, report the challenges they are facing and their achievements.

CSOs need to document for their own reference as well as to strengthen any advocacy that they conduct on behalf of communities and SBMCs to increase community voice in education.

SMOs need to report to their Department Director at LGEA level and on up the system to SUBEB, so that there is an overall picture at local, LGEA and state level on SBMC development

SBMCs can provide information about additional children in school as a result of SBMC action (children affected by disability, additional girls or boys, children from Fulani communities etc). This information helps planning to make education better for all children.

With information coming up directly from SBMCs through the CSOs and the SMOs, there is again a higher chance that planning for schools will be more relevant, and resources will be made available according to needs.

Real stories and case-studies provide powerful evidence of change, of challenges and solutions found, and of achievements. They provide examples of change. If we say that children's participation has increased in SBMC activities – we should combine the statement with an example of what children are saying and doing.

Any reports made should be shared back to SBMCs and communities.

Go through each section of the SMO report with SBMC members and ask them what kind of evidence they have to demonstrate that they are performing each of their roles and responsibilities. Copies of letters, receipts etc are important. In section 6 highlight the additional information table on children brought to school by the SBMC. SBMCs should keep records of children they have helped to attend and stay in school (See ANNEX II below for table)

Give copies of the SBMC Meeting Minutes Template in Annex 1 to SBMC members or copy it onto flipchart and go through it briefly with them. Take any questions from members.

Explain to SBMCs that it is also important to continue to maintain a Visitor's Book to capture the names and contacts of visitors, the purpose and outcome of their visit.

3. Women's and Children's SBMC Committees (60 minutes)

Remind SBMCs of the section in the SBMC Guidebook that says they should form Children's and Women's SBMC Committees to enhance their participation and voice in decisions about education and school improvement.

Explain to the SBMCs that it is best to form these committees early, so that they also receive mentoring support and the roles that they play in the SBMC is tracked.

Advise that the SBMC starts to think about how to get these committees in place, with safe practice standards for the participation of children. Some initial guidelines are highlighted in the box below. There is another mentoring visit which is dedicated to women and children's participation.

Initial Guidelines on Women's and Children's SBMC Committees:

The State SBMC policies and guidebook state the need for the formation of different committees as part of the SBMC.

Two children or two women sitting alone on the SBMC may not have confidence to represent all children's views easily.

The formation of women's children's committees and relevant support to these could provide a springboard to enable and demonstrate child and women participation. These are optional but have worked very well for many SBMCs.

Women's and children's committees enhance the participation of women and children in school improvement and education.

These committees can be formed at school and community level and the membership should not be too many in number, and not too few.

Having a group of children (approximately 10) from other grades (upper primary), both boys and girls, will support the Head Boy and Head Girl to raise issues about their school which are important to children. The Head Boy and Girl can identify other children from already existing clubs and societies in school to form the committee. It is important that the children are happy to be involved and not forced or pressured to participate.

Many SBMCs have helped children to identify 2 adults in the community (one male and one female) who they respect and like, and who have experience and interest to work with children, to act as 'facilitator's' for children's participation. There are training materials linked to this mentoring package to help the Community Facilitators work safely and appropriately with children to enhance their participation in SBMCs.

Likewise a wider group of women in the community to support the women SBMC members can support participation and help to ensure that the concerns of both women and men are reflected in SBMC work. The SBMC should identify 10 women from existing women's associations and networks in the community.

NB: Forming the Women's and Children's SBMC Committees:

SBMCs should form the women's and children's committees before mentoring visit 2 and select 2 (one male and one female) Community Facilitator to work with the Children's Committee. The Community Facilitators should be energetic and enthusiastic about working with children to help them participate fully in the SBMC and should have some previous experience of working with children/youth in the community.

Visit 1 Annex I:
SBMC Meeting Minutes
Format Guide

Attendance

Name	M/F	Name	M/F	Apologies
1.		10.		1.
2.		11.		2.
3.		12.		3.
4.		13.		4.
5.		14.		5.
6.		15.		6.
7.		16.		7.
8.		17.		8.
9.		18.		9.

a.

Welcome, opening prayers & Agenda

b.

Matters Arising from last meeting: (update on actions agreed at last meeting – what was done what was not done and why, way forward)

c.

General updates/information from SBMC Chair. Overview of activities since last meeting.

d.

Report from Treasurer/Finance Committee (monies from school grant or monies mobilised by SBMC and spent against the School Development Plan – with dates, receipts, details of source of the money ie. Philanthropist or government)

.....

.....

Actions:

e.

Report from Children’s Committee (issues of school improvement for children, activities)

.....

.....

Actions agreed:

f.

Report from Women’s Committee (issues from Women’s Leaders and activities of committee)

.....

.....

.....
Actions agreed:

g.
Monitoring Reports: School, Teacher and classroom monitoring, monitoring of the school grounds

.....
.....
.....

h.
Children's welfare reports (including any children supported into or back to school – with numbers, children who are struggling to learn, or at risk of drop-out, child protection and safety issues, way forward

.....
.....
.....

i.
Any other business

j.
Arrange date and time of next meeting. Plan for feed-back meeting with community. Closing prayers

Annex II: Record of additional children in school due to SBMC action

Total No children enrolled in school due to SBMC action		Children affected by disability		Children unable to pay costs such as fees/levies/uniform		Children from ethnic minority		Other (please state)	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Total No children returned to school due to SBMC action		Children affected by disability		Children unable to pay costs such as fees/levies/uniform		Children from ethnic minority		Other (please state)	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys



Visit 2:
Making the voice
of women and
children heard

This training will help SBMCs answer four questions:

Why should women's and children's ideas about education be sought and listened to?

Why is it sometimes difficult to find and listen to women's and children's ideas for improving education?

What can SBMCs do to make sure women and children feel comfortable to speak and act for improving education?

How can women's and children's groups be encouraged to help improve education?

Resources:

Flipchart paper, marker pens, materials (see below) cut up and ready for group work. Arrange for a group of schoolchildren to practise working with the SBMC for one hour halfway through the session.

Time:

(3 hours 20 minutes)

**Activity 1:
Listening to women**

(40 minutes)

Remind CGP members and other participants of the SBMC Guideline policies on women's and children's participation.

Stereotypes

Explain that the first step to increasing participation between groups of people is often to get a better understanding of each other.

Hang 2 pieces of flipchart on the wall – one titled MEN, and one titled WOMEN. Ask participants to go to the end of the room and stand in two lines of 5 or 6 – mixed men and women. The first group will be called MEN, and the second, WOMEN.

One after another each group member goes to the flipchart and writes up a trait, role, characteristic or adjective according to what was assigned to their group. The team with the most words written up after 10 minutes wins.

For Example

Men	Women
Physically strong	Weak
Grow beards	Cannot grow a beard
Income earner	Economically dependent
Don't cry	Emotional
Can't give birth	Give birth to children

When finished go back to seats. Interchange the headings on the flipchart.

Having changed the labels, check with participants which are applicable or not applicable to each category.

Ask the question: Which traits of women are applicable to men and vice versa? For example, are there women who are physically strong? Are there men who are emotional?

Go through the charts again and check those that are applicable to both and leave out those that are not applicable to both. Those left out will be those related to biological differences.

i.

Ask participants: What conclusions can you make from this exercise? What then are the differences between men and women? What are common to both of them?

ii.

Ask whether it is sometimes difficult if women and men are only expected to be one way or another way. For example, if a man is living and alone and he cannot cook because only women cook, will that cause difficulties for him? Ask participants whether in fact it is better to see each other as people, with many different characteristics and strengths.

Highlight that:

.....
Seeing each other as people in this way will help make it possible to get each other's ideas and contributions to improving our schools.

.....
Our aim is for everyone to be able to share their priorities for education, and to contribute strongly to improving schools.

.....
But there are still different expectations on men and women that can make it more difficult for women to take part in decision making and contributing to SBMC work.

Split into groups of women and men. Ask each group to come up with issues that may make it difficult for women to speak their ideas about education at SBMC meetings; to come to SBMC meetings; and to contribute to efforts to improve the school.

Ask the men to present first (to see whether they identify issues affecting women).

Ask the women to present their ideas, and whether they agree with what the men have said.

Write the issues that the women present, and the issues that the women agree with from the men's presentation, on the flipchart.

Ask the groups to discuss how these barriers to involving women could be made easier.

For example, can meeting times or places be changed? Reminding the group of our commitment to constructive, 'win win' communication, agree what could be done to support women's participation more within the SBMC.

Write a list of changes that have been agreed to make women's participation in SBMC work easier, and ask the SBMC to report back on how these changes have worked by the next visit.

Activity 2: Listening to children

(40 minutes)

Ask participants to identify what perceptions of childhood are – and how communities/others perceive child participation. What is expected of children – should they be quiet or speak up? Why is this expectation there?

Ask participants what they think are the benefits of asking for children's ideas for improving education. Collect these on a flipchart. If necessary, add the points below:

Only children know what they like and dislike about education. Adults will often not see these problems. If problems are not fixed this can mean children stop studying or leave school.

Children can identify which problems are the biggest priority for their education. This can help the SBMC decide which pieces of work to put first.

Children can tell the SBMC about being treated badly by adults or other children, which is often secret but is a major reason why children drop out of education.

Children can explain other children's problems with education. They can tell the SBMC which children do not go to school, perhaps because of health or disability, or early marriage.

Children can sometimes speak out about problems which adults are too ashamed to mention – such as not being able to pay school levies.

If they are part of the process by which decisions to improve the school are reached, children will feel more committed to help the work of the SBMC, and will persuade other children to help also.

Ask the group what the benefits for children are of asking for their ideas and getting them involved in SBMC work. Add the points below on flipchart:

Children grow in general competence and confidence when their ideas are accepted – they feel proud and more confident to raise further ideas to help education.

Children learn to consider the needs of others and to gain social skills as they negotiate, debate and problem-solve together.

Children who participate are more likely to go on to become capable and responsible citizens as they grow up. They learn democratic procedures and responsibilities by participating.

In 10 years or so, the children in the SBMCs now will be the new SBMC chairmen/women, the head teacher, the women members. Participating and having a voice as children will enable them to participate more fully later.

Improving children's participation

Ask participants: How can we help children take part more actively in SBMC activities, and feel happy about telling us their ideas for education? Write ideas on flipcharts. Make sure you ask for the ideas of women and children in the room.

Explain that one way to help women and children take part is to remove the barriers which stop them speaking or getting involved.

Ask: Why might children not wish to speak in an SBMC meeting?

After the group has made suggestions, add:

.....
They may get rejected for being presumptuous

.....
They may get into trouble for criticising others

.....
They may not be believed

.....
Their safety may be worsened if they speak.

Ask: How can we let children know it is safe for them to speak? Write suggestions on flipchart.

Add:

.....
By using our voice and body language kindly and non-threateningly when they speak, and when asking them to speak.

.....
By thanking them for speaking

.....
By showing we are taking action based on what they have said. Even if we can't solve the problem, we should show that we are doing something to respond to what they have said.

Ask if the SBMC is happy to agree to make the changes that have been identified. Ask if there are any other ideas which could be tried.

Activity 3:

Bringing out children's voices: "Improving My School"

(1 hour 25 minutes)

Explain that we will try some activities which will help the SBMC involve children in improving the school.

Step 1

Positives and Negatives about our School

Arrange in advance for a group of children from the school to work with the SBMC for an hour. Ask the SBMC to observe while you facilitate the activity with the children. Give these instructions to the SBMC as a handout at the end of the activity.

Divide the children into small groups of 3 or 4 (if more comfortable, girls can work with girls and boys with boys) and ask them firstly to think about their school:

What are the things they like about their school?

What are the things that they don't like about their school?

Are there any areas of the school where they feel uncomfortable or not safe?

Tell them they are not going to answer immediately.

Step 2

School Mapping

Give the children a pen and a piece of paper and ask them to draw a map or diagram of their school showing all areas within the school grounds.

Let them walk together around the school if there are any areas they feel they can't draw easily

Step 3

External Environment

Ask the children's groups to walk around the school with their finished map and mark on their drawing areas where they perceive there to be problems, or dangers to them and their peers as well as areas which they like and feel positive about. They can draw sad and happy faces for example.

Ask them to also consider younger children, girls and boys, as well as children who have a disability – are there any problems for specific groups of children related to areas of the school or the school infrastructure?

Ask someone who is good at drawing to draw one very big map of the school and the groups can add their inputs onto the master drawing

Step 4

In the Classroom

On another piece of paper, ask the children in their groups to draw a classroom and think about what happens inside the classroom.

What are the good things that happen in their classroom?

What are the negative things that happen in their classroom?

What are the things that help them to learn easily in the classroom?

What are the things that happen in the classroom which negatively affect their learning?

Step 5

Sharing the positives and negatives, addressing the challenges

Again ask one child to draw a master drawing of a classroom.

Within the drawing capture the ideas of the different groups of children on what is good and not good in the classroom – and what helps us to learn and what does not.

Hang both the external mapping and the internal classroom on the wall for all children to see.

Go through the diagrams with the children and ask them to prioritise the main issues which they feel need to be addressed in their school to ensure that the learning environment is conducive to the learning of all children

Step 6

Children's Action Plan for School Improvement

Ask the children to work in groups again and brainstorm on the following:

What steps could be taken to improve our school for all children – bearing in mind the challenges highlighted in the above exercises?

Who would take those steps or assist in taking them?

What actions could a Children's Committee take in and around the school to help improve it for all children?

Ask for the following table to be prepared and presented by or on behalf of the children's group at the next SBMC meeting:

Challenge/Issue identified	Children's suggestions of actions to address the challenges	Person or body children think should lead in addressing the issue	Actions the Children's Group can take
FOR EXAMPLE	Clear the playground of stones and organise a supervising adult	SBMC/Teachers	Help supervise younger children
No safe place to play			Help clear the ground
			Report any bullying or bad behaviour

Ask the SBMC for their comments on what they observed. Ask if they feel they could do such an activity with children every few months.

Activity 4: Women's and children's committees

Present the points below:

The State SBMC policies and guidebook state the need for the formation of different committees as part of the SBMC.

Two children or two women sitting alone on the SBMC may not have confidence to represent all children's views easily.

The formation of women's children's committees and relevant support to these could provide a springboard to enable and demonstrate child and women participation. These are optional but have worked very well for many SBMCs.

Women's and children's committees enhance the participation of women and children in school improvement and education.

.....
These committees can be formed at school and community level and they should not be too many in number, and not too few. Having a group of children from other grades (upper primary), both boys and girls, will support the Head Boy and Head Girl to raise issues about their school which are important to children. Likewise a wider group of women in the community to support the women SBMC members can support participation and help to ensure that the concerns of both women and men are reflected in SBMC work.

Give the group the handouts on women's and children's committees. Give them 5 minutes to read these.

Explain that many SBMCs have set up women's committees and children's committees, to help bring out women's and children's ideas about improving education, and to organise women and children to help improve the chances for all children to go to school. Optional materials on developing women's and children's committees are available and can be used during Visits 7 and 8 to help SBMCs take this enhanced participation work forward.

Activities to support children's committees could include: a child rights session to make children aware of what help and support they should get in education and in family life (their rights); how to involve in advocacy work to bring other children to school; their part in school development planning and improvement etc.

Ask the SBMC to decide by your next visit whether they want to form a women's and a children's committee. Explain that more support to develop children's committees can be provided during Visits 7 and 8.

Give out the rest of the handouts and close the session.

Handouts

1: Overview of practice standards in child participation¹

Standard 1

An ethical approach: transparency, honesty and accountability

Standard 2

Children's participation is relevant and voluntary

Standard 3

A child-friendly, enabling environment

Standard 4

Equality of opportunity

Standard 5

Staff are effective and confident

Standard 6

Participation promotes the safety and protection of children

Standard 7

Ensuring follow-up and evaluation

Standard 1

An ethical approach: transparency, honesty and accountability: (Children's views and opinions treated with respect, clarity about the role of children and the extent to which they can affect decision making, activities, goals and targets agreed with the children involved, children involved from design process, organisations are accountable to children for the commitments they make, selection of children based on non-discrimination, other barriers to participation for children are considered and discussed with children to avoid any negative impact of their participation).

Standard 2

Children's participation is relevant and voluntary: Children participate in processes and address issues that affect them – either directly or indirectly – and have the choice as to whether to participate or not. The issues are of real relevance to the children being involved and draw upon their knowledge, skills and abilities.

Standard 3

A child-friendly, enabling environment: Children experience a safe, welcoming and encouraging environment for their participation. The quality of children's participation and their ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation .

Standard 4

Equality of opportunity: Child participation work challenges and does not reinforce existing patterns of discrimination and exclusion.

It encourages those groups of children who typically suffer discrimination and who are often excluded from activities to be involved in participatory process. No assumptions are made about what different groups of children can and cannot do. If there is a limit to how many children can participate, children themselves select from among their peers those who will represent them in participatory

¹International Save the Children Alliance (2005)

initiatives based on the principles of democracy and inclusion. Influential adults are engaged to gain family and community support for the participation of discriminated-against groups.

Standard 5

Staff are effective and confident: Adult staff and managers involved in supporting/ facilitating children's participation are trained and supported to do their jobs to a high standard. Adult workers can only encourage genuine children's participation effectively and confidently if they have the necessary understandings and skills. Staff are provided with appropriate training, tools and other development opportunities in participatory practice to enable them to work effectively and confidently with children of different ages and abilities. Relations between individual staff, and between staff and management, model appropriate behaviour, treating each other with respect and honesty.

Standard 6

Participation promotes the safety and protection of children: Organisations have a duty of care to children with whom they work and everything must be done to minimise the risk to children of abuse and exploitation or other negative consequences of their participation.

Careful assessment is made of the risks associated with children's participation in speaking out, campaigning or advocacy. Children involved in participation work are aware of their right to be safe from abuse and know where to go for help if needed.

Standard 7

Ensuring follow-up and evaluation: Respect for children's involvement is indicated by a commitment to provide feedback and follow-up and to evaluate the quality and impact of children's participation.

It is important that children understand what has been the outcome from their participation and how their contribution has been used. It is also important that, where appropriate, they are given the opportunity to participate in follow-up processes or activities. As a key stakeholder, children are an integral part of monitoring and evaluation processes. Children are asked about their satisfaction with the participation process and for their views on ways on how it could be improved.

Handout 2:

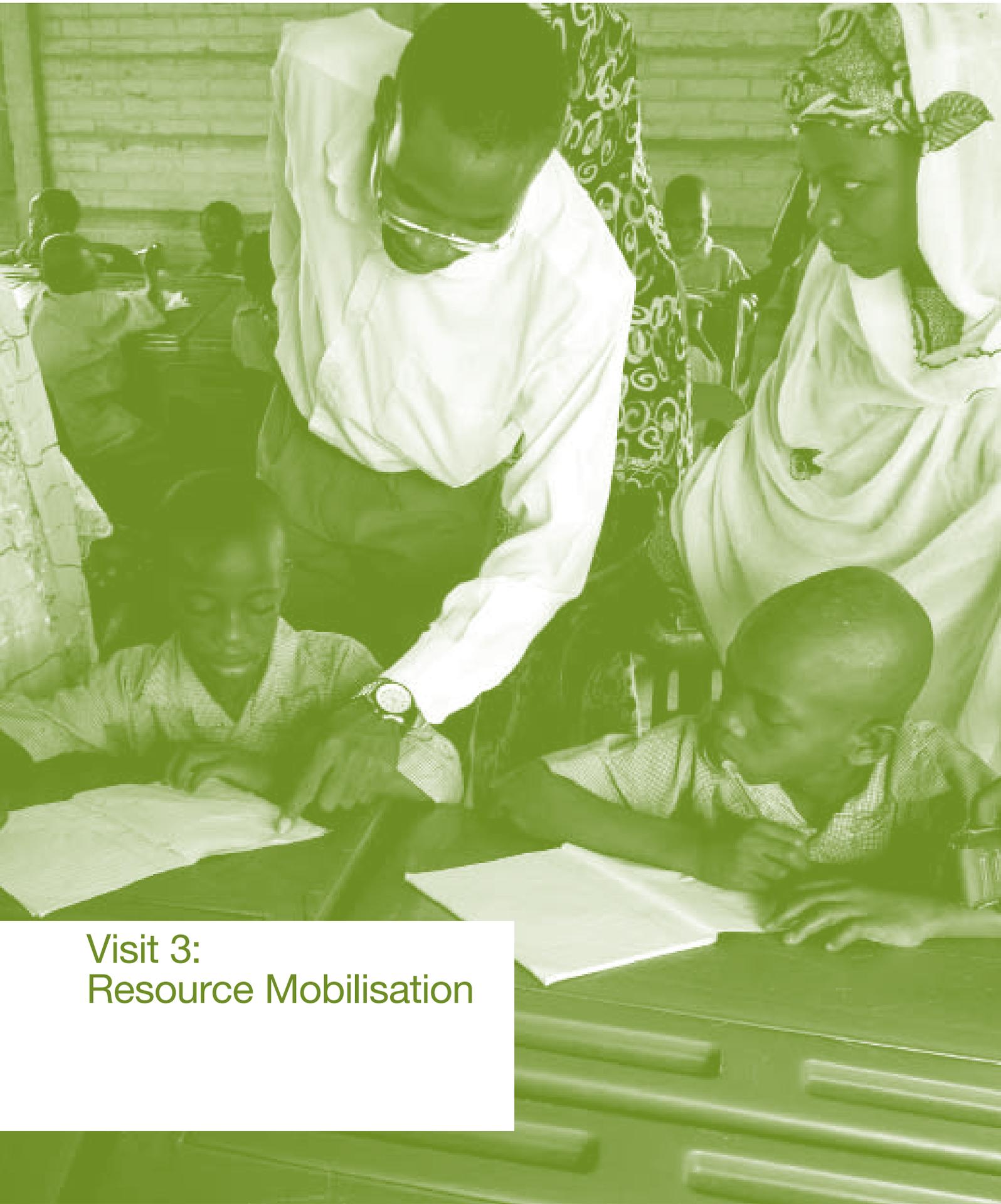
Stories of listening to women and children to improve schools

Turaki Educational Services and government partners in Albasu LGEA of Kano State that there is more acceptance of the role of women on SBMCs than there was in the beginning. SBMC women members and other community women are taking action on issues of girl-child education as well as other children who remain out-of-school, and that their approach of house-to-house visits is having an impact. Female SBMC members are getting other women/women's groups in the community involved in supporting school improvement, and there is more general acceptance, whilst challenges do remain, of women speaking out and being listened to in SBMC meetings. It has been suggested by some of the CSOs and government partners working in the northern states that the children's committees of SBMCs should allow girls 'safe spaces' to meet on their own as they may feel shy to discuss their issues and concerns with boys.

In Lagos State, the CSO Female Leadership Forum (FLF) report a Mrs. Akanbi who is an active SBMC member in Cluster 3- Ajibulu Primary School. Mrs Akanbi was very active in giving voice to the issue of the fence of the school, which has been an issue for about two years running. A local construction firm had pulled down the fence and had not rebuilt it. At the SBMC meeting of Basiru Dania Primary School Mrs Akanbi led a delegation comprising of the Social Mobilisation Officer, the Head Teacher of the School, the pupil representatives in the SBMC and some community members to present to the office of the construction firm Morano Group in the neighborhood that the school fence should be fixed promptly or else the women would lead the SBMC members and the children to carry placards to protest. The women felt the action was necessary because of the rate at which children move out of the school during school hours due to the broken fence. Morano Group agreed to fix the fence after this protest visit took place.

Children's committees: Reports of the work of KHADEV CSO and their government partners in Jigawa State highlight that SBMCs have supported the formation of Children's SBMC Committees in 23 schools in the LGEA to enhance their participation. The children selected the committee members and the SBMC also linked the school Guidance and Counselling Officers to the children's committees, where they were these officers were existing. Major roles of the Children's Committees at an early stage have been to ensure good health habits in and around the school and monitor children who drop out of school or who do not attend regularly. Children's Committee members have also been trying to represent other school children on the SBMC and raise their ideas for school improvement. In Galadanchi and Sabon-Gida Primary Schools Children's Committee members have also been tending to trees which were planted during a school tree planting campaign, monitoring their growth and ensuring that they have enough water to thrive.

Women's committees: In KARUMA LGEA SCHOOLS A & B, The women from both school A and B helped to discourage the practice of 'hawking' or selling goods during school hours among children in the community. This was achieved by visits made to the parents of such children. As a testimony to this activity, 2 recently enrolled pupils named Musa Fatimoh and Musa Jemilat used to hawk in the market until the SBMC women's committee members met with their parents and persuaded them to enrol the children in school. They are both in Primary One.



Visit 3: Resource Mobilisation

On your third SBMC visit, start with a short discussion session about recent events and progress on fulfilling the school development plan, and offer some advice about next steps. Then deliver this training, and finish with further planning.

This training session contains activities to help SBMCs learn how to bring more money and other resources into their school and community for education.

The session will answer two questions:

- a.
What is resource mobilisation for education?
- b.
What can SBMCs do to get more money and other resources into their school?

Resources:

Flipchart paper, marker pens, handouts and fake money (see below) cut up and ready for group work.

Time: (3-4 hours)

1. Introduction

(10 minutes)

Explain the following:

Resource mobilisation for education means bringing in things which can help improve the school and how it works, and improve how children come to school and learn.

Present the diagram on the next page - either by drawing on flipchart, using a projector, or sharing copies of this page. The pictures are clues to the question in the centre: ask the group what the pictures mean.



Explain that 'resources' means both money and other helpful things.

Ask the group what other things can help improve education, as well as money. Collect their answers.

If they can't think of many things, suggest the following:

Time to help build or repair school buildings; materials, land or equipment; time to help children get to school more easily; clothes and shoes for the poorest children if they don't have clothes to wear to school; giving food for children to stop them being unable to learn because they're hungry; time spent monitoring lessons; and so on.

Explain the following:

The SBMC is very important in bringing all these resources into the school, for two reasons.

[Present the points below on flipchart:]

a.

The SBMC has permission to tell government where more funding is needed. If the SBMC can show where money is needed, government may be able to provide more money.

b.

The SBMC has good contacts with many people, to bring in money and help from the whole of society. The whole of society benefits from good education, so we can persuade many people to help.

The SBMC should do three things:

i

Find out where more resources are needed for children's education;

ii.

Find people who have resources which could be used for education;

iii.

Meet those people and ask them for help.

Explain that once we have identified what we need and who can provide it, we must also decide how we can encourage them to provide these resources. This is why the question on the bottom right of the picture is so important.

Explain that the school development plan will do 1). This training session will give the SBMC good ideas on how to do 2) and 3).

Ask the group for ideas on why the SBMC needs to do all these things. Suggest the following, if not already raised:

Government money for education is often in the hands of people who are far from schools and do not know what is needed. SBMCs are an important link between schools and government.

Government should provide for children's education, but there will always be more need than what government can provide. People in the community with money and other resources may not know their help is needed; or they may not trust that their money will be well used if they give it to the school. The SBMC are trusted local people who can reassure the community that their money will be well used to help genuine needs in children's education.

Say that resource mobilisation for schools is mainly based on the School Development Plan. The SBMC Guidebook has useful information about funding and resources for the School Development Plan. To summarise, the Guidebook says:

The plan can include anything that the SBMC and community agree will improve the school, children’s access to school, or children’s education.

Large capital projects (such as building a new school) should be avoided.

The SBMC Guidebook gives some examples of what funds could be spent on. Ask the group if they remember any of these. After taking suggestions, give the group the list from the handbook:

minor repairs in school; teaching/learning materials; first aid kits for schools; supply of clean water; repair of school furniture; sporting facilities; educational excursions; additional security for the school; supporting children with special needs to come to school and learn; purchase of flowers/trees to improve the school environment.

Ask the group what main funding or resource needs they have identified in their school development plan. Check that everyone agrees the main needs. Write these on flipchart.

2. Starting the Process

(10 minutes)

Present the cycle of resource mobilisation below, either on a projector or through distributing printed handouts. Explain this is the process they should use to find and use resources to improve education. It is a process of finding the right people to help the school with resources, and persuading them to give resources to the school.



3. The plan

Explain that it is essential for SBMCs to plan what you want to do (i.e. complete the School Development Plan) BEFORE you start to look for resources.

This is because:

It is much easier for SBMC members to persuade someone to support a project if they know exactly what you want to do with the contribution (would you give a large sum of money to someone who didn't seem sure why they needed it?)

SBMC policy states that no money can be spent unless it has been laid down in the School Development Plan.

Specific contributions for specific planned pieces of work, or projects, to ensure accountability and transparency.

Present that once the School Development Plan has been completed, the next stage of planning is to:

a.
Form a SBMC **project committee** (about 3 people). This committee will direct and record the way a project is funded and directed by the SBMC.

b.
The committee should **assign roles** among the SBMC for finding resources for projects, and for implementing projects (more on these roles will be shared later).

c.
Set measurable and realistic **goals** for a) finding money and other resources for each piece of work; b) starting pieces of work when resources are found; c) finishing each project.

d.
Create a **budget** for each project (realistic, reasonable prices, getting competitive bids for work)

e.
Create a detailed **implementation plan** and schedule for each project.

f.
Create a **contingency plan** for each project - agree and write down what the SBMC will do if it doesn't get all the money, or if it meets delays or other problems.

Share the list above, either on flipchart or as a handout.

4. Who might support our work, and why?

(20 minutes)

Ask the group to think back to what the SBMC Guidebook says about which **donors** money and other resources for schools can come from:

Make sure they have the following in their list.

the State government

members of the community

wealthy individuals from the community or linked to it in some way
companies or business people.

Ask how SBMCs can persuade these people to give:

Having fundraising events - selling items to raise funds, or having a celebration at which people make donations

Writing letters or proposals to ask for money

Going to ask for money in person

(present these lists on flipchart).

Ask what are the good and bad points of each approach? Wait for answers, and then add:

Parties or sale events - they can get a lot of people together, creating an atmosphere of encouragement to donate. But they can cost too much money to implement unless you are very careful. Also, parties can be associated with politics, and SBMCs must stay away from politics.

Writing - this can reach people who are far away and they can present clear evidence of the need. But letters or proposal documents can be easily ignored.

Visits - can use the 'personal touch' to appeal to people. But people can feel too much pressure is being put on them.

Explain that it is usually good to do all three, particularly visits followed by a letter, or letters followed by a visit. Sometimes it is possible to persuade a wealthy person or business to organise and pay for a fundraising party at which other wealthy people make donations. Or a local leader could be asked to host an event at which community members come, celebrate the school and make pledges of time or materials.

Explain that all these different donors will need a good reason to give money, time, or materials. They will usually need a **practical reason to give**, and a **personal reason to give**. Tell the group we will consider three types of people who might give to the school, and what their reasons for putting resources into education might be:

A local business owner

The State SUBEB Chair

A parent who is a poor farmer.

Divide the group into three, and tell Group 1 they are business owners, Group 2 they are SUBEB chairs, and Group 3 are poor farmers who are parents.

Ask the groups to discuss these questions: (5 minutes)

What can you give easily to help the school?

How will it benefit you if the school and its students are doing well?

After the discussion, ask each group to share their answers. If necessary, add the following:

Business owners can usually give money, equipment, materials. They can also provide contact information for other business owners who might be interested to help.

Business owners will get a good local workforce if the school does well, and in the short term will get a good reputation and good advertising if they are known to have helped the school.

The SUBEB Chair can give large amounts of money, allocate new teachers and agree repairs or new buildings for schools. They will gain a good reputation if schools in their area are shown to be enrolling more students; they may also get a good reputation if they can show that they are spending their budget on time. Also, if money is being brought in from outside government for education, the SUBEB Chair's reputation will be helped.

Farmers who are parents can give time and sometimes food during times of the year when they are less busy. They will be happy if their children are doing well in school.

Explain that we need to give each of these donors what they want, in order for them to feel happy about giving the school money, time or things. Ask the group:

.....
How can the SBMC help the business owner get a good reputation?
.....

.....
How can the SBMC help the SUBEB Chair show that the school is enrolling many students and spending the budget on time?
.....

How can the SBMC show parents that their children are doing well in school?

Write their suggestions on flipchart. Then add the following (either on flipchart or as a handout):

The SBMC can put a notice up in or outside the school thanking the business owners for their donations.

The SBMC can thank the business owners at public meetings (along with other donors).

The SBMC can encourage the business owner to state that they are a supporter of the school on their business documents.

The SBMC can organise a grand opening of an improved school building and invite the business people and the local press, who will publicise the donation. (Note that for these 'rewards', the business should be making either quite large or regular donations: these testimonials could be worth a lot.)

The SBMC can write a letter or report for the SUBEB Chair, with photographs, showing how money from government has been spent, and how donations from other sources have helped. The report should state how many children have benefited from the funding, and how many children the school now has.

The SBMC can invite the SUBEB Chair to see the improvements that have been made, and formally thank him or her at this event. This will be reported back within government.

The SBMC can give the SMO or other official information on how projects have been completed and how many children have benefited, to feed back to State level.

The SBMC can organise a community meeting at which they thank all the local people who have helped with time and other donations, naming them all; and where they explain what the project has achieved.

The SBMC can organise parents' visits to the school to show how conditions have improved.

The SBMC can make sure that all parents' concerns and ideas about education are regularly sought and acted upon.

Ask the group: Are there any things which donors may want, but which the SBMC should not provide?

If necessary, offer the following ideas:

Money; gifts; endorsements of businesses' products or services; political support or votes; help in disputes or matters not related to education; untrue information about the school or projects; accepting poor quality materials or equipment.

5. Fundraising Role Play

(60 minutes)

Resources needed: 'fake money' - 30 pieces of paper cut out and marked to represent N30,000.

a.

Split the group into 4 smaller groups.

.....
Group 1 will take the role of potential donors.

.....
Groups 2, 3 and 4 will play the role of people trying to fundraise for a community's school.

b.

Explain to the group that Groups 2, 3 and 4 should each choose something for which their school needs to raise funds. They will have 30 minutes to prepare before they go and speak to the potential donors. They should think about what information it will be important to convey, what questions they might get asked and how much they are going to ask for.

c.

Give each donor N150,000 (in fake money). Explain to the whole group that the donors will each, individually, decide which project or projects to support and how much they are going to give. The rules are that each person must give some money away but does not have to give it all.

d.

Give the groups 30 minutes to prepare.

Give each group a handout with the following questions. Donors should be encouraged to ask these questions, and the SBMC group should be encouraged to prepare answers to the questions.

.....
What is the problem you are asking me to help with, and why is it important?

.....
How much of my money are you asking for and what exactly will you do with it?

.....
What impact will my donation have on the community? How many people will benefit?

.....
How will I know what difference my money has made?

.....
How do you know that there is a real need for this project to go ahead?

.....
How do I know that this project is a good use of the money, and that you won't waste money?

.....
Why should I give right now, and not next year?

.....
How else have you tried to raise the money?

.....
Isn't this the government's responsibility? Why should I pay for it?

.....
How will you make me feel good about having given money for your work?

e.

After 30 minutes, ask each of the donors to take their money and to go to different spaces in the room. Ask each group to go to a different donor and give them 5 minutes to discuss their project with that donor. If they want to, donors can take notes during these discussions. After the 5 minutes are over, ask the groups to rotate to a new donor and continue until each group has seen each donor.

f.

Call the group back together. Ask each donor in turn to give out their money as they wish to the different projects and, as they do so, to explain why they made those decisions.

g.

Ask Groups 2, 3 and 4 to feedback on how they found the experience – what was difficult? What was unexpected? How might they prepare for future meetings with potential donors?

h.

Ask Group 1 to feed back how they felt being the donors – what was difficult? What did they find frustrating? Were there any differences between how the fundraisers presented their case?

i.

Ask the group as a whole what learning they can take from this experience.

j.

Explain that in real life, donors may not ask these questions openly, but they will probably make decisions based on these questions. So SBMCs will need to prepare information against these questions to give to donors, before they ask. It will be important to bear in mind what we know about the donor and what their interests about education are, as we discussed earlier.

6. The Donor Pyramid (2 minutes)

Present this drawing:



Ask:

What does the group think the image represents?

There are different ways to interpret it, but the most common is:

.....
The width of the pyramid represents the number of donors

.....
The height of the pyramid represents size of donation

.....
As you move higher up the pyramid, the donations get bigger, but the donors get fewer.

At which level in the pyramid does the group think it is best to try to mobilize resources?

Explain:

If you only mobilize resources at the lower levels, it may be easier to persuade people to make smaller contributions, but you have to get a very large number of them

If you only mobilize resources at the top of the pyramid, a single gift may be enough to complete the work, but if you are unsuccessful, you have nothing else to fall back on.

The best way to mobilize resources is to look for donors at different levels – this spreads the risk.

Making our plans

Resources: scraps of paper, masking tape, chalk or long strips of paper.

First, ask the group to identify some actual possible donors for their own school development plans, based on what we have discussed today. Ask everyone to discuss this with the person sitting next to them and come up with as many people as possible that they know about who could provide any kind of resources to help the school development plan. Give each pair several scraps of paper and ask them to write each person or group of people on a scrap of paper. (5 minutes)

Now clear a space in the middle of the floor and draw a pyramid in chalk, or using masking tape or strips of paper. Ask each pair to place their potential donors on the donor pyramid. Check that the group agrees with the placing.

Give the group a 5 minute break, and during the break ask one person from each SBMC to record the list of donors for their school which have been placed on the pyramid. Help them to do this.

7. Preparing a donor list and action plan

Ask each SBMC group to choose one need/priority from the School Development Plan that you had written on flipchart earlier.

Ask them to answer the following questions on a piece of flipchart: (5 minutes)

a.

What resources does the school need to make sure this problem is solved?

b.

Who could provide these resources? - list who can provide which things, and say whether this will be in the form of money or direct donations of things or time.

When each group has finished, ask them to look at each person they have listed and, for each person write down:

Why might this person be interested in giving to the school?
(Allow a further 5 minutes for this.)

Ask each group to present their flipcharts. Then present the table below, explaining that for each project in the school development plan this table should be used to plan which donors to contact and how. (The first line is an example.)

WHO can give? (name and position)	WHAT part of the plan do we think they can provide? (type, amount)	WHY might they want to help?	HOW will we approach them, and what information will we give them?	REWARD & RECOGNITION—what is necessary / appropriate?
Example: Mr Iboki, owner of local TV and radio business	5 radios; 1 TV; money for replacing 5-10 windows	Good standing in the community, publicity for business	Visit their store and ask to have a meeting. Present report, plan and photos; offer visit to school to find out more. Ask if they know of other business who might be interested to donate.	Name on donations list posted in school; invite to project completion event with press; copy of project financial report.

Ask each SBMC group to compile this table for the donors they have identified and for the project they have chosen. Give them 30 minutes.

At the end of this activity, ask if there were any big debates or difficulties. Offer advice to help with these.

If an SBMC is in a poor rural area, ask whether there are any wealthy people or businesses that they have contacts with in the city. They should include these people as possible donors. If an SBMC does not know any wealthy people, reassure them that they can approach government for more funding as long as they explain that the community is giving some time and support to help.

IMPORTANT: If local government has very low funds, it is your role as an SBMC mentor to help the SBMC approach state government with the reasons why the school needs more funding. This could be done by a group of SBMCs or by single SBMCs, depending on the situation in your state.

One issue which may come up is certification. Some SBMCs have not been confident to approach donors without formal notification of their status. Advise the group that they could prepare a letter of introduction to take to new donors, explaining who they are and what they are raising funds for. They could get this letter stamped or signed by the LGEA or SMO. (If anyone asks whether they could have ID cards, explain that this is not possible.)

Also add that it is important to use existing contacts to approach new donors. So if you have a good conversation with one donor, ask if they know anybody else who may be able to help as well.

As a final stage, ask the groups to allocate who will take the actions outlined in Column 3 of the table. Ask who is best to approach donors?

If needed, add that someone in the SBMC already known to the donor is good; someone who has good authority and is trusted; and someone who is friendly

and outgoing. So a team of two or three people may be best to approach donors. The task of approaching donors should be spread across different people in the SBMC, so that all the burden is not on a few people.

Ask the groups to write down who will be involved in approaching each donor on the list. Ask the groups to write down when they will approach these donors. Ask the group to produce a full donor table and action plan for the whole School Development Plan in the next hour (if you have time to stay and supervise), or by your next visit (if you don't have time). Say that you will be asking them for progress on it during your next visit, and that you will continue to advise them on the plan.

The plan should look like this (present on flipchart or handout):

WHO can give? (name and position)	WHAT part of this project do we think they can provide? (type, amount)	WHY might they want to help?	HOW will we approach them, and what information will we give them?	WHO and WHEN?	REWARD & RECOGNITION—what is necessary / appropriate?
	Does the total add up to the total resources needed for this project/ plan?				

Close the session by agreeing how the plan will be completed, and give out copies of the handout below, one per member. Give the group 15 minutes to read the handouts, and close the session.

Handouts

SBMCs and Resource Mobilisation

The following bullet points highlight the kind of resources mobilised through SBMCs to improve schools, and the kinds of improvements that resources are used for. Resources do not mean only money, but also the time and labour of community members to work towards improved education of their children.

Local Education Authority **Kachia 2 School** and **Ugulu Gado**, Kaduna State, have been able to mobilize resources through the cooperation of the community and the traditional leader's support towards the preparation for repair of the dilapidated classrooms in the school.

The youths at LGEA Kwaturu, Kaduna State, have taken it upon themselves to repair the broken doors and windows and also the broken chairs and at **Gayansa School** members of St William's church in the community have supported the school with 4 windows for its new block of classrooms which is built through community efforts.

At **Kachia Model School** the community has used community resources to build a concrete protection round the well in the school to protect the source of water and the children, and they have also renovated a classroom destroyed by a fallen tree.

In Jigawa State, **Kamala Community Health Development Initiatives (KAHDEV)** report the following from Ringim LGEA: Dabi primary school SBMC purchased hard covers and exercise books for the school at the cost of N7,500. Community forum meetings with parents are yielding results in strengthening parental support, roles and responsibilities. In Kyarama and Karshi Primary Schools SBMC parents are getting together and providing support to schools with first aid equipment each term while in Kyarama, 2 mats, 10 scythes for cutting grass, 29 cardboard sheets and 10 markers were given as a donation from the community. A philanthropist assisted in the construction of toilet at Dabi primary school. Al Hadji Nuhu Roma a community member, continues to provide chalk at the JSS and Primary schools of Yandutse. Similarly a philanthropist Al Hadji Uba Bala Former police Deputy Inspector General, donated thirty (30) 3-seater benches with desks to JSS Galadanchi. In JSS Auramo the SBMC procured 6 desktop computers.



Visit 4:
Protecting children
in the community
and school

Visit 4: Protecting children in the community and school

This training session helps SBMCs to answer three questions:

- a. Why do children need extra care and support for their welfare?
- b. How can a community help its children be safer, healthier and happier?
- c. What is the role of SBMCs in helping children be protected?

Resources: Flipchart, printouts of notes and materials, copies of handouts, marker pens, pens, masking tape

Time: 3.5 hours

1. Introduction

Remind SBMC members that in previous mentoring visits we have discussed including all children in school as well as how to ensure that children have the opportunity to fully participate in SBMC decision-making about school improvement. This session is about the responsibility that adults have to make sure that children are safe in school so that they can learn well.

Ask the SBMC members to talk in pairs and think about situations in and around school where children may be exposed to danger, violence or behaviour which is not appropriate for children.

Collect their answers on flipchart or blackboard:

.....

.....

.....

.....

If not mentioned by the group ask the members if physical punishment is common in schools and why. Ask the SBMC what impact, if any, they think harsh punishments have on children's participation and learning, remembering what we said during previous mentoring visits about how children learn and participate best.

Collect answers:

.....

.....

.....

Highlight that issues of child protection, keeping children safe from any kind of violence or torment in and around their schools, are often very sensitive for

many children and adults and yet are often the biggest reason why children do badly in school, or stay out of education. This includes the ways in which adults sometimes use their power over children to do them harm. This session will look at these issues and the role that the SBMC can play in keeping children safe in and around schools.

2. Mapping risks to children

Time: 60 minutes

Step 1

Ask the SBMC members to close their eyes and visualise their community. They should look inside their houses around their streets, in their schools, at the market etc. What are children doing? Who can they see?

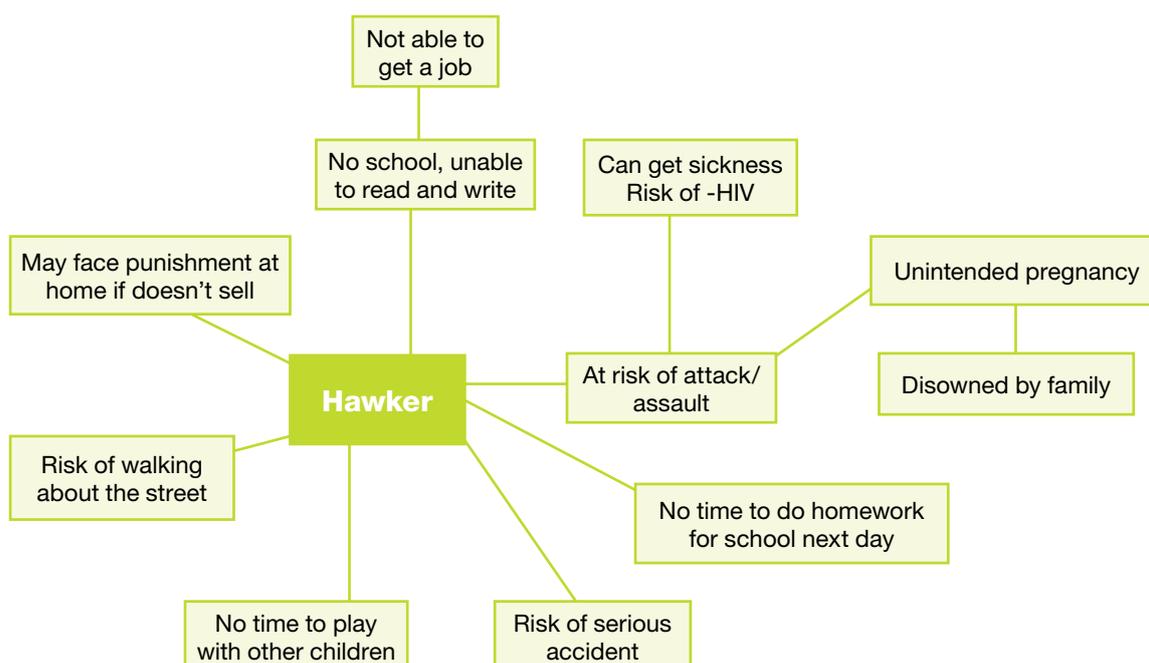
Ask the participants to call out who they saw – and write these on pieces of card – or paper

Ask participants about which children are in school and which are not and why, and what the risks are for out-of-school children.

Ask the participants to identify who they feel are the FOUR (4) children who are most at risk to harm in their communities

Once these have been agreed upon – split the group into four and give each group a 'child'.

Place the child at the centre of flipchart paper and ask them to think through what are some of the problems this child faces and the impact of this – keep going, as the group identifies one impact, which leads to another impacts, and so on – see [example](#) below.



Step 2

Divide the participants into groups. The children should work together and then the adults work in 2 or 3 groups.

Each group should have a piece of flipchart paper and draw a rough map of the community placing the structures below within the map (see example map diagram on page below):

.....
Health care services

.....
Schools

.....
Churches and mosques

.....
Markets

.....
Residential areas

.....
NGO/CBO/Community Development Group – offices

.....
Rivers and wells

.....
Any other key buildings or landmarks in the community

Ask participants to draw a smiling face on the map in areas which they think there are very few protection or welfare risks for children, and a sad face where they think there may be high risk of harm.

After the group work, let each group bring their map to the front and present their community risk map. Let more than one of the children present. Ask participants to highlight the places they identified as high risk and why, and low risk and why.

Identify any differences between the mapping that the children and the adults have produced, and discuss these. Perhaps the adults do not know which places children fear.

Talk about who is responsible for protecting children in the community. Discuss the help that children already receive or don't receive from the different institutions and organizations that were identified on the map.

Ask the group, what are the gaps? What more could be done?

1. Why children need special protection

Time: 45 minutes

Step 1

Ask participants to work in small groups and thinking back to session 1 and ask them to list the protection issues they highlighted (the dangers of hawking, lack of access to school for many children, drop-out of girls due to early marriage, rape, kidnap, harsh punishment etc.)

Ask the groups to report back.

Explain the following to the groups:

Child protection is about taking action to prevent and respond to protection issues that children face, which may harm them both physically and emotionally, and threaten their survival and development.

Ask participants to brainstorm on the ways in which the protection issues they have discussed can impact particularly on children's education (reasons many children out of school related to protection issues (especially girls), child protection issues within schools – bullying, harassment, harsh physical punishment, sexual exploitation/violence)

Highlight to SBMC members that the kinds of issues they have raised can be divided into different kinds of protection issues. Use the first **handout** to explain clearly to SBMCs what the terms abuse, neglect, exploitation. Use simple language and examples to help with understanding of the terms

Draw a picture on a flipchart or piece of paper of an adult, and one of a child. Place the pictures where the SBMC can see them well.

Ask them to look at the picture of the adult and ask them what it is about the adult that makes him/her able to protect him/herself better. Do the same with the child – what is it about the child that means he/she needs to have special protection? Collect the responses on a flipchart.



Present the following points, either on flipchart, handout or using a projector:

Child protection recognises the need for special protection for children as a consequence of their relative lack of life experience and immaturity. Children need to have special protection until they have acquired greater physical and emotional strength, experience and knowledge.

This does not mean that everything should be done for children, but that children's participation is relevant to their age, developmental stage, physical and mental capacity and should not place them in a situation of harm.

Children's dependence on adults and the low status of their voices makes them exceedingly vulnerable. Children are often subjected to violence within the family, at school, in institutions and on the streets and they are powerless to change their situation.

Children with disabilities are even more vulnerable to physical, psychological and sexual violence, since the dominant attitudes of both their own families and of society increase their marginalisation. Family attitudes towards children with disabilities often include shame, embarrassment and concealment. Disabled girls are often doubly disadvantaged in society since they are both girls and disabled.

Explain these key messages below. After each message, ask people to 'vote' on whether they agree by putting up their hands.

.....
Children need protecting and looking after. This is something for the whole community to help with, not just a child's family.

.....
Children are often affected badly by how they are treated in school. This can mean they are too afraid to go to school or they are too afraid to concentrate and learn.

.....
Sometimes family difficulties affect children's ability to go to school and learn. The whole community can help solve these problems.

.....
Children can help each other, and they can help themselves. Listening and respecting children when they tell us about problems they are having is important.

.....
As a community, we will all be stronger if our children are getting a good education. Helping our children get a good education includes dealing with the barriers children face in life which stop them doing well in school.

Ask if anyone is unclear about these points. If so, ask the group if anyone else can explain it to them. Then present the following key points on flipchart:

When we help protect children, we can use four principles, which reflect the rights that all societies have agreed they want children to have:

Best interests: All actions related to children must be done in their best interests – what is best for this child’s happy and healthy life now, as well as for their happy and healthy life in the future? These should come before political or financial priorities.

Participation: All children should be involved in decisions which affect them. An important way to find out what is in children’s best interests is to ask them what they think and what they want.

Survival and development: All children should be protected to survive and to develop to their full potential. This means getting the food, healthcare, exercise and education that they need.

Non-discrimination: Children should not be discriminated against - treated badly – in any way, for example because of their age, sex, ethnic group, class, religion etc.

2. How children are affected by protection problems in the community and at school

Time: 30 minutes

Step 1

(20 minutes)

Ask SBMC members to look back at their community map and ask them to indicate whether any happy or sad faces were placed next to the school. Ask why some were happy and why some were sad.

Ask them to consider why there might be a sad face next to the school – what might make children happy or sad in school? What might affect their ability to learn well?

Ask the group if they are aware of any such issues affecting children in the school, and gather these on a flipchart, titled **School Related Protection Issues**.

.....

.....

.....

.....

Ask the group to think about the impact of these issues might be on children and their learning.

Ask the group to discuss (write the question on flipchart): What do children need to do well in school? - in their homes, in school itself, in their lives: Emotionally, physically, and socially?

Take several answers from across the group.
You can add these ideas if the group doesn't come up with them:

Entry to the school is not blocked because of lack of money.

Something to read. Children need books and text to read - they need lots of practice with lots of books.

Something to write on and with. Children need lots of practice with this too.

A safe, clean and comfortable place to sit. Children will tell you what is comfortable and safe for them.

Protection from the weather.

Good light to study by.

Clothing. Not necessarily school uniform: this should depend on whether having school uniform makes it more difficult for some children to go to school.

Good food. If children are either hungry or not getting healthy foods, they are not able to concentrate and learn well in school.

Clean water and sanitation. If children are getting sick because of dirty water or dirty toilets, they will miss school and will not be able to concentrate.

Not being afraid of violence or bad treatment.

Being confident that their teachers will treat them and other children well and fairly.

Understanding what teachers say and what teachers want them to do.

Encouraging positive relationships in schools:

Explain that teachers mostly try their best to work well with and motivate children to learn and that they have to have power over children to make sure that their class is conducive to children's concentration and learning.

Highlight that however, teachers and other adults in schools do not have to do harm to children to use their power, and must not do so.

Many teachers need supporting and monitoring to make sure that they only use positive methods of class control and discipline. The same applies to parents and other adults in the community.

The SBMC has a vital role to play in helping the whole community see that they should not be using fear, violence or other forms of harm to control children. Like adults, children have the right to be free from fear and to be physically safe. Children need support from adults to make this happen. The SBMC needs to spread the idea that everyone is responsible for treating children kindly and safely, and to show how children's attention and good behaviour can be gained through safe and respectful means.

For people who have been used to using violence, fear or humiliation to control children's behaviour, this news is often unwelcome. It sometimes takes time to change beliefs about how children should be treated. But we know from listening to children that they study best and develop best as people when they feel safe around the adults in their lives.

Step 2

(10 minutes)

Lead a discussion in plenary. Ask, how do people generally try to protect children in everyday life in Nigeria - as parents, good community members, good teachers? Write ideas on flipchart.

Ask, what can be done when individual actions to protect children are not enough? Has anyone had any experiences of situations when people have worked together to help children? Write ideas on flipchart.

End the discussion with this message:

Through day to day school management and good teaching practice, schools can promote and reinforce values of respect, equality, inclusion, co-operation, participation, responsibility and conflict-resolution.

On the other hand, if people running schools do not think about how to keep all children safe and happy, schools may unintentionally promote negative values of exclusion, violence and discrimination. Therefore, active efforts are needed by school management and SBMCs to promote child friendly education, so that children grow up with the values they need to be happy and productive citizens.

5:

How the SBMC can help protect children

70 minutes

Step 1

(10 minutes)

Work in groups: Ask SBMC members to brainstorm on who they think should help to address the protection issues they have been discussing. Collect answers on a flipchart. Some suggestions are below.

.....
Parents

.....
The government

.....
Local authorities

.....
The Head Teacher

.....
Teachers

.....
SBMC

.....
The community

.....
Community and religious leaders

.....
The police

Go through each and discuss how they can help improve children's access to education and improve the safety and welfare of children in and around schools.

Step 2

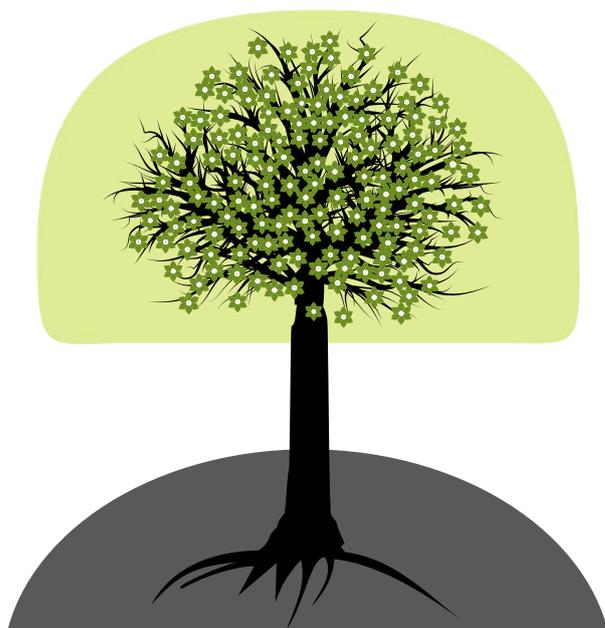
(30 minutes).

Ask participants to get into groups of five. Ask them to draw a problem tree about the protection problems they have been discussing. Explain that this tree will lead to an **action plan for the SBMC**.

Each group should draw a large tree, filling up a sheet of flipchart. Each protection problem is written on the trunk of the tree. The causes will be in the roots of the tree, and the solutions will be in the branches. For example, if a problem was 'children report harsh physical punishment in schools' in the trunk of the tree, the action on one of the branches could be: 'SBMC requests teachers to put an end to harsh physical punishment in schools'. Another branch with a solution could be 'SBMC asks the head teacher to report teachers to SUBEB if they harshly punish children'.

Ask them to turn the roots of the tree (the causes of the problems) into branches with positive action statements also. So if the cause was 'lack of knowledge of teachers of non-violent or fearful methods to discipline children', a solution could be added to a branch saying, 'as for teacher training on how to control classes without using violence or fear '.

The leaves and fruit of the tree, the 'effects' of the problem, will become the end result of addressing the problem. For example, if one of the effects had been 'children not learning well', the 'results fruit' could become 'children get improved grades in school'.



After the trees have been completed, get each group to present their tree to the group. This can be done by a 'gallery walk' where the trees are fixed to the walls of the room and everyone is asked to walk around and look at all the trees.

The table below contains some examples of problems, actions and results that could be included in a problem tree on how SBMCs can help improve child protection. You can suggest these if any groups are having problems coming up with ideas.

Problems and causes	Actions planned by SBMC	Expected results
Children are afraid to go to school	Make communities and teachers aware of how harsh physical and humiliating punishment stops children learning.	Children come to school more often
Children are too afraid to concentrate on learning at school		Children learn more easily
Teachers beat children	SBMC meets with teachers and LGEA to develop a clear code of conduct and behaviour for teachers. This will be displayed in the school.	Parents start to reduce their own harsh punishment of children.
Teachers frighten children		If an SBMC member sees or hears about a teacher breaking the code, they ask for action from the head teacher.
		Children know they can safely tell adults if they are being treated badly at school, and action will be taken.
		Teachers, children and parents know how teachers should and should not treat children.
Teachers do not know how to discipline classes without beating or threatening children.	SBMC and head teacher ask SMO to train teachers on child friendly, non violent methods of discipline	Teachers can control classes well without having to use violence; children feel safe with teachers and with each other.

Step 3

(30 minutes)

Ask the group to think about what all this knowledge about child protection and welfare means for what SBMCs. What can SBMCs do to help keep children safe and happy?

Explain that you want each group to make a list of sentences, based on the ideas in their problem trees, which begin:

To help make children safer in our community, the SBMC should.....

The SBMC could also.....

The SBMC should not.....

Before starting the task, present the following:

It may be natural for SBMC members to want to punish teachers or parents

for harshly punishing children. But the SBMC should focus on these three key points:

- a. protecting children from bad treatment now;
- b. protecting children from bad treatment in the future
- c. Making sure there are ways of preventing children from being treated badly in the future.

Start the group activity. Give the groups 15 minutes to discuss, and then ask each group to present their ideas. Review the ideas using the three key points above.

When everyone has agreed what will be done, present the blank action table below on a flipchart. Write the agreed ideas into the column for SBMC action.

After agreeing everyone’s actions, present the tables below as key protection tasks for the SBMC, in addition to the ideas which the group has come up with.

Summary of tasks for the SBMC (with examples)

Actions SBMC members can take to strengthen Child Protection and participation	Support SBMCs might need to fulfill their role
Regularly give messages to the wider community and its leaders on the importance of girls’ education as well as that of boys.	Training and mentoring on child protection and including it in SBMC work
Include child protection issues in every School Development Plan.	Ask SBMC for reports on child protection issues, how they are being addressed in the School Development Plan.
Monitor child protection issues in the community and at school. Report on these to SMOs, Head Teachers, and any other relevant authority, demanding a response which protects the child.	Ask SBMCs for regular updates on whether any child protection issues need support from higher levels. Take these issues to higher levels for action which protects the children concerned.
Form a children’s committee, as highlighted in the SBMC guidebook and training (see Part..). Take steps to ensure that children who take part are safe.	Training and advice on how to form and support the children’s committees – what the potential for doing good is, and how to work with children.
Form and support a women’s committee highlighted in the SBMC guidebook and training. Award the women’s committee a child welfare role.	Advise SBMCs on welfare role for women’s committee. Share examples from other SBMCs. Where possible, link women’s committees to guidance counsellors in schools.

Highlight that these actions are recommended in the SBMC state policy and SBMC guidebook, which highlight children’s participation and protection.

Close the session by asking the group what ideas they found most unusual and most interesting from today’s training. Ask what changes they might make in their own lives now that they have had this training.

Handouts

Definitions

Abuse: A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, well-being, dignity and development. Abuse includes all forms of physical, sexual, psychological or emotional ill treatment.

Neglect

Deliberately, or through carelessness or negligence, failing to provide for, or secure for a child, their physical safety and development.

Exploitation

Child exploitation refers to the use of children for someone else's advantage, gratification or profit (sexual and economic) often resulting in unjust, cruel and harmful treatment

Violence

All forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse which can harm a child's health, survival, development or dignity

Discrimination (Marginalisation)

Excluding, limiting, making a distinction or showing preference towards any child or person on the basis of race, colour, sex, ethnic group, language, religion, level of wealth/poverty or birth

Harmful traditional practices

Practices linked to traditional cultural beliefs and attitudes which are known to place the child's emotional and physical development and survival at risk

Corporal Punishment - Facts

Research² highlights clearly that children learn best when they are not afraid. Here are some of the key findings:

Physical punishment increases the risk of child abuse. It is easy to hit too hard and cause injuries like bruises, broken bones, and long term damage such as nerve damage.

Physical punishment is related to a worsening of behaviour rather than an improvement in behaviour. It increases antisocial behaviour such as lying, stealing, cheating, bullying, assaulting colleagues, brothers and sisters, and lack of regret over wrongdoing. There is no evidence that corporal punishment improves children's academic achievement

Flogging children transmits a pro-violence attitude. It teaches that it is acceptable to hit persons who are smaller and weaker.

Physical punishment reduces trust between an adult and a child. Trust is important for learning because children need to feel they are in an environment in which they can try and experiment new things without feeling they are not allowed to make mistakes. It is by trying new things that children learn new skills and knowledge.

²Learn Without Fear (2008) PLAN International

Fear is not an effective way of teaching appropriate behaviour. Fear may lead children to obey only when the person who hits them is nearby. It does not lead to an understanding of the reasons for good behaviour.

Children who are frequently hit may grow up with memories of anger and resentment from their childhood.

Children may be flogged for behaviour which is not “bad” behaviour, but rather behaviour which is related to needs for attention, nutrition, sleep, and exploring.

Flogging a child for misbehaviour means the adult loses an important opportunity to teach a better way.

While flogging a child may stop misbehaviour at that time, other methods like stopping and talking to the child, reasoning and trying non-violent consequences work better.

Better alternatives exist. Children learn best through teaching, discussing, and observing adults who show them responsible, caring and self-disciplined behaviour..

Physical and psychological punishments may also be responsible for drop outs, poor academic performance and low self-esteem in children.

A child's experience of corporal punishment at school

One day our English teacher was writing some questions on the blackboard. Some of us were talking quietly in the class. Then the teacher said “Shut up, and I will instruct you how to answer the questions properly.” However, some of us continued to explain to each other how to answer the questions. The teacher got angry and everybody was chased out of the class. We all stood outside in the sun and were ordered to stoop for half an hour. It was really painful for our thighs and knees. We all shook and trembled. The teacher got angrier. The cane started to fly; not only on our shoulders and backs, but everywhere! I will never forget that punishment, it was so bad. I was sweating like crazy. We did not learn anything that day and if the teacher had explained well it wouldn't have happened.

– Anon, Tanzania.

When the school year started, my father refused to provide my school dues. Since I did not have textbooks, I was beaten in front of others and driven away from school for one week. I was very ashamed and thought of leaving school.

(Cameroon)

The Impact of Sexual Harassment and Violence on Education

The effects of sexual violence in school around the world are multiple and overlapping. Victims suffer physical and psychological trauma and are at risk of sexually transmitted infections, including HIV. Young girls may also face the consequences of unwanted pregnancy. These include unsafe abortion, social stigma and being forced to leave school.

Sexual harassment and violence form a major barrier to girls', boys and young women's access to education and their ability to benefit from it. It is a powerful factor in influencing parents to keep girls out of school, for girls themselves avoiding school and for girls' underperformance in the classroom.

A number of studies stress that fear or experience of sexual violence in schools is a major reason why some girls in particular under-perform at school or drop out altogether. This is reflected in their lower enrolment at secondary school level. The long-term psychological and physical consequences of rape and other serious offences can be severe.

Where children feel unable to report sexual violence because of guilt or fear there are often negative repercussions. Those who do report abuse often experience hostility, which can force them to change and sometimes quit school, while the teachers or students accused of abusing them often remain in place and experience no repercussions.

There are currently no estimates for the number of people who die each year as a result of sexual abuse in school. But given the scale of the problem and the dangers posed by sexually transmitted infections, illegal abortions and mental health problems it seems inevitable that sexual violence in schools takes the lives of many children each year.

In addition, attitudes towards AIDS mean that children who are living with HIV often suffer social and economic discrimination. People living with HIV, and often their households as well, continue to be excluded from work, access to services, and family and community life.

The very high prevalence of HIV in southern Africa has raised concerns among authorities and NGOs about the vulnerability of school-age girls to infection, either through assault while travelling to school or through sexual abuse or coerced sex by male teachers or pupils within school grounds.

The causes of sexual violence vary greatly from country to country and school to school but teachers' behaviour and traditional gender stereotypes are often key factors. By not reporting or responding seriously to complaints of sexual abuse, teachers and school authorities convey the message that sexual abuse will be tolerated. Girls in societies where women are accorded a lower or more passive status (and where harmful practices take place) are more likely to suffer sexual violence at school. When we ask ourselves why children are out of school, we often don't consider sexual harassment and violence because it is perhaps little researched, little reported and therefore invisible as a cause of children out of school.

A Child's Experience of Sexual Harassment in School

My father sent us all to school but I stopped attending school in the middle of the second term in class 4...I was 11 years old but I looked like a 15 years old... as you see my body is big...at the time, I had full grown breasts and looked like a 'big girl'...my class teacher kept making "love advances" to me...he asked me to have sex with him...he did not say it directly but told me he loved me and that I should be his 'girl friend.' He was around 40 years old and had 2 wives and he said he was going to marry me. He was a very wicked man. Because I refused, he beat me every morning when I was late for school and also whenever he asked questions in class that I cannot answer – he would punish me.

He would give me 24 lashes and say to me 'fool man.' He would verbally abuse me in front of the whole class...I started missing classes whenever I am late for school and followed other girls to the river...it was not possible for me to tell anyone such a story...people think that teachers are good at discipline...the teacher told me I was not going to pass...so why should I waste my time (for school)... I feel bad because it wasn't that I was not making an effort to learn...I was "unlucky"...this is why I am suffering today...my other siblings are in foreign lands...I am a farmer."

People are afraid to report teachers...anybody that prosecutes a teacher who ends up losing his job will be considered a wicked person by the community. That person will be accused of depriving the teacher his livelihood. It will create hostility between the clan of the teacher and the one who reported. Nobody wants to be accused of depriving another of his livelihood. Reporting the culprit of a crime that one is acquainted with is considered to be a hateful act in community...sometimes teachers plead with the girls not to expose them...they bribe the girls and the girls accuse an innocent school boy for her pregnancy... due to lack of evidence against the teacher, parents do not report it...even if they know that the teacher is responsible for the pregnancy.

(25-year-old woman from Koinadugu, Sierra Leone)



**Visit 5:
Improving
Communications and
Managing Conflict**

Reminder: Before starting with this training session, ask about SBMC progress and achievements since Mentoring Visit 1 and discuss how they have managed to handle any challenges. Offer any advice you can about next steps. Note these down for documentation purposes and for further follow-up. Do this at the beginning of each visit.

This training will help SBMCs:

.....
understand what conflict is and how it arises

.....
understand that conflict can both be positive or negative, depending largely on our response to the conflict.

.....
be better able to deal with conflict as it arises in schools and communities.

Resources:

Flipchart paper, marker pens, materials (see below) cut up and ready for group work.

Time: (3.5 hours)

1.

Introduction: skills for maintaining SBMC success

You can use the notes below to introduce the training session to the SBMC, or just to help you understand the issues.

Once SBMCs have started to build good relationships, they will need certain skills to keep these important relationships working well for years to come.

Communication and conflict resolution are extremely important areas for SBMC members to have good skills in, if they are to get good support from people for the long term.

This applies just as much to internal relationships as to external relationships. SBMC members need to support and trust each other if they are to function well. Within SBMCs, there will be different priorities and different types of power, and members may not always feel comfortable with each other at first.

Highlight

.....
It is essential that every SBMC member understands how to speak up politely but clearly for their priorities, so that they do not feel resentful and stop their efforts.

.....
It is also vital for every SBMC member to know how to meet others' priorities for the greater good of the school and its community.

.....
And it is very important for SBMC members to recognise and thank each other, and their external supporters, for their distinctive qualities and contributions.

When people feel appreciated and understood, they often respond better to being asked to do things.

The same applies to SBMC trainers and mentors. They will need to communicate well with all SBMC members in order to deliver training and advice. They will also need to help resolve conflict within SBMCs, and between SBMCs and others.

As part of their work to help SBMCs improve education, trainers and mentors will need to communicate effectively to superiors and helpers, to get support with the wider issues that individual SBMCs cannot manage on their own. Trainers and mentors will also need good conflict resolution and communication skills to address blocks and barriers to improving how schools work.

Where to start?

Explain: We are all just people. Thinking about our personal experience of communicating with other people, and how disagreements and tensions have been solved, is a very good place to start with this topic.

Ask SBMC members to answer:

Which people in our lives have we admired as a communicator, or as someone who can calm down conflict?

When have we been proud of ourselves for helping to solve a disagreement?

What can we look back on and reflect that we could have approached differently?

These are all good questions for SBMC mentors and SBMC members to consider.

2. Good and bad communication

(30 minutes)

Explain that this session will help the group understand the benefits of good communication, and identify problems that can occur as a result of poor or no communication.

Split participants into 3 groups.

Explain that each group will start with a different task, and will have 10 minutes to work on it. (The tasks below should be written out on A4 paper and left on each table in advance.)

After 10 minutes – no matter how far the groups have got – each group will move to the table on their left to work on the next group's task. They will have time to see what they can add to what the previous group did. Walk around and help groups to find ways in which they can add to previous work.

The groups will rotate one final time. These groups will need to see if there is anything else they can add to the work, and then present the final result to the other groups.

Tasks:

Group 1 – Task

Draw a picture of what you can see when communication is working well between two people/groups. What benefits of good communication are visible?

Group 2 – Task

Create a short role play to show what happens as a result of communication not working well between two people/groups. Write out the script for this role play. (The final group will need to perform this.)

Group 3 – Task

On flipchart, create two lists: Indicators of good communication in a relationship; Indicators of bad communication in a relationship. (The final group will need to add to this list anything additional that is highlighted by groups 1 and 2's presentations.)

Afterwards, encourage the group to discuss the following questions: (10 minutes)

a.

Why is good communication important? What problems can arise if we don't have good communication in a relationship? (if the group has trouble coming up with ideas, you could suggest mistrust, misunderstanding, not able to achieve goals, information doesn't flow, breakdown in a relationship).

b.

How would you know if, for example, an SBMC Chairman and a Head-teacher were not communicating well? What might you see that would tell you that the communication between them was not effective?

3. Properties of effective communication

(40 minutes)

Explain that we will work out the principles of effective communication. Present each of the four points in bold below on flipchart. Invite comment and discussion using the questions. Encourage participants to share relevant experiences. Spend about 15 minutes on this.

Be clear and honest

What are the potential problems caused by not being clear in communication?

In what ways do we need to be clear?

Give as much information as needed, and not more

What's the impact of withholding information from someone?

What's the impact of overloading someone with more information than they need?

Why might this be dangerous in a community context? (e.g. this could lead to decisions being made by those with power about what communities "need" to know)

.....
Be relevant
.....

What's the effect of communicating irrelevant information to someone?
.....

.....
Communicate regularly
.....

How do you feel when someone hasn't been in touch with you for a while?
.....

What good and bad things can happen to a relationship when people are in touch with each other 'little and often'?

Now divide participants into groups of around 6, and give each group a copy of Handout 1: A Checklist for Effective Communication. Allow 15-20 minutes for the group work.

a.

In their groups, ask participants to copy the checklist onto flipchart. For each point, ask them to fill in the column "In practice, for the SBMC, this means...". Go through the example of the handout in plenary and check participants understand the task.

b.

Ask groups, also, to add any points to the checklist that they feel would be relevant.

c.

Once all groups have finished, ask each group to place their communication checklist on the floor and have all participants walk around the room to see what others have come up with.

d.

Ask how effective communication could be practised in SBMC meetings, and record suggestions.

4.

Introduction to conflict

(20 minutes)

a.

Ask participants in plenary to give examples of any conflicts that may have arisen or may arise within SBMCs or between SBMCs and others

b.

Ask two or three people in the group to define "conflict".

c.

Ask what readily comes to people's mind when the word "conflict" is mentioned, and write down answers on the left hand side of sheet of flip chart paper. (Expect words like disagreement, fighting, quarrel, war, violence, killing, etc.)

d.

Ask: Is conflict all about these negative words – or can some good come from conflict? Then ask for positive words associated with conflict; write these on the right side of the paper.

e.

What kinds of conflict might SBMCs have to deal with, given their roles and responsibilities? Write these on flipchart.

Ask these questions to conclude the discussion:

.....
Has our definition of conflict changed since the start of the activity? Ask if anyone would like to redefine it.

.....
Highlight that conflict is often seen in an entirely negative light. However, conflict is an inevitable feature of society, and it can be a positive force for change if channeled correctly.

.....
Conflict is NOT the same thing as violence; as conflict can be positive or negative, depending on our individual responses to it.

Ask participants, in groups, to come up with a list of ways in which conflict could be positive, useful, beneficial. (Allow 10 minutes).

5. Why does conflict happen?

(15 minutes)

This exercise aims to:

.....
Demonstrate that conflict is part of life

.....
Encourage participants to find ways to minimize tension associated with conflict

Give this message to the group:

Conflict is not something that we should seek to stop, as it is an inevitable part of our communities, and it can be used as a force for good.

a.

Draw a large 'W' on a flipchart and place it on the floor. Ask for four volunteers to stand in a circle with the 'W' in the middle of them and ask what they see from where they stand. (Perceptions will be different. Someone will see an 'M', another person a '3,' another an 'E' and one person will see a 'W'.)

b.

Ask: Could this difference in perception generate conflict in a real life situation?

c.

Ask participants: Why do we see things differently as human beings?

d.

Discuss in plenary, and help participants to come out with a list of factors responsible for our different viewpoints: (e.g., our background, culture, education, religion, literature, ideology, environment, experience, etc. Probe to help people understand that because we are different, we often see things differently – our “world views” and perceptions are different.)

e.

Ask participants to discuss with the person next to them: Why does conflict happen?

f.

Take feedback from pairs in plenary and write down reasons on flip chart paper.

Discussion points

Explain that conflict is a natural and inevitable part of human existence, because we are different, and hardly see things the same way. This is a combined result of our different experiences and other factors noted above, which influence our various perspectives of life.

Wrap up by explaining that conflict is like "energy," and ever-present. The aim is not to stop or prevent conflict, as people will always disagree. Rather it is to prevent conflict becoming a barrier to moving forwards and achieving common goals.

6. Where might conflict arise with SBMCs?

(45 minutes)

Explain that we are going to find several ways to resolve conflict, in relation to how SBMCs work.

a.

Ask the group where conflict might arise with SBMCs - between members and between SBMCs and others. Take suggestions from the group and write them onto a flipchart. Ask for details, explanations, examples, etc.

b.

Ask participants to split into groups of 3 or 4.

c.

Ask each group to choose one of the areas of conflict that have been identified.

d.

In their groups, they should decide what they would advise the SBMC to do in order to resolve the conflict.

e.

Explain that they should decide on step-by-step actions they would advise them to take and write each step on a separate sheet of A4 paper.

f.

Allow 20 minutes and then ask each group to present their step-by-step approach to resolving the conflicts.

g.

Explain to the groups that one wall in the room will now become their 'conflict resolution toolbox' (have a title written on flipchart and stuck to the wall). Invite each group to place their 'steps' in the 'conflict resolution toolbox' by sticking their sheet of paper to the flipchart.

7. Conflict Resolution Tools

(45 minutes)

Prepare the conflict resolution tools at the end of this session written onto cards (OR print them out, 1 per sheet). Also prepare the communication styles handout (1 per participant).

Explain each conflict resolution approach using these notes:

Tool 1: The 3 Step Assertiveness Model (See Assertiveness Model Tool)

Ask SBMC members what they understand by the term 'assertiveness'.

Emphasise that assertiveness is about taking the personal and the emotional out of a situation and focusing on the facts and what can be done in the future – it is not about blame!

Facts = what has happened, what is the situation?

Effects = what is the impact of what has happened?

Future = what solution can we see? What can we do in the future to avoid this situation again?

Helping Contracts

The emphasis here should be on looking at what you can do for the relationship first, not what you expect the other party to do (refer back to the scales on slide 7).

These 'contracts' could just be in the form of a discussion, but they could also actually be written out if the parties feel it would be beneficial to the relationship.

Are there situations in which SBMCs might write out such a contract?

Tool 2: Common goals (see Common Goals Tool)

We begin with the detail of the situation. We ask the other person whether, at that detailed level, we have agreement (e.g. Am I right in thinking that we both want to build a new toilet block with this grant?)

If the answer is No, we move out one step, to look at a slightly bigger picture (e.g. Am I right in thinking that we both want to build a structure with this grant?)

If the answer is still No, we move out again to a bigger picture still (e.g. Am I right in thinking that we both want to use this grant to improve the pupils' experience of learning at the school?)

By starting at the detail and slowly moving out to the bigger picture, we can find at what level we have common ground with the other person and then work from there.

Tool 3: Win-win Situations

We don't necessarily have to have common goals in order for both parties to get what they want.

Refer back to the paper game – each group wanted different things, but they could all be achieved simultaneously.

Just because you don't agree on something, doesn't mean you can't both achieve your individual goals – look for a win-win outcome to the conflict.

Tool 4: Active Listening

This is a more structured way to go about active listening in times of conflict.

Tool 5: STAR model

STOP and recognize that there is conflict;

THINK and communicate about why the conflict has arisen and what solutions are available;

ACT to try to resolve the conflict; then if the actions have worked,

REVIEW them. If the actions have not worked, revert back to step 1.

a.

After each approach is presented, ask a participant to place the corresponding card/paper 'in the toolbox'.

b.

Ask participants to review the complete toolbox and invite discussion.

Ask the group:

Are any of their approaches (from the last exercise) similar to these tools?

Are there any more tools that people know of and would like to add to our toolbox?

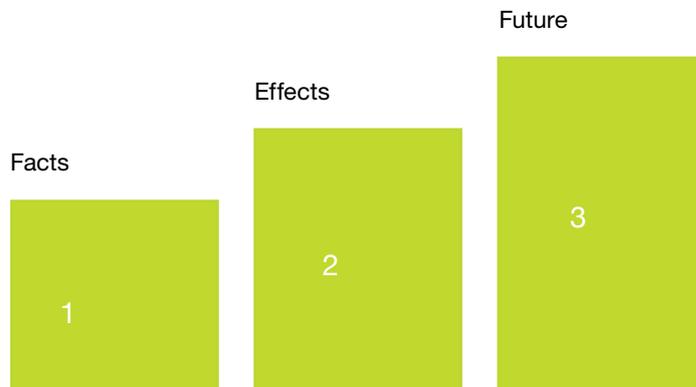
Give out Handout 2 on communication styles. Give the group 10 minutes to read it, and ask which style of communication is best. Ask which communication styles they have used, and which have been used with them. Which did they prefer? At the end, emphasise that assertive communication will help conflicts be resolved more quickly and effectively.

Give out Handout 3 for participants to take away. Explain that the handout contains examples of how SBMCs have resolved conflict successfully by using different communication and conflict resolution skills.

Materials

Conflict Resolution Approaches Tools

The 3 Step Assertiveness Model

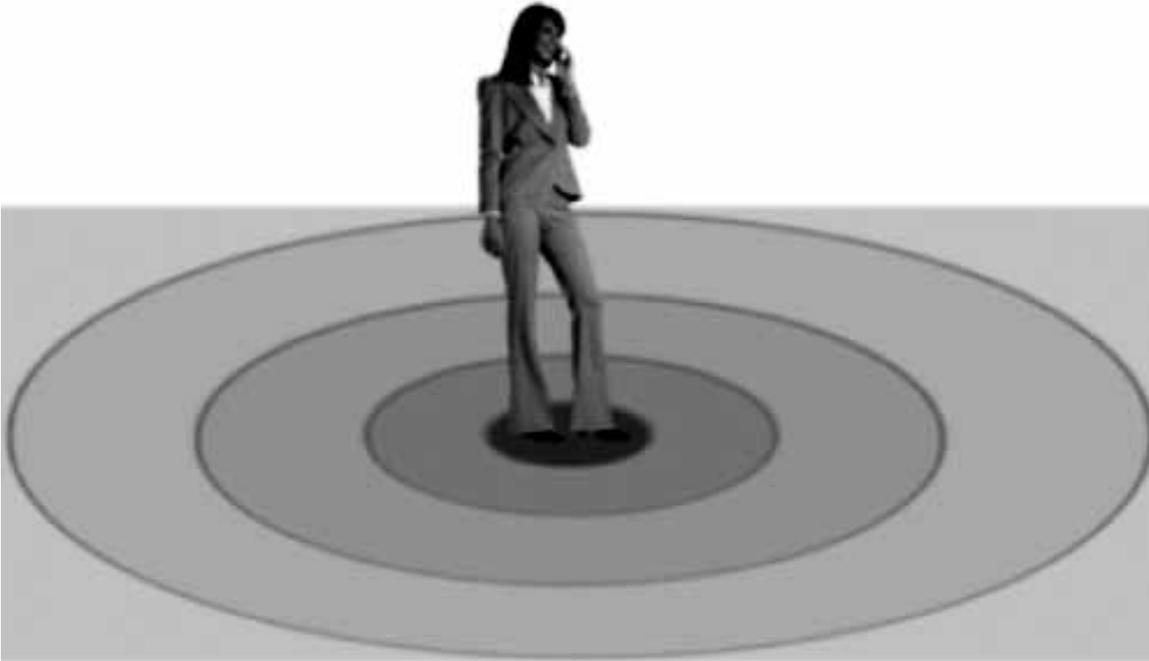


Helping contracts

What can i do to help you?

What can you do to help me?

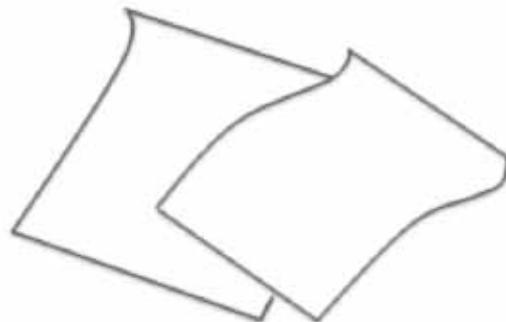
Common Goal



Am I right in thinking that we both want...?

Win-Win Situations

- What if you don't have common goals?
- How can you negotiate so that both parties get at least part of what they want?



Active Listening

1. Ask Person A to explain the problem as they see it
2. Ask Person B to listen to Person A and then to explain the problem as they understand it from Person A's perspective
3. Ask Person A if this is an accurate description; if not, ask them to add to it until Person B has a clear understanding of their standpoint
4. Repeat the other way round.

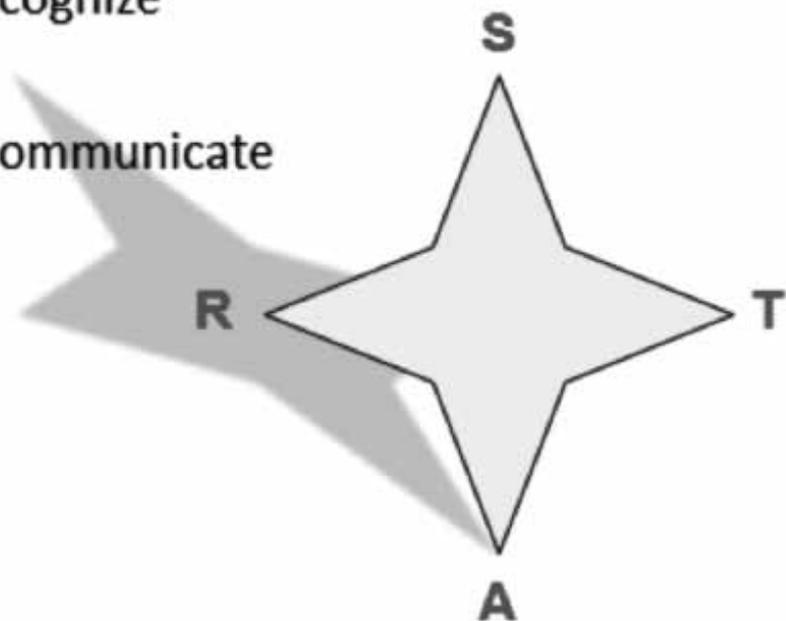
The STAR model

1. Stop and recognize

1. Think and communicate

1. Act

1. Review



Handouts

Handout 1: A checklist for effective communication

Has my communication been...?	In practice, this means...
Clear?	
Appropriate in quantity?	
Relevant?	
Regular?	
Open to feedback? Participatory?	
Accessible to the audience?	
Accurate and honest?	
Precise and specific?	

Handout 2: Communication Styles

Aggressive communication style: where a person chooses to attack, to act first and win irrespective of the content and the objective of the communication. Sometimes people want to be right and have the last word.

Mottos and Beliefs

“Everyone should be like me.”

“I am never wrong.”

“I’ve got rights, but you don’t.”

Communication Style

Close-minded

Poor listener

Has difficulty seeing the other person’s point of view

Interrupts

Monopolising

Characteristics

Achieves goals, often at others’ expense

Domineering, bullying

Patronising

Condescending, sarcastic

Behaviour

Puts others down

Doesn’t ever think he/she is wrong

Bossy

Moves into people’s space, overpowers

Jumps on others, pushes people around

Know-it-all attitude

Doesn’t show appreciation

Nonverbal Cues

Points, shakes finger

Frowns

Squints eyes critically

Glares

Stares

Rigid posture

Critical, loud, yelling tone of voice

Fast, clipped speech

Verbal Cues

“You must (should, ought, better).”

“Don’t ask why. Just do it.”

Verbal abuse

Confrontation and Problem Solving

Must win arguments, threatens, attacks

Operates from win/lose position

Feelings Felt

Anger

Hostility

Frustration

Impatience

Effects

Provokes counter aggression, alienation from others, ill health

Wastes time and energy over supervising others

Pays high price in human relationships

Fosters resistance, defiance, sabotage, retaliation, forming alliances, lying, covering up

Forces compliance with resentment

‘I win - you lose’

Passive communication style: where a person does not express his/her feelings and thoughts because either they do not want to confront the other or they are unable to do so. They prefer to be silent and lead the other person to guide the communication. This style could be a strategy or the result of lack of confidence.

Mottos and Beliefs

“Don’t express your true feelings.”
“Don’t make waves.”
“Don’t disagree.”
“Others have more rights than I do.”

Communication Style

Indirect
Always agrees
Doesn’t speak up
Hesitant

Characteristics

Apologetic, self-conscious
Trusts others, but not self
Doesn’t express own wants and feelings
Allows others to make decisions for self
Doesn’t get what he/she wants

Behaviours

Sighs a lot
Tries to sit on both sides of the fence to avoid conflict
Clams up when feels treated unfairly
Asks permission unnecessarily
Complains instead of taking action
Lets others make choices
Has difficulty implementing plans
Self-effacing

Verbal Cues

“You should do it.”
“You have more experience than I do.”
“I can’t.....”
“This is probably wrong, but...”
“I’ll try...”
Monotone, low energy

Nonverbal Cues

Fidgets
Nods head often; comes across as pleading
Lack of facial animation
Smiles and nods in agreement
Downcast eyes
Slumped posture
Low volume, meek
Up talk
Fast when anxious; slow, hesitant when doubtful

Confrontation and Problem Solving

Avoids, ignores, leaves, postpones
Withdraws, is sullen and silent
Agrees externally, while disagreeing internally
Uses energy to avoid conflicts that are anxiety provoking
Spends too much time asking for advice, supervision
Agrees too often
Feelings felt
Powerlessness
Wonders why doesn’t receive credit for good work
Chalks lack of recognition to others’ inabilities

Effects

Gives up being him/herself
Builds dependency relationships
Doesn’t know where he/she stands
Slowly loses self-esteem
Promotes others’ causes
Is not well-liked

‘You win – I lose’

Assertive communication style: where a person is able to express his/her feelings and thoughts without hurting the other person.

Mottos and Beliefs

Believes self and others are valuable
Knows that assertiveness doesn't mean you always win, but that you handled the situation as effectively as possible
"I have rights and so do others."

Communication Style

Effective, active listener
States limits, expectations
States observations, no labels or judgments
Expresses self directly, honestly and as possible about feelings and wants
Checks on others feelings

Characteristics

Non-judgmental
Observes behaviour rather than labelling it
Trusts self and others
Confident
Self-aware
Open, flexible, versatile
Playful, sense of humour
Decisive
Proactive, initiating

Nonverbal Cues

Open, natural gestures
Attentive, interested facial expression
Direct eye contact
Confident or relaxed posture
Vocal volume appropriate, expressive
Varied rate of speech

Verbal Cues

"I choose to..."
"What are my options?"
"What alternatives do we have?"

Behaviour

Operates from choice
Knows what is needed and develops a plan to get it
Action-oriented
Firm
Realistic in her/his expectations
Fair, just
Consistent
Takes appropriate action towards getting what she/he wants without denying rights of others

Confrontation and Problem Solving

Negotiates, bargains, trades off, compromises
Confronts problems at the time they happen
Doesn't let negative feelings build up
Feelings felt
Enthusiasm
Well-being
Even-tempered

Effects

Increased self-esteem and self-confidence
Increased self-esteem of others
Feels motivated and understood
Others know where they stand.

'I win, you win – nobody has to lose'

Handout 3: Case Studies: Communication, negotiation and conflict resolution

a.

At the onset of the SBMC development programme in Lagos, SBMC members set off on a mission to find out the state of schools in Shomolu Local Government. Schools were practically in ruins. Roofs had collapsed, there were no ceilings, and there was flooding, overcrowded classrooms, dangerous environments with bushes and snakes, broken bridges, dirty drainages and every imaginable environmental and infrastructural problem. The SBMC took photographs of these schools and circulated them around local government areas. The SBMC and local CSO helped the communities start a campaign aimed at the local government authorities for abandoning and neglecting the schools. This became a big case in the local government and a petition was sent to the Independent Corrupt Practices Commission (ICPC) to investigate what was being done with the funds for public schools in the Local Government Authority. The Local Government Authority Chairman was called upon to answer the query .

The situation became quite heated and there was some persuasion towards community members to abandon the case. However, eventually the Chairman promised to make amends. With continued advocacy the Local Government Authority Chairman, under pressure from the communities, SBMC and the LGEA Education Secretary, began rehabilitation of the worst schools. The LGA and LGEA were able to fully rehabilitate over 10 schools to a very high standard and they even added an indoor sports centre and a centre for skills to one of the school complexes. Following this the local government race became heated and the LGA Chairman went on air to point out that he had rehabilitated schools: he used this as his major defence in his campaign. In no way is this the end of the story, but only the beginning. A door has been opened that can no longer be closed.

b.

In Alimosho LGEA of Lagos State in November 2011, SBMC Cluster Chairman, Pastor H.O.D Osoba took action on the dangerous state of the infrastructure and Community Primary School. The community had already contributed towards the cost of repairs, but it was not enough to solve the problem. Pastor Osoba wrote an email directly to the Lagos State Governor for assistance. He attached photographs of the dilapidated school to his mail, showing the roof broken and open to the elements, with rotting timber ready just to fall in on the classrooms. The State Governor responded, directing the Local Government Councillor to repair 6 of the classrooms in the school, and SUBEB to organise the construction of 14 classrooms. All this was quickly agreed and action taken.

c.

In Kwara State, one SBMC found that many children were not coming to school late. They asked the children in the SBMC to find out why this was happening. The children in the school told the child SBMC members that they had to walk a long way to school without breakfast, and they wanted to buy breakfast when they arrived. There were food vendors in the school who were selling food to children after classes had started. The SBMC asked the children whether they should drive off the food vendors, but the children said they needed to buy food at school. So the SBMC negotiated with the vendors and the head teacher for the vendors to come to school earlier to sell food, and to do it just outside the school. The SBMC communicated this change to parents, and asked them to send their children to school earlier. Many fewer children were late for school.



**Visit 6:
Inclusive education:
Including all children in
the community**

This training session helps SBMCs to answer three questions:

a.

Why don't all children do equally well at school?

b.

How can a school help all children have a good learning experience?

c.

What can SBMCs do to make sure schools include all children?

Resources: flipchart, marker pens, pencils and pens, presentation points on flipchart or printed, and copies of handouts (see below).

Time: 4 hours

1. Introduction

Explain that education tries to help everyone reach their potential to contribute to society. Therefore we hope that the SBMC and the school will treat every child as a person who may have many different strengths and characteristics, and may need different things to do well in school.

Start the session by explaining that a big part of the SBMC's role is to look for problems that children may be having with education, so that improvements can be made. Explain that this session will look at how SBMCs and the wider community can help the education of the children who are having the biggest problems.

2. Personal experiences of learning

(30 minutes)

a.

Ask the participants to think about when they were a child for a few minutes. Can they remember a time when they really enjoyed learning something? learning? 'Learning' meaning anything they learned how to do or got better at, whether at home, with friends, in school or anywhere.

b.

Ask the participants to recall and think about a very good experience you had with learning as a child, and think about why it was good.

Did anyone help you to learn?

What did you find easy? Why?

How did you feel when you did well?

Give instructions to tell the person sitting next to you about it quickly.

(5 minutes)

a.

Say that we also want to think about times when we found learning difficult as a child – again, either in school or at home, with friends, while working... anywhere. Ask the participants to think of a time when you found learning very difficult.

Why was it difficult for you?

How did you feel?

Did anyone try to help you?

If you could go back and change things, what help would you have liked to have received as a child?

Give instructions to tell these things to the person next to you briefly. (5 minutes).

b.

Then explain that you will just ask a few people to share some examples of difficult learning experiences. (10 minutes)

c.

Write the feelings that people had when they were struggling with learning as a child on the flipchart. Ask the rest group if they had similar feelings.

d.

Ask how teachers affected their learning. If being afraid of a teacher comes up, emphasise that fear mostly doesn't help children to really understand what they are trying to learn. Positive, encouraging relationships between teachers and pupils help learning.

Say that we all felt very powerful feelings when we were children having problems with learning or taking part in school. These experiences can make a big difference to our lives and our ability to learn well.

Explain that the SBMC can help to find out which children are having a difficult time in school, and those who cannot go to school at all. The SBMC can then take steps to make learning easier for these children.

3.

What do children need to learn well?

(40 minutes)

a.

Explain that all children can learn, and that our next task is to think about what things could make it easier for more children to learn and do well in school.

b.

Organise the participants to get into groups of three or four people. Group children and young people together, separately from the adults.

c.

First, the school:

Ask the group, if they were visiting the local school, how could they tell whether children were having problems with learning or taking part in activities.

Get several suggestions from the group (hopefully these will include unhappy faces, children being apart from others, children fighting, children looking confused or very silent; children hanging around outside when they should be in school. Suggest these if they don't come up.). Write these suggestions on the flipchart. (5 minutes)

d.

Show the following questions written up on flipchart:

To help all children feel comfortable in school and learn well...

i.

What physical conditions are good for a school?

ii.

Where should the school ideally be?

iii.

What should classrooms be like? How should the windows, ceiling, floor and doors be?

iv.

How should teachers behave?

v.

What should teachers not do?

vi.

How can all children be made to feel welcome and safe in the school?

Ask each group to write answers to these questions on a sheet of flipchart each. Give them 20 minutes to do this.

At the end, ask the groups to stick their flipchart sheets on the wall and walk around and look at each other's suggestions. (5 minutes)

Then bring the group back to their seats. Ask whether the children and young people's group to present their flipchart to the whole group. (5 minutes). Discuss whether this group had any ideas that were not in the other groups' flipcharts.

Ask whether children with disabilities would benefit from schools being like this (hopefully the group will say yes.) Ask what other things would help make going to school easier for children with disabilities?

Also suggest that the teacher could try to find out which children had problems with their eyesight, and could try to seat them nearer to the blackboard.

Ask SBMCs how they think children learn best and list their answers on flipchart. Add the answers below if they have not given them:

By doing, experimenting, being active – by participating

When they perceive what they are learning to be useful for them and for their future

When the teacher knows the subject and teaches well

In a classroom which is equipped with the necessary furniture, enough light to see, free of dust

When they do not feel threatened or fearful

Then ask whether SBMC members currently visit schools. If so, ask if they feel they could look for these things that they have just come up with when they visit schools and classrooms. Which things would be easiest to look for? Record suggestions on a flipchart.

NB, for areas where SBMCs don't currently have permission to visit or monitor inside schools, this activity needs to be handled differently or removed.

Ask, what could SBMC members do when they see good or bad things in the school? If they see bad things, would it be better to confront teachers then and there, or to note the issue and take it up later in a meeting? (should be taken up later).

If SBMC members see good things in the school, what should they do? (Praise the teacher or the children and make a note of it, make it known at community feedback meetings etc.). (5 minutes)

4.

Barriers to access

(40 minutes)

a.

Ask the group roughly how many children in their community are either not in school or not coming to school very often. Write the estimated figure on the flipchart. Ask the children whether they agree with this figure, or whether they think it is much bigger or smaller. (5 minutes)

b.

Emphasise that every child has the right to come to school and learn, no matter what difficulties are facing them. Say that there is usually something that can be done to make it easier for children to come to school. Ask, if a child or a child's family cannot help a child attend school, who should help? (Elicit: the community, the government, business – everybody.)

Emphasise that we all have the same rights as Nigerians, and our country needs everyone to get basic education, so that the economy can function well and our society can be stable. Only countries where everyone gets an education are doing really well in the world economy. The government has put it in law that every child should get a good education.

c.

Divide the children suggested so far into categories (i.e. girls; children with disabilities; the poorest; Fulani children, etc.) and give each group one category to consider further. Ask the groups to list all the reasons why their group of children often can't come to school on flipchart. Allow 5 minutes.

d.

Then ask the groups to identify whether anything is being done at the moment by the SBMC or anyone else to help these children come to school or stay in school. Give them 10 minutes to discuss.

e.

Get each group to tell the wider group what problems prevent their group of children from going to school, and what is being done to help at the moment. During the presentation the co facilitator should record the problems and what is being done to help on flipchart.

After each presentation the facilitator should ask the rest of the group whether they know of anything else that is being done – if anything is mentioned, add that to the flipchart. (15 minutes overall)

Praise the SBMC group for all the efforts that they have been making. Ask how they would like to recognise the efforts of others in the school and community who have been helping. Write up their suggestions on the flipchart. (5 minutes)

Session for CGP (optional for SBMCs): Debates on including all children (45 minutes)

Check to see whether people are happy with the ideas that have been discussed so far. If you find that people are finding these ideas difficult, divide the group into two halves. One side must argue for inclusion, the other against it.

Ask the 'against' side to come up with all the objections they can think of against including all children in education. Write these on flipchart. Some ideas might include:

.....
these are just words imposed by donors, we need education to be right for our communities, not fit an outside view of how schools should be

.....
it's impossible in our context at the moment, we should wait till things are better and we have more resources

.....
inclusive education can do more harm than good - putting vulnerable children into school when schools are not ready for them is dangerous

.....
moving towards inclusive education too soon could damage the education of children already in school

.....
it's too much for teachers to give every child the support they need, they can barely teach as it is.

Ask the 'for' side to come up with answers to these objections, based on what has already been discussed. Suggest the ideas below if they cannot come up with very much, or give them the points below on handout and ask if they are happy to present them.

Some useful points for inclusive education: (present on flipchart, or give as a handout)

.....
Where children with disabilities are not in school, their carers lose time for earning income in looking after them.

Education is about learning how to live well in society. Society is full of different people and so we need our schools to have all types of people in them. We need to learn kindness to each other.

Often only small changes are needed to get children with disabilities into 'ordinary' schools. The community can help bring a child to school if they can't go on their own. Other children can help children move around, use the toilet, and eat. Sometimes an extra supportive chair and some extra attention and kindness from the teacher can make a huge difference.

Worldwide, 15% of all people have a disability - that is one in every six people. It does not make sense for this many people not to be able to earn a living because they have not been to school.

Special schools are usually small and expensive, and they cannot take all children with disabilities. Severely disabled children may need to go to special schools, but they should also be supported to spend as much time as possible in mainstream schools and with other children, to improve their social skills. Home visits by teachers can help the education of children who genuinely cannot move around school.

5 Presence, participation and achievement (10 minutes)

Present this, on flipchart:

Inclusive education is about making school and learning easier for all children. A good quality school should try to make improvements in presence of children in school, participation of children and achievement for all the children in the community.

Ask what the group think presence, participation and achievement in school mean.

Explain the following:

The child with a disability may be present in class but sitting quietly on his own (not participating), and not learning anything (not achieving).

The girl who has enrolled may find that she does not receive as much attention and support from the teacher as the boys in the school (is not allowed to fully participate, so does not achieve).

The nomadic child may be present and looking as if he is participating, but not fully understand the language used in the classroom, therefore cannot participate as fully as others, nor achieve what they do.

If a teacher is not teaching well or not coming to class, almost everyone may not be participating or achieving.

Ask participants to come up with ways in which SBMC members, parents or teachers might be able to find out if children are present, participating or achieving in school. Give 5 minutes for this. Get suggestions from pairs and write on flipchart.

Finish off with these points:

Inclusive education is about changing the way education works, and many people worry about a model of education that's different to the one they have experienced.

However, the countries where everyone is being helped to do well in education are also the countries where education results for everybody are best - Finland has the best education results in the world, and their whole education system is focused on including everybody.

Inclusive education is about people making small improvements every day, according to agreed principles to help everyone learn better. We do not have to completely change everything we do; we just have to always think about how we could make our school more welcoming to children who have previously found it difficult to do well in education.

8. Action planning

Step 1

(50 minutes)

Say that the SBMC can work with others to help improve education for children that are not currently in school; children who are not taking active part in school activities; and children that are having trouble making progress in learning. Explain that the remaining session will be about planning what more the SBMC can do to help with this.

Introduce these points:

If we encourage everyone to ask these questions, soon everyone will get a good education!

- a.
Which children are struggling with education – outside school or within school?
- b.
Why are they struggling? What do they and their parents say are the reasons for this?
- c.
What are people here already doing to help make education easier for these children?
- d.
What more could be done to make it easier for them to do well in education?

Ask how the SBMC could find out more accurately which children are not in school or not attending often. Write suggestions on the flipchart. Try to encourage the idea of going to visit households informally and finding out how many children are not in school, and why.

Explain that it is often useful for adults in the SBMC to ask the adults in the family why a child is not going to school, and for children in or linked to the SBMC to ask the out of school child separately why they are not in school. Ask why this might be useful. (to see whether there are differences between the reasons that the adults and children give.)

Explain that sometimes, making just a few changes can make it possible for children to come to school or to do better in school. **Emphasise that there is always something that can be done, no matter how small, to help.** Give an example of a disabled child. Ask what more could be changed to make it easier for a child who cannot walk to come to school.

a.

You could suggest organising community support to take the child to school, and having that child's classes in ground floor rooms. Also building ramps can be useful.

b.

Suggest also the need to make it possible for children with walking difficulties to get into the toilet. If this isn't possible at the moment, could the teacher ask children to help each other to use the toilet?

NB: - if groups start to talk about actions such as fining parents for children's non-attendance, or starting to charge fees to deal with school improvement costs, or anything which risks children's safety, stop the group and ask if there are any risks with these ideas. Emphasise that the role of the SBMC is to remove barriers to education, rather than possibly creating new ones.

Action Plan		
Actions (examples given)	Responsible person/ Committee	Time-frame
Find out which children are not in school and why		
Speak to teachers and parents to find out if any children are struggling in school		
Discuss how to help these children		
Make sure they are planned for in the		

Summarise the plans that have been made. Thank the participants. Ask when the SBMC will review these plans to see if they have helped, and suggest that they plan to ask the children affected whether things have improved.

Congratulate everyone and do an active song or game to close the workshop on a high note.

Handouts

Handout 1. Provide to participants and let them read through or draw on flipchart.

1.

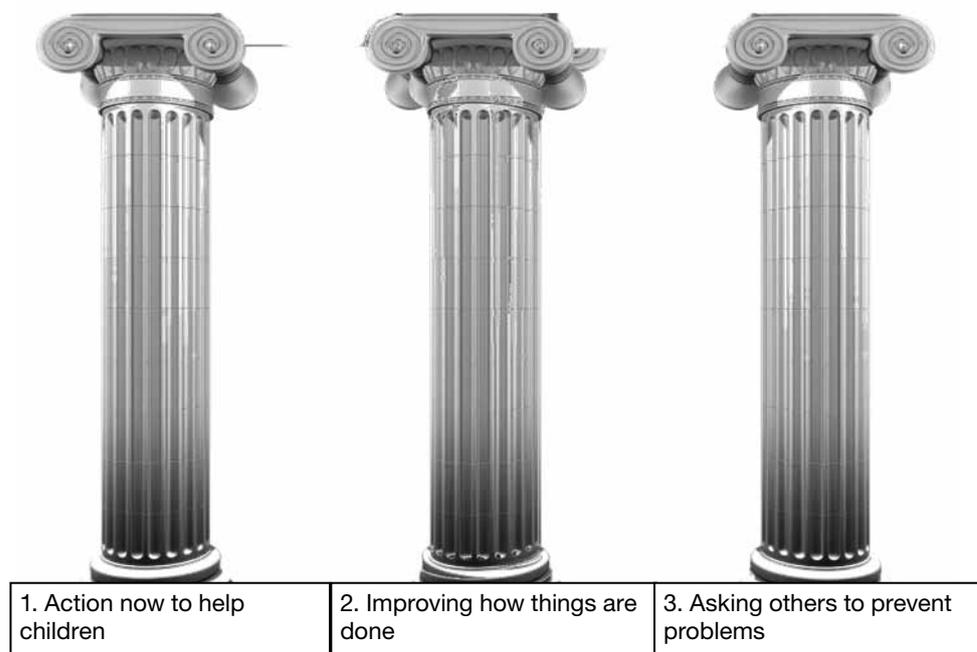
The three pillars of problem solving

The 'three pillars' of action is a helpful way of deciding what action should be taken to solve a problem.

One pillar of solving a problem is direct action to immediately improve children's lives, as children cannot wait for change - they grow up too fast.

Another pillar is working with others and getting resources to improve the ways in which things are done

The third is asking others for help so that the problem does not come back in future.



Pillar 1 might for example involve paying a volunteer teacher in the community to take extra classes

Pillar 2 might involve getting agreement from SUBEB for a new teacher

Pillar 3 might involve asking the LGEA to plan better so that they can provide the correct number of teachers in future years.

Are we taking action across all three pillars to help solve a problem?

This will help to make our school development plan strong and helpful to everybody.

Handout 2: Benefits of Girls' Education

Girls' education does not only bring the immediate benefit of empowering girls, but is seen as the best investment in a country's development.

Educated girls develop essential life skills, including: self-confidence, the ability to participate effectively in society, and protect themselves from HIV/AIDS, sexual exploitation.

Girl's education also helps cutting children and maternal mortality rates, contributing to improved human development indicators, national wealth and controlling disease and health status.

Children of educated women are more likely to go to school and, consequently, this has positive effects on education and poverty reduction for generations to come.

Educated women are better able to take care of their children's health and bring their children up to be respectful, responsible citizens.

There is a common saying that, "If you educate a girl, you educate a nation"

Education for children with disabilities

The Nigerian government has signed the United Nations Convention on the Rights of Persons with Disabilities. This gives all children with disabilities the same rights to education as all other children, and says that children with disabilities should be educated near their homes and with other children.

Educating children with disabilities means parents are more free to work and earn money, rather than having to stay home to care for a disabled child.

Many schools need only some adjustments to welcome most children with disabilities. For example, reliable people in the community can arrange to take a child to school who cannot walk there alone. Students can arrange to help another child use the toilet, or help them eat. Children with muscle problems will need a seat to support their back and arms. All it takes is to ask about difficulties a child may have taking part in education, and to discuss ways to reduce these difficulties.

All good teachers use a mixture of methods to make sure all the children in their class can learn. Children's bodies and brains are all different, and are developing in different ways. Some children need time for quiet reading; others need more verbal explanation; others need to ask and discuss; some need to touch and move objects to learn well. Using different learning activities to meet those needs will also help children with disabilities to take part.

Teachers can get training on these methods, but more important is to get to know their students and think about what would make it easier for them to take part in school life. Being friendly, kind and welcoming is a big part of including children who have missed out on school in the past.

Children learn a lot from other children and benefit from being around each other in a safe place. Children with disabilities will gain physical and mental stimulation from being around other children and doing learning activities. This may help reduce the effects their disability has on them.

Children without disabilities will gain a better understanding that everyone is different, that everyone can help others, and that everyone has valuable qualities. This is important for building a peaceful society where everyone's talents are used.

Handout 3: Case studies

In Jigawa State the CSO **Miyetti-Allah Cattle Breeders Association of Nigeria (MACBAN)**, working in Buji LGEA where they focus particularly on nomadic children, reported one small Kanuri community near Yayarin-Tukur called Fannamari, which brought 9 children 3 boys and 6 girls to Yayarin Tukur primary school. This was as a result of time given by SBMCs and CSOs to discuss in the community. One of the girls from that village is the best among all the girls in the school now, and she can be ranked among the four best students of the school.

SBMCs take action on children on the street in Kaduna State: Narrative reports provided by the CSO **Youth in Support of Community Development (YOTASCID)** and their government partners in Zonkwa LGEA of **Kaduna State** highlight SBMC actions on children who are out of school and on the street. There are many neglected children in the LGEA who do not attend school but roam around the streets due to some misfortune that might have happened to them. The awareness received on inclusion of such children in schools drew the attention of SBMC Ungwa Kanawa LGEA which decided to embark upon a street search to identify school-aged children including street boys (almajiris), orphans and children affected by poverty and disability for school enrolment. A good number of them were identified. The SBMC appealed to the larger community for help on behalf of these children. More than 20 of such children have now been enrolled in schools and some of the SBMC members have committed themselves in sponsoring their education.



Visit 7:
Continuing to build
good relationships

This training session will help SBMCs:

understand how important the ability to network and build good relationships is to the work of the SBMC

learn how to generate support from the community for school improvement and manage resistance to change

Resources:

Flipchart paper, marker pens, role cards and results sheets cut up and ready for group work, drawing of four pillars of effective working relationships drawn on flipchart (see below).

Time: 3 hours

1. Introduction

Relationship building and networking (5 minutes)

Remind SBMC members that a big part of the SBMC's role is to mobilise their community to help improve education and get more children into school.

Ask the group: How can the SBMC can build important relationships and influence others, both within the community and outside it? Collect answers on flipchart.

Highlight: Building good relationships means understanding what people want, so that everyone can achieve something positive from the relationship.

Role play game: 'Community Meeting Tea Break' (30 minutes)

[Before the session, print, copy and cut out the 8 different role cards, and 8 results sheets at the end of the visit 1 materials.]

Explain that we are going to play a role play game to help in understanding others' motivations, and to experience networking.

Tell the group: Imagine that you have come together for a community meeting. During the tea break you have a chance to mingle and talk to other people

a.

Split the room into smaller groups or pairs (maximum 8 groups) and give each group:

a role card (each group should have a different role)

a results card (each group should have a copy).

b.

Explain the following:

.....
That each group should go around the room as one in their specified role and speak to the other people present at the community meeting.

.....
Explain that they have an opportunity during this 'tea break' to take steps towards achieving what they want.

.....
The 'tea break' will last 15-20 minutes. Role cards should not be shown to other groups.

c.

As the groups go round, if they come to an agreement with any other person, they should make a note of it on their results card.

d.

At the end of the 'tea break', bring the group back together as one and ask them how they found the experience.

e.

Ask each group in turn to tell the room what role they had, what they learned from the other person, and what agreements they came to (if any).

f.

Ask the whole group what they feel they can learn from the activity. Note key points on a flipchart.

g.

As part of the discussion, emphasise the importance of:

.....
Relationship building - building new relationships and improving current ones

.....
Networking - sharing contacts to make new groups of people who support us

.....
Collaborating - encouraging people to work together.

Give out **Handout 1** and read the stories of how SBMCs have used networking for success (5 minutes). Ask whether this SBMC has started doing similar things.

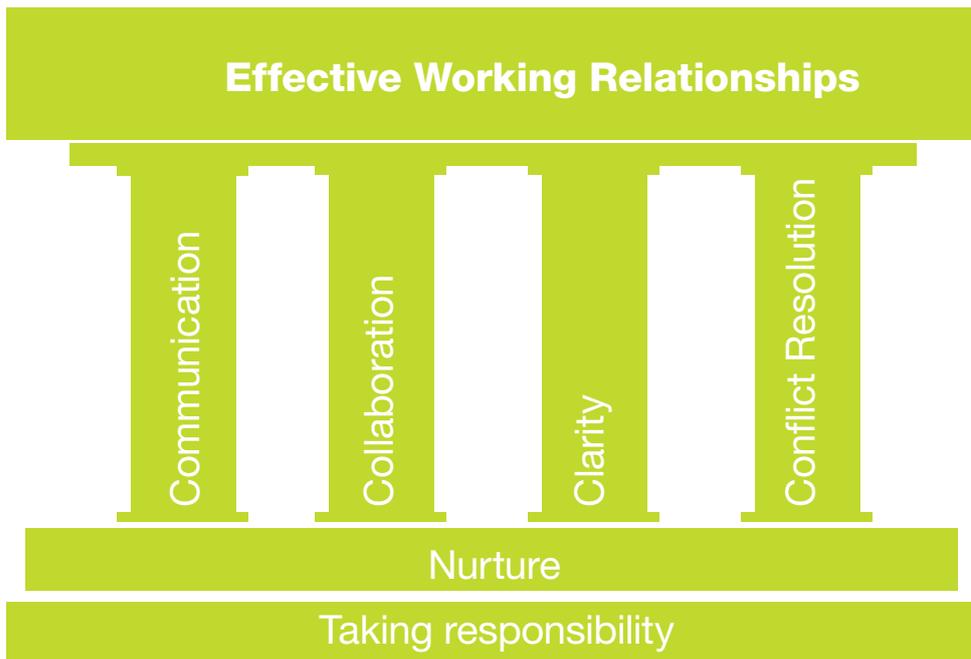
2.

Building good working relationships

(10 minutes)

Explain that within the SBMC and outside of it, we can use our understanding of others to build good working relationships. Prepare the 'Four Pillars' below to share, either as a flipchart drawing or a handout. Present this to the group. Ask if they agree.

The four pillars of



Share the principles of good relationships which are in the box below. [Write these up on flipchart paper before the session.](15 minutes)

.....
Ask if the group agrees.

.....
Ask if they want to add anything. Write new things on flipchart.

.....
Explain that many of these principles will be covered in more detail in future training.

Principles for good relationships

.....
Each person in a relationship has equal responsibility for its success.

.....
Ask what you can do for the relationship, not what the other person should be doing.

In any work relationship, it's important to have clearly agreed about:

.....
role (who's doing what)

.....
expectations (what each parties expect the others to bring to the relationship)

.....
purpose / common goal (where are you trying to get to, and what each of you want).

Explain that without clarity, people can become frustrated and it is difficult to reach your common goals.

3. The 'cooperation game'

(20 minutes)

Split everyone into pairs and ask one of each pair to sit at the table with pen and paper. The other should stand behind. Tell everyone they must not talk while you give the instructions.

Give every standing partner the word "Diamond" written on a piece of paper (prepare the pieces of paper in advance). They must not tell their partner the name of the object, and they must stand behind the drawing partner, facing in the opposite direction so that they cannot see what is being drawn.

Explain that the task is to describe the object on the paper so that the other person can draw it. They have one minute to draw the object successfully.

Say "Go!" Walk from pair to pair to make sure no one is cheating! When the time stops, ask people to show how successful their pictures were.

Afterwards, emphasise how important clear communication was to the success of the shared endeavour. Discuss how each partner had to play very different roles, but neither could complete the task on their own.

4. Useful messages for the community

(40 minutes)

[Before the session starts, write the messages in the box below on a flipchart, but cover it up].

Explain that at first, SBMCs might find a lack of enthusiasm from the community to get involved. Ask why the rest of the community might be unwilling to support the SBMC.

If necessary, add that community members could be thinking things like this:

.....
It is too difficult to improve schools and get more children into school

.....
It is not our job to improve schools – it is the teachers'/government's job, and they're not doing it.

.....
We can't improve children's education on our own and there is no one to help us.

.....
The SBMC are only doing this work for political reasons.

It will be easier to overcome beliefs like this if the SBMC are encouraged to give strong messages at the start of their activity. Ask what the SBMC could tell the community to reassure them. Write their suggestions on flipchart, and add the messages below (reveal the flipchart):

.....
Our children's education can be improved if everyone works together. If everyone puts some effort in, the total effort will be huge.

.....
There are now more people from government willing to help, but they don't know what improvements are needed where. The SBMC can tell them this.

Government also needs help to organise others to contribute to education. The SBMC can do this. When we show what we can do on our own, government will be more likely to do more itself.

There is money available in different places to improve education. It will take time and effort to get that money coming to schools, but many people want to get that money flowing. The SBMC will help get more of that money into education for this community.

The SBMC members will put in personal effort to improve the school, and they hope this will encourage the community to contribute.

Explain that it could be helpful to make these points at meetings with the whole community, or in discussions with small groups of people (such as local leaders, women's groups or parents' groups).

These messages can be strengthened by using stories of what other SBMCs have done, or by telling more general stories.

5. Heaven and Hell

(25 minutes)

Read the second story on Handout 2 out loud to participants (called Heaven and Hell).

Ask: What learning can we take from this story? How can we act on this story in our work for the SBMC? Write up ideas on flipchart.

Add that for the SBMC to encourage people to contribute time, effort or money to help improve the school, it will be important for SBMC members to point out that improvements are happening.

This means telling and showing people about what has been achieved and how. Explain that this sharing of progress with the rest of the community should happen regularly. As people see that improvements are happening due to community efforts, more people will be happy to help and provide more effort.

Ask how the SBMC could do these things (encourage them to think about how they could use public noticeboards, photographs and meetings to do this.)

End the session by encouraging the SBMC to plan how they will act on this learning and build relationships with the community. Give out the second handout, which has more stories of how SBMCs have used networking to achieve success.

Materials

Role Card 1

Role	Background	Wants	Resources
Headteacher	Has worked at the school for a long time. Feels he is underpaid and that his work is not acknowledged.	To demonstrate that he is a good headteacher and to be recognized as such by the community.	Manages a school with two classrooms and one empty storeroom which is not suitable for teaching. Does not have any private wealth or connections.

Role Card 2

Role	Background	Wants	Resources
SBMC member	40 year old male member of the community. He is passionate about the school and his community.	To raise N1m to rebuild the roof of the storeroom so that it can be used as a third classroom.	15 members of the SBMC are mobilized and ready to support the school however they can. His brother-in-law is a successful business man in Abuja.

Role Card 3

Role	Background	Wants	Resources
Parent	She has two children at the school. She works from home, mending clothing with a second-hand sewing machine.	To improve her children's chances of succeeding in life.	Runs a small enterprise mending clothing.

Role Card 4

Role	Background	Wants	Resources
Local business manager	Came from this community and attended this school himself.	To be able to recruit local employees with good standards of skills. Also wants to pay something back to his old school.	Runs a large clothing store in the nearest town. His company has the capacity to give N500,000 per year to a cause of his choice.

Role Card 5

Role	Background	Wants	Resources
Ex-pupil	Didn't enjoy his time at school. Often played truant and left early.	Came to get free food and drink. Wants to express what he found difficult about his education.	Works as a farm-hand for a local farmer.

Role Card 6

Role	Background	Wants	Resources
Local farmer	His family has lived and farmed in the community for many generations.	To ensure the school does not damage his ability to make money.	Owns the land next to the school on which he grows a number of crops. There is also a large wooded area on the far side of his land and he makes money from logging.

Role Card 7

Role	Background	Wants	Resources
Member of a local civil society organisation (CSO)	The CSO has been in existence for 5 years. She has worked for them for 2 years.	To help every child of school age in the district to attend school.	The organization has almost no funds. They have two paid members of staff and two volunteers, who are all passionate about education.

Role Card 8

Role	Background	Objective	Resources
Child	She is 12 years old and is a member of the SBMC. She enjoys school but her classroom is cramped with over 70 children sitting on the floor.	To be listened to by others at the meeting. To explain to people what it's like to have classes in a room with 70 other children.	She is well-known and popular with other children in the school.

Handouts

Handout 1: Networking to help SBMC aims

In Kano State, the CSO Magajin Malam and their government partners report the role that traditional and religious leaders are playing in supporting the work of SBMCs and school improvement. They highlight that traditional and religious leaders are involved in supporting SBMCs to monitor the performance of all 20 schools covered by the CGP. This kind of interest, motivation and commitment from communities and their leaders was not there before. The chief Imam in Fagge Local Government, seeing the value of School Based Management Committees, has taken the model of ESSPIN SBMCs to other Islamiyya schools in the LGEA. These schools have formed their own SBMCs and are now doing very well. The involvement of the community leaders has given the SBMC legitimacy and much acceptability within the community.

The SBMC at Jolasun Abangbe LGEA School resolved after the community forum held in the month of November to wake up and do all in their capacity to improve the school. They decided to meet together with the five villages from where children are coming to the school and promote children's enrolment so as to be able to bring the school back to life. They also agreed with some motorbike 'okada' riders to provide transport for teachers to school at a slightly subsidized rate so that they could easily get to the school from their homes which are far away. At the same time, a new hard driving Head Teacher who is very passionate about improving the school was recruited. The school population increased from 43 to 104 children with the community buying uniform for 27 pupils of 'egede' ethnic minority origin. The community also said there were signs of improvements in achievement and motivation of the pupils, who are now paying more attention to school homework and rush to school early in the morning before anyone encourages them.

Handout 2- stories about success

a.

Yakubu Shuaib, SBMC Chairman LGEA Primary School, Magaji Gari, Kaduna North did not used to be concerned about what happened to his school. "Anybody could trespass on the school premises – for example ruffians could come and spoil the premises. If the roof blew off, we didn't care because we believed it is government's responsibility." He was not alone in thinking this way. Now, however, as a result of the capacity building, mentoring and monitoring conducted by a partner Civil Society Organisation (CSO) and Social Mobilisation Officers, Yakubu says: "We now know that the schools belong to the community and the government is just there to help. So we have taken it upon ourselves to repair without going to government. There are projects that we normally waited for government to do but today we do it as community effort. We have achieved a lot and in the near future the school will be better. For example, the environment of the school is now beautiful and neat. Broken roofs and chairs are repaired through community efforts. Recently the wind blew off the roof and we replaced it immediately. If we write to the government, it will take a long time to get their response". Yakubu and his team are also contributing to increased enrolment. "We mobilise the children from their houses to get them enrolled and we make sure they attend school on time. We also visit the school to ensure that teachers attend classes. Between 7:30-8:30a.m. we'll be at the gate and inspect the register to ascertain attendance. We have started but we still have more work to do. We have undergone some mentoring and this has gingered us – we now understand our roles".

b.

Heaven and Hell: A traveller was having a conversation with a wise man one day and said, "Wise man, I would like to know what Heaven and Hell are like." The wise man led the traveller to two doors. He opened one of the doors and the traveller looked in. In the middle of the room was a large round table. In the middle of the table was a large pot of stew which smelled delicious and made the traveller's mouth water. The people sitting around the table were thin and sickly. They appeared to be famished. They were holding spoons with very long handles and each found it possible to reach into the pot of stew and take a spoonful, but because the handle was longer than their arms, they could not get the spoons back into their mouths. The traveller shuddered at the sight of their misery and suffering. The wise man said, "You have seen Hell."

They went to the next room and opened the door. It was exactly the same as the first one. There was the large round table with the large pot of stew which made the traveller's mouth water. The people were equipped with the same long-handled spoons, but here the people were well nourished and plump, laughing and talking. The traveller said, "I don't understand". "It is simple" said the wise man, "it requires only one skill. You see, they have learned to feed each other. Now you have seen Heaven."



**Visit 8:
Review of School
Development Planning
& Community
Feedback**

This session will help SBMCs:

Review and strengthen the SDP process

Review and strengthen the role of the SBMC in providing feedback to the community

Resources: Flipchart paper, marker pens, SBMC Guidebook

Time: 3 hours

This visit should focus on the SBMCs experience of participating in the School Development Planning process.

The CGP should use the SBMC Guidebook as the materials and content for this session.

The Planning Process:

Step 1:

Ask SBMC members to reflect on the role they have played in producing the School Development Plan. Ask:

Were SBMCs and community members involved in the School Development Planning process?

What was their experience?

Do community members and SBMCs feel that their concerns and priorities have been reflected in the School Development Plan? If not, why?

Were women and children involved in the process?

Discuss any issues that the SBMCs raise about the School Development Planning process.

Step 2

Ask SBMC members if there were any challenges with the School Development Planning process and how it could be improved next time.

Collect their answers on flipchart paper.

.....

.....

.....

Step 3

Ask SBMC members how they utilised resources (from school grant funds and resources mobilised by the community) to support the school development plan. Capture their answers:

.....

.....

.....

Highlight that these funds can be used to support vulnerable children to attend and remain in school as well as for repairs and maintenance of the school building and environment.

Step 4

Use the SBMC Guidebook Section 4 to review the role of the SBMC at each stage of the SDP process:

.....
In the initial meeting about the SDP

.....
In the self-evaluation process

.....
In the prioritization of needs for the school and the children

.....
In the planning stages (where are we going and how will we get there)

.....
In monitoring progress of the SDP towards target set

.....
In evaluating the impact of implementing the plan on school improvement

Community Feedback

Step 1

Ask SBMC members if they have organised regular community feedback sessions during the mentoring and school development planning time period. Remind SBMCs that the community should receive feedback on SBMC meetings and outcomes as well as progress on implementation of the school development plan.

Ask how these feedback sessions have gone: achievements and challenges. Capture on flipchart. Ask how SBMCs have resolved challenges and how they can be improved upon in the future. Note points made for future reference.

Highlight that keeping the community well-informed will contribute to keeping up levels of interest and participation in school improvement in the future. It will increase a sense of community ownership of the school and strengthen community voice on education issues.

Step 2

Ask SBMC members if the SBMC training and mentoring has helped them to play their role in linking the school and community. Capture their answers on flip chart.

Ask SBMC members if they have identified areas of further mentoring support. Let them discuss amongst themselves and then present their ideas.

Note these on flip chart. SMOs and CSOs should note these areas for support during further school monitoring visits beyond mentoring visit 8.

Completing the training

Visit 8 will be your last formal training session for your SBMCs. However, you will still be visiting each SBMC regularly to build on these sessions, support and advise them in their work. Explain this to the SBMC.

Congratulate the SBMC - and yourself - on completing the mentoring and training programme. To celebrate, you can make copies of the certificate at the back of this manual, add each member's name and sign a certificate to present to each SBMC member.

To complete the last training session, spend about 20 minutes discussing which skills the SBMC members feel they have got stronger in, and which skills they feel they would like more help with. Ask the following questions, and record the answers in your report:

- a.
What are the three most important things you have learned how to do in your SBMC work over the last year?
- b.
What have you been able to do as a result of the training and advice you have received?
- c.
What are the three biggest challenges facing the school and the children of your community?
- d.
What skills or advice do you need to improve to help you with these problems?

You can either ask these questions in plenary or copy them onto questionnaire sheets, for each SBMC member to complete.

Discuss: Who has the skills that the SBMC needs? Try to find out whether anyone known to the SBMC of your office has useful skills that could help the SBMC. Would it be possible for them to meet the SBMC to give them some advice or training?

Explain that you will prioritise these issues when planning your future advice visits to the SBMC.

If you want to provide more training for SBMCs, you can design and deliver your own training schemes in consultation with your management.

Certificate

Contact details

ESSPIN Abuja

Plot 7,
Kainji Crescent,
Maitama,
Abuja

Telephone

080 5800 8284

Email

info@esspin.org

Website

www.esspin.org

Photography

Jide Adeniyi-Jones

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